



**FERRIS STATE  
UNIVERSITY**  
*IMAGINE MORE*

**CONNER CREEK  
ACADEMY EAST**

**MODIFIED**  
**MID-CONTRACT REVIEW**  
March 17-18, 2014

## MISSION

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

## VISION



## CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

# FERRIS STATE UNIVERSITY

## Charter Schools Office (CSO)

### Declaration of Intent and Purpose

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

1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

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

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

Academy Name: **Conner Creek Academy East**

Dates of Visit: **March 17-18, 2014**

Status: **Exceeds Standards**

Overall Percentage: **95.79%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	110	100	Exceeds Standards
Governance	110	96.75	87.95	Meets Standards
Financial Viability	90*	86	95.55	Exceeds Standards
School Culture	100*	100	100	Meets Standards
School Improvement	NA	NA	NA	NA
Application/Questionnaire	NA	NA	NA	NA
<b>Total Score:</b>	<b>410</b>	<b>392.75</b>	<b>95.79</b>	<b>Exceeds Standards</b>

\*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

## Visiting Team Members

Name: Dr. Robert Hamet

Signature:



Name: Jim Ridders

Signature:



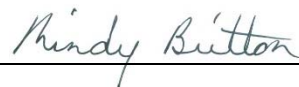
Name: Art Willick

Signature:



Name: Mindy Britton

Signature:



Team Chair: Dr. Robert Hamet

## Total Score

maximum: 500 points

369-410	Exceeds Standards	90%+
307.5-368.9	Meets Standards	75% - 89%
346-307.4	Needs Improvement	60% - 74%
245.9 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: **238.5 - Deficient**

Monitoring Status: **Intensified – Phase 3**

# CONNER CREEK ACADEMY EAST MODIFIED MID-CONTRACT REVIEW

## March 17-18, 2014

### EXECUTIVE SUMMARY

THE EXECUTIVE SUMMARY is a review of the findings of the Ferris State University Charter Schools Office (CSO) four member visitation team after conducting a modified mid-contract review of Conner Creek Academy East. The modified mid-contract review (MMCR) was conducted under the following criteria:

- The academy has undergone a reauthorization review within the last two years.
- The academy will undergo a reauthorization review in the next academic year.

The format for the MMCR was the same as the mid-contract review, except most of the group interviews were substituted with concentrated classroom observations by the visitation team. The final MMCR includes a summary of the observations. The observations did not receive a score, but were included as another dimension of the visitation team's review at Conner Creek Academy East.

The MMCR includes a summary of the 14 classroom observations conducted. Also included in the MMCR are the following:

- Input from interviews with the school improvement team, three board members, and administration.
- Review of the following documents: board of education minutes (2012-13; 2013-14), school improvement plan, operational budget, annual academic audit, reauthorization application (01-22-2014), reauthorization review (October 29-30, 2012), reauthorization review model rubrics (2013-2014)
  - Note: The outstanding binder of substantive information was provided to the visitation team.
  - Note: The visitation team did a facilities walk through in each building.

The MMCR rubrics were numerically rated and the results are included in the Executive Summary in the following categories: Core Values/Vision/Mission/Strategic Planning/Governance; Financial Viability and School Culture.

#### HIGHLIGHTS AND FINDINGS:

##### Rubric Rating:

- The visitation team considered the academy performance on the four Rubric sections. Scores earned in the four sections combined reveal the academy earned an overall rubric score of 392.75 points, which translates to an overall rubric achievement score of 95.79%. That places the academy in the Exceeds Standards Category.

#### CONCENTRATED CLASSROOM OBSERVATIONS:

- The visitation team members observed 14 classrooms for 25 to 30 minutes. The following checklist was used in each classroom:

- 1. Was the learning objective for the lesson evident? Yes/No and comments.
- 2. Objective delivery type: lectures, demonstration, hands-on, video, discussion, centers or group work, other.
- 3. In general were students engaged in the lesson? Yes/No and comments
- 4. General observations: What did you see? What was going on? Could you follow the instructor's directions?
- Summary of Observations
  - The elementary two member team visited three classrooms each. The elementary team met with the fifth grade data team.
    - Lesson objectives were posted and/or reinforced during the class sessions.
    - Most teachers provided a hand-out that explained the objective of the lesson.
    - Several methods of delivery were observed in every classroom, and students were engaged in the learning activities.
    - Classroom management practices were designed to promote students' participation and commitment to the subject matter.
    - Classrooms were decorated with student work and were positive learning environments.
  - The middle school and high school two member team visited eight classrooms.
    - Lesson objectives were posted and evident.
    - Teachers were very well prepared
    - All teachers provided a handout of the lesson.
    - Teachers used more than one delivery type.
    - All students were engaged and wanted to participate.
    - Students were usually on task with little or no disruptions; there were no serious disruptions.
    - It was evident that students wanted to be in school and wanted to learn.
    - The classrooms were interesting.
    - There were positive interactions between teachers and students, and demonstration of mutual respect.

#### NOTABLE FINDINGS:

- The MMCR is the third review conducted on Conner Creek Academy East in the past four years. Through it all, the board, administration and staff have been steadfast in their desire to improve student achievement. Some staff members indicated to the visitation team that assessment data has been available, but now however, data is being used by staff in a more effective way. Also, the student performance pattern is trending in a more positive direction.
- There are multiple positives about MMCR including the following:
  - The staff is very supportive of one another, like a family.
  - There are numerous examples of positive collaboration by the staff and administration.
  - Staff and administration exude confidence in their abilities to change the landscape and are implementing many methods to help reach higher student performance bench marks, such as the following:
    - K-12 formative data teams
    - Programs including walk to read/math
    - K-6 curriculum maps aligned with common core, and pre/post-tests.
    - 7-12 common core alignment and mapping
    - 8-12 pre/post-tests (Explore, Plan, ACT).
    - 7-12 ACT focused curriculum alignment.

- 7-12 proficiency program.
- 7-12 extended learning academic intervention program.
- K-12 Michigan Citizenship Framework for Social Studies
- K-12 summer school classes and after-school tutoring opportunities
- There is evidence that staff are using more creative ways to improve teaching and learning.
- The data teams are making a positive impact.
- In the classrooms the atmosphere is more businesslike with a focus on teaching and learning.
- Posting student achievement charts is a good motivational tool.
- There is evidence that coordination especially between the middle school and high school is taking place.
- Staff stability is a big plus. Staff demonstrate a sincere commitment to Conner Creek Academy East and the students. Over the past two years the yearly average turnover was about 8%
- The board is more active in monitoring student achievement.
- The overall environment is very conducive to supporting effective teaching and learning. And, students are in a safe and orderly environment.

#### PRIMARY CHALLENGES FOR THE FUTURE:

- The two main challenges for Conner Creek Academy East as shared by the administration are improving student achievement and financial viability.

Student achievement is a main focus by the board, staff and administration. There is certainly buy in that low student achievement at all three instructional levels continues to require attention. The board, administration and staff are commended for their commitment to their students and for the ways being implemented to improve teaching and learning. It takes all stakeholders working together to make a positive learning outcome for students.

Financial viability is identified by the administration as a primary focus. There is evidence that the administration and board are appropriately engaged in their roles in governance and management. The board spends time in its board meetings on appropriate matters including budget development, student achievement, board development activities, strategic planning and school improvement.

Also, there is evidence the academy is well managed and provided visionary leadership by the administration. The administrators are skilled and respected.

In conclusion, the CSO visitation team thanks everyone at Conner Creek Academy East for your hospitality and help in completing this review. The visitation team was impressed with the material provided. Further, we were very impressed with the commitment by the board, staff and administration to meeting the challenges of improving teaching and learning. Also, thank you for the food provided to us—it was great.

Best wishes to all of you!

Robert Hamet, Team Chair

**Criterion:**

**Core Values, Vision, Mission, and Strategic Planning**

Points Possible <b>110</b>	Points Achieved <b>110</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Core Values identified</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	5/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		



Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>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</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Vision Statement identified without links to the Core Values</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	10/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board does not have a method in place for evaluating the Academy's Vision</li> </ul>	

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

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

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	10/10		<ul style="list-style-type: none"> <li>The Board has developed a written comprehensive Strategic Plan and actively pursues it</li> <li>Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has developed a written Strategic Plan</li> <li>However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Strategic Plan in place</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	10/10		<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has been communicated to all stakeholders</li> <li>Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has not been well communicated to most stakeholders</li> <li>There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders</li> </ul>	

Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies			
Total Points Achieved	Percentage Achieved	Category Achieved	
110/110	100%	Exceeds Standards	

**Criterion:**

**Governance** (as reflected in Board minutes and observations)

Points Possible <b>110</b>	Points Achieved <b>96.75</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	5/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
Leadership: Monthly quorums	3/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	April 24, 2013 September 25, 2013 October 24, 2013
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement/progress toward contractual goals • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement/progress towards contractual goals • occasionally engages in discussion about these reports	As evidenced by Board minutes the Board: • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	Two nominations but incomplete applications

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Management Company Evaluation OR Key School Leader (KSL)	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services	
Administrator Continuing Education Unit (CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		20 points	15 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	20/20	During this review period 90% or above have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials	During this review period 75-89% have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	5 points	3.75 points	0 points	
Professional participation	5/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		*See attachment
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting Epicenter: On Time and Accurate	3.75/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	99% - overall 2012-2013 = 99% 2013-2014 = 100%
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/5		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	99%
Compliance: Transparency Reporting	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	5 points	3 points	0 points	
Physical facilities	5/5		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
96.75/110		87.95%	Meets Standards	



**Criterion:**  
**Financial Viability**

Points Possible <b>90</b>	Points Achieved <b>86</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> <li>The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget appears inconsistent with the school improvement plan</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget does not take school improvement into consideration</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was completed in a timely manner</li> <li>submitted to the State by or before October 31 results were shared with</li> <li>the Board of Directors in advance of the public presentation</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was performed within the specified timeframe</li> <li>the Board of Directors did not receive it in advance of meeting for review</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was not performed within the specified timeframe</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	6/10		The Board maintains a fund balance: <ul style="list-style-type: none"> <li>between 10%-15% of annual revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>below 10%</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 5% of general revenue</li> </ul>	

Financial Viability: Total score for all competencies			
Total Points Achieved	Score	Percentage Achieved	Category Achieved
	86/90	95.55%	Exceeds Standards

**Criterion:**  
School Culture

Points Possible <b>100</b>	Points Achieved <b>100</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	The Academy: <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	
Point distribution		n/a	15 points	n/a	0 points	
Staff stability: Administration	15/15		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	19.5% Turnover
Staff stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Emergency Plan	5/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
Emergency Drill Logs (EMD)	5/5		The EMD shows the academy is making good progress towards the requirements of law		The EMD shows the academy is not making good progress towards the requirements of law	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

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

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

**Conner Creek Academy East  
Professional Development Activity Credits**

<b>Fname</b>	<b>Lname</b>	<b>Begin Date</b>	<b>End Date</b>	<b># of Credits Required</b>	<b># of Credits Acquired</b>	<b>Balance</b>	<b>BANKED</b>	<b>Comments</b>
Amanda	Allen	2013	2017	12	1	11		
David	Chegash	2012	2016	12	6	6		
Olivia	Dixon	2013	2014	3	1	2		Pro-rated for one-year term
Frank	Doria	2013	2017	12	2	10		
Kay	Newhouse	2013	2014	3	2	1		Pro-rated for one-year term
Darnicia	Simley	2011	2015	12	0	12		

as of March 4, 2014