



FERRIS STATE
UNIVERSITY

Imagine More

BRIDGE ACADEMY

MID-CONTRACT REVIEW

April 26-27, 2012

MISSION

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

VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (ACIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

FERRIS STATE UNIVERSITY

Charter Schools Office (CSO)

Declaration of Intent and Purpose

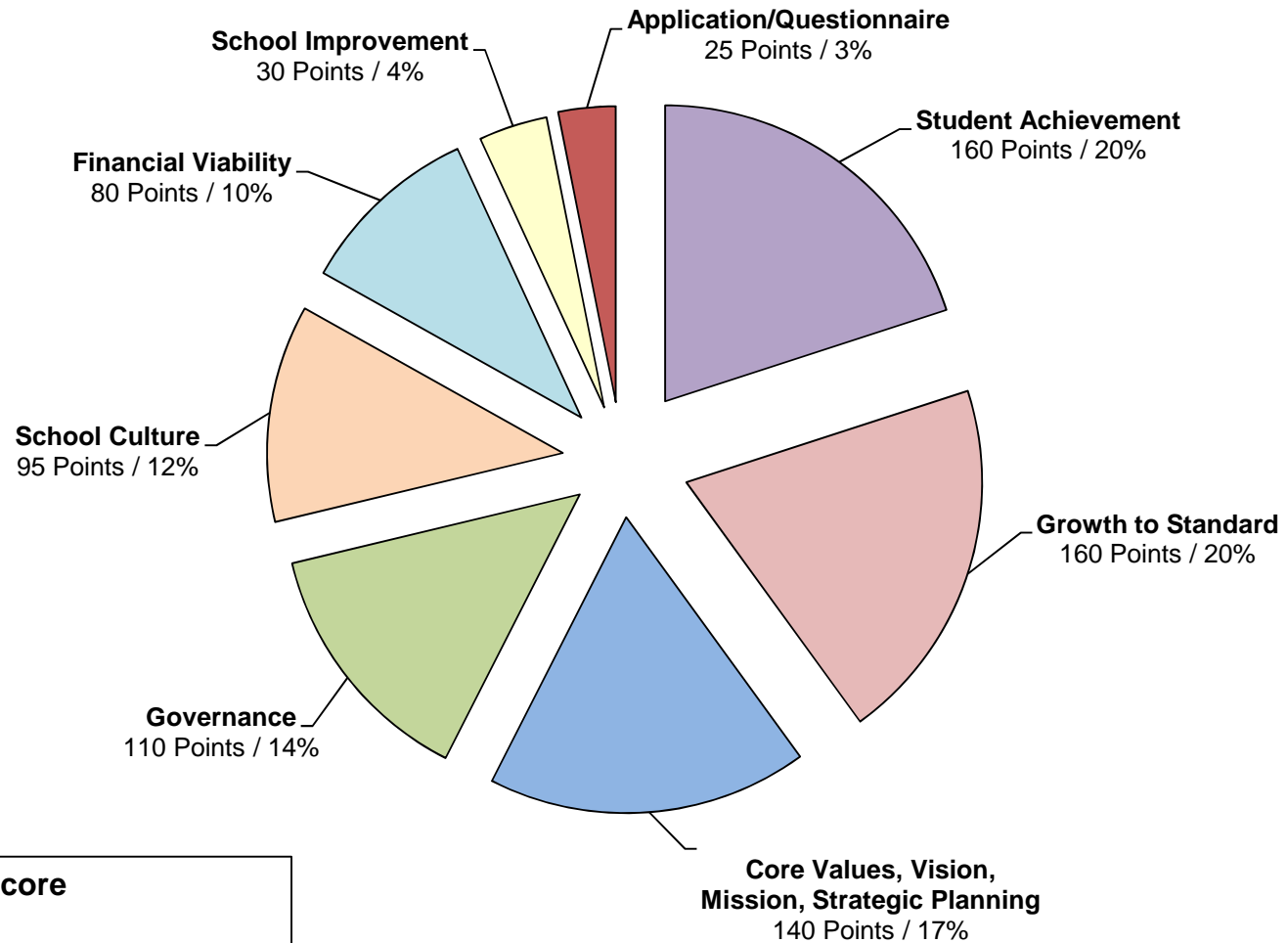
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document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

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

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

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

Mid-Contract/Reauthorization Review: Formula 2011-12



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

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

Academy Name: **Bridge Academy**

Dates of Visit: **April 26-27, 2012**

Status: **Needs Improvement**

Overall Percentage: **67.5%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Student Achievement	160	120.7	75.4%	Meets Standards
Growth to Standard	160	12	7.5%	Deficient
Core Values/Vision/Mission/Strategic Planning	140	104.2	74.4%	Needs Improvement
Governance	110	90	81.8%	Meets Standards
School Culture	95	95	100%	Exceeds Standards
Financial Viability	80	75	93.7%	Exceeds Standards
School Improvement	30	22.5	75%	Meets Standards
Application/Questionnaire	25	21	84%	Meets Standards
Total Score:	800	540.4	67.5%	Needs Improvement

Visiting Team Members

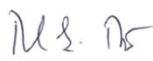
Name: Art Willick

Signature:



Name: Dr. Ronald Rizzo

Signature:



Name: Dr. Robert Hamet

Signature:



Name: Jim Ridders

Signature:



Team Chair: Art Willick

Total Score

maximum: 800 points

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

Important Note:

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

EXECUTIVE SUMMARY

BRIDGE ACADEMY MID-CONTRACT REVIEW

April 26-27, 2012

The Mid-Contract Review Team has compiled the results of its visitation notes and findings. We want to congratulate all stakeholders of the Academy for their commitment to grow as a quality school. The hospitality and preparation for the visit were much appreciated by the Review Team.

The Review Team has reviewed the Academy's performance on all aspects of the review Rubric and has determined a score of **540.5** points out of a possible 800 points. This score falls in the ***Needs Improvement*** category of the Mid-Contract Performance Standards.

While the Review Team found the Academy's operation to be generally good there are a few areas that warrant special attention.

1. **School Culture:** There is obviously a commitment to a culture of respect, trust, communication and support by all of those involved. The efforts for parental involvement have increased and a process is being used to increase the amount of parents showing interest in their child's performance. Many staff still report that they have minimal contact with parents and this is a source of frustration with them.
2. **Financial Viability:** The Bridge Academy Board currently maintains a fund balance more than triple the amount recommended by the Michigan Association of School Boards and the Michigan Association of School Administrators. At the same time, the staff reports a big need for instructional supplies and staffing to handle the large increase in the ESL student population. It was the consensus of the Review Team that Bridge West was opened too soon and appears to be under-staffed, particularly in the area of reading specialists. With all the attention given to the lower level performing students there is a need for some programming for the gifted and talented as well. The children interviewed said, "...school is good for the beginners, but not much for the advanced." Parents interviewed by the team echoed that sentiment as well. A significant finding was that when asked if they would bring their children to Bridge Academy, a majority of the staff members said "NO" due to the above concerns.
3. **Strategic Planning:** While the Strategic Plan is mentioned, the board minutes do not indicate that the board discusses progress towards accomplishing its plan nor does the plan meet the requirements of the Charter Schools Office (CSO) Definition of Quality. The plan also does not follow the Smart Goal Format.

4. **Governance:** Although the review team found it appropriate to award significant points in this Rubric, some areas of concern include: the lack of Board members' participation in the CSO Board Activity Credit Program; the lack of a candidate pool for Board membership; and the lack of attention to CSO contractual issues, such as the submission of insurance policies to the Hylant Group. While the insurance policy error was determined to be the fault of Global Education Excellence, the Board was held accountable and the charter contract was put in jeopardy as a result of this error.
5. **Student Achievement:** While there is some growth occurring in student achievement, there are many challenges to the Academy's continued ability to meet the contractual expectations of Scantron and MEAP achievement. Chief among these challenges continues to be working with the ESL students and providing all teaching staff the appropriate resources as well as training to meet this challenging demographic. The technology equipment improvements are impressive; however, the staff appears to need some instructional help that will help them work in this area.

In conclusion, the Visitation Team thanks everyone at Bridge Academy for their hospitality and help in completing the Mid-Contract Review. We believe there is a high level of commitment on the part of the Board and staff members to "raise the bar". We commend you for your service to children. We believe you are ready and willing to do what's necessary to achieve your dreams for your students.

Art Willick, Visitation Team Chair

Criterion:

Student Achievement and Progress Toward Contractual Academic Goals

Points Possible 160	Points Achieved 120.8
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		10 points	7.5 points	6 points	0 points	
AYP: Achievement	6/10	The Academy exceeded State AYP targets by 10% or more in both Math and Reading in 2 out of 3 years	The Academy met State AYP targets in both Math and Reading in 2 out of 3 years	The Academy met AYP targets in either Math or Reading in 2 out of 3 years	The Academy did not meet AYP targets in either Math or Reading in 2 out of 3 years	
Point distribution		15 points	11.25 points	9 points	0 points	
AYP: Participation	15/15	The Academy tested over 95% of its students in both Math and Reading in 2 out of 3 years	The Academy tested between 93%-94.9% of its students in both Math and Reading in 2 out of 3 years	The Academy tested between 90%-92.9% of its students in both Math and Reading in 2 out of 3 years	The Academy tested fewer than 90% of its students in both Math and Reading in 2 out of 3 years	
Point distribution		10 points	7.5 points	6 points	0 points	
AYP: Other indicators	10/10	The Academy's <ul style="list-style-type: none"> attendance rate was greater than 85% and/or graduation rate was greater than 80% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was 85% and/or graduation rate was 80% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was 80%-84% and/or graduation rate was 70%-79% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was below 80% and/or graduation rate was below 70% in 2 out of 3 years 	
Point distribution		15 points	11.25 points	9 points	0 points	
Composite grade as assigned by MDE: <i>Ed Yes!</i>	11.25/15	A	B	C	D or below	
Point distribution		5 points	3.75 points	3 points	0 points	
Relative performance to state: MEAP-Reading	0/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Reading	The Academy met the State MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Reading	
Relative performance to state: MEAP-Math	0/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Math	The Academy met the State MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Math	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Math	

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

Progress Towards Educational Goals as Defined by the Definition of Quality (Full Academic Year Students)
Data From Year 2010-2011

Scoring:	Above target 5 points	On target 3.75 points	Below target 3 points
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	Score	Target	Actual	Reviewer Comments
Reading Performance: MEAP				
Grade 3	3/5	76.3	66.7	
Grade 4	5/5	45.1	58.5	
Grade 5	5/5	48.6	54.7	
Grade 6	3/5	68.3	56.5	

	Score	Target	Actual	Reviewer Comments
Grade 7	3/5	80.5	53.5	
Grade 8	5/5	54.7	89.2	
	Score	Target	Actual	Reviewer Comments
Math Performance: MEAP				
Grade 3	3/5	91.1	88.5	
Grade 4	5/5	74.9	80	
Grade 5	3/5	70.6	64.1	
Grade 6	3/5	76.5	72.1	
Grade 7	3.75/5	75.5	75.6	
Grade 8	5/5	48	68.4	

Student Achievement:				
Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	120.7/160	75.4%	Meets Standards	

Criterion:

Growth to Standard (Scantron performance series data)

Notes:

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

Points Possible 160	Points Achieved 12
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		40 points	30 points	24 points	0 points	
Growth to Standard student proficiency: Math	0/40	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	
Growth to Standard student proficiency: Reading	0/40	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	
Point distribution		30 points	22.5 points	18 points	0 points	
Growth to Standard student proficiency: ELA	0/30	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	
Point distribution		20 points	15 points	12 points	0 points	
Student Cohort Gains: Math	12/20	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	

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

Growth to Standard: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
12/160		7.5%	Deficient	

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 140	Points Achieved 104.2
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has no discernable Core Values identified 	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	10/10	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

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

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernable Mission Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	10/10	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	6/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission 	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	0/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	

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

Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
104.2/140		74.4%	Needs Improvement	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible 110	Points Achieved 90
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws references appropriate policies at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws demonstrates some familiarity with them 	The Board: <ul style="list-style-type: none"> has all relevant policies in place in accordance with state and federal laws does not demonstrate familiarity with the policies 	The Board: <ul style="list-style-type: none"> has few policies in place that are required by state and federal laws has not regularly updated its Policy Manual 	
Leadership: Meeting schedule	3.75/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	9-16-09 rescheduled to 9-23-09
Leadership: Monthly quorums	3.75/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	11-17-10
Point distribution		n/a	5 points	3 points	0 points	
Leadership: Monthly progress reports	5/5		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement occasionally engages in discussion about these reports 	As evidenced by Board minutes the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement rarely discusses student academic achievement 	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool		The Board does not have an active candidate pool	

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

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

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Technology	10/10		The Board ensures that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan		The Board does not ensure that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan	Bridge West lags behind East in technology. Expectation that it will be corrected in 2012-2013.
Point distribution		n/a	5 points	n/a	0 points	
Special Education/504: Delivery of services (based on most recent SPED audit)	5/5		<ul style="list-style-type: none"> The Academy's special education program meets all state and federal regulations The Academy has a process in place to identify students who may be eligible for Special Education and 504 services 		<ul style="list-style-type: none"> The Academy's special education program is not in compliance with state and federal regulations The Academy does not have a process in place to identify students who may be eligible for Special Education and 504 services 	

Governance: Total score for all competencies			
Total Points Achieved	Percentage Achieved	Category Achieved	
90/110	81.8%	Meets Standards	

Criterion:
School Culture

Points Possible 95	Points Achieved 95
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> • Staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy 		<ul style="list-style-type: none"> • Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy 	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	10/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	31.5% Staff Turnover
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

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

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

Criterion:
Financial Viability

Points Possible 80	Points Achieved 75
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	10/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	5 points	3 points	0 points	
Access to monthly financial statements	5/5		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

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

Financial Viability:						
Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
	75/80	93.7%	Exceeds Standards			

Criterion:
School Improvement – NCA VERSION

Points Possible 30	Points Achieved 22.5
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<p><u>Standard I:</u> Vision and Purpose</p>	3.75/5	The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.	The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.	The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.	The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.	
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard II:</u> Governance and Leadership</p>	3/4	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.	The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.	The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.	The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard III:</u></p> <p>Teaching and Learning</p>	3/4	The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.	The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.	The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.	The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.	
Point distribution		5 points	3.75 points	3 points	0 points	
<p><u>Standard IV:</u></p> <p>Documenting and Using Results</p>	3.75/5	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard V:</u></p> <p>Resource and Support Systems</p>	3/4	The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	
<p><u>Standard VI:</u></p> <p>Stakeholder Communications and Relationships</p>	3/4	The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.	The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.	The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.	The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.	
<p><u>Standard VII:</u></p> <p>Commitment to Continuous Improvement</p>	3/4	The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.	The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.	

School Improvement:

Total score for all competencies

Total Points Achieved	22.5/30	Percentage Achieved 75%	Category Achieved Meets Standards	
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BOARD INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

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

- Yes, getting there – good parental response and feedback
- Students are gaining – reading is a big one
- Respectful multi-cultural environment
- Students becoming more confident
- Numbers show improvement
- Students are focused on learning
- Parent involvement is much better
- Academics are a challenge because of the population

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

- Yes, they are improving – big gap range from lowest students to highest academically
- Teachers are working very hard to gain academically
- Making progress – huge range of ability make it a real challenge
- Collaboration is a great asset
- More commitment this year from the staff
- Split of grades and more staff are great

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

- Based on the insurance issue, need to be “on top of things”

- Held accountable
- Will be more aware of what's going on

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

- Improve on Teacher turnover
- Academically – keeping focused and moving forward
- Honored and proud to be on the Board and have students attend here
- Feels management company is very supportive
- Steps to improve are being implemented
- All channels of communication are open
- Most proud of the recovery process
- They have “humbled themselves” to the process...
- As a Board, could become more focused and educated
- Academically, stay in touch with staff to maintain progress
- This year school improvement

***Other dialog took over here – time was needed for other discussion**

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

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

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

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

9. Anything for our attention?

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

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

- This year show increase in student achievement
- Don't have many student behavior problems
- Lucky to have many cultures here
- Feedback from parents and teachers – students are learning
- Stress higher learning skills
- More use of data this year – stressing increasing learning
- No suspensions this year
- Yes, we are on track – lots of improvement
- Character – yes, great improvement on citizenship
- Creative application – very confident and good cross section of cultures
- Scores speak for efforts
- Improved cognitive learning skills

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

- Making a difference for students
- Parents use Bridge when school not in session – open at anytime with staff supervision
- Teachers understand the use of data and use it
- Collaboration
- Technology available
- Cultural diversity
- Good Communication
- Proud of the positive culture and communication

What could be improved?

- Looking at common core and data teams for next year
- Need help raising parent involvement
- Kids need role models (i.e. inviting successful people to speak)
- Asking teachers what they need for assistance
- Parental involvement
- Common core alignment and power standards
- Data team implementation
- Increased instruction hours
- Full day professional development

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

- Students below grade level are learning (majority are ESL students or behind)
- New model is working
- With a sense of emergency brings about change
- Feel very confident that present programs in place will make the difference
- GEE feel confident for future
- Scores show they are progressing, and GEE goal of 1.5 years growth per year
- New focus on best practice and data orientation
- Yes, said that they have made huge gains in Scantron
- Yes, there is a plan to take us from where we are to where we want to be

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

- 8 – room for improvement
- 9 – feel very good about progress made – positive informative communication – dedication
- 8 – dedication, buy in by staff, teamwork, participation in decision making equals results

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

- Motivating students, especially for reading
- Educating parents about importance of being present consistently
- ELL reaching goals of academic achievement
- Parent support (academically, uniform, etc.)

- Parents dropping off students late for school
- Trying to emphasize lifelong learning
- Growing number of teachers are reaching out to parents

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

- Student achievement
- Parent involvement
- Maintaining high quality staff

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

- Because of the culture here
- We can communicate to parents in their language
- Feel like students are safe and parents are welcome
- Preserving their own culture while exposing them to others
- Open door policy of administration

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

- More professional development
- More resources
- Smart boards
- Attract and train highly qualified teachers (incentives)
- Maintain follow-up with parents

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

INSTRUCTIONAL STAFF/TEACHERS INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

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

- Academic Excellence – emphasized
- Appreciation of all cultures
- Students becoming more diverse
- More field trips to appreciate the outside community
- Changed much this year – worked well as a school – acceptance of all cultures rather than Arabic only is an improvement...students now ask more about other cultures
- Guide in right direction
- Having high expectations
- New beginning – working on the “kink” and keep mission in mind and working toward it
- We try to guide them and give respect
- We’re not 100% with the mission, but we’re doing all we can – we believe it will get better

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

- Students want to be here – love the atmosphere here
- More team work among staff
- Proud – students love being here
- Proud of teamwork and knowing other staff
- Looking at data and analysis improved this year
- Proud of student growth
- Overall about being more goal oriented
- All working on doing the same things

- Work well together
- Beginning teacher growth
- Goal oriented – we’re coming together
- We’re better cohesive – we work well as a team

What could be improved?

- Continue to emphasize data
- Get Community more involved
- Curriculum stability – more training
- More teacher feedback on observations - looking at data more – students striving more to be successful
- Professional development could be improved
- Need more specific feedback about improvements
- Most feel like a family but not all the time
- A lot of teachers feel overwhelmed – need more support (i.e. special education paraprofessionals)
- Wide range of students abilities make it hard to reach all of the students
- Sometimes I feel like there is more and more put on us without enough support

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

a. Materials and Supplies

- 5-gym teacher
- 7-books and materials
- 4-need more reading and writing materials
- 9-10
- 7

b. Professional Training

- Professional development days are not always beneficial
- We do not have the most efficient use of time
- 3-professional development could be improved on long-term

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

- Yes, but there is so much sometimes I am not sure – things change on us – not a lot of consistency
- 7-8
- 7-8 yes, quite clear

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

- 7-teachers feel overwhelmed or burned out
- Staff are pretty close
- “New school is an issue and need to build onto what we have”
- 10-much better without the middle school – now have a culture of teamwork
- 8-9 much stress for teachers
- 8-especially since the middle school has left the building – much better behavior
- 6-7 a lot of staff are burned out – people are overwhelmed

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

- Have many “levels” of student achievement
- Language issues
- Not too low-push them
- Yes, for some, but ESL students are compromised – those with zero English
- Home support is an issue
- The GEE 1 ½ year growth is at times not realistic
- Language is a problem – we do not know how to get students to the level they need to be at
- No, there is such a wide level of students

6. Would you enroll your child at this academy?

- Don't know
- 2 – No's
- The programs are very important
- No, culture is not acceptable to Caucasian students – beliefs are very different
- No, not a good cultural fit
- Location and other issues are problems
- As a parent I would look at scores, teachers here “are great” parents see more growth this year

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

- Technology
- We need Smart Boards and projectors

- Have one social worker for three buildings
- Need a counselor
- Need a stronger ELL department
- More support for special education students
- Need more social work services
- Playground for more than one class
- Better Reading curriculum/program - continuity
- Reading K-2 should be a supplement rather than curriculum
- Need a gym teacher and a librarian not a paraprofessional
- Need a Technology teacher/person – have a lot of technology, but not one is in charge
- Promote assemblies
- ESL and special education needs help and training

8. *Anything for our attention?*

- More materials for low level students, especially social studies and science
- Students who cannot speak English, there is no help available
- Lack of “Training” on special programs, Accelerated Reader, etc.
- More principal involvement – not a teacher from experience – a business person
- Not much teacher involvement in decision making
- Told to “play the game” – do what you are told
- Have a couple of students that I can’t get help for – need RTI training
- Need more training for Study Island, etc.
- Need more psychologist time – need testing
- Would like to see more involvement of the principal
- Need training on research based Best Practice and how to use the data
- Teachers are not given an opportunity for input (i.e. too much top down – don’t have a voice)
- Don’t feel that the school leader cares and doesn’t recognize their successes enough
- First year school leader and wants to do well – he needs to trust the teachers and being observed more trustworthy
- Feel like teachers are no given opportunity to give discussions – it’s top down from GEE and administration
- We don’t feel we have much voice – we feel like we aren’t appreciated
- Concerns about the way staff are treated – like we have no emotions or that we are cared for
- Principal needs to trust his teachers – staff do not feel they have his trust

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

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

- Yes, kids are excited to come to school
- Children are still getting familiar with West (last year in East)
- This year especially – student take ownership of results – very organized and consistent
- Good collaboration
- Paraprofessionals are used more effectively this year – professional development for paraprofessionals
- Yes, teach ownership and accountability
- Very organized in the testing process
- Scantron testing mentioned many times
- Collaboration used more
- More one-on-one student attention

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

- Staff commitment – efficiency
- Scantron improvement
- Proud of the teachers and knowing their objectives
- Bond made with students

What could be improved?

- More prep time
- More parental involvement – value education
- Could use more prep time and collaboration time – if we are efficient, kids will be proficient

- Parent involvement – parenting help
- More consistency – follow through (i.e. discipline not handled timely and/or no action is taken – different punishments for same problem behavior – students don't fear or respect teachers)
- Recently instituted a dress code that isn't totally being followed
- Consistency with discipline and grades
- There needs to be consistency with staff
- There is no respect
- A student was suspended and came to school anyways

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

a. Materials and Supplies

- 10-always get what I need
- 3-technology issues
- 7-we need more supplies – needs going unmet
- 9
- Staff have some issues
- 3-Smart Boards
- 7-8 good use of material
- 7-8

b. Professional Training

- 1-Yes, the rest said no they did not get
- Not much provided
- 3-5 professional training, there is none for paraprofessionals
- Depends on area

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

- 10-clear understanding of what is expected
- 8-9 Yes
- 10-Yes

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

- 8-9 too many channel to go there
- 8-9 lots of give and take

- Need to go through too many people
- 10-students “love it here”
- Staff have some issues
- It depends on the day
- 9

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

- No, the students are all below
- The students are not meeting the schools expectations
- There are only two (2) ELL teachers to 200 ELL students
- Students academically low (i.e. math and reading)
- Need paraprofessionals that speak “their” language
- Some students will never meet all expectations, but expectations are reasonable
- Some expectations will not be reached by all
- Gap is closing in Reading
- Yes, some areas more than others

6. Would you enroll your child at this academy?

- Probably not – expectations are down
- Difference of teachers – too much pressure on testing
- No, expectations of some teachers is lower
- Yes, if I could choose my teacher
- Testing pressure is affecting the school culture
- Yes, for cultural academy
- No, academically
- Yes
- No
- Don’t know
- No, the academics are too low

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

- More paraprofessionals
- More security after hours
- Safety
- Need to finish the 3rd and 4th floors
- Would make the gym bigger
- Gym lockers
- Paraprofessionals for each class
- Security for when no one is here
- Renovate the 4th floor and the remaining 3rd floor
- More color in the school – sterile environment
- Performing Arts and electives, such as science projects – more hands-on exposure
- Paraprofessionals for more students and ESL, field trips, etc.
- An auditorium
- More field trips to see other events

8. Anything for our attention?

- Most teachers do not understand the culture here – need more training
- Paraprofessionals are from community – most of the teachers are not
- There is a language barrier
- It would be helpful for teachers to receive cultural training
- Kids are going into liquor store
- Students are not where they need to be academically
- Everyone is trying
- The new school with transition issues
- Need more paraprofessionals here
- Too many students do not speak or understand the language
- It's a new school – we're trying hard
- Our principal is trying his hardest – we'll make progress next year
- The paraprofessionals feel that the principal does not give enough positive feedback
- Need a Reading Specialist

PARENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

1. *Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?*

- 5-like the culture of the school
- 5-like the vision
- 5-convenient
- 8-10 came from ELL
- 10-referred by another parent
- Teachers respect – good
- 7-8 can't get issues heard – could use more advanced programming
- 8.5-three children graduated grade school
- Could do better – could demand more
- Like the culture of Bridge
- 5
- Moved from overseas and wanted a school that could help with the language
- 6
- 7
- 8-open management – takes suggestions (i.e. like respect taught)
- 8-staff are friendly

2. *How responsive is the school administration, board, or teachers to concerns or complaints?*

- Relatively prompt on responding
- All complaints resolved quickly
- Very responsive

- Parents are mostly satisfied
- Relatively prompt - they will share other points of view

3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.

- 8-9 overall, get the job done
- 8-9 kids are comfortable
- (2) 9-10
- 9-when I ask kids, they know
- Like it
- Staff connect with kids
- Some things need to improve – students need more activities (i.e. science labs are needed and the gym is too narrow)
- 10
- 8-no one is perfect
- 8-9 good communication between students
- Concerns about gym
- 10-student services
- Need more activities for boys and girls

4. Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.

- Yes, my child is ahead of other student in other schools
- Fair, so many different cultures, hard to accommodate all
- School can do better – great effort
- Need a class for those who need more help – get frustrated about the challenge
- School is not preparing for high school – majority of the kids are below grade level, and teaching and learning is not challenging
- Need more support staff and more classes for ESL – good school for ESL, but not for student who don't need ESL
- Yes, very supportive of advanced
- Fair, difficult environment for teachers to in – kids could be learning more (compared to suburbs)
- 8-could do more (happy overall)
- Yes
- The ELL students bring all learning down
- I do not feel like my child is get the proper attention – the work is not appropriate – there needs to be more ESL teachers, not enough

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

- Too many emphasis on the ELL students
- There is not enough rigor here
- Fewer field trips lately
- Teacher turnover of your teachers is a problem
- Most are happy here
- Need more experienced teachers

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

- Teachers are very friendly and helpful
- Everything – likes the teachers, school work because it's easy and not challenging, and likes the building
- Always says good things about the teacher
- Student Services
- Students have a lot of fun with their friends

7. Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?

- Adequate – including teacher notes, e-mail at anything going on
- Need more outreach
- Yes, get plenty of communications
- Community is not very responsive

8. Anything for our attention?

- Administration reaches out to parents and community
- Language is a big barrier for some
- Need more diversity in the school – more real life
- Concerned about safety – needs more security
- Need something to bring the community and the school closer together
- Parent classes
- Parents need to know what their rights are
- School opening was very poorly don (i.e. poorly organized)
- Mr. Issa reaches out often to the community – need to ask for more from them

- Athletics, etc., would be good
- Need something for the community – Muslim community
- Concerns about the environment – “dark and dangerous” – outside area is “scary”
- The opening of the school was unorganized – the school was not ready – planning was very bad

STUDENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- Yes, it's #1
- Yes, I don't want to leave it
- Yes, best in Hamtramck
- Six students said, "no" to attending somewhere else
- Would go to a better school if available
- Getting use to school
- More stuff before than now
- Sometimes I don't feel like coming here
- We're just getting used to the school – we don't have everything we had from last year
- So-so, if there was a better school I'd go there

2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?

- Yes, we have advanced math
- There have been a lot of teachers coming and going – it's frustrating
- They need to address learning levels
- Some teachers are leaving and have left, "curriculum is all messed up"
- Yes
- We need more challenges
- Some
- Yes, Honors Club – Mr. Wheeler – challenge groups are good

3. Do you feel that overall, the adults here at this school are fair to students?

- Yes, they treat us well - they treat all of the student the same
- Yes, really fair – regardless of nationality
- “No way” , school leader favors girls more than boys and the administration is trying to get “into our lives too much”
- Student feels that the “good” teachers were taken away for the other Bridge
- Our principal is fair to the girls
- No (unanimous)

4. What is your favorite part of the school day? Why?

- Going home
- Gym
- Lunchtime to spend with friends
- Not enough time to associate with peers
- I don't like the food, because the only option is peanut butter and jelly
- Gym – fun time
- Math, challenges me
- (2) Science, I like experiments
- All subjects

5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?

- Sports teams
- (2) More competitions
- (2) Auditorium for plays and assemblies
- Athletics for motivation
- More hands on activities – need more fun
- More field trips
- Do science experiments
- More language classes
- More specials
- Need more space for gym
- Need computer classes
- All we ever hear about is “Scantron”
- More foreign classes
- Don't keep track of books from the librarian

6. Do you feel safe at this school?

- (2) Yes, good environment
- Yes, have Safety Patrol
- Teachers supervise lock down drills/exercises
- No bullies
- (2) Bad area need more security
- Unauthorized people taking students out of school
- (2) Students are bullying other students
- (2) Need more staff safety patrol
- Dress code inconsistencies
- Need more guards

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

- “No” (almost universal)
- For people who need a challenge, this is a good starting school
- Once in hits 3:00 p.m., “you’re not our problem”
- Yes, but people needing a challenge this is not a good school
- Good for a beginning school
- Bus drivers order kids off the bus sometimes
- (6) Yes (all) – 4 of the 6 have close friends here

8. Anything for our attention?

- Lunches are good (all students)
- They keep changing the rules with the Dress Code
- Hand sanitizers do not get filled
- Can only use lockers at a couple of times during the day
- Concern about “censorship” of books by administration

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

- Scantron results from fall to winter
- Change in culture of testing – more emphasis
- More teachers sharing ideas
- Shift in culture to student achievement
- Targeted instruction
- Teachers opening their practices to discussion by peers
- Data instruction – instruction based on missing GLCEs

2. What items are recognized by the SIT as needing improvement?

- Parent involvement is needed (not responsive)
 - Have used data base to contact parents
 - E-mail parents
 - Automated phone message to parents
 - Some culture problems – English barrier
 - Language and transportation issues
- Computer and English classes
- Coffee with principal now at 50 minutes – getting much better
- Reading and math

3. Describe and tell us a little about the success of one new program identified and implemented as a result of the SIP.

- Small groups in Reading – guided reading
- Have math re-teaching time
- Common planning time
- More differentiated teaching time and teaching until mastery

4. What is the most important goal of the SIT at this time and why?

- Improve achievement in reading and math
- How to include literacy in all classrooms
- Reading is the greatest challenge
- Cross curriculum approaches to literacy skills
- Additional help – paraprofessionals/aides

5. Students at Bridge Academy have shown significant growth from Fall 2011 to Winter 2012 on the Scantron Performance Series test.

a. Please explain this level of performance.

- Familiarity with test format and scores
- Focused on missing GLCEs
- Students made more aware of testing importance – students took ownership
- Students are creating their own goals
- Teaching test skills
- Staff is more serious on testing – teachers had buy in
- Charts are in halls for students to see – students recognize growth and competition

b. How may this level of performance be improved?

- Monthly educational plan – 5 areas of focus based on GLCEs (i.e. school wide testing on items not scored well and teach until mastered)
- More critical thinking in curriculum
- Summer school is needed

6. Reading and Math for all grades is an area of weakness. What is being done to address this?

***This question was intentionally skipped**

7. What are the three biggest challenges and/or frustrations faced by the SIT in the last two years and how have you addressed those challenges or frustrations?

- Resources are more focused on those that work
- More collaboration among staff

- More understanding of the SIT by entire staff
- More clear strategies on SIP goals
- Accountability on staff much more important
- Accountability – AAP (i.e. Lee Robinson)
- Everyone understands the importance of Scantron
- Practice reading in social studies
- GE helping with resource support

8. The SIP identifies many academic goals aimed at increased student achievement. Name one or two and tell where you are in the accomplishment of those goals.

- Graphing of results has improved results
- By students seeing results of graphs has helped
- Have shown tremendous strides
- No excuses are accepted
- Monthly themes – graphing Scantron scores
- Moving toward goal targets
- Have FSU/GEE/Ste goals – are aligning those and assessing them
- Goals on making state standards
- Spring testing targets – many reached early

9. In seeing the new cut scores in MEAP, how did you deal with them?

- Gee has required a growth increase of 1.5 in one year
- Summer school program should help greatly
- Target instruction

10. In your opinion, are the recommendations of the SIT taken seriously by those in decision making positions at Bridge...Administration, Board and the team itself? Do you feel the recommendations and goals expressed in the SIP drive the allocation of curriculum and instructional dollars during the Budget Development process?

- Yes, they do take it serious
- Yes, budget does prioritize needs
- Hiring of reading specialists and paraprofessionals
- Yes, do get most important things requested
- Budget development does consider financial support for SIP goals

11. Is there anything else the SIT would like to share at this time?

- Preschool here next year is a reality
- Kindergarten is getting more emphasis
- More parents are getting involved

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	
<p>1. Is the academy making academic progress relative to its contractual goals?</p> <p>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</p> <p>Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.</p> <p style="color: red; margin-top: 20px;">Total Possible Pts=5</p>			X		A C A D E M I C P R O G R A M
	<p><i>What reviewers will look for:</i></p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> Most criteria have been covered with more discussion needed on full academic year vs. non-full academic year students The question was well answered – plenty of documentation was provided to verify their position – no excuses were made for poor performance All aspects of the question were answered – charts were easy to understand Bridge Academy’s answer to this question is both thorough and honest – they have made no excuses for their performance, and instead, have outlined what they are doing to correct the problems – good use of graphics to illustrate their point 				

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	S T R A T E G I C P L A N N I N G	
			X			
Total Possible Pts=5	<p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy’s Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • All criteria were covered in detail - overall, well done • All questions were well answered • The process was clearly described • Illustration of the translation of strategic planning materials into Arabic was helpful • Good job outlining the Core Values, Mission, and Vision; however, it would have been nice to know how much input others (parents/community) from outside the Academy and management company have had 					

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	P R O F E S S I O N A L D E V E L O P M E N T	
			X			
Total Possible Pts=5	<p>What reviewers will look for:</p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Good Process in place to determine and implement relevant professional development • Utilizing recorded lesson plans is particularly noted • Not covered – how many new initiative have been instituted? • A thorough explanation of the academies professional development activities was given – the monitoring appears to be available in each classroom • The funding question should have been developed further with specific dollar amounts and examples of specific initiative being implemented • Bridge did a complete job outlining how they handle their professional development (PD) and how that PD is determined – it is impressive that every third Friday the afternoon is devoted to staff PD, and that the sessions are recorded 					

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.
			X	
Total Possible Pts=5	<p>What reviewers will look for:</p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Excellent approach and utilization of pertinent programs and resources • The system in place appears to hold students and parents accountable • They said on page 31 that, “responsibility for student discipline begins in the classroom.” They did not expound on this statement and it would have been nice to have a little more description as to what this means • It does appear that the Academy holds a number of expectations regarding student discipline and they communicate those expectations to the stakeholders in a variety of ways 			

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5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.
			X	
Total Possible Pts=5	<p>What reviewers will look for:</p> <p>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.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • “Main challenge” is increasing student achievement – it was well addressed in narrative; further identification of resources and a timetable would be helpful • The Academy certainly has academic issues to contend with – by growing so fast the continuity of students is lost and difficult to overcome academically • Very comprehensive answer, with many initiative already begun • Once again, the Academy was open and honest about the challenges it faces, and the timeline they have to work within – I did not sense any excuses or “crying”, but an attempt to communicate to the Charter Schools Office that they realize the magnitude of the work ahead of them 			

CHALLENGES / OPPORTUNITIES

Question	Points Possible	Points Awarded	
1	5	4	
2	5	4	
3	5	4	
4	5	4	
5	5	5	TOTAL SCORE: 21