



Charter Schools Office

Report: Mid-Contract Review Visitation  
 Academy: Conner Creek Academy East  
 Visitation Dates: March 15, 2017

The visitation occurred at the Michigan Collegiate High School/Middle School and Conner Creek Academy East (CCA) Elementary School campuses with three members on the Ferris State University Charter Schools Office (FSU-CSO) visitation team. The team had the opportunity to meet with and interview the school leadership team and the School Improvement Team. The team was able to tour the facility and visit several classrooms to observe teaching and learning. We appreciate the open communication and transparency that was apparent with all we were able to interact with.

### Visitation Findings

School Improvement Plan (SIP) and School Systems Review	
Observations	Opportunities for Growth
<p><b>School Improvement Plan (SIP)</b></p> <ul style="list-style-type: none"> <li>• The SIT is very much aware and on board with what needs to be done at the Academy to improve student achievement.</li> <li>• It appears that the progress monitoring matrix is multi-faceted and is reviewed annually for improvement or elimination of initiatives to improve teaching and learning district wide.</li> <li>• We observed in the classrooms what we were told we would see.</li> <li>• Capturing Kids Hearts protocol appears to be universally and effectively implemented.</li> </ul> <p><b>School Systems Review</b></p> <ul style="list-style-type: none"> <li>• There is sufficient documentation to clearly support all evidences in this report.</li> </ul>	<p><b>School Improvement Plan (SIP)</b></p> <ul style="list-style-type: none"> <li>• Continue your efforts to use student performance in the classroom to improve student performance on standardized tests. What happens in the classroom must support the expectations of achievement tests.</li> <li>• Continue your work to ensure that high level instruction is being implemented in all classrooms with fidelity. We were able to observe some examples of students producing high quality deliverables. There is room for growth to ensure that high level instruction is happening in all classrooms.</li> </ul> <p><b>School Systems Review</b></p> <ul style="list-style-type: none"> <li>• None at this time.</li> </ul>

<ul style="list-style-type: none"> <li>A review of this document shows a clear process is in place at the Academy to help all students to reach high levels of academic achievement.</li> </ul>	
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**Facilities Review**

Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>A tour of your facilities and classrooms showed a very clean and well cared for learning environment. The classrooms are well equipped and attractive. There is good technology throughout the building.</li> </ul>	<ul style="list-style-type: none"> <li>None at this time.</li> </ul>

**Academy Culture Review**

Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>Students were very well behaved and appear to be engaged in their learning.</li> <li>The staff is clearly aware of the need to understand the students' culture in order to better serve their needs.</li> <li>There is a climate of mutual respect - students to students, staff to staff, and staff to leaders.</li> </ul>	<ul style="list-style-type: none"> <li>None at this time.</li> </ul>

**Academy Leadership Team Review**

Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>The administration team is well aware of their student achievement data and the challenges that need to be faced.</li> <li>There is clear evidence of positive student/teacher relationships.</li> <li>Social contracts are expected to be posted in each classroom. We observed that this was the case and that the expectation for "effort" was always present.</li> <li>We also observed that the expectation of posted learning objectives was in place.</li> <li>Students were compliant and producing work in the classrooms. This is another expectation of the administration team.</li> </ul>	<ul style="list-style-type: none"> <li>Continue your efforts to evaluate the initiatives you are implementing to ensure value.</li> <li>Continue to ensure effective training to introduce new staff to the teaching and learning processes you expect in every classroom and provide ongoing support to help them adapt to daily implementation strategies.</li> <li>Continue your efforts to use student achievement data to make decisions.</li> <li>Continue to use your classroom walk-throughs to encourage your teachers to help students learn at higher levels.</li> </ul>

<ul style="list-style-type: none"> <li>• Teachers and administration are well aware of current achievement deficiencies.</li> <li>• It is clear that all staff have accepted the assessment achievement challenge. We saw evidence of this while observing a Middle School ELA class working diligently on a MSTEP preparation exercise. We also observed an eleventh grade ELA class working to prepare their SAT essay.</li> <li>• The administrative team expressed concern about being able to retain quality staff in all areas. We encourage you to continue your efforts to correct this problem. We encourage you to develop a process to quickly bring new staff up to a high level of implementation of your teaching initiatives.</li> <li>• It is very positive that the Academy is providing extensive learning time for ELA and Math. This is a result of your recognition that most of your students would be considered at a tier 2 level of achievement and need help. You also provide afterschool tutoring for your tier 3 students.</li> <li>• You also have student incentives in place at the elementary school for achievement gains.</li> <li>• It was expressed that you have a concern about the number of students who have low attendance which negatively impacts their ability to be successful. We suggest you continue your efforts to correct this and emphasize to you students that attendance is an important part of “effort”.</li> </ul>	
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**CSO Review of Overall Performance for Conner Creek Academy East**

<u>Contract Performance Report Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• 67% of students reside in DPSCD</li> <li>• Enrollment appears to be stable</li> <li>• Enrollment spikes at the secondary level</li> <li>• MAP growth metrics indicate CCAE is at or above the 50% of gains in 13 out of 18 areas</li> </ul>	<ul style="list-style-type: none"> <li>• CCAE is not outperforming their composite district in 10 out of 14 MSTEP and SAT areas</li> <li>• MAP achievement metrics indicate CCAE is well below FSU targets in all areas</li> <li>• CCAE’s SAT average score is 879</li> </ul>

<ul style="list-style-type: none"> <li>• CCAE's SAT average score is 879 compared to the composite average of 874</li> <li>• 100% compliance record for the last three years</li> <li>• Board appears to have stable membership</li> <li>• 34% of expenditures are spent on instruction (lower portion on FSU's portfolio)</li> <li>• 21% of expenditures are spent on business/administration (middle portion of FSU's portfolio)</li> </ul>	<ul style="list-style-type: none"> <li>• Both K-6 and 7-8 buildings have single digit Top-to-Bottom rankings with 7-8 Building having Priority School designation</li> </ul>
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<u>School Support Team (SST) Updates</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• Administration and staff have accepted the need, and willingness to do the work, for real academic improvements</li> <li>• District staff has been trained in Intentional Instruction and Tracking Learning</li> <li>• Administration has played an active role in teacher training</li> <li>• Winter 2017 MAP data indicates good growth in 7 out of 9 grade in Reading and 5 out of 9 grade levels in math</li> <li>• The 7-8 Building has modified scheduling and intervention procedures</li> <li>• CCAE has had consistent leadership for several years</li> </ul>	<ul style="list-style-type: none"> <li>• Winter 2017 MAP data indicates achievement levels have improved slightly but remain very low</li> <li>• Number of substitute teachers will be checked during visit</li> <li>• 2016 MSTEP data indicates Student Growth Percentiles averaged 42% for grades 4-6 in math and 46% in ELA, and 33% for grades 7-8 in math and 36% in ELA</li> <li>• Continue to improve classroom activities that focus on students clearly demonstrating mastery of pertinent skills at the correct level of rigor</li> </ul>

Overall Opportunities for Growth

- Connect classroom skills to the MDE Targets
- Prepare all students for standardized assessment (practice questions, format, technology, motivation, test taking skills, etc.)
- Continue to improve the new student orientation process due to the challenge of new students enrolling at the 7-8 and 9-12 Buildings

## Current CSO Expectations in Consideration for Recommendation of Reauthorization. These are subject to change.

**For CCAE: The CSO has given CCAE the following Bottom Line Metrics due to having a Priority School:**

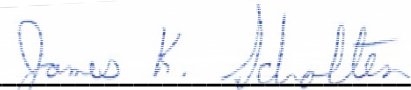
1. The Academy cannot have a Top to Bottom ranking of 0-4% at the end of this contractual period. This metric supersedes 2-5 below. (1 metric)
2. M-STEP- The Academy's average proficiency percentages in both ELA and math must be improving (trending positively) at the end of this contractual period. The CSO will average tested grades proficiency percentages in ELA and math for the last 2-3 years and determine if the average proficiency percentages are improving, declining, or stagnant. (2 metrics)
3. MSTEP- The Academy's average proficiency rates must out-perform the local district determined by the CSO by the end of this contractual period. The CSO will average tested grades proficiency percentages in ELA and math for the last contractual year for both the PSA and local traditional district and determine if the PSA percentages are higher. (2 metrics)
4. NWEA MAP- The Academy's conditional growth index must be positive in both math and ELA at the end of this contractual period. The CSO will review the most current MAP results to determine if the PSA's conditional growth index is at or above the 50<sup>th</sup> percentile (a positive growth index) for both reading and math. (2 metrics)
5. NWEA MAP- The Academy's Spring Achievement Percentiles must be trending positively in both reading and math. The CSO will review the most current MAP results and compare the reading and math Spring Achievement Percentiles with the previous 2-3 years for each grade. The CSO will determine how many grade levels indicate improving, declining, or stagnant percentiles in reading and math. The PSA must have a majority of percentiles identified as improving. (2 metrics)

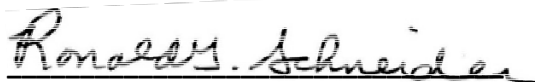
The expectation is that the school will meet all of the above metrics. The CSO will review and determine how many of the metrics were met by the PSA and base the recommendation to reauthorize on the performance outcomes. If the school has a Top to Bottom ranking of 0-4% at the end of the contractual period, they should not expect to be reauthorized.

In addition to the above, CCAE must satisfactorily perform in these areas:

- Meet or exceed FSU-CSO's academic measures and goals
- Continue to follow all charter contractual expectations
- The CSO may have other academic and non-academic expectations as more information becomes available. All other contractual and policy standards must be met and maintained.

Signed

  
CSO Visitation Chair

  
CSO Associate Director