



FERRIS STATE
UNIVERSITY
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BRIDGE ACADEMY

**MODIFIED
MID-CONTRACT REVIEW**

February 11-12, 2015

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 (FSU-CSO) accomplishes this responsibility in two stages:

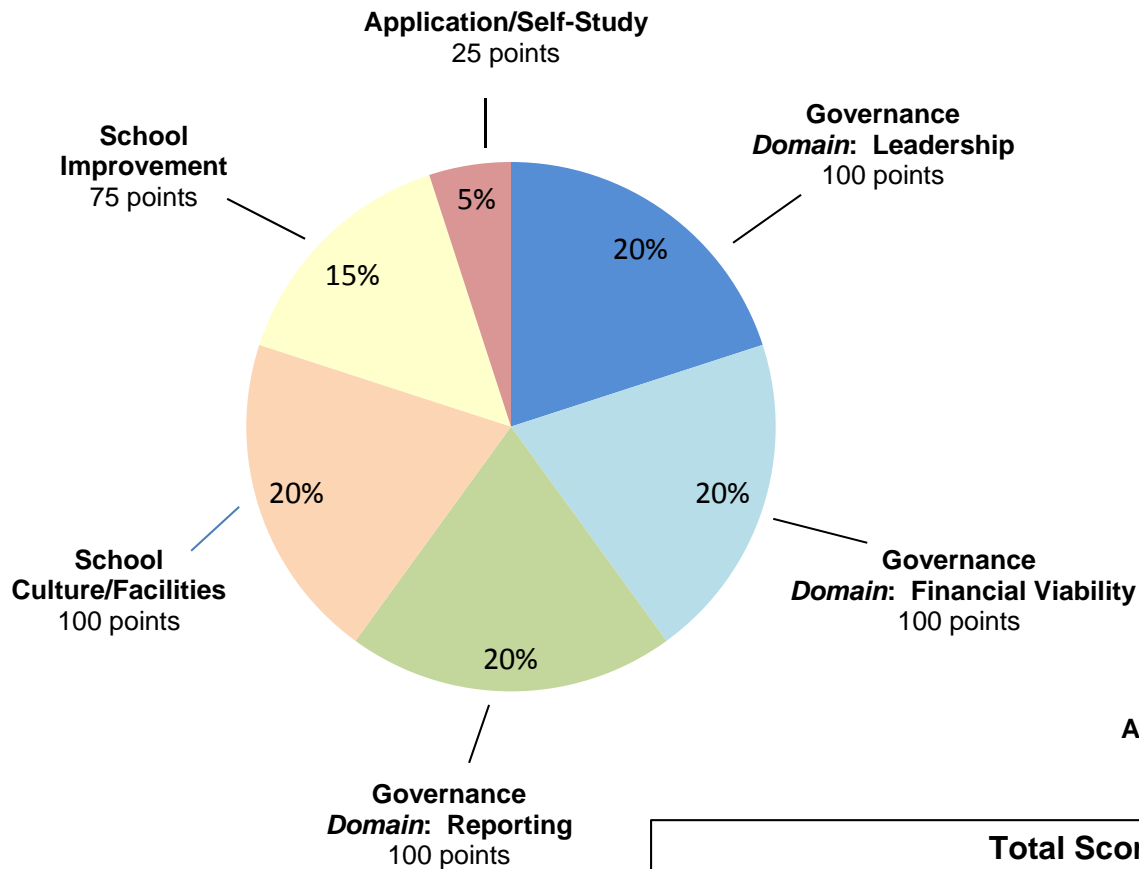
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

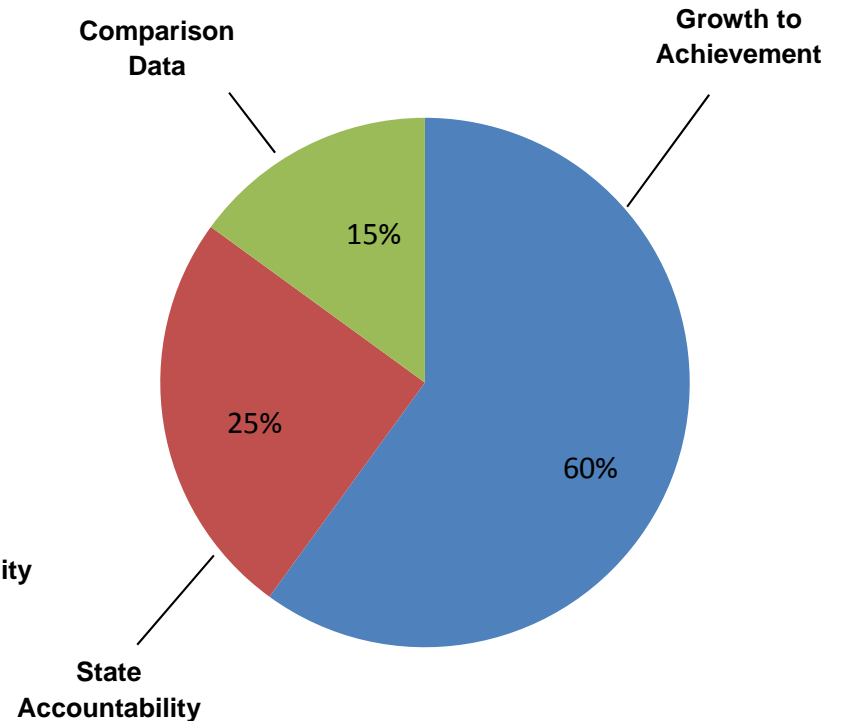
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided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

Mid-Contract/Reauthorization Review: Formula 2014-2015 *A Two-Step Process*

Visitation Rubric



Academic Performance



Total Score		
450 - 500	Exceeding Standards	90%+
375 - 449	Meeting Standards	75% - 89%
300 - 374	Does Not Meet Standards	60% - 74%
299 & Below	Falls Far Below Standards	Below 60%

MODIFIED Mid-Contract/Reauthorization Review: Point Tally Sheet 2014-2015

Academy Name: **Bridge Academy**

Dates of Visit: **February 11-12, 2015**

This is a: _____ Reauthorization Review **X** Mid-Contract Review

1. Academic Performance Report

Evaluation Criteria	Invigorating Excellence Placement			Category Achieved
	2011-12	2012-13	2013-14	
Growth to Achievement State Accountability Comparison Data	Phase 3	Phase 3	Phase 3	Does Not Meet Standards

2. Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	100	89.25	89.25	Meeting Standards
Governance <i>Domain: Financial Viability</i>	100*	100	100	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	100	100	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	75	51.2	68.26	Does Not Meet Standards
Total Score:	475	440.45	92.72	Exceeding Standards

*It is not possible to *Exceed Standards* in the Financial Viability, Reporting, or School Culture/Facilities sections.


1. Visitation Review Scoring Matrix


maximum: 475 points


427-475	Exceeding Standards	90%+	General Monitoring	Exceeding Standards
356-426	Meeting Standards	75% - 89%	General Monitoring	Meeting Standards
285-355	Does Not Meet Standards	60% - 74%	Phase 1	State Identified Focus Schools/or Does Not Meet Standards
189 & Below	Falls Far Below Standards	Below 60%	Phase 2/3	State Identified Priority Schools/or Falls Far Below Standards


2. Academic Performance Report Scoring Matrix

Visiting Team Members

Name: Phyllis Robinson Signature: 

Name: Lee Robinson Signature: 

Name: Don Haist Signature: 

Name: Jim Scholten Signature: 

Team Chair: Phyllis Robinson

EXECUTIVE SUMMARY
Bridge Academy Modified Mid-Contract Review Visit
February 11-12, 2015

Dear Board of Directors:

On behalf of the Ferris State University Charter School Office, I am pleased to provide this Official Executive Summary of our Modified Mid-Contract Review. My February 18, 2015, presentation to the Bridge Academy Board of Directors was to share a preliminary summary of our findings, based on a one and a half-day visit and observations at the academy. This Official Executive Summary provides much more detail about the academy's growth and capacity for achieving excellence in education.

Again, the team and I would like to express our sincere appreciation for the hospitality and assistance extended to us by the administration, faculty and support team of Bridge Academy. The East and West campuses were equally warm and receptive to our team. Probably the most memorable experience was the "welcome" and tour provided by two of your fifth graders. They were enthusiastic, articulate and knowledgeable about all aspects of Bridge Academy's educational program, support services and expectations for student success.

Ferris State University's Modified Mid-Contract Review provided a unique opportunity for a team to visit and assess the academy's progress since its Reauthorization visit. As stated in Dr. Ron Rizzo's letter dated October 1, 2014, the customary submission of an academy "Self Study" was waived for Bridge because of your recent Reauthorization. Your administration did an excellent job of organizing and displaying numerous references and documents needed for our visit.

The Modified Mid-Contract Review primarily focused on how assessment data are being used to inform the teaching and learning process. In lieu of interviews with various stakeholder groups, the team visited nearly 30 classrooms, observed elementary and Middle School Data Team meetings, and conducted interviews and engaged in dialogue with the School Improvement Team and school leaders. The FSU-CSO Team feels that it received honest input and gathered valuable insights through its conversations and observations. Bridge Academy is viewed by staff as being "one district" with a data-driven approach, a commitment to preserving a caring, supportive culture, and consistent implementation of RIT and EBLI principles. Perceptions have become more positive since the 2013 Reauthorization Review Visit.

The current review included a rubric scored analysis of the following areas: Leadership, Financial Viability, Reporting, School Culture/Facilities and School Improvement. These results were compared with the 2013-2014 Reauthorization Visit to identify trends or significant changes. The team is pleased to inform Bridge's Board of Directors and staff that overall, you received a "Meeting Standards" rubric score in four of the five areas assessed. Leadership scored 89.25 out of 100 possible points, for an 89.25% attainment. The categories of Financial Viability, Reporting and School Culture/Facilities, each attained 100%, scoring 100 out of 100 points.

School Improvement continues to be a formidable challenge. As you know, Bridge has been in Phase III Intensive Monitoring for several years. Your administrators and staff acknowledged that moving out of intensive monitoring and back into Phase I General Monitoring, is the major challenge. However, all expressed a renewed commitment to boost student learning and achievement results. By having teachers and support

staff use instructional strategies such as SIOP, EBLI, RTI and others, you are maximizing opportunities for Limited English Proficient students to build their comprehension and communication skills.

On the 2013-2014 Michigan Accountability Scorecard, Bridge Academy earned 75% or an overall status of Yellow. Yet, the academy received Green status scores in Math, Reading, Writing and Science. Social Studies achievement was the lowest, and was placed in Red status. The somewhat mixed Michigan Accountability results provides evidence that more intensive work is needed in data analysis of curriculum, instruction and assessed student learning.

During this February 2015, Modified Mid-Contract Review, Bridge attained 51.2 out of 75 possible points in School Improvement, which equates to a 68.26% attainment level. This places bridge in the “Needs Improvement,” or “Does Not Meet Standards” category for this area. The academy should note that Ferris State University, along with other authorizers, has raised the performance bar for school improvement and student achievement. During the 2013 Reauthorization Review, Bridge Academy scored “51” out of 65 possible points. At that time, achieving a “78.46” percentage rating placed your School Improvement performance in the “Meeting Standards” category. However, with no significant movement or gains in School Improvement, during this Mid-Contract Review, the academy essentially fell behind by attaining only 68.26% of the higher 75 possible points. The enclosed scored rubric reflects the range of scores received by the academy in the identified categories.

Despite shortcomings in reaching the targeted education and student achievement goals, the Visitation Team observed many interventions and proactive steps being taken to better manage operations and to close the achievement gap. Bridge is on the right track. Just remain consistent while implementing an aligned curriculum, effective data teams, and transforming the written school improvement plan into action. It will be important to continue ongoing communication by using Google doc and other technology supports.

The Visitation Team also witnessed the following positive practices at Bridge Academy:

1. The Leadership Team and staff have been restructured and re-focused so that Bridge East and West function more collaboratively as a unified “district” rather than as separate, parallel entities. All work to promote educational excellence, positive character development, the elimination of bullying, and the cultivation of teacher leaders. Administrators are proud that 8th graders are making significant gains. Fifty percent have passed their spring performance goals, and administrators feel that they’re ready for enrollment at some of the more premier high school academies like International, Frontier and Oakland. Nonetheless, staff admits that despite gains, there’s more work to be done.
2. Strategically placed references to the academy’s mission and vision were seen posted throughout both buildings. Included were numerous references and examples of desirable culture, behavioral expectations and character traits that support the mission. The staff continually searches for ways to reinforce school based learning within homes where little if any English is spoken. Everyone seemed committed to accelerating growth in the mastery of English Language Arts skills and comprehension of spoken and written expressions.
3. Teacher Mentors have been assigned to provide teachers classroom support in curriculum, instruction and assessment. The East campus seems a little farther along in this regard. Some mentors are serving a leadership/support role with data team implementation and special education interventions. A priority goal is to celebrate transitioning students out of special education classes and/or designations.

4. School leaders and staff seemed to be working hard to engage parents in student learning initiatives, during and after the end of the school day. Bridge is viewed as the center of the community, and host to numerous weekend cultural, athletic and educational events. Parents and students “love this school” and really hate to have school closed by inclement weather or other conditions.
5. Teacher retention has dramatically increased. Enthusiasm, collaboration and teamwork were visible during formal and informal work sessions. All seemed focused on long term improvements to reach academic excellence.
6. Both novice and veteran teachers stated that they feel empowered to assume leadership roles in school improvement and leading professional growth opportunities. They feel that school leaders are approachable and performance expectations are clear.
7. Children and staff feel safe at Bridge Academy. Everyone has worked hard to create this environment – including a “zero tolerance” for bullying tactics. Students felt that bullying is not a problem for the school, but they’re alert and willing to report it, should it occur.
8. The School Improvement Team felt good about its role in selecting the “Engage New York” math program which has been embraced by staff, because of its alignment with Common Core Curriculum. The SIT was pleased with the program’s cross-discipline incorporation of English Language Arts communication and problem-solving skills. They also praised Evidence Based Learning and Instruction (EBLI) and students’ application of complex skills. There was high confidence in both programs’ potential for generating long term student success. Additionally, the SIT referenced its fidelity to monitoring Scantron results, and students being responsible for tracking their own progress. Staff is aware and proactively reviewing signs of “testing fatigue” among students. Counter measures include setting aside special days and celebrations to applaud growth and to sustain momentum.
9. Bridge’s Board of Directors, administration and staff leadership teams have demonstrated sensitivity to the diversity and cultural needs of students’ families and community groups. The academy is viewed as approachable and available to accommodate varied community events and special activities. The Visitation Team felt that it might be helpful to offer special classes for Pre-School parents to start building English vocabulary and becoming acclimated to expectations of the academy. The Visitation Team felt that providing a variety of high interest English language books for families to use at home might also be helpful.
10. On the operations side, Bridge’s financial viability is stable and managed with fiscal integrity. Extraordinary indebtedness associated with purchasing the Carpenter Street building seems to have leveled off.

While the Visitation Team observed many positives in both buildings, there are a few areas of concern and some suggestions. The team realizes that the board has more control over some issues than others. You do what you can with the resources available. However, the board, the management company, and the staff may want to consider the following:

- * Improving Student Achievement – requires an “all hands on deck” approach. Data teams need to be strengthened and differentiated professional development provided to those with limited or no training in the process, especially at the middle school level. Fidelity to the process is critical for boosting significant academic gains.
- * All teachers should have the opportunity to lead and work on Data Teams. The use of common prep time and schedule adjustments allows them to exchange data and jointly plan appropriate interventions and reinforcements. Continuing to use Google doc to support the

biweekly and quarterly communication and updates between the SIT and grade level Data Teams should further strengthen achievement levels.

- * The SIT and Data Teams might want to develop strategies to bridge the achievement gap from Pre-School to Kindergarten, and the Math achievement slide, especially among girls, as they transition from elementary to middle school classes. The K-1 assessments should be the same as or similar to the MEAP accommodations for ESL students.
- * The Bridge East instructional model of moving selected teachers, with students, across grade levels, could be modified and applied on a broader scale.
- * The EBLI model is being embraced and implemented by many, but classroom observations indicate that it is unevenly applied. It might be a matter of providing targeted, differentiated PD that is deeper and more sustained by using external consultants and internal resources. Assigning teacher mentors might also be helpful.
- * In some areas there's a significant drop in girls' standardized test scores, especially during transition from fifth grade to middle school. In many instances, performance continues to lag and girls never seem to catch up to the boys. It is not clear why this occurs, but the academy may want to examine this phenomenon and the implications of separating classes by gender.
- * Although Bridge has had a high percentage of Special Education students, the collaborative approach used by instructional staff and interventionists seems to be paying off. It was reported that a significant number of students have been transitioned out of Special Education and are experiencing success in the general educational program. The Visitation Team encourages Bridge to continue making this goal a high priority.

Staff retention is built on mutual respect, a collaborative learning environment and a feeling of being valued as school leaders. Now that a dedicated and committed staff is in place, with Bridge Academy's more stable financial footing, perhaps consideration can be given to expanded gestures of appreciation. It's not always as easy as giving money. But money can help, and it's something over which the board has some control. The Visitation Team is aware that some incentives are already in place, but there are others -- some more effective and costly than others -- that might be considered. Compensation packages with steps for advancement, graduate course work reimbursement, one-time cash payments or bonuses and merit pay are just a few examples.

In closing, as Chairperson of the Modified Mid-Contract Review Team, I would like to again thank the School Leadership, staff and students for making our visit an enjoyable and informative experience. The Visitation Team hopes that its input will be of assistance in your ongoing efforts to provide a quality education for the students of Bridge Academy.

Sincerely,



Phyllis E. Robinson, Ph.D., FSU-CSO Field Representative
Review Team Chair

1. Governance *Domain: Leadership*

Points Possible 100	Points Achieved 89.25
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
<p>Core Values: Foundation</p> <p>Stakeholders = Students, Board Members, Parents, Staff, Community at Large</p> <p>As evidenced by: Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	15/15		<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 discernible Core Values identified 	Administrator- More emphasis is placed on visual aids posted in offices, hallways, and classrooms
Point distribution		n/a	10 points	6 points	0 points	
<p>Vision Statement: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Vision Statement identified or is without links to the Core Values 	
<p>Mission: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Mission Statement identified or is without links to the Core Values 	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	10/10		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	Discussing on a regular basis at board meetings
Written Strategic Plan	10/10		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	
Management Company or Key School Leader (KSL) Evaluation	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	
Professional Participation	0/5		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	No record of participation

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	3/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Each member is on schedule to meet their professional development activity credit requirement 	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Most members are on schedule to meet their professional development activity credit requirement 	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> Does not include funds in annual budget Most members are not on schedule to meet their professional development activity credit requirement 	The Board does not engage in professional development	*See attachment Reminder: New requirement, at least 4 credits must be obtained through FSU-CSO professional development
Policies and Procedures As evidenced by: The Policies and Procedures Manual at the Board Meetings	3.75/5	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws References appropriate policies/procedures at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Demonstrates familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Does not demonstrate familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has few policies/procedures in place that are required by state and federal laws Has not regularly updated its Policies and Procedures Manual 	Board Policy book not observed at board meeting
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	December 17, 2014
Monthly Quorums	3.75/5	The Board has not cancelled a meeting during this review period due to a lack of 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 quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	July 16, 2014 (Inclement weather cancellation not included)
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	West gym space and library is lacking East is in better shape with accommodations and inventory

Governance Domain: Leadership

Total score for all competencies

Total Points Achieved	89.25/100	Percentage Achieved	Category Achieved	
		89.25%	Meeting Standards	

2. Governance *Domain: Financial Viability*

Points Possible
100

Points Achieved
100

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	15/15		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	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	15/15		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	
Financial Audit 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		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Governance Domain: Financial Viability

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved	100%	Category Achieved	Meeting Standards
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3. Governance *Domain: Reporting*

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement/progress toward contractual goals 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/progress towards contractual goals 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/progress towards contractual goals rarely discusses student academic achievement 	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	15/15		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	20/20		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	10/10		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	Outstanding Compliance Award for two consecutive years

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	10/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		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: Notices of annual meetings	10/10		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	

Governance <i>Domain: Reporting</i>						
Total score for all competencies						
Total Points Achieved	Score	Percentage Achieved	Category Achieved			
	100/100	100%	Meeting Standards			

4. School Culture/Facilities

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	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	
Site and facilities: Emergency systems	10/10		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	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	15/15		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	5/5		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
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	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		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	
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 administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability; Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	
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	

School Culture/Facilities:
Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved	Category Achieved	
		100%	Meeting Standards	

5. School Improvement

Points Possible 75	Points Achieved 51.2
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard 1:</u> Purpose and Direction	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 2:</u> Governance and Leadership	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>)	
<u>Standard 3:</u> Teaching and Assessing for Learning	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 4:</u> Resources and Support Systems	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 5:</u> Using Results for Continuous Improvement	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		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	
Point distribution		15 points	11.2 points	9 points	0 points	
Data Teams Process	11.2/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	0/15	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	51.2/75	68.26%	Does Not Meet Standards	

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **February 11-12, 2015**

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?

- To demonstrate positive character
- Huge decline in bullying – (i.e. unacceptable behavior from one of the kids was not accepted from other kids)
- Each month, focus on character trait for the month – watch out for one another
- Building positive character kids who gave tour presented positive character
- Celebration for kids that tested out of Special Ed
- Yes

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

Proud

- Atmosphere, family, relationships
- Every teacher is also a leader in the school
- Building is open to the community – parents
- Kids “want” to be here
- A lot of pride
- Robotics Program at the Middle School – one year program – kids are going great
- Academics and test scores
- Atmosphere of teamwork – every staff is leading in some way – working with each other
- Started a Robotics Club at the Middle School – kids are doing great
- Student essay contest winner
- Special Ed. has exited six (6) IEPs

Improved

- Improvement in English
- Academics
- English for new students
- Students need more vocabulary improvement – Arabic teachers work with vocabulary to add 200 words to each grade – they have paraprofessionals to assist

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?

- Look at graph, 50% of student improvement
- The students are now at the 30th percentile on Scantron – we are going to be better than Hamtramck
- Students are applying for special High School and they are being accepted
- Data Coach – going in the right direction
- Yes, but more to be done

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

- What is the community expecting in 15 years?
 - Moving forward the community expects us to strive for the best academic achievement
- We will be the center of the community – highest enrollment and academic achievement – our students will be teachers and parents of students attending [here](#)
- Not to lose our best staff
- Would like to build a gym at Bridge Academy West and one at East

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

- Getting ESL students to grade level – addressing in several ways – 90% of kids don't get academic conversation at home
- Will be center of community
- Parents will be majority educated – a strong parent program
- Work to keep staff
- Needs to be a gym at West
- Academic excellence is #1

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

- Keeping and maintaining master teachers – profession development
- Maintaining that family connection

Research based Special Ed. – every teacher

- Need SIOP training
- Professional Development is a struggle
- Breaking the language barrier
- Maybe have all P.D. before school starts

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

- Word of mouth – selling itself – my neighborhood said if you want to be smart you need to go to Bridge
- Very clear system to parents, students and teachers
- We offer a foreign language – Arabic – very welcome

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

- No Comments For This Question

9. *Anything for our attention?*

- Bridge West has a MAPSA data team coach

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Bridge Academy**

Date: **February 11-12, 2015**

1. ***What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?***
 - Management brought in Engage MY – think deeper/reasoning/math/ELA – high vocabulary – for K-8
 - New cores to country – with translation
 - Growth huge in math, but not as much for ELA
 - EBLE - K-2 Decode/Fluency

2. ***What strategies and/or programs are in need of immediate attention in order to be effective?***
 - Vocabulary
 - Focus of Beading and engage NY
 - Preschool gap with kindergarten
 - Offer English and computer classes for parents
 - Marketing to provide books for homes
 - Coaches for Math and ELA

3. ***What is the most important goal you have set for you students? Why?***
 - Growth
 - Reading, vocabulary, and comprehension – learning English
 - Language gap in preschool
 - Cultural gap addressed

4. ***Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you met any of your goals?***
 - Yes, tracked with Scantron
 - Each student has individual goal for spelling
 - Know winter target
 - They evaluate how they did

- Growth
- Concern about assessment fatigue – they are missing out on “teaching”
- Students have individual cards with their goals for the Spring

5. *What are the biggest challenges that you will be facing over the next 3 years?*

- Keeping kids grade level
- Reading is the biggest issue
- All students have to take test even if here for a “week”
- Could we exempt some students from Scantron (i.e. 1st year in would use a “foundations test” more realistic and useful
- Concern about testing for non-English students – exemption??? Possible
- New students – MEAP and M-Step – some kids need to get a foundation test to show data

6. *In your opinion are your recommendations for improvement considered appropriately and are they supported?*

- Some goals are not realistic
- They feel supported, but need some outside expertise
- P.D. isn’t as well received by teachers, if coming from peers
- Beacon Light doesn’t necessarily work for K-8

7. *What is really different since your last reauthorization visit/review?*

- We’re one district
- Se talk data non-stop
- We talk EdLI non-stop
- Teachers are working as a team
- EL and math from both work together
- Culture
- Date
- One district
- RTI
- Problem solving model

8. *Is there anything you would like to add that has not been addressed?*

- How do the Data Teams communicate with the School Improvement Team to get vertical instruction
 - Bi –weekly – google docs
 - There is a lot of overlapping
 - Quarterly there is vertical alignment