



FERRIS STATE  
UNIVERSITY

CHARTER SCHOOLS  
OFFICE

# CREATIVE TECHNOLOGIES ACADEMY

**MID-CONTRACT REVIEW**  
**January 31 - February 1, 2011**



FERRIS STATE UNIVERSITY

*Imagine More*

## MISSION

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

## VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (AOIS)

Meeting all contractual obligations and the requirements of law

## CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humanness

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

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

We value integrity and trust, demonstrated by our –

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

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

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

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

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

**TOTAL SCORE**

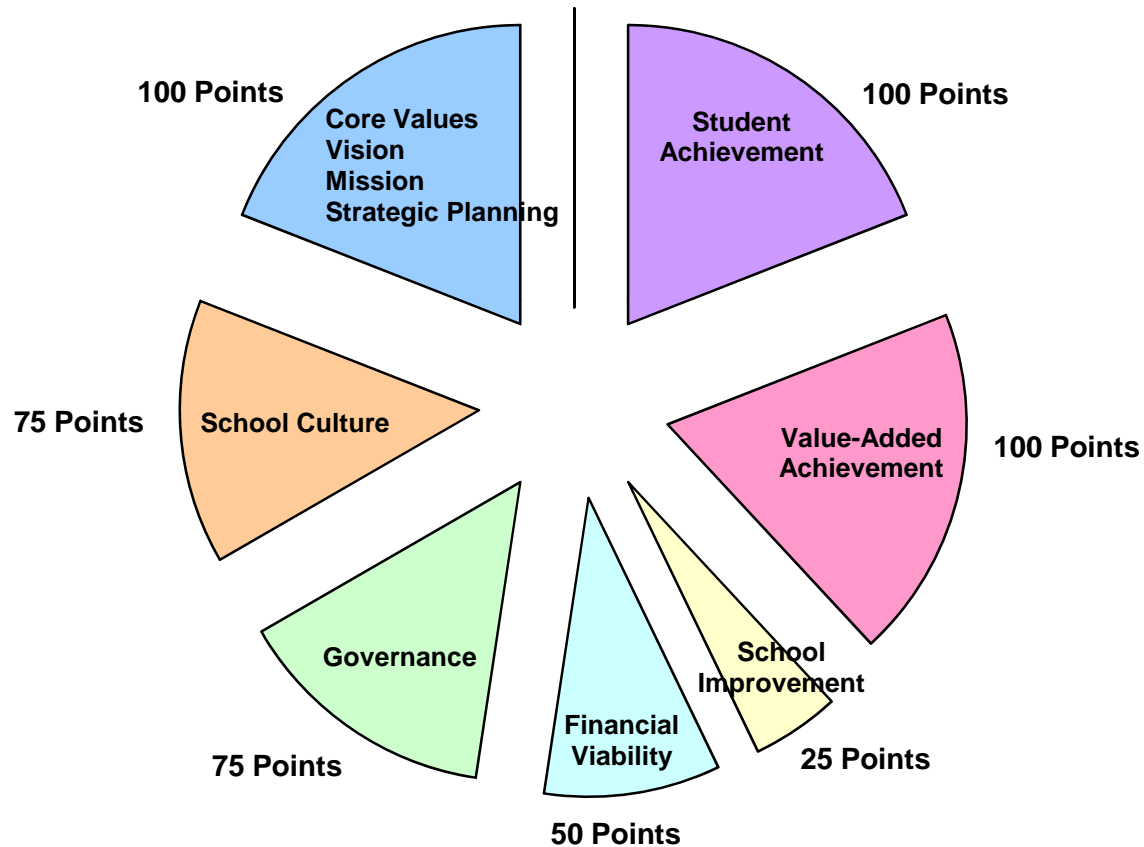
472-525 = Exceeding Standards  
393-471.9 = Meets Standards  
315-392.9 = Needs Improvement  
314.9 & Below = Deficient

**525 Points Maximum**



CHARTER SCHOOLS OFFICE

**Mid-Contract Review - 2011**





## EXECUTIVE SUMMARY

The Review Team has compiled the results of its visitation notes and findings. We congratulate the stakeholders of the Academy for their commitment to continue to grow Creative Technologies Academy to be a school of excellence. We also noted that there are some critical needs of improvement necessary to achieve that status.

The Review Team has considered the Academy's performance on all aspects of the reauthorization rubric, and has determined a score of **388.74** points out of a possible **525** points. This score is within the upper range of the *Needs Improvement* category of the mid-contract review performance scores.

The Review Team found many impressive aspects of the Academy's operations. Among them were the following:

- *Contractual Goals:* There is ongoing attention to contract responsibilities, as reflected in the reported discussion of student achievement and implementation of relevant professional development programs.
- *School Improvement:* There is wide participation in school improvement efforts. There is evidence of significant team planning and coordinated implementation activities. School improvement goals and plans are the subject of ongoing professional development and board discussion. The commitment of School Improvement Team members and other staff members to the mission of the Academy is commendable.
- *School Culture:* A spirit of support, encouragement and recognition of individual student needs was evident throughout the reviewers' interviews. It is obvious that the success of each student is of primary importance in the work of teachers, support staff, administrators and board members. There appears to be a true "family atmosphere" of support and mutual commitment on the part of all staff members. The implementation of the character education program is obviously embraced by students, parents and staff members.

As with any organization, there are always areas that need further development. Considering the obvious commitment of the school leadership and staff to the success of the Academy, the Review Team believes that the following categories found to be deficient or in need of improvement will be the focus of continuous improvement efforts. The following areas were identified for additional attention:

- *Student Achievement:* Relative performance to the state, resident district and demographically comparable district are significant areas of concern. In addition, results of Scantron Performance Series cohort group scores result, overall, in

deficient scores. These scores represent a critical situation, and are recommended for focused attention. Initiatives cited in the school improvement plan will hopefully lead to progress in these achievement results.

- *Strategic Planning:* This section of the reauthorization rubric includes an interesting pattern of scores. First, the Review Team found it appropriate to award points for the areas of core values, mission and vision. However, there was no evidence that these elements were used to develop a comprehensive strategic plan. It appears that long-range planning has been limited to facilities and special issues. A comprehensive plan that includes SMART goals will be a helpful tool for planning the future of the Academy.
- *Governance:* While the Review Team found it appropriate to award significant points for the items included in the Governance rubric, significant suggestions were made to board members regarding the organization of board agenda items and the reporting of board deliberation in meeting minutes. The Ferris Charter Schools Office Field Representative will be following up with board leaders to review the progress towards these suggestions.

The Charter Schools Office and members of the Review Team thank all those from Creative Technologies Academy who were involved in this mid-contract review effort. We also recognize the efforts of all stakeholders involved in working toward the success of the Academy.

James Ridders  
Review Team Chair

## DRAFT RESPONSE TO CREATIVE TECHNOLOGIES ACADEMY STATED CONCERNS

A Ferris State University Charter Schools Review Team conducted a Mid-Contract Review of Creative Technologies Academy on January 31-February 1, 2011. A draft report was developed and provided to the Academy. The Academy raised several issues in response to the draft Mid-Contract Review report. These issues are found in a formal letter of response dated March 2, 2011 and e-mail dated March 11, 2011. The Academy's stated concerns and the Review Team's response, which will be reflected in the final Mid-Contract Review document, are provided below:

### **Core Values, Mission, Vision and Strategic Planning** *(Overall Change= +5.6 Points)*

#### **Creative Technologies Academy Issue: Board Discussions**

##### **CSO Response:**

The Academy provided minutes of board meetings from the review period that demonstrated that strategic planning and the affirmation of core values, mission and vision have been topics of discussion. There was also an acknowledgement that some planning references were not referred to as strategic planning in early discussions.

The meeting references provided by the Academy are found appropriate justification for an adjustment of the Strategic Planning update score from **4.2 to 7.0 points**. Involvement of faculty and staff in the updating of the basic elements of the strategic plan was also demonstrated in the documents provided. Therefore, the communication of the strategic plan score is also adjusted from **4.2 to 7.0 points**.

### **Governance** *(Overall Change= +1.6 Points)*

#### **Creative Technologies Academy Issue: Board meeting cancellations**

In thirteen years the Board has never cancelled a meeting for the lack of a quorum or for any other reason. A quorum has always been present for all scheduled Board meetings. The Board has, however, rescheduled a few meetings but usually a month, at least, in advance.



There was one meeting, when Matthew Nausadis was the School Leader in 2008 that was postponed (not cancelled) for six days. We do not know the reason. But the meeting was held within the designated month.

**CSO Response:**

Please see posting for August 13, 2008 sent to AOIS – “Cancelled. Lack of Quorum”. The August 13<sup>th</sup> meeting was rescheduled to August 19<sup>th</sup> – see posting.

See 2009-2010 Board meeting schedule – the March 11, 2010 meeting was rescheduled to March 18, 2010.

The rubric does not include any wording about how long a meeting is postponed or whether it was rescheduled in the designated month. The reason why the CSO reviews meeting schedules for lack of quorums and rescheduled meetings is: a) making sure the Board operates as it should in its oversight of the Academy; and b) making sure the Board meets as advertised to the public. When meetings are rescheduled, it can become difficult for the public to know when the regular meetings of the Board are held. **No adjustments are made to this section.**

**Creative Technologies Academy Issue: Professional Participation**

The rubric did not indicate perfect attendance, but rather strong representation. Board members and administrators have attended every Shining Star event except one since they began and administrators have attended every Spring Briefing. Board members have attended events held at FSU and some at a distance. (CTA has the disadvantage of distance as compared to others.)

**CSO Response:**

This item is under the Governance section of the rubric and specifically refers to “the Board has representation...” – not administrators. Based on an average of a three year attendance pattern as shown below, justification exists to change the point total from **2.4 to 4 points.**

<b>Event</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Board Leadership Conference	3	2	1
Shining Star/Recognition Celebration	2	0	0

### **Creative Technologies Academy Issue: AOIS reporting**

While there is not a blemish free record due to some minor inaccuracies on a very few documents (that were later corrected), perhaps CTA could receive a bonus point or two for being the only Academy with a ten year 100% compliance record (based on a perfect score for the next four months).

CTA has already been publicly recognized and financially rewarded for their excellence in AOIS reporting. No bonus points are awarded as part of the rubric, no matter the circumstances; therefore, **no adjustment is made.**

### **Financial Viability (Overall Change= +7.2 Points)**

#### **Creative Technologies Issue: Budget Development**

##### **CSO Response:**

Board meeting minutes provided by the Academy, document three budget input opportunities for the 2010-2011 year only. The Review Team has chosen to recognize the Academy's good faith effort to meet this standard in the most recent year, and determined that an adjustment from **6 to 10 points** is warranted.

Budget Support of the School Improvement Plan: Information provided indicates financial support of the School Improvement Plan. A point adjustment from **4.8 to 8.0 points** is warranted.

### **Value-Added Achievement (Overall Change= None)**

The Review Team recognizes and appreciates the value of the recent school improvement initiatives designed to address student achievement issues. However, our review of student achievement scores for the Mid-Contract Review period **does not indicate that any point adjustment is warranted.**

**Additional Comments of the March 18, 2011 Memo from Dan George:**

Mr. Willick was engaged in discussion during the Creative Technologies board meeting of March 17, 2011. He indicated that the formal response of the Mid-Contract Review Team would be forthcoming. That response can be found above. Please also be assured that the Review Team does not form conclusions by vote, but by consensus. This response represents the joint – and final – report of the Team’s findings relative to the CTA Mid-Contract visitation.

**Conclusion**

**The additional evidence provided by the Academy resulted in an adjustment of a total of 14.4 points.** However, this does not result in a change from the overall finding of *Needs Improvement* for the Mid-Contract Review. We are encouraged by the recent curriculum and instruction initiatives being implemented by the Academy to address academic achievement issues, and we are hopeful that scores will meet standards at the time of the Academy’s Reauthorization review process.

## Student Achievement and Progress Toward Contractual Academic Goals

3-8 Version

Total Possible Points: 100  
(Rounded up from 99.96 Points)

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>AYP: Achievement</b>	<b>5.2/7</b>	The Academy exceeded State AYP targets by 10% or more in both MATH and READING in 2 out of 3 years.  <b>7 Points</b>	The Academy met State AYP targets in both MATH and READING in 2 out of 3 years.  <b>5.2 Points</b>	The Academy met AYP targets in either MATH or READING in 2 out of 3 years.  <b>4.2 Points</b>	The Academy did not meet AYP targets in either MATH or READING in 2 out of 3 years.  <b>0 Points</b>	
<b>AYP: Participation</b>  <b>3-year average=135.2%</b>	<b>7/7</b>	The Academy tested over 95% of its students in both MATH and READING in 2 out of 3 years.  <b>7 Points</b>	The Academy tested between 93%-94.9% of its students in both MATH and READING in 2 out of 3 years.  <b>5.2 Points</b>	The Academy tested between 90%-92.9% of its students in both MATH or READING in 2 out of 3 years.  <b>4.2 Points</b>	The Academy tested fewer than 90% of its students in both MATH and READING in 2 out of 3 years.  <b>0 Points</b>	
<b>AYP: Other Indicators</b>  <b>6-year average=81.25%</b>	<b>7/7</b>	The Academy's attendance rate was greater than 85% and/or the Academy's graduation rate was greater than 80% in 2 out of 3 years.  <b>7 Points</b>	The Academy's attendance rate was 85% and/or the Academy's graduation rate was 80% in 2 out of 3 years.  <b>5.2 Points</b>	The Academy's attendance rate was 80%-84% and/or the Academy's graduation rate was 70%-79% in 2 out of 3 years.  <b>4.2 Points</b>	The Academy's attendance rate was below 80% and/or the Academy's graduation rate was below 70% in 2 out of 3 years.  <b>0 Points</b>	
<b>Composite Grade as Assigned by MDE in Ed Yes!</b>	<b>5.2/7</b>	<b>A</b>  <b>7 Points</b>	<b>B</b>  <b>5.2 Points</b>	<b>C</b>  <b>4.2 Points</b>	<b>D or below</b>  <b>0 Points</b>	
<b>Relative Performance to State (MEAP-READING)</b>	<b>0/5</b>	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in READING.  <b>5 Points</b>	The Academy met the State MEAP percent proficient in 2 out of 3 years in READING.  <b>3.7 Points</b>	The Academy met or exceeded the State MEAP percent proficient in 1 out of 3 years in READING.  <b>3 Points</b>	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in READING.  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>5 Points</b>	<b>3.7 Points</b>	<b>3 Points</b>	<b>0 Points</b>	
<b>Relative Performance to State (MEAP-MATH)</b>	<b>3.7/5</b>	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in MATH.  Gr. 3 5 6	The Academy met the State MEAP percent proficient in 2 out of 3 years in MATH.  Gr. 7	The Academy met or exceeded the State MEAP percent proficient in 1 out of 3 years in MATH.  Gr. 11	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in MATH.  Gr. 4 8	
<b>Relative Performance to the Resident District (MEAP-READING)</b>	<b>0/5</b>	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 met or exceeded the District MEAP percent proficient in 1 out of 3 years in READING.  Gr. 6 11	The Academy has not met the District MEAP percent proficient in any year in a 3-year period in READING.  Gr. 3 4 5 7 8	
<b>Relative Performance to the Resident District (MEAP-MATH)</b>	<b>0/5</b>	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in MATH. Gr. 3	The Academy met the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met or exceeded the District MEAP percent proficient in 1 out of 3 years in MATH. Gr. 11	The Academy has not met the District MEAP percent proficient in any year in a 3-year period in MATH.  Gr. 4 5 6 7 8	
<b>Relative Performance to a Demographically Comparable School (MEAP-READING)</b>	<b>0/5</b>	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 met or exceeded its comparable School MEAP percent proficient in 1 out of 3 years in READING. Gr. 6 11	The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in READING.  Gr. 3 4 5 7 8	
<b>Relative Performance to a Demographically Comparable School (MEAP-MATH)</b>	<b>0/5</b>	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in MATH. Gr. 3	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. Gr. 11	The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in MATH.  Gr. 4 5 6 7 8	
<b>School Improvement Status</b>	<b>2/2</b>		The Academy is not identified for improvement.  <b>2 Points</b>		The Academy is identified for improvement.  <b>0 Points</b>	

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

<b>READING Performance (MEAP/MME)</b>		<b>Target</b>	<b>Actual</b>	<b>Performing Above Target 3.33 Points</b>	<b>Performing On Target 2.49 Points</b>	<b>Performing Below Target 1.99 Points</b>	<b>Reviewer Comments</b>
Grade 3	1.99/3.33	80.8	56.3			X	
Grade 4	3.33/3.33	58.0	90.9	X			
Grade 5	1.99/3.33	87.6	53.3			X	
Grade 6	1.99/3.33	87.6	76.5			X	
Grade 7	3.33/3.33	75.2	84.6	X			
Grade 8	2.49/3.33	66.1	65.0		X		
<b>MATH Performance (MEAP/MME)</b>		<b>Target</b>	<b>Actual</b>	<b>Performing Above Target 3.33 Points</b>	<b>Performing On Target 2.49 Points</b>	<b>Performing Below Target 1.99 Points</b>	<b>Reviewer Comments</b>
Grade 3	2.49/3.33	100	93.8		X		
Grade 4	3.33/3.33	90.5	100	X			
Grade 5	1.99/3.33	95.9	66.7			X	
Grade 6	1.99/3.33	95.3	76.5			X	
Grade 7	1.99/3.33	91.9	76.9			X	
Grade 8	3.33/3.33	58.0	65.0	X			
<b>Total Points Earned</b>	<b>60.34/100</b>						

## Value-Added Achievement-Scantron Performance Series Data Based on the Assessment of *Cohort Groups Only*

(Cohort is defined as Students with the Academy for 3 or more years)

(MI-Access Students Not Included)

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Value-Added Student Proficiency</b>  <b>Math</b>	<b>15/25</b>	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>25 Points</b>	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>18.8 Points</b>	The percentage of students reaching the expected increase <b>falls below</b> (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>15 Points</b>	The percentage of students reaching the expected increase falls more than <b>10% below</b> the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>0 Points</b>	Range= 76.6 – 78.6  Goal=77.6  Actual=74.0
<b>Value-Added Student Proficiency</b>  <b>Reading</b>	<b>0/25</b>	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>25 Points</b>	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>18.8 Points</b>	The percentage of students reaching the expected increase <b>falls below</b> (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>15 Points</b>	The percentage of students reaching the expected increase falls more than <b>10% below</b> the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>0 Points</b>	Range= 75.1 – 77.1  Goal=76.1  Actual=64.4
<b>Value-Added Student Proficiency</b>  <b>ELA</b>	<b>12/20</b>	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>20 Points</b>	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>15 Points</b>	The percentage of students reaching the expected increase <b>falls below</b> (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>12 Points</b>	The percentage of students reaching the expected increase falls more than <b>10% below</b> the <i>Margin of Performance</i> as established by the education goals for the Academy.  <b>0 Points</b>	Range= 71.2 – 73.2  Goal=72.2  Actual=65.8

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Student Cohort Gains</b> <b>MATH</b>	0/11	90-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>11 Points</b>	75-89% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>8.2 Points</b>	60-74% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>6.6 Points</b>	Less than 60% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>0 Points</b>	Actual=50.5%
<b>Student Cohort Gains</b> <b>READING</b>	0/11	90-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>11 Points</b>	75-89% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>8.2 Points</b>	60-74% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>6.6 Points</b>	Less than 60% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>0 Points</b>	Actual=46%
<b>Student Cohort Gains</b> <b>ELA</b>	0/8	90-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>8 Points</b>	75-89% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>6 Points</b>	60-74% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>4.8 Points</b>	Less than 60% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series.  <b>0 Points</b>	Actual=34.5%
<b>Total Points Earned</b>	<b>27/100</b>					



## School Improvement

Total Possible Points: 25

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Strand I: Teaching For Learning Ed Yes! Performance Indicators</b>	<b>7/7</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>7 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>5.25 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>4.2 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand II: Leadership Ed Yes! Performance Indicators</b>	<b>7/7</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>7 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>5.25 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>4.2 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand III: Personnel &amp; Professional Learning Ed Yes! Performance Indicators</b>	<b>4/4</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>4 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>3 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>2.4 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand IV: School &amp; Community Relations Ed Yes! Performance Indicators</b>	<b>1.5/2</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>1.5 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>1.2 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Strand V: Data &amp; Informational Management Ed Yes! Performance Indicators</b>	<b>3/3</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>3 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>2.25 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>1.8 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>School Improvement Plan Ed Yes! Performance Indicators</b>	<b>2/2</b>		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. <b>2 Points</b>		There is a school improvement plan, but it lacks some of the key components required by the State. <b>0 Points</b>	
<b>Total Points Earned</b>	<b>24.5/25</b>					

## Financial Viability

Total Points: 50

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Budget Development</b>	<b>10/10</b>		Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process two times or more prior to budget adoption.  <b>10 Points</b>	Board meeting minutes document that budget development appears on a regular Board meeting agenda only once prior to budget adoption.  <b>6 Points</b>	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process.  <b>0 Points</b>	
	<b>8/8</b>		The Academy's budget reflects and supports the school improvement plan with budget allotment amounts for each strategy. The budgeted amounts are consistent with the Board's overall strategic plan.  <b>8 Points</b>	The Academy's budget appears inconsistent with the school improvement plan. The budgeted amounts are not consistent with the Board's overall strategic plan.  <b>4.8 Points</b>	The Academy's budget does not take school improvement into consideration. The budgeted amounts are not consistent with the Board's overall strategic plan.  <b>0 Points</b>	The budget supports the SIP- more work needed on strategic plan
	<b>6/6</b>		Each member of the Board receives monthly financial statements prior to each regularly scheduled Board meeting.  <b>6 Points</b>	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly scheduled meeting.  <b>3.6 Points</b>	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly scheduled meetings.  <b>0 Points</b>	
<b>Audit/Fund Balances</b>	<b>5/5</b>		The Board requests RFPs for external auditing services no less than every three 3 years.  <b>5 Points</b>		The Board does not request RFPs for external auditing services every three 3 years.  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Academy's audit was completed in a timely manner, was submitted to the State by or before October 31, and results were shared with the Board of Directors in advance of the public presentation. <b>5 Points</b>	The Academy's audit was performed within the specified timeframe, but Board of Directors did not receive it in advance of meeting for review. <b>3 Points</b>	The Academy had a qualified audit with a management letter and a Board response within the last 3 years. <b>0 Points</b>	
	5/5		The Academy's audit was unqualified with no reportable conditions within the last 3 years. <b>5 Points</b>	The Academy's audit was unqualified with some reportable conditions within the last 3 years. <b>3 Points</b>	The Academy's audit was qualified with a management letter and board response. <b>0 Points</b>	
	4/4	The Board maintains a fund balance of at least 10% of general revenue. <b>4 Points</b>	The Board maintains a fund balance within 3%-9.9% of general revenue. <b>3 Points</b>	The Board maintains a fund balance within 1%-2.9% of general revenue. <b>2.4 Points</b>	The Board maintains a fund balance of less than 1% of general revenue. <b>0 Points</b>	
	7/7		The Board has an identifiable long-range plan for fund balances. There are no needs in the general budget that go underfunded to maintain the fund balance. <b>7 Points</b>	The Board has no identifiable long-range plan for fund balances. There are needs in the general budget going underfunded in order to maintain the fund balance. <b>4.2 Points</b>		
<b>Total Points Earned</b>	<b>50/50</b>					

## Governance

(As Reflected in Board Minutes and Observations) Total Possible Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>4 Points</b>	<b>3 Points</b>	<b>2.4 Points</b>	<b>0 Points</b>	
<b>Leadership</b>	<b>4/4</b>	The Board of Directors has all relevant policies in place in accordance with State and federal laws and references those policies for decision making at Board meetings.	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them.	The Board of Directors has all relevant policies in place in accordance with State and federal law but is unfamiliar with those policies.	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated.	
	<b>2.4/4</b>	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy.	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file.	The Board of Directors only solicits applications when it anticipates a vacancy.		The candidate in the pool doesn't have an email address-CRS cannot be completed. Board solicits when there is an opening.
	<b>4/4</b>	The Board of Directors asks for, and receives, detailed monthly progress reports on student academic achievement. The Board regularly engages in discussion about these reports.	The Board of Directors receives a monthly report from its administrative staff on student academic achievement. The Board occasionally engages in discussion about these reports.	The Board of Directors does not receive monthly student achievement reports. Little or no discussion regarding student achievement takes place at Board meetings.	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports. Student academic achievement is rarely discussed by the Board.	
	<b>3/4</b>	The Board of Directors has not cancelled a meeting in the past review period due to lack of quorum.	The Board of Directors has not cancelled more than one meeting during the review period due to a lack of quorum.	The Board of Directors has cancelled 2 to 3 meetings during the review period due to a lack of quorum.	The Board of Directors has cancelled more than 3 meetings due to a lack of quorum.	August 14, 2008

	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3/4	The Board of Directors has not rescheduled any meetings during the review period. <b>4 Points</b>	The Board of Directors has held no more than one rescheduled meeting per year in the review period. <b>3 Points</b>	The Board of Directors has held 2-3 rescheduled meetings per year in the review period. <b>2.4 Points</b>	The Board of Directors has held more than 3 rescheduled meetings per year in the review period. <b>0 Points</b>	August 19, 2008 & March 18, 2010
	4/4		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning. <b>4 Points</b>	The physical facility is not always inviting, attractive, clean, well-maintained, and conducive to safety and learning. <b>2.4 Points</b>	The physical facility is not inviting, attractive, clean, well-maintained, and conducive to safety and learning. <b>0 Points</b>	
<b>Technology</b>	5/5		The Board insures there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. <b>5 Points</b>	The Board does not insure there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. <b>3 Points</b>	The technology and infrastructure in the Academy does not provide for the minimal standards of a modern Academy. <b>0 Points</b>	
	5/5	The Board demonstrates its commitment to the Academy's technology and school improvement plan by insuring there is a high ratio of technology available per student. <b>5 Points</b>	The Board demonstrates its commitment to the Academy's technology and school improvement plan by insuring there is an acceptable ratio of technology per student. <b>3.75 Points</b>	The Board demonstrates its lack of commitment to the Academy's technology and school improvement plan by underfunding support for adequate technological resources for students. <b>3 Points</b>	The technology within the Academy does not meet the minimal standards of a modern Academy. <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Professional Development</b>	<b>4/4</b>	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually.  <b>4 Points</b>	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board members participate annually.  <b>3 Points</b>	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development.  <b>2.4 Points</b>		
<b>Professional Participation</b>	<b>4/4</b>		The Board has strong representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference.  <b>4 Points</b>	The Board has some representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference.  <b>2.4 Points</b>	The Board has little or no representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference.  <b>0 Points</b>	
<b>Compliance Reporting (AOIS)-Rate</b>	<b>3/3</b>	The Academy meets the CSO percentage requirement for AOIS reporting.  <b>YES 3 Points</b>			The Academy does not meet the CSO percentage requirement for AOIS reporting.  <b>NO 0 Points</b>	
<b>Compliance Reporting (AOIS)-Accuracy</b>	<b>2.25/3</b>	All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record)  <b>3 Points</b>	95-99% of all documents submitted to AOIS are marked "accurate and complete".  <b>2.25 Points</b>	90-94% of all documents submitted to AOIS are marked "accurate and complete".  <b>1.8 Points</b>	89% or fewer of all documents submitted to AOIS are marked "accurate and complete".  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Administrator Continuing Education Credits</b>	<b>3/3</b>		All Administrators meet CEU requirements.  <b>3 Points</b>		Not all administrators meet CEU requirements.  <b>0 Points</b>	
<b>Special Education/504-Delivery of Services</b>	<b>3/3</b>		The Academy's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services.  <b>3 Points</b>	The Academy is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students.  <b>1.8 Points</b>	The Academy's Special Education program is not in compliance with the state and federal regulations.  <b>0 Points</b>	
<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
The Board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees.	<b>3/3</b>	<b>3 Points</b>			<b>0 Points</b>	
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	<b>3/3</b>	<b>3 Points</b>			<b>0 Points</b>	



<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
Board minutes reflect that the Board receives periodic updates on the Academy's progress towards its school improvement plan and academic contractual goals.	<b>7/7</b>	<b>7 Points</b>			<b>0 Points</b>	
The Board begins its meetings at the posted time.	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
The Board posts timely notices of its annual meeting schedule and all regular and special meetings.	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
<b>Total Points Earned</b>	<b>70.65/75</b>					

## School Culture

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			<b>8 Points</b>	<b>4.8 Points</b>	<b>0 Points</b>	
<b>Safe &amp; Orderly Environment</b>	<b>8/8</b>		Academy staff members and the Board have developed behavioral expectations and implemented systems that create a safe and orderly academic environment that is conducive to learning.	The Academy and the Board have developed behavioral expectations and implemented systems for students but they are not consistently enforced. The academic environment is not always conducive to learning.	Little or no evidence exists that the Academy has developed behavioral expectations or systems that are consistently enforced. The academic environment is not conducive to learning	Character education program is commendable
	<b>8/8</b>		Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the academy.	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the academy.	Little or no evidence exists that staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the academy.	
	<b>8/8</b>		The Academy has a comprehensive safety plan in place and has implemented safety and security measures into daily operations.	The Academy has a comprehensive safety plan in place; however, it does not seem to be known by staff. The Academy has implemented some safety and security measures into daily operations.	The Academy does not have a comprehensive safety plan in place. The Academy has not implemented safety and security measures into daily operations.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			<b>6 Points</b>	<b>3.6 Points</b>	<b>0 Points</b>	
<b>Staff Stability</b>	<b>6/6</b>		There has been minimal building administrator turnover (2 or less) in the past 5 years.		There has been significant building administrator turnover (3 or more) in the past 5 years.	
	<b>6/6</b>		40% or less of the teaching staff has turned over during the past 5 years.		More than 40% of the teaching staff has turned over during the past 5 years.	
<b>Site and Facilities</b>	<b>6/6</b>		All emergency systems are operational, well-maintained, and inspected on a regular basis.	Some emergency systems are in working order and are inspected on a regular basis.	Little or no evidence that emergency systems are in working order and inspected on a regular basis.	
	<b>6/6</b>		All hazardous chemicals and cleaners are properly labeled and safely secured.	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured.	Hazardous chemicals and cleaners are not properly labeled or safely secured.	
	<b>6/6</b>		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Some areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Ventilation and heating/cooling are not suitable for the working/learning environment.	
	<b>6/6</b>		Restrooms and other public areas are well-maintained, clean, and inviting.	Restrooms and other public areas are not always well-maintained, clean, or inviting.	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6/6		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning. <b>6 Points</b>	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning. <b>3.6 Points</b>	There are some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning. <b>0 Points</b>	
<b>Parent/Family Involvement and Communication</b>	3/3		The Academy uses a variety of strategies to facilitate communication with its parents/families, paying particular attention to the economic and cultural aspects of the population it serves. <b>3 Points</b>	The primary focus of the Academy's communication is one way with little consideration to the economic and cultural aspects of the population it serves. <b>1.8 Points</b>	No evidence of a formalized communication strategy or consideration to the economic and cultural aspects of the population it serves. <b>0 Points</b>	
		<b>YES</b>		<b>NO</b>		
	3/3		In general, parents are actively engaged in academic and/or social activities or committees with the Academy as evidenced by participation in those activities. <b>3 Points</b>	Little or no evidence to suggest that parents are actively engaged in academic and/or social activities or committees with the Academy as evidenced by participation in those activities. <b>0 Points</b>		
<b>Community Involvement</b>	3/3		The Academy has established partnerships (where appropriate or practical) with business or community agencies to supplement comprehensive health and human services to students and families. <b>3 Points</b>	The Academy has not established partnerships (where appropriate or practical) with business and community agencies to supplement comprehensive health and human services to students and families. <b>0 Points</b>		
<b>Total Points Earned</b>	<b>75/75</b>					

## Core Values/Vision/Mission/Strategic Planning

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Core Values (25 Points)</b>	<b>12/12</b>		In collaboration with the Academy's stakeholders, the Board has developed Core Values that are the basis and foundation for the Academy's Vision and Mission Statements.  <b>12 Points</b>	The Board has identified some Core Values, but there does not appear to be collaboration with the Academy's stakeholders nor do the Core Values appear to serve as the foundation and basis for the Academy's Vision and Mission Statements.  <b>7.2 Points</b>	The Board has no discernable Core Values identified.  <b>0 Points</b>	
	<b>8/8</b>	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.  <b>8 Points</b>	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.  <b>6 Points</b>	The Board's Core Values appear to have been sporadically communicated to stakeholders.  <b>4.8 Points</b>	There is no evidence to show that the Academy's Core Values have been communicated to stakeholders.  <b>0 Points</b>	
	<b>3.75/5</b>	Board minutes and/or other documents clearly indicate that the Academy's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings.  <b>5 Points</b>	Board minutes and/or other documents indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years.  <b>3.75 Points</b>	Board minutes and/or other documents do not indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years.  <b>3 Points</b>		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Vision (25 Points)</b>			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.	The Board has identified a Vision Statement; however, the statement appears to be a somewhat unrealistic view of what it desires the Academy to become in the future. There appears to have been minimal collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values.	The Board has no discernable Vision Statement identified.	
	<b>10/10</b>		<b>10 Points</b>	<b>6 Points</b>	<b>0 Points</b>	
		The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.	The Academy's Vision Statement appears to have been sporadically communicated to stakeholders.	There is no evidence to show that the Academy's Vision Statement has been communicated to stakeholders.	
	<b>5/5</b>	<b>5 Points</b>	<b>3.75 Points</b>	<b>3 Points</b>	<b>0 Points</b>	
			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.	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.	The Board does not appear to have a method in place for evaluating the Academy's Vision.	
	<b>3/5</b>		<b>5 Points</b>	<b>3 Points</b>	<b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		Board minutes and/or other documents clearly indicate that the Academy's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings.	Board minutes and/or other documents indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years.	Board minutes and/or other documents do not indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years.		
	<b>3.75/5</b>	<b>5 Points</b>	<b>3.75 Points</b>	<b>3 Points</b>		
<b>Mission (25 Points)</b>			In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's purpose. The Mission Statement is clearly linked to the Academy's stated Core Values.	The Board has identified a Mission Statement; however, the statement appears to be a somewhat unrealistic view of the Academy's purpose and does not appear to have been formed in collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values.	The Board has no discernable Mission Statement identified.	
	<b>10/10</b>		<b>10 Points</b>	<b>6 Points</b>	<b>0 Points</b>	
		The Academy's Mission Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.	The Academy's Mission Statement has been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.	The Academy's Mission Statement appears to have been sporadically communicated to stakeholders.	There is no evidence to show that the Academy's Mission Statement has been communicated to stakeholders.	
	<b>5/5</b>	<b>5 Points</b>	<b>3.75 Points</b>	<b>3 Points</b>	<b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's mission 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 mission.  <b>5 Points</b>	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.  <b>3 Points</b>	The Board does not appear to have a method in place for evaluating the Academy's mission.  <b>0 Points</b>	
	3.75/5	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings.  <b>5 Points</b>	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years.  <b>3.75 Points</b>	Board minutes and/or other documents do not indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years.  <b>3 Points</b>		
<b>Strategic Planning (25 Points)</b>	7/7		The Board has developed a comprehensive strategic plan and actively pursues it. Board minutes reflect that the Board frequently discusses progress towards accomplishing its plan. The Academy's strategic plan has been updated or reaffirmed on a continuous basis at Board retreats and meetings.  <b>7 Points</b>	The Board has developed a strategic plan; however, Board minutes reflect that the Board does not or rarely discusses progress towards accomplishing its plan.  <b>4.2 Points</b>	The Board has no discernable strategic plan in place.  <b>0 Points</b>	



Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	7/7		The Board's strategic plan has been communicated to stakeholders and tools for measurement of progress towards the accomplishment of the plan have been developed and implemented throughout the Academy.  <b>7 Points</b>	The Board's strategic plan has not been well-communicated to stakeholders. No evidence suggests that tools for measuring the accomplishment of the plan exist or have been communicated throughout the Academy.  <b>4.2 Points</b>	There is no evidence to suggest that the Board's strategic plan has been communicated to stakeholders.  <b>0 Points</b>	
	0/11		The Board's strategic plan meets all the requirements of the CSO Definition of Quality and is in the SMART goal format.  <b>11 Points</b>	The Board's strategic plan meets at least 4 of the requirements of the CSO Definition of Quality and is in the SMART goal format.  <b>6.6 Points</b>	The Board's strategic plan meets less than 4 of the requirements of the CSO Definition of Quality and is not in the SMART goal format.  <b>0 Points</b>	Minutes reflect that strategic planning is just beginning.
<b>Total Points Earned</b>	<b>81.25/100</b>					

# **CREATIVE TECHNOLOGIES ACADEMY**

## **BOARD INTERVIEW SUMMARY**

**January 31 - February 1, 2011**

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

***1. What are you most proud of at Creative Technologies Academy?***

- commitment of the staff—very dedicated
- close-knit staff
- Saturday School
- excellent standards

***2. What could be improved?***

- academic achievement—many things have been put in place to improve
- offer more sports, extracurricular

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

- 10—very good communication
- 10—pretty professional, good back-and-forth on information needs
- frequent correspondence from Ferris--asked to see student achievement and got it right away

***4. How would you describe the role of the Board in ensuring the success of Creative Technologies Academy?***

- oversight for the staff and administration

- staff does a good job of putting things in place—our role is to check and support or raise issues
- transparent administration-Board relationships
- review information received and assume responsibility for expressing concerns and needs
- review School Improvement Plan

***5. Tell about an experience that demonstrates the Board's support of the Creative Technologies Academy mission.***

- Amy Burton (character education)—sent for training to assist staff
- professional development for new programs

***6. How do you determine the allocation of funds?***

- Board reviews the budget for spending
- look at monthly statements
- annually examine involvement and what was done last year
- finance person puts the budget together

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

- needs more attention from the Board
- review the school improvement plan
- just beginning to become discussion item at the board level

***8. Describe the relationship between the Board and staff.***

- no real opportunity to associate
- no formal opportunity, but it's a small community

**CREATIVE TECHNOLOGIES ACADEMY  
ADMINISTRATIVE INTERVIEW SUMMARY  
January 31 - February 1, 2011**

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

**1. *What are you most proud of at Creative Technologies Academy?***

- It's a place where students experience a safe environment and has values I care about, good people
- we're still here—financial challenges
- we've come a long way
- team we have working here are the best team of people I've worked with
- everyone works toward the same goal
- the success stories that come back—relationships of present and former students

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

- wages are low (\$30,000-\$40,000), and resources are limited
- achievement—being attacked on many fronts
- student motivation is an issue for some students
- the need for a gymnasium

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

- 10—open, honest, clear mission
- 10, 10, 9—can always improve, but would not rate any place else a 10

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

- customer service—individual attention and universal response to issues
- quick response time to kids’ issues
- relationship between administration and teachers
- class size is a great draw (21:1)

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

- student achievement
- physical plant—maintain and update, including gym

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

- responsive and caring--any parent can approach any administrator
- thrilled with staff, etc.
- parents of special education students are very supportive

**7. *Anything for our attention?***

- trying to add more activities for kids—getting better at this all the time
- the staff fills many needs, including instructional leadership
- offer homework club twice a week from 3 to 4 pm

**8. *Questions for the interviewer?***

-

# **CREATIVE TECHNOLOGIES ACADEMY TEACHING STAFF INTERVIEW SUMMARY**

**January 31 - February 1, 2011**

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

**1. *What are you most proud of at Creative Technologies Academy?***

- direction of school and curriculum
- expectations have risen
- fourth year in 5<sup>th</sup> grade, a school where address a need (i.e. writing program)
- sports program
- kids who do well here and haven't before
- whole school community is positive
- teachers participate in setting direction

**2. *What could be improved?***

- curriculum
- not at top yet
- each year choose priorities
- elementary, middle and high schools at different levels of curriculum, more advanced in elementary
- a lot of turnover at the high school level
- need to work within our means

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

- 10 (five times)
- love it here
- best community environment (i.e. student unity)
- other schools experienced competition between staff—not the case here, very cooperative
- fun place to work

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

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> <li>• absolutely, very willing to get answers for staff</li> </ul>	<ul style="list-style-type: none"> <li>• no reason not to, but just don't have much contact</li> <li>• School Improvement Team participation</li> </ul>	<ul style="list-style-type: none"> <li>• yes, community idea, family feeling</li> </ul>	<ul style="list-style-type: none"> <li>• yes, staff need to extend themselves to help parents</li> </ul>

5. *Would you enroll your child at this academy?*

- yes, mainly because of more extracurricular experiences
- if child needed a smaller school, yes

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

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

- four for “more pay”
- one for “more planning time”

7. *Anything else for our attention?*

- offer transportation—it’s an issue for some parents
- open up an hour early and an hour after school



# **CREATIVE TECHNOLOGIES ACADEMY SUPPORT STAFF INTERVIEW SUMMARY**

**January 31 - February 1, 2011**

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

**1. *What are you most proud of at Creative Technologies Academy?***

- caring people
- atmosphere among staff
- like a big family—good size
- like the administration

**2. *What could be improved?***

- lines of communication—don't have access to computers, and some forget to pass messages along, aides get overlooked sometimes

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

- administration rates a 10, stress quality education
- good teachers--10
- exhausted at end of day
- feel we contribute every day to someone's life
- relationship of staff to students—a 7 because of teaching styles, etc.

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

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> <li>• Yes! (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Yes! communication is good</li> <li>• yes, don't know them but see results.</li> <li>• Board activity for employees to get to know</li> </ul>	<ul style="list-style-type: none"> <li>• yes, by those we work with</li> </ul>	<ul style="list-style-type: none"> <li>• yes, to the extent they can or know how</li> </ul>

5. Would you enroll your child at this academy?

- yes, have a dual-enrolled elementary student here half the time
- yes and have grandchildren here now
- yes, but athletics are limited

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

- More Pay
- More Planning time
- More Autonomy
- More recognition

- more pay

**7. *Anything else for our attention?***

- hire more aides

**8. *Explain the relationship between the staff and the Board.***

- no opportunity to associate with the Board—feel the Board supports them by actions

# **CREATIVE TECHNOLOGIES ACADEMY**

## **PARENT INTERVIEW SUMMARY**

### **January 31 - February 1, 2011**

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 Creative Technologies Academy?***

- class size
- parents were teachers and recommended CTA
- wanted a smaller school in the Rockford district
- staff are amazing—very supportive; they want parents involved
- teachers want children to succeed
- new to community—have homeschooled—liked character education program
- this school is orderly and businesslike

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

- 9—could be a little more afterschool activities (i.e. sports teams), especially for younger ages
- 9—afterschool activities are limited—no gym
- 9—always room for improvement

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

- very responsive to a situation of teasing for example
- other situations administration and Board very responsive
- kids aren't picked on at CTA
- daughter's concerns were addressed right away

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

- cold lunches—vegetables not hot
- don't have complaints
- sometimes picked on
- peer relationships (the age)

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

- one on one intervention times and loves going to CTA
- teacher's individual attention
- likes the school—does not want to miss

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

- high school student has never had homework so do they push them enough (student is an A student)
- elementary do have homework
- in general, satisfied but could be some improvement in math

**7. *Anything for our attention?***

- class size—1<sup>st</sup> grade at 23 or 24
- library could be improved—need better supervision (no librarian)
- school leader is very supported and involved with students
- teachers are underpaid for the extra things they do—emails get answered even on weekends
- the staff at CTA is amazing!
- good class sizes
- daughters who graduated last year are doing well in college and were prepared for college
- [we] like Mr. George

# CREATIVE TECHNOLOGIES ACADEMY

## STUDENT INTERVIEW SUMMARY

January 31 - February 1, 2011

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

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

- social studies, history
- art—allows to be creative
- working with teachers
- science—hard, but fun

*2. Do you feel that overall, the adults here at Creative Technologies Academy are fair to students?*

- yes, you can always work out issues
- yes, they are fair
- yes, they work around your schedule to allow for sports, etc.
- yes, very helpful in homework and schedule
- easy to talk to

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

- 8/9—always room for improvement, everyone works well together [this from a high school student]
- 9—a great school, the teacher will fix all problems
- 8

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

- would like bigger gym so we can have home games (3 votes)
- everything is great—nothing major to change
- need a gym--sports as well as physical activity
- very happy with present situation

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

- just right—science and math are challenging, but fun
- 7<sup>th</sup>-grader: perfect—challenging, but not too difficult
- high-schooler: just right, teacher makes the difference

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

- yes and yes—have discussed it with parents
- yes and yes
- yes and yes—many family members go here

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

- 5<sup>th</sup>-grader: supportive
- helping teachers
- challenging—prepare for college and the future

**8. *Anything for our attention?***

- high schooler: can work with teachers and get a positive response

- 7<sup>th</sup> grader: teachers don't judge you based on your ability
- 7<sup>th</sup> grader: could use more electives
- 5<sup>th</sup> grader: students support each other