Charter Schools Office

Creative Technologies Academy

REAUTHORIZATION REVIEW

November 2006

FERRIS STATE UNIVERSITY

Imagine More

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

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

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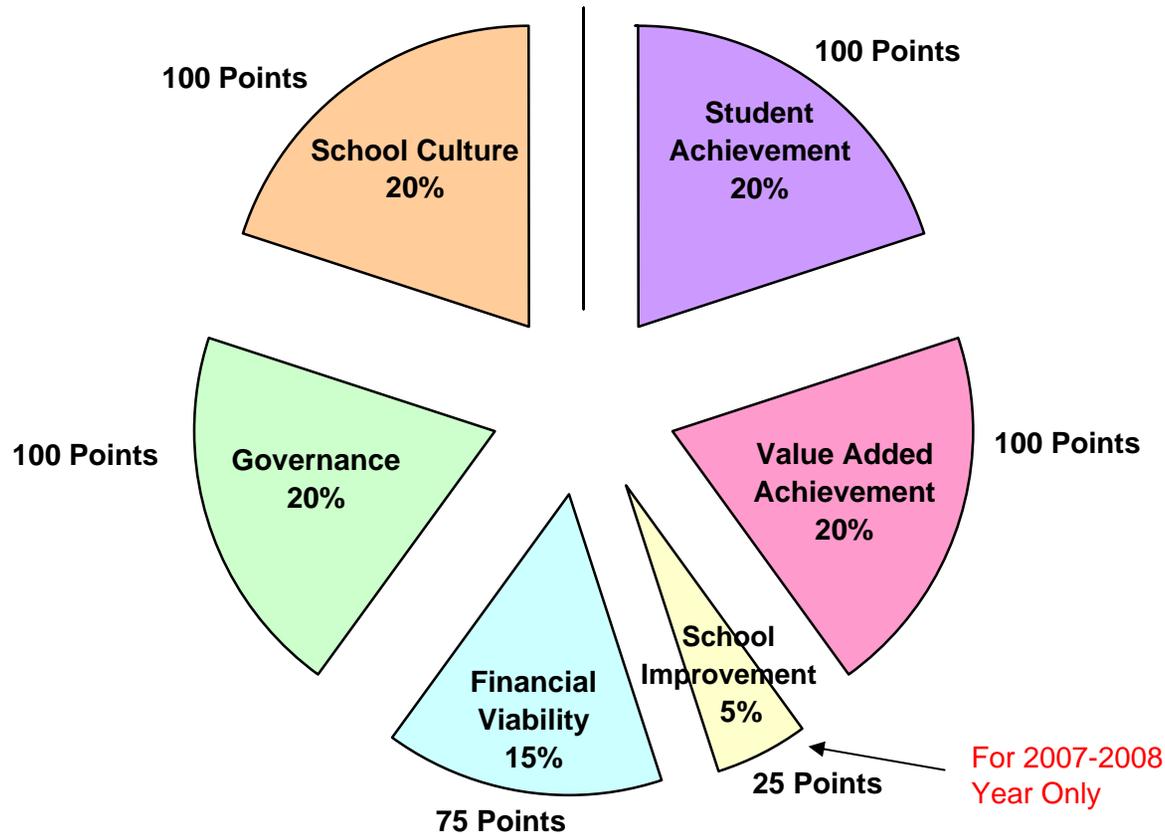
400 Points Maximum

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

36-Month Review & Reauthorization Formula
2006-2007

100 Points

School Culture 20%

100 Points

Student Achievement 20%

100 Points

Governance 20%

100 Points

Value Added Achievement 20%

Financial Viability 15%

School Improvement 5%

75 Points

25 Points

For 2007-2008 Year Only

36 Month Review and Reauthorization Point Tally Sheet

Academy Name: **Creative Technologies Academy**   Dates of Visitation: **11/16-17, 2006**

Category	Pts. Possible	Pts. Achieved
Student Achievement	100	47.6
Value Added Achievement	NA	NA
School Improvement	25	25
Financial Viability	75	66.7
Governance	100	87.2
School Culture	100	90.6
Total Score:	**400**	317.1

TOTAL SCORE
340-400 = Exceeding Standards
280-339.9 = Meets Standards
220-279.8 = Needs Improvement
219.9 & Below = Deficient

400 Points Maximum

Status: Meets Standards
Recommendation for Reauthorization

Visitation Team Members:

Name: Ronald Rizzo   Signature:

Name: Arthur Willick   Signature:

Name: Esther Simpson   Signature:

Name: James Rikkers   Signature:

Name: Signature:

Student Achievement

Percentage of Points: <u>20%</u>

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		**14 Points**	**11.2 Points**	**9.8 Points**	**0 Points**	
AYP: Achievement	**14/14**	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
AYP: Participation	**11.2/14**	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
AYP: Other Indicators	**12.6/14**	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.	*Met attendance at K-8; Did not make graduation rate*
Composite Grade as Assigned by MDE in Ed Yes!	**9.8/14**	A	B	C	D or below	
Relative Performance to State	**0/14**	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	**11.2 Points**	**9.8 Points**	**0 Points**	
Relative Performance to the Resident District	**0/14**	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
Relative Performance to a Demographically Comparable School	**0/14**	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
School Improvement Status	**0/2**		The school is not identified for improvement. **2 Points**		The school is identified for improvement. **0 Points**	*In Phase 2 of AYP*
Total Points Earned	**47.6/100**					

Value Added Achievement

Percentage of Points: <u>20%</u>

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total						
Value-Added Student Gains Math	/25	The percentage of students making gains of 1 year during 1 year's time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test. **25 Points**	The percentage of students making gains of 1 year during 1 year's time is between 80% - 89% on the most recent 3 year average as measured by a norm referenced test. **20.9 Points**	The percentage of students making gains of 1 year during 1 year's time is between 70% - 79% on the most recent 3 year average as measured by a norm referenced test. **17.9 Points**	The percentage of students making gains of 1 year during 1 year's time is below 69% on the most recent 3 year average as measured by a norm referenced test. **0 Points**	
Value-Added Longitudinal 3-year Cohort Math	/25	The percentage of students making gains of 3 years during 3 year's time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy. **25 Points**	The percentage of students making gains of 3 years during 3 year's time is between 80% - 89% as measured by a norm referenced test with data gathered by the academy. **20.9 Points**	The percentage of students making gains of 3 years during 3 year's time is between 70% - 79% as measured by a norm referenced test with data gathered by the academy. **17.9 Points**	The percentage of students making gains of 3 years during 3 year's time is below 69% as measured by a norm referenced test with data gathered by the academy. **0 Points**	
Value-Added Student Gains ELA	/12.5	The percentage of students making gains of 1 year during 1 year's time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test. **12.5 Points**	The percentage of students making gains of 1 year during 1 year's time is between 80% - 89% on the most recent 3 year average as measured by a norm referenced test. **10.9 Points**	The percentage of students making gains of 1 year during 1 year's time is between 70% - 79% on the most recent 3 year average as measured by a norm referenced test. **8.8 Points**	The percentage of students making gains of 1 year during 1 year's time is below 69% on the most recent 3 year average as measured by a norm referenced test. **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Gains-Reading	**/12.5**	The percentage of students making gains of 1 year during 1 year's time is between 90% - 100% on the most recent 3 year average as measured by a norm referenced test. **12.5 Points**	The percentage of students making gains of 1 year during 1 year's time is between 80% - 89% on the most recent 3 year average as measured by a norm referenced test. **10.9 Points**	The percentage of students making gains of 1 year during 1 year's time is between 70% - 79% on the most recent 3 year average as measured by a norm referenced test. **8.8 Points**	The percentage of students making gains of 1 year during 1 year's time is below 69% on the most recent 3 year average as measured by a norm referenced test. **0 Points**	
Value-Added Longitudinal 3-year Cohort ELA	**/12.5**	The percentage of students making gains of 3 years during 3 year's time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy. **12.5 Points**	The percentage of students making gains of 3 years during 3 year's time is between 80% - 89% as measured by a norm referenced test with data gathered by the academy. **10.9 Points**	The percentage of students making gains of 3 years during 3 year's time is between 70% - 79% as measured by a norm referenced test with data gathered by the academy. **8.8 Points**	The percentage of students making gains of 3 years during 3 year's time is below 69% as measured by a norm referenced test with data gathered by the academy. **0 Points**	
Value-Added Longitudinal 3-year Cohort-Reading	**/12.5**	The percentage of students making gains of 3 years during 3 year's time is between 90% - 100% as measured by a norm referenced test with data gathered by the academy. **12.5 Points**	The percentage of students making gains of 3 years during 3 year's time is between 80% - 89% as measured by a norm referenced test with data gathered by the academy. **10.9 Points**	The percentage of students making gains of 3 years during 3 year's time is between 70% - 79% as measured by a norm referenced test with data gathered by the academy. **8.8 Points**	The percentage of students making gains of 3 years during 3 year's time is below 69% as measured by a norm referenced test with data gathered by the academy. **0 Points**	
Total Points Earned	**/100**					

School Improvement

Percentage of Points: <u>5%</u>

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
25 Points Total		**5 Points**	**4.2 Points**	**3.6 Points**	**0**	
Strand I: Teaching For Learning	/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes!	
Strand II: Leadership	/5	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes!	
Strand III: Personnel & Professional Learning	/5	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes!	
Strand IV: School & Community Relations	/5	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes!	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		3 Points	2 Points	1 Points	0	
Strand V: Data & Informational Management	/3	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes!	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes!	
School Improvement Plan	/2		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts.		There is a school improvement plan, but it lacks several of the key components required by the State.	
Total Points Earned	25/25					

Financial Viability

Percentage of Points: <u>15%</u>

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
75 Points Total		**10 Points**	**8.4 Points**	**7.2 Points**	**0 Points**	
Budget Development	**8.4/10**	Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process	Budget development appears on a regular Board meeting agenda at least once annually prior to the annual budget hearing	Budget development is discussed in passing at a regular Board meeting, but no action is taken to provide full Board input into the budget building process	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	*Full Board participation not in evidence*
	7.2/10	The improvement of student achievement is the primary determinant of the allocation of financial resources	Student achievement is a consideration in the allocation of financial resources	Some consideration is given to student achievement when developing the budget and determining financial resources	There is little or no evidence that student achievement is the main consideration when allocating financial resources	*Student achievement important, but not evidenced of driving budget*
	8.4/10	The Board of Directors designs its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors assures that some consideration is given to specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors is involved in establishing some budget assumptions based upon policies and procedures	There is little or no evidence that the Board of Directors bases its decisions on the concept of budget assumptions	
	10/10	Every member of the Board of Directors receives monthly financial statements as part of their board packet prior to each regularly-scheduled meeting	Members of the Board's Finance Committee (2 or more members) receive monthly financial statements prior to each regularly-scheduled meeting	Only the Treasurer of the Board of Directors receives monthly financial statements prior to each regularly-scheduled meeting	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	10/10	The Board approves its up-to-date financial report on not less than a monthly basis **10 Points**	The Board approves periodic financial reports, but does not always approve them at its regular monthly meetings **8.4 Points**	The Board sometimes approves financial reports in an irregular fashion **7.2 Points**	The Board often approves its financial reports one or more months late **0 Points**	
Audit/Fund Balances	9/9	The Board of Directors requests RFP's for external auditing services every three (3) years **9 Points**	The Board of Directors employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees **7.5 Points**	Members of the Board of Directors do not devote a significant amount of time reviewing the external audit and/or preparing questions for its auditor **6.4 Points**	The Board approves the external audit with little or no comment or recommendations **0 Points**	
	6.7/8	The Board of Directors plays a significant part in establishing and implementing policies and procedures that drive the financial future of the academy **8 Points**	The Board of Directors holds its administrative staff and educational service provider (as appropriate) accountable for maintaining a healthy fund balance of at least 10% **6.7 Points**	The Board of Directors monitors the academy's expenditures but usually plays a minor part in the decision-making process **5.7 Points**	The Board of Directors does not closely monitor financial spending patterns or seem to have a financial plan for the academy **0 Points**	
	5/5	Audit was unqualified in timely manner, is submitted to the State by or before October 31, and results are shared with stakeholders during a public presentation **5 Points**	Audit was performed within specified timeframe, is unqualified, and results were shared with stakeholders in a timely manner **4.4 Points**	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting **3.6 Points**	Audit was not performed within specified timeframe and was not shared with stakeholders in a timely manner **0 Points**	
	2/3	The Academy's audit was unqualified with no reportable conditions **3 Points**	The Academy's audit was unqualified with some reportable conditions **2 Points**	The Academy's audit was qualified with a management letter and board response **1 Point**	The Academy's audit was qualified with no board response **0 Points**	*June 2004 had 1 reportable condition*
Total Points Earned	**66.7/75**					

Governance

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		**8 Points**	**6.7 Points**	**5.7 Points**	**0**	
Leadership	8/8	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and demonstrates a familiarity with those policies	The Board of Directors has all relevant policies in place in accordance with State and federal laws	The Board of Directors has all relevant policies in place in accordance with State and federal law but are unfamiliar with those policies	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated	*Use NCSI Policy Update-Not all Board Members are familiar with it*
	5.7/8	The Board of Directors has an active candidate pool with two (2) applications for every anticipated vacancy (i.e., staggered terms of two years)	The Board of Directors actively solicits applications for its candidate pool and has more than two (2) applications on file	The Board of Directors only solicits applications when it anticipates a vacancy	The Board of Directors has no active candidate pool and does not actively solicit applications	*Do not have active applicant pool on file*
	6.7/8	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement plan no less than annually	The Board of Directors has a long-range plan and a representative assigned to the school improvement team	The Board of Directors rarely updates or discusses its long-range plan and school improvement plan	The Board of Directors has no long-range strategic plan and the school improvement plan is in strong need of review and revision	
	6.7/8	The Board of Directors asks for, and receives, monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student-related issues, in general	The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports	*Board receives verbal reports from school leader*

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum **8 Points**	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved **6.7 Points**	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis **5.7 Points**	The Board of Directors cancels meetings, reschedules meetings, and/or calls special meetings on a somewhat regular basis **0 Points**	
	4.2/5	The Board of Directors establishes its mission for the academy and is committed to communicating and achieving that mission **5 Points**	The Board of Directors follows its mission to ensure that the academy is successful **4.2 Points**	The Board of Directors has an established mission but members do not appear to be very familiar with it **3.6 Points**	The Board of Directors does not appear to be governed by a shared mission for the academy **0 Points**	
Professional Development	4.2/5	The Board of Directors establishes a line-item budget, and each member of the board actively participates in professional development activities at least annually **5 Points**	The Board of Directors establishes a line-item budget for annual professional development activities and uses that budget **4.2 Points**	One or two board members participate in one or two professional development activities per year **3.6 Points**	There is little or no evidence that the Board of Directors spends any or all of its line-item allocation on professional development **0 Points**	
Compliance Reporting (AOIS)	10/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years **10 Points**	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years **8.4 Points**	The school experiences 89%-76% reporting compliance for 1oflast 3 years **7.2 Points**	The school experiences 75% or less reporting compliance **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Educational Contract Goal Performance	**6.7/8**	The school has clearly exceeded the majority of its contract goals **8 Points**	The school has met its contract goals **6.7 Points**	The school has made partial progress toward the contract goals **5.7 Points**	The school has not successfully met any of its contract goals **0 Points**	
Staff Certified and Highly Qualified	**0/5**		All staff are Certified and Highly Qualified **5 Points**		Not all staff are Certified and Highly Qualified **0 Points**	*2 teachers do not meet NCLB requirements*
Administrator Continuing Education Credits	**5/5**		All Administrators meet CEU requirements **5 Points**		Not all administrators meet CEU requirements **0 Points**	
Special Education/504-Delivery of Services	**5/5**		The school's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services. **5 Points**	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. **4.1 Points**	The school's Special Education program is not in compliance with the state and federal regulations. **0 Points**	
Governance Yes or No	**Score**	**YES**			**NO**	**Comments**
The board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees?	**5/5**	**5 Points**			**0 Points**	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by (ref. to code)?	3/3	3 Points			0 Points	
The board is in compliance with the Open Meetings Act?	3/3	3 Points			0 Points	
The board is in compliance with the yearly audit requirement?	3/3	3 Points			0 Points	
The board timely posts notices of its annual meeting schedule and all regular and special meetings?	3/3	3 Points			0 Points	
Total Points Earned	87.2/100					

School Culture

Percentage of Points: <u>20%</u>

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		**5 Points**	**4.2 Points**	**3.6 Points**	**0 Points**	
Safe & Orderly Environment	**5/5**	The academy and the board has clearly established behavioral expectations and routines that reflect the school-wide goals for safety and orderliness	School administration and staff members work together to create a safe and orderly academic environment that is conducive to learning and meeting stated behavioral goals	The academy has stated behavioral goals and expectations for students but they are not reinforced	Little or no evidence that behavioral goals exist or that the academy has a clear idea of its behavioral expectations	
	5/5	Stakeholders view and report the school as a safe and friendly academic environment	Staff members have shared responsibility for student discipline and students are respectful of each other and administrative staff and teachers	Some efforts are underway to ensure a safe and orderly environment (security guards, video cameras, controlled entrance to the building, etc)	Little or no evidence to support that security measures are in place or are planned for the future	
	4.2/5	Administrators are a visible presence at the school and encourage positive behavior by example	Students' behavior is demonstrated by focus and attention to instruction	Some efforts are underway to move toward the goals of a safe and more orderly environment	The school environment is not conducive to student learning	
Staff Stability	**7/7**	The academy is led by an experienced administrator who has been at the academy for 4 or more years and is an integral part of the academies mission and vision	The academy shows stability of administrator(s) who have been has been at the academy for at least 3 years or more	There has been an administrative turnover rate on average every 2.5 years at the academy	There has been an administrative turnover rate on average greater than every 2.5 years at the academy	
		7 Points	**5.8 Points**	**4.6 Points**	**0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	0/7	85% or more of the teaching staff have been at the academy for 3 years or more **7 Points**	75%-84% of the teaching staff have been at the school for 3 years or more **5.8 Points**	60-74% of the teaching staff have been at the school for 3 years or more **4.6 Points**	Less than 59% of the teaching staff have been at the school for 3 years or more **0 Points**	*Cumulative Teacher Turnover Rate is lass than 59% over current contract period*
Site and Facilities	10/10	The physical condition of the classrooms, hallways, and grounds are attractive and conducive to safety and focused learning **10 Points**	Interior and exterior of building is inviting, attractive, clean, and well-maintained. **8.4 Points**	The physical condition of the classrooms and hallways is not always inviting, attractive, clean, or well-maintained **7.2 Points**	The physical facility is not well-maintained and there is considerable room for improvement in a number of areas **0 Points**	
	10/10	All emergency systems are new, operational, and state-of-the-art **10 Points**	All emergency systems are operational, well-maintained, and inspected on a regular basis **8.4 Points**	Some emergency systems are in working order and are inspected on a routine basis **7.2 Points**	Little or no evidence that fire alarm systems, fire extinguishers and sprinklers, elevators, boilers, etc., are inspected on a regular basis **0 Points**	
	8/8	All hazardous chemicals and cleaners are properly labeled and safely secured under lock and key **8 Points**	All hazardous chemicals and cleaners are safely secured under lock and key **6.7 Points**	All hazardous chemicals and cleaners are tucked away out of view but are not under lock and key **5.7 Points**	No security measures are in place for the storage of hazardous chemicals and cleaners **0 Points**	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		All HVAC units are operational and classrooms and administrative areas are temperature controlled	Most areas in the academy are well ventilated and heated	HVAC units are seldom operational and classrooms and administrative space are not comfortable and conducive to working conditions	Temperature and ventilation are not suitable for the educational environment	
	8/8	8 Points	6.7 Points	5.7 Points	0 Points	
		Restrooms and other public areas are always clean, attractive, and inviting	Restrooms and other public areas are generally well-maintained	Restrooms and other public areas are not cleaned on a daily basis and require more attention	Restrooms and other public areas are not well-maintained and are generally unsatisfactory	
	8/8	8 Points	6.7 Points	5.7 Points	0 Points	
		All areas are well-lit and all lights are functioning properly and provide an atmosphere conducive to learning	Most areas are well-lit and conducive to teaching and learning	Some questionable lighting areas, several burned out tubes/bulbs	Lighting is generally poor and not conducive to teaching and learning in classrooms/hallways	
	7/7	7 Points	5.8 Points	4.6 Points	0 Points	
Parent/Community Involvement		The school uses several strategies to facilitate communication with its parents/families	The school employs a few basic strategies to communicate with its parents/families	The school relies on annual parent surveys as its primary means of communication	No evidence of a formalized communication strategy	
	5/5	5 Points	4.2 Points	3.6 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4.2/5	Evidence suggests that parents are actively engaged in meaningful academic and/or social activities with the academy **5 Points**	The school has an organized volunteer program that includes the recruitment of additional volunteers for various activities in and out of the school **4.2 Points**	Volunteer opportunities are limited to a few active parents, primarily through the parent/teacher organization **3.6 Points**	Little or no evidence to suggest that parents have active involvement in academic and/or social activities **0 Points**	
	4.2/5	There is a parent group with members serving in leadership roles on school improvement teams **5 Points**	The school attempts to provide parent membership on committees that reflect the demographics of the student population **4.2 Points**	The school makes attempts to solicit parent/families feedback but there is no coordinated structure in place. A parent group is in place but generally not very active or engaged **3.6 Points**	Little or no evidence that parents/families opinions or participation is solicited. The school does not have or encourage a parent group **0 Points**	
	5/5	A variety of methods are used to communicate with businesses, educational institutions, and community agencies **5 Points**	The school uses a systematic approach to communicate with diverse populations within the community **4.2 Points**	The school employs a one-way communication strategy within the community **3.6 Points**	Little or no evidence to suggest that community involvement is sought or encouraged **0 Points**	
Total Points Earned	**90.6/100**					

CTA BOARD TRUSTEE INTERVIEW SUMMARY
NOVEMBER 16, 2006

Trustees interviewed: Phyllis Knoch, Tom Witters

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

1. What are you most proud of at CTA?
- Conducive learning environment
- Caring administrative and teaching staff
- Dedicated school leadership – provides direction and models outstanding values
- Improved facilities

2. What could be improved?
- More could be done with library resources.
- Stereotype of an alternative school is improving, but needs to be continued to be addressed.

3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?
- 10 – Information is timely and well prepared.
- Questions are answered promptly to the board's satisfaction.
- Much general information is provided on an ongoing basis.

4. How would you describe the role of the board in ensuring the success of CTA?
- The board provides governance and oversight – not management.
- The board president is quick to bring the board back in line if we drift into management areas.

5. Tell about an experience that demonstrates the board's support of the CTA mission.
- The facility project is represents a commitment to student success by providing a quality learning environment.
- The board's partnership with all staff and administration is experienced at graduation ceremonies. This is where it all comes together.

6. *How do you determine the allocation of funds?*
   - The budget is based on administrative recommendation.
   - The board reviews financial statements monthly.

7. *Describe the board's role in strategic planning and goal setting.*
   - Goals tend to be issue oriented, and planning tends to be targeted rather than general.
   - Issue management is proactive rather than reactive.

Other: Board trustees stressed their appreciation for the work being done by the administration and staff, and encouraged their continued exemplary work!

CTA TEACHING STAFF INTERVIEW SUMMARY
NOVEMBER 16-17, 2006

Staff interviewed: Carrie Paddock, Amy Burton   (Elementary)

Alecia Terpstra, Gerry Verwey   (High School)

Jenny Younkman, David Oldebekking, Tyler Buitenwerf   (Middle School)

Lori Dulak, Amy Beurkens   (Resource Room)

Cindy Johnson, Cheryl Dille   (Non-Instructional Staff)

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

1. *What are you most proud of at CTA?*
   - I love the freedom here-not micro-managed
   - Every child gets attention-we can do so much more due to smaller classes
   - The staff really works together as a team
   - We're very spoiled here-and we know it!
   - We reach students who were "left behind" in their previous schools or did not fit in
   - Students are comfortable here
   - Great pacing and attention to our SPED students
   - The relationships of students
   - The physical plant and how much it has improved
   - There are some really great teachers here
   - We have very little vandalism here
   - Individual attention students get
   - We meet students where they are academically-and raise them from there
   - Very nurturing staff

2. *What could be improved?*
    - Vertical alignment of curriculum, (above & below)-each grade having an opportunity to dialog with each other.
    - We need a gymnasium
    - Classrooms in MS are small for the size of the students in them
    - Curriculum has settled down from last year, we have a clearer idea of what is expected of us, still more to clarify
    - Need a library and gymnasium
    - Need some technology; overheads, DVD players, VHS
    - A mobile laptop computer cart would be great.
    - More tangible resources, some curriculum areas need more supplies
    - Need gymnasium
    - Need more library resources
    - Additional space for career center
    - Additional area designated for small group instruction

3. *On a scale of 1-10, how would you rate the culture/climate of CTA?*
    - 8
    - 8.5 Climate is 100% better than in past years. Most noticeable in High School
    - 10
    - 10   This place is a dream compared to where I came from
    - 9-10 Administration is open and honest
    - 7
    - 7-8 There are little problems here or there, overall a great environment
    - 8.5 Students come here because they want to come here
    - 9
    - 10 I love everything I see here
    - 9   There's always room form improvement

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

a.

Administration	Board	Other Staff	Parents
• Yes	• We don't really see much of the Board	• Yes, there's more communication than in the past	• Yes, we see them almost every day when they pick up their children
• Yes	• Don't know the Board at all	• Teachers are appreciative of each other	• Yes, I e-mail most of mine
• Yes	• We don't see our Board much	• Yes	• Very supportive and helpful
• Yes	• I'm not sure that I could identify a member of the Board	• Yes	• I've not had any parents who weren't supportive
• Yes	• Not sure	• Yes	• We call as soon as there is a problem
• Yes	• Don't know them	• Yes, staff are very supportive	• We see parents all the time due to pick-up and drop-off
• Yes	• No contact	• Yes	
• Yes	• Have not had a chance to meet them		
• Yes, most of the time	• No reason to believe they don't support us		
• Absolutely			
• Yes			
• Yes, administrator doors are always open			

5. *Would you enroll your child at this academy?*
   - Yes, a very competent staff
   - Not sure, my child is into athletics
   - Yes
   - Probably not, my child needs more choices at the secondary level
   - Yes, I have a child attending CTA
   - Yes, I love the school and I love the environment

   - If they needed the smaller environment, I wouldn't hesitate
   - Not sure
   - Yes, although I'm concerned about the lack of athletics
   - Yes, both are here
   - Yes
   - Not sure-lack of gym and athletics

6. *If you could choose only ONE thing from this list, what would it be?*
   a. More Pay   (8 Responses)
   b. More Planning Time (1 Response)
   c. More Autonomy
   d. More Recognition (1 Response)

      - There are no steps in the pay schedule once you reach the Master's level
      - More possibilities for reward/recognition
      - Would like to see benefit package for non-instructional staff

7. Anything else for our attention?
   - We're very concerned about our next Principal, always concerned about change in leadership
   - Administrators need greater presence in the classrooms. When we are observed, we'd like more feedback and constructive criticism.

CTA PARENT INTERVIEW SUMMARY
November 16, 2006

Parents interviewed: Kathy Tomandl
                            Mollie Vodry
                            Nikki Stevens
                            Steve Mogdis
                            Kay Bouma

1. *Why did you choose to have your child(ren) attend CTA?*
- My children have medical issues, we wanted a smaller school so they would get better care
- We wanted a school that would address students individually
- I felt like I was a number at the traditional public school-we wanted something more personal
- We were concerned about the traditional schools' climate and student discipline
- Impressed with the way the academy handles finances
- I liked the safe and friendly environment

2. *On a scale of 1-10 (10 highest), rate the culture/climate of this academy*
   - 9.5 I feel very good about this school
   - 10 Wonderful environment
   - 10 Excellent relationships
   - 10 Faculty and administrators very helpful

3. *How responsive is the school administration/board to concerns or complains?*
   - Have been excellent, 100% involved
   - Staff here have been very responsive-listened to me
   - Faculty work with child if there is a problem
   - Always ready to help if a problem arises
   - The school calls anytime they need to communicate something important

4. *What is the number one complaint your child has about attending school here?*
   - Nothing-always complained at Cedar Public
   - Lack of Gym and athletic program
   - Sports are very limited
   - There seem to be a lot of kids in CTA who had been "kicked out" of their previous school.

5. *What is the number one thing your child really seems to enjoy?*
   - One on one recognition from teacher
   - Science projects-real hands on
   - Reading: enjoys mad minutes in math
   - Family orientation of school
   - CTA feels like a college campus
   - My child really enjoys the adults here

6. *Are you satisfied with the rigor of the classes and curriculum?*
   - I like the Battle Creek Science curriculum
   - Need more for "accelerated" students to do
   - Geology Club-great
   - On line classes at HS level

- Need solution for advanced students
- Not enough materials for lab work in science

7. *Anything for our attention?*
    - Parking lot has been greatly improved
    - I'd like to see a crosswalk paint on the drive-with just one crossing point

8. *Questions for the interviewer.*

The interview team was asked about the role of the authorizer in the academy and the team's view on the performance of CTA.

CTA STUDENT INTERVIEW SUMMARY
NOVEMBER 16-17, 2006

Students interviewed: <u>Elementary:</u> June Kyser, Josie Rozeveld, Tyler Grear,
Grace Van Enk, Cassandra Vodry, Mercedez De Young

<u>Secondary:</u> Amanda Wright, Josh Zwinger, Cody Mogdis,
Levi Lenau, Danielle Kalchuk, Ryan Lee

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

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

<u>Elementary</u>	<u>Secondary</u>
-Math	-Mrs. Terpstra
-Geography	-Choir
-ELA	-Mr. Verwey
-Science	-Computers
-Recess	-English
	-Mr. Hilaski

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

<u>Elementary</u>	<u>Secondary</u>
-Yes (6)	-Yes (5)
	-Mostly, a couple are not

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

Elementary

-10 lots of friends
-10 safe and wanted
-8 feel unwelcome sometimes
-10 classes smaller here
-10 teachers explain things
-10 get along well with kids here

Secondary

-10 feel accepted
-10 accepted
-9 teachers do a good job here
-9 feel welcome
-9 feel safe & welcome most days
-9 have more friends

4.   If you could change ONE thing about CTA, what would it be?

Elementary

-longer recess (2)
-more MEAP testing
-gym & sports (2)
-shorter school day

Secondary

-longer lunch (4)
-sports program
-gym

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

Elementary	Secondary
-most are challenging enough except math	-math-just right
- challenging enough (2)	-reading-challenging (2)
-all easy except math	-too challenging
-math hardest	-sciences challenging enough
-math easiest	-should offer more classes online

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

Elementary	Secondary
-yes, smaller classes (2)	-not sure, depends on grade point average
-yes, easier than old school	-yes, might come yet
-yes, school is smaller	-yes
-yes, teachers explain things well	-yes, but school has bad reputation
-not sure because of no sports	-not sure-athletics

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

Elementary	Secondary
-best school ever been to (2)	-great!
-perfect	-awesome

-awesome   -good/challenging
-good   -exciting
-OK   -fun (2)

8. *Anything for our attention?*

<u>Elementary</u>   <u>Secondary</u>

-sometimes I get called names   -bathrooms in HS are bad!
                                                  -no sports
                                                  -no bussing
                                                  -need bigger library
                                                  -need better food
                                                  -no drama club

FERRIS STATE UNIVERSITY

Imagine More

Charter Schools Office

Reauthorization Application:

Creative Technologies Academy

September 20, 2006

Reauthorization Application

(Creative Technologies Academy)

October 12, 2006

1. **What changes (if any) are proposed in the Academy's Mission Statement for the new contractual period?**

   The Academy reviewed its mission carefully at School Improvement Committee meetings at least two times during its first three/four years and made a few adjustments to it. There are no current plans for change.

2. **What progress has been made towards meeting the contractual education goals?**

   The five goals, along with the five supporting goals, (found in Appendix C of the Annual Education Report for 2005-06) are being addressed every day at CTA in the following ways (this is a very brief description):

   a) **Goal One: To increase students' depth of understanding in the four core areas of math, language arts, science and social studies.**

      Curricula in the four core areas are being updated, used, and measured continually. The KC 4 curriculum is being used and monthly meetings are scheduled for interaction among faculty to work together mapping and insuring coverage of all important areas of instruction.

      The Six Plus One Writing Program (grades 2-12) is in its second year and is being led by the High School Language Arts teacher. It is being used and assessed annually.

      CTA was selected by the ISD to be a part of the "Smart Goals" program designed to improve the math skills of middle school students. CTA's fifth grade teacher is the facilitator and the Director of Curriculum and Instruction is on the ISD team also.

This Smart Goals program is being reviewed and implemented on a monthly basis at CTA. Regular ISD meetings take place monthly and the facilitator had to commit to 200 hours of work during the 2006-07 year.

High School Grade Level Content Expectations for Language Arts and Mathematics are being reviewed and implemented by high school teachers, the Director of Academics and the Director of Curriculum and Instruction.

b) **Goal Two: To help students develop computer literacy.**

All students are scheduled into computer classes and the METS standards have been reviewed and are being covered. The Director of Curriculum and Instruction is overseeing this area along with the Computer Instructor.

A significant amount of money is budgeted annually (usually at least $50,000 - $100,000) for technologies to serve 300 students. Computers are given first priority.

c) **Goal Three: To increase students' knowledge and appreciation of nature and to enable them to responsibly use natural resources.**

The high school science instructor is extraordinarily conscious of nature and the environment, especially from a scientific point of view, and he not only instructs in this area but he has started an after-school science club as well. National Energy Education Development Project (NEED) materials are used as the basis for curriculum in the high school environmental science class.

Expensive science kits (curriculum) were purchased from the Battle Creek Area Science and Math Center for grades K-6 to insure that nature and the environment are given a prominent position in lesson plans.

d) **Goal Four: To provide support for students who have academic difficulty so that they may attain success.**

Students who experience difficulty academically are being given more and more attention every year at CTA. A new reading lab was constructed in the summer of 2005 where students who lag behind in reading and other areas are given one-on-one attention from three specialists who are certified to teach students with Learning Disabilities and who are Cognitively Impaired. Specialists from Comprehensive Therapy in Grand Rapids visit CTA every week to meet with students who have special needs.

CTA received a grant for the Teacher Support Team/Project First Step program which helps teachers identify students much earlier who need intervention. The pilot program began during 2005-06 and is being fully implemented this fall. Several hours were scheduled during fall faculty orientation to learn about and implement this program.

The high school also has a lab for students who need special attention and one-on-one tutoring. Students who need to have their education paced different than the classroom benefit by the lab. Advanced students using Virtual High School are also utilizing the available lab computers. A certified teacher is in charge of the lab.

e) **Goal Five: To assist students to develop an awareness of job opportunities and requirements.**

A Career Exploration Center was begun at CTA in 2003-04 to serve students who planned to further their education or who needed to become aware of job opportunities. That Center is now being led by a new part-time person who has a Masters Degree in Guidance and Counseling.

3. **What changes (if any) are proposed in the Academy's educational goals for the new contractual period?**

The School Improvement Plan Committee decided to make some minor changes to the Educational Goals during the Reauthorization process. CTA is in its second year of implementing the goals of the School Improvement Plan and they will be meeting three times this year (the first meeting is scheduled for November 6) to insure the continued implementation of the Plan's five goals (Six Plus One Writing, Teacher Support Teams/Project First Step, Physical Education/Sex Education, Library, and Nutrition) and to discuss the changes that may be made to the General Educational Goals.

The changes will not be major but the goals will be fine-tuned. The Structured Learning Assistance Program (SLA) will be dropped from the "Support of Academic Progress" section. Other systems for support will be added.

4. **Does the Board intend to use the services of a Management Company (ESP) during this contractual period? If yes, name of company_____.**

No.

Petition For Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of **Creative Technologies Academy** that it requests Reauthorization from the Ferris State University Board of Trustees as a Public School Academy as per Part 6A, of the revised School Code of the State of Michigan. The current contract between the Creative Technologies Academy Board of Directors and Ferris State University expires on **June 30, 2007**.

Board of Director Signatures

CRAIG VanDenbos	_Craig VanDenbos_	10-12-06
Name (Print)	Name (Signature)	Date
Rebecca Powell	_Rebecca Powell_	10-12-06
Name (Print)	Name (Signature)	Date
Phyllis S. Knoch	_Phyllis D. Knoch_	10-12-06
Name (Print)	Name (Signature)	Date
Marcey Allington	_Marcey Allington_	10-12-06
Name (Print)	Name (Signature)	Date
Vivian Sosnowski	_Vivian Sosnowski_	10-12-06
Name (Print)	Name (Signature)	Date
Tom Witters	_T. Witters_	10-12-06
Name (Print)	Name (Signature)	Date
Name (Print)	Name (Signature)	Date

APPENDIX C

Educational Programs and Goals

(Revised November 16, 2006)

CREATIVE TECHNOLOGIES ACADEMY
ACADEMIC PROGRAMS

- **College Prep Diploma** -- designed to prepare students to enter college. The requirements include four years of English, three years of math, three years of science, three years of social science, two years of foreign language, two years of restricted electives (higher level classes), one year of computer science, one year of fine arts, one year of physical education/health and two general electives.

- **Technologies Diploma** -- for students planning to enter college, technical schools or the job market who are interested in technologies. The requirements are essentially the same as the College Prep diploma except that the foreign language requirement is replaced by two years of technologies (includes computer, solar and Kent Career/Technical Center classes.)

- **General Ed Diploma** – intended to give a well-rounded education to students planning to enter the workforce upon graduation. The requirements include three years of English, three years of math (including algebra), two years of science, three years of social science, two years of computer science, one year of fine arts, one year of physical education/health, two years of restricted electives and five general electives.

- **Special Education Diploma Requirement** – Special Education students whose disabilities impede completion of graduation requirements prescribed by the Creative technologies Academy Board will be provided with modified requirements as developed by the individual educational plan committee. Students with disabilities will be eligible to receive a general education diploma upon completion of an individualized graduation plan.

Note: This page will be revised as soon as we determine how the new State requirements affect diplomas.

Educational Goals

A. **The primary educational goals of Creative Technologies Academy are as follows:**

1) To increase students' depth of understanding in the four core areas of math, language arts, science and social studies.

2) To help students develop computer literacy according to the METS.

3) To increase students' knowledge and appreciation of nature and to enable them to responsibly use natural resources by understanding their choices affect the quality of the environment for others.

4) To provide support for students who struggle academically so that they may attain success as well as challenging the gifted and talented students.

5) To assist students to develop an awareness of job opportunities and requirements.

B. **The supporting goals of Creative Technologies Academy are as follows:**

1) To promote academic excellence for a broad range of students in the core knowledge areas.

2) To train students to become proficient in using technology to process information and manage data and meet the requirements of the METS.

3) To train students to be good managers of natural resources and how to utilize renewable energy sources efficiently and promote the use of alternative energy sources by others.

4) To enable students to acquire skills and strategies that will help them achieve success after past academic failures, while at the same time, enabling the gifted and talented students to meet their potential.

5) To assist students in developing employability skills and an appreciation for work.

C. **Achievement of these goals will be measured in three ways:**

1) Clear and agreed upon local measures of student achievement, as established by CTA and the teachers of each class.

2) Instruments including criterion-referenced tests and self-report inventories.

3) Student developed portfolios or project demonstrations.

D. **Specific methods by which student progress will be measured.**

1) Core curriculum competency.

a) Competency in core curriculum areas will be assessed using standardized tests. The Performance Series tests for math, language arts, reading and science will be used to assess student performance in the core areas on a yearly basis. The results achieved by students on the Michigan Education Assessment Program (MEAP) core area tests will provide useful information on student progress in acquiring knowledge and skills included in the Michigan Curriculum Framework and the GLCEs in grades 3 through 9. In the 11th grade, the Michigan Merit Examination (to be administered in March 2007) will provide feedback on the degree of student achievement of the goals outlined in the Michigan Curriculum Framework and the high school GLCEs for English Language Arts and Math. The Michigan Merit Examination includes the ACT Plus Writing, Work-keys and the Michigan Mathematics, Michigan Science and Michigan Social Studies tests. Results of these tests will provide CTA high school teachers and CTA administrators with indicators of student achievement in each of the four areas of the core curriculum.

b) Student progress in the core areas will also be assessed using local measures designed by the teachers giving instruction in a particular core area. These local measures will include instruments such as teacher-developed tests, quizzes, assignments, projects, and demonstrations. Teachers will observe established institutional guidelines when assessing these local measures.

2) Computer literacy.

    a) Students will develop a project to demonstrate their skills in applying computer technology to a topic of interest. This project will be presented before their peers and evaluated by professional staff.

    b) Students' progress in acquiring computer literacy will be assessed using local measures such as teacher-developed tests, quizzes, assignments and be based on the METS.

3) Appreciation of and responsible use of natural resources.

    a) Students will prepare a project (e.g. presentation, model, plan, process etc.) to demonstrate principles of responsible use of and respect for natural resources. This project will be assessed by professionals, consisting of the teacher and one or two other teachers and/or academic administrators chosen by the teacher, to judge the quality of the project.

    b) Students' progress in acquiring accurate information regarding natural resources will be assessed using local measures such as teacher-developed tests, quizzes and assignments. Students' progress in developing an appreciation of natural resources will be assessed by the teacher using locally developed rubrics.

4) Support of academic success.

    a) Several academic support programs will be in place at any given time to meet objectives where the data indicates there are "needs." Types of these programs are: Six Plus One Writing (improving writing skills school-wide), Smart Goals (supporting middle school math), Reading Naturally (for struggling readers), Project First Step (TST) and Neuro-Reading (for early intervention purposes), and such like. Academic support programs such as these may be changed as the needs change.

    a) A homework club is held after school for students who get behind in their class assignments and need help catching up on class-work. This club was implemented in the 2002-03 school

year so no assessment of the program has yet taken place but will be designed and implemented at a future time.

b) An Individualized Educational Program (IEP) is provided for students who are identified as having a disability. Goals for each specific student are included in the plan and teachers work with students to achieve these goals. These plans are developed and evaluated by the IEP team.

c) The Academic Center for Enrichment provides paces and virtual (on-line) classes for students who need one-on-one assistance and for the advanced students..

d) A Reading Lab (resource room) has been provided for one-on-one support for students with any special academic needs.

5) Awareness of job opportunities and requirements.

a) The Career Explorations Program consists of many strategies that will assist students with academic preparation, career awareness, employment skills, technical/trade preparation and work-place readiness. This program provides support for students to help them make appropriate transitions from high school to post-secondary education and/or training. Students are introduced to potential career areas such as administration and sales, business and entrepreneurship, technical and mechanical, engineering, science and technology, fine arts and social services. Career awareness activities are introduced in the early elementary years followed by an in depth exploration at the middle school level and an integrated learning, hands-on experience at the secondary level. Students meet with the Career Exploration Facilitator and/or the Director of Academics at least once each year to discuss their future educational plans. Students develop an education portfolio to be completed by the time of graduation. The education portfolio will be a unique reflection of the student and his or her educational experience. The portfolio will help the student identify skills and interests and to document skill development as he/she completes courses and participates in extra-curricular activities. Guidelines have been specified for the portfolio to which students' portfolios must conform. This program was developed and implemented in the 2002-03 school year. A Certified Guidance Counselor will oversee this area.

b) High school students may also take trade, career and technically related courses at Kent Career and Technical Center in Grand Rapids. Student performance is assessed by the teachers of the specific courses completed and grades are reported to the Director of Academics at CTA.

E. Criteria for adequate student progress.

1) Student progress will be evaluated when possible using the Performance Series. Students are expected to progress one grade level each academic year in each of the core areas measured on the tests. Special Education students are expected to meet the goals established for them in the Individualized Education Program. In cases where the Performance Series does not have a suitable test the MEAP test will be used as a measure of student progress. Students will also be expected to meet State of Michigan standards when the MEAP test is used.

2) Projects, presentations, and demonstrations must receive at least a satisfactory rating by professional staff.

3) All portfolios must conform to the portfolio guidelines established by the Career Exploration Facilitator to be acceptable.

F. Responding to the data.

1) Results whether positive or negative will be used to do the following.

a) Review teaching methods and improve the quality of instruction.

b) Review and align curriculum.

c) Provide an evaluative component for personnel decisions.

d) The School Improvement Plan Committee will develop and implement new goals as needs are identified.