



CHARTER SCHOOLS
OFFICE

**CONNER CREEK
ACADEMY EAST (3-11)**

**REAUTHORIZATION REVIEW
October 25-26, 2010**



FERRIS STATE UNIVERSITY

Imagine More

MISSION

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

VISION

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

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

Meeting or exceeding State requirements, including AYP

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

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

Achieving 100% compliance on all reporting requirements (AOIS)

Meeting all contractual obligations and the requirements of law

CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humanness

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

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

We value integrity and trust, demonstrated by our –

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

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

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

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

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

TOTAL SCORE

495-550	= Exceeding Standards
412-494.9	= Meets Standards
330-411.9	= Needs Improvement
329.9 & Below	= Deficient

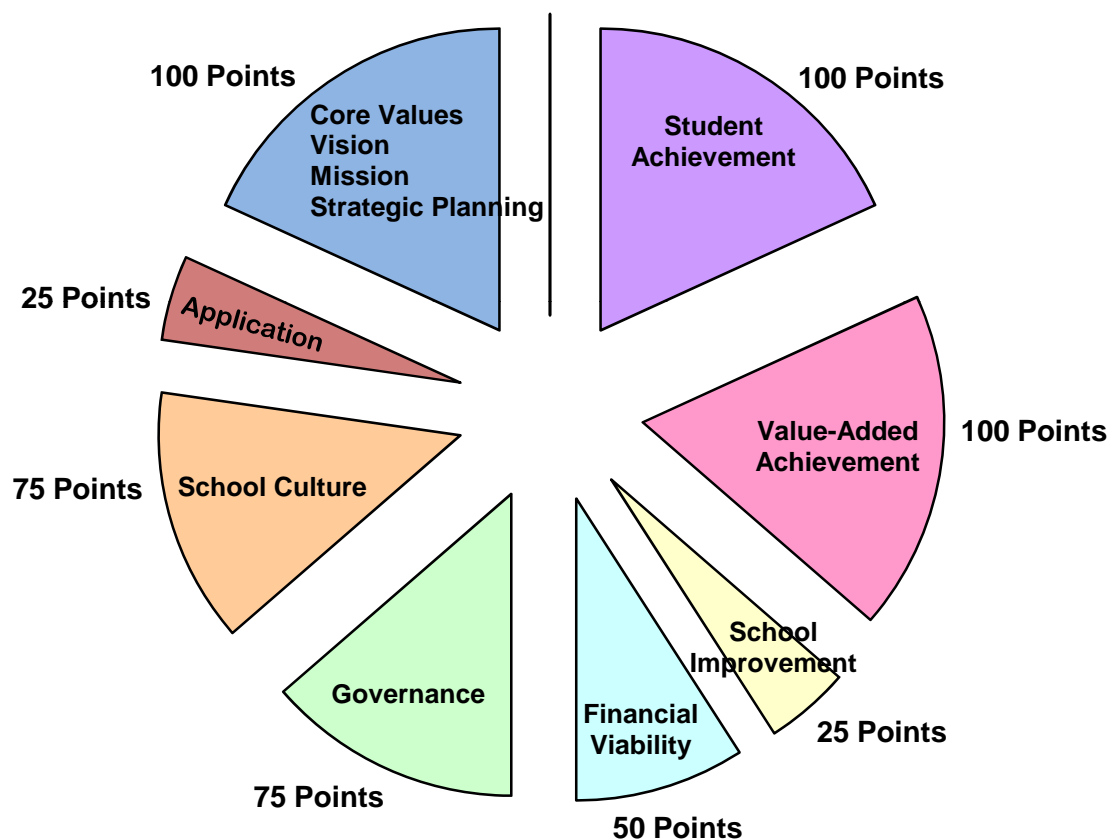
550 Points Maximum



**FERRIS STATE
UNIVERSITY**

CHARTER SCHOOLS OFFICE

Reauthorization Formula - 2010



Reauthorization Review Point Tally Sheet - 2010

Academy Name: **CONNER CREEK ACADEMY EAST**

Dates of Visitation: **October 25-26, 2010**

Status: **NEEDS IMPROVEMENT**

Overall Percentage: **72.6%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	59.5	Needs Improvement
Value-Added Achievement	100	26.6	Deficient
School Improvement	25	23.9	Exceeds Standards
Financial Viability	50	39.0	Meets Standards
Governance	75	70.4	Exceeds Standards
School Culture	75	72.6	Exceeds Standards
Reauthorization Application	25	21.0	Meets Standards
Core Values/Vision/Mission/Strategic Planning	100	86.3	Meets Standards
Total Score:	550	399.3	Needs Improvement

Visitation Team Members

Name: Larry Lindquist Signature: *Larry Lindquist*

Name: Art Willick Signature: *A. Willick*

Name: Dr. Robert Hamet Signature: *Robert Hamet*

Name: Rebecca Shankland Signature: *Rebecca Shankland*

Team Chair: **Larry Lindquist**

TOTAL SCORE

495 - 550	Exceeds Standards	90%+
412 - 494.9	Meets Standards	75% - 89%
330 - 411.9	Needs Improvement	60% - 74%
329.9 & Below	Deficient	Below 60%

550 Points Maximum

EXECUTIVE SUMMARY
CONNER CREEK ACADEMY EAST REAUTHORIZATION REVIEW
October 25-26, 2010

It was clear from the outset of our visit that all members of the Conner Creek Academy East “family” are focused on the creation of quality experiences and opportunities for the students served by the academy, regardless of where those students reside. The review team sensed a real commitment to both character development and academic achievement among both certified and non-certified staff as well as members of the Board of Directors.

The Review Team used all segments of the Charter Schools Office (CSO) created reauthorization rubric to develop its review findings. As in the most recent 36-month review, student population was calculated proportionately when determining achievement scores. That is, the number of students in each building compared to the total district student population provided a ratio (percentage) for overall achievement scores in both the Student Achievement and Value-Added portions of the rubric. The result of our review shows a total combined rubric score of 399.3, which places the academy in the *needs improvement* category.

The Review Team found many positive aspects to the academy’s governance and operations. Among these strengths are:

- A true to commitment to quality programs and instruction by all staff members,
- A marked improvement in the awareness demonstrated by the Board of Directors with regard to its role in improving student achievement through requesting analysis of student achievement data from academy personnel,
- A commitment to the use of the academy’s School Improvement Plan (SIP) to help drive decision-making was evident during our meeting with the School Improvement Team (SIT). SIT members were aware of the contents of the SIP, and seemed to be committed to the goals and strategies contained in that plan,
- There is a concentration on fiscal responsibility by both the staff and the Board of Directors. This was clearly evident by the transfer of substantial budgetary dollars to the needs of the high school during this school year.
- Both parents and students expressed a general satisfaction regarding school programs and services,
- A generally safe and orderly environment lends itself well to the development of a positive environment for teaching and learning.
- The relatively recent development and adoption of Core Values, Vision and Mission Statements will help direct the academy’s future efforts at achieving excellence.

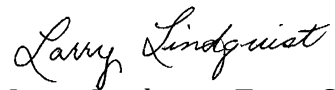
- Both academy leadership and other staff members displayed a spirit of enthusiasm and a positive outlook about the future of the academy.
- The attempt to create a better understanding about the environment from which most Conner Creek Academy East (CCAEE) students come by bussing teachers to those residential areas certainly fostered greater awareness of the life circumstances experienced by CCAE students.

Even though the Review Team found many encouraging aspects regarding the academy, like most other schools, there are still areas for improvement. Among these are:

- Low student achievement at all three instructional levels, but especially at the middle and high schools. Immediate attention to this area is absolutely essential. The academy's total rubric score was severely limited by low student achievement scores. Student achievement scores have actually significantly declined between the 36-month review and the current review, especially for value-added achievement, which is based on three-year cohort groups. The Review Team strongly recommends that the CCAE School Improvement Team and Board of Directors review both the Student Achievement/Progress Toward Contractual Academic Goals and the Value-Added Achievement/Scantron Performance Series Data sections for the purpose of implementing short and long-range goals that address the low scores in these areas. Substantial improvement in student achievement is essential if CCAE is to become a viable academy with the continued support of the Ferris State University Charter Schools Office.
- While the Board of Directors has adopted Core Values, Vision and Mission Statements, it lacks a widely disseminated strategic plan to implement the concepts implied in those statements as well as methods of review and evaluation of that plan to ascertain the degree of its achievement. The Review Team urges the Board of Directors to hold periodic Board retreats with its administration and staff during which these statements and their implementation and evaluation are the primary focus of discussion. Likewise, the Review Team recommends that these retreats include a periodic review of the School Improvement Plan, Technology Plan, and Reauthorization Review Rubrics for the purpose of improving board governance.
- Though staff members note a need and desire for parental involvement, they also note that too little direct parent involvement is present. A plan to possibly move Parent-Teacher Conferences nearer to academy parents is noted and is a good beginning. However, the Review Team recommends direct and frequent solicitation of parental input through the School Improvement Team and other academy committees that will truly give parents a meaningful voice in academy operations.
- Though the Review Team sensed that the Board of Directors is confident in the ability of the academy leadership to provide budget direction to them, the Review Team encourages the Board of Directors to become more directly involved with budget development earlier in the school year. Doing so will assist the administration in

developing a budget that truly reflects board priorities. The creation of an annual budget calendar could be helpful to this process and should include a time at which budget assumptions are clearly identified for board review and comment.

The Ferris State University Charter Schools Office Reauthorization Review Team greatly appreciates the hospitality shown to the team during its academy visitation at Conner Creek Academy East. Having guests in one's building can sometimes be disruptive to the educational process, yet the graciousness with which we were received was outstanding. For that, the team says thank-you. In addition, we recognize and applaud your ongoing efforts to provide a quality education for all the students served by CCAE. Those efforts are making and will continue to make a significant positive impact on the lives of all those served by CCAE.

A handwritten signature in cursive script that reads "Larry Lindquist".

Larry Lindquist, Team Chair

Process for Calculating Student Achievement, Value-Added Achievement, and School Improvement Sections

A rubric was completed for each level (elementary, middle school and high school). To arrive at an overall Conner Creek Academy East rubric score, the total points for each level's section were allocated to the overall score based upon the percentage of students at each level.

As an example, using the Student Achievement section of the rubric,

Elementary Level's total points: 67.3
 % of total students: X 51.2%
 Total points allocated to overall score: 34.5

The results of the allocation for all sections of the rubric are listed below:

Level	Number of Students	% of Conner Creek Student Body
Elementary	517	51.2%
Middle School	157	15.5%
High School	336	33.3%
TOTAL	1,010	100.0%

Student Achievement		
Level	Individual Rubric Points Earned	Points Allocated
Elementary	67.3	34.5
Middle School	70.6	10.9
High School	42.2	14.1
Value-Added Achievement		
Level	Individual Rubric Points Earned	Points Allocated
Elementary	30	23.1
Middle School	15	3.5
High School	N/A	N/A
School Improvement		
Level	Individual Rubric Points Earned	Points Allocated
Elementary	23.3	11.9
Middle School	25	3.9
High School	24.4	8.1

Level	Overall Total Points Earned		
	Student Achievement	Value-Added Achievement	School Improvement
Elementary	34.5	23.1	11.9
Middle School	10.9	3.5	3.9
High School	11.3	N/A	8.1
TOTAL	59.5	26.6	23.9

Student Achievement and Progress Toward Contractual Academic Goals

3-11 Version

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
AYP: Achievement	EL-13/13 MS-13/13 HS- 0/13	The Academy exceeded State AYP targets by 10% or more in both MATH and READING in 2 out of 3 years 13 Points	The Academy met State AYP targets in both MATH and READING in 2 out of 3 years. 9.7 Points	The Academy met AYP in either MATH or READING in 2 out of 3 years. 7.8 Points	The Academy did not meet AYP in either MATH or READING in 2 out of 3 years. 0 Points	
AYP: Participation	EL-13/13 MS-13/13 HS-13/13	The Academy tested over 95% of its students in both MATH and READING in 2 out of 3 years. 13 Points	The Academy tested between 93%-94.9% of its students in both MATH and READING in 2 out of 3 years. 9.7 Points	The Academy tested between 90%-92.9% of its students in both MATH and READING in 2 out of 3 years. 7.8 Points	The Academy tested fewer than 90% of its students in both MATH and READING in 2 out of 3 years. 0 Points	
AYP: Other Indicators	EL-13/13 MS-13/13 HS-13/13	The Academy's attendance rate was greater than 85% and/or the Academy's graduation rate was greater than 80% in 2 out of 3 years. 13 Points	The Academy's attendance rate was 85% and/or the Academy's graduation rate was 80% in 2 out of 3 years. 9.7 Points	The Academy's attendance rate was 80%-84% and/or the Academy's graduation rate was 70%-79% in 2 out of 3 years. 7.8 Points	The Academy's attendance rate was below 80% and/or the Academy's graduation rate was below 70% in 2 out of 3 years. 0 Points	
Composite Grade as Assigned by MDE in Ed Yes!	EL-9.7/13 MS-7.8/13 HS-7.8/13	A 13 Points	B 9.7 Points	C 7.8 Points	D or below 0 Points	
Relative Performance to State (MEAP-READING)	EL- 0/7 MS- 0/7 HS- 0/7	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in READING. 7 Points	The Academy met the State MEAP percent proficient in 2 out of 3 years in READING. 5.2 Points	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in READING. 4.2 Points	The Academy has not met the State MEAP percent proficient in any year in a 3 year period in READING. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		7 Points	5.2 Points	4.2 Points	0 Points	
Relative Performance to State (MEAP-MATH)	EL- 0/7 MS- 0/7 HS- 0/7	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met the State MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met the State MEAP percent proficient in any year in a 3 year period in MATH.	
Relative Performance to the Resident District (MEAP-READING)	EL- 0/7 MS- 4.2/7 HS- 0/7	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in READING.	The Academy met the District MEAP percent proficient in 2 out of 3 years in READING.	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in READING.	The Academy has not met the District MEAP percent proficient in any year in a 3 year period in READING.	
Relative Performance to the Resident District (MEAP-MATH)	EL- 4.2/7 MS- 4.2/7 HS- 0/7	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met the District MEAP percent proficient in any year in a 3 year period in MATH.	
Relative Performance to a Demographically Comparable School (MEAP-READING)	EL- 4.2/7 MS- 4.2/7 HS- 4.2/7	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in READING.	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in READING.	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in READING.	The Academy has not met its comparable School MEAP percent proficient in any year in a 3 year period in READING.	
Relative Performance to a Demographically Comparable School (MEAP-MATH)	EL- 4.2/7 MS- 4.2/7 HS- 4.2/7	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met its comparable School MEAP percent proficient in any year in a 3 year period in MATH.	
School Improvement Status	EL- 6/6 MS- 6/6 HS- 0/6 (Phase 2)		The Academy is not identified for improvement. 6 Points		The Academy is identified for improvement. 0 Points	

**Progress Towards Educational Goals as Defined by the Definition of Quality
(Full Academic Year Students)**

ELA Performance (MEAP/MME)		Target	Actual	Performing Above Target 2.9 Points	Performing On Target 2.3 Points	Performing Below Target 1.7 Points	Reviewer Comments
Grade 3	/2.9		THIS SECTION NOT USED IN 2010-2011. (Baseline data is 2009)				
Grade 4	/2.9						
Grade 5	/2.9						
Grade 6	/2.9						
Grade 7	/2.9						
Grade 8	/2.9						
Grade 11	/2.9						
Math Performance (MEAP/MME)		Target	Actual	Performing Above Target 2.9 Points	Performing On Target 2.3 Points	Performing Below Target 1.7 Points	Reviewer Comments
Grade 3	/2.9						
Grade 4	/2.9						
Grade 5	/2.9						
Grade 6	/2.9						
Grade 7	/2.9						
Grade 8	/2.9						
Grade 11	/2.9						
Total Points Earned	59.5/100						

Value-Added Achievement-Scantron Performance Series Data

Based on the Assessment of *Cohort Groups Only*

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

(MI-Access Students Not Included)

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Proficiency Math	 EL- 0/25 MS- 15/25 HS-NA/25	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy. 25 Points	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy. 18.8 Points	The percentage of students reaching the expected increase falls below (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy. 15 Points	The percentage of students reaching the expected increase falls more than 10% below the <i>Margin of Performance</i> as established by the education goals for the Academy. 0 Points	High School-Not Applicable (NA) - Not Yet Renormed
Value-Added Student Proficiency Reading	 EL- 0/25 MS- 0/25 HS-NA/25	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy. 25 Points	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy. 18.8 Points	The percentage of students reaching the expected increase falls below (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy. 15 Points	The percentage of students reaching the expected increase falls more than 10% below the <i>Margin of Performance</i> as established by the education goals for the Academy. 0 Points	
Value-Added Student Proficiency ELA	 EL-12/20 MS- 0/20 HS-NA/20	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy. 20 Points	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy. 15 Points	The percentage of students reaching the expected increase falls below (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy. 12 Points	The percentage of students reaching the expected increase falls more than 10% below the <i>Margin of Performance</i> as established by the education goals for the Academy. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Student Cohort Gains MATH	EL-6.6/11 MS- 0/11 HS-NA/11	90-100% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 11 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 8.2 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 6.6 Points	Less than 60% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 0 Points	
Student Cohort Gains READING	EL-6.6/11 MS- 0/11 HS-NA/11	90-100% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 11 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 8.2 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 6.6 Points	Less than 60% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 0 Points	
Student Cohort Gains ELA	EL-4.8/8 MS- 0/8 HS-NA/8	90-100% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 8 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 6 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 4.8 Points	Less than 60% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 0 Points	
Total Points Earned	26.6/100					

School Improvement

NCA VERSION

Total Possible Points: 25

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<u>Standard I:</u> Vision and Purpose	<p>The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">0 Points</p>	<p>The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">2.8 Points</p>	<p>The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">3.4 Points</p>	<p>The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">4 Points</p>	<p style="text-align: right; color: blue;">EL- 4/4</p> <p style="text-align: right; color: red;">MS- 4/4</p> <p style="text-align: right; color: green;">HS- 4/4</p>
<u>Standard II:</u> Governance and Leadership	<p>The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p> <p style="text-align: center;">0 Points</p>	<p>The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.</p> <p style="text-align: center;">1.8 Points</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.</p> <p style="text-align: center;">2.5 Points</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.</p> <p style="text-align: center;">3 Points</p>	<p style="text-align: right; color: blue;">EL-2.5/3</p> <p style="text-align: right; color: red;">MS- 3/3</p> <p style="text-align: right; color: green;">HS- 3/3</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<u>Standard III:</u> Teaching and Learning	<p>The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p> <p>0 Points</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p> <p>1.8 Points</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p> <p>2.5 Points</p>	<p>The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p> <p>3 Points</p>	<p>EL- 3/3</p> <p>MS- 3/3</p> <p>HS- 3/3</p>
<u>Standard IV:</u> Documenting and Using Results	<p>The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p>0 Points</p>	<p>The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p>2.8 Points</p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p>3.4 Points</p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p> <p>4 Points</p>	<p>EL-3.4/4</p> <p>MS- 4/4</p> <p>HS-3.4/4</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<u>Standard V:</u> Resource and Support Systems	<p>The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>0 Points</p>	<p>The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>1.8 Points</p>	<p>The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>2.5 Points</p>	<p>The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>3 Points</p>	<p>EL- 3/3</p> <p>MS- 3/3</p> <p>HS- 3/3</p>
<u>Standard VI:</u> Stakeholder Communications and Relationships	<p>The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p> <p>0 Points</p>	<p>The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p> <p>2.8 Points</p>	<p>The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p> <p>3.4 Points</p>	<p>The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.</p> <p>4 Points</p>	<p>EL-3.4/4</p> <p>MS- 4/4</p> <p>HS-3.4/4</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard VII: Commitment to Continuous Improvement	<p>The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.</p> <p>0 Points</p>	<p>The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.</p> <p>2.8 Points</p>	<p>The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.</p> <p>3.4 Points</p>	<p>The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.</p> <p>4 Points</p>	<p>EL- 4/4</p> <p>MS- 4/4</p> <p>HS- 4/4</p>
Total Points Earned	23.9/25				

Financial Viability

Total Points: 50

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

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Academy's audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors in advance of the public presentation. 5 Points	The Academy's audit was performed within the specified timeframe, but Board of Directors did not receive it in advance of meeting for review. 3 Points	The Academy's audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner. 0 Points	
	5/5		The Academy's audit was unqualified with no reportable conditions. 5 Points	The Academy's audit was unqualified with some reportable conditions. 3 Points	The Academy's audit was qualified with a management letter and board response. 0 Points	
	3/4	The Board maintains a fund balance of at least 10% of general revenue. 4 Points	The Board maintains a fund balance within 3%-9.9% of general revenue. 3 Points	The Board maintains a fund balance within 2.9%-1% of general revenue. 2 Points	The Board maintains a fund balance of less than 1% of general revenue. 0 Points	
	7/7		The Board has an identifiable long-range plan for fund balances. There are no needs in the general budget that go underfunded to maintain the fund balance. 7 Points	The Board has no identifiable long-range plan for fund balances. There are needs in the general budget going underfunded in order to maintain the fund balance. 4.2 Points		
Total Points Earned	39/50					

Governance

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

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		4 Points	3.4 Points	2.4 Points	0	
Leadership	4/4	The Board of Directors has all relevant policies in place in accordance with State and federal laws and references those policies for decision making at Board meetings.	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them.	The Board of Directors has all relevant policies in place in accordance with State and federal law but is unfamiliar with those policies.	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated.	
	2.4/4	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy.	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file.	The Board of Directors only solicits applications when it anticipates a vacancy.		The CSO encourages academy boards to maintain an active candidate pool. No pool exists for CCAE at this time.
	4/4	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement. The Board regularly engages in discussion about these reports.	The Board of Directors receives a monthly report from its administrative staff on student academic achievement. The Board occasionally engages in discussion about these reports.	The Board of Directors does not receive monthly student achievement reports. Little or no discussion regarding student achievement takes place at Board meetings.	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports. Student academic achievement is rarely discussed by the Board.	
	4/4	The Board of Directors has not cancelled a meeting in the past review period due to lack of quorum.	The Board of Directors has not cancelled more than one meeting during the review period due to a lack of quorum.	The Board of Directors has cancelled 2 to 3 meetings during the review period due to lack of a quorum.	The Board of Directors has cancelled more than 3 meetings due to lack of quorum.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3.4/4	The Board of Directors has not rescheduled any meetings during the review period. 4 Points	The Board of Directors has held no more than one rescheduled meeting per year in the review period. 3.4 Points	The Board of Directors has held 2-3 rescheduled meetings per year in the review period. 2.4 Points	The Board of Directors has held more than 3 rescheduled meetings per year in the review period. 0 Points	9/3/08 and 2/9/11 meetings were rescheduled.
	4/4		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning. 4 Points	The physical facility is not always inviting, attractive, clean, well-maintained, and conducive to safety and learning. 2.4 Points.	The physical facility is not inviting, attractive, clean, well-maintained, and conducive to safety and learning. 0 Points	MOVED FROM SCHOOL CLIMATE
Technology	5/5		The Board insures there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. 5 Points	The Board does not insure there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. 3 Points	The technology and infrastructure in the Academy does not provide for the minimal standards of a modern Academy. 0 Points	More technology needs to be present at Michigan Collegiate Middle School and High School to support Scantron testing.
	4.2/5	The Board demonstrates its commitment to the Academy's technology and improvement plan by insuring there is a high ratio of technology available per student. 5 Points	The Board demonstrates its commitment to the Academy's technology and improvement plan by insuring there is an acceptable ratio of technology per student. 4.2 Points	The Board demonstrates its lack of commitment to the Academy's technology and improvement plan by underfunding support for adequate technological resources for students. 3 Points	The technology within the Academy does not meet the minimal standards of a modern Academy. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Professional Development	3.4/4	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually. 4 Points	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board members participate annually. 3.4 Points	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development. 2.4 Points		All board members are encouraged to track their progress toward reaching the required number of activity credits during their term of office.
Professional Participation	4/4		The Board has strong representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. 4 Points	The Board has some representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. 2.4 Points	The Board has little or no representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. 0 Points	While only a few members attend, those few are regular attendees at the CSO events
Compliance Reporting (AOIS)-Rate	3/3	The Academy meets the CSO percentage requirement for AOIS reporting. YES 3 Points			The Academy does not meet the CSO percentage requirement for AOIS reporting. NO 0 Points	
Compliance Reporting (AOIS)-Accuracy	2/3	All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record) 3 Points	95-99% of all documents submitted to AOIS are marked "accurate and complete". 2 Points	90-94% of all documents submitted to AOIS are marked "accurate and complete". 1 Points	89% or fewer of all documents submitted to AOIS are marked "accurate and complete". 0 Points	99% overall (includes all documents submitted for all three sites)

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Administrator Continuing Education Credits	3/3		All Administrators meet CEU requirements. 3 Points		Not all administrators meet CEU requirements. 0 Points	
Special Education/504-Delivery of Services	3/3		The Academy's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services. 3 Points	The Academy is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. 2 Points	The Academy'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.	3/3	3 Points			0 Points	
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	3/3	3 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
Board minutes reflect that the Board receives periodic updates on the Academy's progress towards its school improvement plan and academic contractual goals.	7/7	7 Points			0 Points	The board should review the School Improvement plan and the status of its educational contract goals more frequently.
The Board begins its meetings at the posted time.	4/4	4 Points			0 Points	
The Board posts timely notices of its annual meeting schedule and all regular and special meetings.	4/4	4 Points			0 Points	
Total Points Earned	70.4/75					

School Culture

Total Points: 75

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

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			6.0 Points	3.6 Points	0 Points	
Staff Stability	6/6		There has been minimal building administrator turnover (2 or less) in the past 5 years.		There has been significant building administrator turnover (3 or more) in the past 5 years.	
	6/6		40% or less of the teaching staff has turned over during the past 5 years.		More than 40% of the teaching staff has turned over during the past 5 years.	Teacher turnover rate is 11%.
Site and Facilities	6/6		All emergency systems are operational, well-maintained, and inspected on a regular basis.	Some emergency systems are in working order and are inspected on a regular basis.	Little or no evidence that emergency systems are in working order and inspected on a regular basis.	All classrooms must have emergency exit route procedures posted, some did not.
	3.6/6		All hazardous chemicals and cleaners are properly labeled and safely secured.	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured.	Hazardous chemicals and cleaners are not properly labeled or safely secured.	One custodial closet in the lower elementary was found open.
	6/6		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Some areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Ventilation and heating/cooling are not suitable for the working/learning environment.	
	6/6		Restrooms and other public areas are well-maintained, clean, and inviting.	Restrooms and other public areas are not always well-maintained, clean, or inviting.	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6/6		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning. 6 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning. 3.6 Points	There are some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning. 0 Points	
Parent/Family Involvement and Communication	3/3		The Academy uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural aspects of the population it serves. 3 Points	The primary focus of the Academy's communication is one-way with little consideration to the economic and cultural aspects of the population it serves. 1.8 Points	No evidence of a formalized communication strategy or for consideration to the economic and cultural aspects of the population it serves. 0 Points	
		YES		NO		
	3/3	In general, parents are actively engaged in academic and/or social activities, or committees with the Academy as evidenced by participation in those activities 3 Points		Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the Academy as evidenced by participation in those activities 0 Points		
Community Involvement	3/3	The Academy has established partnerships (where appropriate or practical) with business or community agencies to supplement comprehensive health and human services to students and families. 3 Points		The Academy has not established partnerships (where appropriate or practical) with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points		
Total Points Earned	72.6/75					

CONNER CREEK ACADEMY EAST

BOARD INTERVIEW SUMMARY

October 25-26, 2010

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

1. *The Board of Directors has an awesome responsibility for the success of Conner Creek Academy East. How would you describe the success of the academy under the leadership of your Board of Directors?*

- success is improving - they've taken a challenge that we gave them, and now we're improving the quality (making the changes that need to be made)
- new high school principal is bound and determined to do whatever it takes to help these students improve
- I'm impressed with the quality of programs implemented
- accepted the challenge to improve the curriculum regardless of where the students live
- high school students especially have made improvement
- impressed with Erica Walsh - she is young, gifted, and proactive, but is still finding her way
- Board has received data reports to help identify what needs to be stressed
- blame has been on quality of students (Detroit)
- Board asked for more reporting of results and how they are achieved starting about 1.5 years ago
- not just looking at numbers, but quality

2. *What are your most profound anxieties about the status of this visitation review?*

- not apprehensive - we've made progress
- not intimidated - everyone here wants to improve - welcome any type of assistance
- integrity of CCAE administration is good - they are invested in the school
- made progress, but more needs to be improved
- we haven't made as much progress as we can - we will
- have made progress and expect more with Erica in charge

3. *Do you believe that your board has a good written strategic plan that is designed to achieve the results that you seek? Why or why not? What is or has been the role of the Board of Directors in ensuring the completion of such a plan as well as the achievement of its vision? What role has the CSO Definition of Quality played in the discussion about your strategic plan?*

- yes and no - developed by Chuck but has not been worked on
- have a Board retreat coming up and hope to work on it
- strategic about accountability and the school improvement plan
- no discussion about the CSO Definition of Quality
- we have a book that we've started, but we do not have an actual strategic plan in place - we haven't met our goals because we don't really have one
- we've been strategic with having a specific level of expectations, issues of accountability
- we support and review the School Improvement Plan
- have a book on administrative starting point but hasn't been discussed, and it will be discussed at a special retreat

4. *What topics or issues has your Board of Directors most recently discussed in a retreat setting? Have there been any roadblocks to the accomplishment of the goals or ideas that have come out of those retreats? If so, what are they and why have they been difficult to achieve?*

- haven't had a retreat - scheduling of people has been a problem, especially at the beginning of the school year
- several possible retreats have been cancelled

5. *Has your Board of Directors spent time reviewing each section of the reauthorization rubric since our mid-contract review? If so, what were the most significant findings of that review? How have those findings been addressed? If not, is there an intention to do so in the future?*

- looked at government and financial sections - cursory review
- no specific actions taken as a result
- some changes made to areas scored deficient in

6. *Identify three things at Conner Creek Academy East about which you are most proud, and tell us why you identified those items instead of others.*

- attendance and graduation rates, because kids come from so far away
- strong data foundation at elementary and middle schools
- dialog is becoming more critical at times, discussions more engaging and probing
- building, and that I was a part of its realization
- leadership - they reach out to the disadvantaged kids
- school doesn't give in on graduation requirements - sticking to principles
- elementary school recognized for achievement
- athletic program - eligibility criteria is working
- proud of MCHS building, our leadership
- kids who come here get a chance they wouldn't have
- board working together as a unit

7. *Do you feel confident that the vision, mission and core values identified by Conner Creek Academy East and adopted by your Board of Directors provide a good foundation for the future you wish to see at the Academy?*

- Yes - looks to the future
- mission statement encourages to enjoy learning and continue learning after graduation
- students are to be encouraged to be active in their own education
- like the caring and support parts
- staff hold high expectations for students
- I believe that we do inspire students to learn and hold accountability high
- students are at the center of the action

8. *It is no secret that Michigan Collegiate High School is struggling academically. To what do you attribute that struggle and how can you as Board members assist in turning those struggles into successes?*

- kids coming in are far behind - we commend the administration and teachers because they keep trying
- make the school day longer?

- have added after-school learning labs for proper study habits, and tutoring
- we've identified the level of students and are addressing those issues
- we're addressing issues earlier but it didn't work
- manner in which we measure achievement may not be fair - tests should not be the only way to identify success
- NCLB hasn't worked as planned
- the Board has discussed what can be done by the Board to improve the situation
- teachers and administration are doing the job, doing the best they can
- I think what we're producing is sustainable

9. What are the three biggest challenges facing the Academy during the balance of this school year?

- hitting standards on FSU and state tests
- reading remediation at 9th grade
- keeping kids on track academically and behaviorally

10. On a scale of 1 to 10, how would you rate timeliness and depth of the information you receive to support administrative recommendations? Do you have enough information to help you make reasoned decisions about those recommendations?

- Timeliness - 8 to 9 - we've gotten better about having information
- 9 to 10
- Board packets are timely, we get plenty of information - 9

11. Describe the role played by the Board of Directors in allocation of funds in the general fund budget. That is, are you provided enough opportunity to give input to budget development?

- we're given enough opportunity for input into the budget
- we have gotten information from Chuck about student numbers
- information is there to review but the Board needs to do a better job of reviewing the information
- information is sometimes hard to understand - need to be able to analyze the information better
- get some budget assumptions, but late

- already know deficit areas
- administration are very transparent with budget and how they determine needs

12. Tell us about one or two things the Board of Directors has done this year in support of its vision, mission and core values. In other words, what have you done to help ensure that those statements are supported by your actions?

- push the administration to see that students succeed
- Board members participating in school improvement process
- school improvement team is energized to help students succeed
- we've pushed administration to overcome obstacles we have to success - they have done an excellent job
- School Improvement Plan meetings have been very enjoyable - we now understand what they're doing
- staff is energized - likes collaboration of the staff, administration, school improvement team

CONNER CREEK ACADEMY EAST

ADMINISTRATIVE INTERVIEW SUMMARY

October 25-26, 2010

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

1. *What are you most proud of at Conner Creek Academy East?*

Elementary

- food program
- Gold Award from MAPSA (\$5,000)
- programs and services offered (tutoring, summer school, etc.)
- Garden Club - garden between two buildings
- involvement of teachers creating the curriculum
- one-to-one mentoring program

Secondary

- we're getting kids to buy in [to our programs]
- the new building
- it's clear that what we're doing is making a difference
- high school making AYP
- success of middle school students going on to high school
- new programs

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

Elementary

- parent involvement
- more money
- looking at moving the parent-teacher conferences closer to where the students live
- make sure don't overload teachers

Secondary

- limited by funds sometimes, space is a problem at times
- FTE funds are not stable
- politics
- state only concerned with test scores
- parents refuse accountability for issues
- worry about what students are doing when not in school
- school safety issues

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

Elementary

- 8-would give a ten if everything was on one campus
- create a family atmosphere
- parents feel CCAE is safe
- interaction of teachers working together, supportive to each other
- more at-risk kids are attending

Secondary

- 9/10 culture we're trying to establish is a family culture
- 10
- 7 and growing

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

Elementary

- specials program (2 a day: Art, PE, Spanish, Library, Music, Computers)
- more safe than DPS
- teachers are utilizing technology more

Secondary

- creating a family atmosphere - students are not just a number
- small school size helps to work more with students
- changes can occur more readily due to size
- we're extending family

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

Elementary

- consolidating the schools
- financial health
- focus on reading and math
- if up to state will have to close the high school

Secondary

- get ACT and MME scores up
- building up students
- continue to hold teachers accountable
- retention of students

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

Elementary

- family atmosphere
- caring

Secondary

- family oriented atmosphere
- care about their children

Secondary - Continued

- provide opportunities children would not otherwise get
- our goal is to be successful

7. *Anything for our attention?*

Elementary

- filling buckets (positive deeds)
- every classroom writing to a university

Secondary

- focused on same goal - educating children
- time is against us
- we've got a lot of pieces in place now

8. *Questions for the interviewer?*

CONNER CREEK ACADEMY EAST

STAFF INTERVIEW SUMMARY

October 25-26, 2010

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

1. What are you most proud of at Conner Creek Academy East?

Elementary

- new teachers have stayed
- serve special ed children - parents pleased
- popular enough not to have to advertise
- free school supplies for every kid this year
- people work together
- we are pro-active with helping kids
- involved with families - staff cares about kids
- use state curriculum

Secondary

- we are encouraged to interact and develop relationships with students
- we're encouraged to be part of education process
- we feel like we make a difference
- we try to set an example - ethics
- cooperation among staff and have two levels at one building (MS/HS)
- able to see maturation of students from 7-12
- staff work together well
- provide training for students to attend college
- strong staff attitude about improving the programs

2. What could be improved?

Elementary

- parent involvement - distance to homes is a problem
- maybe have busses pick up parents
- many more inner-city students and staff need help with behavior issues
- cafeteria - kids eat in lunchroom with teachers - no relief for teachers at lunch
- incarcerated and/or homeless students - many stay with

Secondary

- behavior of students difficult to change
- paradigms from where students come from
- M.S./H.S. coordination of discipline. H.S. is half new students each year
- attendance calls could happen earlier
- gym - gum, etc. used to be a problem
- change over to power system - student management system

non-parents
 -children should be more respectful/courteous and use better language (it is improving)

3. On a scale of 1-10, how would you rate the culture/climate of Conner Creek Academy East?

Elementary

-8+ but depends on the day
 -8 - nothing is perfect - it's more stressful now - students and staff
 -good things generally happen at CCAE
 -good monitoring of kids and visitors - we have and make a good team effort
 -teachers at every door before and after school
 -we're still learning how to deal with culture of poverty

Secondary

-9 (3) for staff, 5 for students
 -8 overall
 -if someone needs something, we all pitch in and help
 -it's so warm here—everyone looks out for each other
 -unity - this school cares for everyone

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

A. Administration	B. Board	C. Other Staff	D. Parents
<u>Elementary:</u> -yes (4) -one of the reasons I'm here is support from administration, they always listen -definitely there for staff; good team	<u>Elementary:</u> -yes - we go to Board meetings -board member comes to the academy for activities -don't have much interaction -seem to be	<u>Elementary:</u> -yes (4) -support, teach each other <u>Secondary:</u> -yes (5)	<u>Elementary:</u> -yes and no--some do, a lot are absentee parents -see only a few parents--they are okay -communication is hard

<u>Secondary:</u> -yes (5) -yes, absolutely	supportive -do want best for kids <u>Secondary:</u> -yes (4) -no (1) -I don't really know the Board -"no news is good news" -we don't interact with the Board		-lack of homework support -little follow-up -some are intimidated by school and personnel <u>Secondary:</u> -in general our parents are not involved with our school -yes - trust in staff
----------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Elementary

-no - bad behavior, bad language of students; also would want to put child in a school where I'm not teaching
 -if I lived in Detroit would enroll here as opposed to Detroit
 -need to reduce class sizes to help with behavior management
 -yes until a certain age, for culture exposure
 -HS didn't offer other opportunities - good foundation at CCAE
 -overall good teachers here

Secondary

-yes (4)
 -no (1)
 -yes because of staff, no because of discipline
 -more consistent discipline would be necessary
 -my daughter went to school here

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

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

Elementary

- More Pay (4)
- More Planning Time - work at home
- feel positive about planning time, autonomy, more recognition
- not unhappy with pay and didn't choose teaching for the money

Secondary

- More Pay (3)
- More Planning Time (1)

7. *Anything else for our attention?*

Elementary

- teachers went via busses to residential areas to see where students lived
- kids come to school with a "city" attitude
- culture of poverty has created an exodus of local students/parents
- good emphasis on college
- making a lot of strides in the right direction with professional development
- issue with taking special education students - question if CCAE is a place that can meet the needs of the students (i.e. need self-contained classrooms and better screening process)
- proud to be a part of the school (all)
- one teacher taught in DPS - large class sizes, no professional development, etc.
- at CCAE have expectations for students and are receiving many more positive learning opportunities

Secondary

- Russ and Erika are awesome about driving staff to succeed - felt that the past principal did not push staff
- need more time to correct deficiencies
- need more diversity of students
- improvements have been made

CONNER CREEK ACADEMY EAST

PARENT INTERVIEW SUMMARY

October 25-26, 2010

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

1. Why did you choose to have your child(ren) attend Conner Creek Academy East?

Elementary

- sat on Head Start Board - CCAE made presentation. Impressed by presentation and services available.
- looking for an academy to offer after-school specials
- public school didn't offer enough special needs services

Secondary

- safety issue (2)
- they genuinely care about children
- was looking for school to challenge my son
- I didn't want my child to get left behind
- school is supportive - helped my child look into college

2. On a scale of 1-10 (10 highest), rate the culture/climate of Conner Creek Academy East?

Elementary

- 10 (3)
- kids are learning, good diversity - families watch out for each other
- teachers know all the kids - teachers encourage responsibility, lots of encouragement

Secondary

- 10 (2)
- 8 (2)
- there is zero tolerance for violence

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

Elementary

-they follow up and get back to me with a good resolution

Secondary

-I have not had a question or concern that has not been addressed
-faculty is consistent, they operate open-door

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

Elementary

-no complaints in two years
-daughter is shy - some peer interaction concerns, but doesn't rise to the point of bullying
-kids are comfortable at CCAE Elementary

Secondary

-the level of diversity at CCAE has shifted
-teachers push too much sometimes - my child hates it

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

Elementary

-afterschool specials - 1 day/week - Games Galore, Spanish
-library time
-like their spelling tests - rap songs made up
-kids are excited about coming to school
-interaction with teachers and students
-science fair
-writing - stories and journaling - contests

Secondary

-the choice of classes - character classes - my child hates it
-teachers push too much sometimes
-advanced classes and after-school tutoring
-extra support in class

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

Elementary

- beyond public school expectations
- kids have homework every day
- satisfied with level of classes
- one-on-one time - increased reading level - continue to challenge
- math and science

Secondary

- strong educational support
- yes (2)

7. *Anything for our attention?*

Elementary

- connect program at church
- star students - eat with the principal
- concerned about health of my son
- teachers care about kids, academically and personally
- family feeling here
- concern about climate control
- clothing closet for use by parents
- lunches could be better (musty odor) in the big building
- get experiences on computers and foreign language
- good physical therapy - gross motor skill development

Secondary

8. *Questions for the interviewer.*

Elementary

- financial connections between FSU and CCAE
- does FSU provide teacher training?

Secondary

CONNER CREEK ACADEMY EAST

STUDENT INTERVIEW SUMMARY

October 25-26, 2010

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

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

Elementary

- morning because we get snacks and I like the morning work
- beginning of afternoon - start off fresh

Secondary

- Act prep class - how to take tests
- Leadership class - teacher really cares about us
- health class
- math
- science class

2. Do you feel that overall, the adults here at Conner Creek Academy East are fair to students?

Elementary

- No; yell at us sometimes
- like 50/50, some teachers are fair and some aren't
- sometimes classes are disruptive and teachers take extreme measures to discipline
- sometimes teachers don't listen to our situation

Secondary

- overall - yes
- teachers do things students cannot - chew gum
- yes - staff help you achieve
- most of the time

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

Elementary

- 8 to 9: safe and protected

Secondary

- safe: 10 for all students

Elementary - Continued

- one student gets picked on
- not a lot of bullying but there is a lot of drama
- sometimes name calling especially on busses
- quite a lot of profanity

Secondary - Continued

- staff are very helpful

4. If you could change ONE thing about Conner Creek Academy East, what would it be?**Elementary**

- change amount of kids getting into trouble
- sometimes don't have enough money for things (textbooks)

Secondary

- confusion in the halls - some students are not respectful of others
- athletic fields
- library

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

- sometimes too challenging and sometimes just right (50/50)

Secondary

- 4 say "just right", 1 says "challenging enough"

6. Would or do you recommend Conner Creek Academy East 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**

- yes because this is a better school - all would recommend

Secondary

- yes, likes the sports program
- yes, many friends are in tough situations
- yes, I recommend the school to friends

7. What is the one phrase you would use to describe attending school at Conner Creek Academy East?**Elementary**

- do unto others as they do to you

Secondary

- wonderful

Elementary - Continued

- be a bucket filler - make people feel good
- lend a helping hand

Secondary - Continued

- fantastic
- safe
- fun

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

- school needs more fun stuff to do (dance party)
- need more field trips
- like the fun events school already has
- school should be known worldwide

Secondary

- very dedicated staff
- the people here really care about us

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

<div>1. A. Is the academy making academic progress?</div> <div>B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.</div> <div>Total Possible Pts = 5</div>	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	ACADEMIC PROGRAM
	1A.		X		
	1B.		X		
	<div>Reviewers Comments:</div> <ul style="list-style-type: none">It appears that CCAE has a good base upon which to work toward the future academic success of their students.Some progress is noted, but the Academy is also honest about the low level achievement of its high school population.A major hindrance to achievement at the high school level appears to be the influx of students from DPS.It does appear that the Academy has taken some recent steps to address the high school achievement concerns.Although the HS results are not pretty, those students that stay with the school for an extended period show steady increases.CCAЕ appears to have a large amount of data at their disposal-now the question is whether or not they'll be able to do something significant with it.Student achievement trends and comparisons with the state, local district and comparable district, identifying weaknesses and methods to address them.Data is relative to cohort students, contractual educational goals (more specificity needed). <div>Team Average = 4</div>				

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

2. A. What progress has been made toward meeting the academy's mission?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered
	2A		X	
	2B.		X	
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	<p>Reviewers Comments:</p> <ul style="list-style-type: none">• The application demonstrates many steps taken to target its mission statement. However, much of the information provided is based on non-data specific ideas.• The Academy has identified a method by which it reviews and/or modifies its mission annually, and they have created new vision and core values statements.• It does not state specifically what changes are anticipated in these areas during any contractual renewal period as requested in the rubric.• The Academy plans to continue to use and adopt the Mission/Vision to guide the school community, but does not state how it will be shared with all stakeholders.• CCAE has broken the components of their mission down and reported on each section.• The Academy reviews and modifies each year-but should consider longer time spans to evaluate.• The Academy has identified comprehensive ways progress is being made to meet the Academy's mission.• A new vision statement has been identified.• Specific data indicating the relationship between student outputs and the mission would have added more depth to their answer.			
Total Possible Pts = 5				
Team Average = 4				

ACADEMY MISSION

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. A. Is the academy financially solvent and stable?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S U S T A I N A B I L I T Y
			X		
	<p>Reviewer Comments:</p> <ul style="list-style-type: none">• <i>The Academy Board seems to have a good handle on its financial responsibilities.</i>• <i>The application also does a very good job of identifying what it is doing for PD, books, supplies and technology.</i>• <i>It appears the Board has met its financial obligations and has provided for the needs of the staff and students.</i>• <i>Fund balance has generally been good.</i>				
Total Possible Pts = 2.5					
Team Average = 2					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. B. Is student enrollment stable and near capacity?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	V I A B I L I T Y
			X		
	<p>Reviewer Comments:</p> <ul style="list-style-type: none">• The application describes the Academy’s analysis of enrollment and demographic data.• The Academy addresses student turnover, but that information is not supported by any analysis about this turnover.• The demographic trends in the vicinity of the Academy were not addressed.• CCAE notes demographics, but did not expound on data.• The student enrollment has shown growth in ten of the eleven years the Academy has been in operation.				
Total Possible Pts = 2.5					
Team Average = 2					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	D E C I S I O N S
				X	
	<p>Reviewer Comments:</p> <ul style="list-style-type: none">• The application thoroughly describes the Academy’s analysis and use of assessment data to reach program conclusions. (both through individual examination and by the SIT)• In the past year the board does receive regular reports on assessment data to aid in the decisions needed on curriculum.• The Academy has a wealth of data it uses to analyze student performance.• The application provides in detail that data drives decision making.• The Academy’s Improvement plan mentions measurable goals that are based on external data.				
Total Possible Pts = 5					
Team Average = 5					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office


5.	A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board’s long-range plan? B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period. <
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Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

Question	Possible	Points Awarded	
1	5	4	
2	5	4	
3	5	4	
4	5	5	
5	5	4	TOTAL SCORE: 21

CSO Reviewer: Larry Lindquist
CSO Visitation Team: Larry Lindquist,
Art Willick, Dr. Robert Hamet, and Dr.
Ronald S. Rizzo

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Conner Creek Academy East Reauthorization Request

Board of Directors
9/7/2010

1A Is the Academy making academic progress?

We believe that Conner Creek Academy East is making academic progress at each level, elementary, middle and high school although with varying degrees of success. The elementary school has made AYP 10 out of 11 years since inception. The only year that it did not make AYP was due to scores in a special education subgroup. In 2007-2008 CCAE was recognized by the MDE as being one of only 52 charter schools that achieved over 60% academic proficiency on the MEAP test with populations made up of more than 50% free/reduced lunch students. Our Scantron achievement scores do not show the same degree of success which has led us to assessing our students three times per year beginning with the 2010-2011 school year. We believe this will provide us with valuable data to better service our students and provide appropriate interventions. At the high school, commonly known as Michigan Collegiate, our state test scores have gone both up and down within the last five years. With the change from MEAP to the new MME test, high school students struggle with the ACT's heightened expectation levels. However, as a school we strive to help every student achieve success in their education. The charts and information that follows will demonstrate our achievements over the past few years as well as show where we need to make improvements.

1B. How does the academy compare academically relative to the state, resident district, and demographically comparable district?

As you can see from the chart below, CCAE scores vary from grade to grade. Due to almost 150 new students this past year, these scores are not a true representation of CCAE's academic achievement. Most full academic year scores and 3-year cohort scores were significantly higher. 3-year cohort scores were much higher than DPS (a comparable district) and for 5th and 6th grade, even significantly higher than our resident district and the state average. This is the trend that we would like to see continue.

Conner Creek East Elementary MEAP Scores (2009-10)

	CCAЕ	CCAЕ FAY	3-year Cohort	Detroit	Roseville	State
3rd grade Reading	64	72	79	79	85	90
3rd grade Math	88	92	95	86	95	95
4th grade Reading	65	78	76	64	78	84
4th grade Math	81	89	81	79	89	92
5th grade Reading	59	72	94	65	74	85
5th grade Math	63	74	82	57	67	79

5th grade Science	55	67	94	57	72	81
6th grade Reading	72	82	91	72	84	88
6th grade Math	72	93	91	55	78	82
6th grade Soc. Studies	57	61	78	42	68	73
7th grade Reading	59	58	60	60	79	82
7th grade Math	79	84	87	54	79	82
8th grade Reading	72	71	76	69	75	83
8th grade Math	45	47	53	40	58	70
8th grade Science	49	55	71	46	64	76

When viewing the MME state averages in our Ferris reports, MC's trends have generally remained on the lower end. During the 2008-2009 school year, our reading score was a 35.4% (20-25% below the state and resident district average).

Conner Creek Academy East/ Michigan Collegiate HS

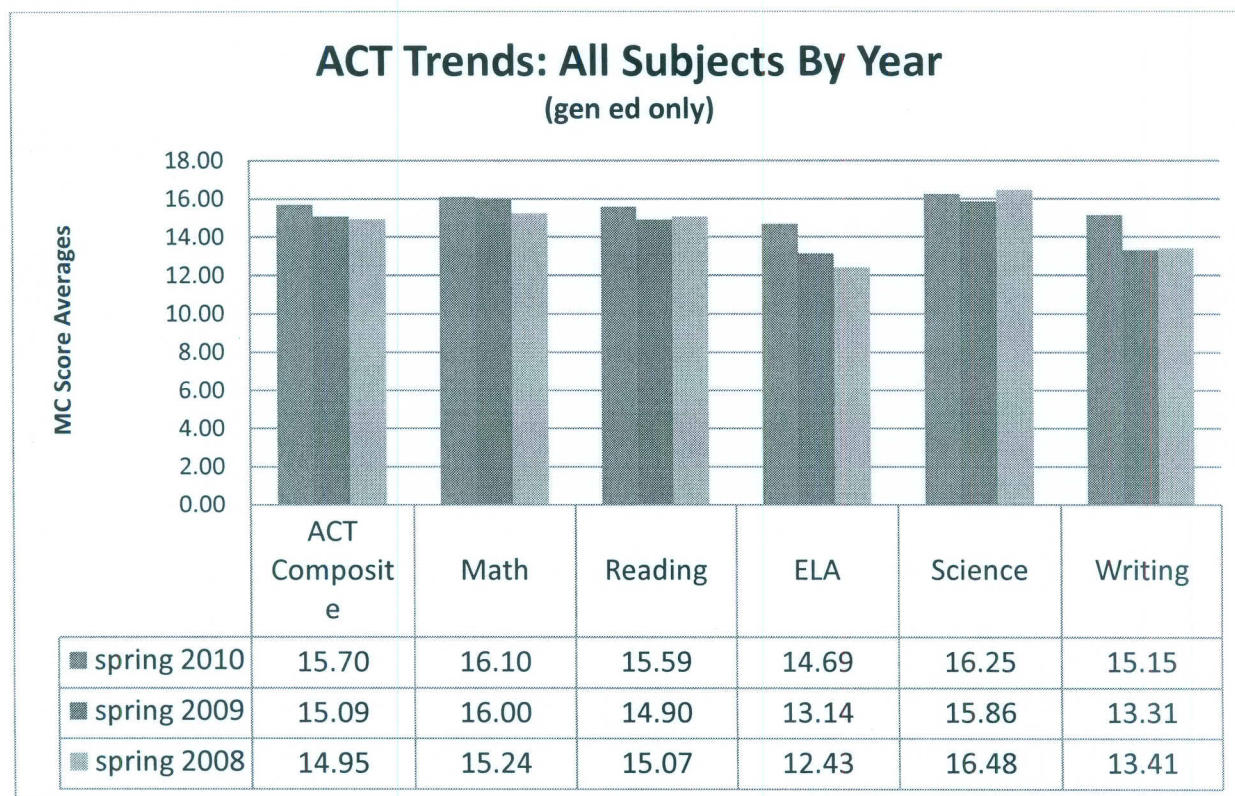
MEAP/MME Trends 2005-2009	MEAP 2005 Proficient	MEAP 2006 Proficient	MME 2007 Proficient	MME 2008 Proficient	MME 2009 Proficient	MME 2010 Proficient
Mathematics	19%	9%	16%	8%	11%	13%
Science	26%	14%	27%	20%	10%	20%
Social Studies	15%	74%	60%	63%	57%	49%
Reading	54%	45%	38%	35%	21%	33%
ELA	35%	34%	23%	16%	10%	n/a
Writing	46%	48%	16%	6%	6%	11%

From 2007-2009, our scores continued a downward trend. We believe this was due to an influx of new Detroit Public School students to our academy. In 2005, we had 120 students. By 2008, we had more than doubled in size with over 300 students. Currently, we plan to have 400 students in the high school by the fall of 2010. With rapid growth of this kind, it was difficult to understand the new need-base of our population. We plan to maintain a student body of 400 students.

% MME students In district less than 3 years (prior to taking MME)	2008	2009	2010
	51%	59%	47%

Once we established the main problems with servicing our incoming population, we began to make plans to assist our youth more appropriately based on their learning and personal needs. We implemented reading strategies across all high school classes and grade levels, created a character development course called Academic Pathway 9, established an academic incentives program, implemented 9th grade academy, created a new course titled “ACT prep” and began making the transition into a school designed for an academically at-risk population.

In 2010, we finally saw some positive results from all of our hard work. Every ACT subject area test average went up, and the only area on the MME that went down was social studies. Due to our increased scores, we also made AYP.



As far as our FAY population is concerned, in 2010 we found the following results with the ACT:

2010 ACT	Composite	Math	Reading	ELA	Science	Writing
ALL Gen Ed	15.70	16.10	15.59	14.69	16.25	15.15
FAY	15.80	16.16	15.51	14.94	16.39	15.37
3 years or more	15.88	16.15	15.58	15.03	16.61	15.42

Scantron's Performance Series- Mean Reading Scaled Scores by year

	07-08	07-08	07-08	07-08	08-09	08-09	08-09	08-09	09-10	09-10	09-10	09-10
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
ELA	2527	2545	2546	2645	2492	2494	2553	2565	2504	2491	2552	2530
Read	2823	2851	2876	2981	2697	2790	2827	2888	2724	2738	2793	2882
Math	2569	2554	2556	2644	2516	2534	2601	2648	2538	2535	2625	2611

By Grade Level

9	07-08	08-09	09-10
	9th	9th	9th
ELA	2527	2492	2504
Read	2823	2697	2724
Math	2569	2516	2538

10	07-08	08-09	09-10
	10th	10th	10th
ELA	2545	2494	2491
Read	2851	2790	2738
Math	2554	2534	2535

11	07-08	08-09	09-10
	11th	11th	11th
ELA	2546	2553	2552
Read	2876	2827	2793
Math	2556	2601	2625

12	07-08	08-09	09-10
	12th	12th	12th
ELA	2645	2565	2530
Read	2981	2888	2882
Math	2644	2648	2611

The main problem we found with our data was that we had a significantly low number of 3+ year students who still remained in our district. About 50% of our students generally come to us at the 9th or 10th grade year. In order to alleviate this trend in our population, we built a middle/high school building on one campus. This way, students would be more likely to continue coming to our school for both middle and high school.

Just recently, we have been selected as one of the School Improvement Grant (SIG) recipients under the federal ARRA funding (did not receive grant). This was due to our low test scores on the MME. As we wrote our grant, we focused on a few key areas to help our population succeed in this endeavor:

1. College Readiness Skills and Critical Thinking (new critical thinking classes and tasks)
2. Core Area Focus (3 trimesters of all core area classes, 72 minutes per day, less electives)
3. Support for struggling learners
 - a. Academic Boot Camp with bussing
 - b. On-line credit recovery (E2020)
4. Reading program for 9th grade students 1-3 years behind grade level (READ180)
5. New leadership team (restructuring)
6. New staff to build climate of academic excellence

As far as our contractual goals are concerned, we have recently made AYP and plan to continue to do so. We are also beginning to trend upward in our MME scores. It should be much easier to obtain now that we have the proper support measures in place and have an accurate perception of our community's needs.

As we plan for the future, we are looking to meet our Ferris State trajectories for MME scores. Our High School Improvement Goals have been submitted for the 2010-2011 year, and they read as follows:

1. Reading Comprehension

GOAL: Students will strengthen their skills in reading comprehension, vocabulary, and fluency

Measurable Goal: Our student proficiency averages will meet our MME trajectory set by Ferris State University. MME Reading 2011: 43%

2. Mathematical reasoning

GOAL: Students will become proficient in reasoning skills using mathematical content.

Measurable Goal: Our students' averages will meet our MME trajectory set by Ferris State University. MME math 2011: 23%

3. Science reasoning

GOAL: Students will become proficient in reasoning skills using science content.

Measurable Goal: Our students will meet our MME trajectory set by Ferris State University. MME science 2011: 30%

4. Writing and grammar

GOAL: Students will be able to write a proficient persuasive essay, paying attention to grammatical conventions, fluency, word choice and style.

Measurable Goal: Our student averages on the writing MME will meet the following goals:

MME Writing 2011: 22%

When looking at the recent ACT composite average scores in various Detroit Public Schools, Michigan Collegiate surpassed most in achievement. The only schools that surpassed MC were the magnet schools and a few gender specific/specialty schools. The chart below names schools who are most comparable due to their traditional model, demographics, and location in Detroit.

ACT Scores Compared to Other Comparable Districts/Schools

ACT Composite Averages for each school (incl. all 11th grade students)

	2010
Michigan Collegiate High	15.2
Pershing High School	13.3
Southeastern High School	14.2
Osborn High School	13.9
Central High School	13.4
Cody College Prep	14.2
Cooley High School	14.3
Detroit City High School	14.5
King High School (magnet)	15.9
Kettering High School	13.5
Northwestern High School	14.4

2A. What progress has been made toward meeting the academy's mission?

Our mission statement reads as follows:

Conner Creek Academy East

Empowers students to develop their potential

Creates responsible citizens

Inspires students to become lifelong learners

In a caring, supportive and diverse environment

We believe we are making progress toward meeting our mission. We view our mission in 3 parts, and then evaluate to see if we can measure each part within areas of our daily school lives. So, we ask ourselves:

Do we empower students to develop their potential?

To empower students, we do the following:

Elementary School

Administration and teachers use data to find gaps in student achievement and make accommodations in curriculum and instruction to support our findings.

We also provide reading specialists to help with decoding and comprehension. This enables students to be successful in reading across the content areas.

Extra support for at-risk students is provided by hosting a summer school, having paraprofessionals work with individual students and small groups, after-school tutoring.

In the 2010-11 school year, we plan to implement Scantron testing 3 times per year, so that we can assess student growth and provide appropriate instruction and/or interventions.

Our goal is to see each child succeed and develop to their personal potential by providing challenging material and engaging students in higher level thinking skills in the classrooms, while providing extra support for those students below grade-level.

Middle School/High School

Academic Incentives 3 times per trimester for students with a 3.0 or higher (more students this year than ever before. 88 students participated in March of 2010).

Provide them with an ACT prep course so they feel confident on test day (all scores went up this year).

Provide students with individual college counseling (100% of our 2010 students went on to pursue higher education or the US army).

For the first time, we created an honors night for seniors. We believe this empowered those who worked hard and deserved recognition.

Do we create responsible citizens?

Elementary School

Students learn about monthly virtues and Core Democratic Values. Student skits based around these themes are presented at our Student of the Month assemblies.

Students are part of a “bucket filling” program which encourages them to do kind deeds for others and helps create a positive school climate.

Students celebrate Red Ribbon Week (say no to drugs & alcohol) and 6th grade students take part in DARE.

Students are encouraged to recycle and take care of our Earth. They also celebrate Earth Day.

Many students enjoy the benefits of the garden club, organized by our Social Worker.

Teachers use instruction time for character building activities, and teaching study habits, manners, and classroom procedures.

Middle School/High School

This year, we received several letters from community members commenting on our athletes’ behavior at local restaurants and events. We received more letters this year than ever before!

Our daily attendance rate for the past 3 years has been 93%. Responsible students attend school regularly.

Every student that has graduated from Michigan Collegiate has completed 40 hours of community service. Many students have gone above and beyond this requirement when reaching out to the community around them.

Students also take two character education courses throughout their high school careers: Academic Pathway 9 and Leadership.

Do we Inspire students to become lifelong learners?

Elementary School

Each month, a student of the month is selected by each teacher. These students have exemplary learning skills and life skills. These traits develop character and diligence in the child’s pursuit in continuing education and life-long learning.

Each year, we host a Career Day in which we have an assembly as well as have parent volunteers share their occupations so that students can see possible jobs for their future.

We also host March is Reading Month, Short Story Month, and Poetry Month to instill a love of reading and writing that will transcend past the classroom walls.

Teachers strive to make learning enjoyable by providing hands-on learning, group work and discussions, scientific inquiry, project-based learning, etc. Students are learning skills that they will be able to use in their future schooling and workplace.

Each year, as we evaluate our mission, we use these areas to guide our thinking. For now, we believe we are fulfilling our mission. With the data points above, it is quite evident that a lot is being done to shape our students in a holistic manner.

Middle School/High School

Beginning in the 7th grade students are exposed to the Career Pathways program which helps them see what areas of interest they may have for future jobs and how to set goals. This program also shows them what kind of education is necessary to accomplish these goals.

100% of our 2010 graduating class plans to attend a post secondary program. The following chart shows our statistics regarding post secondary pursuits.

Percent of students pursuing post-secondary education programs after high school (includes Universities, Colleges, military, technical schools)				
	2006	2007	2008	2009
TOTALS	93%	94%	98%	99%
4-year college	52%	58%	56%	62%
community college	41%	30%	30%	29%
Military	0%	2%	3%	1%
Technical School	0%	4%	9%	7%

Follow up percentages of students continuing to pursue post-secondary education programs. *(follow up completed a year after graduation)			
	2007	2008	2009*
TOTALS	62%	76%	
4-year college	45%	50%	
community college	15%	10%	
Military	2%	10%	
Technical School	0%	6%	

2B. What changes are proposed, if any, in the Academy's Mission Statement or Vision for the new contractual period?

We review our Mission and or Vision Statements every fall at our in-house professional development. In 2008, we reworked our Mission statement to simplify the message. In 2009, we created our first Vision Statement and Core Beliefs. This fall, we are reviewing our vision with the intent to look at how our staff uses it to frame their thinking on a daily basis.

Our new vision statement reads as follows:

Conner Creek Academy East/Michigan Collegiate

A community of independent thinkers who contribute positively to society and live with a sense of purpose

Each year, after the staff adopts the mission/vision, we present our new versions to the school board for their feedback.

We believe that the mission/vision is a continually evolving process. We plan to continue to use and adapt our mission/vision to guide our school community.

3A. Is the Academy financially solvent and stable?

The Board of Directors at CCAE has consistently made the financial well being of the school to be its number one priority. This has not been an easy task over the years because of growth and the ever changing atmosphere in Lansing in regards to funding for education. The Board has continually tried to maintain a proper balance between monies allocated to personnel and those to operations and maintenance. The school's fund balance has gone up and down over the years for a variety of reasons but the major impact on it was a \$727,000 lawsuit settlement with its previous Service Provider. The goal of the Board is to keep a fund balance of 120% of its annual debt service, which would allow it to maintain its Dunn & Bradstreet rating of BB+ or perhaps increase it to BBB+ which is considered investment grade. This would give the Board a few more options as it moves forward with that portion of its Strategic Plan of eventually having the entire school located at its Warren site. In its regular audits over the past 7 years there have been no Reportable Conditions. However, on the 2008 Federal Awards Supplemental Audit there was a Reportable Condition regarding the signing of the PAR's. This was corrected and in the 2009 Federal Awards Supplemental Audit the Condition was noted as corrected. Overall the Board has always met its financial obligations while continuously providing for the needs of its staff and students.

Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology.

Staff Training

The academy Board makes investments in professional development by ensuring our staff is able to attend the 2 day MAPSA state conference along with numerous trainings at the Macomb Intermediate School District. These trainings consist in the following areas:

Subject matter by grade levels

School Improvement

Title 1

Curriculum meetings

Principal Leadership

Special Education

Safe Schools

Social Worker seminars

Power School trainings

We have PLC meetings during the day and we bring in substitute teachers so the grade level teams can meet. At the elementary level we purchased a new writing program, "Write Steps" and brought in the author to train our staff.

Books and supplies

The academy Board makes investments with books and supplies by purchasing replacement textbooks as needed, investing in new texts as we change curriculum, and designating a stipend for each teacher to purchase supplies for their classrooms.

Technology

The academy Board makes investments in technology by providing funds for purchasing new technology. We upgrade computers, purchase Starboards and projectors for classrooms, along with software and web-based programs. Some of our programs include FAST Math, Study Island, Click N Read, ACT Prep, and United Streaming.

3B. Is student enrollment stable and near capacity?

Over its 11 year history the enrollment at CCAE has shown growth with the exception of the 2008-2009 school year. During this school year enrollment did not increase as expected

especially with the opening of the new middle school/high school in Warren. We believe part of this can be attributed to the economic conditions in Michigan and the changing demographics of the academy. With the addition of providing busing for our students the academy's growth has again placed it in a position of having to create waiting lists for students to enroll. The student turnover rate has, for the most part, remained in the 10-15% range. When the school had three different sites it was somewhat higher for grades 7 and 9 as these were transition years. With the addition of the new facility we have seen that drop for grade 9 and get a little better for grade 7, where the students change buildings. The demographics of the school have changed dramatically over the last seven years where we have gone from a school of about 70% Caucasian and 30% African American to about 90% African American and 10% Caucasian.

4A. How does the academy (staff, administration, and the board) use assessment data to make decisions?

At the high school level, nearly all curricular decisions are based on our MME/ACT data. Each year, we have teachers match their local classroom assessment to the Michigan Content Standards. From there, we assess areas of student strengths and weaknesses.

When our MME trend became clear in 2008-2009 (see chart above), we determined a few clear areas that needed direct attention (based on our ACT/MME tests):

1. Math
2. Writing
3. ACT test preparation skills

As we continued to learn more about our students during the 2009-2010 year, we began to see things even clearer. So we reorganized our focus:

1. Critical Thinking Skills
2. Writing/Grammar
3. Reasoning skills with both math and science content
4. ACT Test Preparation
5. Core Knowledge emphasis in master schedule

All of the decisions that followed (see above for new 2010-2011 implementations) were based on the data we received about students on the ACT, MME and SDIS tests (local assessments). Without this data, we would have nothing to assist us in understanding our student achievement problem areas.

The formal school improvement plan (listed above) is very closely aligned with the areas listed here. Each year, our SIP committee establishes goals for the next school year based on the previous year's goals and assessment data. Our SIP's measurable goals are always directly attached to external assessment data. During the school year, the SIP committee meets every other month to discuss the strengths and weaknesses of the current SIP. At the end of the school year, we meet with our school board to report whether or not we met our goals. Additionally, we ask for their feedback as to what they believe should be added or deleted in order to make sure our SIP is practical and tangible for our staff.

At the elementary level, nearly all curricular decisions are based on MEAP data, Scantron, and common assessments. Each grade-level has curriculum maps and pacing guides for each subject based on the grade-level expectations that are assessed on the MEAP.

We have used MI-Tracker to assess MEAP and determine which GLCE's need continued focus and/or additional instruction.

Students who are not proficient on MEAP are candidates for additional instruction from our reading specialists, after-school tutoring, summer school, and extra support from paraprofessionals. We also use MLPP data (oral reading records) to determine which students are at-risk in reading.

Our formal school improvement plan is always aligned with student data. This past year, based on data analysis, we reinstated reading as an active goal due to declining MEAP reading scores and oral reading records. We now have Literacy (reading & writing), math, and science as our school improvement goals. We have monthly school improvement meetings, where we discuss student achievement, best practices, interventions, etc. The administration is actively involved in monitoring instruction and test scores, evaluating programs, and curriculum pacing through walkthroughs and formal observations. Administration also meets with grade-level teams throughout the year to discuss curriculum, teaching strategies, and student interventions. The SIP steering committee also presents regularly at board meetings in regards to MEAP, MME, school improvement initiatives, curricular changes and anything else that they feel is relevant to the Board and their ability to govern effectively.

5A. What are the biggest challenges facing the academy during the new authorization period, and how does the academy intend to address those challenges?

The challenges facing the academy going forward fall into two categories. First and foremost are the academic challenges we face with so many of our students coming from Detroit Public Schools and being anywhere from 2-4 grade levels behind. It usually takes a minimum of two years to bring these students up to grade level. Over the course of the years our School Improvement Plan (SIP) has evolved to address these inadequacies. At the elementary level we

have added a reading specialist (two for the upcoming school year) who works with students that do not qualify for Special Education yet need the remediation. We are using the FAST reading program with students in grades 1-6 and have all of our paraprofessionals trained in this. In the math area we have both FAST math and Champions math which is an on-line math tutorial. Also beginning with the 2010-2011 school year we will be administering the Scantron test three times per year to help us identify problem areas and begin remediation sooner. We will continue to offer after school tutoring to our students as well as free summer school.

As the high school, Michigan Collegiate has been identified as one of the lowest performing schools we have applied for the School Improvement Grant (SIG). If awarded, this grant would bring an additional \$1,000,000 to be used for the high school. This money would allow the school to make improvements at a faster pace. However, with or without the funds, the school is making changes in order to better meet the needs of the students. Many of these changes have been previously mentioned in questions 1-2 as well as addressed in our SIP plan. (Not awarded)

Finally, throughout the entire K-12 program we will be implementing the Response to Intervention (RTI) model of intervention. Along with RTI we are also incorporating Data Director and Power School through our local ISD, which will help us track our progress and implement changes where something is not working. These programs as well as those mentioned previously are how the academy will fulfill the goals in the SIP plan and meet the requirements of the FSU charter school office.

Second to academic challenges would be financial challenges. These include state funding, salaries/benefits for employees, and facilities expansion and management. The board has been developing a Strategic Plan and one of the major areas of concern is how to develop the 20 acre land that the middle school/high school sits on. Eventually they would like to expand the high school, relocate the elementary school and purchase the adjacent property which would then include a pre-school program as well. The Board also realizes that in order to keep the best staff possible they must stay competitive with salaries and benefits, as least with other charter schools. They fully realize that unless Michigan makes funding for charter schools equal with that of traditional public schools that they will never be competitive with the local school systems. Addressing these challenges is not quite as easy as identifying them. Primarily the Board will focus its attention on making sure that the academy operates within its budget. They will attempt to keep costs down by being vigilant and seeking opportunities outside of the funding provided by the state and federal governments. Hopefully this area can be expanded once the academy completes its 501c3 application with the Internal Revenue Service.

5B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

Dave Chegash:

"In my opinion, I don't feel that the Board of Directors has grown as a governing body at all during the past contractual period. Too many of the members seem to think that their responsibility to the Board is to show up for the meetings (sometimes). Even when they show up, they barely participate. The Board has a long way to go to even begin to develop and start to show any growth. I'll hazard a guess that no more than two members will have looked at the board manual that you passed out last meeting and made any suggestions for a revision."

Danielle Filipiak:

"The Board of Directors at Conner Creek Academy has demonstrated growth as a governing body during this contractual period in one significant way that I would like to mention, as a member of our board for almost 4 terms. While there are many small ways that we have grown, one that I think is of great importance and worth mentioning is our requirement of more accountability in terms of data reporting and academic progress from all schools within the district. Our board has asked for data to be delivered at each meeting around students' academic growth, and this has served as a catalyst for many crucial discussions. We are constantly aware of and asking questions concerning not only where students stand in their skill set, but also the strategies in place geared toward improvement. Momentum has built around these consistent dialogues and built a stronger foundation for the school to operate from, as we are using authentic data to guide our discussions and decisions as a board."

Kezia Gamlin:

Having been on the Board of Directors for one short term, I have noticed growth in requiring accountability. The Board receives data on academic progress, and has grown in thorough research of the district as a whole so we can make the best decisions for our academy. Also too, the Board shows growth in the business decision making for the purchase of an adjacent property and building. I feel the ambition of this Board of Directors is solely focused on the academy, and will continue to grow. The Board has met and exceeded their challenges, no matter the size or complexity.

Caroline Wolfrom:

I think the board is growing by learning from each other. Those who attend conferences share with all who could not attend. There is great participation and sharing of opinions and asking questions to gain a more clear understanding of issues.

Amanda Allen:

The area that I have seen the most growth as a board is questioning the student achievement. We have a board retreat planned for October in order to discuss further the achievement and the direction of the school.



Petition for Public School Academy Reauthorization

O:36 Mon. Review & Reauthorization Rubric 2009-Petition for Reauthorization



CHARTER SCHOOLS OFFICE

Petition for Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of Conner Creek Academy East 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 Conner Creek Academy East Board of Directors and Ferris State University expires on June 30, 2011.

O:36 Mon. Review & Reauthorization Rubric 2009-Petition for Reauthorization