



FERRIS STATE
UNIVERSITY

Imagine More

**BENTON HARBOR
CHARTER SCHOOL**

**MID-CONTRACT REVIEW
October 27-28, 2011**

MISSION

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

VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (ACIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

Declaration of Intent and Purpose

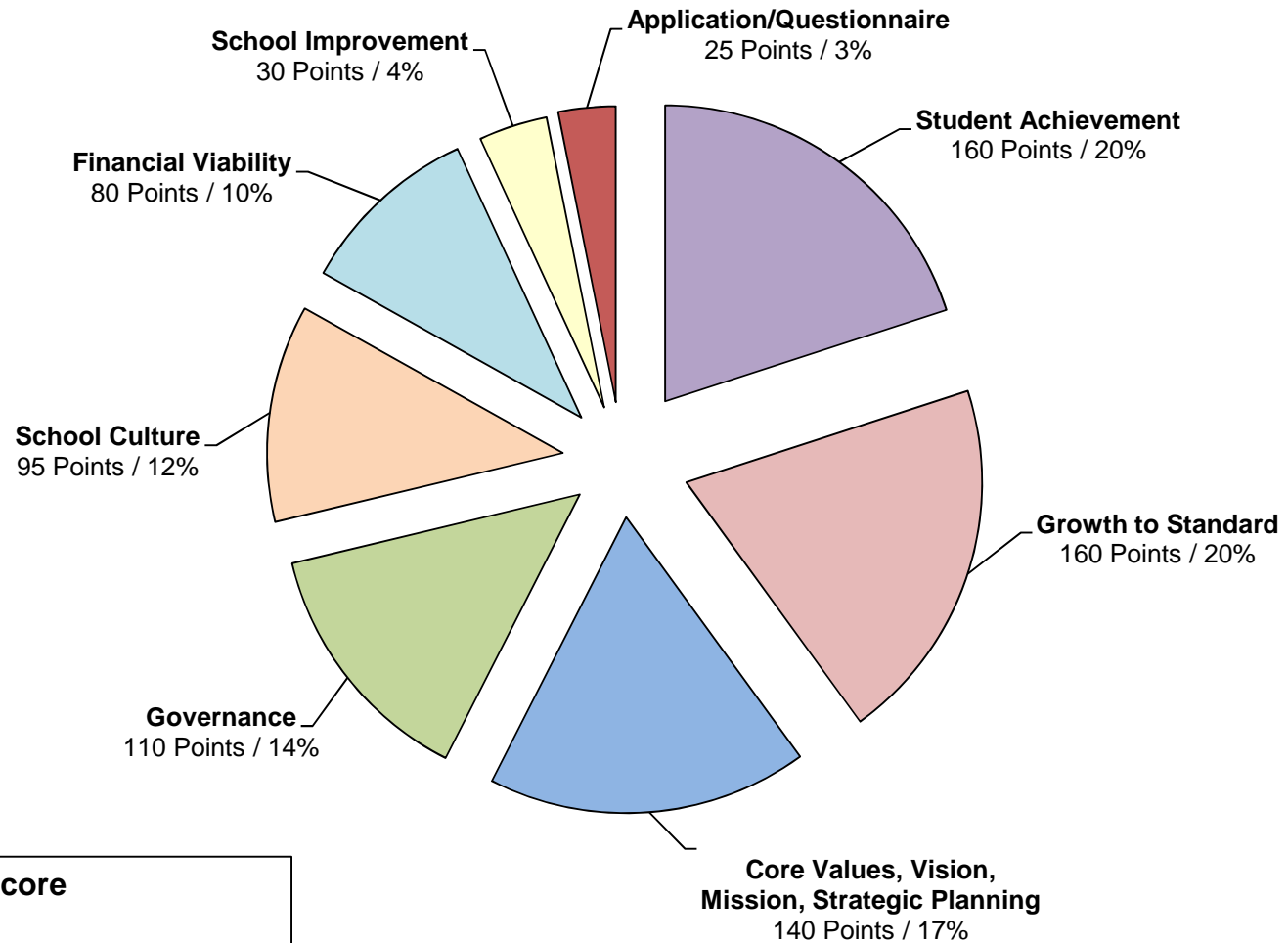
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document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

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

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

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

Mid-Contract/Reauthorization Review: Formula 2011-12



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

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

Academy Name: **BENTON HARBOR CHARTER SCHOOL**

Dates of Visit: **October 27-28, 2011**

Status: **Meets Standards**

Overall Percentage: **76.2%**

| Evaluation Criteria | Points Possible | Points Achieved | Percentage Achieved | Category Achieved |
|---|-----------------|-----------------|---------------------|------------------------|
| Student Achievement | 160 | 144 | 90% | Exceeds Standards |
| Growth to Standard | 160 | 129.5 | 80.9% | Meets Standards |
| Core Values/Vision/Mission/Strategic Planning | 140 | 45 | 32% | Deficient |
| Governance | 110 | 83.5 | 75.9% | Meets Standards |
| School Culture | 95 | 95 | 100% | Exceeds Standards |
| Financial Viability | 80 | 74 | 92.5% | Exceeds Standards |
| School Improvement | 30 | 30 | 100% | Exceeds Standards |
| Application/Questionnaire | 25 | 9 | 36% | Deficient |
| Total Score: | 800 | 610 | 76.2% | Meets Standards |

Visiting Team Members

Name: Art Willick

Signature:



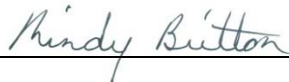
Name: Larry Lindquist

Signature:



Name: Mindy Britton

Signature:



Name:

Signature:

Team Chair: Art Willick

Total Score

maximum: 800 points

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

Important Note:

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

Benton Harbor Charter School

Mid-Contract Review Visitation, October 27-28, 2011

Executive Summary

The Mid-Contract Review Team has compiled the results of its visitation notes and findings. We want to congratulate all stakeholders of the academy for their commitment to grow as a high performing school. The hospitality and preparation for the visit was exemplary and much appreciated by the review team.

The review team has reviewed the academy's performance on all aspects of the review rubric and has determined a score of 611 points out of a possible 800 points. This score is within the Meets Standards category of the Mid-Contract performance standards.

While the review team was very impressed with the academy's operation, there are a few areas that warrant special attention.

- **School Culture:** There is obviously a commitment to a culture of respect, trust, communication and support by all of those involved. The efforts for parental involvement have increased tremendously and are showing results by the amount of parents showing interest in their child's performance.

- **Student Achievement:** While tremendous growth has occurred, the challenges are there to continue to meet the expectations of Scantron and MEAP improvements. The technology improvements are very impressive and would be the envy of most schools.

As with any organization, there is room for improvement. The review team is confident that these areas will become the focus of continuous improvement. The following areas were identified.

- **Strategic Planning:** While some aspects of a plan are provided there is a need for a written document with all the components included and provided in a smart goal format following the CSO Definition of Quality. In our discussion with board members during the interview it was evident that the board is not promoting the Mission, Vision and Core Values to their staff and community.

- **Governance:** While the review team found it appropriate to award significant points in this rubric, some areas of concern include: board minutes do not reflect that the board receives quarterly updates on the academy's progress towards its School Improvement Plan and Academic Contractual Goals, also board minutes do not reflect that the board receives regular reports on student achievement and there is not an active board candidate pool.

The Charter School Office and members of the review team thank all those involved in this Mid-Contract Review. It truly takes a community of stakeholders working together toward the success of the academy.

Art Willick, Team Chair

Criterion:

Student Achievement and Progress Toward Contractual Academic Goals

| | |
|-------------------------------|-------------------------------|
| Points Possible 160 | Points Achieved 144 |
|-------------------------------|-------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|-------|---|---|---|---|-------------------|
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| AYP: Achievement | 10/10 | The Academy exceeded State AYP targets by 10% or more in both Math and Reading in 2 out of 3 years | The Academy met State AYP targets in both Math and Reading in 2 out of 3 years | The Academy met AYP targets in either Math or Reading in 2 out of 3 years | The Academy did not meet AYP targets in either Math or Reading in 2 out of 3 years | |
| Point distribution | | 15 points | 11.25 points | 9 points | 0 points | |
| AYP: Participation | 15/15 | The Academy tested over 95% of its students in both Math and Reading in 2 out of 3 years | The Academy tested between 93%-94.9% of its students in both Math and Reading in 2 out of 3 years | The Academy tested between 90%-92.9% of its students in both Math and Reading in 2 out of 3 years | The Academy tested fewer than 90% of its students in both Math and Reading in 2 out of 3 years | |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| AYP: Other indicators | 10/10 | The Academy's <ul style="list-style-type: none"> attendance rate was greater than 85% and/or graduation rate was greater than 80% in 2 out of 3 years | The Academy's <ul style="list-style-type: none"> attendance rate was 85% and/or graduation rate was 80% in 2 out of 3 years | The Academy's <ul style="list-style-type: none"> attendance rate was 80%-84% and/or graduation rate was 70%-79% in 2 out of 3 years | The Academy's <ul style="list-style-type: none"> attendance rate was below 80% and/or graduation rate was below 70% in 2 out of 3 years | |
| Point distribution | | 15 points | 11.25 points | 9 points | 0 points | |
| Composite grade as assigned by MDE: <i>Ed Yes!</i> | 9/15 | A | B | C | D or below | |
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Relative performance to state: MEAP-Reading | 5/5 | The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Reading | The Academy met the State MEAP percent proficient in 2 out of 3 years in Reading | The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Reading | The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Reading | |
| Relative performance to state: MEAP-Math | 5/5 | The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Math | The Academy met the State MEAP percent proficient in 2 out of 3 years in Math | The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Math | The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Math | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|---|--|--|---|--|
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Relative performance to the Resident district: MEAP-Reading | 5/5 | The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in Reading | The Academy met the District MEAP percent proficient in 2 out of 3 years in Reading | The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in Reading | The Academy has not met the District MEAP percent proficient in any year in a 3-year period in Reading | Resident District= Benton Harbor Public School |
| Relative performance to the Resident district: MEAP-Math | 5/5 | The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in Math | The Academy met the District MEAP percent proficient in 2 out of 3 years in Math | The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in Math | The Academy <i>has not</i> met <i>the</i> District MEAP percent proficient in any year in a 3-year period in Math | Resident District= Benton Harbor Public School |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| Relative performance to a Demographically comparable school: MEAP-Reading | 10/10 | The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in Reading | The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in Reading | The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in Reading | The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in Reading | |
| Relative performance to a Demographically comparable school: MEAP-Math | 10/10 | The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in Math | The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in Math | The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in Math | The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in Math | |
| Point distribution | | n/a | 10 points | n/a | 0 points | |
| School Improvement Status | 10/10 | | The Academy is not identified for improvement | | The Academy is identified for improvement | |

Progress Towards Educational Goals as Defined by the Definition of Quality (Full Academic Year Students)
Data From Year 2010-11

| | | | |
|----------|--------------------------|--------------------------|--------------------------|
| Scoring: | Above target 5 points | On target 3.75 points | Below target 3 points |
|----------|--------------------------|--------------------------|--------------------------|

| | Score | Target | Actual | Reviewer Comments |
|---------------------------|-------|--------|--------|-------------------|
| Reading Performance: MEAP | | | | |
| Grade 3 | 3/5 | 69 | 58.1 | |
| Grade 4 | 5/5 | 65.7 | 78.3 | |
| Grade 5 | 5/5 | 73.8 | 90.6 | |
| Grade 6 | 3/5 | 93 | 71.4 | |

| | Score | Target | Actual | Reviewer Comments |
|-------------------------------|-------|--------|--------|-------------------|
| Grade 7 | 5/5 | 70 | 72.7 | |
| Grade 8 | 5/5 | 76.9 | 80 | |
| | | | | |
| | Score | Target | Actual | Reviewer Comments |
| Math Performance: MEAP | | | | |
| Grade 3 | 5/5 | 90 | 100 | |
| Grade 4 | 5/5 | 92.3 | 100 | |
| Grade 5 | 3/5 | 94.3 | 75 | |
| Grade 6 | 5/5 | 78 | 80 | |
| Grade 7 | 3/5 | 83 | 81.8 | |
| Grade 8 | 3/5 | 76.9 | 46.7 | |

| Student Achievement: | | | | |
|----------------------------------|---------|---------------------|-------------------|--|
| Total score for all competencies | | | | |
| Total Points Achieved | 144/160 | Percentage Achieved | Category Achieved | |
| | | 90% | Exceeds Standards | |

Criterion:

Growth to Standard (Scantron performance series data)

Notes:

- Based on assessment of cohort groups *only* (Cohort = students attending Academy for 3+ years)
- MI-Access students are *not included*

| | |
|-------------------------------|---------------------------------|
| Points Possible 160 | Points Achieved 129.5 |
|-------------------------------|---------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|---------|---|---|---|--|-------------------|
| Point distribution | | 40 points | 30 points | 24 points | 0 points | |
| Growth to Standard student proficiency: Math | 40/40 | Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math | Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math | Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math | Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math | |
| Growth to Standard student proficiency: Reading | 40/40 | Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading | Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading | Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading | Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading | |
| Point distribution | | 30 points | 22.5 points | 18 points | 0 points | |
| Growth to Standard student proficiency: ELA | 22.5/30 | Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA | Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA | Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA | Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA | |
| Point distribution | | 20 points | 15 points | 12 points | 0 points | |
| Student Cohort Gains: Math | 15/20 | 90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years | 75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years | 60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years | Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|-------------------------------|-------|---|--|--|---|-------------------|
| Point distribution | | 20 points | 15 points | 12 points | 0 points | |
| Student Cohort Gains: Reading | 12/20 | 90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years | 75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years | 60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years | Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years | |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| Student Cohort Gains: ELA | 0/10 | 90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years | 75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years | 60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years | Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years | |

| Growth to Standard: Total score for all competencies | | | | |
|---|--|---------------------|-------------------|--|
| Total Points Achieved | | Percentage Achieved | Category Achieved | |
| 129.5/160 | | 80.9% | Meets Standards | |

Criterion:

Core Values, Vision, Mission, and Strategic Planning

| | |
|-------------------------------|------------------------------|
| Points Possible 140 | Points Achieved 45 |
|-------------------------------|------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|-------------------------------------|-------|--|---|--|---|---|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Core Values: Foundation | 6/10 | | <ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements | <ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements | <ul style="list-style-type: none"> The Board has no discernable Core Values identified | The Board and Stakeholders need to become more aware of Core Values (samples of other academy letterhead and agendas w/mission, vision and values included were given to Board members) |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| Core Values: Communication | 6/10 | Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders | There is no evidence to show that the Board's Core Values have been communicated to stakeholders | |
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Core Values: Continuous improvement | 3/5 | Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period | Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period | Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period | | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|--|---|---|---|---|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Vision Statement: Linked to Core Values | 6/10 | | <ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values | <ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values | <ul style="list-style-type: none"> The Board has no discernable Vision Statement identified without links to the Core Values | |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| Vision Statement: Communication | 6/10 | Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders | There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Vision Statement: Board evaluation | 0/10 | | <ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision | <ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision | <ul style="list-style-type: none"> The Board does not have a method in place for evaluating the Academy's Vision | No evidence was provided that the Board has a method in place |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|--|---|--|---|-------------------|
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Vision: Continual revision and reaffirmation | 3/5 | Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period | Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period | Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period | | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Mission: Linked to Core Values | 6/10 | | <ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values | <ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values | <ul style="list-style-type: none"> The Board has no discernable Mission Statement identified with links to the Core Values | |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| Mission Statement: Communication | 6/10 | Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | The Board's Mission Statement has been sporadically communicated to stakeholders | There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|---|---|---|---|---|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Mission Statement: Board evaluation | 0/10 | | <ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission | <ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission | The Board does not have a method in place for evaluating the Academy's Mission | No evidence was provided that the Board has a method in place |
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Mission: Continual revision and reaffirmation | 3/5 | Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period | Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period | Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period | | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Written Strategic Plan: Meets quality and SMART standards | 0/10 | | The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format | The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format | The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format | No evidence of a written strategic plan was presented |

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

| Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies | | | | |
|---|---------------------|-------------------|--|--|
| Total Points Achieved | Percentage Achieved | Category Achieved | | |
| 45/140 | 32% | Deficient | | |

Criterion:

Governance (as reflected in Board minutes and observations)

| | |
|-------------------------------|--------------------------------|
| Points Possible 110 | Points Achieved 83.5 |
|-------------------------------|--------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|--------|---|--|--|---|--|
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Leadership: Policies and procedures | 3.72/5 | The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws references appropriate policies at Board meetings when making decisions | The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws demonstrates some familiarity with them | The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws does not demonstrate familiarity with the policies | The Board: <ul style="list-style-type: none"> has few policies in place that are required by state and federal laws has not regularly updated its Policy Manual | |
| Leadership: Meeting schedule | 3.75/5 | The Board has not rescheduled any meetings during this review period | The Board has held no more than one rescheduled meeting during this review period | The Board has held 2-3 rescheduled meetings during this review period | The Board has held more than 3 rescheduled meetings during this review period | 12/21/10 |
| Leadership: Monthly quorums | 3/5 | The Board has not cancelled a meeting during this review period due to lack of a quorum | The Board has not cancelled more than one meeting during this review period due to lack of a quorum | The Board has cancelled 2-3 meetings during this review period due to lack of a quorum | The Board has cancelled more than 3 meetings during this review period due to lack of a quorum | 1/19/10 8/17/10 |
| Point distribution | | n/a | 5 points | 3 points | 0 points | |
| Leadership: Monthly progress reports | 3/5 | | As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement regularly engages in discussion about these reports | As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement occasionally engages in discussion about these reports | As evidenced by Board minutes the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement rarely discusses student academic achievement | Needs improvement – should be included on the regular monthly agenda |
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Leadership: Candidate pool | 0/5 | | The Board has an active candidate pool | | The Board does not have an active candidate pool | A candidate has been in the pool; however, candidate never responded to two requests for CRS in Nov 2010. Candidate is no longer viable. |

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

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

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

| Governance: Total score for all competencies | | | |
|---|---------------------|-------------------|--|
| Total Points Achieved | Percentage Achieved | Category Achieved | |
| 83.5/110 | 75.9% | Meets Standards | |

Criterion:
School Culture

| | |
|------------------------------|------------------------------|
| Points Possible 95 | Points Achieved 95 |
|------------------------------|------------------------------|

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

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

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|-----------------|--|-------------------|--|-------------------|
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Parent / family involvement and communication | 5/5 | | The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families | | The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families | |
| Community involvement | 5/5 | | The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families | | The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families | |

| School Culture: Total score for all competencies | | | | |
|---|-------|---------------------|-------------------|--|
| Total Points Achieved | 95/95 | Percentage Achieved | Category Achieved | |
| | | 100% | Exceeds Standards | |

Criterion:
Financial Viability

| | |
|-----------------------|-----------------------|
| Points Possible 80 | Points Achieved 74 |
|-----------------------|-----------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|-------|-----------------|--|---|---|---|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Budget development | 10/10 | | The Board has established and adheres to a timeline for budget development | The Board has established a timeline for budget development but does not adhere to that timeline | The Board has not established a timeline for budget development | |
| Opportunity for input | 10/10 | | Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption | Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption | No evidence can be found that the full Board had an opportunity to provide direction for the budget development process | |
| Point distribution | | n/a | 15 points | 9 points | 0 points | |
| School improvement plan | 9/15 | | <ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan | <ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan | <ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan | More connection needs to be made between the School Improvement Plan and the budget |
| Point distribution | | n/a | 5 points | 3 points | 0 points | |
| Access to monthly financial statements | 5/5 | | Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting | Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting | Monthly financial statements are distributed "at the table" | |

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

| Financial Viability: Total score for all competencies | | | | |
|--|-------|---------------------|-------------------|--|
| Total Points Achieved | 74/80 | Percentage Achieved | Category Achieved | |
| | | 92.5% | Exceeds Standards | |

Criterion:
School Improvement

| | |
|------------------------------|------------------------------|
| Points Possible 30 | Points Achieved 30 |
|------------------------------|------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|--|---|---|---|-------------------|
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |
| Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |
| Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |
| Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |
| Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|-----------------|--|-------------------|---|-------------------|
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| School improvement plan <i>(Ed Yes! Performance Indicator)</i> | 5/5 | | The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts) | | The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state | |

| School Improvement: Total score for all competencies | | | |
|---|-------|-----------------------------|--|
| Total Points Achieved | 30/30 | Percentage Achieved 100% | Category Achieved Exceeds Standards |

BOARD INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **October 27-28, 2011**

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

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

- Yes. Parents and community like what students are achieving. Prime goal is for 8th graders to be able to compete and be successful wherever they go.
- Disciplinary plan bodes well for the future. Teaches children there are consequences for their actions.
- Academics are good – good teachers.

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

- Yes – students go on to 9th grade and report they are well prepared
- Students are retained if not performing at grade level

3. *Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?*

- Likes the idea that FSU keeps an eye on the school – keeps the Board attuned to State guidelines.
- Board has not recently reviewed the Contract.

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

- Assists with homeless; drives for coats, presents for kids – community service activities. Go out of the way to help the less fortunate.
- School has provided an option to parents – a choice

What could be improved?

- Can always improve

- Improve academic achievement
- Parental involvement

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

- No, to my knowledge; Board is looking to hold a retreat to work on it.
- Important to have one – map to the future
- An area of improvement – as well as in vision, mission, core values, etc.

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

- Provides choice
- Success has been passed on by word of mouth and BHCS lives up to that

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

- Monthly bills are reviewed; operating expenses
- Use budget calendar; have budget retreat
- Credit given to Derrick Stair and Sid Faucette for their assistance

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

- High school – state-of-the-art
- Gymnasium
- School counselor
- Spanish
- Music

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

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **October 27-28, 2011**

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

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

- Yes, we're accomplishing the mission.
- Plans are to revise the mission to include a statement about empowering children through education

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

- Rising test scores
 - Parent involvement
 - Teachers sticking in there...teachers hold each other accountable. They're here because they want to be
- What could be improved?**
- Scores need to be improved
 - Parent involvement needs to be improved
 - Development of young teachers

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

- Appreciate and use Scantron – gives a good indication of where students are; Scantron is used in conjunction w/classroom grades, attendance, etc. promotion/retention. Majority of students are at grade level when they leave.
- 100% confident of cohort students at grade level when they leave.

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

- 10 - from where we came...to now
- Referrals went from 100/week 3 years ago to 7/week now; culture of the school changed – getting different kind of student; teachers believe in the system, parent involvement changed for the better. Kids police themselves. Character education has helped.

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

- Attendance – priority this year. Power Parenting University is one response to that – a process parents have to go to depending on number of missed days. Principal calling the homes himself.
- Developing young teachers...using boot camp, ISD for literacy training, RTI training, etc., to assist with development

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

- Stay afloat financially-
- Build our core – 250 come here every year...need to expand that to 400 every year.

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

- Because they've been here before– know standards, know it's safe
- Other set is they're searching for the academic standards, safety.
- These parents need to work hard, too – many don't understand that

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

- Gym
- Academically the school receives what it needs
- Languages, music, etc.

9. Anything for our attention?

INSTRUCTIONAL STAFF/TEACHERS INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **October 27-28, 2011**

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

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

- Yes. Students volunteer in the community (Food bank, plant flowers in arts district; pink/breast cancer awareness; making hospice blankets). Preparing them for the future.
- Character education traits are emphasized and Love and Logic has been implemented. Referrals have been reduced because of implementation

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

- Proud of seeing where we've come from and where we are now – behavior/academics
- Differences between cohort and new students, both academically and behaviorally.
- Amazed at the growth at BHCS at all levels
- Girls on the Run – Girls on Track
- **What could be improved?**
- More staff togetherness – need to find a common ground. Need to learn how to work with those different personalities and be respectful of differences. Put kids first.
- Test scores can still be improved.
- Need to find more ways to motivate the students.
- Losing some of our good students – why? Need to evaluate

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies;

- 10; 8; 9 - We get what we need, but not necessarily what we want. People don't always ask, so they don't receive.

b. Professional Training

- 8; 9; 8 – can go to outside conferences, but difficult because of finding subs; easier in the summer. Quite often go to conferences and then come back and teach others

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

- 10; 9; 9 – clearly understood – each student will reach grade level. Have enough support to make that happen.

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

- 9; 9; 9 – always room for improvement

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

- Without a doubt yes
- Have to meet State standards.
- Expectations of teachers are reasonable – we push ourselves higher. We work with the school leader on setting those expectations
- PLCs are working very well. Like having the opportunity to sit down with the PLC to discuss issues and work through.

6. Would you enroll your child at this academy?

- All Yes
- Have no problem with this school; teachers are great to work with – more than capable. Students get a great education here.
- Student expectations here are high

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

- Library with new books
- Gym

8. Anything for our attention?

- Proud of our students because it's a reflection on us. Thrilled with behavior this year – every year it gets better. Students want to be here.
- Principal holds students to high expectations.

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **October 27-28, 2011**

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

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

- Reviewed mission at recent PD
- Are we doing it? Absolutely!
- Can only compare with other BH schools – our academics are higher; social skills of new kids compared to BHCS; lack of fighting

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

- Proud of technology; glad we're able to go above/beyond here at BHCS
- Vision of technology is growing....taking steps to get better; trying to get teachers comfortable; parents are using technology more
- Discipline; culture; power parenting; scores (from where we came from but have a ways to go) – love my job
- Proud of Mr. Harris/administration – he's made the changes; leadership allows staff to do other things; pushes us as a staff – all for the betterment of the kids

What could be improved?

- Test scores
- Sports for younger children
- Parent participation – it's improving

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 10 – get everything we need

b. Professional Training –

- 8, 9, 10 –2-week boot camp; would like more professional development for newer support staff.

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

- 10 - Receive evaluations which gives clear understanding; questions are cleared up quickly in PLC – hold each other accountable; staff mentoring program; as longer term staff members, we're all know expectations and share with newer staff.

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

- 9; 9; 8
- Room for improvement – culture is doing well, but there are ways to improve. Can't become complacent with the way it is.

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

- Just right
- Right on – sometimes creates issues for new students because they aren't at grade level.
- Will teachers go beyond to help? Yes – so many programs are set up for that - Skill City (after school program); homework room; Tuesday tutoring; interventions; tech time
- Majority of students behind do make grade level within 3 years – if they stay here
- No excuse for failure – if they want to be successful

6. Would you enroll your child at this academy?

- All Yes
- Have moved children out of the school for parental separation

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

- Gym
- Locker rooms w/showers
- Bigger cafeteria
- Additional classroom aides; however, when a need has been identified, aides have been hired when necessary
- Bottom line – needs are taken care of

8. Anything for our attention?

- More money for staff tuition assistance

PARENT INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **October 27-28, 2011**

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

- 1. Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?**
 - Helper in the kitchen – saw how the school worked. Satisfied with what children are learning here at the school.
- 2. How responsive is the school administration, board, or teachers to concerns or complaints?**
 - Have had no problems – but believes administration, board or teachers would listen
- 3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.**
 - Feel welcomed; comfortable place
- 4. Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.**
 - Kids are learning –progressing
- 5. What is the number one complaint your child has about attending school here?**
 - No complaints
- 6. What is the number one thing your child really seems to enjoy?**
 - Likes after school program
- 7. Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?**
 - Good communication – knows about programs and happenings at the school
- 8. Anything for our attention?**
 - Child has attended for 5-6 years – likes it; happy with the school.

STUDENT INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **October 27-28, 2011**

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

- 1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?**
 - Yes! (emphatic)
 - Wouldn't attend anywhere else – have friends that go elsewhere
- 2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?**
 - Yes!
 - Just about right. Not too hard. Teachers keep challenging if it's too easy on one day
- 3. Do you feel that overall, the adults here at this school are fair to students?**
 - Yes, they're fair
 - Some don't know the rules or they know and choose not to follow them.
 - Someone was fighting at the bus stop and was suspended – that was fair.
- 4. What is your favorite part of the school day? Why?**
 - Science; math; reading
 - Like the teachers
 - Like both the teachers and classes
 - Lunches are OK – see lots of veggies wasted
- 5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?**
 - volleyball
 - basketball for young children
 - swimming pool/swimming lessons

- Soccer
- Gymnastics club
- Music teacher
- Different languages

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

- Feel very safe
- Cameras; locked doors; principal make students feel safe
- Feel safer here than attending another school

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

- All said YES
- Good school; best school in BH; other schools let you fight but not here
- Did recommend and response: “Lame” “have rules”; one friend said not cool but now comes here. Friends don’t like being here when they get in trouble.
- Fun activities attract me to come here
- Teachers care about us: grades, health, us

8. *Anything for our attention?*

- Are you mayors?
- bigger gym
- More lockers
- Wish there were more specials

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **November 3, 2011**

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

1. *What accomplishments make the School Improvement Team most proud?*

- Test scores
- Parent program
- Technology (laptops, smartboards, Nooks). Students have their own laptops – no sharing. Also have computer lab

2. *What items are recognized by the School Improvement Team as needing improvement?*

- More parent involvement
- Test scores need to improve
- Always discuss improvement. PLC discussions cover from AP courses to low achieving courses.
- Scantron data is used a lot:
 - Learning objectives
 - Lessons, worksheets, tests
 - Used as individual folders
 - Tells exactly where student is and what teacher and student have done. Uniform system
 - Used for promotion/retention, along with MEAP and behavior information
- Skill City – an after school remedial/tutoring program. 40-50% students participate. Transportation is provided.

3. *Please describe and tell us a little about the success of one new program identified and implemented as a result of the School Improvement Plan*

- Parent Involvement Program
 - 10 hours of involvement by parents is highly recommended
 - Power Parenting University – videos on key topics connecting home and school (homework, proper rest, etc.)
 - Parents of suspended students required to watch videos

- Various involvement opportunities are provided (volunteer bags are sent home for parents who can't come into the school so they can help)
 - 40-50 parents (approximately 10%) participated last year; working on increasing that number.
- 4. In your opinion, are the recommendations of the SIT taken seriously by those in decision making positions at BHCS – administration, board and the team itself? In your opinion, do the recommendations and goals expressed in the SIP drive the allocation of curriculum and instructional dollars during the budget development process?**
- Of course we do – teachers, administration, board want students to learn.
 - The Board receives excellent info. If it doesn't, we go back and ask for it. The Board is confident in the work of the School Improvement Team. The information is used to allocate funds.
- 5. Do you believe that everyone at BHCS is familiar with the process of analyzing test results and using those results for the improvement of instruction in the individual classrooms?**
- Yes – it's done at the PLCs. PLCs work hard on this
- 6. What are the three biggest challenges for BHCS over the next three years?**
- MEAP requirements are increasing, so we need to step up. Not frightening – something that needs to be done. All staff know that 100% is the goal and they're up to the challenge.
 - Science Olympiad placed 7th – want to be 1st!
 - Improve Parent Involvement. Program participation has changed school culture over the last few years for the better.
- 7. What does the SIT see in the future as far as the grade structure at BHCS?**
- Don't like sending students to public school when finished with BHCS. Past students come back and say how much better it was attending BHCS. Parents ask if the expansion could start slowly with a 9th grade and then progress from there.
 - The school needs to improve test scores greatly before expansion. At this point in time, a high school would take too many resources away from grades K-8. Not satisfied where grades K-8 currently are academically – work to be school of excellence.
- 8. What is the role of parents and key community stakeholders in pursuing the mission, vision and educational goals of the academy?**
- 8th graders do lots of community service – assist in making community aware (headstart, visits, food banks, foster parents, Christmas visits to senior citizen homes)
 - Excellent partnerships with community groups

9. BHCS did not meet Goal 3 of the Contractual Educational Goals for 2010-2011. What plans have been made to improve the State Report Card Grade?

- SIT was not aware of “C” grade. Plan in place to improve.

10. BHCS ranks 36% in the State Quartile Standing. What steps is BHCS taking to improve?

- K-5 students are doing much better
- Team members believe that every new child entering BHCS will be at grade level within three years, no matter the level they begin

11. Is there anything else the School Improvement Team would like to share at this time?

- PLC’s are a good thing – staff members hold each other accountable and it individualizes students’ needs.



BHCS Academy Mid-Contract Performance Self-Report

Content

Please provide answers to the following questions:

Academic Program (5 Points)

- Is the Academy making academic progress relative to its contractual goals?*
Yes
- Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.*
Data show that FAY students out-perform their newly enrolled peers
- Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.*
Data shows that over the last three year cohort students have out-performed their peers by 10% on both MEAP and SCANTRON

What reviewers will look for:

In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

Strategic Planning (5 Points)

- *Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.*

The Academy has a School Improvement Team that consists of all the stakeholders. They review the SIP, and the direction of the school at least twice a year. The School Board attends strategic planning meeting to further monitor and review the progress of the Academy. Suggestions, recommendations, and concerns from both the SIT, and the Board are discussed in a collaborative meeting once a year

What reviewers will look for:

The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy's Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?

Professional Development (5 Points)

- *Describe the Academy's process for determining and carrying out professional development for faculty and staff.*

The Academy has a Professional Development Plan in place that focuses on classroom management, intervention strategies, and academic performance. The plan is reviewed yearly based on program surveys.

What reviewers will look for:

How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.

School Culture (5 Points)

- *Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.*

The Academy has taken an aggressive approach at involving parents in the educational progress of their child. We have improved our two-way communication with parents. We continue to teach character education, and demand that our students be good citizens.

What reviewers will look for?

Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?

Challenges and Opportunities (5 Points)

- *As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?*

The Academy is not meeting all of its academic trajectories. We will continue our current educational program, and make changes where needed.

What reviewers will look for:

There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

N. Jean Nesbitt

N. Jean Nesbitt, Board President

Tim Harris

Tim Harris, School director

Sara-Beth Alexander

Sarah-Beth Alexander, School Improvement, and Parent Coordinator