



CHARTER SCHOOLS
OFFICE

Bridge Academy

REAUTHORIZATION REVIEW

Volume I

Reauthorization Rubric

October 14 - 15, 2008



FERRIS STATE UNIVERSITY

Imagine More

MISSION

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

VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (AOIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humanness

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

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

We value integrity and trust, demonstrated by our –

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

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

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

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

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

TOTAL SCORE

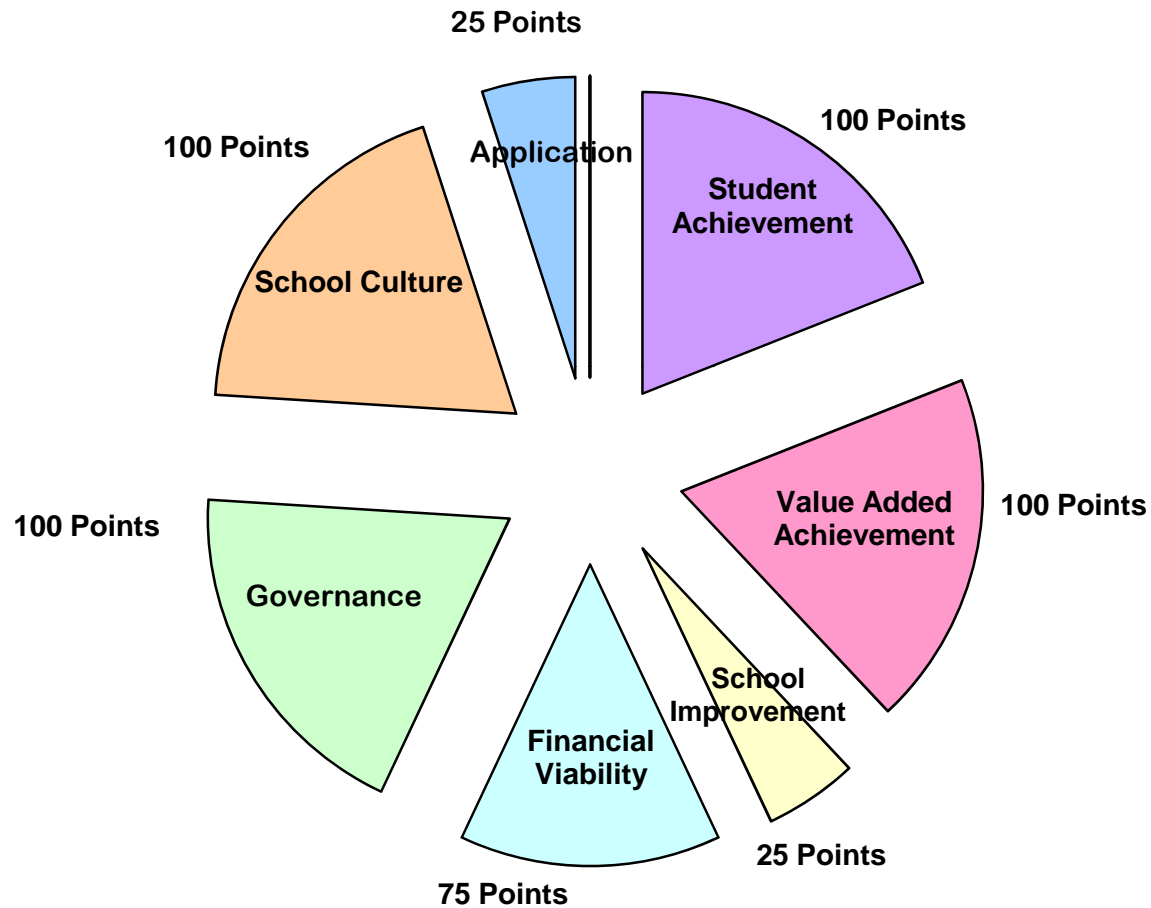
472.5-525 = Exceeding Standards
393-472.4 = Meets Standards
315-392.9 = Needs Improvement
314.9 & Below = Deficient

525 Points Maximum



CHARTER SCHOOLS OFFICE

Reauthorization Formula



Reauthorization Review Point Tally Sheet

Academy Name: **BRIDGE ACADEMY** Dates of Visitation: **October 14-15, 2008**

Status: **MEETS STANDARDS**

Overall Percentage: **89.94%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	87.4	Meets Standards
Value Added Achievement	100	85.4	Meets Standards
School Improvement	25	22.8	Exceeds Standards
Financial Viability	75	69.7	Exceeds Standards
Governance	100	84.4	Meets Standards
School Culture	100	100.0	Exceeds Standards
Reauthorization Application	25	22.5	Exceeds Standards
Total Score:	525	472.2	Meets Standards

Visitation Team Members

Name: Lawrence Wells

Signature:



Name: Jim Ridders

Signature:



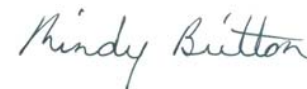
Name: Bob Hamet

Signature:



Name: Mindy Britton

Signature:



Team Chair: Lawrence V. Wells, Ph.D.

TOTAL SCORE

472.5 - 525	Exceeds Standards	90%+
393 - 472.4	Meets Standards	75% - 89%
315 - 392.9	Needs Improvement	60% - 74%
314.9 & Below	Deficient	Below 60%

525 Points Maximum

Ferris State University Charter Schools Office Bridge Academy Reauthorization Review Team Response to Stated Academy Concerns

A number of issues were raised by the academy in response to the draft reauthorization report authored by the Ferris State University Charter Schools Office Reauthorization Review Team. Provided below are the academies stated points of contention and the review team's response which will be reflected in the final reauthorization review document.

Student Achievement

The total stated on the report was 76.2 but when the amounts were re-added the total is 87.4 points out of 100.

Comments: The Academy was correct; the score earned for Student Achievement was actually 87.4. The error has been corrected in the report.

Financial Viability

Regarding budget development and the first row discussing the opportunity for the Board to provide input throughout the budget development process. Per our contract with Ferris State University and our Board Policies our **School Board does have numerous opportunities to discuss and provide input.**

Regarding having more than two opportunities to provide input, when the 36 month review was held in order to exceed in this category it stated that the board had to be allowed the opportunity to provide input into the budget development process. Since this review our board and the Academy have been working together to make sure the budget was developed as a team. **Since the new rubric was posted In July of this year, our Board has not had the opportunity to be part of the budget adoption procedure for the next school year as this process starts in January. In the future we are aware that we need to have the Board involved more than twice prior to budget adoption but we feel that since this was not a requirement before and is not stated in the charter contract that we should not have lost any points for this category.**

Therefore we request for the status to be changed from Meeting Standards to Exceeding Standards.

Comments: The complexities of overseeing a school's operations requires the Board of Directors to review and make decisions on many things, including budget, that require ongoing attention far in excess of twice a year. The numbers of things that fall into this category go beyond what is accessed by the Reauthorization Rubric and yet the Board is responsible consequent to the requirements of the Board's role as the governing body. There is some evidence of student achievement influencing the budget. Examples of this are the co-assistants to the school leader and the hiring of two reading specialists. However, the minutes do not reflect the Board's discussion and leadership in these changes. The request to change the score is denied.

Regarding the audit and fund balances and the third row discussing the audit completion, **the section on meeting states that the Audit was completed in a timely manner and submitted to the state by or before October 31. This was done in the required time frame by the Academy. The other component for meeting states that the results were shared with the Board of Directors at a public meeting, this was held in September. The meeting was held in September in order to meet the state deadline in case of any delays in October due to Ramadan. We did not receive the audit materials until the day before the September board meeting and were unable to give the materials to the Board members until the meeting day.**

Therefore we request for full points for this category because we did the items stated in the meeting standards section. Therefore we request for the status to be changed from Needs Improvement to Meeting Standards.

Comments: No change. The engagement letter should specify when the audit needs to be presented.

Governance

Regarding the Leadership section and the first row discussing board policies and knowledge of the policies, **the Academy Board receives Board policies once a month and the expectation is that the Board reviews these policies and be familiar with them. The Academy Board president Lisa McGuire is consistently reviewing the policies with the board members and providing reminders and on the spot training for the board members when any questions arise regarding policies during meetings.** Therefore we request for full points for this category because we believe that through the leadership of the Academy president we are exceeding standards.

Therefore we request for the status to be changed from Meeting Standards to Exceeding Standards.

Comments: The board president demonstrates familiarity with the policies, but the CSO does not see significant discussion of the policies by the full board. There will be no change in the score.

Regarding the Leadership section and the sixth row discussing the values and mission, **the Academy has established core values, vision and a mission statement, the Board adopted these statements for the school and is under the assumption that the statements also applied to the Board as well. The Academy Board of Directors is committed to communicating these ideals in the school.**

Therefore we request for the status to be changed from Needs Improvement to Meeting Standards.

Comments: The rubric clearly stated in the comments section that the school has a mission statement, but the Board does not. No change in the score. The Board should provide leadership in this area.

Regarding Professional Development, the communication that was received from the Charter School Office and attached to this document states that the Office keeps records of the professional development training and based on this our management company and the Academy were under the impression that this responsibility lies with the Charter School Office and the School Board. We request the status to be changed from Meeting to Exceeding because we do include money in the general fund and our Board members have participated in one professional development activity as evidenced by the attached email from the Charter School Office.

Therefore we request for the status to be changed from Meeting Standards to Exceeding Standards.

Comments: Who keeps records of professional development activity is not what is questioned on the rubric. The CSO records professional development activity based on the log completed by the individual board member.

The rubric wording indicates "...and each member of the Board participates in at least one professional development activity annually." Using the referenced attached document, and reviewing the attendance indicated in the minutes of the July 2008 meeting, three members of the Board were absent from the Annual Board meeting as well as the regular meeting and subsequently, the training. Therefore, the Board did not meet the wording of the "Exceeding" category on the rubric and the scoring remains as is.

Regarding the Educational Contract Goal Performance, Bridge Academy did not receive any points for meeting its contractual goals. **While we recognize that these goals had extremely high expectations for the school, we feel that we did make progress towards accomplishing the goals. At the 36 month review we did receive the score of needs improvement – which as defined states that the school is making progress towards the contractual goals. The school after that review still maintained progress towards the goal but never successfully met the goal.**

Comments: This is true. The goals were not met, but the academy has made partial progress. The rating achieved during reauthorization should be consistent with the rating received during the 36-Month Review. The score is changed from 0 to 5.7

These contractual goals were affected by changes at the state level and changes to systems that put the goals out of reach. None the less Bridge Academy still worked towards improving growth on all standardized tests as well as in a foreign language and technology.

Therefore we request to receive the points allocated for needs improvement because we did make partial progress towards the goals but did not achieve them. Therefore we request for the status to be changed from Deficient to Needs Improvement.

Comments: Every school and school district was affected the same way by changes in state standards. There is no compelling rationale that would warrant a change in the score.

As indicated in the aforementioned text two of the contentions raised by the academy were granted. The computational error in the Student Achievement section was corrected. The score was changed from 76.2 to 87.4. The academy was also given credit for making partial progress for Educational Contract Goal Performance. The rating achieved during reauthorization should be consistent with the rating received during the 36-Month Review. The score is changed from 0 to 5.7

The rationales presented in all other points of contention were not considered compelling enough to warrant a change in the ratings or the scores.

This completes the reauthorization review process. The changes as noted will be written into the final reauthorization document.



*Lawrence V. Wells, Ph.D.
Team Chair
Ferris State University Charter Schools Office
Bridge Academy Reauthorization Review Team*

*cc: Jim Ridders
Robert Hamet, Ed.D.
Mindy Britton*

Student Achievement

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
AYP: Achievement	14/14	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
AYP: Participation	14/14	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
AYP: Other Indicators	14/14	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.	
Composite Grade as Assigned by MDE in Ed Yes!	11.2/14	A	B	C	D or below	
Relative Performance to State	9.8/14	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
Relative Performance to the Resident District	11.2/14	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
Relative Performance to a Demographically Comparable School	11.2/14	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
School Improvement Status	2/2		The school is not identified for improvement. 2 Points		The school is identified for improvement. 0 Points	
Total Points Earned	87.4/100					

Value Added Achievement
Based on the Required Assessment of 95% of Enrolled Students
(MI-Access Students Not Included) Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Math	20.9/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Math	20.9/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Language Arts	10.9/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Student Gains Reading	10.9/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Language Arts	10.9/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Longitudinal 3-year Cohort Reading	10.9/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Total Points Earned	85.4/100					

School Improvement

*NCA Rubric Indicators

Total Possible Points: 25

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		*NCA - Highly Functional	*NCA - Operational	*NCA - Emerging	*NCA - Not Evident	
Strand I: Teaching For Learning Ed Yes! Performance Indicators	5.8/7	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 7 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	Standard 3 Cohort results show promise
Strand II: Leadership Ed Yes! Performance Indicators	7.0/7	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 7 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	Standard 2 Splitting assistant school leader responsibilities between two positions is a real plus
Strand III: Personnel & Professional Learning Ed Yes! Performance Indicators	4.0/4	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 4 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 3 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	Standards 5&7 Significant commitment to professional development time and resources
Strand IV: School & Community Relations Ed Yes! Performance Indicators	2.0/2	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 1.5 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1.0 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	Standard 4 Translation of parent communication is commendable

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		*NCA - Highly Functional	*NCA - Operational	*NCA - Emerging	*NCA - Not Evident	
Strand V: Data & Informational Management Ed Yes! Performance Indicators	2.0/3	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 3 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	Standard 4 New curriculum alignment efforts will make a significant difference here
School Improvement Plan Ed Yes! Performance Indicators	2.0/2		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. 2 Points		There is a school improvement plan, but it lacks several of the key components required by the State. 0 Points	
Total Points Earned	22.8/25					

Financial Viability

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		10 Points	8.4 Points	7.2 Points	0 Points	
Budget Development	8.4/10	Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process more than twice prior to budget adoption	Board meeting minutes document that budget development appears on a regular Board meeting agenda at least twice prior to budget adoption		No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	8.4/10	Board meeting minutes document that the improvement of student achievement is the primary determinant for the allocation of financial resources	Board meeting minutes document that student achievement is a consideration in the allocation of financial resources		Board meeting minutes document that there is little or no evidence that student achievement is the main consideration when allocating financial resources	
	10/10		The Board develops its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)		There is little or no evidence that the Board bases its budget development on the concept of budget assumptions	
	10/10		10 Points		0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	10/10		Every member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting 10 Points	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting 7.2 Points	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings 0 Points	
	10/10		The Board receives its up-to-date financial report on not less than a monthly basis 10 Points	The Board receives financial reports on an irregular basis 7.2 Points	The Board does not closely monitor financial reports 0 Points	
	4/4		The Board meeting minutes document that the budget development process begins in January for the succeeding year 4 Points	The Board meeting minutes document that the budget development process begins no later than March for the succeeding year 2.4 Points	The Board meeting minutes document that the budget development process begins after March for the succeeding year 0 Points	
Audit/Fund Balances	7.5/9	9 Points	The Board employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees 7.5 Points		The Board does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4/4	The Board has a long range spending plan and maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (10%-15%) 4 Points	The Board maintains the minimum fund balance required by the CSO (3%-5%) 3 Points		The Board does not maintain the minimum required fund balance (3%-5%) 0 Points	
	4.4/5		Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors during a public presentation 5 Points	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions 4.4 Points	Audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner 0 Points	
	3/3		The Academy's audit was unqualified with no reportable conditions 3 Points	The Academy's audit was unqualified with some reportable conditions 1 Point	The Academy's audit was qualified with a management letter and board response 0 Points	
Total Points Earned	69.7/75					

Governance

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		8 Points	6.7 Points	5.7 Points	0	
Leadership	6.7/8	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them	The Board of Directors has all relevant policies in place in accordance with State and federal law but are unfamiliar with those policies	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated	
	5.7/8	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file	The Board of Directors only solicits applications when it anticipates a vacancy	The Board of Directors has no active candidate pool and does not actively solicit applications	
	6.7/8	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement well in advance of its adoption. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a strategic plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it	The Board of Directors rarely updates or discusses its strategic plan and school improvement plan	The Board of Directors has no strategic plan and the school improvement plan is in strong need of review and revision	
	9.7/13	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student academic achievement	The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports	
		13 Points	9.7 Points	7.8 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6.7/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum 8 Points	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved and rarely cancels meetings due to lack of quorum 6.7 Points	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis 5.7 Points	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis 0 Points	
	3.6/5	The Board of Directors has established core values, vision, and mission statements and demonstrates its commitment to communicating these ideals 5 Points	The Board of Directors has established core values, vision, and mission statements 4.2 Points	The Board of Directors has established core values, vision, and mission statements but members do not appear to be very familiar with it 3.6 Points	The Board of Directors does not appear to govern through established core values, vision, and mission statements 0 Points	While the School has a Mission Statement, the Board does not.
Professional Development	4.2/5	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually 5 Points	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board participates annually 4.2 Points	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development 3.6 Points		More involvement in Ferris State University sponsored Board Development activities
Compliance Reporting (AOIS)	8.4/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years 10 Points	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years 8.4 Points	The school experiences 89%-76% reporting compliance for 1 of last 3 years 7.2 Points	The school experiences 75% or less reporting compliance 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Educational Contract Goal Performance	5.7/8	The school has clearly exceeded the majority of its contract goals 8 Points	The school has met its contract goals 6.7 Points	The school has made partial progress toward the contract goals 5.7 Points	The school has not successfully met any of its contract goals 0 Points	
Administrator Continuing Education Credits	5/5		All Administrators meet CEU requirements 5 Points		Not all administrators meet CEU requirements 0 Points	
Special Education/504-Delivery of Services	5/5		The school's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services 5 Points	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students 4.1 Points	The school's Special Education program is not in compliance with the state and federal regulations 0 Points	
Governance Yes or No	Score	YES			NO	Comments
The board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees?	5/5	5 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	4/4	4 Points			0 Points	
The board is in compliance with the Open Meetings Act?	4/4	4 Points			0 Points	
The board posts timely notices of its annual meeting schedule and all regular and special meetings?	4/4	4 Points			0 Points	
Total Points Earned	84.4/100					

School Culture

Total Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Safe & Orderly Environment			Academy staff members and the Board have developed behavioral expectations which create a safe and orderly academic environment that is conducive to learning	The academy and the Board have developed behavioral expectations for students but they are not consistently enforced	Little or no evidence exists that the academy has developed behavioral expectations or that they are consistently enforced	
	7.5/7.5		7.5 Points	3.5 Points	0 Points	
			Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school	Little or no evidence staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school	
	7.5/7.5		7.5 Points	3.5 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Staff Stability	7/7		There has been insignificant building administrator turnover (2 or less) in the past 5 years 7 Points		There has been significant building administrator turnover (3 or more) in the past 5 years 0 Points	
	7/7		40% or less of the teaching staff have turned over during the past 5 years 7 Points		More than 40% of the teaching staff have turned over during the past 5 years 0 Points	
Site and Facilities	10/10		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning 10 Points	The physical facility is not always inviting, attractive, clean, well-maintained, or conducive to safety and learning 5 Points	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety and learning 0 Points	
	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis 10 Points	Some emergency systems are in working order and are inspected on a regular basis 5 Points	Little or no evidence that emergency systems are in working order and inspected on a regular basis 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		All hazardous chemicals and cleaners are properly labeled and safely secured 8 Points	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured 4 Points	Hazardous chemicals and cleaners are not properly labeled nor safely secured 0 Points	
	8/8		All areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment 8 Points	Some areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment 4 Points	Ventilation and heating/cooling are not suitable for the working/learning environment 0 Points	
	8/8		Restrooms and other public areas are well-maintained, clean, and inviting 8 Points	Restrooms and other public areas are not generally well-maintained, clean, or inviting 4 Points	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory 0 Points	
	7/7		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning 7 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning 4.6 Points	Some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Parent/Family Involvement and Communication	5/5		The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural diversity of its population 5 Points	The primary focus of school communication is one-way from the school with little consideration to the economic and cultural diversity of its population 3.6 Points	No evidence of a formalized communication strategy or for consideration to the economic and cultural diversity of its population 0 Points	
		YES		NO		
	5/5	Parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 5 Points		Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 0 Points		
Community Involvement	5/5	A variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. 5 Points		Little or no evidence to suggest that a variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. 0 Points		

Competency	Score	YES	NO	Reviewer Comments
	5/5	The school has established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. 5 Points	The school has not established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points	
Total Points Earned	100/100			

BRIDGE ACADEMY

BOARD INTERVIEW SUMMARY

October 14-15, 2008

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

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

- Commitment school has made in the community.
- Expansion as quickly as the school has - what the school has accomplished in a short period of time.
- Very few complaints funnel up to the board. Teachers and school leader are doing a good job.
- Well-rounded school; students and staff enjoy being here. There's consistency. Becoming a high caliber school.

2. What could be improved?

- More Board involvement
- Always continuous improvement; student achievement; goal of not standing still.

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

- 9 – Administration does a very good job of communicating the info the Board needs to make decisions. ESP's level of experience helps.
- Principal gets really excited. ESP very open – willing to provide info.

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

- Our job is making sure the students are achieving.
- Respects the roles of the school leader and teachers.

5. Tell about an experience that demonstrates the board's support of the Bridge Academy mission.

- Discussions of academic achievement at Board meetings
- Board members try to attend school events
- Setting the policies of the school

6. How do you determine the allocation of funds?

- Process begins here in the school with teachers making requests for materials to a committee; committee forwards recommendation. to school leader and GEE to develop the budget. GEE produces the proposed budget which is presented to the Board. Proud of the fact there's a fund balance - "significant amount of cushion."

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

- Board's function to decide what direction the school will go. Would like to see more Board involvement in the process.
- GEE is developing a process/committee for their Boards to develop a strategic plan
- Requested this summer that strategic planning be included as a regular agenda item so it can be discussed

BRIDGE ACADEMY

ADMINISTRATIVE INTERVIEW SUMMARY

October 14-15, 2008

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

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

- Climate – one big family. Enjoy coming to work in the morning.
- Culture of the school – has its own culture. I enjoy coming to work
- Has a mission – wants to work towards these achievements. Wants to make changes in students; create an academic environment; create a family environment with the staff.
- Dedication of the teachers

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

- More involvement with family; we're reaching out to them, but would like to see more involvement. Diversity causes issues – no English. Try to connect with them more.
- Breaking old boundaries that education is important to children and to their future.

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

- 10 – Family atmosphere.

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

- Activities – spelling bees, math meets, invite older students to mentor younger students, after school activities. Constantly adding something new to make school more exciting/inviting. Teachers put in effort to assist.

- Foreign language from Kindergarten on up is unique. Adds advantage in their lives.
- Atlas program – mapped curriculum; successfully completed so that teachers know where they are every week; analyze against GLCE; tracking. Will take test scores to a whole new level.

5. *What are the top TWO things that Bridge Academy needs to do for its long term health and longevity?*

- Certified foreign language teachers (Arabic)
- Align assessment with learning (Arabic)

6. *What is the one phrase that parents might use to describe Bridge Academy? Why do you think so?*

- Family atmosphere; someone always there to greet the children in the morning; someone always sends them off; Staff are approachable. Safe, family school.
- Trust
- We feel like we're going home

7. *Anything for our attention?*

- Very happy with reorganization of administration (Booker/Fadak)
- Actions taken to address low MEAP scores by adding reading specialist; academic skills teacher. All teachers are responsible for ESL to work with ESL dept for 300+ ESL students.

8. *Questions for the interviewer?*

- How do we update the educational goals in the next contract?
- Will we receive feedback on the application?

BRIDGE ACADEMY

STAFF INTERVIEW SUMMARY

October 14-15, 2008

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

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

- Students and their good behavior.
- Staff, family and students. Warm environment; good education.
- Academically, students have come a long way – especially since expansion
- Caring environment
- Collaboration between the teachers
- Parents' support; willing to work with us; very involved; administration support
- Most proud of mission – academic excellence, cultural side, leadership and character all included. Can't find such a diversity at other schools.
- Children; sweet kids; family feeling with staff. Work together as one team.
- Consistency of the staff; communication excellent;
- Staff is very caring; work together to help students; understand each other well; teamwork
- Performance of the children and their advancement. Many kids come with very basic learning skills – not much English background.

2. What could be improved?

- At the beginning of the year, I would say communication, but it's approved with new program. Not enough bathrooms for children, especially the little ones.
- Field out back should be used for something; maybe for middle schoolers; soccer, track, football field. Playground is too small.
- Expanding number of specials teachers – only 1 gym teacher; 1 art teacher. Need creative scheduling because of that.
- More parent participation in the after school programs.
- Parenting class for all parents – strategies for student achievement (sleep, nutrition, motivation)

- Likes the school
- Used example of issues that have been taken care of
- Order materials when needed – not told no finances. Very supportive.
- Comfortable working in the rooms.
- More parental involvement, especially with ESL students/families.
- Lost paperwork, but Easy Paper Trail is helping considerably. Big improvement
- We're "Perfect"

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

- 9 – always striving to become better. Staff works together cohesively; as a team; communication. Students feel as if it's home. Don't like to leave.
- Culturally diverse, but never felt I couldn't go talk to someone. Collaborate.
- Waiting list – welcoming to new students, new staff.
- 10 – optimistic person. Always things to be improved.
- Always try to learn from the other cultures.
- 10 – promote cultural learning and understanding through many activities
- Diverse – many nationalities; positive thing because we're learning from each other. We all learn to work together.
- Bridge is different from other GEE schools in that the staff are constantly communicating with each other.

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

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> • Yes; can go to them with concerns – always here for me • Yes – open door policy 	<ul style="list-style-type: none"> • Very little contact; hard to say if they're supportive. No complaints – 	<ul style="list-style-type: none"> • Definitely • Yes • Oh yes – work together and always 	<ul style="list-style-type: none"> • Yes. • Yes; community (PTO) • Feel

<ul style="list-style-type: none"> • Reorganization – much more organized • Very supportive • Yes; consistent with work in supporting staff; always on the same page 	<ul style="list-style-type: none"> just don't know them. • Yes; recognition; familiar with what we're doing; visible • Yes – but removed 	<p>communicating with each other. Teamwork</p>	<p>appreciated; Work with them to improve children's day.</p>
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5. *Would you enroll your child at this academy?*

- Yes
- Probably wouldn't because of big interest in band. Not available here.
- Most teachers teach their students as if they were their own children.
- Concern with levels within the classroom; some are struggling and receive the most attention over those who are achieving or over achieving.
- Most teachers are good role models.
- Probably not – siblings have much more resources in their current school. More technological.
- Yes; really recommends it for everyone. Great teachers; dedication; trust teachers
- Definitely.

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

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

- More Pay (5). There will never be enough planning time, no matter what we're given; already have autonomy; shown recognition every day by the students/ parents through their appreciation.
- Another teacher in area

- More planning time
- More planning time – lots of students and planning is necessary. Been given the freedom to plan, but need more time.
- More recognition (3); if we receive more recognition and more students enroll, then the other items in the list will follow. It benefits the students the most – that's why we're here.

7. *Anything else for our attention?*

- It's great that we have new reading specialist, special education, ESL. Students are getting a lot of assistance.
- Parapro new this year in one teacher's classroom.
- What happens next?
- Keep your eyes on the staff and see how they work together to support the children and help them learn

BRIDGE ACADEMY

PARENT INTERVIEW SUMMARY

October 14-15, 2008

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

1. Why did you choose to have your child(ren) attend Bridge Academy?

- Very safe environment; caring; wonderful teachers; very friendly staff ; Dr. Naji best principal he's met.
- Bridge Academy was recommended; impressed right away with the Arabic language program; academics taken very seriously here. Hold students to a high standard; clean and safe compared to elementary and middle schools in the area; good at reinforcing character traits; makes learning fun and engaging for students. Likes the environment a lot.

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

- 9
- 9 – happy; satisfied staff; very community oriented. Problems solved for parents almost immediately.
- Good school; children are happy. Wouldn't change anything.

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

- Through the parent-teacher organization – it was quick – as well as with the administration. Don't have a lot of contact with the Board.
- Gets answers right away from administration and teachers.

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

- Wants to learn Spanish instead of Arabic. Does feel challenged.
- No complaints at all. 9th grader misses this school – would like to see a high school.

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

- Environment; diverse culture
- Relationship with teachers

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

- No complaints. 9th grader well prepared for high school
- Usually never satisfied with curriculum, but has no complaints with Bridge. Doesn't feel like they're teaching to the MEAP here.

7. *Anything for our attention?*

- More help with parents getting more involved. Adjustment with all the new families. Regular PTA meetings, for instance – it's an avenue to volunteer; Mom's or Dad's Club – for example.

8. *Questions for the interviewer.*

- What does it mean for FSU to be an authorizer?

BRIDGE ACADEMY

STUDENT INTERVIEW SUMMARY

October 14-15, 2008

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

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

Elementary

- Learning new things
- Friendly teachers
- Being with the teachers, seeing new faces
- Learning new things like writing and math

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

Elementary

- Yes. All are nice
- Try to be fair, help you out.

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

Elementary

Unanimously 10; teachers make us feel safe. Different than other schools that have troubles. No bullies – just drama.

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

Elementary

- Let everyone go outdoors at least once a day
- More activity classes like music – like a middle school
- Not many extracurricular activities – more of those.
- Track & field and music
- Clubs – music, writing

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

Elementary

- Just right (3 students)
- Not challenging enough (2 students)
- Language Arts – have to slow down for other kids. Kind of boring to wait for others to catch up.

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

Elementary

- Yes, definitely. One has had a friend attend Bridge Academy and is happy here.
- Yes, would still go here. Would love to have a high school here.
- 8th graders indicated it's a problem as to where they'll go to high school. Many parents would like a high school.

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

Elementary

- Exciting
- Wonderful learning place where you learn every day
- Fun
- New places to be
- How we all mesh together.

8. *Anything for our attention?*

Elementary

- What do you do? What are your jobs?
- How do you grade the school?
- Look at the bathrooms. People write on the walls; they stink.
- Long line for lunch – no time to eat.
- Middle School going to the Library during the school day – adjust the time. By the time they get there, the Librarian is gone.



CHARTER SCHOOLS
OFFICE

Bridge Academy

REAUTHORIZATION REVIEW

Volume II
Application & Rubric

October 14 - 15, 2008



FERRIS STATE UNIVERSITY

Imagine More

MISSION

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

VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (AOIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humanness

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

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

We value integrity and trust, demonstrated by our –

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

BRIDGE ACADEMY

REAUTHORIZATION



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ACADEMIC PROGRAMS

2004-2008

Academic Program (5 Points)

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

What reviewers will look for:

- In all cases, claims must be backed by clear and quantitative evidence.
- What has the trend for student achievement been during the current contract period?
- Have gains outweighed any lack of progress?
- Have any specific weaknesses been identified? How have those weaknesses been addressed?
- Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time.
- Where does the academy stand in comparison to the State, local district, and demographically comparable district?
- What specific progress has been made in addressing the academy's contractual educational goals?
- Do stated goals reflect sufficiently high standards?
- Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

*Note: The contract period for Bridge Academy addressed in this application are the school years beginning in September, 2004 and ending in June, 2008. In 2004-2005 the MEAP test was given to students in January at Bridge Academy. In 2005-2006 the test was given in October and the format of the test changed making a comparison of scores between 2004-05 and 2005-06 statistically invalid. Therefore, the 2005-2006 test data became the baseline year for Bridge Academy.

Now, to answer the question, **“Is the academy making academic progress?”**

The answer to the question depends on which test one is looking at and to further complicate matters, the answer to the question depends on what subset of data within a test one is looking at? For the purposes of this reauthorization application, the team has looked at the MEAP , EdPerformance and TerraNova test data. The data looks at ELA, Reading, Writing, Math, Social Studies and Science. Within the subject areas there are comparisons between Bridge Academy and local districts, the state and national percentiles. The data looks at school data, class level data, disaggregated data and individual student data. Each of these sets of data can sometimes give you a different answer to the above question.

WHAT DOES THE MEAP DATA SHOW

If looking at MEAP data at grade level to determine how the same grade level performs over time, the answer to the question is **“No” the Academy is not making academic progress.** For example, how did the 3rd grade do in 2005, how did the 3rd grade do in 2006 and how the 3rd grade did in 2007. This perspective includes a different set of students every year.

When looking at MEAP student achievement by cohort group the answer to the question of whether or not the students are showing academic progress during the period of the contract the answer is again “No”. Cohort group for the purposes of this analysis refers to students who have been with Bridge Academy since the school opened. The following data gives quantitative evidence to this.

MEAP DATA BY GRADE LEVEL

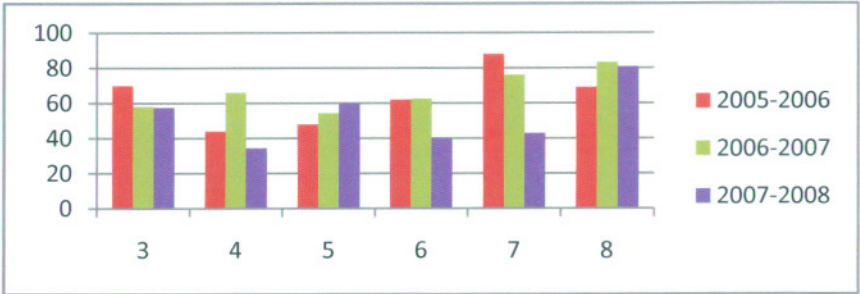
The following graphs show student achievement by grade level over a period of three years using MEAP data.

MEAP Proficiency Comparison and Improvement Reports

Bridge Academy

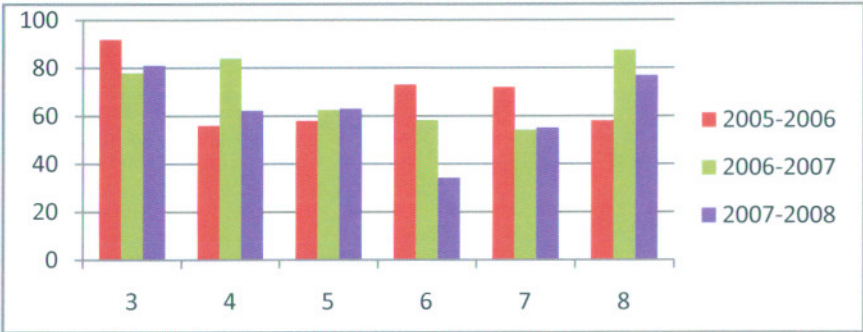
	Grade	2005-2006	2006-2007	2007-2008
ELA	3	70	58	57.5
	4	44	66	34.4
	5	48	54.2	60
	6	62	62.5	40
	7	88	76	42.9
	8	69	83.3	80.7

ELA



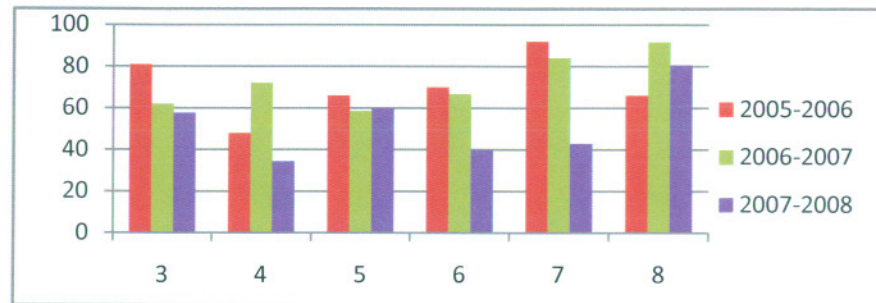
	Grade	2005-2006	2006-2007	2007-2008
Math	3	92	78	81.1
	4	56	84	62.2
	5	58	62.5	63
	6	73	58.3	34.2
	7	72	54.1	55.1
	8	58	87.5	76.9

Math



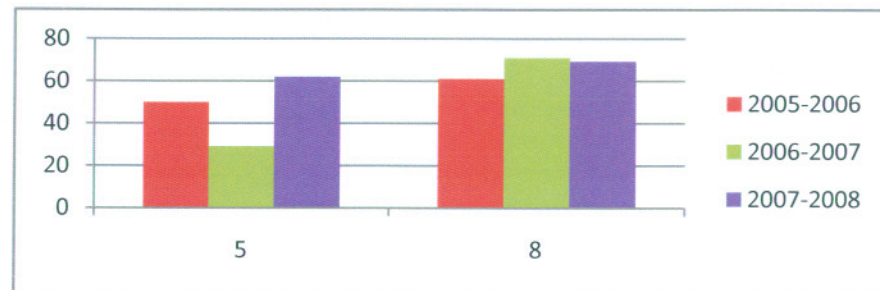
Reading

	Grade	2005-2006	2006-2007	2007-2008
Reading	3	81	62	57.7
	4	48	72	34.4
	5	66	58.4	60
	6	70	66.7	40
	7	92	84	42.9
	8	66	91.7	80.7



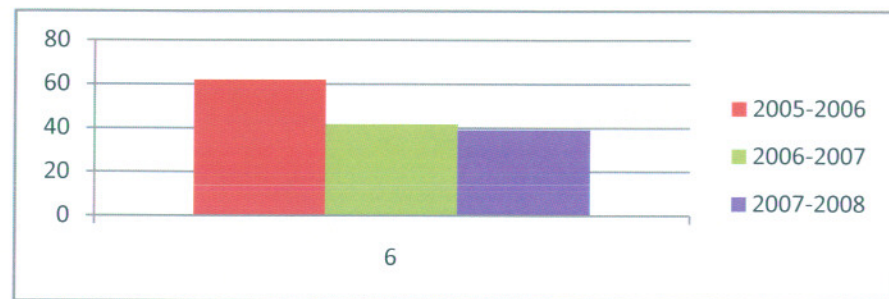
Science

	Grade	2005-2006	2006-2007	2007-2008
Science	5	50	29.1	61.9
	8	61	70.9	69.2

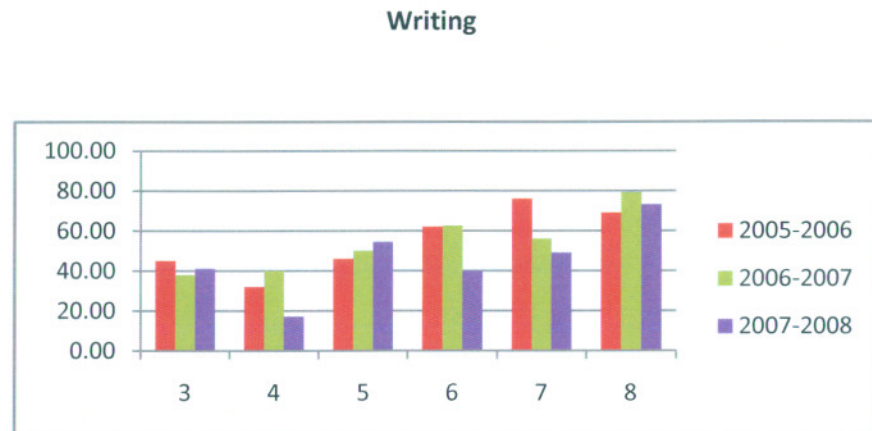


Social Studies

	Grade	2005-2006	2006-2007	2007-2008
Social Studies	6	62	41.7	39



	Grade	2005-2006	2006-2007	2007-2008
Writing	3	45	38	41.1
	4	32	40	17.2
	5	46	50	54.5
	6	62	62.5	40
	7	76	56	49
	8	69	79.2	73.1



The graphs above look at all core subjects tested on the MEAP in grades 3 through 8. In ELA, all grades showed decline in proficiency except for the 5th grade. In math there was a 50/50 split – half of the grades made academic progress and half of the Grades declined. Grades 4,5, and 8 increased and grades 3, 6 and 7 declined. In Reading, all grades declined except for the 8th grade. In Science only two grades were tested and both grades increased in their achievement scores. Only the 6th grade took the Social Studies test and the number of students proficient declined every year. In writing, the number of proficient students declined in 4 of the grades and increased in two.

In summary, the MEAP achievement data does not demonstrate a clear indication that all students at Bridge Academy made academic progress during the term of the contract. The number of proficient students by grade level according to the MEAP test was erratic with ups and downs throughout the contract period of 2005 to 2008. The ideal situation would be to see clear evidence in growth in all core subjects.

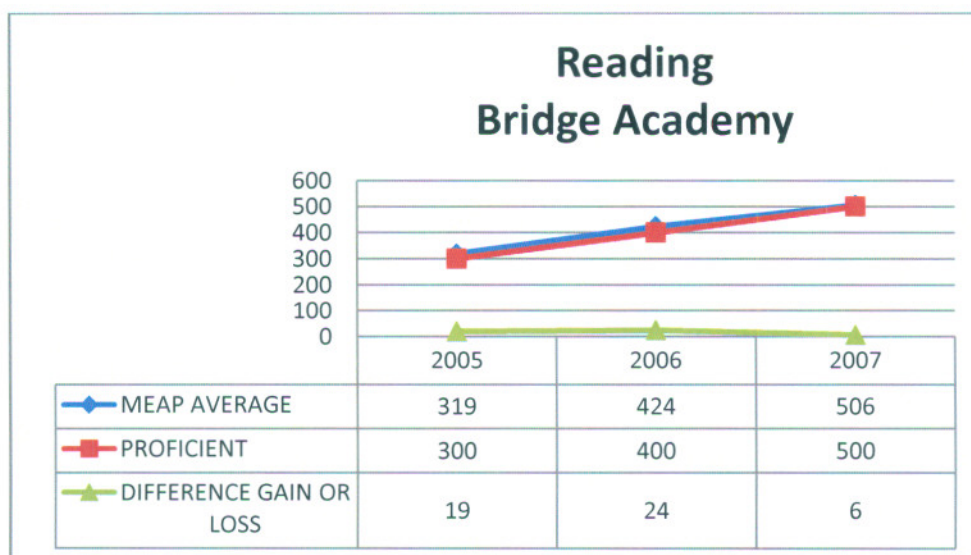
Note, however, during the contract period Bridge Academy's enrollment increased in large numbers each year at each grade level. This circumstance would tend to cause erratic achievement scores from year to year.

MEAP DATA BY COHORT GROUP

Cohort data tracks individual students who have been with Bridge Academy from 2005 through 2008. We will begin looking at students who are currently in grade 5, because this is the grade level point where the students would have had the opportunity to be with Bridge Academy for a three year period.

Students Grade 5 – 07-08 School Year

- They were in second grade in 04-05
- They were in third grade in 05-06
- They were in fourth grade in 06-07

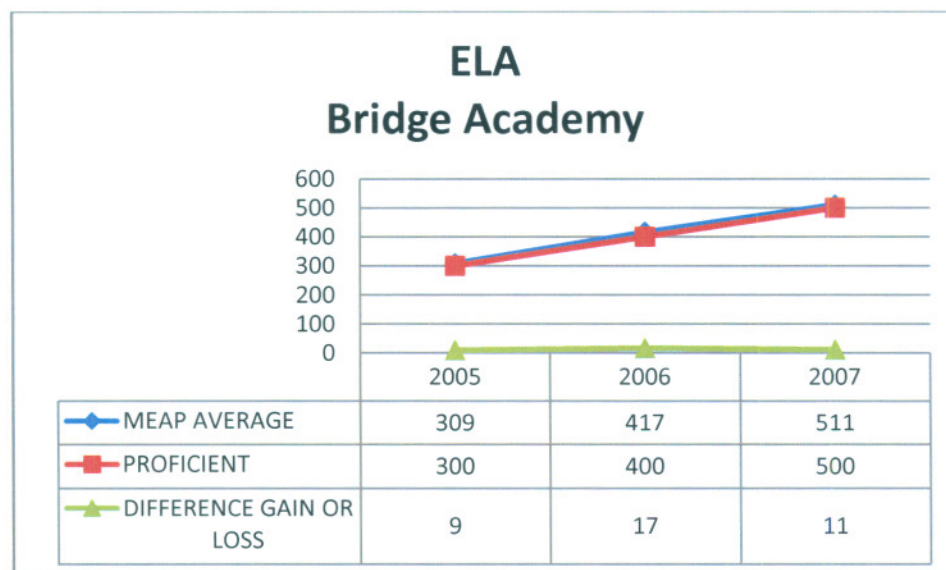
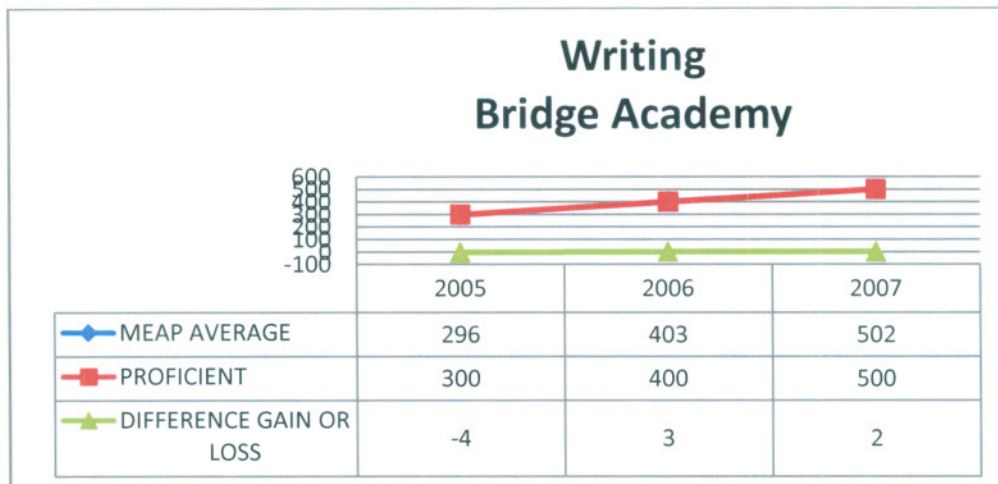


Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

PROFICIENT = Score required on MEAP test for Proficient

DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.

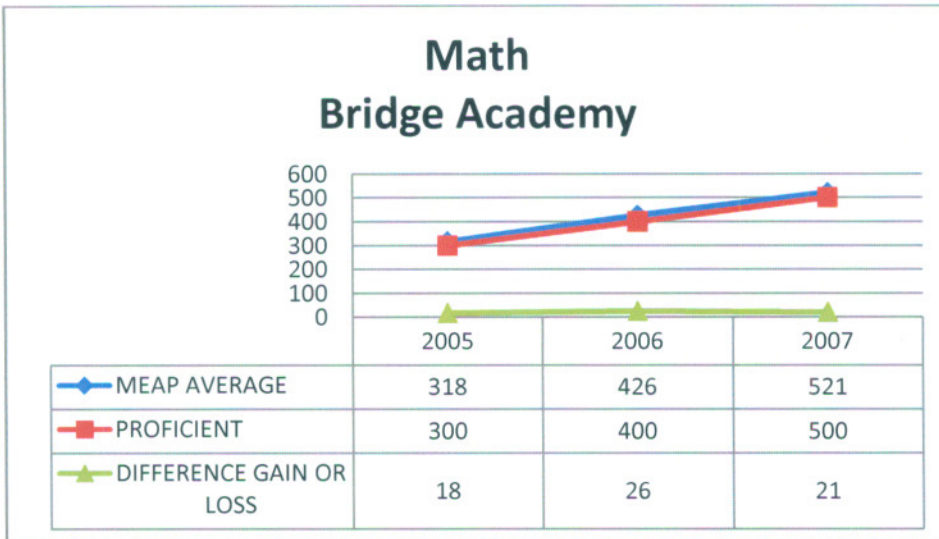


Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

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Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

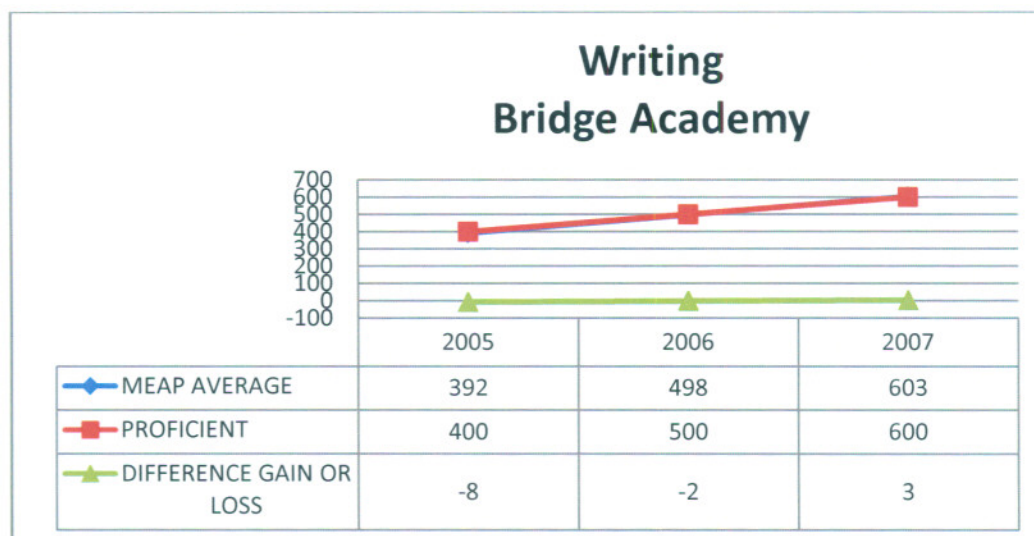
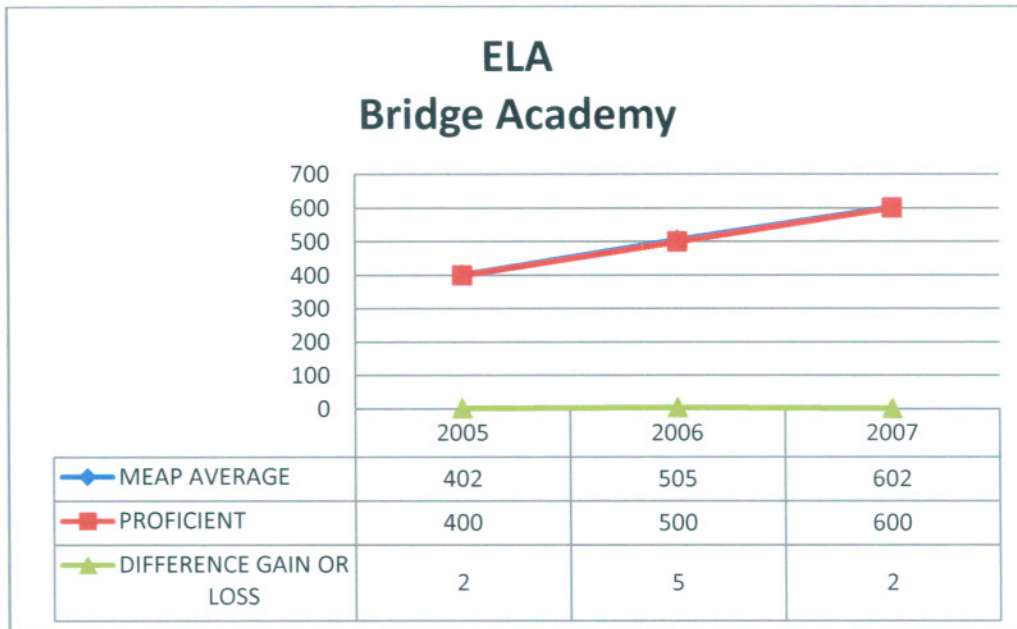
PROFICIENT = Score required on MEAP test for Proficient level

DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.

What does this data tell us?

- Fourth grade (2005) gave us a baseline which is based on grade 3 GLCE
 - Fifth grade (2006) based on grade 4 GLCE there was improvement between grade 3 and grade 4
 - Sixth grade (2007) based on grade 5 GLCE there was a decline between grade 4 and grade 5
 - Big Picture: When tested on the grade 5 GLCE there was a decline
- Students Grade 6 – 07-08 School Year
- They were in grade 3 in 04-05
 - They were in grade 4 in 05-06

- They were in grade 5 in 06-07

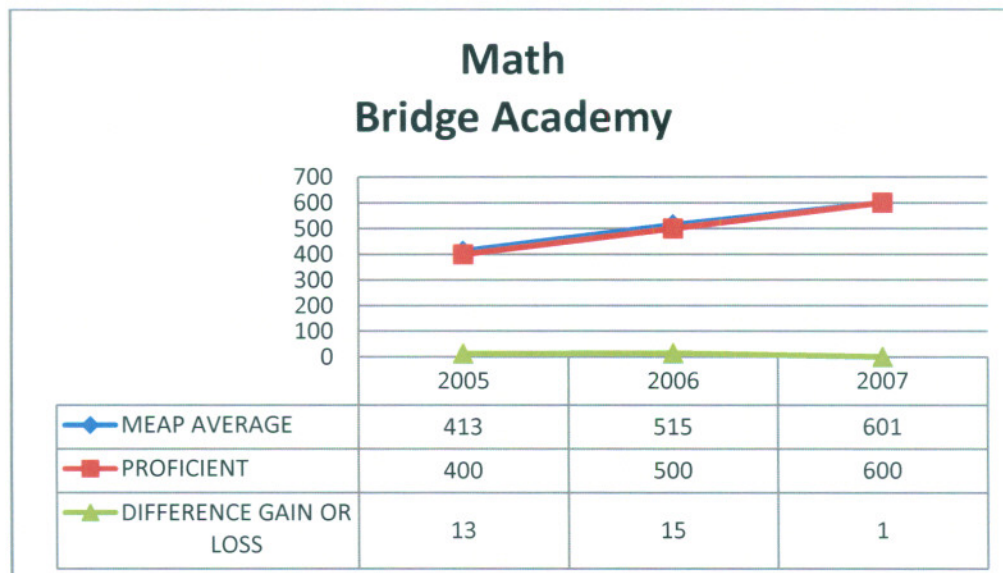
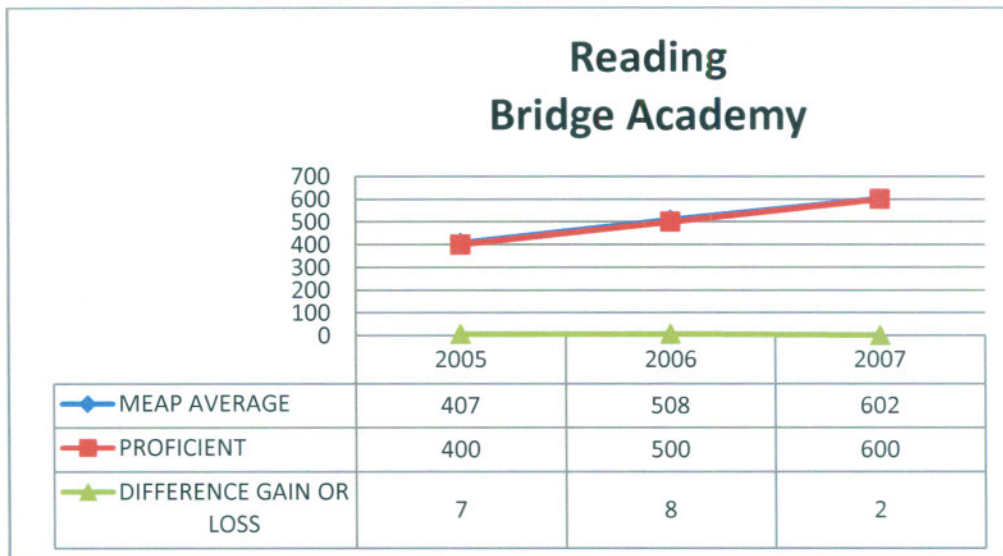


Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

PROFICIENT = Score required on MEAP test for Proficient level

DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.



Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

PROFICIENT = Score required on MEAP test for Proficient level

DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.

What does this data tell us?

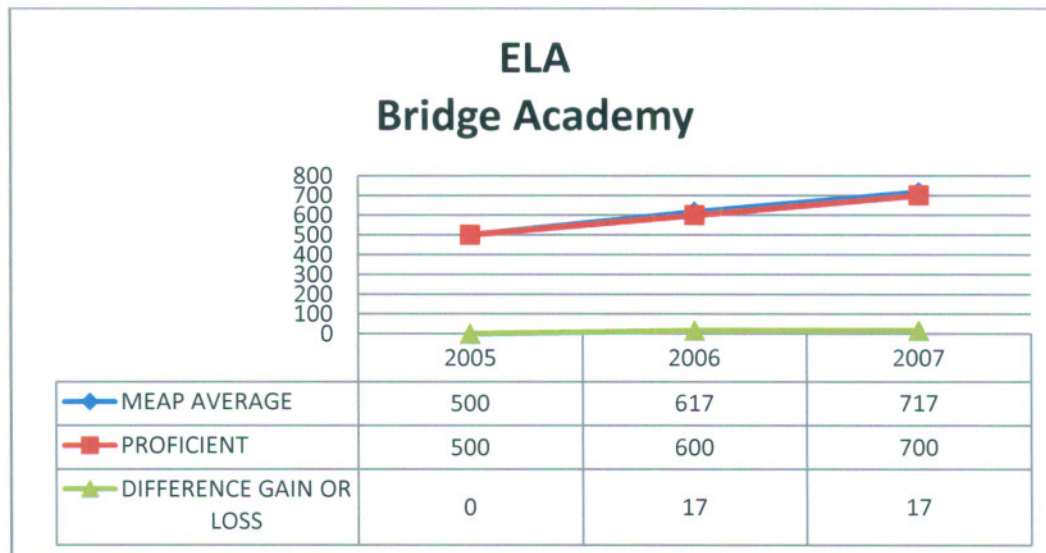
- Fourth grade (2005) gave us a baseline which is based on grade 3 GLCE

- Fifth grade (2006) based on grade 4 GLCE there was improvement between grade 3 and grade 4
- Sixth grade (2007) based on grade 5 GLCE there was a decline between grade 4 and grade 5
- Big Picture: When tested on the grade 5 GLCE there was a decline

Students Grade 7 – 07-08 School Year

- They were in grade 4 in 04-05
- They were in grade 5 in 05-06

They were in grade 6 in 06-07



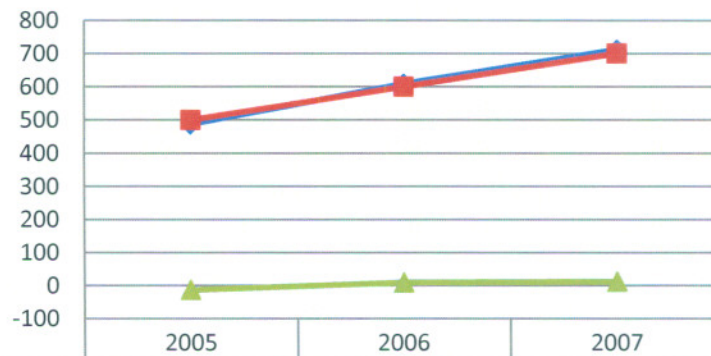
Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

PROFICIENT = Score required on MEAP test for Proficient level

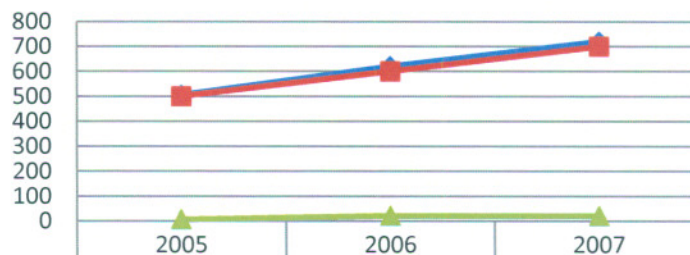
DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.

Writing Bridge Academy



◆ MEAP AVERAGE	487	609	712
■ PROFICIENT	500	600	700
▲ DIFFERENCE GAIN OR LOSS	-13	9	12

Reading Bridge Academy



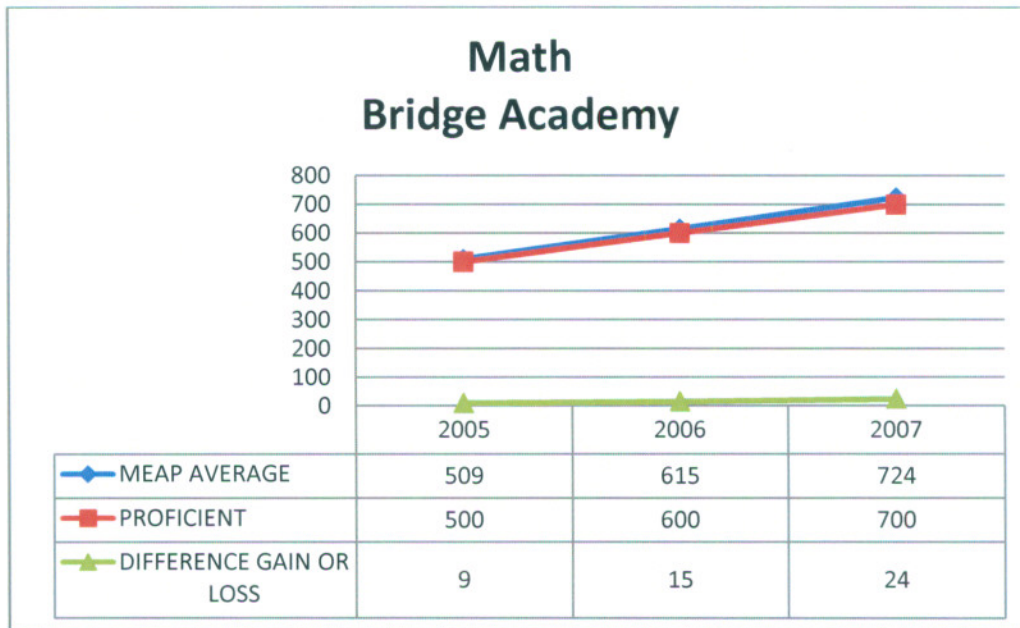
◆ MEAP AVERAGE	506	621	720
■ PROFICIENT	500	600	700
▲ DIFFERENCE GAIN OR LOSS	6	21	20

Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

PROFICIENT = Score required on MEAP test for Proficient level

DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.



Legend

MEAP AVERAGE = Average number of students at Bridge Academy who are proficient on the MEAP.

PROFICIENT = Score required on MEAP test for Proficient level

DIFFERENCE GAIN OR LOSS = Difference between Bridge Academy MEAP AVERAGE and Proficient.

What does the data tell us?

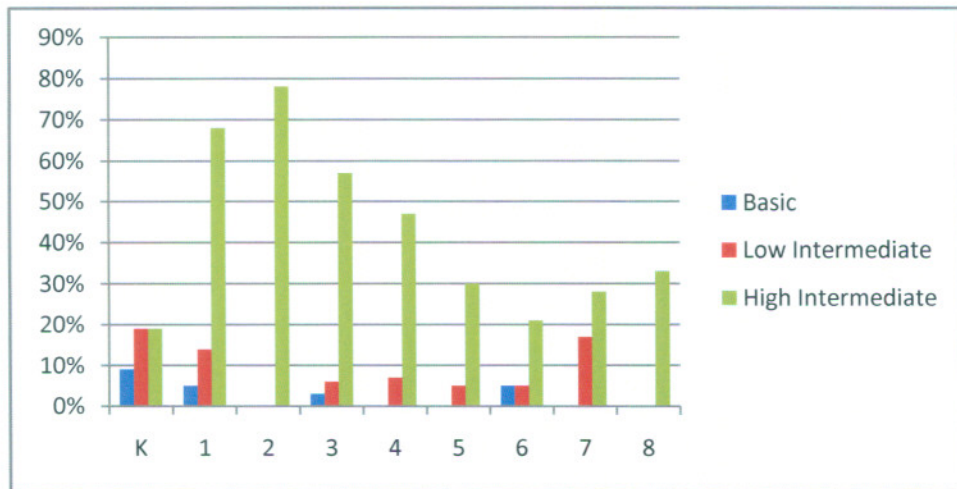
- Fifth grade (2005) gave us a baseline which is based on grade 4 GLCE
- Sixth grade (2006) based on grade 5 GLCE there was improvement between grade 4 and grade 5 in language arts and math
- Seventh grade (2007) based on grade 6 GLCE there was a no change in language arts but an improvement in math between grade 5 and grade 6
- Big Picture: The language arts is stagnant between grade 5 and 6 but math continues to increase

The overall picture of the cohort groups regarding the MEAP data is that when comparing year to year the data indicates that there is not much gain and in fact a decline in some areas. The growth that does exist is statistically insignificant. Through analyzing this data the School Improvement Team and Bridge Academy staff are making goals and developing programs to work with all students to increase score growth over time. The Academy is developing quarterly local assessments in Math so student understanding of the Grade Level Content Expectations can be tracked. Another program is the at-risk summer school being offered for the first time in the summer of 2008. Students were placed in the at-risk summer school based on MEAP performance and teacher observation. The staff is also participating in a curriculum mapping project using Atlas software. This software program will force all staff to become very familiar with the standards, benchmarks and grade level GLCEs.

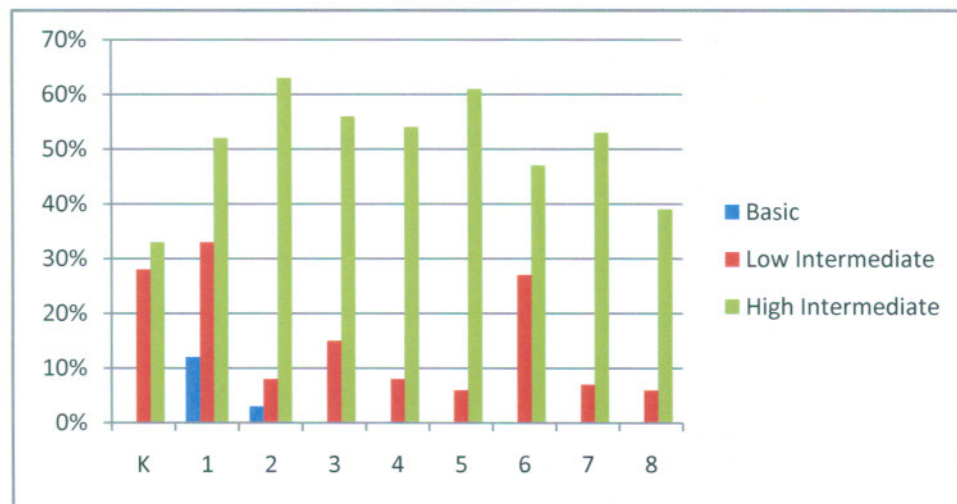
ELPA TEST

At this point, the analysis will turn to the ELPA (English Language Proficiency Assessment). Bridge Academy has a large number of LEP students. In 2006, 239 students were tested with the ELPA. In 2007, 264 students were tested. And, in 2008, 315 students were tested. And remember, the only students taking the ELPA are students who speak another language other than English in the home environment. Deficiency in language proficiency impacts student achievement levels negatively in testing situations. The following graphs give a clear picture of levels of language proficiency across the years of 2006, 2007, 2008. (The ELPA test was implemented in 2006. That is the reason there is no data for the 2004-05 school year)

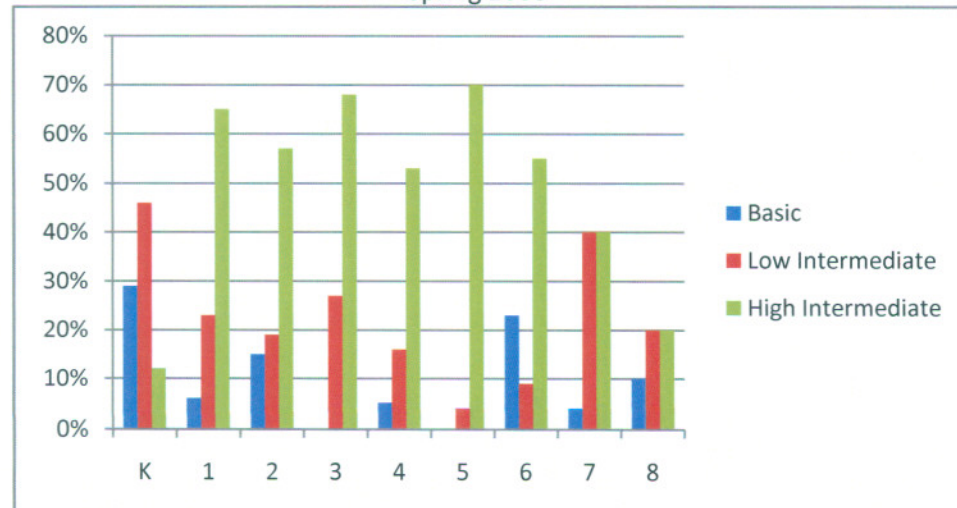
Spring 2006



Spring 2007



Spring 2008



The graphs showing English Language proficiency levels over a three year span show that the percentage of students in the Basic and Low Intermediate Level greatly increased in 2008. This is undoubtedly the explanation for the lack of a steady trend upward in student achievement during the term of the charter contract.

STATE COMPARISON

Bridge Academy is behind the State average in all core subjects except for the 8th grade. The eighth grade exceeds the state average in all core subjects except for Reading and Science.

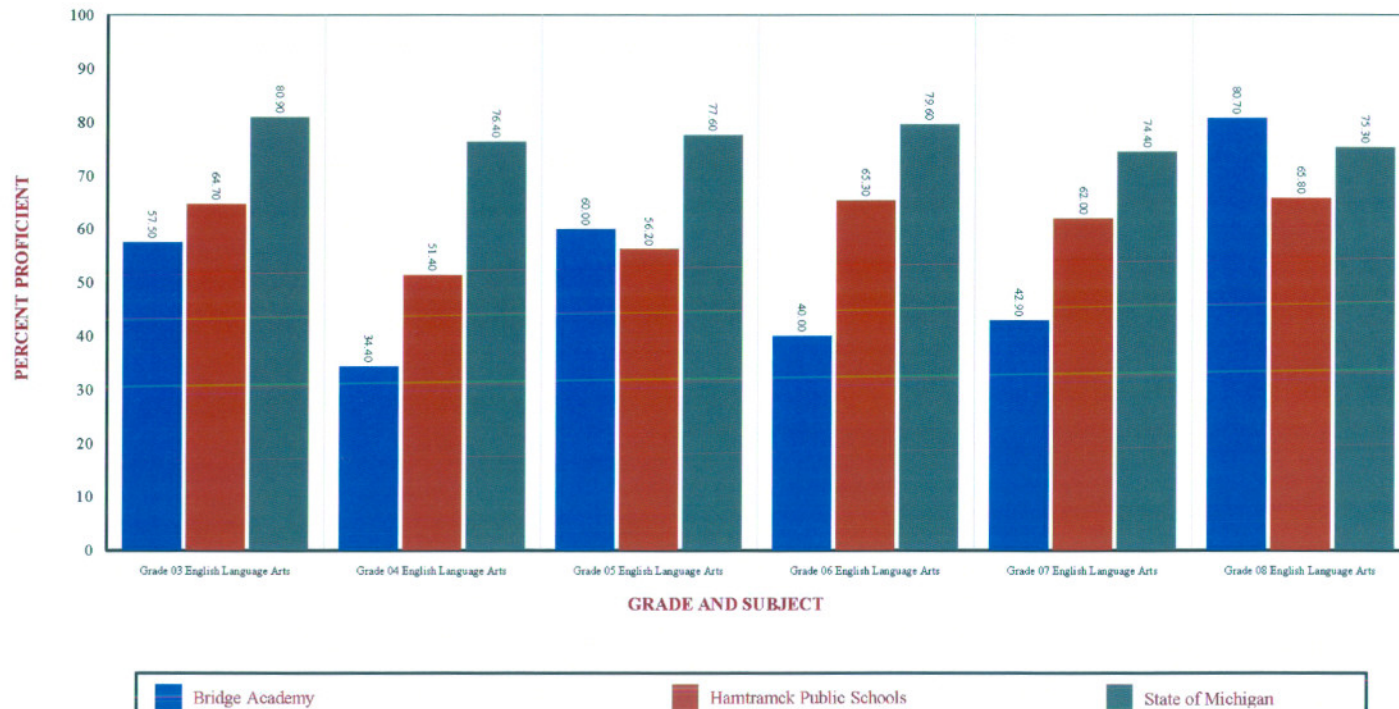
LOCAL COMPARISON

In English Language Arts, Bridge Academy exceeds Hamtramck Public Schools in the 5th grade and the 8th grade. All other grades are behind the Hamtramck Public Schools in English Language Arts. Bridge Academy is ahead of Hamtramck Public Schools in 3rd grade Math, 5th grade Math, and 8th grade Math. Other grades score lower than the Hamtramck Public Schools. In Reading, Bridge Academy exceeds the Hamtramck Public Schools in the 5th grade and the 8th grade. All other grades fall below Hamtramck Public Schools in Reading. In Science, Bridge Academy exceeds the Hamtramck Public Schools in the 5th and 8th grade. (These are the only two grades tested in Science on the MEAP test. Bridge Academy falls behind the Hamtramck Public Schools in Social Studies in the 6th grade. (The 6th grade is the only grade tested in Social Studies on the MEAP). In Writing, the Hamtramck Public Schools are scoring higher on the

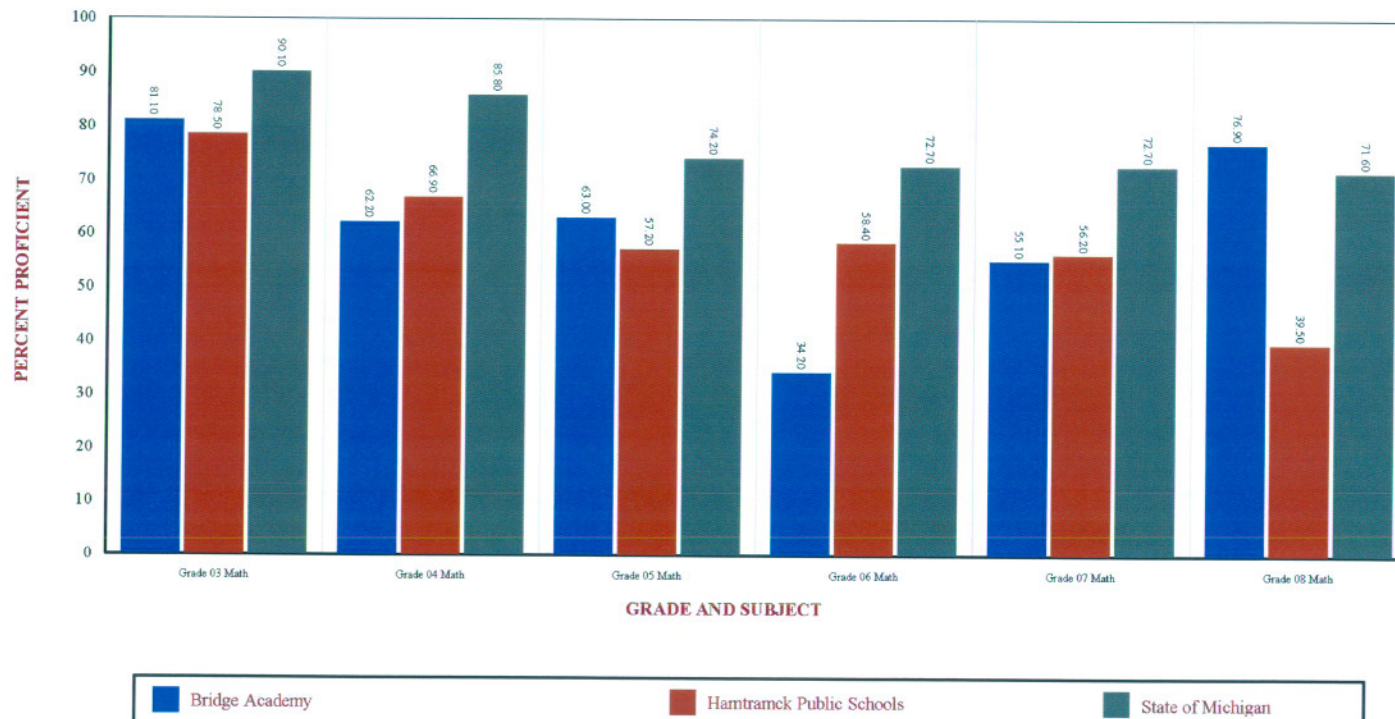
MEAP than Bridge Academy except for the 5th and 8th grades. The 5th and 8th graders at Bridge Academy exceed the Hamtramck Public Schools.

The graphs that follow give a graphic representation of this narrative.

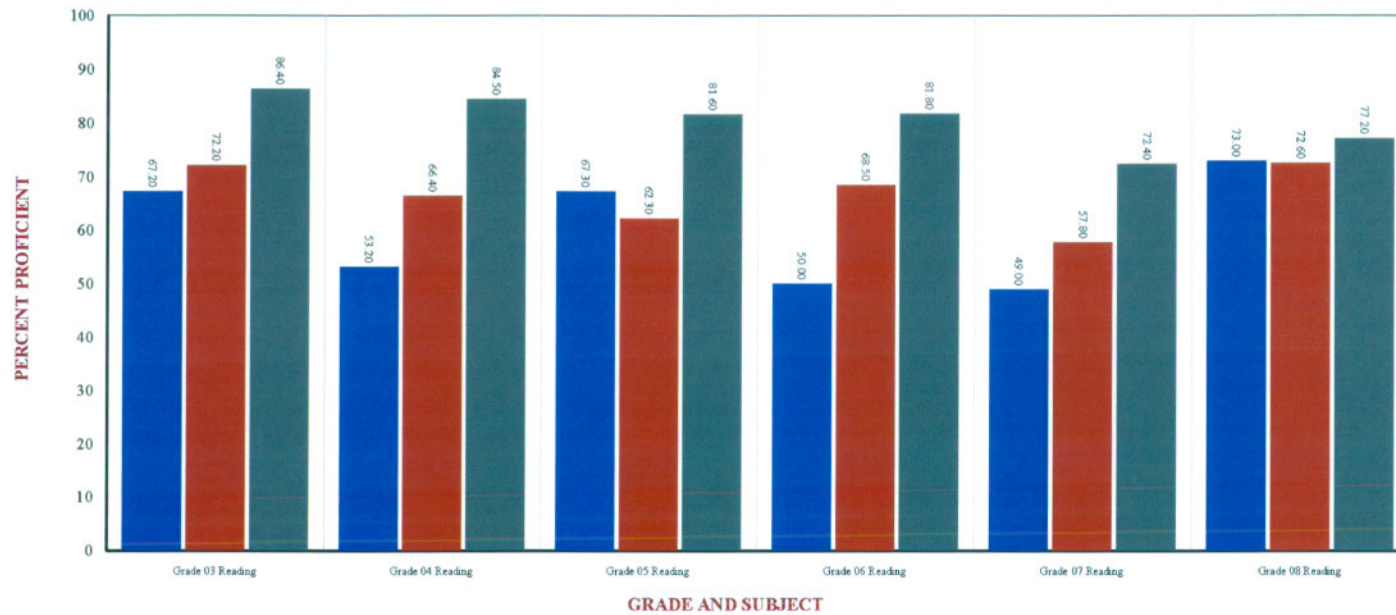
COMPARISON CHART
for School, Local District and State
School Year: 2007-2008 Subject: English Language Arts



COMPARISON CHART
for School, Local District and State
School Year: 2007-2008 Subject: Math



COMPARISON CHART
for School, Local District and State
School Year: 2007-2008 Subject: Reading

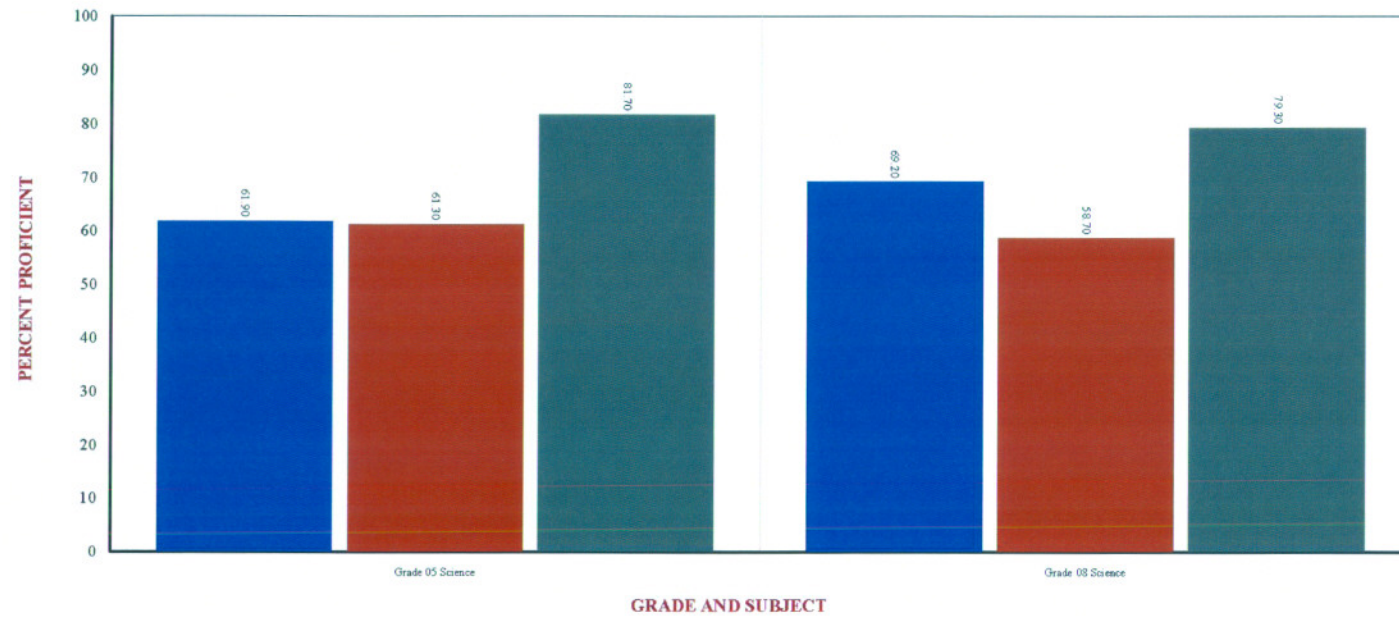


Bridge Academy

Hamtramck Public Schools

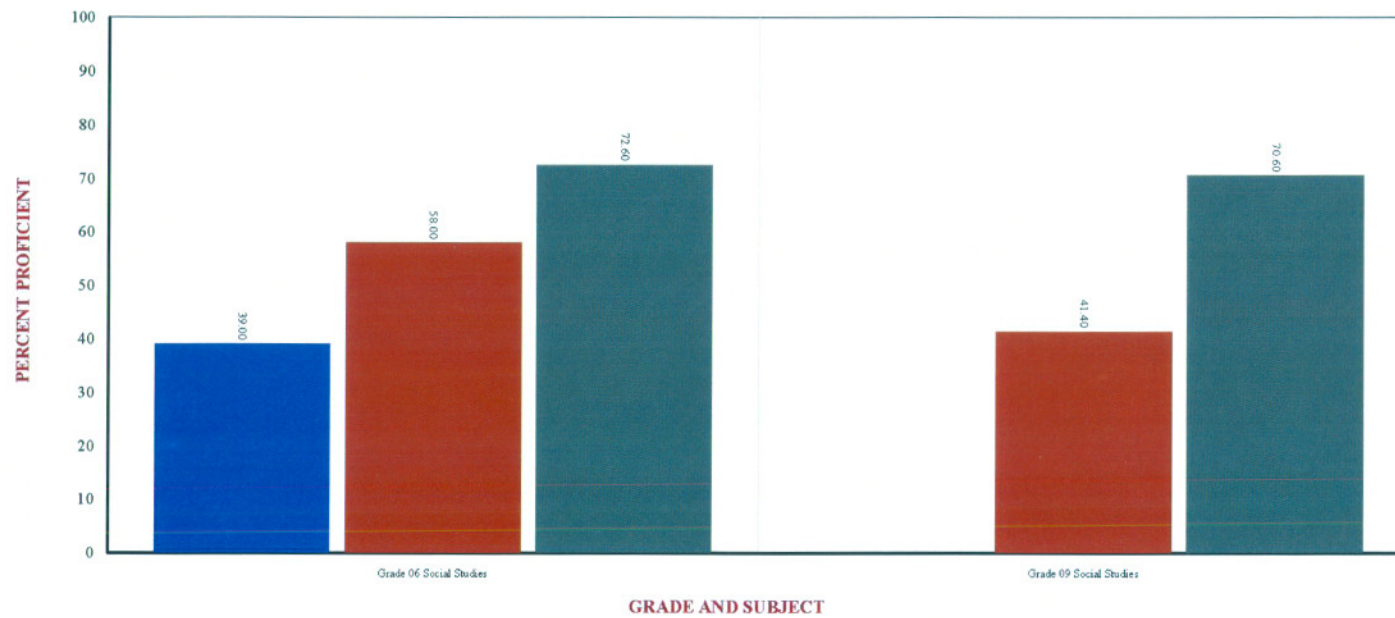
State of Michigan

COMPARISON CHART
for School, Local District and State
School Year: 2007-2008 Subject: Science

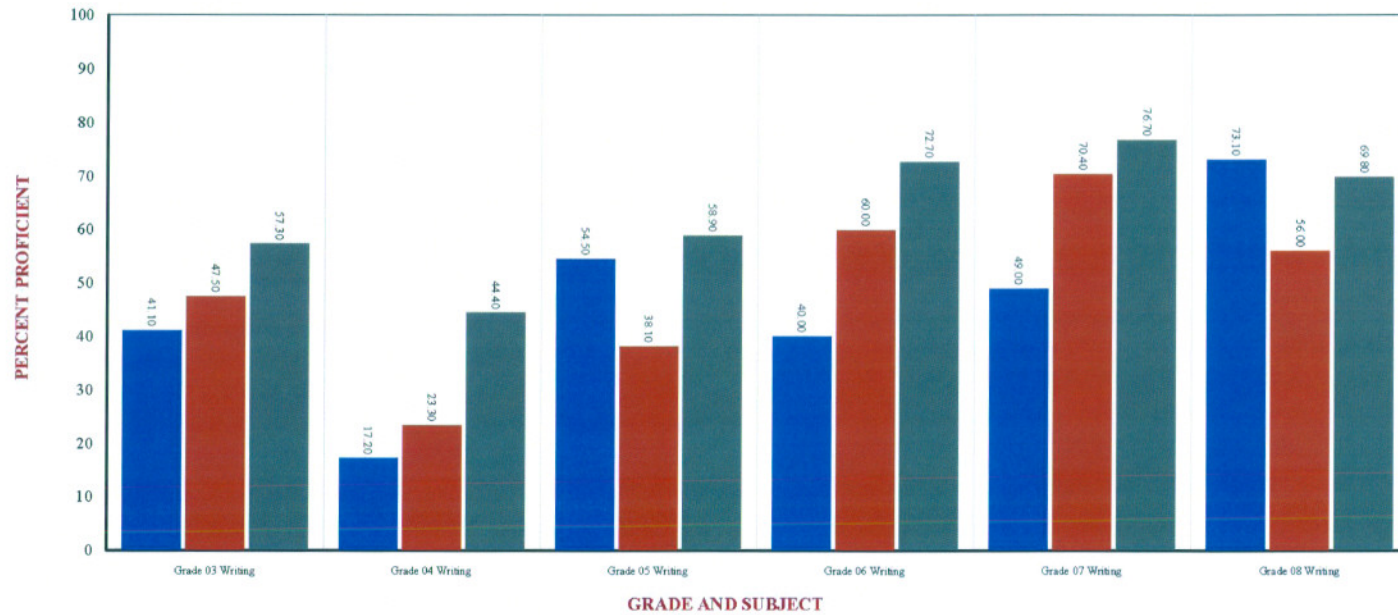


■ Bridge Academy
 ■ Hamtramck Public Schools
 ■ State of Michigan

COMPARISON CHART
for School, Local District and State
School Year: 2007-2008 Subject: Social Studies



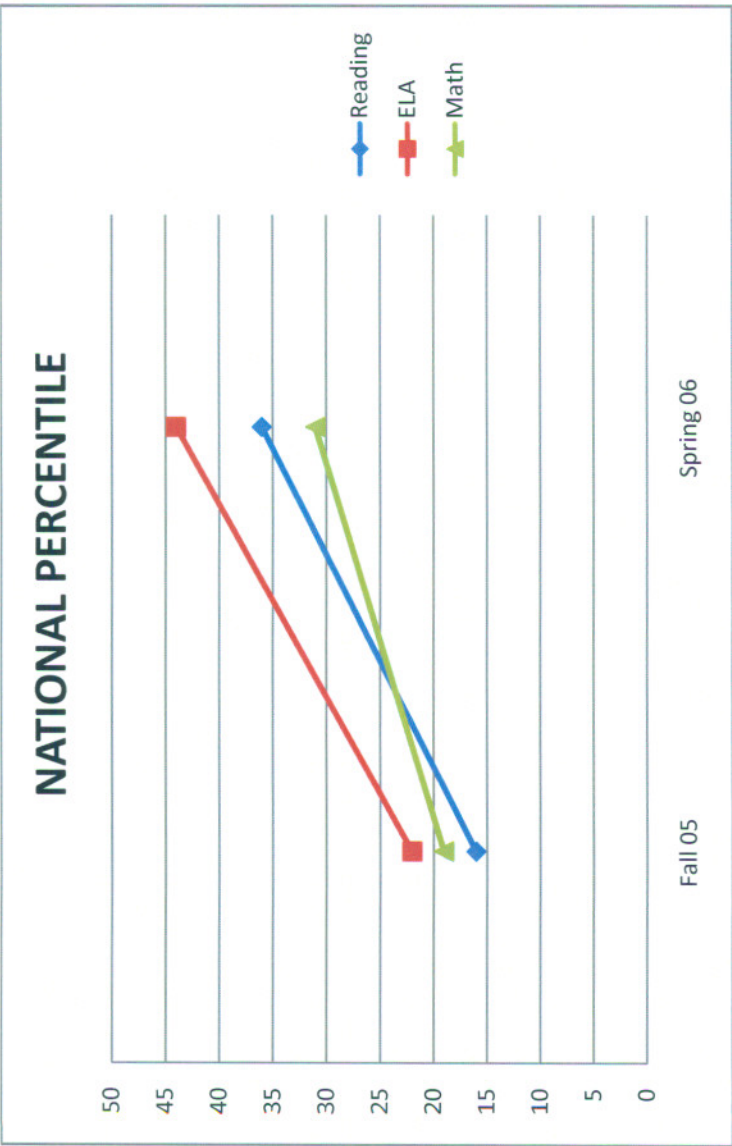
COMPARISON CHART
for School, Local District and State
School Year: 2007-2008 Subject: Writing

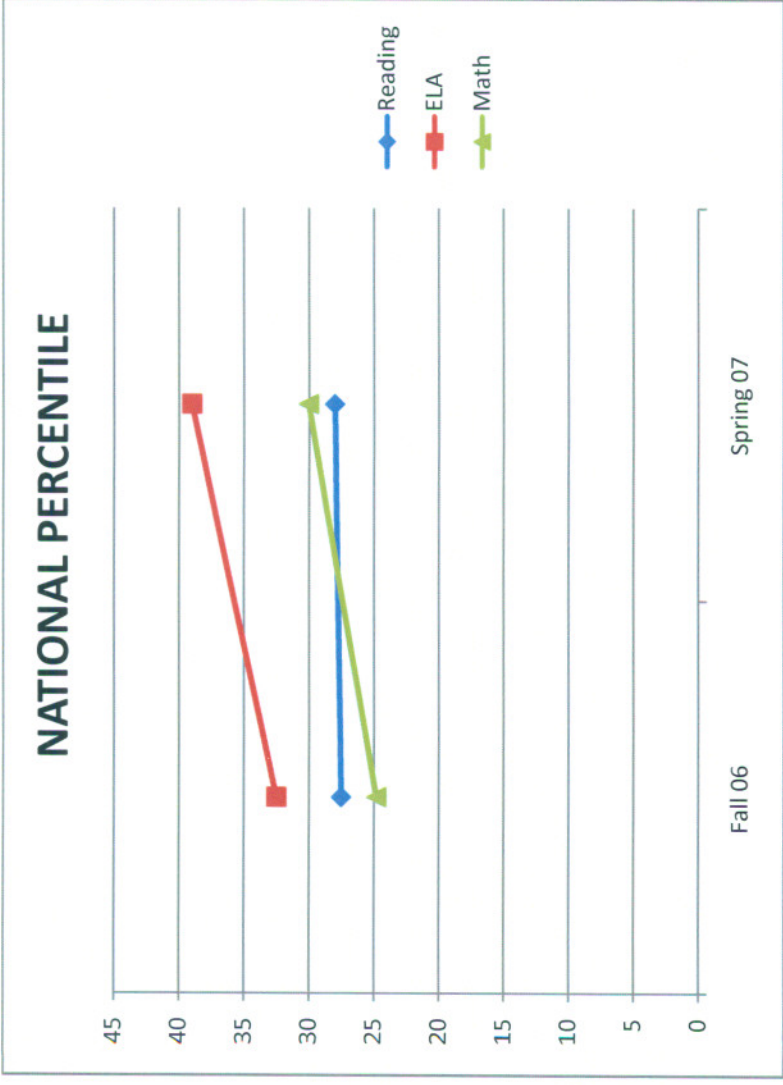


TERRANOVA DATA

If looking at the TerraNova data for Bridge Academy, the first grade did show growth in Reading, ELA and Math during the contract period . The table and charts below indicate clear evidence of achievement growth.

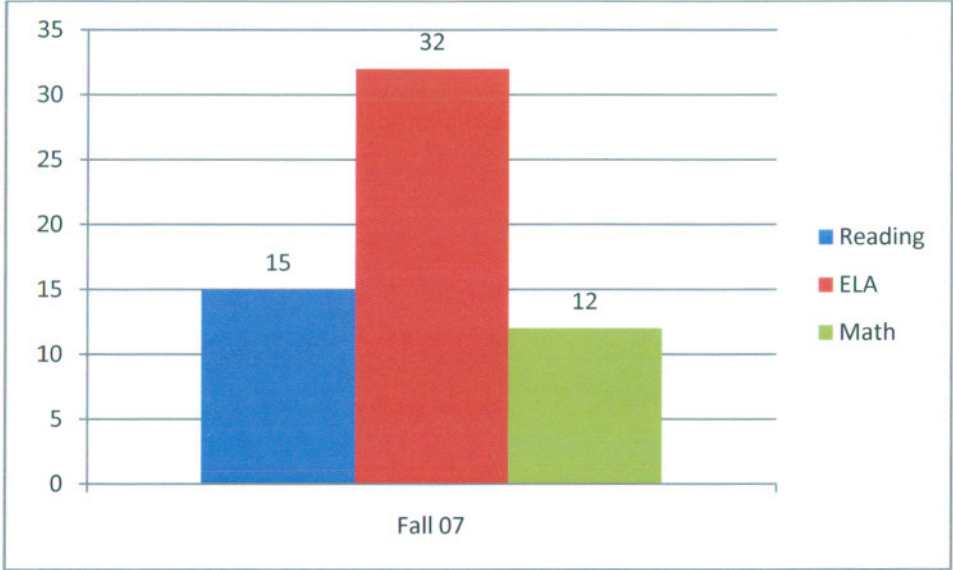
BRIDGE ACADEMY 2004-2008 TERRA-NOVA DATA ANALYSIS								
	NATIONAL PERCENTILE							
1st Grade	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08
Reading			16	36	27.5	28	15	NA
ELA			22	44	32.5	39	32	NA
Math			19	31	24.8	30	12	NA
Total Score			14	34	22.6	31	21	NA
Number of Students			47	51	50	50	75	NA
Num. of Student using Accommodations			0	0	0	0	0	NA





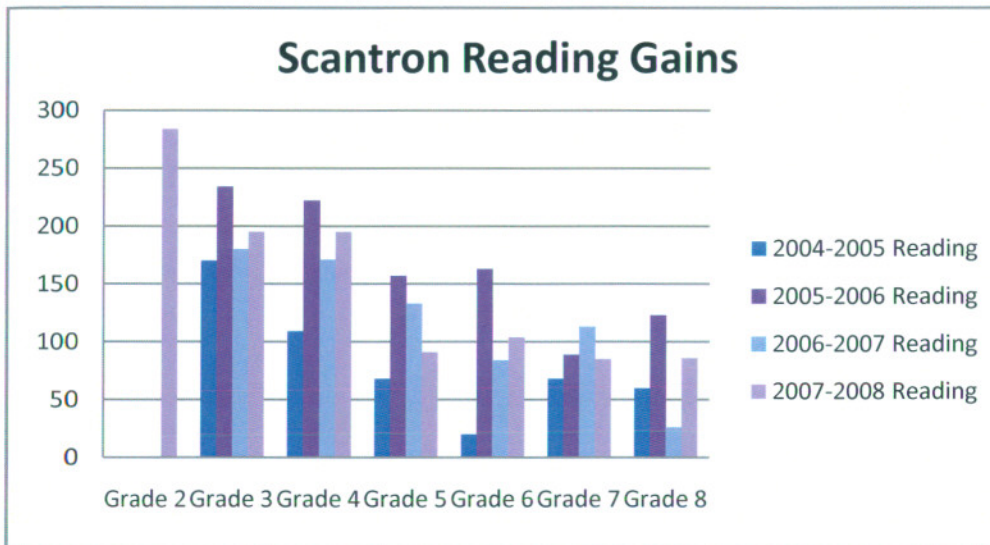
TERRA NOVA (cont.)

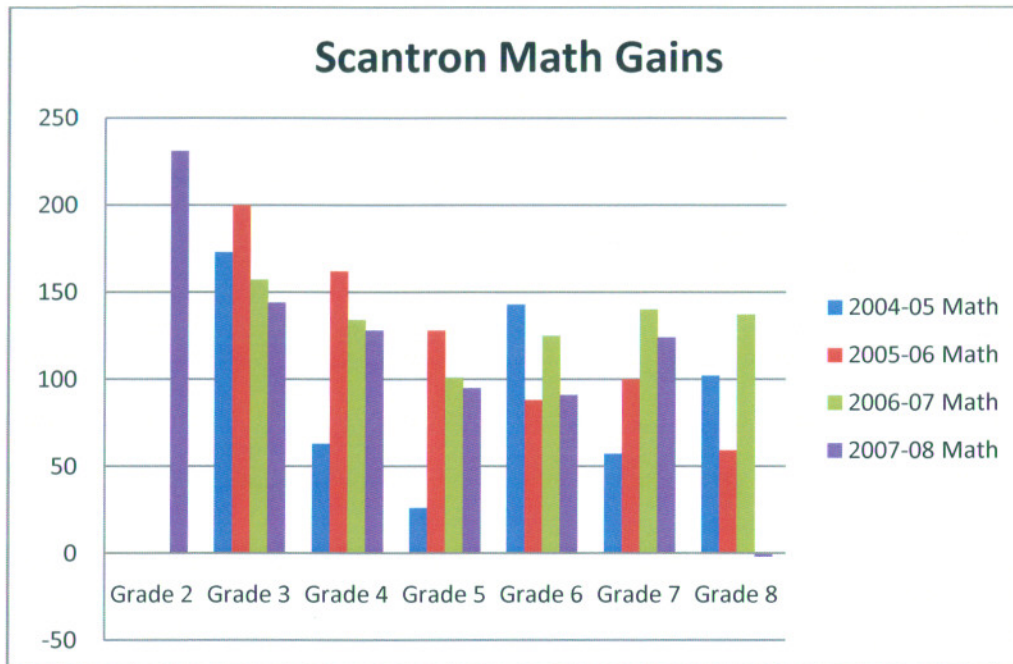
*2008 data is not available yet.



ED PERFORMANCE DATA BY GRADE LEVEL

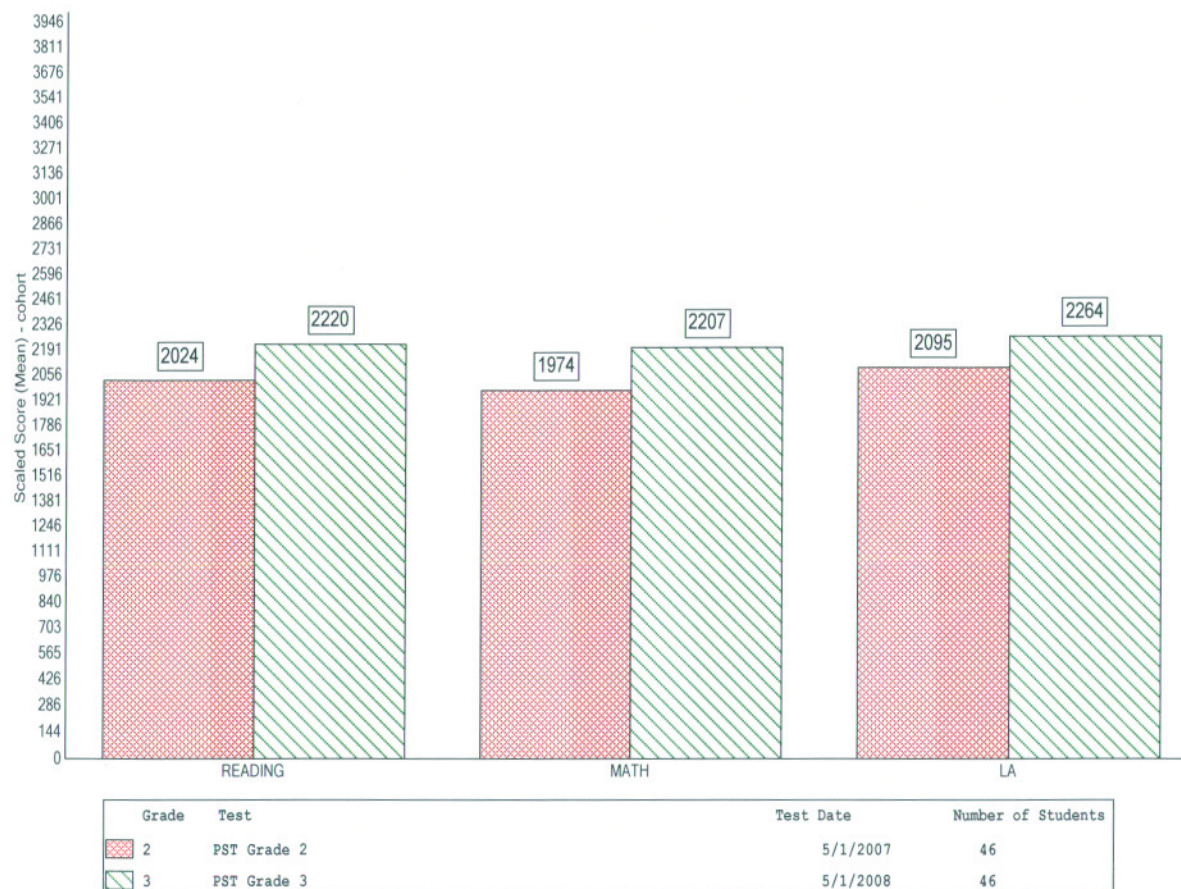
Ed Performance data shows growth in student achievement by Grade level during the contract period; whereas, the MEAP data did not give a clear picture of growth over time. The Ed Performance data also shows erratic up and down achievement which is similar to the MEAP data by grade level.





Ed Performance cohort data also clearly shows student gains as evidenced in the charts below.

Multi-Test School Report



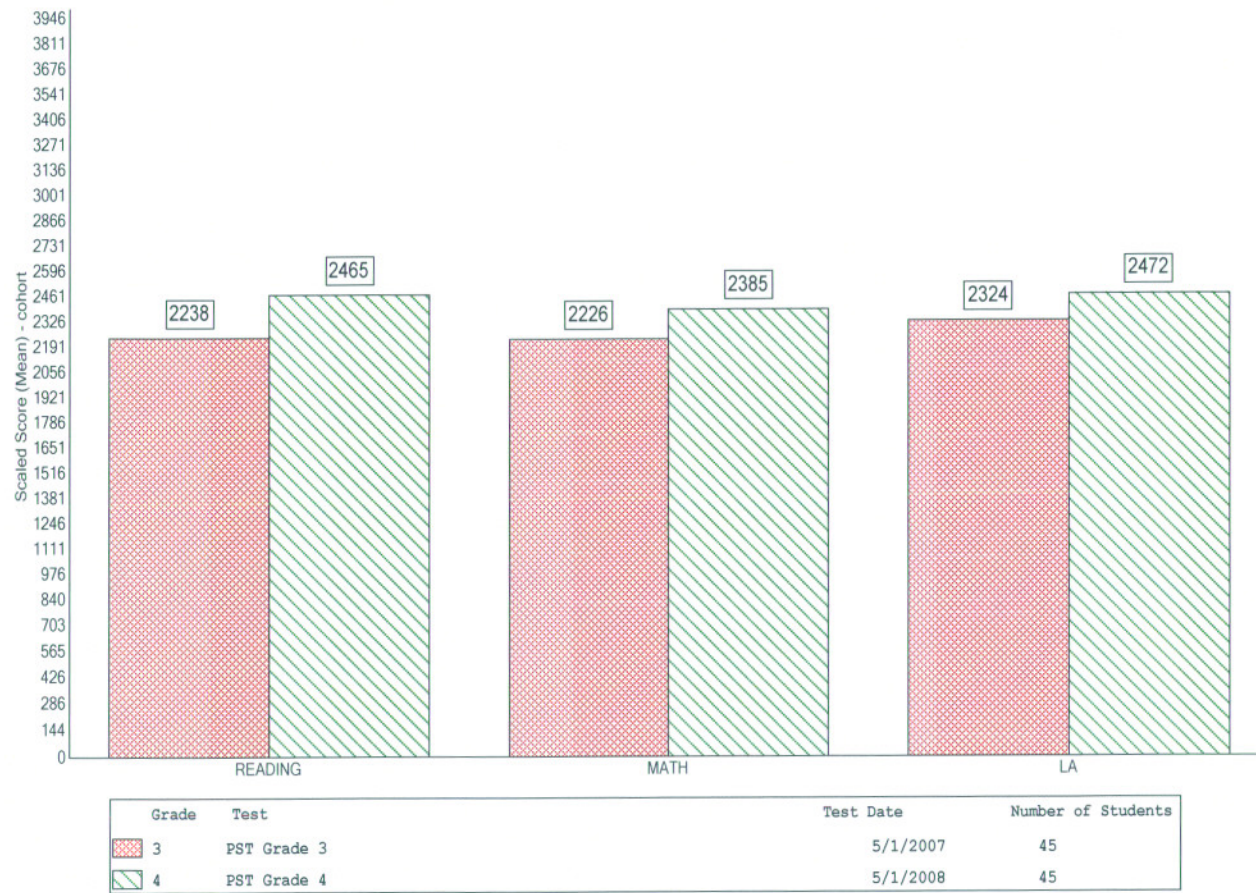
School: Bridge Academy

District: Bridge Academy

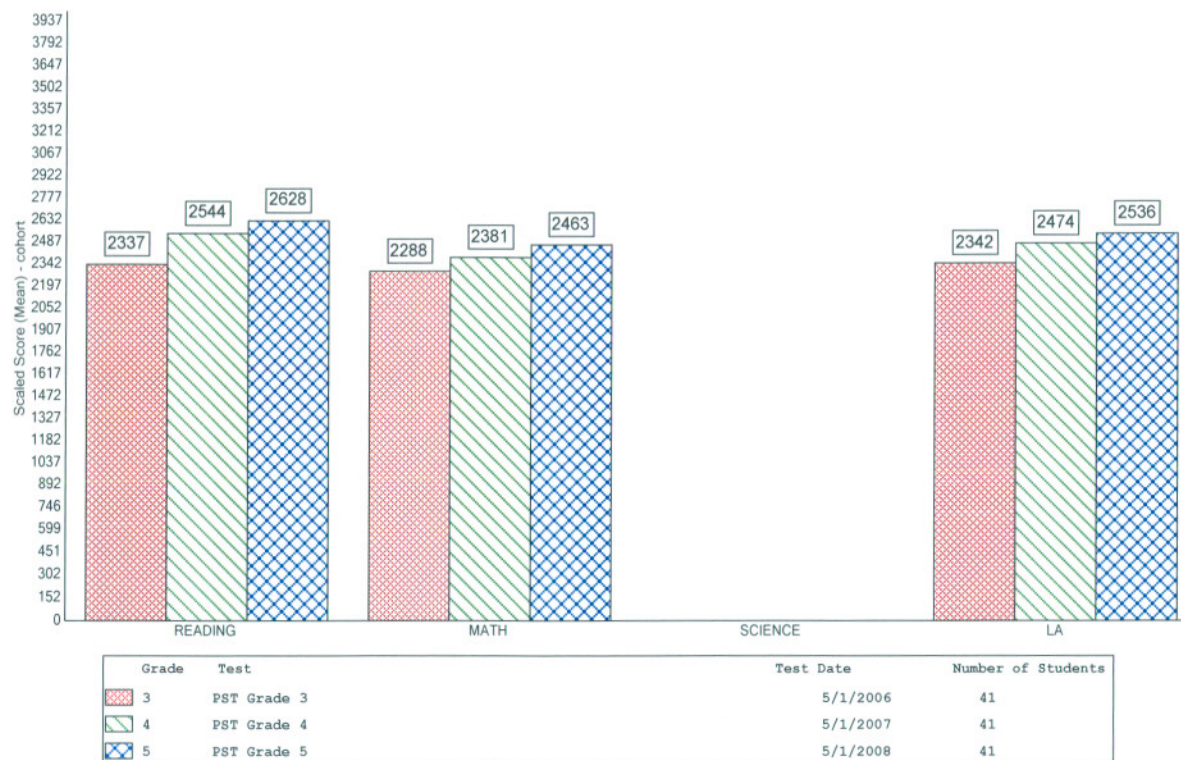
Multi-Test School Report

School: Bridge Academy

District: Bridge Academy



Multi-Test School Report



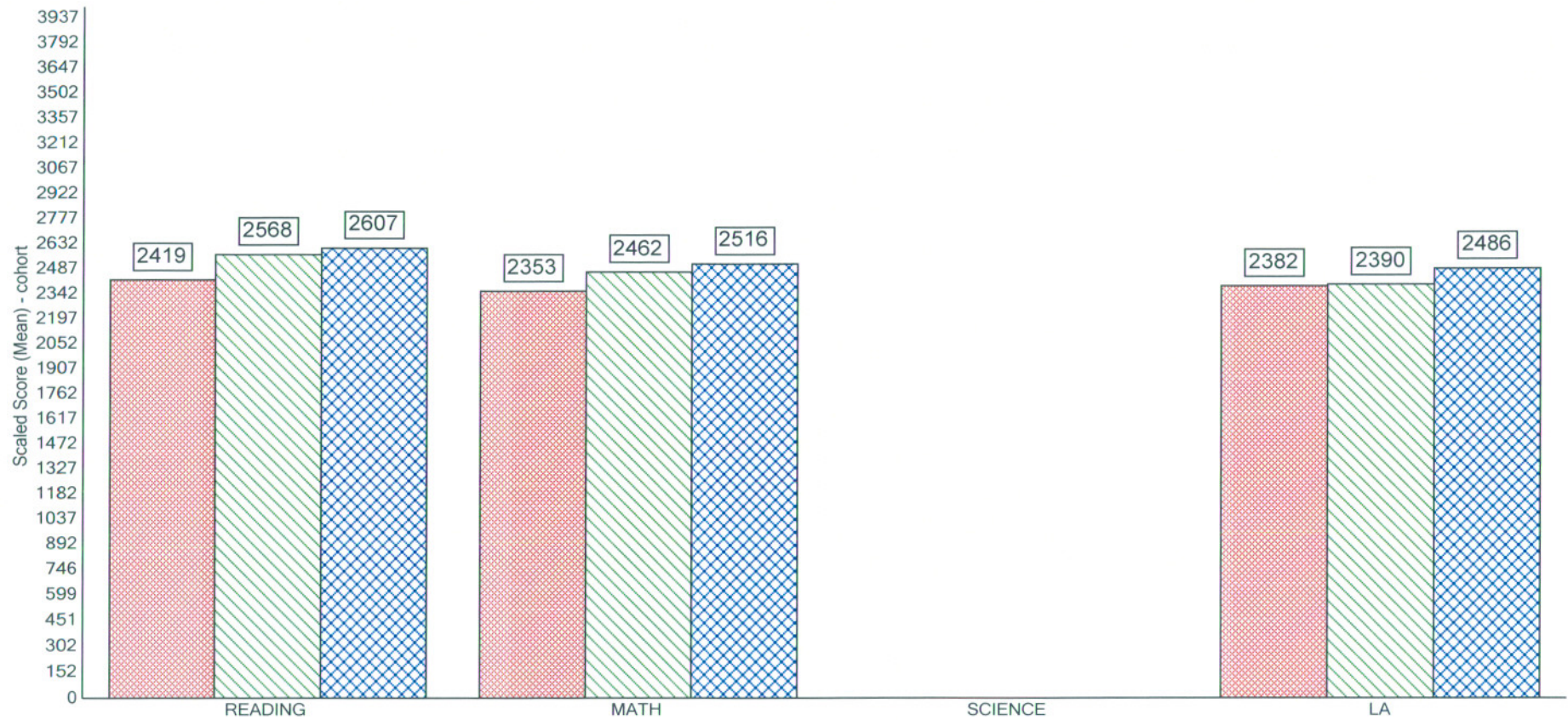
School: Bridge Academy

District: Bridge Academy

Multi-Test School Report

School: Bridge Academy

District: Bridge Academy

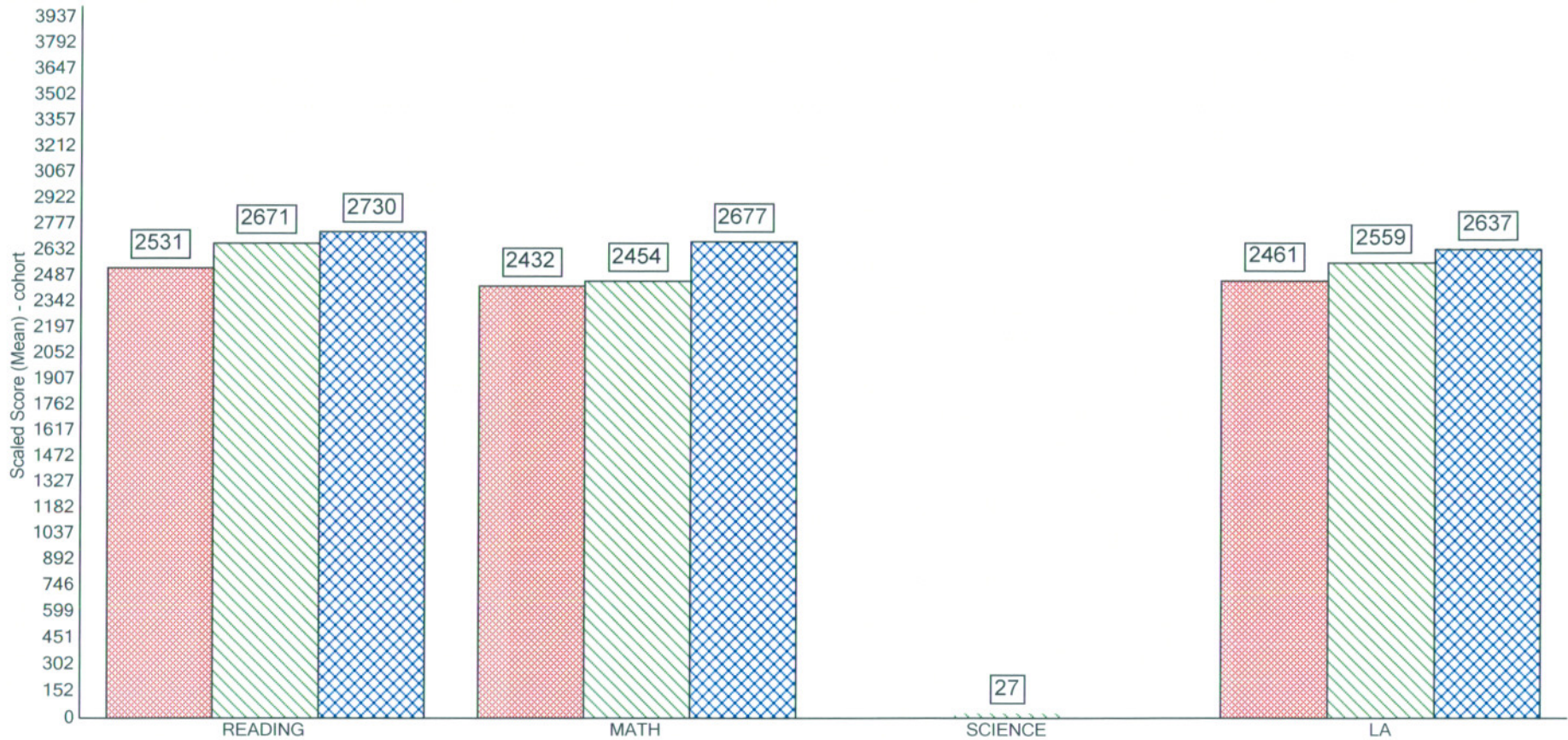


Grade	Test	Test Date	Number of Students
4	PST Grade 4	5/1/2006	20
5	PST Grade 5	5/1/2007	20
6	PST Grade 6	5/1/2008	20

Multi-Test School Report

School: Bridge Academy

District: Bridge Academy

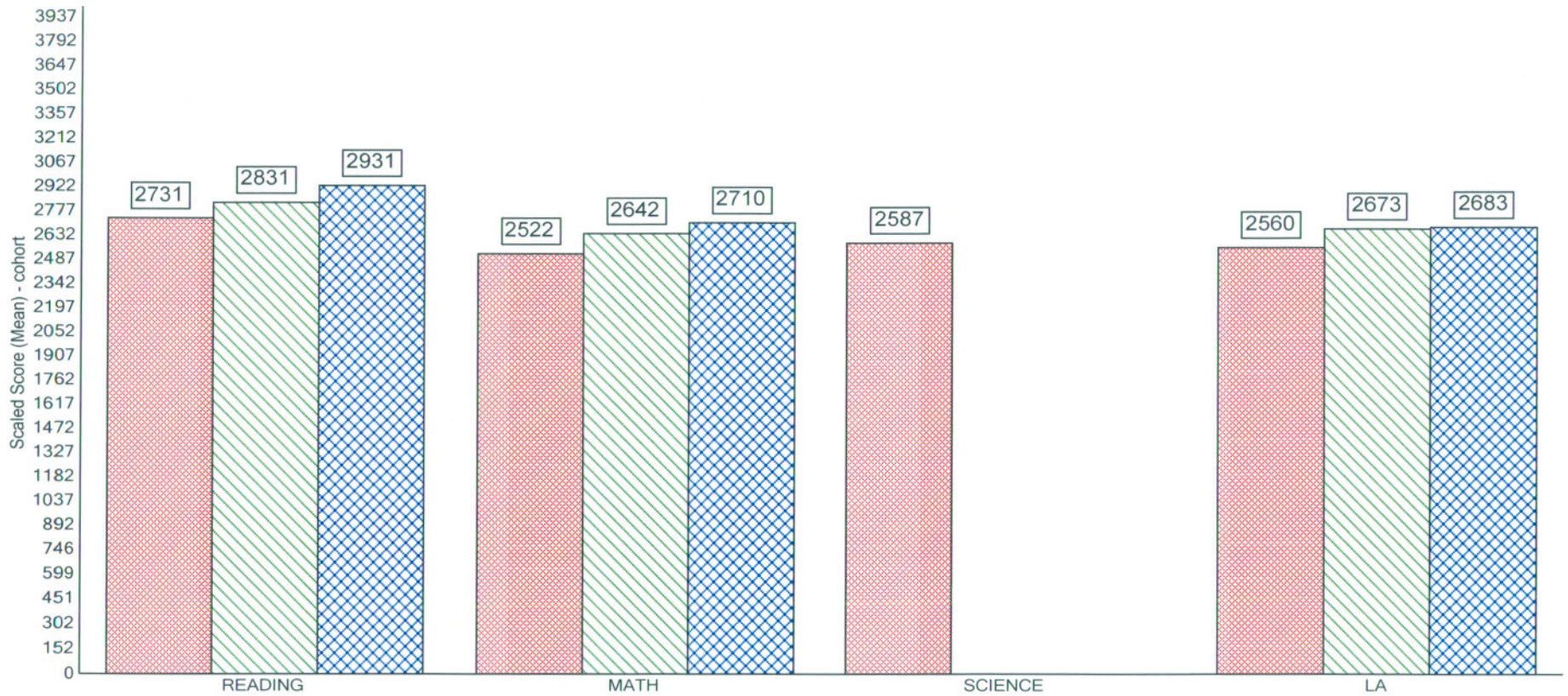


Grade	Test	Test Date	Number of Students
5	PST Grade 5	5/1/2006	19
6	PST Grade 6	5/1/2007	19
7	PST Grade 7	5/1/2008	19

Multi-Test School Report

School: Bridge Academy

District: Bridge Academy



Grade	Test	Test Date	Number of Students
6	PST Grade 6	5/1/2006	17
7	PST Grade 7	5/1/2007	17
8	PST Grade 8	5/1/2008	17

PROGRESS TOWARD CONTRACTUAL GOALS

Contractual Academic Goals

2004-2008

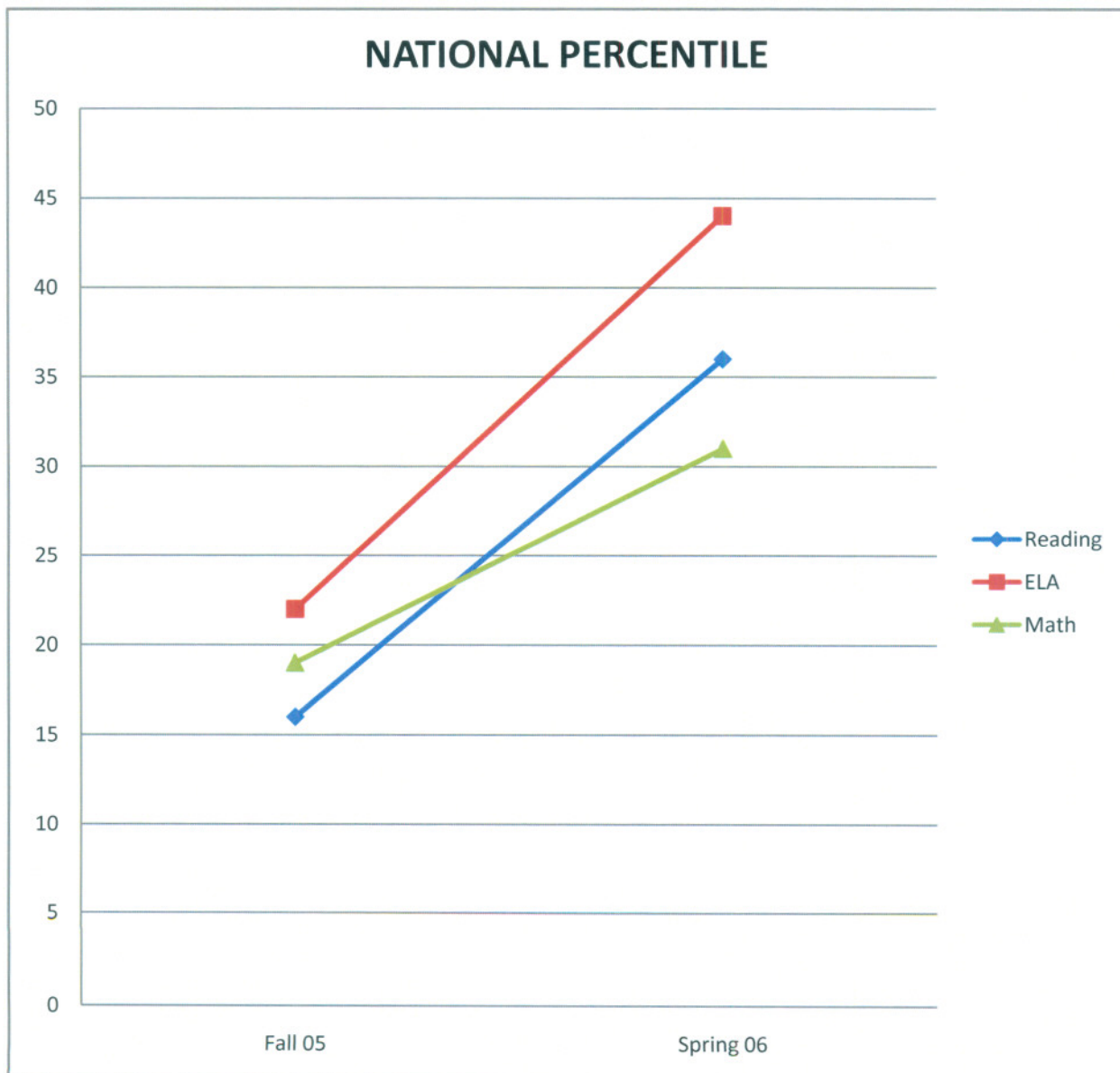
- A. Each year each student's academic progress, in grades K-2, will be assessed administering the Terra Nova achievement test in September as a pretest and in May as a post-test. A minimum, 95% of all students who have been in attendance at the Academy for a continuous 150 days of academic instruction (*half days are considered a day of academic instruction*) will be expected to achieve one year of academic growth in reading and math.

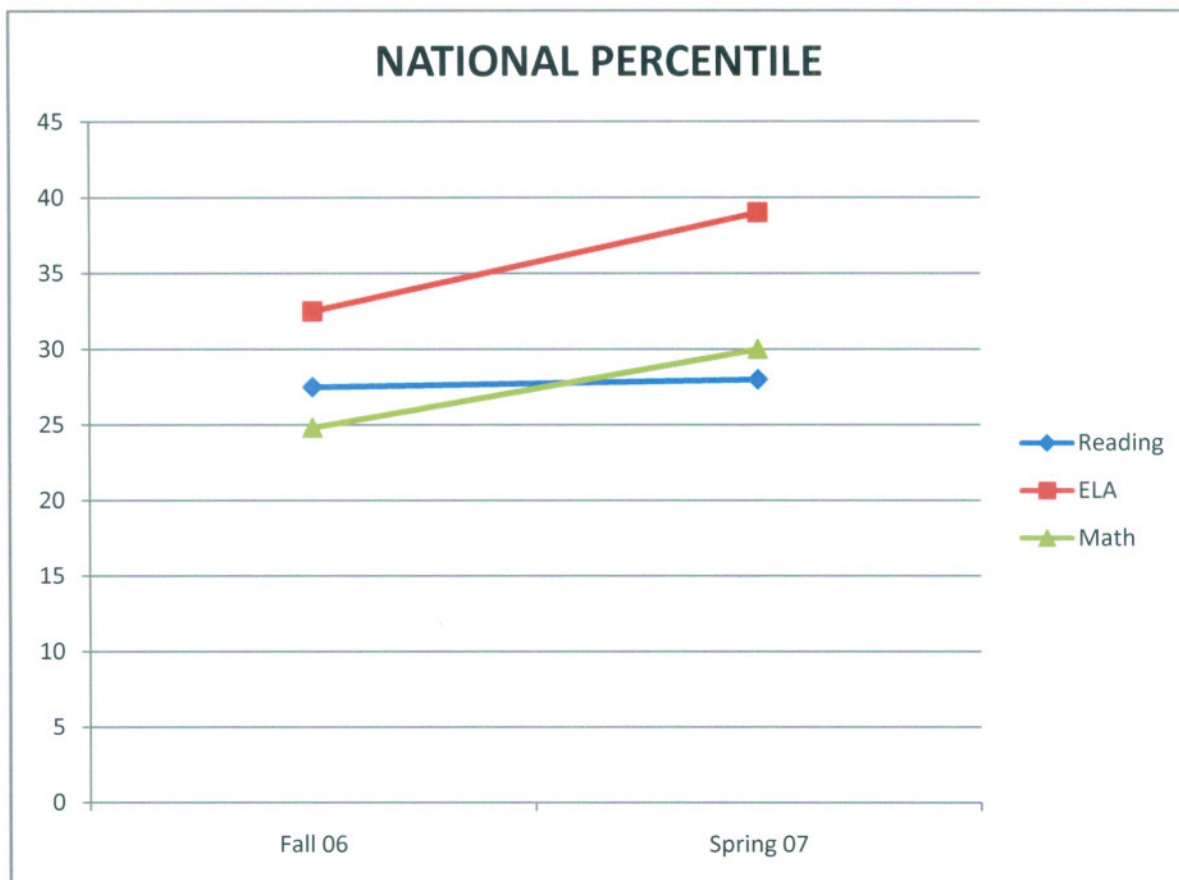
The Academy decided not to use the Terra Nova test for the Kindergarten students and the second grades. The Kindergarten students were tested with local assessments, but no documentation of test results was collected for statistical reporting. The second grade students took the EdPerformance test instead of the Terra Nova.

The first graders were tested and the data that was gathered does show academic growth. However, the data presented here does not determine if 95% of the students did make one year of progress. Unfortunately, the individual student test data was misplaced and individual student data is unavailable. Did the Academy reach the goal? - **-- with the data that was collected, we really do not know if the goal was met for all students, but we do know that on the average the first graders made academic progress.**

BRIDGE ACADEMY 2004-2008 TERRA-NOVA DATA ANALYSIS

	NATIONAL PERCENTILE							
1st Grade	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08
Reading			16	36	27.5	28	15	NA
ELA			22	44	32.5	39	32	NA
Math			19	31	24.8	30	12	NA
Total Score			14	34	22.6	31	21	NA
Number of Students			47	51	50	50	75	NA
Num. of Student using Accommodations			0	0	0	0	0	NA



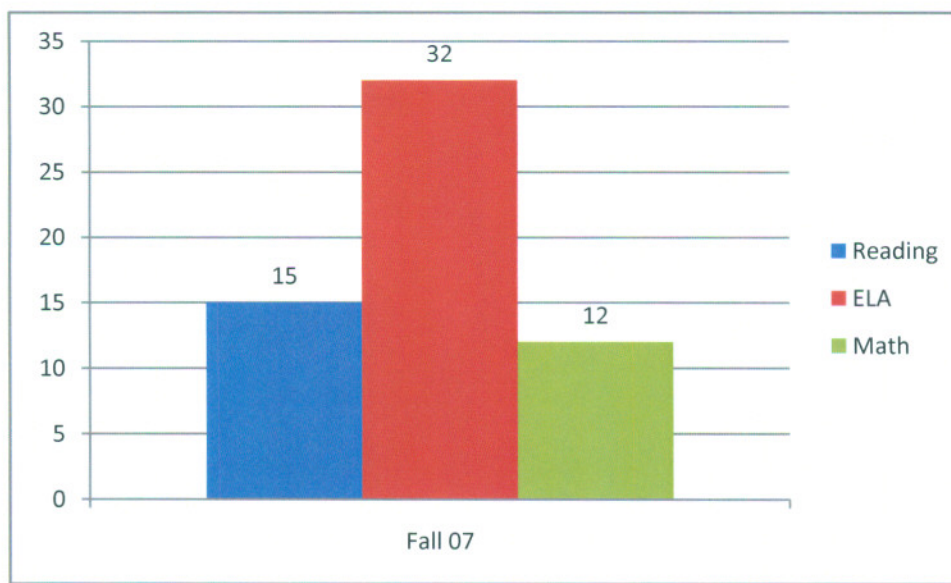


National Percentile:

(NP) is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in reading indicates that the student scored at or above the score of 65% of students nationwide.

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08
Reading			16	36	27.5	28	15	NA
ELA			22	44	32.5	39	32	NA
Math			19	31	24.8	30	12	NA
Total Score			14	34	22.6	31	21	NA

	Fall 07	Spring 08
Reading	15	NA
ELA	32	NA
Math	12	NA



- B. Each year each student's academic progress, in grades 3-8, will be assessed administering the Scantron Performance Series assessment test in September as a pretest and in May as a post-test. *(Note: this assessment may be administered to an individual student, an identified group of students, and/or all students multiple times during the academic year, provided Performance series guidelines are followed).* A minimum, 95% of all students who have been in attendance at the Academy for a continuous 150 days of academic instruction *(half days are considered a day of academic instruction)* will be expected to achieve one year of academic growth in reading and math. (*The goal states that grades 3-8 will be assessed using the Scantron Performance Series. In reality, grades 2-8 were tested.

SCANTRON PERFORMANCE SERIES

% OF Students Making Adequate Gains

	Reading	Math
2004-2005	45%	79%
2005-2006	70%	88%
2006-2007	60%	89%
2007-2008	65%	87%

- "Adequate Gains" means one year of growth.

The numbers above speak for themselves. **Bridge Academy did not reach the contracted goal of 95% of all students achieving one year of academic growth.** The Academy is closer to the goal in mathematics.

C. Academy year 2004-2005 will be considered the baseline year for student progress assessed by the MEAP. The total number of students achieving level 3 or 4 will decrease by at least 10% for each grade and subject tested in academic year 2005-2006. The number of students achieving level 3 or 4 in each successive year will decrease by at least 10% of the baseline year.

- *When this contractual goal was written the Academy did not know that the time of the year of the MEAP test and the format of the test would change after School Year 2004-2005. This made the 2004-2005 an invalid baseline year and bumped the baseline year up to 2005-2006.*

The chart below indicates percentage of students at proficiency levels 4 and 3 starting in year 2005 and ending in year 2007.

Levels 3 and Level 4 on the MEAP Test by grade level and year and Bridge Academy.

Grade	Year	READING		MATH	
		Level 4	Level 3	Level 4	Level 3
3	2007	4%	30%	0%	17%
	2006	8%	29%	2%	18%
	2005	2%	11%	0%	6%
4	2007	8%	39%	9%	27%
	2006	4%	21%	4%	10%
	2005	4%	46%	21%	21%
5	2007	19%	13%	4%	32%

	2006	13%	30%	9%	26%
	2005	13%	13%	9%	26%
6	2007	21%	28%	23%	43%
	2006	10%	15%	0%	30%
	2005	12%	19%	19%	8%
7	2007	21%	23%	Not Available	
	2006	8%	8%		
	2005	4%	4%		
8	2007	13%	8%	4%	17%
	2006	0%	8%	0%	13%
	2005	20%	16%	20%	20%

The percentages indicate that students at level 3 and 4 in the 8th grade did decrease by 10%. But the percentage of students in all the other grades at level 3 and 4 actually went up over time.

Therefore, the Academy did not meet this contractual goal.

- D. All students will study a second language at the Academy. Each year, all of the students enrolled at the Academy will demonstrate one grade level of progress in such second language as identified by the Academy's language curriculum, and by a proficiency test adopted by the Academy.

Bridge Academy has worked on developing an Arabic curriculum since the school was established. The Academy has made significant progress in this area despite several obstacles. First of all, it was impossible to find certified Arabic language teachers. The Director of the Academy, Dr. Nagi has worked with the State of Michigan and several universities in the area to establish a teacher certification program for Arabic language teachers. Secondly, it was very difficult to find appropriate language materials. The Academy did adopt a set of materials for use but the materials are not satisfactory. Dr. Nagi has assembled a team of staff members to develop language materials. Struggling

with these obstacles was time consuming and left little time for the staff to develop appropriate testing materials that would measure student progress. **The Academy did not meet this contractual goal.**

- E. All students will achieve the technology goals for each grade level as identified by the curriculum and by the proficiency test adopted by the Academy.

The technology curriculum was identified as an area of weakness at Bridge Academy. The academy has the infrastructure for a strong and rigorous technology curriculum, but an overall curriculum for all grade levels was not in place during the initial contract period. The Technology curriculum is being formally developed and implemented at Bridge Academy this summer of 2008. The curriculum that has been developed will be implemented for the first time in the fall. At this point, it is not certain that the curriculum will be completely finished during the summer of 2008, but teachers will begin to implement what is in place. The teaching staff is implementing technology into all content areas in the classroom presently, but these technology related activities may not necessarily be completely aligned to the Michigan Technology Standards and Benchmarks. **The Academy did not achieve this contractual goal.**

DO THE CONTRACTUAL GOALS REFLECT SUFFICIENTLY HIGH STANDARDS

The reauthorization committee reviewed the contractual goals and came to the following conclusions:

Goals A, B, D and E may reflect standards that are too high. To have 95% of the students achieve one year of progress on the Tera Nova test and the Scantron test may be unachievable for our students. It is very doubtful that all students will achieve one year of progress in a foreign language and it is also doubtful that all students will achieve the technology goals for each grade level as identified by the curriculum. In addition, the Academy has adopted a language achievement test but the achievement is measured by levels of proficiency rather than by one year of achievement. The foreign language should be revised to reflect growth in levels of proficiency rather than in growth in grade levels.

Only Goal C probably does not reflect standards that are too high. This goal is to increase the proficiency levels of students at levels 3 and 4 on the MEAP by 10 % each year. However, this goal does not have a focus for all students. The goals for students who are not at levels 3 and 4 have been neglected. The committee might want to consider revising this goal to reflect proficiency gains for all students.

It is the committee's recommendation that all of the contractual goals be revised to reflect more realistic expectations.

WEAKNESSES IDENTIFIED

The most prominent weakness identified is student achievement. Even though Bridge Academy made AYP, test scores are erratic from year to year. Some grade levels make gains and other grade levels do not. The most gains on the MEAP seem to be in the Meets Standards range, with little progress made in the Apprentice, Basic and Exceeded Standards range. The school has a very high percentage of English Language Learners that strongly affects the achievement growth rate of the school as a whole. The school has recently adopted the scientifically research based SIOP model to address this issue. The student achievement needs will also be addressed through the School Improvement Plan.

There were several areas of weakness identified in the 36 month review done by Ferris State University that need improvement. These areas have been reviewed with the Board members and all issues will be taken into consideration during strategic planning. The Board members will focus on all areas from the 36 month review that indicated a need for improvement. (See 36 month review for details.)

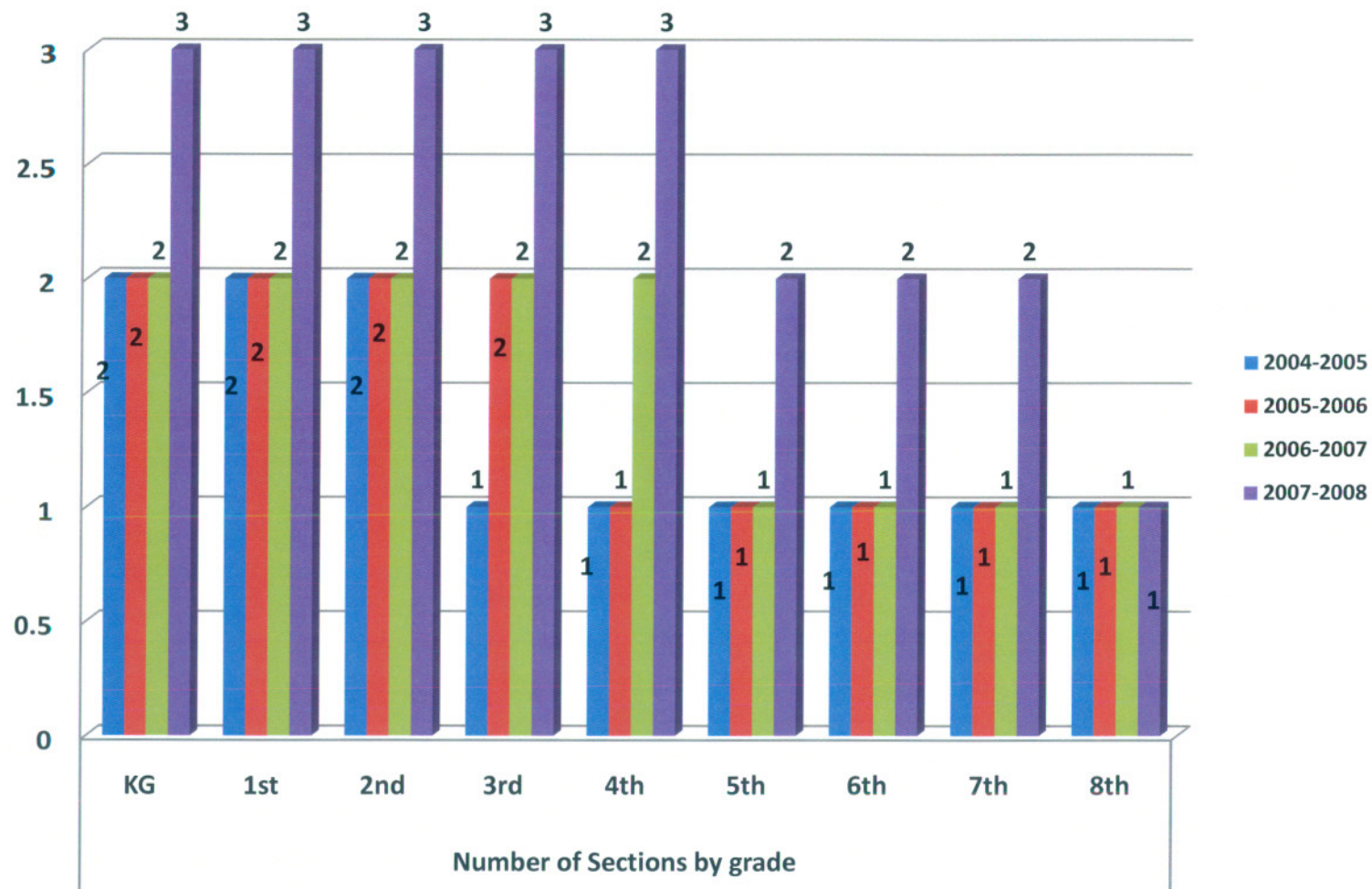
SCHOOL PROGRESS HAS OUTWEIGHED LACK OF PROGRESS

The school has made progress academically over time. The improvement has been erratic with up and down years, but for the duration of the contract the Academy does show pockets of academic growth. The 7th and 8th grades made strong gains. Grade 4 met State Average and Grade 7 was above State average.

The Academy has made ongoing progress in overall school operations since inception. The Academy has had stability in leadership since the school began. The Academy is well respected in the community demonstrated by strong parent participation and a waiting list of students for all classes every year. The Academy has increased staff size, increased sections at each grade level, and has expanded the facility. The Academy has met Adequate Yearly Progress objectives every year.

BRIDGE ACADEMY 2004-2008 GROWTH PROFILE

GRADES SECTIONS GROWTH



**BRIDGE ACADEMY
2004-2008 GROWTH PROFILE**

School Year	Total umber of Sections	Total number of Students	Total Number of Employees
2004-2005	12	313	40
2005-2006	13	328	44
2006-2007	14	349	46
2007-2008	22	532	69

**BRIDGE ACADEMY
2004-2008 GROWTH PROFILE**

FACILITIES & PROGRAMS

School Year	SPECIAL EDU.	ARABIC LANG.	ENGLISH SEC. LANG.	COMPUTER TECHNOLOGY LAB	LIBRARY/VIDEO CONFERENCE ROOM	ART / PHYSICAL EDU.	OTHER
2004- 2005	YES	YES	YES	YES	NO	NO/NO	NO
2005- 2006	YES	YES	YES	YES	NO	NO/YES	COMPLETE PLAY GROUND
2006- 2007	YES	YES	YES	YES	YES/YES CONF.ROOM	YES/YES	SOCIAL WORKER, SPEECH THERAPIST, PTC COORDNTOR
2007- 2008	YES	YES	YES	YES	YES/YES VIDEO CONFERENCE ROOM	YES/YES	SOCIAL WORKER, SPEECH THERAPIST, PTC COORDNTOR NEW KITCHEN, NEW CAFETERIA

**BRIDGE ACADEMY
2004-2008 GROWTH PROFILE**

**CONGRATULATION BRIDGE
ACADEMY FOR A Y P**

	ADJUSTED SCORE 0708	ED YES! GRADE 07-08
Indicators of School Performance	100	A
Preliminary Grade	80	B
A Y P Status	Met A Y P	
Composite Grade	B	

Finally, Ferris State University did Bridge Academy's 36 month review in February, 2007. Bridge Academy's overall score was 333.5 out of a possible 400 points. The highest scoring category was School Improvement at 100% which was based on the School Improvement Plan submitted in 2006. This score indicates a high probability of higher achievement scores in the future. The second highest category was school culture with a score of 90%. The next category was financial Viability at 85%. Next was governance at 84%. The lowest category was student achievement with a score of 71% Ferris rated Bridge Academy's status as "Meets Standards". These scores fair well for the Academy for their first four years of operation. As the school matures over time there are plans for further improvement.

CONTINUOUS UPDATING OF CURRICULUM MATERIALS, OBJECTIVES AND SCHOOL IMPROVEMENT PLANS

The Bridge Academy staff is involved in a continuous updating process of curriculum materials objectives, and the School Improvement Plan. The development of an effective curriculum and School Improvement Plan is a multi-year process incorporating different stages of curriculum development and review each year. The process is cyclical, progressing from evaluating the existing program to designing an improved program, to implementing a new program and back to evaluating the revised program. The process must be carried out in a planned and systematic manner in order to be effective. A successful process will include each of the components listed below. The components fall into these four phases: Plan, Do, Study, Act.

Phase 1- Plan

Analysis

Once a committee has been designated to review and develop a curriculum guide, the first step is to review the current curriculum to determine strengths and weaknesses. Close attention must be paid to whether the current curriculum is aligned with the Michigan Curriculum Framework, the Grade Level Content Expectations, and/or the High School Content Expectations. This phase also includes analysis of assessment results including both formative and summative assessments. (MEAP, MME, ACT, SAT, Scantron Performance Series Test, norm referenced achievement tests, Advanced Placement subject area exams, unit tests, quarterly tests, and daily evaluations of lessons.) The goal of this phase of the cycle is to identify gaps in the current curriculum. Once gaps have been identified, the committee can then proceed to the next phase of the cycle.

Research

During the research phase of the cycle, committee members will examine current research and literature pertaining to the discipline in order to identify recent issues and trends in the field. Best practices will be catalogued, text books will be evaluated, and available programs and commercial curriculum will be reviewed for possible adoption. This phase may include visitations to model schools, needs assessment of the staff, and attendance at conferences. The goal of this phase is to gain knowledge of what is available for further consideration. Although not an exhaustive list, the following should be considered:

- meeting the needs of all students
- learning theories

- developmental readiness
- methods and purposes of assessments
- role and availability of technology resources

Articulation

After completing the necessary research, committee members will begin work on the curriculum guide document. During the articulation phase of the cycle, student learning outcomes will be defined and sequenced. The organization of the curriculum guide is also determined at this time. Possible organizational structures include:

- graded structure- organizing objectives by the grade in which they will be taught
- units- grouping objectives by main topics
- strand organization- grouping objectives for a specific topic together in a sequential order
- essential questions/big ideas- centers the curriculum on enduring understandings

Often, more than one format will be incorporated into the development of the guide. One of the most important goals of the guide is to ensure smooth transitions and coordination among levels. Work with external colleagues, consultants, and other outreach resources may be undertaken. Appropriate teaching strategies, resources, and assessment techniques will be linked to each outcome. The goal of this phase is to reach a decision on what will be taught and how it will be assessed.

Preparation

Once the curriculum guide has been developed, the necessary preparations must be made to implement the curriculum. Required resources will be appropriated and available for teacher review. Professional development needs will be considered and appropriate training will be conducted for staff members. The goal of this phase of the cycle is to make sure that each staff member responsible for implementing the new curriculum is aware of what changes have been made and why and is comfortable with the resources, techniques and strategies that have been suggested.

Phase 2- Do

Implementation

The implementation phase of the cycle takes perhaps the longest amount of time to complete. In some cases, full implementation of a curriculum and all of its components may happen over the course of several years. The goal of this phase is to install the new curriculum and adhere to the newly developed curriculum guide as closely as possible. The documentation and adjustment phases of the cycle are happening concurrently with implementation.

Phase 3- Study

Documentation

During implementation, it is very important that staff members monitor the effectiveness of the curriculum guide. Documenting specific instances of success in achieving the identified student learning outcomes as well as documenting specific instances of failure is essential to the cyclical nature of the development and review process. Specific areas to focus on include the sequencing of the outcomes and whether students have sufficient background knowledge to make the identified outcomes reasonably attainable. Insufficient background knowledge

may suggest a skill gap that needs to be addressed in a prior grade level or course. The goal of documentation is to collect data on the effectiveness of the newly developed curriculum guide.

Adjustment

During implementation, adjustments may need to be made to address any areas of concern that arise. The curriculum guide is just that, a guide. It must be allowed a certain amount of flexibility if it is to be effective. Meetings designed to share materials, activities, assessments, and student work are invaluable in determining if student learning is occurring or if adjustments need to be made to the curriculum guide.

Evaluation

Once the curriculum has been fully implemented, the committee will evaluate it for its effectiveness in meeting learning goals. Data collected during the documentation phase will be assessed and any ongoing professional development needs will be addressed.

Phase 4- Act

Revision

The revision phase of the cycle serves to refine the curriculum guide based on the experiences of the staff members involved in the implementation and the data collected. Once the curriculum guide has been revised, the cycle begins again.

Summary

The curriculum development and review cycle is not fixed. The components above are made to aid in the organization and structuring of the review cycle. To be effective, curriculum should

be improved in an ongoing and orderly manner. This plan continues over a six year cycle that is described below.

SIX YEAR CURRICULUM DEVELOPMENT AND REVIEW CYCLE

Cycle	Phase 1- Plan Analysis Research	Articulation Preparation	Phase 2- Do Implementation	Phase 3- Study Documentation Adjustment	Evaluation	Phase 4- Act Revision
2007-2008	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12				
Summer 2008		Summer: ELA 4-12 Math 6-12 Social Studies K-12 Science K-12				
2008-2009	ELA K-3 Electives Physical Education/Health Arabic	ELA K-3 Electives Physical Education/Health Arabic	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12 Math 1-5 (local assessments)	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12 Math 1-5 (local assessments)		
Summer 2009		ELA K-3 Electives Physical Education/Health Arabic			ELA 4-12 Math 6-12 Social Studies K-12 Science K-12 Math 1-5 (local assessments)	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12 Math 1-5 (local assessments)
2009-2010	ESL Special Education	ESL Special Education	ELA K-3 Electives Physical Education/Health Arabic	ELA K-3 Electives Physical Education/Health Arabic		
Summer 2010		ESL Special Education			ELA K-3 Electives Physical Education/Health Arabic	ELA K-3 Electives Physical Education/Health Arabic

2010-2011		ESL Special Education	ESL Special Education	
Summer 2011				ESL Special Education ESL Special Education
2011-2012	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12 ELA K-3 Electives Physical Education/Health Arabic			
2012-2013	ELA 4-12 Math 6-12 Social Studies K-12 Science K-12 ELA K-3 Electives Physical Education/Health Arabic			

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan develops over a three to five year cycle that is revisited annually. The process cycle has four major components that cycle continuously. The components are gather data, study and analyze, plan and do. Then the cycle begins again with gathering data again.

1. "Where are we now (status) and where do we want to be (goals)?"
2. "What did the data/information we collected tell us?"
3. "How do we organize our work so that it aligns to our goals and resources?"
4. "Staff implements the strategies and action steps outlined in the plan."
5. "Where are we now (status) and did we reach our goals?"

Michigan has worked hard to develop a School Improvement Framework that establishes a vision for school improvement and has done extensive training on the process throughout the state. GEE staff, administrators and staff have attended the latest trainings on the school improvement process. Even with the extensive training there is still some lack of understanding on the part of the staff about the entire process. Strong School Improvement team leadership is crucial to the planning process, implementation and evaluation. Without strong leadership, coherence, momentum and the overall goal can be easily lost. Team effort and communication is essential. Each year that passes increases the staff understanding of the process and the goal is that each year will bring increased achievement. Through the process teachers gain more expertise in analyzing data, choosing appropriate and measurable goals, and

become increasingly cognizant of research based strategies. As a fringe benefit, the process becomes a teacher improvement process and a school systems improvement plan and protocol of practice.

ACADEMIC MISSION

2. Academy Mission (5 Points)

- A. What progress has been made toward meeting the academy's mission?**
- B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?**

What reviewers will look for:

- What evidence is there that the academy has met or is making progress toward its stated vision or mission?
- Specific data should be included that shows relations between student outputs and the mission statement.
- If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation?
- Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.

Mission Statement

To Promote Lifelong Learning by Nurturing Academic Excellence, Positive Character, and an Appreciation of Cultures.

As we have all learned at Bridge Academy, every decision should also be aligned with the school mission. And in a data driven school environment not only should student achievement be measurable but also the school mission statement should be measurable. The committee reviewed the question – “Are there internal and external assessments that match the academy’s academic goals and mission?” The mission has three areas to measure in the mission statement: academic excellence, positive character and an appreciation of cultures. I think the committee has adequately explained already in this application that Bridge Academy has internal and external assessments to measure academic excellence. Bridge Academy incorporates positive character development and an appreciation of cultures into the curriculum; but, the school has been so focused on academic excellence that the measurement of these two components of the mission was overlooked. So we have no measurable data for positive character and appreciation of cultures. In the future, Bridge Academy will track the number of community service projects that students participate in during the school year and will also track the number of students participating in these projects. The school will also track the number of events in the school which highlight another culture. Teachers will make notes in their lesson plans when another culture is highlighted when teaching in one of the core content areas. These inclusions of other cultural information will be tabulated from teacher lesson plans.

The mission is shared extensively with the community and appears on all school brochures, the school newsletter and the school web site. A copy of the school mission is in all Board members' meeting binders.

SUSTAINABILITY AND VIABILITY

Bridge Academy is an academy that is financially solvent and stable. The school has been in existence since 2004 and as of June 30, 2008, the academy has a current fund balance of \$1,409,917, of which \$944,917 is unreserved fund balances.

Fund Balances

Reserved - Prepaids	465,000	20,000	485,000
Unreserved - Undesignated	<u>944,917</u>	<u>(20,000)</u>	<u>924,917</u>
Total fund balances	<u>1,409,917</u>	<u>-</u>	<u>1,409,917</u>

It is indicative that the yearly audited financial statements demonstrate that Bridge Academy has followed accepted accounting procedures and maintained a balanced budget that adequately supports the academic program.

The Board has effectively managed its finances over the course of the years. The school operates within the limits of available funds. The principal of the academy is given the budgeted amount for the expenditures that take place at school level for the year. He ensures that expenditures of the academy do not exceed the budgeted amounts. At the scheduled monthly board meetings, the board and the management company discuss and examine the financial statements, which indicate that the Board is meeting its goal in ensuring that school expenditures are within the scope of the resolution.

In addition to complying with the approved resolution, the board has a planned objective that in near future the school retains a fund balance of \$3 million. This will enable the school to

purchase and own its own building. In the end, lease expense will no longer be part of the budget and the money would be invested back to the school for other programs.

The visibility and appearance of the school is an important component to student retention and to the community's perception. The board ensures that there is a daytime janitor at the school to maintain the cleanliness of the building inside out. In addition, a nighttime janitor cleans the whole building making it ready for the next school day.

Overall, schools with high student enrollment would give the school the opportunity to allocate its resources to help achieve the academy's mission and vision. Facilitating and incorporating technology into each classroom is very important to the board. Currently, each classroom has a projector and a computer, which is used to deliver instruction. The school board is currently working on having video streaming as part of the technology of the Academy.

Investments into the school are an important factor to Bridge Academy. Whether the investment is for the building or the staff, it plays an important role in school success. The Board decided to expand Bridge Academy so that the school has more resources to accommodate the school needs. A second building was added that includes 14 classrooms, a library, 2 computer labs, a gymnasium, and a cafeteria (with a kitchen). Some other investments are the following: the board gives all the staff members a bonus check in December and the board decided to give its teachers a 6 percent increase to their base salary this year exceeding the cost of living increase and other staff received a 4 percent increase in pay.

In addition, staff training is also important component to the Academy. It sheds additional teaching skills to the trainee, which is incorporated back into the classroom. A majority of Title IIA federal funds are used for staff training, some trainers are brought to the school and some training teachers attend outside the school. The Academy also provides opportunities for staff development every Friday afternoon to all its teaching staff and administration.

The academy is always open to new programs and opportunities to increase student achievement for the Academy when the resources are available. This is the first year that the school has decided to hire a full time reading specialist for the lower elementary grades and a Language Arts Specialist for the upper elementary and middle school students. In addition, the Academy has hired an Academic Services Coordinator and a Student Services Coordinator that will be available at all times at the school. The Academic Services Coordinator will ensure that the curriculum is being delivered as written, and will coordinate the Title I and At-Risk academic programs. The Student Services Coordinator will ensure that they will reach out to the parents with information about their children and how they can help their children succeed in all areas.

To conclude, it is the board's goal to ensure that Bridge Academy is a successful school for the students and the community of Hamtramck. There is a lot that needs to be done and the board ensures that the school is stable and all areas of the school are maintained at a certain level. Since Bridge Academy's existence and during the contract period, there were no reportable conditions on any yearly audits. Again, the Academy has been a success for the community of Hamtramck and it is evident because student enrollment increases from year to year.

DECISION MAKING

4. Decision Making (5 Points)

- A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?**

What reviewers will look for:

Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?

Explain in detail how the use of data drives decision making at the academy?

Bridge Academy staff has undergone a paradigm shift in their thinking about assessment and data gathered from assessments. When the school was established as a charter school, administrators and staff thought of assessment as assessment of learning. Teachers gave assessments to determine a class grade and standardized tests were given because they were required by the state and to be perfectly honest not a whole lot of attention was always paid to the test results. This way of thinking was not unique to Bridge Academy staff. It was the mind set of many educators across the nation. However, this mind-set did not last long at Bridge Academy because of circumstantial changes in education that were taking place in education when the school first opened in 2004.

Bridge Academy can attribute their changing concept of data-based decision making to the No Child Left Behind (NCLB) Act of January, 2002 and the leadership of Ferris State University, the authorizer for Bridge Academy. The NCLB Act itself emerged based on collected national achievement data that informed the nation that our country was lagging behind in student achievement in comparison to other countries. The Act demanded a more rigorous curriculum and an accountable school system responsible for the successful achievement for all students—a legal binding decision based on data. The highlights of the law included:

- A single statewide accountability system based on federal specifications;
- Annual assessments in reading and mathematics in grades 3-8 and once in high school by 2005-2006;
- Specific Adequate Yearly Progress (AYP) targets for all local school districts and schools to ensure all students reach 100% proficiency in reading and math within 12 years;
- New penalties for districts and schools that fail to meet AYP targets;
- Ensuring all teachers and paraprofessionals are “highly qualified”;

- Annual Report Cards and increased choice for parents;
- Use of instructional methods, curriculum, and professional development that is based in scientific research; and
- New flexibility in the use of local funds.

The federal NCLB Act required that the provisions under the Act be overseen for charter schools in accordance with State charter school law. The Revised School Code for the state requires the “authorizing body to oversee a public school academy’s compliance with the contract and all applicable law”. Ferris State University implemented a professional learning community for charter schools under their jurisdiction and began a professional development series based on the publication Assessment FOR Learning: “An Action Guide for School Leaders” by Stephen Chappuis, Richard J. Stiggins, Judith Arter, and Jan Chappuis. The administrators of Bridge Academy, teachers and the service provider attended these workshops and communicated the ideas back to the school for implementation. This was the beginning of a slow, but gradual change in mind- set about the instruction decision making process that is still underway at the Academy.

Gradually, data driven decision making is becoming the guiding principle at Bridge Academy for making instructional decisions of learning and for learning that advances student academic achievement. The Michigan School Improvement Framework provides the guiding structure for planning the school’s vision of academic achievement for all students based on the Michigan Standards and Benchmarks. Data gathering and data analysis is one of the components of the School Improvement Process.

Every year Bridge Academy plans a data carousel workshop for all teachers to review and evaluate student data as an on-going part of the School Improvement process. One of the first experiences encountered by the teachers under the data gathering and analysis component was to come to grips with what was being assessed – what were the targets for success. The targets were established by the

Michigan Department of Education and were contained in the Michigan Standards and Benchmarks and Grade Level Indicators. Most teachers had been exposed to the standards, but some did not have an adequate understanding of how to incorporate the standards into their lesson plans. Bridge Academy staff had intensive training in the Standards and how they related to the school curriculum decisions and instructional decisions. Once the targets were understood by all teachers, the staff also received training in data analysis and using data storage systems for retrieving relevant data. Teachers and administrators learned how to generate their own reports from data warehouses on individual student achievement and achievement by class. It suddenly became much easier to find out where an individual student was on the learning curve and the reports even displayed the standards where students were weak and needed improvement.

The teachers and administrators at Bridge Academy became increasingly aware that they were accountable for successfully teaching the Michigan Standards to all students. This super-glued teachers and administrators to the concept that assessment was important and that the results of the assessments contained valuable information that could assist them in making instructional decisions in conformity with helping students reach the agreed upon targets.

Armed with an understanding of the standards and the skills to analyze data, the teachers then use this knowledge to discover the strengths of the curriculum delivery and the areas in the curriculum where students seem to encounter challenges or obstacles to learning. In the areas where students are successfully achieving standards teachers and students keep on doing what works. In areas of challenge, the school improvement team looks for research-based strategies and activities that collected assessment data over time has been proven to accomplish a measurable goal. The State of Michigan School Improvement Planning Template asks specifically for action steps, staff responsible, timeline for activity, resources needed, the monitoring plan, and the evidence of success for the strategy. The

School Improvement Committee as a collaborative team will determine who is responsible for each of these activities. The completed template becomes the guide for monitoring and evaluating the plan. Next year, Bridge Academy has created a position called the Academic Coordinator position. The person in this position will be responsible for monitoring and evaluating the effectiveness of the plan. Teachers will also continually self-monitor their lessons plans for quality of student learning and their adherence to the to the School Improvement Plan.

In the earlier stages of developing assessment literacy among staff members, the staff data gathering and analysis sessions relied mostly on external standardized assessments such as the MEAP, EdPerformance, TerraNova, and ELPA. These are all summative assessments that are tests **of** learning. These tests can be used to measure the success in mastering the standards and identifying gaps in learning. These tests can also be used to measure the status of the portion of the Academy's mission that states that "the mission of the school is to promote lifelong learning by nurturing academic excellence...." In addition, these summative assessments are useful for evaluating the overall success of the School Improvement Plan.

The staff is now at the stage where they realize that the external tests are not enough. Some of these tests are only given once a year and other of these tests are given at the beginning and end of the year. The staff realizes that they now need assessment data more often during the year to guide timely interventions when students are not in line to master target objectives – assessment **for** learning. Next year, 2008-2009 the staff will be designing internal quarterly assessments to gather data at regular intervals throughout the year. However, quarterly assessments are still assessments that tip easily from a formative assessment to more in the category of a summative assessment. As mentioned before, the mind set shift to data driven decision making is a process that takes time and sometimes goes slowly.

Early elementary teachers are using DRA assessments on a regular basis to gauge reading levels of emerging readers. The Academy's latest School Improvement Plan does not contain any other measurable internal formative assessments in the plan. However, select staff members at Bridge Academy worked very hard during the summer on curriculum mapping using the Atlas software system. Within the framework of this system the select team of Bridge Academy staff developed local, internal assessments for units in all content areas that will be implemented at the Academy next year, 2008 - 2009. The summer team will go back and communicate this plan to the entire Bridge Academy staff. You can be sure that when it is time to revise the School Improvement Plan for 2009-2010 there will be ample formative assessments **for learning** included in the plan. The culture for data driven decision making is in place. It is evident at Bridge Academy that data based decision making is interwoven and embedded into the entire School Improvement Process. This evidence is documented in the School Improvement Plan.

As we have all learned at Bridge Academy, every decision should also be aligned with the school mission. So this brings us back to the school mission which is "to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures." And in a data driven school environment not only should student achievement be measurable but also the school mission statement should be measurable. The committee reviewed the question – "Are there internal and external assessments that match the academy's academic goals and mission?" The mission has three areas to measure in the mission statement: academic excellence, positive character and an appreciation of cultures. I think the committee has adequately explained that Bridge Academy has internal and external assessments to measure academic excellence. To be perfectly honest, even though Bridge Academy incorporates positive character development and an appreciation of cultures into the curriculum, the school has been so focused on academic excellence that the

measurement of these two components of the mission was overlooked. So we have no measurable data for positive character and appreciation of cultures. In the future, Bridge Academy will track the number of community service projects that students participate in during the school year and will also track the number of students participating in these projects. The school will also track the number of events in the school which highlight another culture. Teachers will make notes in their lesson plans when another culture is highlighted when teaching in one of the core content areas. These inclusions of other cultural information will be tabulated from teacher lesson plans.

Bridge Academy has definitely developed a culture where instructional decisions are based on data. Instructional decisions often require funding to purchase supplemental materials, purchase new textbooks, send teachers for professional development or add additional teachers to the staff. Bridge Academy staff is now required to show that any purchase is somehow aligned with the School Improvement Plan or with the school's mission. Even though it might not appear to be true on the surface, data is the driving force behind all instruction and financial decisions at Bridge Academy.

CHALLENGES AND OPPORTUNITIES

Challenges and Opportunities (5 Points)

- A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new reauthorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)
- B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

What reviewers will look for:

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

During the contract period from 2004 to 2008 Bridge Academy was very involved in just getting the school up and running. The school did not really have a strategic plan. The initial start up is behind us so the next contract term will be an opportune time to begin strategic planning. Ferris State University did a 36-Month Review in February, 2007. It seems that the document that Ferris State prepared after the review serves as a baseline document that the Board will find very useful when the Board does their strategic planning. Ferris looked at six components when reviewing the Academy and prepared a rubric for scoring the academy on the subcategories of each component. The scores that Bridge Academy received on each component can serve as an analysis of the schools strengths and weaknesses. The scores on each category reviewed is presented in the chart below.

Category	Pts. Possible	Pts. Achieved
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Student Achievement	100	70.6
Value Added Achievement	NA	NA
School Improvement	25	25
Financial Viability	75	63.4
Governance	100	84.4
School Culture	100	90.1
Total Score:	400	333.5

TOTAL SCORE

340-400 = Exceeding Standards

280-339.9 = Meets Standards – Bridge Academy’s score from the review fell within this range.

220-279.9 = Needs Improvement

519.9 & Below = Deficient

Bridge Academy was happy to be in the high range of “Meet Standards”, but this is not what the School Board visualizes for the school in the future. The Strategic Planning Committee would like to focus their attention on reaching the “Exceeding Standards” range.

According to the chart above, the area of greatest weakness is **Student Achievement**. The score in this category was 71% or 70.6 points out of 100. Areas where Bridge Academy can make improvement are:

Student Achievement Areas to Improve

- **AYP: Achievement** – Strategic Planning Target is to exceed the State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.
- **AYP: Participation** – Strategic Planning Target is to test over 95% of its students in both Math and ELA on a 2 out of 3 year average.
- **Relative Performance to State** - Strategic Planning Target is to increase the attendance rate to greater than 85% and/or the school’s graduation rate to greater than 80% on a 2 out of 3 year average.
- **Relative Performance to State** – Strategic Planning Target is to outpace the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.

Value Added Achievement

The Academy was not rated on Value Added Achievement during this contract period.

However, in the future, the school will be rated on this category and the points in this category are worth 20% of the overall score. Therefore, the Academy will need to pay close attention to this area in the future contract period. In order to exceed standards in this category, the Academy has adopted the “Exceeding Standard” rubric as defined by Ferris State University.

The Strategic Planning Targets in this category are.

The next area of greatest weakness is Governance. Areas where Bridge Academy can make improvements are:

- **Value-Added Student Gains Math** – Strategic Planning Target is for the percentage of students making gains of 1 year during 1 year’s time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test.
- **Value-Added Longitudinal 3-year Cohort Math** – Strategic Planning Target is for the percentage of students making gains of 3 years during 3 year’s time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy
- **Value-Added Student Gains (Language Arts)** – Strategic Planning Target is for the percentage of students making gains of 1 year during 1 year’s time to be between 90% - 100% on the most recent 3 year average as measured by a norm referenced test.
- **Value-Added Gains-Reading** – Strategic Planning Target is for the percentage of students making gains for 1 year during 1 year’s time to be between 90% - 100% on the most recent 3 year average as measured by a norm referenced test.
- **Value-Added Longitudinal 3-year Cohort (Language Arts)** Strategic Planning Target is for the percentage of students making gains of 3 years during 3 year’s time to be

between 90% - 100% as measured by a norm referenced test with data gathered by the academy.

- **Value-Added Longitudinal 3-Year Cohort-Reading** – Strategic Planning Target is for the percentage of students making gains of 3 years during 3 year's time to be between 90% - 100% as measured by a norm referenced test with data gathered by the academy.

Governance Areas to Improve

The Academy scored 84% or 84.4 points out of 100 on Board Governance. There is room for improvement in this area.

- **Leadership** - Strategic Planning Target is for the Board of Directors to have all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrate a familiarity with those policies at Board meetings and in documents.
- **Leadership** – Strategic Planning Target is for the Board of Directors to have an active candidate pool with two (2) applications for every anticipated vacancy (i.e., staggered terms of two years.)
- **Leadership** – Strategic Planning Target is for the Board of Directors to develop a strategic plan and actively pursue it. It also reviews the details of the school improvement plan no less than annually. The Strategic Plan is referenced often in Board discussions,

- **Leadership** - Strategic Planning Target is for the Board of Directors to ask for, and receive, monthly progress reports on student academic achievement.
- **Leadership** – Strategic Planning Target is for the entire Board of Directors to demonstrate faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of a quorum.
- **Leadership** – Strategic Planning Target is for the Board of Directors to establish its mission for the academy and is committed to communicating and achieving that mission.
- **Professional Development** – Strategic Planning Target is for the Board of Directors to establish a line-item budget, and each member of the board actively participate in professional development activities at least annually.
- **Compliance Reporting** – Strategic Planning Target is for the school to consistently submit documents on time and experience 100% reporting compliance for 3 or more years.
- **Educational Contract Goal Performance** – Strategic Planning Target is for the school to clearly exceeded the majority of its contract goals.

The next weakest area on the 36 month review is **Financial Viability**. The Academy received a score of 85% or 63.4 points out of 75. Areas where Bridge Academy can make improvements are:

Financial Viability Areas to Improve

- **Budget Development** – Strategic Planning Target is for the Board meeting minutes to document that the full Board has had the opportunity to provide input into the budget development process.
- **Budget Development** – Strategic Planning Target is for the improvement of student achievement to be the primary determinant of the allocation of financial resources
- **Budget Development** – Strategic Planning Target is for the Board of Directors to design its budget based upon specific budget assumptions (Enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)
- **Audit/Fund Balances** – Strategic Planning Target is for the Board of Directors to request RFP's for external auditing services every three (3) years.
- **Audit/Fund Balances** - Strategic Planning Target is for the Board of Directors to play a significant part in establishing and implementing policies and procedures that drive the financial future of the academy
- **Audit/Fund Balances** – Strategic Planning Target is for the audit to be unqualified in timely manner, is submitted to the State by or before October 31, and results are shared with stakeholders during a public presentation.
- **Audit/Fund Balances** – Strategic Planning Target is for the Academy's audit to be unqualified with no reportable conditions.

School Culture

The Academy scored 90% on School Culture or 90.1 out of 100 points. The areas needing improvement were as follows:

- **Staff Stability** – Strategic Planning Target is for the academy to be led by an administrator who has a Masters degree in Educational Leadership and meets all Continuing Education requirements. Building Administration has a low turnover since opening.

15% or less of the teaching staff have turned over during the length of the current contract.
- **Site and Facilities** – Strategic Planning Target is for the physical condition of the classrooms, hallways, and grounds to be attractive and conducive to safety and focused learning.

All hazardous chemicals and cleaners are properly labeled and safely secured under lock and key.

All HVAC units are operational and classrooms and administrative areas are temperature controlled.

Restrooms and other public areas are always clean, attractive, and inviting

All areas are well-lit and all lights are functioning properly and provide an atmosphere conducive to learning.

Parent/Community Involvement

The Academy scored high on the Parent/Community Involvement category. There was only one area where the school did not exceed expectations. This one area is listed below.

- **Parent/Community Involvement** – Strategic Planning Target is for the academy to use a variety of methods to communicate with businesses, educational institutions, and community agencies.

Maintain

The weaknesses are identified above. The strengths identified will not be listed here, but the Board should keep in mind that attention to the strengths of the academy must be maintained so that the high standards that were established for this review continue into the future.

The Board will use the re-authorization formula established by Ferris State University as a guide for developing the school's strategic plan for the next seven years. The formula includes six categories of school operations that the Board will focus on. These categories include student achievement, value added achievement, school improvement, financial viability, governance and school culture. Committees will be established for each of these categories who in turn will plan how the school will meet the objectives of each category. The process itself will require strong leadership, dedication and perseverance on the part of the entire school community and the board. These are rigorous expectations for the future of the school. The effectiveness of the endeavor requires "an all hands on deck" mentality and a commitment to "stay the course" where all parties involved accept responsibility for the future of the school. This can be done.

Timeline for Implementation of the Strategic Plan

Year 2008-2009

Formulate the overall seven year plan

**At the monthly board meetings, the board members will engage in dialog with school leaders and the service provider in order to access resources available for implementing the strategic plans. The resources will include Human Resources, financial resources and time resources for implementing student services.*

July, 2008	Board Review of 36 month review Strength and weakness identified Work begins on the Reauthorization Application
August 20, 2008	Board reviews Reauthorization Application and makes any necessary revisions
Week of August 25, 2008	Board application packet prepared for mailing to Ferris State University
September 2, 2008	Application Packet due to Ferris State University
September Board Meeting	Strategic Planning Training
October Board Meeting	Revisit Academy's strengths and weaknesses as determined by the 36 month review done by Ferris State University in February, 2007. Add key threats and key opportunities to the Academy for the next seven years.
November , 2008	Brainstorming session with the Board, administrators and representative staff about the vision, mission and values for the school for the term of the contract . (hopefully seven years)
January, 2009	Establish objectives for the seven year period. Devise key strategies for building on strengths, resolving threats, exploiting opportunities and avoiding threats (SWOT) Consider any new dimensions revealed by the vision and mission. Include "should do strategies" and "must do strategies".
February, 2009	Continue planning objectives and key strategies

March, 2009	Review the plan and revise if necessary and establish high-level targets for the terms of the contract. Establish committees for implementing monitoring, and tracking progress..
April, 2009	Communicate strategic plan to academy staff
May, 2009	Committees schedule meeting for planning how they will implement the portion of the plan that they are responsible for.
June, 2009	Committees report plans to the Board

Details of the strategic planning for the following years will be presented to the authorizer on a yearly basis

2009-2010	Plan and Continue implementing, monitoring, and tracking progress toward high-level targets
2010-2011	Plan and Continue implementing, monitoring, and tracking progress toward high-level targets
2011-2012	Plan and Continue implementing, monitoring, and tracking progress toward high-level targets
2012-2013	Plan and Continue implementing, monitoring, and tracking progress toward high-level targets
2013-2014	Plan and Continue implementing, monitoring, and tracking progress

toward high-level targets

2014-2015

Plan and Continue implementing, monitoring, and tracking progress toward high-level targets.

Description of Board Growth During the 2004-2008 Contract Period

Bridge Academy is fortunate to have educated board members with strong credentials in their respective fields. However, charter school board members act as board member volunteers; so some of the board members are willing participants, but may not have had formal board training. Because of this, the authorizer, Ferris State University, requires that all Board members attend Board training at least once a year. Board members have attended training sessions on the Open Meetings Act, the Freedom of Information Act, Uniform Budget and Accounting Act, Authorizer Relationships, Board bylaws, Educational Service Provider Assessments, laws regarding public charter schools, and board responsibilities. The board membership has remained relatively stable during the duration of the contract and the number of board members has grown to seven members.

With the renewal of the contract with Ferris State University, the board will be very involved in strategic planning. Going through the strategic planning process will be an excellent arena for board growth. In order to plan for the future of the school, the board must have a clear picture of where the school is now. This process will clarify the importance of the reports that they receive at monthly board meetings. The strategic planning becomes a process of self-discovery for the board members. As they plan for the future, questions will inevitably arise that they

had never thought to ask before. This process will create a more informed board, which in turn will ensure wiser board decisions.

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

1. A. Is the academy making academic progress? B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.
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ACADEMY: BRIDGE ACADEMY

Reviewers: Lawrence Wells, Jim Ridders, Bob Hamet, Mindy Britton

Note: Points awarded for each question are **the average of the reviewers overall point total*

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

<p>2. A. What progress has been made toward meeting the academy's mission?</p> <p>B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?</p>	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	<p>A C A D E M Y</p> <p>M I S S I O N</p>
	2A				
	2B.				
<p><i>What reviewers will look for:</i></p> <p><i>What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> The Academy identified the means used to address the Academic Excellence aspect of the mission statement. However, there has been less accomplished in the other areas of the mission statement. Although there are no stated plans to change the mission statement, plans were identified to address the areas of positive character and appreciation of cultures. Areas in the mission statement to assess our academic excellence, positive character and an appreciation of cultures. Character development and an appreciation of cultures are in the curriculum. However, the school has been so focused on the academic assessment that no measurable data exists for positive character and appreciation of cultures. A change from now on will incorporate character development experiences through such things as community service projects, and, teacher lesson plans will include cultural information. Also, the mission is shared with the community and appears in school publications. <p>Total Points= 4.25</p>					
<p>Total Possible Pts = 5</p>					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. A. Is the academy financially solvent and stable?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S U S T A I N A B I L I T Y
	<p><i>What reviewers will look for:</i> <i>A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> • The Academy has maintained a healthy fund balance while providing an adequate facility with suitable programs and services. • The staff meet every Friday afternoon for professional development. It is very clear that Bridge Academy is financially solvent and stable. A healthy fund balance exists. Yearly audits are clear about the Academy following acceptable accounting procedures. The Board has a planned objective to attain a fund balance of \$3 million. However, the School does provide necessary staffing in classrooms and areas of need, expanded the facility, built a wonderful gym and added a library and technology lab with a combined number of computers in excess of 50. 				

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. B. Is student enrollment stable and near capacity?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	V I A B I L I T Y
	<p><i>What reviewers will look for:</i> <i>A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted.</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none">• Student enrollment has continued to significantly increase.• I only saw one statement about student enrollment, namely, “it is evident because student enrollment increases from year to year.” Also, earlier in the report it was mentioned that “enrollment increased in large numbers each year at each grade level.”				
Total Possible Pts = 5	Total Points=4.5				

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	D E C I S I O N S
	<p><i>What reviewers will look for:</i> <i>Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy’s academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?</i></p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none">Clearly decisions are data driven.Bridge Academy has developed a culture where instructional decisions are based on data. Internal and external measures are in place to assess student achievement on an ongoing basis. Ferris State Charter Schools Office support in identifying assessment tools was mentioned. Also, the Michigan School Improvement Framework provides the guiding structure for planning the school’s vision of academic achievement. Mention was made of the role of the School Improvement Team and use of the State of Michigan School Improvement Planning template, but nothing about the plan. <p>Total Points=4.63</p>				
Total Possible Pts = 5					

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	C H A L L E
	5A.				
	5B.				

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

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new authorization period?
How does the academy
intend to address those
challenges? (What is the
Board's long-range plan?)

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

Total Possible Pts = 5

What reviewers will look for:

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

Reviewer Comments:

- The Academy clearly identified future challenges
- The reauthorization application provides some discussion regarding a number of board governance issues. However, board growth is facilitated through an inclusive rather than exclusive approach to board professional development opportunities.
- Specific strategic planning targets have been set to improve student achievement and rubrics ranking. It is not clear what resources are needed. The plan is for the Board to use the reauthorization formula as a guide for developing the school's strategic plan for the next seven years. Although growth of the Board was not directly stated, it is easy to comprehend that the Board is challenging itself and the school to improve in all rubric categories as an overall challenge strategy. Again, some specific challenges about the issues of diverse learning levels and others could have been mentioned.

Total Points= 4.25

Question	Possible	Points Awarded	
1	5	4.88	
2	5	4.25	
3	5	4.50	
4	5	4.63	
5	5	4.25	TOTAL SCORE: 22.51

CSO Visitation Team:

Lawrence Wells, Chair
Jim Ridders
Bob Hamet
Mindy Britton