



FERRIS STATE
UNIVERSITY

CHARTER SCHOOLS
OFFICE

Northridge Academy
REAUTHORIZATION REVIEW
October 27-28, 2009



FERRIS STATE UNIVERSITY

Imagine More

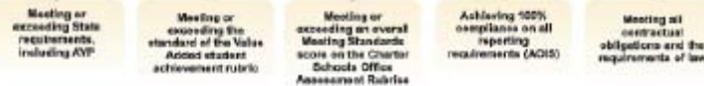
MISSION

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

VISION

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

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



CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humanness

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

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

We value integrity and trust, demonstrated by our –

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

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

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

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

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

TOTAL SCORE

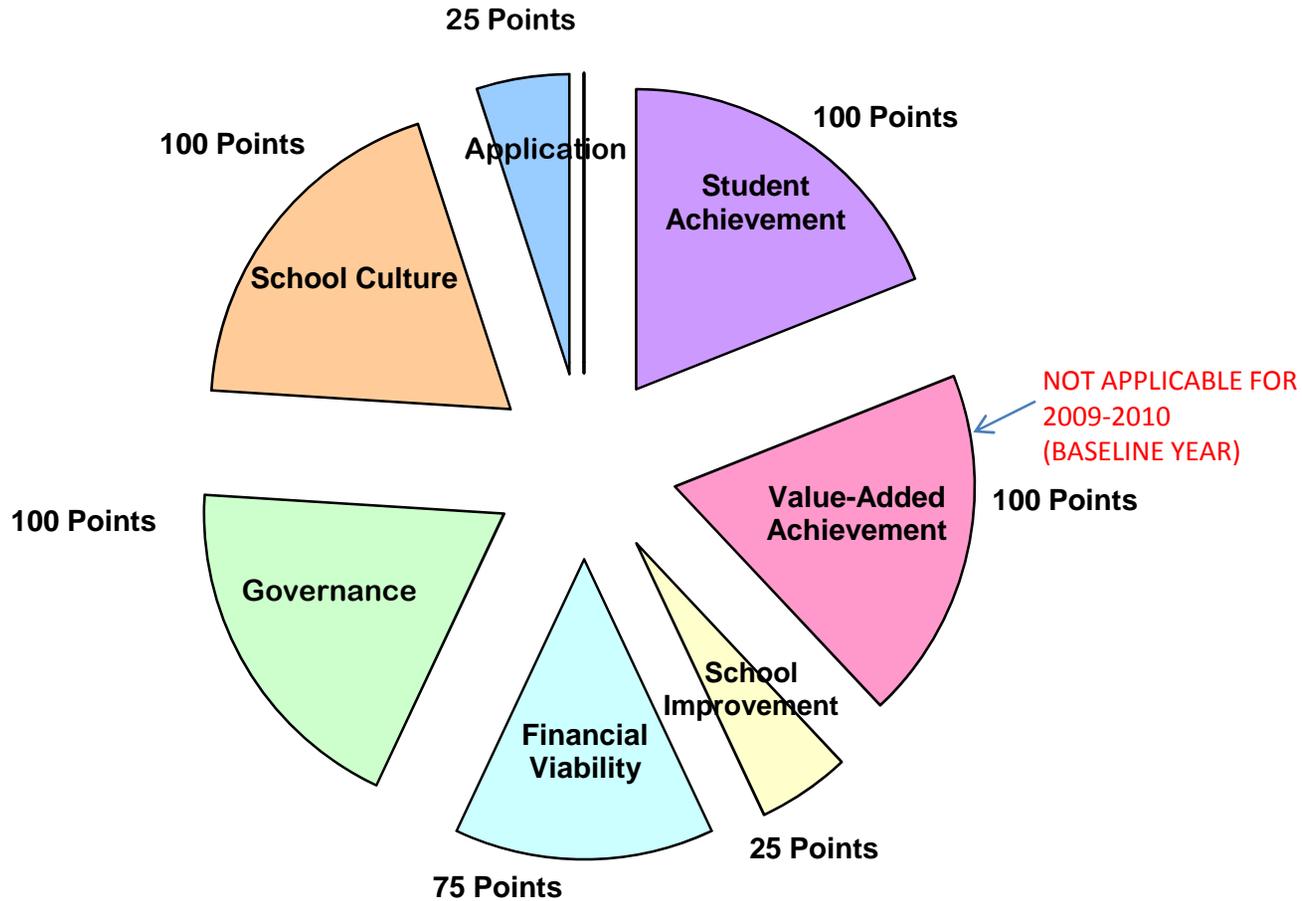
382.5-425 = Exceeding Standards
318.8-382.4 = Meets Standards
225-318.7 = Needs Improvement
254.9 & Below = Deficient

425 Points Maximum



CHARTER SCHOOLS OFFICE

Reauthorization Formula
2009-2010



Reauthorization Review Point Tally Sheet - 2009

Academy Name: **Northridge Academy**

Dates of Visitation: **October 27 & 28, 2009**

Status: **MEETS STANDARDS**

Overall Percentage: **77.7%**

| <i>Section</i> | <i>Points Possible</i> | <i>Points Achieved</i> | <i>Category</i> |
|-----------------------------|------------------------|------------------------|-------------------------------|
| Student Achievement | 100 | 67.1 | <i>Needs Improvement</i> |
| Value-Added Achievement | 100 | NOT APPLICABLE | <i>NA</i> |
| School Improvement | 25 | 21.8 | <i>Meets Standards</i> |
| Financial Viability | 75 | 67.8 | <i>Meets Standards</i> |
| Governance | 100 | 85 | <i>Meets Standards</i> |
| School Culture | 100 | 71 | <i>Needs Improvement</i> |
| Reauthorization Application | 25 | 17.5* | <i>Needs Improvement</i> |
| Total Score: | 425 | 330.2 | <i>Meets Standards</i> |

**Three points were deducted from the application total of 20.5 due to the submission three days late.*

Visitation Team Members

Name: Ronald Rizzo, Team Chair

Signature: *M.R. Rizzo*

Name: Larry Lindquist

Signature: *Larry Lindquist*

Name: Jim Ridders

Signature: *James H. Ridders*

Name: Rebecca Shankland

Signature: *Rebecca Shankland*

TOTAL SCORE

| | | |
|---------------|-------------------|-----------|
| 382.5 - 425 | Exceeds Standards | 90%+ |
| 318.8 - 382.4 | Meets Standards | 75% - 89% |
| 255 - 318.7 | Needs Improvement | 60% - 74% |
| 254.9 & Below | Deficient | Below 60% |

425 Points Maximum

Northridge Academy

Reauthorization Visitation, October 27-28, 2009

Executive Summary

Academy History:

Northridge Academy (NRA) was authorized by the Ferris State University Board of Trustees in 1999 for a period of five years. In 2001, the Board of Trustees granted Northridge Academy's request for a five-year extension to the year 2009. In 2007, the Board granted the Charter Schools Office's request for a one year contract extension to June 30, 2010. In 2008, the academy was placed on probation due to a number of concerns as documented below. Northridge Academy has been managed by The Leona Group throughout its existence.

36-Month Review (November 15-16, 2007):

Significant findings in this review included:

- 1) A number of safety issues related to the facility
- 2) The general condition and maintenance of the facility
- 3) Lack of acceptable progress towards its contractual educational goals
- 4) Poor student achievement test scores (MEAP) and performance on the Scantron Performance Series test

The final point tally found Northridge Academy scoring in the *Needs Improvement* category of the CSO review rubric. As a result of this review and NRA's final score, upon the recommendation of the Charter Schools Office, the Ferris State University Board of Trustees placed the academy on probation on March 28, 2008. Conditions to this probation included:

1. The formation of a Reauthorization Team to analyze and discuss concerns noted in the review.
2. The development of an Improvement Plan to address the review concerns, due to the CSO no later than June 1, 2008. The plan had to be acceptable to the CSO.

3. Plans to address the safety concerns noted in the report.
4. Plan to address the identified facility issues.

The CSO approved the NRA Improvement Plan in July 2008.

Probation Audit (June 25, 2009)

An audit was conducted to check on the Academy's progress towards the fulfillment of the Reauthorization Plan. Specific points of analysis included the following:

- 1.0. Governance Action Plan
- 2.0. Site and Facilities Plan
- 3.0. Student Achievement/Value-Added Achievement
- 4.0. School Culture

It was noted that NRA had made progress in a number of concern areas previously noted in the 36-Month Review including:

- Addressing the safety concerns from the 36-Month Review
- Systems to address concerns relating to low student achievement
- A new sense of commitment from the Academy Board of Directors

Reauthorization Visitation (October 27-28, 2009)

Interviews with a number of stakeholders were held along with an opportunity to meet with members of the Academy School Improvement Team. A review of the facilities and observations of some classes were also held. In addition, a review of the following documents was conducted:

- Academy Reauthorization Application
- School Improvement Plan

- Technology Plan
- Reauthorization Plan from June 2008

During this review, the team found a number of notable improvements including:

- Anticipation of NRA'S achievement of 75% of the contractual educational goals
- Extensive student achievement data reporting systems
- An increase in technology and staff training in this area
- A more extensive engagement and commitment of the Board of Directors to the Academy's progress

The following opportunities for growth were also noted:

- Consistent application of behavioral standards (K-8)
- Need for continued ratcheting up of academic rigor in all areas
- Development of parental support
- Ongoing retention of students
- Facility improvements

Summary

Northridge Academy has shown improvement in several key areas since the 36-Month Review in 2007, with some areas showing greater improvement than others. In particular, Northridge Academy seems to have benefitted greatly from the Process Mentoring Program offered by the Michigan Department of Education when they fell into Phase 3 of AYP. Northridge Academy has now successfully made AYP for the past three years resulting in placement back to step zero. Likewise, the strategic planning of the Board of Directors as well as a significant amount of staff professional development has resulted in the development of a number of strategies which should, if continued, keep the Academy progressing in a positive direction.

This is not to say that the academy is without ongoing challenges. Student achievement levels at NRA continue to be a major concern of the CSO. Ongoing economic challenges also threaten the stability and solvency of the Academy. In particular, the fund balance of NRA currently stands as the lowest among all FSU-authorized academies. With a considerably bleak economic forecast in the State School Aid program for 2010-2011, the academy will be challenged to continue its initiatives in staff development and technology, as well as ongoing facility issues.

Despite these challenges, however, the Visitation Team was impressed with the progress of Northridge Academy and believes that the Board of Directors and Administration have demonstrated sufficient cause for the continued existence of the academy. Accordingly, the team is recommending to the CSO Director that Northridge Academy be unconditionally reauthorized for a period of five years, and that the current probation status of NRA last until June 30, 2010. It is anticipated that this recommendation will be brought forward to the FSU Board of Trustees Academic Affairs Committee in March 2010.

The team wishes to congratulate the Board, administration, and staff on their accomplishments, and challenges all members to ensure this continued growth.



Ronald S. Rizzo
Associate Director, Team Chair

Student Achievement

Total Possible Points: 100

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments | | | | | | | | | | | | |
|---|---------------|---|--|--|---|-------------------|--------------|---|---|--|---|-------|----------------|--|--|--|--|--|
| | | 14 Points | 11.2 Points | 9.8 Points | 0 Points | | | | | | | | | | | | | |
| AYP: Achievement <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">ELA</td> <td style="width: 35%; text-align: center;">Math</td> </tr> <tr> <td>06-07</td> <td style="text-align: center;">52.0%</td> <td style="text-align: center;">67.7%</td> </tr> <tr> <td>07-08</td> <td style="text-align: center;">60.0%</td> <td style="text-align: center;">78.0%</td> </tr> <tr> <td>08-09</td> <td style="text-align: center;">55.3%</td> <td style="text-align: center;">82.2%</td> </tr> </table> | | ELA | Math | 06-07 | 52.0% | 67.7% | 07-08 | 60.0% | 78.0% | 08-09 | 55.3% | 82.2% | 11.2/14 | The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average. | The school met State AYP targets in both Math and ELA on a 2 out of 3 year average. | The school met AYP in either Math or ELA on a 2 out of 3 year average. | The school did not meet AYP in either Math or ELA on a 2 out of 3 year average. | |
| | ELA | Math | | | | | | | | | | | | | | | | |
| 06-07 | 52.0% | 67.7% | | | | | | | | | | | | | | | | |
| 07-08 | 60.0% | 78.0% | | | | | | | | | | | | | | | | |
| 08-09 | 55.3% | 82.2% | | | | | | | | | | | | | | | | |
| AYP: Participation <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">ELA</td> <td style="width: 35%; text-align: center;">Math</td> </tr> <tr> <td>3 Yr. Avg.</td> <td style="text-align: center;">97.8%</td> <td style="text-align: center;">99.8%</td> </tr> </table> | | ELA | Math | 3 Yr. Avg. | 97.8% | 99.8% | 14/14 | The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average. | The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average. | The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average. | The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average. | | | | | | | |
| | ELA | Math | | | | | | | | | | | | | | | | |
| 3 Yr. Avg. | 97.8% | 99.8% | | | | | | | | | | | | | | | | |
| AYP: Other Indicators <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">92.4%</td> <td style="width: 35%;"></td> </tr> <tr> <td>06-07</td> <td style="text-align: center;">92.4%</td> <td></td> </tr> <tr> <td>07-08</td> <td style="text-align: center;">94.6%</td> <td></td> </tr> <tr> <td>08-09</td> <td style="text-align: center;">90.3%</td> <td></td> </tr> </table> | | 92.4% | | 06-07 | 92.4% | | 07-08 | 94.6% | | 08-09 | 90.3% | | 14/14 | The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average. | The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average. | The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average. | The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average. | |
| | 92.4% | | | | | | | | | | | | | | | | | |
| 06-07 | 92.4% | | | | | | | | | | | | | | | | | |
| 07-08 | 94.6% | | | | | | | | | | | | | | | | | |
| 08-09 | 90.3% | | | | | | | | | | | | | | | | | |
| Composite Grade as Assigned by MDE in Ed Yes! | 9.8/14 | A | B | C | D or below | | | | | | | | | | | | | |
| Relative Performance to State (ELA) | 0/7 | 7 Points | 5.6 Points | 4.9 Points | 0 Points | | | | | | | | | | | | | |
| | | The school outpaced the State MEAP percent proficient in 2 out of 3 years in ELA. | The school outpaced or met the State MEAP percent proficient in 2 of 3 years in ELA. | The school outpaced or met the State MEAP percent proficient in 1 of 3 years in ELA. | The school has not met the State MEAP percent proficient in any year in a 3 year period in ELA. | | | | | | | | | | | | | |
| | | | | | <i>Grades: 3, 4, 5, 6, 7, 8</i> | | | | | | | | | | | | | |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---|--------------|--|---|---|---|---|
| | | 7 Points | 5.6 Points | 4.9 Points | 0 Points | |
| Relative Performance to State (Math) | 0/7 | The school outpaced the State MEAP percent proficient in 2 out of 3 years in Math. | The school outpaced or met the State MEAP percent proficient in 2 of 3 years in Math. | The school outpaced or met the State MEAP percent proficient in 1 of 3 years in Math. | The school has not met the State MEAP percent proficient in any year in a 3 year period in Math. <i>Grades: 3, 4, 5, 6, 7, 8</i> | |
| Relative Performance to the Resident District (ELA) | 0/7 | The school outpaced the District MEAP percent proficient in 2 out of 3 years in ELA. | The school outpaced or met the District MEAP percent proficient in 2 of 3 years in ELA. | The school outpaced or met the District MEAP percent proficient in 1 of 3 years in ELA. <i>Grade: 4</i> | The school has not met the District MEAP percent proficient in any year in a 3 year period in ELA. <i>Grades: 3, 5, 6, 7, 8</i> | |
| Relative Performance to the Resident District (Math) | 4.9/7 | The school outpaced the District MEAP percent proficient in 2 out of 3 years in Math. | The school outpaced or met the District MEAP percent proficient in 2 of 3 years in Math. <i>Grade: 7</i> | The school outpaced or met the District MEAP percent proficient in 1 of 3 years in Math. <i>Grades: 3, 4, 5, 8</i> | The school has not met the District MEAP percent proficient in any year in a 3 year period in Math. <i>Grade: 6</i> | |
| Relative Performance to a Demographically Comparable School (ELA) | 5.6/7 | The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in ELA. <i>Grades: 4, 5</i> | The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in ELA. | The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in ELA. <i>Grade: 6</i> | The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in ELA. <i>Grades: 3</i> | <i>Grades 7 and 8 do not have data comparable school data due to recent changes in Flint Public Schools</i> |
| Relative Performance to a Demographically Comparable School (Math) | 5.6/7 | The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in Math. <i>Grades: 3, 4, 5</i> | The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in Math. | The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in Math. | The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in Math. <i>Grade: 6</i> | <i>Grades 7 and 8 do not have data comparable school data due to recent changes in Flint Public Schools</i> |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---------------------------|----------|-----------|---|-------------------|---|-------------------|
| School Improvement Status | 2/2 | | The school is not identified for improvement. 2 Points | | The school is identified for improvement. 0 Points | |
| Total Points Earned | 67.1/100 | | | | | |

Value-Added Achievement Based on the Assessment of *Cohort Groups Only*

(MI-Access Students Not Included)

Total Possible Points: 100

| Competency | Score | Exceeding | Meeting | Needs Improvement | Reviewer Comments |
|--|------------|---|---|--|-------------------|
| Value-Added Student Proficiency Math | /30 | The percentage of students reaching the percent of expected increase exceeds the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 30 Points | The percentage of students reaching the percent of expected increase meets the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 22.5 Points | The percentage of students reaching the percent of expected increase does not meet the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 18 Points | |
| Value-Added Student Proficiency Reading | /30 | The percentage of students reaching the percent of expected increase exceeds the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 30 Points | The percentage of students reaching the percent of expected increase meets the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 22.5 Points | The percentage of students reaching the percent of expected increase does not meet the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 18 Points | |
| Value-Added Student Proficiency ELA | /20 | The percentage of students reaching the percent of expected increase exceeds the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 20 Points | The percentage of students reaching the percent of expected increase meets the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 15 Points | The percentage of students reaching the percent of expected increase does not meet the <i>Margin of Performance</i> established for the trajectory of the academy as measured by the academies' most recent Scantron Performance Series data. 12 Points | |

| Competency | Score | 80-100% | 60-79% | ≤ 59% | Reviewer Comments |
|-----------------------------|-------------|--|--|---|-------------------|
| Student Cohort Gains | /20 | Students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 20 Points | Students made gains equal to the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 15 Points | Students made gains below the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 12 Points | |
| Total Points Earned | /100 | | | | |

INAPPLICABLE

School Improvement

Total Possible Points: 25

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

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---|-----------------|---|---|---|---|-------------------|
| Strand V: Data & Informational Management Ed Yes! Performance Indicators | 2/3 | The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 3 Points | The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 2 Points | The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1 Points | The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points | |
| School Improvement Plan Ed Yes! Performance Indicators | 2/2 | | There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. 2 Points | | There is a school improvement plan, but it lacks several of the key components required by the State. 0 Points | |
| Total Points Earned | 21.8 /25 | | | | | |

Financial Viability

Total Points: 75

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---------------------------|---------------|---|---|--|---|-------------------|
| | | 10 Points | 8.4 Points | 6 Points | 0 Points | |
| Budget Development | 8.4/10 | Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process more than twice prior to budget adoption. | Board meeting minutes document that budget development appears on a regular Board meeting agenda at least twice prior to budget adoption. | Board meeting minutes document that budget development appears on a regular Board meeting agenda only once prior to budget adoption. | No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process. | |
| | 10/10 | | Board meeting minutes document that the improvement of student achievement is the primary determinant for the allocation of financial resources and is reflected in the long-range spending plan. | Board meeting minutes document that student achievement appears to be a secondary consideration in the allocation of financial resources and is minimally reflected in the long-range spending plan. | Board meeting minutes document that there is little or no evidence that student achievement is the main consideration when allocating financial resources and is not reflected in the long-range spending plan. | |
| | 6/10 | The Board maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (10%-15%). | The Board maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (3%-5%). | The Board maintains a fund balance of less than 3%. | | |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|------------|-------|--|---|---|---|-------------------|
| | | | | | | |
| | 8/8 | DOES NOT APPLY 8 Points | For fund balances in excess of 25% the Board has an identifiable long-range plan for the funds and has no needs in the general budget that go underfunded. 8 Points | The Board has a fund balance in excess of 25% but no identifiable long-range plan for the funds and there are unmet needs in the general budget. 4.8 Points | | |
| | 10/10 | | Every member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting. 10 Points | Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting. 6 Points | Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings. 0 Points | |
| | 10/10 | | The Board receives its up-to-date financial report on not less than a monthly basis. 10 Points | The Board receives financial reports on an irregular basis. 6 Points | | |
| | 2.4/4 | | The Board meeting minutes document that the budget development process begins in January for the succeeding year. 4 Points | The Board meeting minutes document that the budget development process begins no later than March for the succeeding year. 2.4 Points | The Board meeting minutes document that the budget development process begins after March for the succeeding year. 0 Points | |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|----------------------------|----------------|---|--|---|---|-------------------|
| Audit/Fund Balances | 5/5 | The Board requests RFP's for external auditing services every three (3) years. 5 Points | The Board employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees. 3.7 Points | | The Board does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees. 0 Points | |
| | 5/5 | | Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors during a public presentation. 5 Points | Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions. 3.7 Points | Audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner. 0 Points | |
| | 3/3 | | The Academy's audit was unqualified with no reportable conditions. 3 Points | The Academy's audit was unqualified with some reportable conditions. 1 Point | The Academy's audit was qualified with a management letter and board response. 0 Points | |
| Total Points Earned | 67.8/75 | | | | | |

Governance

Total Possible Points: 100

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|-------------------|--------------|--|---|---|---|-------------------|
| | | 6 Points | 4.5 Points | 3.6 Points | 0 | |
| Leadership | 4.5/6 | The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents | The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them | The Board of Directors has all relevant policies in place in accordance with State and federal law but are unfamiliar with those policies | The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated | |
| | 4.5/6 | The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy | The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file | The Board of Directors only solicits applications when it anticipates a vacancy | The Board of Directors has no active candidate pool and does not actively solicit applications | |
| | 4.5/6 | The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement well in advance of its adoption. The Strategic Plan is referenced often in Board discussion | The Board of Directors has a strategic plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it | The Board of Directors rarely updates or discusses its strategic plan and school improvement plan | The Board of Directors has no strategic plan and the school improvement plan is in strong need of review and revision | |
| | 4.5/6 | The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement | The Board of Directors receives a monthly report from its administrative staff on student academic achievement | The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum | The Board of Directors does not ask for, and does not receive, student academic achievement progress reports | |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---------------------------|--------------|--|--|--|--|--|
| | | 5 Points | 4.2 Points | 3 Points | 0 Points | |
| | 4.2/5 | The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum. | The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved and rarely cancels meetings due to lack of quorum. | Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis. | The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis. | |
| | 5/5 | The Board of Directors has established core values, vision, and mission statements and demonstrates its commitment to communicating these ideals. | The Board of Directors has established core values, vision, and mission statements. | The Board of Directors has established core values, vision, and mission statements but members do not appear to be very familiar with it. | The Board of Directors does not appear to govern through established core values, vision, and mission statements. | The Board has engaged in meaningful dialog in these areas and is in the implementation stage. |
| Strategic Planning | 5/5 | Board minutes reflect that the Board discusses progress towards its strategic plan at least twice during the academic year. | Board minutes reflect that the Board discusses progress towards its strategic plan at least once during the academic year. | Board minutes do not reflect discussion of the Board's strategic plan. | The Board has no discernable strategic plan | It is noted that the Board is much more engaged in this area from the 36-Month Review. |
| Technology | 4.2/5 | The Board insures there is adequate technology and technology infrastructure to meet the points of the school technology plan and School Improvement Plan. All technology is current and in excellent working order. | The Board insures there is adequate technology and technology infrastructure to meet the points of the school technology plan and School Improvement Plan. Technology is mostly current and in good working order. | The Board does not insure there is adequate technology and technology infrastructure to meet the points of the school technology plan and School Improvement Plan. Technology is outdated and many components are non-operational. | The technology and infrastructure in the school does not meet the minimal standards of a modern school. | There has been a much improved commitment to technology and its incorporation to the curriculum. Classroom access however remains an area for improvement. |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|-----------------------------------|--------------|---|--|--|---|---|
| | | | | | | |
| | 3.4/4 | The Board demonstrates its commitment to the school's technology and improvement plan by insuring there is a high ratio of technology available per student. 4 Points | The Board demonstrates its commitment to the school's technology and improvement plan by insuring there is an acceptable ratio of technology per student. 3.4 Points | The Board demonstrates its lack of commitment to the school's technology and improvement plan by underfunding support for adequate technological resources for students. 2.4 Points | The technology within the school does not meet the minimal standards of a modern school. 0 Points | |
| Professional Development | 4.2/5 | The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually. 5 Points | The Board of Directors includes money for its own professional development in its annual general fund budget and most Board members participate annually. 4.2 Points | There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development. 3 Points | | The Board engages in professional development however, consideration should be given for actual budget line regarding Board PD. |
| Professional Participation | 5/5 | | The Board has strong representation at CSO sponsored events such as the Shining Star Celebration and Board Governance Conference. (2-3 years) 5 Points | The Board has some representation at CSO sponsored events such as the Shining Star Celebration and Board Governance Conference. (2-3 years) 3 Points | The Board has little or no representation at CSO sponsored events such as the Shining Star Celebration and Board Governance Conference. (2-3 years). 0 Points | |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---|------------|---|--|---|--|--|
| Compliance Reporting (AOIS)-Rate | 3/5 | The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years. 5 Points | The school experiences 90%-99% reporting compliance for at least 2 of last 3 years. 4.2 Points | The school experiences 89%-76% reporting compliance for 1 of last 3 years. 3 Points | The school experiences 75% or less reporting compliance. 0 Points | There has been considerable improvement in this area from past years, trend needs to continue. |
| Compliance Reporting (AOIS)-Accuracy | 3/5 | All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record) 5 Points | 95-99% of all documents submitted to AOIS are marked "accurate and complete". 4.2 Points | 90-94% of all documents submitted to AOIS are marked "accurate and complete". 3 Points | 89% or fewer of all documents submitted to AOIS are marked "accurate and complete". 0 Points | See comment above |
| Educational Contract Goal Performance | 3/5 | The school has clearly exceeded the majority of its contract goals. 5 Points | The school has met its contract goals. 4.2 Points | The school has made partial progress toward the contract goals. 3 Points | The school has not successfully met any of its contract goals. 0 Points | NRA is on track to accomplish 75% of its contractual goals (3 of 4). |
| Administrator Continuing Education Credits | 3/3 | | All Administrators meet CEU requirements. 3 Points | | Not all administrators meet CEU requirements. 0 Points | |
| Special Education/504-Delivery of Services | 4/4 | | The school's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services. 4 Points | The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. 2.8 Points | The school's Special Education program is not in compliance with the state and federal regulations. 0 Points | |

| Governance Yes or No | Score | YES | | | NO | Comments |
|--|---------------|-----------------|--|--|-----------------|---|
| The board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees? | 4/4 | 4 Points | | | 0 Points | |
| The Charter Schools enrollment process is in compliance as defined by the Revised School Code | 4/4 | 4 Points | | | 0 Points | |
| The board is in compliance with the Open Meetings Act? | 4/4 | 4 Points | | | 0 Points | |
| Board minutes reflect that the board receives periodic updates on the school's progress towards its school improvement plan. | 4/4 | 4 Points | | | 0 Points | |
| The board posts timely notices of its annual meeting schedule and all regular and special meetings? | 4/4 | 4 Points | | | 0 Points | |
| Total Points Earned | 85/100 | | | | | The NRA Board has made significant progress in this area. |

School Culture

Total Points: 100

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|---------------------------------------|----------------|-----------|--|---|---|---|
| Safe & Orderly Environment | 3.5/7.5 | | Academy staff members and the Board have developed behavioral expectations which create a safe and orderly academic environment that is conducive to learning. 7.5 Points | The academy and the Board have developed behavioral expectations for students but they are not consistently enforced. 3.5 Points | Little or no evidence exists that the academy has developed behavioral expectations or that they are consistently enforced. 0 Points | Staff and parents have noted inconsistencies in handling of student discipline. |
| | 3.5/7.5 | | Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school. 7.5 Points | Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school. 3.5 Points | Little or no evidence staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school. 0 Points | See comment above |
| Staff Stability | 7/7 | | There has been insignificant building administrator turnover (2 or less) in the past 5 years. 7 Points | | There has been significant building administrator turnover (3 or more) in the past 5 years. 0 Points | Northridge Academy has enjoyed a relatively stable staff over the past several years. |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|----------------------------|-------|-----------|---|--|--|---|
| | | | | | | |
| | 7/7 | | 40% or less of the teaching staff has turned over during the past 5 years. 7 Points | | More than 40% of the teaching staff has turned over during the past 5 years. 0 Points | See note above |
| Site and Facilities | 5/10 | | The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning. 10 Points | The physical facility is not always inviting, attractive, clean, well-maintained, or conducive to safety and learning. 5 Points | The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety and learning. 0 Points | Building cleanliness issues remain; particular issues with bathrooms are still a concern. |
| | 10/10 | | All emergency systems are operational, well-maintained, and inspected on a regular basis. 10 Points | Some emergency systems are in working order and are inspected on a regular basis. 5 Points | Little or no evidence that emergency systems are in working order and inspected on a regular basis. 0 Points | |
| | 4/8 | | All hazardous chemicals and cleaners are properly labeled and safely secured. 8 Points | Most hazardous chemicals and cleaners are properly labeled but are not always safely secured. 4 Points | Hazardous chemicals and cleaners are not properly labeled or safely secured. 0 Points | Custodial closet has been noted to be unlocked upon occasion The condition of this area has been noted to be of concern |
| | 4/8 | | All areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment. 8 Points | Some areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment. 4 Points | Ventilation and heating/cooling are not suitable for the Working/learning environment. 0 Points | Issues of evenness of heating were noted by the team during the visitation. |

| Competency | Score | Exceeding | Meeting | Needs Improvement | Deficient | Reviewer Comments |
|--|-------|--|--|--|--|--|
| | | | | | | |
| | 0/8 | | Restrooms and other public areas are well-maintained, clean, and inviting. 8 Points | Restrooms and other public areas are not generally well-maintained, clean, or inviting. 4 Points | Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory. 0 Points | As noted earlier |
| | 7/7 | | All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning. 7 Points | Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning. 4.2 Points | Some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning. 0 Points | A number of light fixtures are noted to be quite old and not very luminescent. Candle wattage should be investigated in a number of areas. |
| Parent/Family Involvement and Communication | 5/5 | | The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural aspects of the population it serves. 5 Points | The primary focus of school communication is one-way from the school with little consideration to the economic and cultural aspects of the population it serves. 3.6 Points | No evidence of a formalized communication strategy or for consideration to the economic and cultural aspects of the population it serves. 0 Points | |
| | | YES | | NO | | |
| | 5/5 | Parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 5 Points | | Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 0 Points | | |

| Competency | Score | YES | NO | Reviewer Comments |
|------------------------------|---------------|---|--|-------------------|
| Community Involvement | 5 / 5 | A variety of methods are used to communicate with the population demographics within the community. The methods are designed to keep the community informed and to solicit input. 5 Points | Little or no evidence to suggest that a variety of methods are used to communicate with the population demographics within the community. The methods are designed to keep the community informed and to solicit input. 0 Points | |
| | | YES or Not Applicable | NO | |
| | 5/5 | The school has established partnerships (where appropriate or practical) with business or community agencies to supplement comprehensive health and human services to students and families. 5 Points | The school has not established partnerships (where appropriate or practical) with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points | |
| Total Points Earned | 71/100 | | | |

***It has been noted that the outside doors under the stairwell from the main hallway are secured by chains, despite this concern having been noted by the FSU Field Representative numerous times. Chaining doors is a violation of School Fire Code, and Northridge Academy is hereby notified that this situation must be rectified immediately or will be cited for violation of the charter contract, Section 6.11, Terms and Conditions.**

NORTHRIDGE ACADEMY BOARD INTERVIEW SUMMARY October 27-28, 2009

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

1. What are you most proud of at Northridge Academy?

- The attitude of staff and board, proud of bringing us together
- Doing a service for a community that needs it
- Proud of the relationship between the board and administration—cohesive
- Bringing school closer to the 21st century

2. What could be improved?

- Won't be satisfied until achievement is "off the radar". Need to look at other successful urban schools
- Cooperation of all stakeholders
- Student achievement; as long as it's low we can't be happy
- Best practices
- Must seek out the best practices of demographically similar school
- School culture
- Getting everyone on board—the board needs to lead the way

3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?

- 8, We want to become a proactive board rather than a reactive board
- Will create committees of the board to participate in planning

- They are thorough and good at what they do, 8
- We want to be in the middle of the decision making—proactive v. reactive
- 8, make sure things are done correctly and in a timely fashion

4. *How would you describe the role of the board in ensuring the success of Northridge Academy?*

- Be the eyes, ears and voice for the community.
- Establish mission and vision and be sure those things are motivating and unique—need to get things done

5. *Why do you think Northridge Academy students have performed so low on student performance tests? What is the Board’s responsibility to ensure this does not continue if reauthorized?*

- One problem is discipline. If there is no discipline, there is no learning. Staff puts all their effort into the kids. Need to recognize the environment and lack of parent support. Need to set high levels of expectation. Need to let the kids know they can achieve.
- Teach students they have control over their destiny
- Students have to share in the responsibility for their learning

6. *Tell about an experience that demonstrates the board’s support of the Northridge Academy mission.*

- Insisting to become a “green” organization
- “Community Learning Lab” brings area professionals to come into the school to share with students
- Need to build on personal relationships with students, smaller class size and paraprofessionals
- After school programs motivated by the board
- Student gardens
- Preparing students for emerging technologies

7. *How do you determine the allocation of funds?*

- Implore administration to embark on aggressive marketing plan
- Need to pursue grant funding (grant writer). We don't, but we will
- Student count has a lot to do with our decisions

8. *Describe the board's role in strategic planning and goal setting.*

- Board is the strategic planner for the academy, meet regularly to discuss strategic plans
- Have a facilitator
- Retreat planned to expand strategic plan—with staff and teaching staff

NORTHRIDGE ACADEMY
ADMINISTRATIVE INTERVIEW SUMMARY
October 27-28, 2009

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

1. What are you most proud of at Northridge Academy?

- Made AYP 3 consecutive years
- Parents seem to enjoy how we've reinvented the school
- No longer in phases
- Increased enrollment
- More goal oriented
- Improved programming can market school differently
- Strides in changing culture and community view of school
- Retain most of our teachers
- Teachers like it here
- Provide a support structure for teachers in relationships with the parents and community
- Not all new students are "problem students"
- Culturing changing, geared towards learning
- Stronger core curriculum—very focused
- PLC's—centered around student success
- More academic driven

2. What areas do you feel could be improved (what keeps you up at night?)

- School culture, culture clash
- PBS program should help with behavior

- Professional dialogue among staff
- Break down value conflicts the school has with parents
- Addressing climate and culture for learning with the adults
- Aligning objectives with instructional practices/teachable moments
- Not having enough money to do the things that need to be done

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

- 7, culture has changed—students willing to learn, teachers working together, students understand common language beliefs and model of who we are is becoming real/concrete
- 7, culture and climate
- 7, we have a way to go, but we have concrete routes and activities
- 7, consistent language and format of instruction help

4. *What does Northridge Academy offer that is unique from the local districts? How do you know it is unique?*

- Caring—it's like a family; we go the extra mile for our students
- Students feel like we're a family—students have come back and shared this with us
- Reputation for being nurturing—Dr. in the community was referring students here
- Teachers do things for children at their own expense—buying clothes, shoes, etc.
- Systems in place are here to stay
- Evaluated what is being done and identified what works/doesn't work
- Contracted with different consultants
- Looking to differentiate student instruction based on needs

5. *Northridge Academy was placed on probation in 2008 due to low student performance scores. What assurances can you give that if reauthorized the academy will continue to improve in this area?*

- Tremendous amount of PD
- Literacy workshops in classrooms

- Consultants to work in the classroom with the teachers; continuity with staff development
- Perception in community has improved, sustain environment
- We will be able to continue to sustain our enrollment
- Process mentoring PD, PLC's, PMT for ELA, PMT for math
- Collaboration with staff, every teacher knows goals/objectives—transferred into classroom

NORTHRIDGE ACADEMY

STAFF INTERVIEW SUMMARY

October 27-28, 2009

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

1. What are you most proud of at Northridge Academy?

- People I work with—good, committed, fun staff
- We all get along well—need to problem solve
- Seeing the kids improve
- Made AYP for 3 years
- Retention of students (lower elementary); students often come back to visit
- Making a strong effort to develop citizens
- Place of refuge for a lot of children
- Quality of incoming students in MS is higher than before, they really want to learn
- Smart boards, improvement in technology

2. What could be improved?

- Student council would help—open forum with administration (better achievement)
- Home situation—diet—family circumstances
- Parenting—value of education at home
- Sometimes discipline is not applied equally throughout the school
- Consistency with discipline would cut down on physical violence and disrespect towards teachers
- Technology and access to different technology; more equipment for technology
- Students lack respect for the school—destroyed brand new bathrooms
- Human resources—special education

3. *On a scale of 1-10, how would you rate the culture/climate of Northridge Academy?*

- 5, adults relate well, but urban schools battle same issues, urban challenges
- 8, unemployed culture is different from our culture
- 5, there's room for improvement, sometimes it seems like we're swimming upstream
- 8, I have seen improvements in relation to how people treat each other
- Culture 5/6
- Climate 7
- 4/5 things are starting to change because we're coming together as a team now
- 4/5 to 7/8 better kids, better policies, more after school programs, need more parent involvement
- 7, we've grown in reaching parents this year
- 2 to 8, grown to have a better spirit, can continue with consistency
- 7/8 there's been a spike in student morale (positive)
- 7, parents lack of involvement
- 8, not the school of last resort

4. *Northridge Academy was placed on probation by Ferris State University in 2008 due to low student performance scores. Are you confident that these concerns are being addressed, and have you noticed a difference in the students you work with?*

- Number of P.D. opportunities—differentiated instruction
- More consistency in K-5
- Making connections and bringing in speakers
- Transition in MS causes problems
- Teachers are more prepared with the systems in place
- Staff has worked hard to affect test scores
- Student turnover support
- Yes, they are very astute—students are deciding to do better
- We've implemented PMT program, more cross-communication connections
- Scantron, etc.

5. *Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?*

| A. Administration | B. Board | C. Other Staff | D. Parents |
|--|---|---|---|
| <ul style="list-style-type: none"> • Yes X2 • Yes • Partially • Fully supported, good to me as a person • When discipline problems-not supported • Yes-3 • Yes X3 | <ul style="list-style-type: none"> • ?? • Don't know enough to answer • Only met them twice, know some better than others, could be better • Presence needs to be known • No interaction with them • I don't know the board | <ul style="list-style-type: none"> • Yes—I support them • No—I support it • Special Ed. And speech are wonderful • Some parapro's don't do their job • If I needed it they would help • Yes-3 more than anyone else • Yes X3 | <ul style="list-style-type: none"> • Those that can—do • Yes • Absolutely—mostly with behavior • No—not enough involvement • No—we don't get the involvement we need |

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

- Yes
- Wouldn't fit in—no
- K-5 absolutely—MS would let them try it out
- Yes I would
- No—because of my religion; because I'm a staff person it's hard for both and wouldn't be fair

- No—last year because of problems; yes this year because of new attitudes among students
- Yes—originally but pulled them because of problems, they have stability at their current school
- No, I want my child to have a religious component—and I don't want my child to be in the same building
- Yes this year, not last year
- No—they're happy where they are at

7. *If you could choose only ONE thing from this list, what would it be?*

- a. More Pay
- b. More Planning time
- c. More Autonomy
- d. More recognition

- A. All other needs are met
- D. more recognition for the things we do
- D. we know what to do
- C. teachers held most accountable for achievement should have more say in the operations, let them do their work.
- C. no answer

8. *Anything else for our attention?*

- Support for the academy

NORTHRIDGE ACADEMY PARENT INTERVIEW SUMMARY October 27-28, 2009

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 Northridge Academy?

- Sister's children attended
- More individualized than traditional public schools, safe
- Family oriented, sense of welcoming
- AYP sign gifted
- Involved in PTA fundraisers incentive program, better behavior, "Bee" program
- Staff concerned about students/work well together
- Improvement in behavior the past few years

2. On a scale of 1-10 (10 highest), rate the culture/climate of Northridge Academy?

- 8, still needs to grow—I'm pleased with the school
- 8, has flaws many things that can be corrected/done but nothing major
- 8, lack of parent participation, everyone does learn, work with parents and students
- 7, more activities, lack of respect
- 8, still have options to grow
- 8, small issues
- 7/8, lack of parent participation
- 7, more activities/lack of respect

3. *How responsive is the school administration/board to concerns or complains?*

- Dr. Burtley is wonderful, he will get it done
- Very supportive
- Dr. Burtley and Ms. Anthony are great Ms. Light makes me uneasy
- Been in a situation with Janet and Judith that was handled unprofessionally
- School went beyond when a problem occurred in my family
- Supportive at court hearings
- Some incidents made me a bit concerned with some administration

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

- Caught in “hall sweeps”—if caught you get suspended
- 2nd grade teacher “has issues”
- Gym is too small
- No science teacher, lack of things to do
- Not learning from a teacher

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

- Feels like a family
- Enjoys seeing his friends
- Dance floor
- Not wearing uniforms on Fridays
- Movie night with Mr. Farley
- Cheerleading

6. *Northridge Academy was placed on probation in 2008 by Ferris State University due to concerns about low student performance scores. As a parent, does that concern you? What assurances have you been given that compels you to keep your child enrolled at Northridge Academy?*

- I didn't know this, it concerns me
- Work is too easy for the children
- Children should bring home homework
- Family oriented parents have a vision to help improve school
- Want to see the school prosper I don't want to see the school fail
- Concerns me a lot, I didn't know, could do better—teachers should get more training

7. *Are you satisfied with the rigor of the classes and curriculum?*

- No, teachers being lazy
- Less playtime
- If my child were to go to another school, they wouldn't be prepared

8. *Anything for our attention?*

- More activities, school put more money into the children
- Students feel embarrassed they attend Northridge Academy
- We need more parent volunteers in the classrooms
- We need more tutoring and activities

9. *Questions for the interviewer.*

- None

NORTHRIDGE ACADEMY
STUDENT INTERVIEW SUMMARY
October 27-28, 2009

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

1. *Why did your parents send you to Northridge Academy?*

- Gunshot at other school
- On the way to parent's work
- Get a good education

2. *Do you feel that overall, the adults here at Northridge Academy are fair to students?*

Elementary

-Yes, 3X

Secondary

-Yes, 4X they don't show favoritism

-No, 1X other people are allowed to use the restroom, while this student isn't, all teacher does is preach, no favoritism—some let student play on computer

3. *On a scale of 1-10, how do you feel about being here at Northridge Academy? Do you feel: Wanted? Safe, Protected? Picked-on?*

- 10-10-9-8-7 (secondary)
- 6-7-9 (elementary)

4. *What do you like best and least about Northridge Academy?*

Best

- Education
- Math
- Teacher helps with wrong answers
- 8th grade cheerleading
- Math, ELA (give us different perspectives)
- Dr. Buntley—good principal, strict

Least

- Middle school behavior
- Cafeteria noise
- Dirty bathrooms
- School doesn't pay for uniforms
- Same work for all grades in ELA
- Food—cold and always the same thing
- Teachers get in our face, if they were more positive we wouldn't be so negative
- Teachers shouldn't put hands on students
- Unprepared in science for 9th grade

5. *Do you feel your classes are not challenging enough, too challenging, or just right?*

Elementary

- Just right 3X

Secondary

- Just right 1
- Most said too easy, not giving us an education
- Too hard, hard but manageable

6. *Would or do you recommend Northridge Academy to your friends who do not go here? If you had a choice independent of your parents, would you continue to go here? Why or why not?*

- No, 4X (secondary)
- Friends already attend NRA
- Most here because they were rejected from other schools
- Yes, 3X (elementary)

7. *What is the one phrase you would use to describe attending school at Northridge Academy?*

Elementary

- Safe and educated
- Feel great @ NRA
- Respectful and responsible

Secondary

- Good
- Need better teachers and food
- Messy, physically, way they handle themselves, but not that bad
- Okay

8. *Questions for the interviewer?*

- Have to stay for detention—should have ISS instead of kicking us out

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

| 1. A. Is the academy making academic progress? | Did Not Answer 0 Pts. | Somewhat Answered 1.5 Pts. | Answered 2 | Outstandingly Answered 2.5 | A C A D E M I C P R O G R A M |
|---|--|-------------------------------|---------------|-------------------------------|---|
| B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? | 1A. | | X | | |
| Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests. | 1B. | | X | | |
| <p>Total Possible Pts = 5</p> <p>Points Awarded=4</p> | <p><i>What reviewers will look for:</i> <i>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy’s contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> • <i>Good description of substandard performance, but no description of how weaknesses are being addressed</i> • <i>Data narrative somewhat difficult at times. Noted Northridge Academy is on track to accomplish 3 of 4 contractual goals</i> • <i>AYP achievement is good, but is a minimal standard only. Did not hide or gloss over deficiencies</i> • <i>Honest appraisal of performance. Could have talked a little more about cohorts, but were honest about low performance in some areas</i> | | | | |

ACADEMY: Northridge Academy

REVIEWERS: Ronald Rizzo, Rebecca Shankland, Larry Lindquist, Jim Ridders

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

| 2. A. What progress has been made toward meeting the academy's mission? | Did Not Answer 0 Pts. | Somewhat Answered 1.5 Pts. | Answered 2 | Outstandingly Answered 2.5 | ACADEMY MISSION | |
|---|--|-------------------------------|---------------|-------------------------------|-----------------|--|
| 2A | | | X | | | |
| 2B. | | | X | | | |
| <p data-bbox="128 350 401 529">B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?</p> <p data-bbox="128 927 365 951">Total Possible Pts = 5</p> | <p data-bbox="464 399 856 423"><i>What reviewers will look for:</i></p> <p data-bbox="464 435 1955 610"><i>What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.</i></p> <p data-bbox="464 651 737 675"><i>Reviewer Comments:</i></p> | | | | | |

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

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

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Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

| | | | | | |
|---|---|---------------------------------------|----------------------------|--|---|
| 3. B. Is student enrollment stable and near capacity? | Did Not Answer 0 Pts. | Somewhat Answered 1.5 Pts. | Answered 2 Pts. | Outstandingly Answered 2.5 Pts. | V I A B I L I T Y |
| | | | X | | |
| | <p><i>What reviewers will look for:</i> <i>A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted.</i></p> <p><i>Reviewer Comments:</i></p> | | | | |
| Total Possible Pts = 2.5 | | | | | |

| | | | | | |
|--|--|-------------------------------------|------------------------------|--|---|
| 4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions? | Did Not Answer 0 Pts. | Somewhat Answered 2 Pts. | Answered 3.5 Pts. | Outstandingly Answered 5 Pts. | D E C I S I O N S |
| | | | X | | |
| | <p><i>What reviewers will look for:</i> <i>Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?</i></p> <p><i>Reviewer Comments:</i></p> | | | | |
| Total Possible Pts = 5 | | | | | |

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

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

Question Possible Points Awarded

| | | |
|---|---|-----|
| 1 | 5 | 4 |
| 2 | 5 | 4 |
| 3 | 5 | 4 |
| 4 | 5 | 3.5 |
| 5 | 5 | 4.5 |

Note:

 All scores represent an *AVERAGE* of the scores given by each independent reviewer.

TOTAL SCORE: 17*

**Actual score was 20, but 3 points deducted for late submission.*



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FERRIS STATE UNIVERSITY
CHARTER
REAUTHORIZATION APPLICATION

September 14, 2009

REC'D SEP 14 2009



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Petition for Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of Northridge Academy that it requests Reauthorization from the Ferris State University Board of Trustees as a Public School Academy as per Part 6A, of the revised School Code of the State of Michigan. The current contract between the Northridge Academy Board of Directors and Ferris State University expires on June 30, 2010 .

Board of Director Signatures

| | | |
|---|--|------------------------|
| <u>Charles Winkley</u> Name (Print) | <u>[Signature]</u> Name (Signature) | <u>9/4/09</u> Date |
| <u>Pauline Pryor</u> Name (Print) | <u>[Signature]</u> Name (Signature) | <u>9/11/09</u> Date |
| <u>Sybil J. Sharp</u> Name (Print) | <u>Sybil J. Sharp</u> Name (Signature) | <u>9/13/09</u> Date |
| <u>Arthur O. Evans</u> Name (Print) | <u>Arthur O. Evans</u> Name (Signature) | <u>9/13/09</u> Date |
| <u>Rose Murphy</u> Name (Print) | <u>Rose Murphy</u> Name (Signature) | <u>9/13/09</u> Date |
| <u>JAMES O. HELLON</u> Name (Print) | <u>James O. Hellon</u> Name (Signature) | <u>9/13/09</u> Date |
| <u>Cecilia A. Miller-Sims</u> Name (Print) | <u>[Signature]</u> Name (Signature) | <u>9/13/09</u> Date |

Academic Program

A. Is the academy making academic progress?

Within the past four years, Northridge Academy has made significant academic progress. The trends for the past four years have been extremely favorable for student achievement. The Michigan Department of Education requires all traditional public schools and public school academies to follow the federal No Child Left Behind Act (NCLB) guidelines regarding student proficiency. Northridge Academy has successfully met the state and federal expectations in math and ELA. The academy is currently in phase zero and has successfully accomplished making Adequate Yearly Progress (AYP) for three consecutive years.

Student achievement scores show consistent gains within the past three years. The academy's math proficiency scores have increased by 16.5%, surpassing the state's AYP targets by 15.2%. The academy's ELA achievement demonstrated an incremental gain of 2.8% above the AYP target. While the academy celebrates its success in making AYP in math and ELA, it does not turn a deaf ear to addressing the academic deficiency in ELA. This incremental gain in ELA provoked the academy's staff to carefully assess their instructional pedagogy and teaching performance in hopes of identifying teacher needs to address low performance in student achievement. The School Improvement Team (SIT) facilitated an internal scan with the entire staff reviewing the effectiveness and weakness of their reading and writing programs in comparison to the academy's student achievement in ELA. At the conclusion of the meeting, the academy's staff decided they needed more knowledge about reading, training to teach reading, and resources for teaching reading. The academy's instructional coach arranged for presenters to come to the academy and provide professional development in reading as well as conduct

frequent on-site visits to the classroom to ascertain that staff members are properly implementing the strategies in the classroom. The academy enhanced the school's reading and writing programs by adopting the Response to Intervention (RtI) program. To effectively implement RtI, the academy consulted with an RtI specialist who trained the team on the purpose and implementation procedure of RTI. In conjunction with the program, the academy formed an action research study team called Process Strategy Team (PST). This team examines student work samples to find common high-priority skills needing improvement. The objective of the PST is to increase overall student achievement by focusing the instructional and learning process on specific objectives. The PST began their research by analyzing student reading and writing data. The team selected a common skill that needed improvement. Once the PST unanimously decided on the high-priority skill, the SIT and PST collaborated and developed a school-wide academy goal. The goals identified for the academy addressed the students' gaps in reading comprehension as well as challenges in writing organized, detailed narratives. Within two years of implementing the PST, the academy noticed a slight increase in the students' reading and writing proficiency.

B. How does the academy compare academically relative to the state, resident district, and demographically comparable district? Discuss both criterion-referenced testing such as MEAP and standardized testing such as Scantron or Terra Nova Tests.

In comparison to the state and local resident district (Flint) according to MEAP, Northridge Academy is currently on track to accomplishing three of its four major academic contractual goals. In grade 8, our student proficiency number was exceedingly higher in math to the local district. Grades 4 and 8 are similar to the percentage of the local district in ELA and

math. One of the challenges the academy has with MEAP is the number of students proficient in ELA. To accommodate the deficiency in reading and writing for all grades, the academy has implemented reading strategies through all core subjects. Our stated goals reflect sufficiently high standards and are currently on target with accomplishing the goal. The curriculum is continuously being revised to enhance the student proficiency level by using upgraded pacing guides and an upgraded KC4 curriculum. The academy has implemented Setting Objectives and Providing Feedback as a tool for continuously updating the objective for student proficiency. The SIP addresses slippage in student learning and the strategies to correct slippage, such as peer classroom observation, which addresses the issue for enhancing student achievement. Below are the comparison charts that show the data for Northridge Academy, the demographic local district and the state.

Table 1: Comparison of percentages of highly functional students in ELA 2006-2007

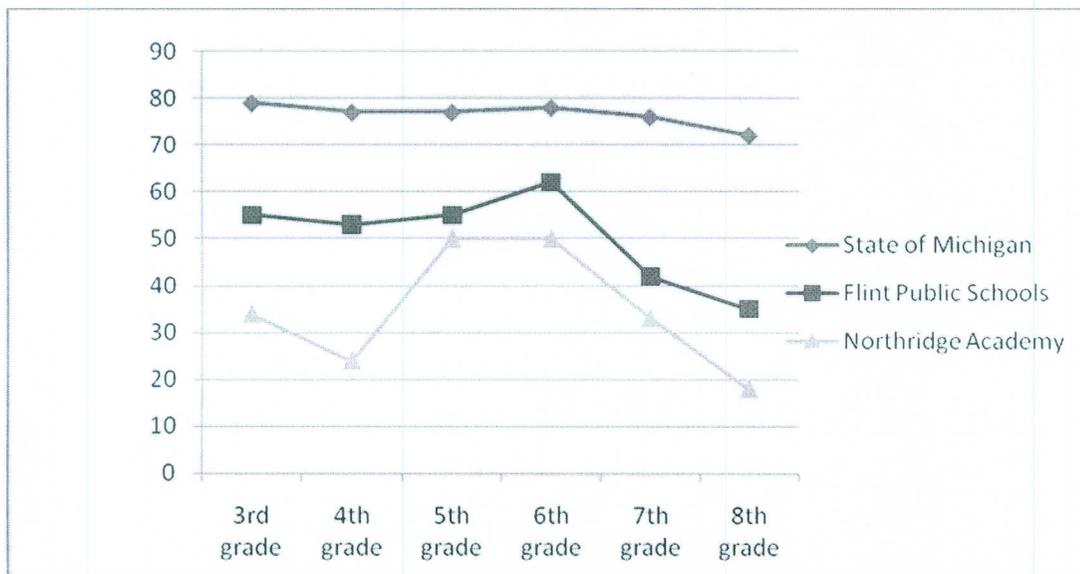


Table 2: Comparison of percentages of highly functional students in Math 2006-2007

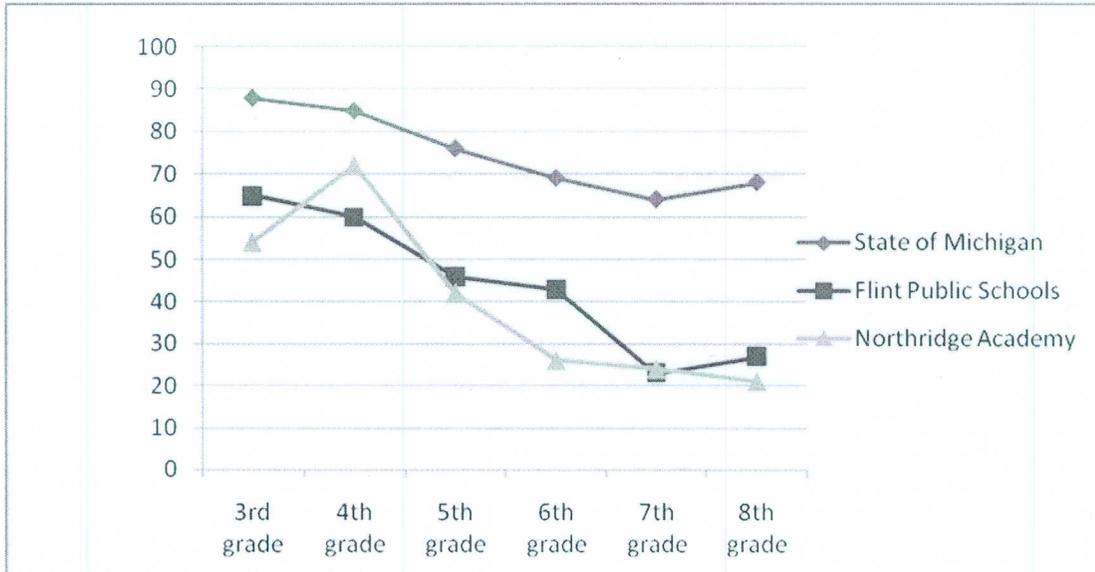


Table 3: Comparison of percentages of highly functional students in Science 2006-2007

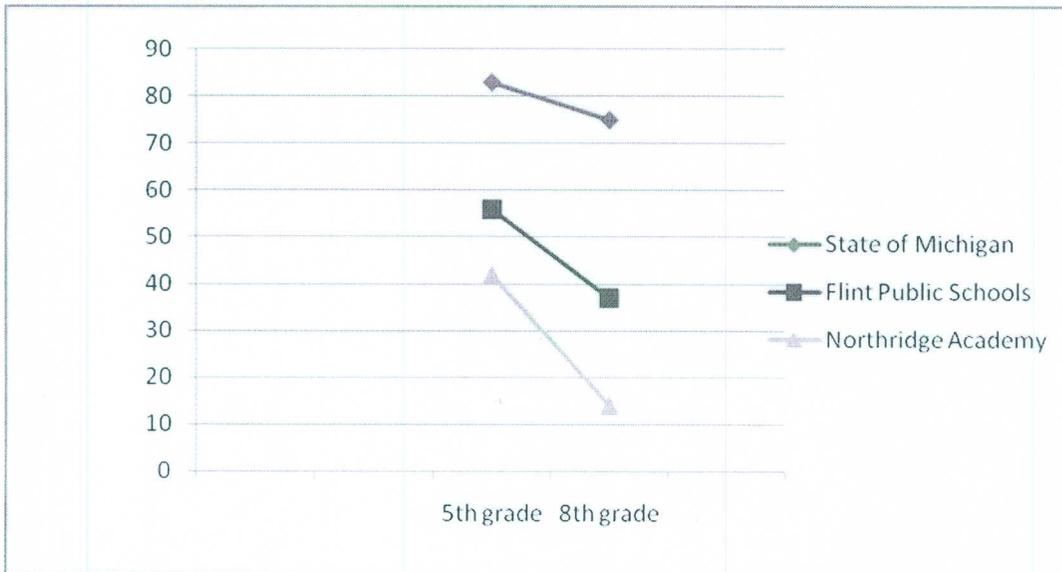


Table 4: Comparison of percentages of highly functional students in Social Studies 2006-2007

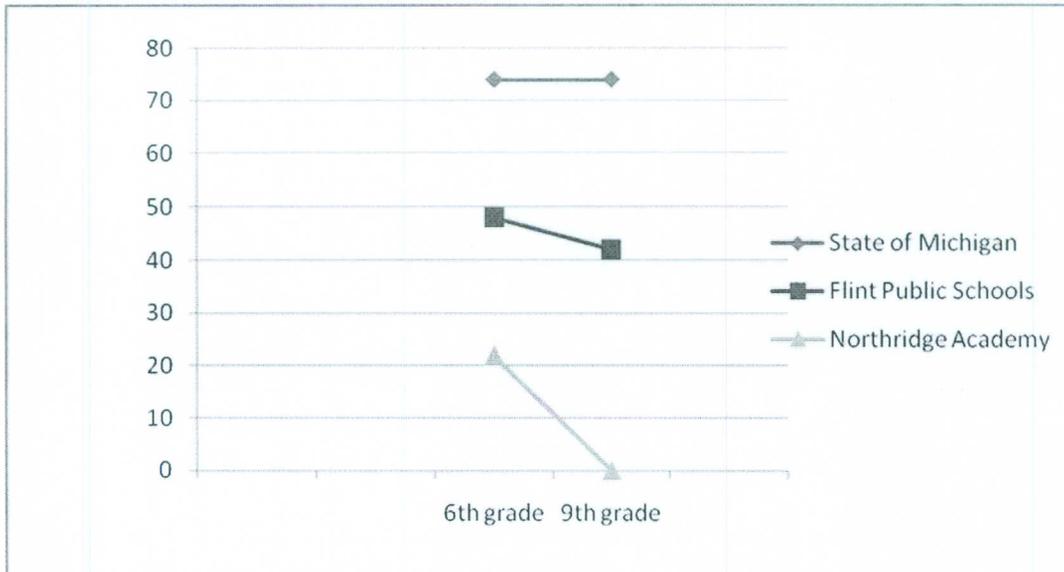


Table 5: Comparison of percentages of highly functional students in ELA 2007-2008

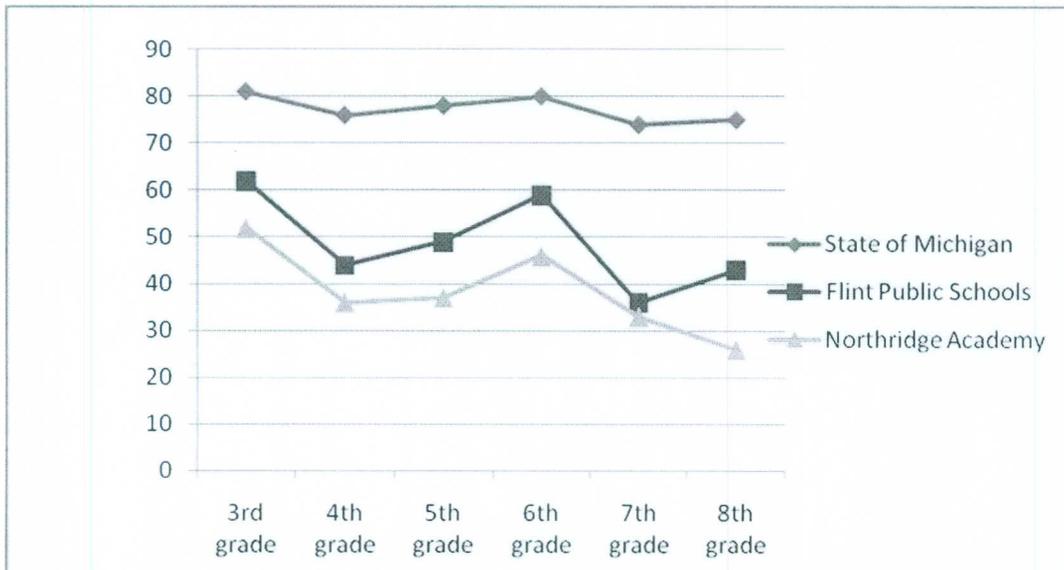


Table 6: Comparison of percentages of highly functional students in Math 2007-2008

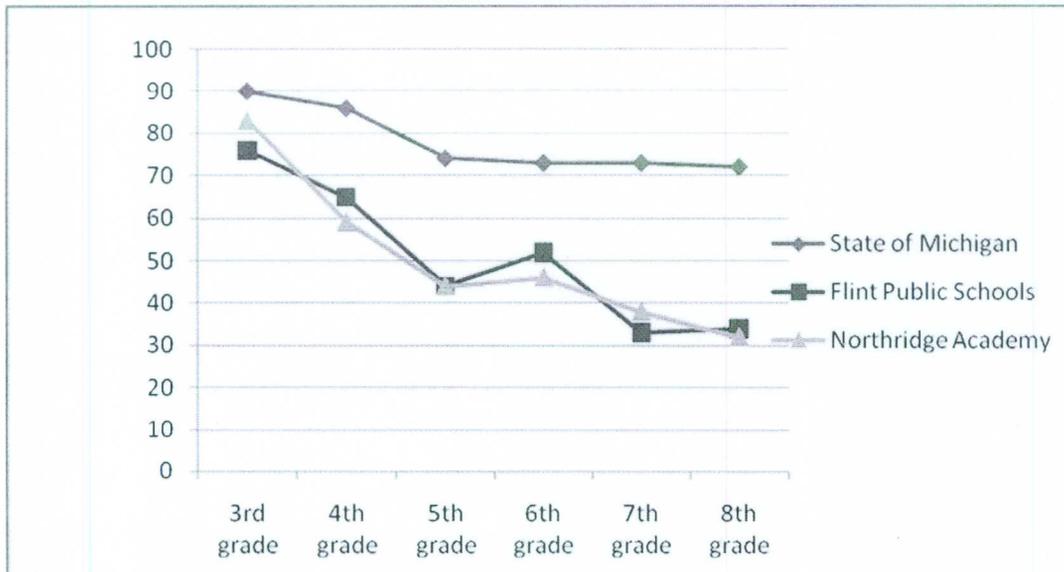


Table 7: Comparison of percentages of highly functional students in Science 2007-2008

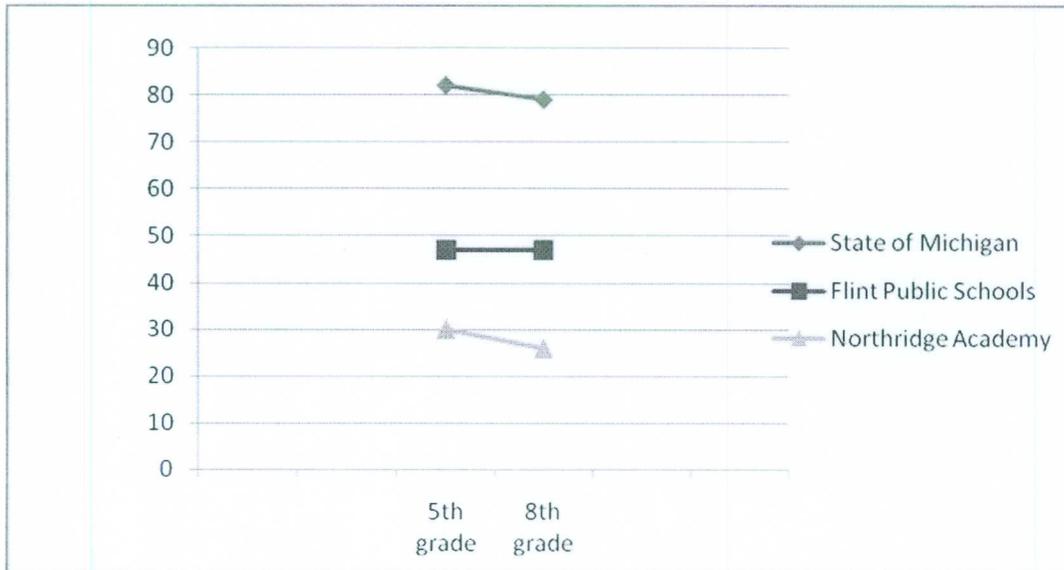


Table 8: Comparison of percentage of highly functional students in Social Studies 2007-2008

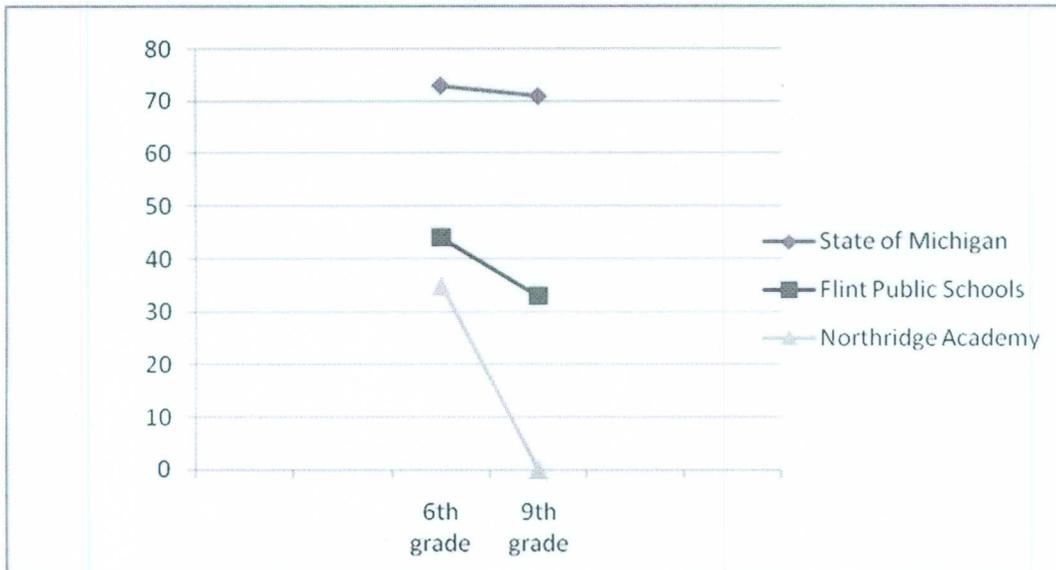


Table 9: Comparison of percentage of highly functional students in ELA 2008-2009

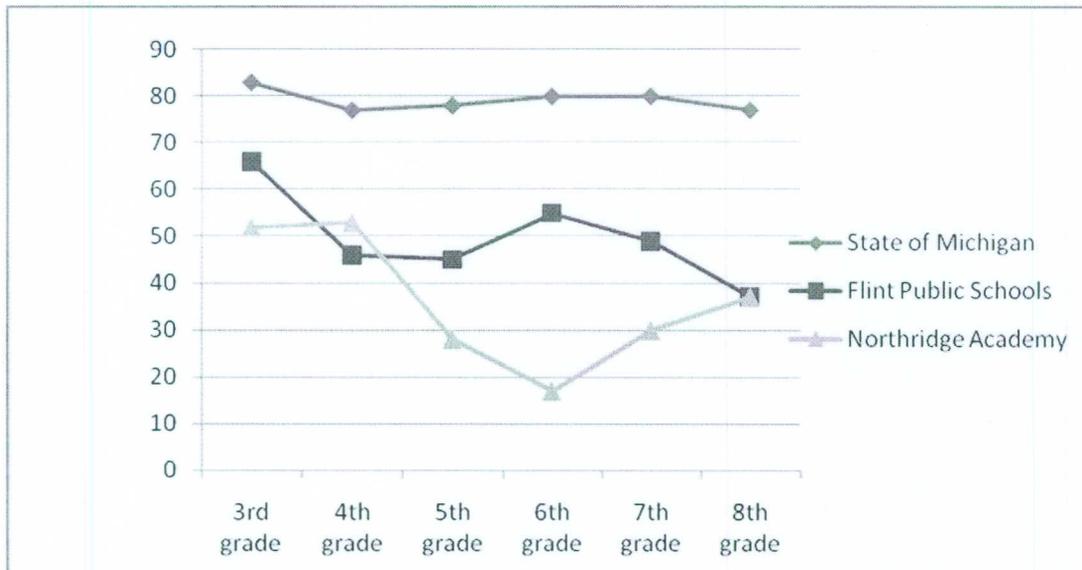


Table 10: Comparison of percentage of highly functional students in Math 2008-2009

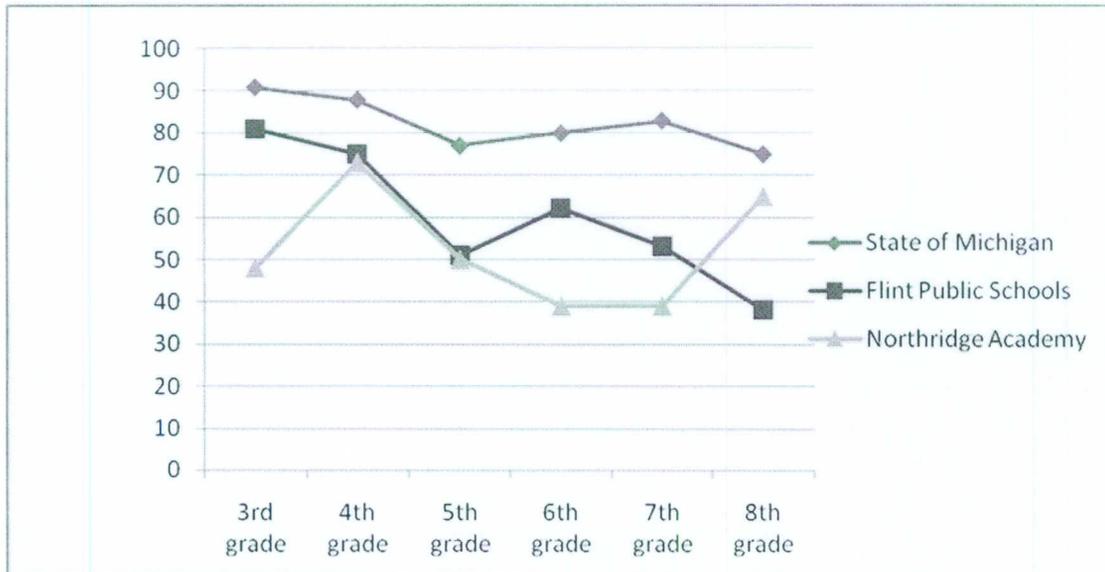


Table 11: Comparison of percentage of highly functional students in Science 2008-2009

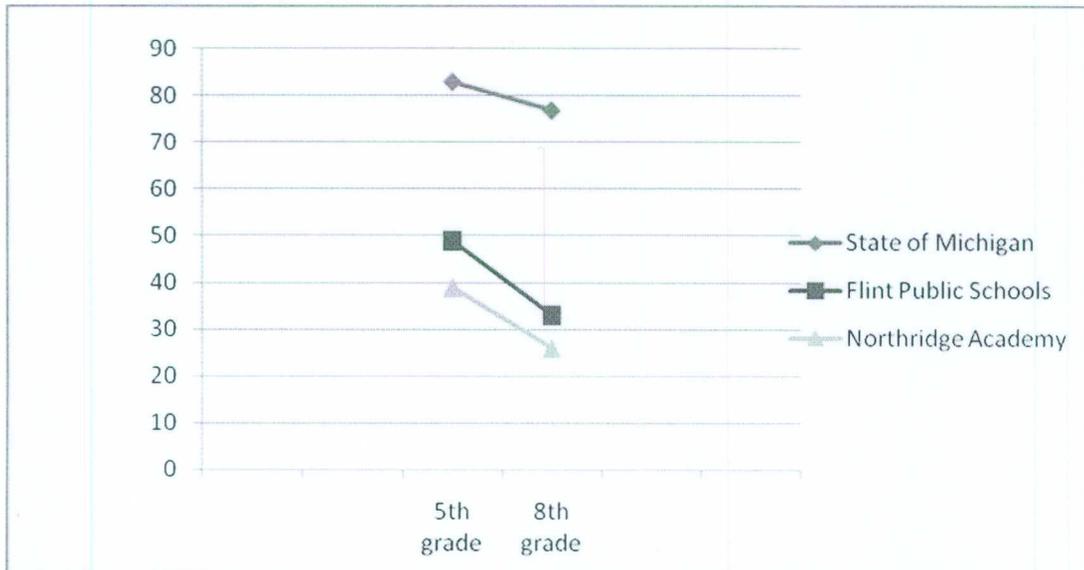
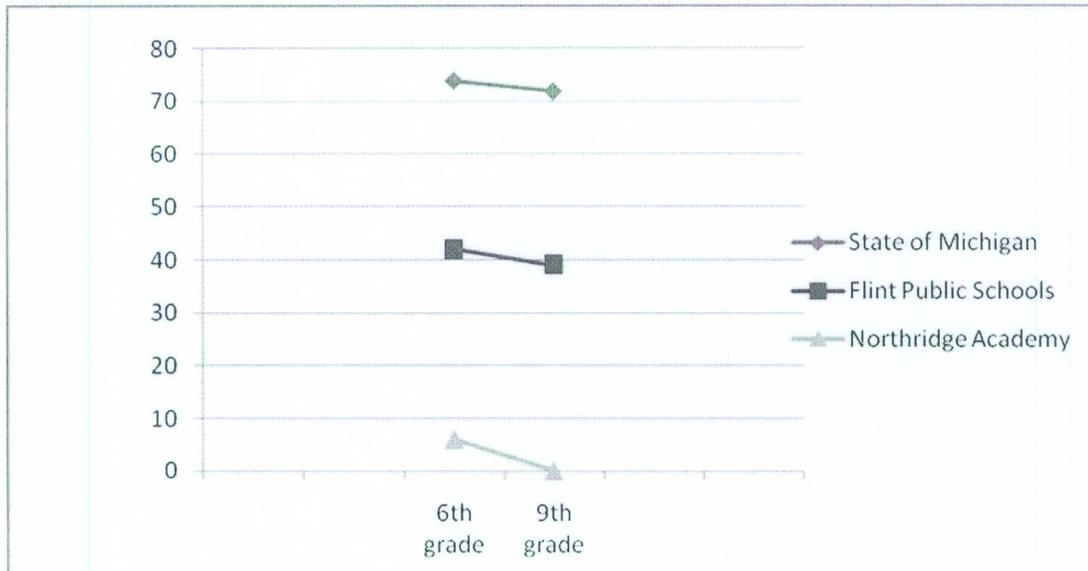


Table 12: Comparison of percentage of highly functional students in Social Studies 2008-2009



Student performance is top priority for Northridge Academy. The academy analyzes multiple measurements to get a fair and accurate view in student proficiency. Teachers are required to assess all students using formative and summative assessments. With an aggressive stance in monitoring student achievement and the value-added component, the Northridge team has developed a collaborative, collegial environment emphasizing student success. Even though the academy acknowledges it serves a transient population, the academy does not ignore the added-value component in student achievement from new and returning students. The academy assesses and evaluates cohort and non-cohort proficiency in all subject areas. And since the academy employs PST, the teachers intentionally track student proficiency between the two sub-groups by monitoring the academic gains.

For instance, within three years time, the percentage of cohort students making expected gains consistently and slightly decreased for math and language arts. According to the Ferris State University Charter Schools Office (CSO) trajectory baseline, the cohort group fell 8% below the

established trajectory, highlighting the academy's need to improve student proficiency in math and language arts. However, the most significant deficit in cohort student proficiency was reading. The cohort scores for reading fell 20% below the CSO-established trajectory. The academy took these deficits in scores seriously and proactively addressed the academic deficiencies. The academy collaborated with the PST to establish an academy learning goal that addressed syntax in writing and number proficiency in math. The academy utilizes Study Island, Scantron Performance and Achievement Series as tools for enrichment, grouping by ability and assessing. The information obtained from each measurement provided feedback to the teachers, alerting them to students who need remediation and skill-based grouping. In addition, a schedule was created to ensure that all emerging and operational students in both sub-groups receive additional reinforcement by the Title 1 instructional aide.

Academy Mission

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

Northridge is a school dedicated to the mission of helping students become model citizens in the 21st century, with high expectations and achievement. We've done this by encouraging students to always do their best, knowing they can succeed and that failure is not an option. Northridge has met its mission by implementing strategies that:

- A. reinforce the core values of the school
- B. promote a safe and healthy learning environment
- C. give students the ability and opportunity to take ownership in their education
- D. give students opportunities to improve their own talents and learn new skills

In order to accomplish this, the academy implemented a new curriculum, Kent County Collaborative Core Curriculum (KC4), which allows the academy to meet the needs of its students on various levels and learning styles. The curriculum is supplemented and updated when necessary making it possible for lesson planning, classroom instruction, school-wide assessment, and academic goals aligned with Michigan grade-level content expectations (GLCEs). The teaching staff works in learning communities, giving them constant opportunities to collaborate across grade levels and subjects. This collaboration has resulted in more efficient and effective pacing guides and a uniform lesson plan template. Lesson plans are collected at the beginning of the week and assessed by a full-time instructional coach using a rubric to gauge the alignment to the GLCEs. Teachers are provided with timely feedback recognizing the positive features of their plans and guiding them towards improvement. The academy has worked with *Teachscape* to create a system of classroom walk-throughs geared toward improving instruction and student achievement. During these walk-throughs, teachers are rated using a uniform rubric and feedback is provided. Teachers were also given professional development in the Marzano strategies and encouraged to use them often in their classroom. Three-four Essential Elements Profiles (EEPs) are conducted in every classroom and discussed with each teacher yearly in addition to the yearly performance evaluation as well as verbal and written feedback throughout the year. These vehicles provide recognition for positive features in individual instructional practices and guide teachers toward improvement in specific areas identified.

In addition to the curriculum, Northridge has improved technology throughout the building. In the past two years we have purchased 25 new computers with flat-screen monitors for our computer lab, and 25 new computers with flat-screen monitors for each classroom, and 25 new laptops for student use. The building has state-of-the-art wiring to accommodate internet access

for multiple computers in each class. Each class has been provided with an overhead projector, and we have purchased 10 new digital LCD projectors for classroom use. Three wireless access points have been installed throughout the building making it possible to use the mobile lab anywhere in our facility. In addition to new computers and projectors, our school is installing two interactive *Smart* boards. Northridge utilizes many pieces of educational software and web-based programs such as *Study Island*, *Scantron* and *Glory Math* to enhance the educational experience of our students. Staff members are provided with professional development in the use of these programs and encouraged to use them as frequently as possible.

Taking into account that behavior plays a large role in academic achievement, our school has implemented a comprehensive Positive Behavior Support (PBS) program that includes a range of intervention strategies designed to prevent problem behavior while teaching socially-appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings. We have also implemented a character education program that focuses on a different aspect of moral character each month.

The MARK Mentoring program, funded by a federal competitive grant now in its 3rd year, currently serves 28 participants. All but three students improved their grades from the 1st grading period to the 3rd in at least one core subject area (ELA, Math, Science and Social Studies). Nine students improved in one subject; five improved in two subjects; seven improved in three subjects and four students improved in all four subjects (see chart below).

| School | +0 | +1 | +2 | +3 | +4 |
|---------------|----------|-----------|-----------|-----------|-----------|
| FRA | 2 | 8 | 6 | 6 | 8 |
| MCWA | 2 | 7 | 6 | 10 | 6 |
| NA* | 3 | 9 | 5 | 7 | 4 |
| WCAA | 1 | 7 | 9 | 19 | 11 |
| TOTALS | 8 | 31 | 26 | 42 | 29 |

*Does not include 2 students who dropped after the first grading period.

MEAP scores improved in all four subject areas.

In order to best serve our population, Northridge Academy employs a diverse staff. Most of the staff mirrors the student population, but the diversity of the staff allows the students access to diverse culture. Our students thrive from the wealth of cultural experience found in our staff and their backgrounds. The school celebrates many cultural themes, with Black History being one of our primary focuses. Each year, the academy has a school-wide Black History celebration culminating in a large event at the end of February. These events have included plays, a re-enactment of the march on Washington, and the making of a Northridge Academy Black History documentary film.

Northridge Academy is committed to providing a safe, drug-free environment that promotes healthy life choices for its students. As such, the academy received the 21st Century Grant to help support and sponsor a viable after-school program that includes the following activities: ELA, math, golf, character education, health and nutrition, and much more. The academy partners with the YMCA and the staff teaches the students about team-building and exposes them to out-door experiences. Also, the Boys and Girls Club provides in-class workshops for the middle school students that teach the importance of remaining drug-free and abstinent. To provide a safe and orderly environment, the academy has developed school-wide norms and procedures based on three rules: Be Safe, Be Responsible, and Be Respectful. These norms are

discussed with parents and students during fall orientations and sent home in the academy's student handbooks. The academy believes that students must feel safe in order to be free to learn.

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

During their 2009 Retreat, the board of directors worked with a consultant to discuss the mission, vision and core values of the organization. The board decided that Northridge stood for the uniqueness of each child, accountability and integrity, communication, and respect for all. The board decided that they would like to see Northridge incorporate additional values. These values were character development, emotional intelligence, educational excitement, a healthy lifestyle, and self-awareness. Based on their discussion, the board adopted the following:

Core Values:

- each child is unique
- all children can learn
- children, staff, and parents should be accountable for their behavior
- effective communication with respect for all is critical
- education should be exciting
- in teaching a healthy lifestyle
- in promoting self awareness
- in providing students with appropriate technical skills

The board's strategic planning/ad hoc/finance committee worked with the School Improvement Plan (SIP) team on the revised mission, vision and core values statements. As a result of that collaboration, our new statements are as follows:

Mission Statement: Northridge Academy will provide learning experiences in a safe, caring and respectful environment that is second to none. The academy will employ best practices to produce well-educated, compassionate students ready to compete in a global society.

Vision Statement: Northridge Academy will provide an exciting learning environment that utilizes the entire community as its classroom while successfully preparing students for current and emerging 21st century opportunities.

Sustainability and Viability

A. Is the Academy financially solvent and stable?

The board maintains a diligent focus on the academy's finances and budget. Monthly treasurer's reports are reviewed and discussed. These reports include the cash forecast statement, checkbook register, budget-to-actuals, trial balance sheet and current updates such as the American Recovery and Reinvestment Act (ARRA) funding. The academy historically has maintained a fund balance as evidenced in the yearly audits. During the past year, the economic reality in the Flint community caused many families to move and the enrollment has fluctuated as described in section B. The revenue reduction coupled with facility costs reduced the fund balance over the past two years, which the board has paid close attention to, discussing the need to replenish it in the coming years, particularly in light of the state's economic condition. The board in collaboration with its management company renegotiated the lease payments, reducing

them by 50%. The management company offered the board a fee waiver agreement in order to assist in further stabilizing the budget. With these changes and an increase in fall 2009 enrollment to 265+, the academy is solvent and viable. Invoices are paid in a timely manner and the yearly independent audits performed by Plante & Moran are unqualified. The academy has been awarded \$2.1+ million in grant dollars since 2006. The board believes that the actions taken this year along with its strong desire and work toward resolving the facility challenges will enhance the academy's fiscal position even further once the probation period ends. The board spent significant time and effort on identifying and seeking alternative building options, as evidenced in its formation and frequent meeting schedule of the strategic planning/ad hoc/finance committee. This is documented in board meeting minutes. The board has applied for construction funds in the amount of \$1.5 million through the ARRA program. The board reviews budget recommendations, makes adjustments and allocates all funds in support of student achievement and has paid particular attention to utilizing technology as a tool for the delivery of instruction. The building has state-of-the-art wiring through E-rate funding and has a Wi-Fi access point.

B. Is student enrollment stable and near capacity?

Northridge Academy has always been recognized as a "hub in the community", a hub being referenced as an organization possessing knowledge about local agencies for families in need and affordable services provided for the African-American household: a place that enrolled families could depend upon and know their child is safe. And despite the external factors surrounding the school's vicinity, a positive perception of the school and its stable staff members resides within the households of the academy's families. The academy is viewed as a stable entity in the community, but with the closing of major automobile factories, the student

enrollment has been very unstable. The last couple years, the academy's enrollment suffered tremendously. The academy attributes the lost of enrollment to a number of variables, i.e., Flint Community Schools re-zoning causing families to remain in the local zoning area, and not releasing school records; a sudden influx of additional charter schools in the vicinity; and families relocating for better job opportunities. Because of these factors, the enrollment has consistently fluctuated, impacting our stability as an organization. The beginning years of fluctuation began in the 2007-2008 school year.

Table 1: Trend in student enrollment for Northridge Academy

| 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------|-----------|-----------|-----------|
| 268 | 230 | 210 | 265 |

The 2009-2010 school year is the first year since the academy's population decline to show a significant increase in its student enrollment, and it is still rising. Today, the academy attributes the increase in student population to the closing of two Flint middle schools and the board's aggressive marketing plan. The board directed the academy and its management company to strategically target those communities where the schools had been closed. The academy highlighted its success in every zip code in the closed schools' areas. Flyers were also distributed to each home. A back-to-school rally was held with free food, games, gifts and the raffling of a flat-screen television. Additionally a trip to Cedar Point on Halloween is planned, which the academy believes played a part in the increase and retention of student enrollment.

Decision Making

A. How has the academy (staff, administrators, and Board) used assessment data to make decisions?

Northridge Academy is a shared-decision-making school. The academy employs a process in which the school leader believes in sharing leadership power, thus empowering the academy's teaching staff in making decisions. The academy has established procedures for involving all stakeholders in the decision-making process. Because the SIT is the core functioning unit, the beginning process of decision-making filtrates through the team. The team decides upon and adopts resources, allocation of time, space and procedures for monitoring student achievement.

The academy has instituted multiple committees that focus on student achievement, such as a data team, the SIT and grade-level action research teams. The academy's staff is heavily involved with the planning, designing, monitoring and evaluation of the aligned curriculum. To improve the quality of instruction, the academy continuously monitors the academic mission for student achievement, the identified learning goals and its relevancy toward student proficiency, the assessment tools used by the teachers to measure student achievement, and the academy's instructional staff and their teaching pedagogy to increase student proficiency.

The SIT and grade-level teachers collaboratively discuss student achievement using the following mediums: curriculum, instruction and assessment, SIP goals and measures, test data from Scantron Performance, Michigan Educational Assessment Program (MEAP), Terra Nova and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and quarterly assessment reports generated by Achievement Series and Golden Package. Northridge Academy's SIT meets bi-weekly to discuss the school's progress in achieving the outlined objectives and benchmarks and the alignment of the curriculum with classroom instruction. To ensure all stakeholders are

engaged in the decision-making process, the academy teachers use test data, report cards and parent/staff surveys as tools for continuous improvement. In addition, monthly student achievement and SIP progress reports are presented at all board meetings by the academy's instructional coach.

Monitoring and evaluation of student achievement is ongoing. Measurable academic goals are:

1. Improve reading in all four content areas
2. Perform at- or above-grade level for each core academic subject.

To monitor the school's academic achievement, the academy's committees evaluate the following sources:

- Terra Nova-external assessments
- MEAP tests (charting disaggregated data)-external assessments
- Report cards-internal assessments
- Formative and Summative assessments-internal assessments
- Quarterly assessments-internal assessments
- Golden Package MI-Tracker report-external assessments
- Scantron-internal assessment
- Achievement Series-internal assessment
- DIBELS-internal assessment

- Oral reports-internal assessment

Modification of improving goals is discussed with the SIT throughout the school year. If students are not mastering concepts taught within the content, Northridge offers timely and additional assistance to students by monitoring student progress of identified goals and measures not attained. As goals and measures are mastered by students, the SIT continues to meet with the PST to re-examine goals and measures and strategize ways to address ongoing needs in the classroom. During the meeting, both committees analyze the data and identify deficiency skills. In addition to identifying the deficiency skill, both committees decide which research-based, high-yield strategies will be effective in addressing the needs that will help students achieve the school improvement goal.

The academy teachers are responsible for utilizing multiple forms of assessments, such as: authentic assessments created by the teachers; Study Island, which is a reinforcement program that provides immediate feedback and supplements the instruction in the classroom; Scantron, a standards-based diagnostic test, which also provides teachers with real-time data and immediate feedback; Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is used as a monitoring tool of student progress in reading; and Achievement Series, which is administered in the form of a quarterly summative assessment. The data from each tool provides teachers with pertinent feedback concerning student mastery of concepts in core subject areas. If students are struggling in achieving mastery of concepts, the teachers remediate instruction or arrange for the individual to work with the Title 1 aide or RtI specialist in either math or ELA. Additionally, special education teachers work collaboratively with the lead teachers to accommodate, modify and address different learning

styles. To minimize pulling students out of the general classroom, we maximize our inclusive classroom instruction by using Learning Resource Educators (LRE) aides to assist lead teachers in the classroom.

Challenges and Opportunities

A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new reauthorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)

If the academy is reauthorized by Ferris State University Board of Trustees, the biggest challenges facing the academy during the new reauthorization period are: (1) increase student academic performance on criterion (MEAP) and norm-referenced (Scantron) test; (2) increase in student population; and (3) residing in an inviting facility.

While the academy is relatively pleased that it has made AYP the last three years, our goals are to consistently pass MEAP and Scantron. The school has outlined in its school improvement plan the need to increase student performance in all core subject areas. The academy has purposefully selected and implemented Robert Marzano's *Classroom Instruction that Works* manual to support the various learning objectives and student needs. For instance, one of the academy's strategies addresses student deficiencies in learning by teaching students the process for creating and setting personal objectives. The integration of this strategy supports the academy's mission of employing best practices that will produce intrinsically motivated individuals to compete in a global society. If the academy consistently implements the identified strategies and procedures for increasing student performance on the MEAP and Scantron Performance, the academy believes that student proficiency levels will increase within the next five years, meeting or exceeding the state AYP targets and NCLB requirements.

An increase in students will provide additional resources and gives the academy an opportunity to address the needs of the total child. The academy believes that adding transportation to the school's vision will definitely increase and retain student enrollment. The academy intends to continue dialogue with Flint Mass Transportation Authority (MTA) to arrange pick-up times and locations for their students. To ensure that parents are aware the academy provides transportation, adequate, timely and efficient notification will be sent to parents and surrounding areas at beginning, during and end-of-school year. The academy also believes providing transportation will support the academy's need to test 95% of the student population and 95% student attendance during the school year. If the academy provides transportation, the plausibility of increasing student enrollment stands a greater chance of expanding within the next five years.

The board recognizes that parents want their students to attend a school facility that is secure, attractive, inviting and where learning takes place. So does the entire staff. As mentioned above, an increase in additional resources will help the academy address the academic and the facility issue. Therefore, the board has started the planning process to address the facility issue and has hired a consultant to assist it in this endeavor. The consultant met with the board during its retreat. He also met with the strategic planning/finance/ad hoc committee on separate occasions. These three issues as well as others will be discussed at the academy's next retreat.

B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period?

Since 2006, the Northridge Academy Board of Directors has matured tremendously. It experienced a modicum of growth between the years 2006 and 2008. Prior to 2006, the NRA

Board of Directors was comprised primarily of carry-over board members of the former Foss Avenue Christian School that had been housed in the North Street building NRA now occupies. The majority of board members during that era were members of Foss Avenue Baptist Church. In 2006, the board began to diversify its membership, adding two directors who were not affiliated with the church. It became readily apparent to this more diverse board that a governing body, consisting of a cross-section of community-minded individuals, would better serve the future growth and development of NRA.

In 2008 the board received a wake-up call. A review team from NRA's authorizer, Ferris State University, issued a report card giving governance of the academy a failing grade. Every board member, bar none, took the implications of that evaluation very seriously, and began to personally assess how they contributed to the failing grade individually and what they could do, individually as members so the collective could rectify matters.

As a result of this introspection, the NRA Board of Directors has held two retreats to better define the board's roles and responsibilities, and to begin the journey of developing a comprehensive strategic plan for NRA. During the retreats, board members made a commitment to not only reinforce their fiduciary and governance responsibilities for the Academy, but to also do the work necessary to transition from a perfunctory board to a more assertive board. With assistance from Ferris, the board has shown a sense of urgency pertaining to the academy. The initiative to grow as a governing body includes participating in Ferris State's charter school leadership training. The board is actively engaged with the academy and provides direction and counsel to the administrative team. The board has in place a two-year-old strategic planning /finance/ad hoc committee. The board members are very involved in the school. They donate

their time in various forms, i.e., volunteering to read to the academy's students during National Reading Month; providing names of community leaders, including themselves, to speak to the academy's middle school population about future job opportunities, and more. Following the 36-month review, two new members were added to the academy's board of directors, both with considerable direct experience in the education arena—one, a former public school district superintendent, and the other a former president of a public school district board of education. NRA's Board of Directors currently comprises two members with doctorate degrees, a professional banker, a former school teacher, a former undersheriff and current criminal justice instructor, and an administrator of a community arts program. One of the doctorate degree holders also served as superintendent of the Beecher School District, while the other works in the social work arena. Efforts are underway to create a pool of board candidates, with similar credentials, to be ready to fill vacancies whenever they may occur.

On July 16, 2009, the NRA Board of Directors held a second retreat to take the next step in its journey towards a comprehensive strategic plan. To assist the board with developing this strategic plan, the board hired a consultant. With assistance from the consultant and the academy's administration, and amidst very thoughtful discussion and debate, this second retreat resulted in the development of a new vision, mission, and core values statements for the academy and a reinforcement of the academy's dress code. Board members also arrived at a consensus as to the general academic thrust of NRA as documented in the retreat minutes.

In conclusion, the Northridge Academy Board of Directors has virtually executed a 360-degree turn for the better since 2006.