



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

CONNER CREEK ACADEMY EAST

MODIFIED

REAUTHORIZATION REVIEW

November 10-11, 2014

FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:

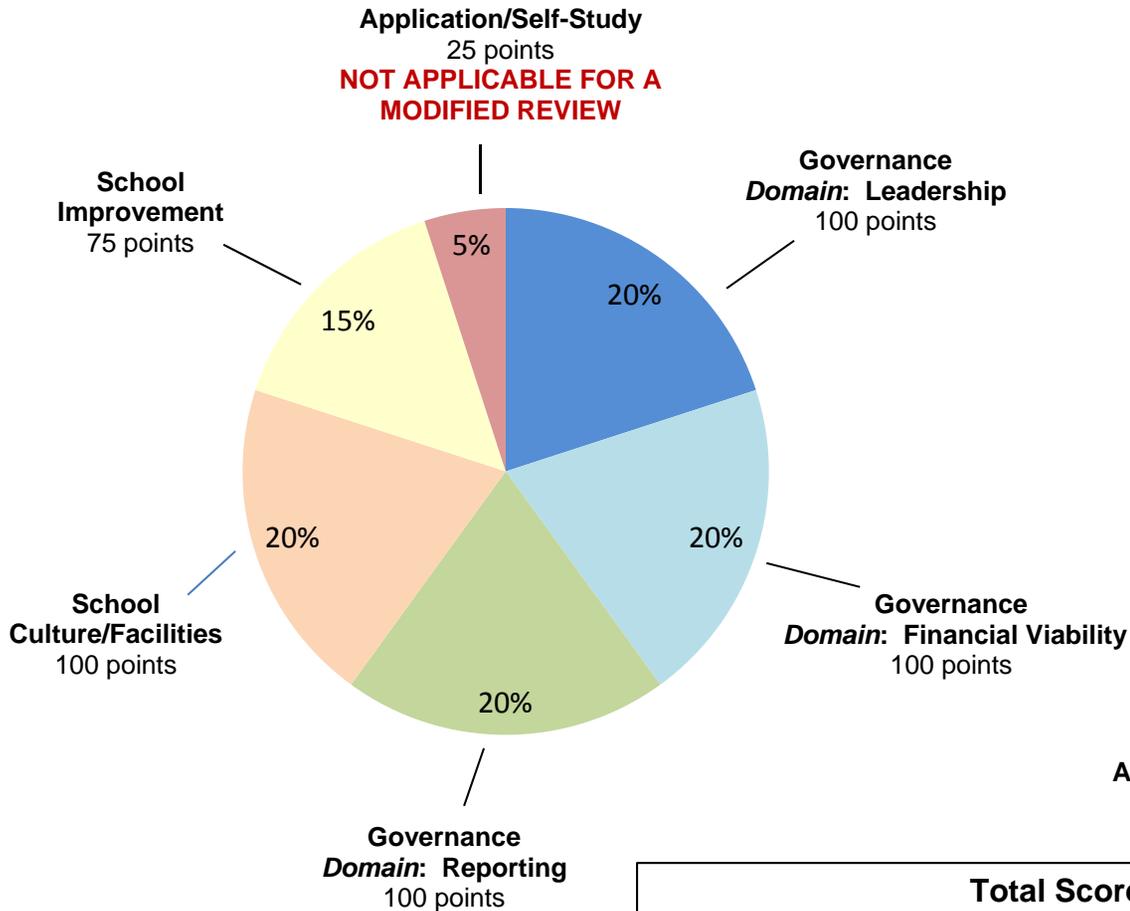
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide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

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

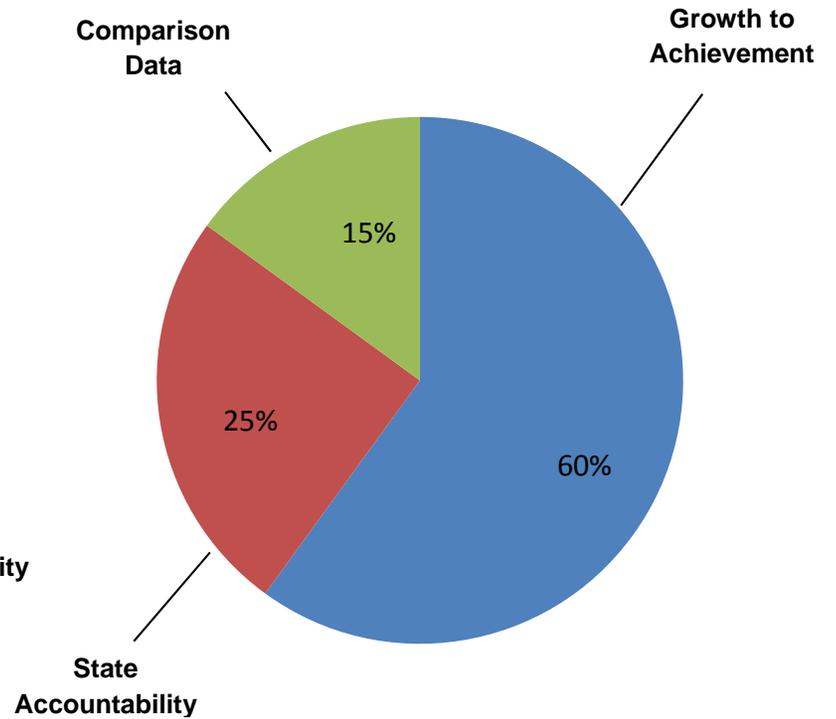
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided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

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

Visitation Rubric



Academic Performance



Total Score		
427 - 475	Exceeding Standards	90%+
356 - 426	Meeting Standards	75% - 89%
285 - 355	Does Not Meet Standards	60% - 74%
284 & Below	Falls Far Below Standards	Below 60%

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

Academy Name: **Conner Creek Academy East**

Dates of Visit: **November 10-11, 2014**

This is a: Reauthorization Review Mid-Contract Review

1. Academic Performance Report

Evaluation Criteria	Invigorating Excellence Placement			Category Achieved
	2011-12	2012-13	2013-14	
Growth to Achievement State Accountability Comparison Data	Phase 3	Phase 3	Phase 3 (Elementary and MS)	Falls Far Below Standards

2. Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	100	100	100	Exceeding Standards
Governance <i>Domain: Financial Viability</i>	100*	96	96	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	100	100	Meeting Standards
School Culture/Facilities	100*	96	96	Meeting Standards
School Improvement	75	56.7	75.6	Meeting Standards
Total Score:	475	448.7	94.46%	Exceeding Standards

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

1. Visitation Review Scoring Matrix

maximum: 475 points

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

2. Academic Performance Report Scoring Matrix

Visiting Team Members

Name: Jim Scholten Signature: 

Name: Art Willick Signature: 

Name: Don Haist Signature: 

Name: Laura Emshanov Signature: 

Name: Lee Robinson Signature: 

Team Chair: Jim Scholten

Executive Summary Conner Creek Academy East MODIFIED Reauthorization Review November 10-11, 2014

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

- The academy has undergone a mid-contract review March 17-18, 2014.
- The academy has undergone a reauthorization review October 29-30, 2012.

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

The Modified Reauthorization Review includes a summary of the 33 classroom observations conducted. Also included are the following:

- Input from the interviews with the school improvement team, three board members, and administration.
- Review of the following documents: board of education minutes (2013-2014; 2014-2015), school improvement plan, Phase 3 Action Plan, operational budget, Annual Academic Performance Report, mid-contract review (March 17-18, 2014), reauthorization review (October 29-30, 2012), reauthorization review model rubrics (2014-2015) and the outstanding binder of substantive information provided for the visitation team.

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

Highlights and Findings:

Rubric Rating: The visitation team considered the academy on the five Rubric sections. Scores earned in the five sections combined reveal the academy earned an overall rubric score of **448.7** points, which translates to an overall rubric achievement score of **94.46%**. That places the academy in the “**Exceeding Standards**” category. It should be noted that while the review is important, it is not possible to successfully pass a review with an APR that falls below “Meeting Standards”.

Concentrated Classroom Observations:

The visitation team members visited 33 classrooms for 25 to 30 minutes each. The following checklist was used in each classroom:

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

Summary of Observations:

- **Elementary:**
 - Three team members visited 12 classrooms and attended a data team meeting.
 - Technology was used effectively to enhance lessons.
 - There was very good and consistent classroom management. It was clear this was consistent and uniform from classroom to classroom.
 - Students were very engaged and attentive.
 - Intentional actions were used by the teachers to get students to think.
 - Students were often referenced to the posted classroom objective.
 - Data team was very effective and was operating with fidelity. All components of successful data teams were observed.
- **Middle School and High School:**
 - Three team members visited 21 classrooms and attended 2 data team meetings.
 - In the majority of classrooms visited the students were engaged in the lesson.
 - A learning culture was evident.
 - Students were very polite and respectful. Teachers emphasized proper language use.
 - Learning objectives were posted and the lesson was consistent with the objective.
 - A variety of teaching practices were observed.
 - Teachers using Smart Boards were generally better able to actively engage the students.
 - In grades 7, 8 and 9 the classrooms with clear classroom behavior expectations/procedures that were referenced were more conducive to student learning. There was no evidence that a consistent/uniform student management/behavior system was in place.
 - High school students stated that they were being prepared for college by their teachers. The ACT preparation class observed showed clear evidence that the students recognized the value of being prepared.
 - In some classrooms student use of personal electronics (phones for music) was distracting.

- Data teams were somewhat effective. The teachers interacted very well. They shared data collection information from the AI (Academic Intervention) classrooms. They reviewed teaching strategies used and discussed possible improvements. When asked if they had an agenda and if they kept minutes, they indicated they didn't. When the administrators were asked about that they clarified that the two documents, Michigan Collegiate Data Team Meeting and Michigan Collegiate Data Team Meeting Reflection, were the pre-determined agendas, minutes and reporting forms. This was evident when they shared the documents with the team. These are filed in a notebook which is reviewed by the administration and the data team leader on a regular basis. The teams also did not have a regular schedule and the administration indicated that this was by design and felt that the teams should meet when necessary.

Notable Findings: The modified reauthorization review is the third review in the past two years. Through this the board, administration and staff have continued with their desire to improve student achievement.

○ **There are multiple positives that the review team observed:**

- The staff and administration work very well together. Staff feels it is supported.
- Parents are sending their students to CCAE because of safety, caring staff, parent focus groups and consistency.
- Staff believes they can and will make a difference in their students' achievement. They will continue to need time to realize the value and impact of programs and procedures put into place.
- The staff is more intentional in their practices since the last review.
- The numbers of students and staff has stabilized, this will add consistency.
- The strong focus of college readiness is recognized by the students and will, given time, result in higher numbers of students attending and being successful in post- secondary education.
- The main goal stated by all groups is for continued focus and effort to improve student achievement.
- Strategies such as "Walk -to- Math" and the 7-12 proficiency programs are very good efforts to help students get to grade level.
- Students are provided instruction and encouragement to understand that their efforts are extremely valuable for their success.
- There is understanding at all levels that even though there is some growth in student achievement scores it is not sufficient.
- The school is proud that one of their staff, Ms. Dyer, has been selected as "Charter School Teacher of the Year".
- The board is aware of student achievement scores and are concerned about how to improve those scores.

Primary Challenges For The Future:

- The academy must continue to focus on consistently improving student achievement.
- Retention of students is a concern. The academy must continue to make its programs attractive and show that their students are performing better than students do in surrounding schools.
- Students must gain in technology skills so that they can be successful on computer based assessments and life.

- Data teams must continue to be improved and monitored for effectiveness. The secondary will need to clearly evaluate their current structure for success and make adjustments as needed.
- The MS/HS also needs to evaluate and monitor their current student management/behavior plan. Is it effective, consistent and conducive to high levels of student achievement?
- The academy will also need to continue to engage in cooperative discussions regarding finances.

There is evidence that all levels are aware of the challenges facing the academy. There has been an intentional effort to “move the needle” of student achievement. This must be continued with vigor.

In conclusion, the CSO visitation team thanks everyone at Conner Creek Academy East for your hospitality and help in completing this review. The team was impressed and grateful for the material and information provided. We were impressed by the commitment of the board, staff and administration to meet the challenges for improving teaching and learning. Thank you also for the meals - they were great.

Best wishes to you all!

Jim Scholten, Team Chair

1. Governance *Domain: Leadership*

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

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

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	5/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Each member is on schedule to meet their professional development activity credit requirement 	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Most members are on schedule to meet their professional development activity credit requirement 	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> Does not include funds in annual budget Most members are not on schedule to meet their professional development activity credit requirement 	The Board does not engage in professional development	
Policies and Procedures As evidenced by: The Policies and Procedures Manual at the Board Meetings	5/5	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws References appropriate policies/procedures at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Demonstrates familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Does not demonstrate familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has few policies/procedures in place that are required by state and federal laws Has not regularly updated its Policies and Procedures Manual 	
Meeting Schedule	5/5	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	
Monthly Quorums	5/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance Domain: Leadership

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved 100%	Category Achieved Exceeding Standards	
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2. Governance *Domain: Financial Viability*

Points Possible 100	Points Achieved 96
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	15/15		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	15/15		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	6/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Governance Domain: Financial Viability				
Total score for all competencies				
Total Points Achieved	Score	Percentage Achieved	Category Achieved	
	96/100	96%	Meeting Standards	

3. Governance *Domain: Reporting*

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

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	10/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	10/10		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

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

4. School Culture/Facilities

Points Possible 100	Points Achieved 96
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	6/10		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 	At the Middle School and High School there is no evidence of consistent classroom expectations
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	15/15		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	5/5		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	Observed at the Middle School and High School tissues in the sink and on the floor
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability; Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	19.5% turnover during the review period
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities:
Total score for all competencies

Total Points Achieved	96/100	Percentage Achieved	Category Achieved	
		96%	Meeting Standards	

5. School Improvement

Points Possible 75	Points Achieved 56.7
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Competency	Score	Exceeding Goals	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	5/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.2 points	9 points	0 points	
Data Teams Process	11.2/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	The team observed that the Middle School teams are not regularly scheduled
Statewide Ranking	3/15	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	Elementary-22 nd MS-13 th HS-43 rd *Score is determined by average
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement (NON-NCA):
Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved
56.7/75	75.6%	Meeting Standards

BOARD INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **November 10-11, 2014**

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
- Yes-Cohort improvements
- Showing student growth academically
- Yes, mission is to see the kids develop the potential and creativity of our students, and we are seeing our scores come up
- Evidence is in cohort/FAY student achievement results

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?

- ACT scores are getting better
- Wayne State tutoring program is helpful – 11th and 12th graders
- Working at that goal, but not there yet
- Not real confident that academically they are prepared
- Outliers yes, but as a collective will struggle at the higher education
- Home environment is not aligned to our preparation
- They don't have the funds to continue in higher education
- Our demographics show that most of our students are not going to college nor are they prepared – (Board is looking at this as out of their control)

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?

- Goals are set to achieve – if not made can be put into phase groups
- Financial viability
- Established a contract and is up for revision FSU sets goals for us to achieve for our students to achieve

- If they fail they will be placed in an intervention phase
- FSU will look at finances to make sure we are financially feasible
- We have varied on the length of contracts

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

- Teacher of the year, community involvement, Henry Ford Hospital for nutritional and family services, breakfast to the parents.
- Parent involvement could be improved on
- Parents don't want to come because they are afraid of profiling
- The board is proud of the students and are going on and sticking with the program in spite of loss of funding
- Teacher student relationship

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?

- Yes the board has a strategic plan
- The main focus is to obtain a reauthorization, for our students to be college ready, smaller class sizes, retention, willing board members and two in the pool
- Engaging regional chamber to help us
- Finally, we are working to provide resources to our instructional staff
- Would love to provide salary increases to the staff but it is just not possible
- Yes – Reauthorization, academic achievement, smaller class size, student retention, more resources

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

- Safety and caring staff
- Better than the alternative
- Special Ed needs
- Safety!
- Parents are looking for educational standards that they are not seeing in their local schools
- Better than the alternative
- Programs for the elementary students are plentiful: after school tutoring, art, music, enrichment class and kids enjoy being here
- Finally, parents like the special education programs

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

- Review with administration and the financial person – needs
- Usually we go through a 16-step program to review with business manager and administration to be understood if we can cover everything
- Following the guidelines for the government money

- Revisit twice once concrete data is in place
- The SIT presents at each meeting
- It is a fine balancing act to provide the schools with the tools
- We don't want to skimp in areas of academic resources
- Budget development is a solid practice finance committee meets prior to each meeting

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

- More staffing and programs (art, choir, plays)
- Staff increases
- Extended school day – sports complex
- Auditorium
- Salary increases and retirement plans
- Smaller class sizes
- More space (classrooms)
- Sports Complex
- Field trips

9. Anything for our attention?

- Very viable schools we have a lot going for our students
- Scores are not everything...safety

10. Why does the board have a separate set of mission and vision statements?

- We give Chuck guidance and goals but we as a board want to accomplish things as a board so other boards use us as examples. But these are personal goals for us as a board. We want our goals to include goals towards showing others what a board should be. What do we need to do to provide the leadership for the school? It is a cooperate model just like any other cooperation.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **November 10-11, 2014**

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?

- Safe environment
- Life-long learners
- Develop potential
- Graduates come back
- Carnegie Math
- ACT, Explore
- Science program
- Students don't want to leave the building

2. From what we have observed, it appears that a number of positive programs and initiative have been implemented. Explain for us why there isn't more substantial growth?

- Feedback not consistent, some areas indicate growth
- Difficult to pinpoint reasons
- Attendance (problematic)
- Concern that composite isn't as accurate
- How to get success
- Get families more involved
- Scores have gone down, but are coming up
- Too much emphasis placed on academics – how about academic growth
- Fall to spring good growth
- Number one thing to do to get more growth-involve families
- Cultural difficulties
- Attendance is a problem – good attendance policy in place

- Conner Creek Academy East believes that we have made a complete shift after the PLA designation
- Defending their program

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?

- Higher level than when they came to us
- Track students that leave through the Clearinghouse

4. Tell us about your district school wide behavior management system.

- Capturing kids hearts
- In school intervention room (regroup, refocus, get back into class)
- In house suspension program – 5 Non-negotiables
- All new teachers have a mentor

a. How are you tracking data?

- Middle School and High School data teams processes differ from elementary
- Explain the differences and describe

b. Who and when are you sharing it with?

- Boards

c. How does the data effect you decision-making?

- Identify trends

d. How do you ensure classroom and building consistency?

- Elementary – monthly staff meeting, walkthroughs, monitoring
- Middle School – Love and Logic, Capture Kids Heart, Non-negotiable skills that must be included in whatever system you decide
- All staff know the 5 Non-negotiables at the beginning of the year
- 4-administrators do a walk through

5. Middle School and High School data team processes differ from the elementary?

a. Explain the differences – Main difference is the Middle School and the High School pinpoint priority standards (2-3 weeks of instruction is the difference). Elementary mastery standards for the entire year. Middle School not prescheduled days.

b. Why did you choose to do it differently?

- 2-3 weeks of instruction vs. the whole year
- Structure is defined differently
- Middle School and High School has priority standards

- Elementary has mastery standards
- Middle School and High School there is no set schedule of meetings

6. *What is your current teacher evaluation process and do you currently have any staff designated minimally effective or on an improvement plan?*

- None
- Monitoring several
- Danielson rubric

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

- Safety
- Suburban school environment
- Clean no metal detectors
- Family oriented
- Teachers that care
- Positive communication for the parents from the teacher
- Parent focus group 2nd year
- Parents appreciate the consistency

8. *Do you have the capacity or plan to build master teachers?*

- TEAMS grant mentoring, videotaping, peer observations on both sides, meet once a week to focus on best practice
- New teachers are the focus
- Middle School mentor mentee program
- Planning on giving a floating sub to view other instruction
- Master if they meet their EPAS growth
- Easier to remove teacher

9. *Anything for our attention?*

- Mentoring program – Master teacher grant
- Will hire a sub to cover classes

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **November 10-11, 2014**

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

1. What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?

- MS - Interactive notebook
- V. Smith- Data Team Program naturally shows how learning is effective
- J. Ross- MC- Math Proficiency Program - demonstrate proficiency before they advance to the next math class i.e. exam, end of the unit testing, different teacher remediation if they are not proficient. Second time typically makes it through
- Christian Knight- HS- evidence of students that make it through the proficiency plan.
- Elementary – Kagan- cooperative learning training (TEAMS grant)
- 9th English – Daily Oral Language
- Walk to Math –
NO REAL DATA EVIDENCE

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

- Data Teams have been vetted however vertical teams need help
- Rtl has been tied to Data Teams
- Post tests are showing year to year improvement but still need more
- Elementary programs are intentional
NO MENTION OF INSTRUCTIONAL STRATEGIES
NOT MUCH FROM MS AND HS
WHAT DATA ARE YOU LOOKING AT

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

- Be proficient in all subject areas: social studies and science
- Close and critical reading
- Data teams
- Student retention

- Student achievement
- College readiness

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

- Scantron
- Formative Assessment immediate feedback
- Success maker

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

- Consistently achieve educational goals
- Student retention
- Assessment keyboarding skills

6. In your opinion, are your recommendations for improvement considered appropriate and are they supported?

- Yes i.e. walk to math
- Analyze the surveys from staff
- 100% supported by leadership here
- Elementary feels like they have a voice

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

- Time to develop and implement programs
- Specific focus on subjects
- More focused and intentional

8. Talk about your strategy to “provide direct instruction on effort” page 51 how is that going?

- Growth mindset with the students

9. CCAE has almost 15% Special Education identified students explain your MTSS and child study process

- Provided with hard copies of process
- MTSS

87% free and reduced-brain research indicates that poverty has the same effect on the brain as PTSD what is happening here that is helping you understand how to teach to this population?

- Secondary teacher compared teaching high poverty students to special education.
- Karen talked about various PD from the ISD that they participated in
- Virgil approached the team after the meeting and asked for resources to address this