



FERRIS STATE
UNIVERSITY
IMAGINE MORE

BRIDGE ACADEMY

MODIFIED

REAUTHORIZATION REVIEW

October 27-28, 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:

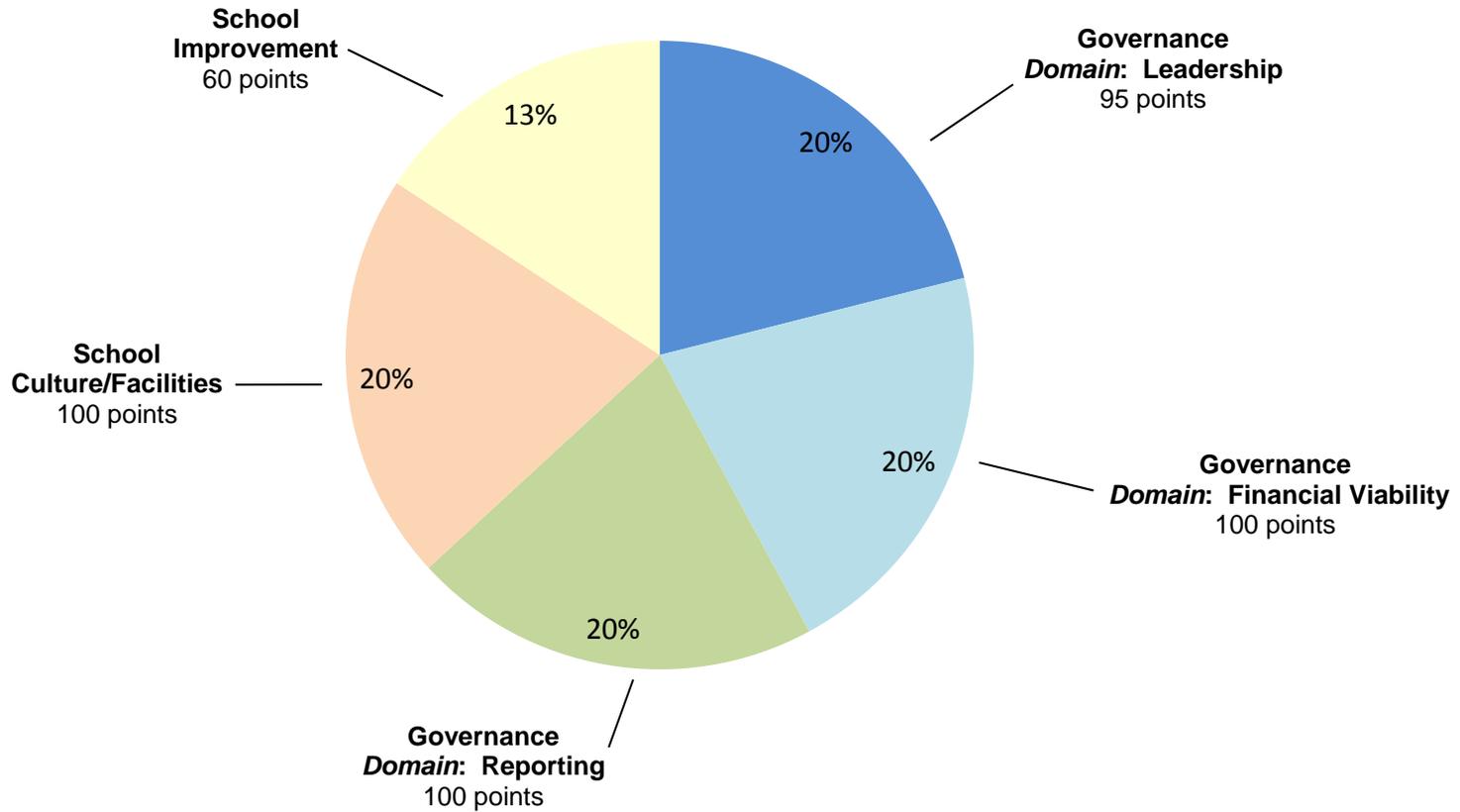
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide 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.*

MODIFIED Mid-Contract/Reauthorization Review: Formula 2014-2015

Visitation Rubric



Total Score		
409 - 455	Exceeding Standards	90%+
341 - 408	Meeting Standards	75% - 89%
273 - 340	Does Not Meet Standards	60% - 74%
272 & Below	Falls Far Below Standards	Below 60%

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

Academy Name: **Bridge Academy**

Dates of Visit: **October 27-28, 2015**

This is a: Reauthorization Review Mid-Contract Review

Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	95	86.75	91.31	Exceeding 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	60	50	83.33	Meeting Standards
Total Score:	455	436.75	95.98%	Exceeding Standards

Visitation Review Scoring Matrix

maximum: 455 points

409-455	Exceeding Standards	90%+
341-408	Meeting Standards	75% - 89%
273-340	Does Not Meet Standards	60% - 74%
273 & Below	Falls Far Below Standards	Below 60%

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

Visiting Team Members

Name: Art Willick Signature: *Art Willick*

Name: Dr. Phyllis Robinson Signature: *Phyllis E. Robinson*

Name: Signature:

Name: Signature:

Team Chair: Jim Scholten Signature: *James K. Scholten*

EXECUTIVE SUMMARY
Bridge Academy Modified Reauthorization Review
October 27 – 28, 2015

The Executive Summary is a review of the findings of the Ferris State University Charter Schools Office (CSO) four member team after conducting a modified reauthorization review of Bridge Academy. The modified reauthorization review was conducted under the following criteria:

- The academy has undergone a mid-contract review February 11-12, 2015.
- The academy has undergone a reauthorization review December 9-10, 2013.

The format for the reauthorization review was similar to the mid-contract review. There were extensive classroom and data team observations, interviews with the SIT – school improvement team, a board member and the administration team. The modified reauthorization review includes a summary of those observations and conversations. These did not receive a score but are included as another dimension of the review team’s review of Bridge Academy.

The Modified Reauthorization Review includes a summary of 23 classroom observations conducted. Also included are the following:

- Input from the interviews with the school improvement team, a board member and administration.
- Observation of data teams.
- Review of the following documents: board of education minutes February 18, 2015 through September 16, 2015, school improvement plan, operational budget, mid-contract review (February 11-12, 2015), reauthorization review (December 9-10, 2013), reauthorization review model rubrics (2014-2015) and the outstanding binder of substantive information provided for the visitation team.

The Modified Reauthorization rubrics were numerically rated and the results are included in the Executive Summary in the following categories: Governance – Leadership, Financial Viability and Reporting; School Cultures/Facilities and School Improvement.

Highlights and Findings:

Rubric Rating: The visitation team considered the academy on the five Rubric sections: Scores earned in the five sections combined reveal the academy earned an overall rubric score of 455 points, which translates to an overall rubric achievement score of **95.98%**. That places the academy in the “**Exceeding Standards**” category. It should be noted that while the rubric score is important the APR (Academic Performance Report) for the academy will also be considered in the determination of successfully passing the review.

Concentrated Classroom Observations:

The visitation team members visited 23 classrooms for 25-55 minutes each. The following checklist was used in each classroom:

- Are classroom expectations clearly posted?
- Were the learning objectives for the day clear to the observer?
- Is the classroom clean and conducive to student learning?
- Is there a feeling of “welcomeness” in the class?
- Did the student seem engaged in the lesson?
- Teaching style observed: lecture – no technology or teaching aides, lecture with technology and/or teaching aides, interactive, a combination.
- Was there a sense on the observer’s part of how the lesson would be evaluated?

Summary of observations:

- Every class had useful bell work and the students were able to get on task quickly.
- Every class had objectives posted.
- Teachers used child speak “I can” statements.
- Kids were really friendly.
- Some classrooms had a greeter.
- CHAMPS the universal behavior guidelines were visible in every classroom.
- Students were very engaged and respectful.
- Teachers were engaged in multiple delivery methods.
- In some classrooms students were assigned classroom roles/jobs.
- There was very good cooperation evident when students were working in groups.
- Differentiation of lessons was evident.
- Posters on the walls were content related.
- Students were able to make choices to accommodate different learning styles and comfortable learning environments.
- Kids had access to water, juice, etc.
- Good behavior was evident. The placing of clips on the behavior charts seemed to effectively address behavior concerns.
- Teachers provided whole group direct instruction and also worked with small groups.
- Students were supportive of each other.
- Data – achievement results were everywhere. Goals were also present.
- Positive praise was given to students.

Areas to be considered for improvement:

- Is there consistency in applying CHAMPS? It was evident that some teachers were using “Capturing Kids Hearts” protocol and others CHAMPS and others a combination. It would be best to consider using one universal system.
- In some classrooms it was evident that teachers were not being expansive as they provided instruction, maybe sticking to the script of the curriculum guides too closely. There is a need to be authentic.
- Although it seems as most students were engaged, would it be helpful to provide guideline structure for group work that would ensure active participation by all?
- SIOP is a SIT goal. Is it being used with integrity in all classrooms? Is prior knowledge used, is content embedded vocabulary a must, is there choral response to vocabulary words? Is there a language rich environment which provides pictures and words to help language development?
- Would an additional ESL teacher at Bridge East be helpful?
- Library and computer lab could be better utilized.
- Did not see formative assessment process in place universally. Are all teachers checking for understanding in every lesson?
- Did not see any “brain breaks”. Are students being asked to move periodically, which could improve their ability to learn?

Data Teams:

- Data teams were observed at both buildings. An agenda was followed. Results are put into google docs for review and reference. The teams meet regularly and used NWEA and pre-test data to determine areas to be emphasized for learning. Strategies are discussed for implementation.
- It is our observation that the tracking of strategies for effectiveness would be a valuable consideration for all teams if this is not being done now.

Notable Findings:

- What is really different from the last visit:
 - o All elementary classes provide 2 blocks of instruction time for reading and math.
 - o At the middle school students receive extra help to meet their needs on Fridays during the Arabic Class time slot.
 - o Afterschool and Saturday school are provided to help students learn English.
 - o The new curriculum resource “Engage NY” is fully implemented at all levels.
 - o All elementary grades are required to team teach in order to provide effective instruction to all levels of learning.
 - o Staff retention is at 88%.
 - o REMIND program is being used at the Middle School. This is working to make parents aware of homework for their students.
 - o There is stronger staff community and communication. There is vertical communication which teachers are finding effective.
 - o More staff have their children enrolled.

- The entire staff is concentrating on improving student achievement. They are paying close attention to student achievement growth.
- Mentors are working effectively with teachers. There are 3 ELA mentors and 2 Math mentors.
- The entire school is paying close attention to the needs of the ELL students. It is recognized that there are many efforts being made but they are not where they want to be yet. It is required that SIOP strategies are used in all classroom and teachers are trained.
- There is a good working relationship with the board. There is clear evidence that the board appreciates the staff and is impressed by their efforts and commitment.
- There is a strong sense of community among the staff, parents and the community at large. The school is a respected entity in the community and is making a positive impact.
- The school board is familiar with the achievement goals for the students. They are in the contract with Ferris and are part of their strategic plan. Student achievement is important to the school board. The strategic plan also addresses financial viability and staff retention.
- Increased enrollment has helped to develop a strong budget.
- There seems to be a curriculum in place through “ATLAS” which follows the common core and provides pacing guides, clear teaching standards, essential questions, key vocabulary, timelines and additional resources.
- There is an effective RTI process in place that addresses the learning needs of the students. Students are able to make movements through the tiers.
- There is effective cooperation and respect between the two buildings. There is a sense that “we are one school”.
- There is a positive school culture following the “5 C’s”.
- Parents are very supportive of the school. The school is continuing to help the parents learn how they can help their children be more successful in school.

Primary Challenges for the Future:

- The academy must continue to focus on consistently improving student achievement while they also work to develop the whole child.
- The needs of the ELL population must continue to be a priority. There is a concern that situations overseas may increase the number of ELL students. Currently, the ELL student population is over 70% of the entire student enrollment.
- Many strategies/programs have been put in place. It is now important that there is continued monitoring that these are being used with fidelity. It is important now to make sure that all staff members are proficient in what they are being asked to do.
- It will be important work of the data teams to determine what strategies are working.
- Retaining effective staff is an ongoing goal. This will pay big dividends over time.

There is evidence that all levels are aware of challenges facing the academy. It is recognized that the staff feels the pressure of making sure all students are successful, they need to be encouraged. It is recognized that there has been an intentional effort to change for the better. It was also recognized that Dr. Naji’s leadership and follow through has been pivotal to Bridge Academy’s “turnaround”.

In closing, the CSO team thanks everyone for the warm welcome. You have been very helpful. We thank you for your hospitality and efforts to make our visit enjoyable. We are impressed with your students and the commitment of the staff, administration and board to make every effort to help your students' lives be successful. You are making your mission and vision an integral part of every school day.

We wish you the very best.


Jim Scholten, Team Chair

1. Governance *Domain: Leadership*

Points Possible 95	Points Achieved 86.75
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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 	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	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 	
Mission: Linked to Core Values	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	
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	All Boards receive 5 points because of the difficulty in identifying candidates.
Management Company or Key School Leader (KSL) Evaluation	NA/NA		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	Not done this year.
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	The CSO would encourage Board representation at CSO-sponsored events.

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	Reminders: New requirements – at least four (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	5/5	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 	
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	June 8, 2015
Monthly Quorums	5/5	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	
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	

Governance Domain: Leadership
Total score for all competencies

Total Points Achieved	86.75/95	Percentage Achieved	Category Achieved	
		91.31%	Exceeding Standards	

2. Governance *Domain: Financial Viability*

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	
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 three (3) 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 Domain: Reporting

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved	100%	Category Achieved	Meeting Standards
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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	28.33% Staff turnover
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 60	Points Achieved 50
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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	
<u>Standard 1:</u> Purpose and Direction (Teaching for Learning— Standards 1 &2)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 2:</u> Governance and Leadership (Leadership for Learning)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 3:</u> Teaching and Assessing for Learning (Professional Learning Culture)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 4:</u> Resources and Support Systems (School, Family, & Community Relationships)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 5:</u> Using Results for Continuous Improvement (Strand I, Standard 3)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	

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	
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	11.25 points	9 points	0 points	
Data Teams Process	11.25/15	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	NA/NA	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	50/60	Percentage Achieved	Category Achieved	
		83.3%	Meeting Standards	

BOARD INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **October 27-28, 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 promote life learning/excellence/positive character/appreciation of culture
- Made a lot of progress with achievement...took time after gaining new building (new principal, staff, etc.)
- Disadvantage: ESL population – difficult to show achievement with only test scores
- Right in line, if not step ahead
- Academics – ahead of Hamtramck
- Always - here
- Yes, lots of improvements
- Disadvantage – student population
- Yes, have made improvement in academics – culture is strong
- Great parental support
- I feel it does
- We've made improvement
- Positive character
- When we grew to another school it impacted our student achievement – it took some time to get under control
- Disadvantage – student population – test scores don't give true measure of all that is going on

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?

- Frontier (sister school) students still connect with Bridge (tutoring, volunteering)
- Family members who have come through and have been successful in college
- Cultural shifts based on the desire to be educated
- Frontier High School – sister school – students come back to tutor, help out
- Yes, college ready
- Girls are still not encouraged to go to college

- Shows parents responsibility of assisting with their child's education
- Frontier is a sister High School, and I see kids coming from Frontier to help us out
- I see many students in college now and succeeding
- Culture is 18 years then work, not college – working to change this
- It is helping students and changing of the parents/culture – All educational responsibility of teacher not parents
- Male and female separation helps ease parent concerns

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?

- Vision needs to be in line with authorizer/GEE (everyone needs to work well together)
- Haven't been 100%, but Board members feel they are providing assistance and are available
- Board hires management company – main focus is to keep them accountable
- Good relationship with management company
- Vision must be in line between Board, management company, and school
- Board must work together – management does follow up on concerns
- Vision of Board has to in line with FSU and GEE
- Our job to hold management company accountable to meet goals of contract
- If we're all working together we will do better

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

Most Proud:

- I can be on the board and make a difference
- Bridge challenged the Public Schools and set high standards
- Involved in community, sense of family
- Growing culturally and academically
- Safe dropping their children off
- Parents involved – family centered – families feel safe
- Being a parent on the Board – sense of family
- Challenged other Public Schools in Hamtramck
- Culturally growing
- I can be on the board and make a difference
- Bridge Academy is challenging Hamtramck schools to do better
- I see parents involved
- Everyone knows about Bridge Academy in the community
- Parents feel safe
- We're growing and making progress

What Could Be Improved?:

- Academic growth/achievement – improving, but still needs work
- Team teaching in Middle School
- Student achievement needs improvement
- Team teaching is growing
- Student achievement – on going process
- I would like student achievement to be improved – not there yet

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?

- Boards strategic plan (in binder)
- Goals: 10% academic growth – reducing teacher turnover – increasing fund balance
- 10% growth
- Teacher turnover reduction
- M-STEP factored in
- Yes, 10% gain, staff stability
- Yes, 10% state scores – FSU
- Teacher turnover
- Fund balance

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

- Dr. Naji – Mr. Mohamad
- Family and sense of community
- Appreciation of cultures
- The administrative staff is involved in the community as well as staff
- Dr. Naji/Mr. Mamoun Alhasson - Word of mouth is powerful – parents feel safe and that their children are safe
- Feel a part of the community
- Appreciation of cultures

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

- Proposed budget/audit review/asking questions – can always bring it up with the EMO
- How to purchase a building or reduce leases
- To increase teaching staff
- Budget/audit reports
- Good relationship with management company
- Could purchase building
- Budget – budget assumptions

- Board asks questions of management company – considering purchase of their buildings
- A budget – proposed budget brought to board – ask how much is spent on all areas – if there is a need or concern and it will be addressed
- Looking at buying vs. leasing
- We ask questions about proposed budget

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

- Teachers – increase salary
- Give it to teachers, they go way above and beyond
- The teachers become a part of children’s lives
- Teachers salary – teacher go above and beyond what is expected
- I would give it to the teachers – they go way up and beyond – I don’t think you could pay them enough

9. Anything for our attention?

- Gauge student growth based on bigger picture (not just on numbers)
- “Not reauthorizing would be a huge blow to the community”
- Gauging student growth and achievement by a different set of variables
- Need to appreciate school more
- FSU Standards – bigger picture of growth vs. individual test scores
- Non-Reauthorization would devastate the community
- Trustees should come to Bridge to see what’s going on beyond test scores
- Most fair to judge student growth and achievement by looking at the whole picture – they could appreciate the school more

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **October 27-28, 2015**

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

1. 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?

- Excellence/Good Citizens/Positive Character
- Teaching and Learning equals positive data out
- Good behavior
- CHAMPS!
- Mission
- Yes, we are accomplishing our mission – positive behavior – all cultures get along well
- Yes, measure against our mission
- Teaching – updated learning by end of school year
- Character is very strong – CHAMPS!
- We appreciate all cultures

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

- Biggest concern – refugee students with 0% English
- Parent involvement, working with Board of Directors to communicate school needs
- Need greater parent involvement
- Lots of volunteers
- Board of Directors
- The refugee problem that is coming – older kids are a bigger problem
- Getting more and more parent involvement
- Flooding of refugee students – especially those who come at higher grades
- Addressing all concerns so far
- Educating parents more

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

- Build more rooms at Bridge East – build a gym for Bridge West
- Laptop/tablets for every child
- More spaces and resources for parents
- Gymnasium for Middle School
- Currently long waiting list

4. Anything for our attention? What could FSU do to help you meet your goals?

- How to interpret data and prescribe interventions
- Data Team Training
- How to dial down into the data (need prescription) – instructional best practices
- Like working with FSU
- Want more data PD training (Late August)
- More emphasis on growth
- GEE – providing help for principals and school leaders (Michael Conran)

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Bridge Academy**

Date: **October 27-28, 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?

- ELL-RTI program – Tier I, II and III programs are being effective – Bubble Group
- Small group instruction groups – pending support.
- ESL extended learning after schools and SAT norm
- Edge curriculum is very effective
- Para professional working with Bubble 2
- RTI – small group instruction during Arabic time
- Middle School ESL extended program after school and Saturday program – have seen a big difference in school
- After school for those in 25% group
- EDGE curriculum for ESL Middle School ordered – new for Elementary
- Use a variety of data

2. What strategies and/or programs are in need of immediate attention in order to be effective?

- Team teaching needs to be continued
- It was successful last year and SIOP Training for newer teachers – immediate collaboration helpful
- 3-5 curriculum could use assistance
- Team teaching
- Break entire grade up – 45 minutes
- Last year two grades that team taught – now this year all grades
- I'm satisfied with what we are doing – satisfied with training
- Engaged NY for ELA is new this year and new teachers feel very supported
- 3-5 ELA need to continue improvement

3. What is the most important goal you have set for your students? Why?

- Math – Read, Understand and Problem Solve
- Communicate properly

- Building classroom community – communication – working with a friend
- Special Education – students set own goal – are proud to show achievement
- Regular Education –NWEA goals are set by students
- Lower elementary – work on growth, any growth
- Confidence importance of knowing how and why – General Education – whole school
- Special Education set their own goals (IEP) – own it and become proud of it – each setup individual goals
- Make progress in General Education and achieve FSU goals
- General Education independently being able to problem solve
- Building community
- Kindergarten – classroom community – set expectations – getting ready for learning
- Independently problem solve in all subjects
- Ferris goals

4. Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you set any of your goals?

- Kids understand growth better than a set number
- By class
- Individual goal – class goal and school goal
- Graphs work better for parents than numbers
- Students know individual goals and by grade level
- Focus on growth rather than achievement
- Communicate with students the entire school wide goals
- Highest achieving classes ear field trips
- Positive contact/calls/communication
- Growth vs. Achievement
- Students are being talked to about classroom growth
- Awarding classes that make the largest gains
- Talk to parents about goals
- Parents are asking about the test (NWEA)
- Parents are asking teachers about test scores, because they heard about them from the principal meetings
- First grade, how could you prove how you got the answer – build confidence
- Every unit has a pre-and post-test
- Kids know goals individually, by class, and by school
- Growth graphs are heavily used
- Career Days

5. The achievement of your ELL/ESL students is continued concern. What are you doing to help ensure their success?

- Data teams focused on fidelity – teacher meeting to discuss
- All teachers working to help their students
- Classroom community ingrained in students they want to be here
- Have 10 paraprofessionals in East – three are in West – continue to add help
- Pull 65-70 students for addition help (Elementary)
- Data teams “using fidelity” – what are we doing that works and does not work
- Not isolated any longer (now have strong collaboration)
- Class building/community – getting them to like school
- Strong attendance due to students enjoying school
- Increased collaboration (full school communication and support from all teachers)

6. What is SIOP (Sheltered Instructional Operational Protocol)? How are you implementing this? How is that going?

- Every conversation – every unit – steps on developing a lesson
- Offering manipulatives
- Every classroom teacher is a SIOP teacher
- Students will help each other
- SIOP ongoing training is part of the strategic plan
- Eight components on how to build a lesson for ESL (background knowledge, vocabulary, Manipulations, hands-on, real-life, etc.)
- 70% of student are ELL
- Ongoing training
- In every single lesson and conversation
- Used to differentiate lessons – steps to setup a lesson
- Offering manipulations (i.e. Hands-on)
- Provides information to best practice teaching strategies
- ELA and math coaches – each assigned to a mentor (Middle School – GEE mentors come in)
- Coaches always available to provide resources – math clocks and remediation

7. What instructional coaching is in place this year? Is that the same as last year – more or less than last year? Is this helpful – how?

- ELA and Math – different teacher each
- Three coaches per ELA – math, 2
- More on strategies on how to help students
- GEE comes once a week to check on curriculum and implementation
- Teachers are data team leaders
- Rotations after 6 weeks (help teachers teach and to talk about how it is going)

- Teachers understand how to use their coach and ask questions, not evaluative
- Provide resources
- ELA and math coaching
- ELA – 3 coaches/math 2 coaches – teachers are learning how to ask for help
- Curriculum coordinator available from GEE
- Every student have 2 blocks of math and ELA - enforced this year

8. *How is your academic coordinator helpful in helping you meet your student achievement goals?*

- Works with teachers, paraprofessionals, students, and all groups
- Has good suggestions and recommendations for staff
- Very skilled/helpful with data and providing suggestions
- Strategies and how to meet the needs of students
- Very flexible upon request
- Tom is filling this role as academic coordinator – very helpful with achievement data, working with teachers and paraprofessionals -mentors