



FERRIS STATE
UNIVERSITY

CHARTER SCHOOLS
OFFICE

**Charter Schools Office
Bridge Academy
36-MONTH REVIEW
February 2007**



FERRIS STATE UNIVERSITY

Imagine More



*Ferris State University Charter Schools Office
Committed to Continuous Quality Improvement
For Michigan Public Schools*

Next to the authorization of a Public School Academy, the oversight, evaluation, and reauthorization of that academy are the most important jobs a State authorizer does. 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.

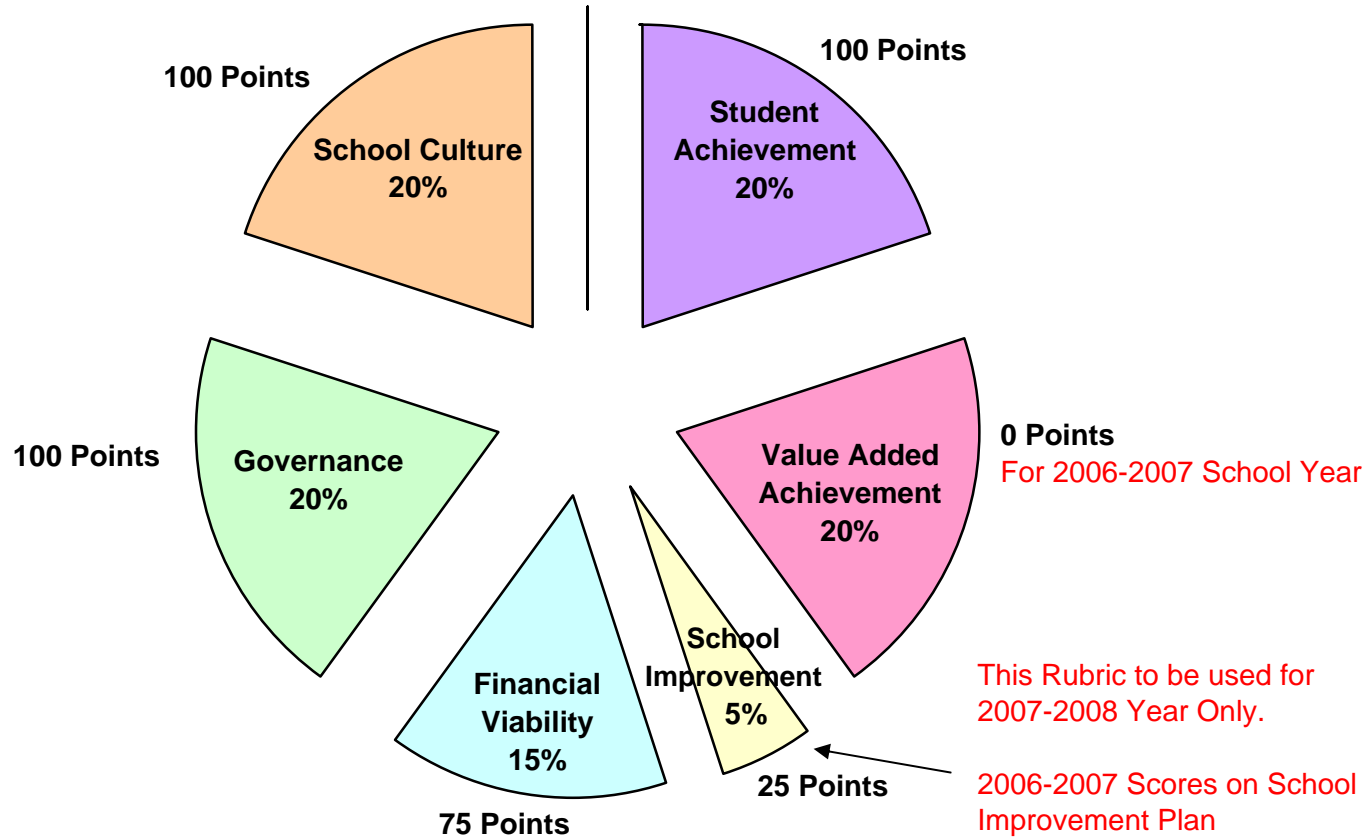
A final copy of this report has been given to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider (if applicable). Please call the CSO at (231) 591-5802 if there are any questions about this report or visit our website: www.ferris.edu/charterschools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

<u>TOTAL SCORE</u>	
340-400	= Exceeding Standards
280-339.9	= Meets Standards
220-279.9	= Needs Improvement
219.9 & Below	= Deficient

400 Points Maximum



**36-Month Review & Reauthorization Formula
2006-2007**



Student Achievement

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		14 Points	11.2 Points	9.8 Points	0 Points	
AYP: Achievement	9.8/14	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.	Grade 4 met State average, Grade 7 was above State Average.
AYP: Participation	0/14	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.	1 st year showed less than 90% of students tested.
AYP: Other Indicators	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.	
Composite Grade as Assigned by MDE in Ed Yes!	9.8/14	A	B	C	D or below	
Relative Performance to State	9.8/14	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	4 th grade outpaced State.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
Relative Performance to the Resident District	11.2/14	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	7 & 8 grades made strong gains.
Relative Performance to a Demographically Comparable School	14/14	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
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	70.6/100					

Value Added Achievement

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total						
Value-Added Student Gains Math	/25	The percentage of students making gains of 1 year during 1 year's time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making gains of 1 year during 1 year's time is between 80% - 89% on the most recent 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making gains of 1 year during 1 year's time is between 70% - 79% on the most recent 3 year average as measured by a norm referenced test. 17.9 Points	The percentage of students making gains of 1 year during 1 year's time is below 69% on the most recent 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Math	/25	The percentage of students making gains of 3 years during 3 year's time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy. 25 Points	The percentage of students making gains of 3 years during 3 year's time is between 80% - 89% as measured by a norm referenced test with data gathered by the academy. 20.9 Points	The percentage of students making gains of 3 years during 3 year's time is between 70% - 79% as measured by a norm referenced test with data gathered by the academy. 17.9 Points	The percentage of students making gains of 3 years during 3 year's time is below 69% as measured by a norm referenced test with data gathered by the academy. 0 Points	
Value-Added Student Gains (Language Arts)	/12.5	The percentage of students making gains of 1 year during 1 year's time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making gains of 1 year during 1 year's time is between 80% - 89% on the most recent 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making gains of 1 year during 1 year's time is between 70% - 79% on the most recent 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making gains of 1 year during 1 year's time is below 69% on the most recent 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Gains-Reading	/12.5	The percentage of students making gains of 1 year during 1 year's time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making gains of 1 year during 1 year's time is between 80% - 89% on the most recent 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making gains of 1 year during 1 year's time is between 70% - 79% on the most recent 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making gains of 1 year during 1 year's time is below 69% on the most recent 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort (Language Arts)	/12.5	The percentage of students making gains of 3 years during 3 year's time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy. 12.5 Points	The percentage of students making gains of 3 years during 3 year's time is between 80% - 89% as measured by a norm referenced test with data gathered by the academy. 10.9 Points	The percentage of students making gains of 3 years during 3 year's time is between 70% - 79% as measured by a norm referenced test with data gathered by the academy. 8.8 Points	The percentage of students making gains of 3 years during 3 year's time is below 69% as measured by a norm referenced test with data gathered by the academy. 0 Points	
Value-Added Longitudinal 3-year Cohort-Reading	/12.5	The percentage of students making gains of 3 years during 3 year's time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy. 12.5 Points	The percentage of students making gains of 3 years during 3 year's time is between 80% - 89% as measured by a norm referenced test with data gathered by the academy. 10.9 Points	The percentage of students making gains of 3 years during 3 year's time is between 70% - 79% as measured by a norm referenced test with data gathered by the academy. 8.8 Points	The percentage of students making gains of 3 years during 3 year's time is below 69% as measured by a norm referenced test with data gathered by the academy. 0 Points	
Total Points Earned	/100					

School Improvement

Percentage of Points: 5%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
25 Points Total						
Strand I: Teaching For Learning Ed Yes! Performance Indicators	<i>17</i>	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	<i>17</i>	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	<i>14</i>	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	<i>12</i>	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	/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		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	25/25*					

**Points awarded are not for this rubric, but for the Bridge Academy School Improvement plan submitted previously to the CSO. This rubric will not be used until the 2007-2008 school year.*

Financial Viability

Percentage of Points: 15%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
75 Points Total		10 Points	8.4 Points	7.2 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	Budget development appears on a regular Board meeting agenda at least once annually prior to the annual budget hearing	Budget development is discussed in passing at a regular Board meeting, but no action is taken to provide full Board input into the budget building process	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	7.2/10	The improvement of student achievement is the primary determinant of the allocation of financial resources	Student achievement is a consideration in the allocation of financial resources	Some consideration is given to student achievement when developing the budget and determining financial resources	There is little or no evidence that student achievement is the main consideration when allocating financial resources	
	7.2/10	The Board of Directors designs its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors assures that some consideration is given to specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors is involved in establishing some budget assumptions based upon policies and procedures	There is little or no evidence that the Board of Directors bases its decisions on the concept of budget assumptions	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		Every member of the Board receives monthly financial statements prior to each regularly-scheduled meeting and the person who prepared the statements is at the meeting and is available for questions	Every member of the Board receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting	Only the Treasurer of the Board of Directors receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings	
	10/10	10 Points	8.4 Points	7.2 Points	0 Points	
		The Board reviews and approves its up-to-date financial report on not less than a monthly basis	The Board reviews and approves its up-to-date financial reports on at least a bi-monthly basis	The Board reviews and approves financial reports that are not always up-to-date in an irregular fashion	The Board does not review or approve its financial reports and they are often out-of- date	
	10/10	10 Points	8.4 Points	7.2 Points	0 Points	
Audit/Fund Balances		The Board of Directors requests RFP's for external auditing services every three (3) years	The Board of Directors employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees		The Board of Directors does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees	
	7.5/9	9 Points	7.5 Points		0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5.7/8	The Board of Directors plays a significant part in establishing and implementing policies and procedures that drive the financial future of the academy 8 Points	The Board of Directors holds its administrative staff and educational service provider (as appropriate) accountable for maintaining an adequate fund balance 6.7 Points	The Board of Directors monitors the academy's expenditures but appears to play a minor part in the decision-making process 5.7 Points	The Board of Directors does not closely monitor financial spending patterns or seem to have a financial plan for the academy 0 Points	
	4.4/5	Audit was unqualified in timely manner, is submitted to the State by or before October 31, and results are shared with stakeholders during a public presentation 5 Points	Audit was performed within specified timeframe, is unqualified, and results were shared with stakeholders in a timely manner 4.4 Points	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting 3.6 Points	Audit was not performed within specified timeframe and was not shared with stakeholders 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 2 Points	The Academy's audit was qualified with a management letter and board response 1 Point	The Academy's audit was qualified with no board response 0 Points	
Total Points Earned	63.4/75					

Governance

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		8 Points	6.7 Points	5.7 Points	0	
Leadership	6.7/8	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 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	
	5.7/8	The Board of Directors has an active candidate pool with two (2) applications for every anticipated vacancy (i.e., staggered terms of two years)	The Board of Directors actively solicits applications for its candidate pool and has more than 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	
	5.7/8	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement plan no less than annually. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a long-range 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 long-range plan and school improvement plan	The Board of Directors has no long-range strategic plan and the school improvement plan is in strong need of review and revision	
	6.7/8	The Board of Directors asks for, and receives, monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student-related issues, in general	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
	5.7/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum 8 Points	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved 6.7 Points	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis 5.7 Points	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis 0 Points	
	3.6/5	The Board of Directors establishes its mission for the academy and is committed to communicating and achieving that mission 5 Points	The Board of Directors follows its mission to ensure that the academy is successful 4.2 Points	The Board of Directors has an established mission but members do not appear to be very familiar with it 3.6 Points	The Board of Directors does not appear to be governed by a shared mission for the academy 0 Points	
Professional Development	4.2/5	The Board of Directors establishes a line-item budget, and each member of the board actively participates in professional development activities at least annually 5 Points	The Board of Directors establishes a line-item budget for annual professional development activities and uses that budget 4.2 Points	One or two board members participate in one or two professional development activities per year 3.6 Points	There is little or no evidence that the Board of Directors spends any or all of its line-item allocation on professional development 0 Points	
Compliance Reporting (AOIS)	8.4/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years 10 Points	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years 8.4 Points	The school experiences 89%-76% reporting compliance for 1 of last 3 years 7.2 Points	The school experiences 75% or less reporting compliance 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Educational Contract Goal Performance	5.7/8	The school has clearly exceeded the majority of its contract goals 8 Points	The school has met its contract goals 6.7 Points	The school has made partial progress toward the contract goals 5.7 Points	The school has not successfully met any of its contract goals 0 Points	
Staff Certified and Highly Qualified	5/5		All staff are Certified and Highly Qualified 5 Points		Not all staff are Certified and Highly Qualified 0 Points	
Administrator Continuing Education Credits	5/5		All Administrators meet CEU requirements 5 Points		Not all administrators meet CEU requirements 0 Points	
Special Education/504-Delivery of Services	5/5		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. 5 Points	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. 4.1 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?	5/5	5 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by (ref. to code)?	3/3	3 Points			0 Points	
The board is in compliance with the Open Meetings Act?	3/3	3 Points			0 Points	
The board is in compliance with the yearly audit requirement?	3/3	3 Points			0 Points	
The board timely posts notices of its annual meeting schedule and all regular and special meetings?	3/3	3 Points			0 Points	
Total Points Earned	84.4/100					

School Culture

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total						
Safe & Orderly Environment		The academy and the board has clearly established behavioral expectations and routines that reflect the school-wide goals for safety and orderliness	School administration and staff members work together to create a safe and orderly academic environment that is conducive to learning and meeting stated behavioral goals	The academy has stated behavioral goals and expectations for students but they are not reinforced	Little or no evidence that behavioral goals exist or that the academy has a clear idea of its behavioral expectations	
	5/5	5 Points	4.2 Points	3.6 Points	0 Points	
		Stakeholders view and report the school as a safe and friendly academic environment	Staff members have shared responsibility for student discipline and students are respectful of each other and administrative staff and teachers	Some efforts are underway to ensure a safe and orderly environment (security guards, video cameras, controlled entrance to the building, etc)	Little or no evidence to support that security measures are in place or are planned for the future	
	5/5	5 Points	4.2 Points	3.6 Points	0 Points	
		Administrators are a visible presence at the school and encourage positive behavior by example	Students' behavior is demonstrated by focus and attention to instruction	Some efforts are underway to move toward the goals of a safe and more orderly environment	The school environment is not conducive to student learning	
	5/5	5 Points	4.2 Points	3.6 Points	0 Points	
Staff Stability		The academy is led by an administrator who has a Masters degree in Educational Leadership and meets all Continuing Education requirements. Building Administration has had low turnover since opening	The academy is led by an administrator who meets all Continuing Education requirements. Building Administration has had low turnover since opening	The current administrator does not meet all Continuing Education requirements. Building Administration has had turned over a number of times since opening	Current administrator appears to have no qualifications for position. There has been significant administrative turnover since the academy opened	
	5.8/7	7 Points	5.8 Points	4.6 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		15% or less of the teaching staff have turned over during the length of the current contract 7 Points	25% or less of the teaching staff have turned over during the length of the current contract 5.8 Points	40% or less of the teaching staff have turned over during the length of the current contract 4.6 Points	More than 40% of the teaching staff have turned over during the length of the current contract 0 Points	
Site and Facilities	8.4/10	The physical condition of the classrooms, hallways, and grounds are attractive and conducive to safety and focused learning 10 Points	Interior and exterior of building is inviting, attractive, clean, and well-maintained. 8.4 Points	The physical condition of the classrooms and hallways is not always inviting, attractive, clean, or well-maintained 7.2 Points	The physical facility is not well-maintained and there is considerable room for improvement in a number of areas 0 Points	
	10/10	All emergency systems are new, operational, and state-of-the-art 10 Points	All emergency systems are operational, well-maintained, and inspected on a regular basis 8.4 Points	Some emergency systems are in working order and are inspected on a routine basis 7.2 Points	Little or no evidence that fire alarm systems, fire extinguishers and sprinklers, elevators, boilers, etc., are inspected on a regular basis 0 Points	
	6.7/8	All hazardous chemicals and cleaners are properly labeled and safely secured under lock and key 8 Points	All hazardous chemicals and cleaners are safely secured under lock and key 6.7 Points	All hazardous chemicals and cleaners are tucked away out of view but are not under lock and key 5.7 Points	No security measures are in place for the storage of hazardous chemicals and cleaners 0 Points	
	6.7/8	All HVAC units are operational and classrooms and administrative areas are temperature controlled 8 Points	Most areas in the academy are well ventilated and heated 6.7 Points	HVAC units are seldom operational and classrooms and administrative space are not comfortable and conducive to working conditions 5.7 Points	Temperature and ventilation are not suitable for the educational environment 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6.7/8	Restrooms and other public areas are always clean, attractive, and inviting 8 Points	Restrooms and other public areas are generally well-maintained 6.7 Points	Restrooms and other public areas are not cleaned on a daily basis and require more attention 5.7 Points	Restrooms and other public areas are not well-maintained and are generally unsatisfactory 0 Points	
	5.8/7	All areas are well-lit and all lights are functioning properly and provide an atmosphere conducive to learning 7 Points	Most areas are well-lit and conducive to teaching and learning 5.8 Points	Some questionable lighting areas, several burned out tubes/bulbs 4.6 Points	Lighting is generally poor and not conducive to teaching and learning in classrooms and hallways 0 Points	
Parent/Community Involvement	5/5	The school uses several strategies to facilitate communication with its parents/families 5 Points	The school employs a few basic strategies to communicate with its parents/families 4.2 Points	The school relies on annual parent surveys as its primary means of communication 3.6 Points	No evidence of a formalized communication strategy 0 Points	
	5/5	Parents are actively engaged in meaningful academic and/or social activities with the academy as evidenced by high attendance at those activities 5 Points	The school has an organized volunteer program that includes the recruitment of additional volunteers for various activities in and out of the school 4.2 Points	Volunteer opportunities are limited to a few active parents, primarily through the parent/teacher organization 3.6 Points	Little or no evidence to suggest that parents have active involvement in academic and/or social activities 0 Points	
	5/5	There is a parent group with members serving in leadership roles on school improvement teams 5 Points	The school attempts to provide parent membership on committees that reflect the demographics of the student population 4.2 Points	The school makes attempts to solicit parent/families feedback but there is no coordinated structure in place. A parent group is in place but generally not very active or engaged 3.6 Points	Little or no evidence that parents/families opinions or participation is solicited. The school does not have or encourage a parent group 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4.2/5	A variety of methods are used to communicate with businesses, educational institutions, and community agencies 5 Points	The school uses a systematic approach to communicate with diverse populations within the community 4.2 Points	The school employs a one-way communication strategy within the community 3.6 Points	Little or no evidence to suggest that community involvement is sought or encouraged 0 Points	
Total Points Earned	90.1/100					

BRIDGE TEACHING STAFF INTERVIEW SUMMARY

February 13, 2007

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

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

- Teachers proud
- Phenomenal
- Focused on student learning
- Cooperative
- Students are great! Excited about learning
- School environment
- Discipline is amazing - It's a perfect cake!
- Students are interested in learning
- Good education and discipline
- Cooperative staff
- Support of "at-risk community"
- Teachers are phenomenal – very involved with students
- Teachers are very collaborative
- The kids here are awesome!
- The children are very collaborative
- I love the school and the environment
- Discipline and environment "a perfect cake"
- Good education and discipline
- Staff very cooperative
- School supports "at-risk students"

2. *What areas do you feel could be improved?*

- Need more building space (9 Responses)
- Need more bathrooms ages are mixed
- Special teachers need to have own room
- Need art and music as electives (2 Responses)
- Not enough bathrooms
- There is not enough space to work
- Need more space it is very difficult for specials

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

- 8-9 everyone is very cooperative
- 8-9 there is no discipline problems
- 8-9 staff and students
- All have high expectations
- 8-9 everyone is able to work together
- 7-8 there is room for improvement
- 8 wonderful environment
- 7-8 really good culture and climate
- 8 it is not perfect yet
- 7-8 I refuse to believe that this is the best we can do
- 7-8 everyone is happy
- 8+ No one's perfect
- 9
- 8
- 8
- 8
- 8

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

Administration	Board	Other Staff	Parents
<ul style="list-style-type: none"> • Yes, need of discipline extra tasks • Jackie Booker, can always count on she is the heart of the school • Jackie and Dr. Nagi are a team • Yes, support curriculum needs • Yes, sometimes they dump things on us at the last minute • Sometimes I feel like we're all learning together (Dr. Nagi) • Mrs. Booker is the backbone of this school • Yes • Yes • Yes 	<ul style="list-style-type: none"> • Don't really know • Don't really know them • Don't really know the board members, there is not a lot of interaction • Don't really know from board 	<ul style="list-style-type: none"> • Yes • Yes, cooperative and give problem solving support • Yes • Yes, very collaborative and supportive 	<ul style="list-style-type: none"> • Yes, for the most part • Yes, parents involved • Yes • They're awesome • 90% of the time I get a favorable response • For the most part I feel parents support once in a while • It's developing • Yes, very involved, parents come very Friday for events

5. *Would you enroll your children at this academy?*

- Yes!
- Yes, without question
- Yes, most definitely
- Yes, but culturally it needs more electives other than Arabic
- Yes
- Yes
- Yes, my nieces and nephews attend
- Yes, definitely
- Yes, most definitely
- Not sure, want more music for my child

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

- a. *More Pay* (8 Responses)
- b. *More Planning time* (1 Response)
- c. *More Autonomy* (1 Response)
- d. *More Recognition* (2 Responses)

- Nobody hates money
- I like everything the way it is

7. *Anything for our attention?*

- Need art and music
- Art needs to be added
- Need a gym

BRIDGE ACADEMY STUDENT INTERVIEW SUMMARY

February 13, 2007

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

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

Elementary

- With my friends
- Recess and lunch hour
- I like it all

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

Elementary

- Yes, but there is too much homework and we have to read too many books
- The teacher and principal(s) are nice

3. *How do you feel about being here at Bridge Academy? Do feel: Wanted? Safe? Protected? Picked-on?*

Elementary

- Safe (Universal answer)
- Teachers and principal(s) are very nice

4. *If you could change ONE thing about Bridge Academy, what would it be?*

Elementary

- Less homework
- Less reading
- Get a gym
- No uniforms
- There is too much "...drama..."

Interviewer note: Drama, according to students, is issues in the classroom, halls, etc. It doesn't mean fighting etc. but from what I gathered it's just the normal student to student bantering, etc.

- Bigger rooms
- More lockers
- More activities for us (Besides BB)
- More rewards if we do well

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

Elementary

- Too hard
- Too much homework
- Too much reading

Interviewer note: Mixed answers - Some thought it was too challenging and some just right. No one thought it was too easy.

6. *Would or do you recommend Bridge 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?*

Elementary

- All but one student would remain at Bridge and ask their friends to attend. One student is here because her mother insisted she go to Bridge Academy. She likes Bridge but would go somewhere else if given a chance.

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

Elementary

-OK

-Cool

-Hard

-Fun

-Fun

-Fun

8. *Anything for our attention?*

Elementary

-Answers same as above: Homework, classroom space, gym, and more activities