



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

NEW BEDFORD ACADEMY

MID-CONTRACT REVIEW

February 2-3, 2016

FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

Declaration of Intent and Purpose

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

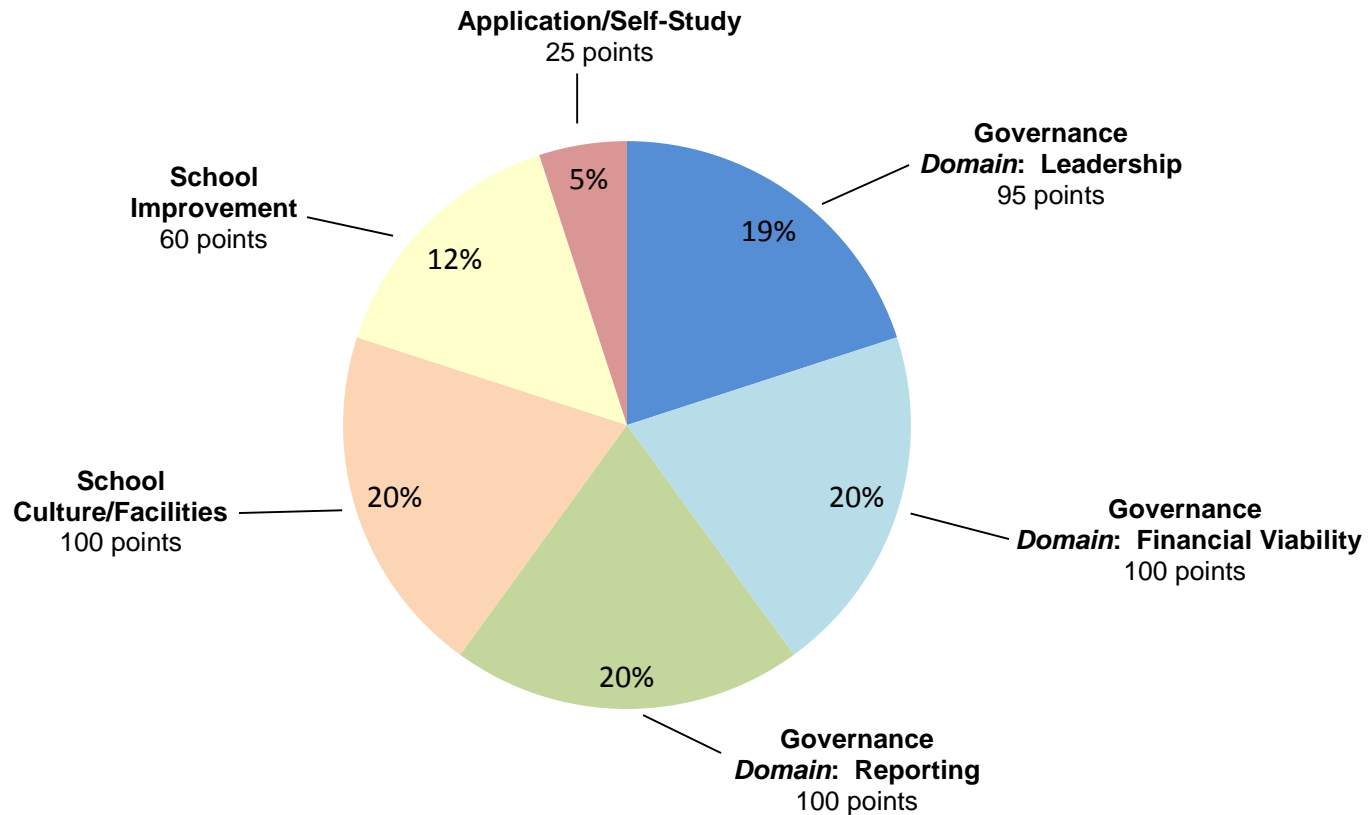
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

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

Mid-Contract/Reauthorization Review: Formula 2014-2015

Visitation Rubric



Total Score

432 - 480	Exceeding Standards	90%+
360 - 431	Meeting Standards	75% - 89%
288 - 359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-2014

Academy Name: **New Bedford Academy**

Dates of Visit: **February 2-3, 2016**

This is a: Reauthorization Review **X** Mid-Contract Review

Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	95	84.75	89.21	Meeting Standards
Governance <i>Domain: Financial Viability</i>	100*	100	100	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	100	100	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	60	52.5	87.5	Meeting Standards
Application/Self-Study	25	16.5	66	Does Not Meet Standards
Total Score:	480	453.75	94.53	Exceeding Standards

Visitation Review Scoring Matrix

maximum: 480 points

432-480	Exceeding Standards	90%+
360-431	Meeting Standards	75% - 89%
288-359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

*It is not possible to *Exceeds Standards* in the Governance *Domain: Financial Viability* and **Reporting**, or School Culture/Facilities sections.

Visiting Team Members

Name: Don Haist

Signature: *Don Haist*

Name: Laura Emshanov

Signature: *Laura Emshanov*

Name:

Signature:

Name:

Signature:

Team Chair: Jim Scholten

Signature: *James K. Scholten*

EXECUTIVE SUMMARY

New Bedford Academy Mid-Contract Review

February 2 – 3, 2016

The Executive Summary is a review of the findings of the Ferris State University Charter Schools Office three (3) member review team visitation conducted on February 2-3, 2016.

The team was able to complete a walkthrough of the academy observing classrooms in session. The team was able to complete interviews with a board member, the School Improvement Team (SIP), instructional staff, parents, administrator, students, and support staff. Each group was able to share with us their thoughts about the academy in a very clear and open manner. We appreciate the understanding, care, and interest they have in the success of each student who attends the academy.

The review team also completed the mid-contract review rubric. The rubric considers the academy's progress in the areas of leadership, financial viability, reporting, culture/facilities, and school improvement. The team also considered the mid-contract application. The team is pleased to report that the academy scored a total of **453.75** points out of a possible **480** points for a percent score of **94.53%**. This places the academy at the "Exceeding Standards" rating of the review rubric. This is a very good score, however it is important to understand that the APR (Academic Performance Report) is also an important part of the review. It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."

Following are some positive highlights from our interviews:

- There is a very collaborative environment. There is support for each staff member and student.
- The academy is very friendly and family oriented.
- The board recognizes and appreciates the caring environment, individualized instruction, ability based learning, and acceptance of all.
- The board appreciates the fact that teachers go above and beyond to make sure students are safe, cared for, and developing confidence.
- All staff report that they receive materials and training as needed.
- Students know their NWEA scores and are tracking their progress.
- The NWEA assessment program seems to be providing better information to help improve instruction and learning.
- Students are taking ownership of their academic goals.
- "Writing by Design" is reported to be working very well at all grade levels.
- Efforts to improve the math program are making progress, but more needs to be done.
- Teachers are developing and using data driven binders that are aligned with the common core curriculum for their lesson guides and materials.
- Steps are in place to determining learning gaps. Instructional practice is adjusted to help students overcome the learning gaps.
- Students love their teachers, are challenged, and have lots of "hands on" learning activities.
- The "Family Groups" are well liked by students and parents.
- The "Buddy System" is also well liked by students and parents.

- Parents believe their students are well prepared for the next level.
- Students like their assigned service jobs.
- Staff and parents appreciate everything the principal does to help them and their students.
- The principal knows each student by name, parents like that.
- The school is safe, ability based, and accredited.
- The environmental initiatives to become a “green school” is a great idea and well accepted.
- The school is building outstanding relationships.

Following are some opportunities for continued growth:

- There is a need to make sure the IEP/child study process is implemented appropriately. It is necessary that all parties involved know the process and their individual role.
- There is a need to develop a useable strategic plan.
- There is a need to continue efforts to increase enrollment. All factors should be considered.
- There is a desire from the students to experience a traditional “Middle School/High School” experience. This is difficult with a small enrollment, but there may be a way to expose the students to this experience prior to their going to the next level.
- There is a concern about the appropriate development and filing of an up to date School Improvement Plan. There appears to be several different plans all called the “School Improvement Plan”, some being out dated, in place. There should be only one.
- There is a need to establish updated protocols for Title 1 and At Risk programs, ie. RTI, MTSS, etc.
- It is necessary to determine best practices – instructional techniques and resources – to address concerns from the 2015 M-Step results.
- Students would like Art, Music, a foreign language teacher, and afterschool clubs added. So would the parents.
- There is a desire for additional storage space, a library, and new carpet.
- It is necessary to develop a culture of continuous improvement in all areas in order to meet the expectations of the academy's vision.

In closing the team thanks everyone for your warm welcome. We appreciate your preparation and planning for our visit. The materials you provided helped us to better understand your programs and efforts. We appreciate your hospitality and the opportunity to be part of your family for a short time.

Sincerely,



Jim Scholten, Mid-Contract Review Team Chair

1. Governance *Domain: Leadership*

Points Possible
95

Points Achieved
84.75

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
<p>Core Values: Foundation</p> <p>Stakeholders =</p> <p>Students, Board Members, Parents, Staff, Community at Large</p> <p>As evidenced by:</p> <p>Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	15/15		<ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has no discernible Core Values identified 	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Vision Statement identified or is without links to the Core Values 	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Mission Statement identified or is without links to the Core Values 	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	10/10		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
Written Strategic Plan	6/10		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	Not holding accountable this year because of difficulty identifying candidates
Management Company or Key School Leader (KSL) Evaluation	NA/NA		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	Not required this year
Professional Participation	5/5		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	5/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Each member is on schedule to meet their professional development activity credit requirement 	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Most members are on schedule to meet their professional development activity credit requirement 	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> Does not include funds in annual budget Most members are not on schedule to meet their professional development activity credit requirement 	The Board does not engage in professional development	
Policies and Procedures As evidenced by: The Policies and Procedures Manual at the Board Meetings	5/5	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws References appropriate policies/procedures at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Demonstrates familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Does not demonstrate familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has few policies/procedures in place that are required by state and federal laws Has not regularly updated its Policies and Procedures Manual 	
Meeting Schedule	3.75/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	June 10, 2015
Monthly Quorums	0/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	February 12, 2013 December 10, 2013 January 14, 2014 March 11, 2014 October 14, 2014 October 13, 2015
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance Domain: Leadership

Total score for all competencies

Total Points Achieved	84.75/95	Percentage Achieved 89.21%	Category Achieved Meeting Standards	
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2. Governance *Domain: Financial Viability*

Points Possible
100

Points Achieved
100

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	15/15		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	15/15		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Governance Domain: Financial Viability

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved	Category Achieved	
		100%	Meeting Standards	

3. Governance *Domain: Reporting*

Points Possible
100

Points Achieved
100

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement/progress toward contractual goals regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement/progress towards contractual goals occasionally engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement/progress towards contractual goals rarely discusses student academic achievement 	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	15/15		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	20/20		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	The Academy has maintained a Level 1 status during the review period
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	10/10		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	100% Outstanding Compliance Award for six consecutive years

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	10/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	10/10		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

Governance *Domain: Reporting*

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved 100%	Category Achieved Meeting Standards	
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4. School Culture/Facilities

Points Possible
100

Points Achieved
100

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	15/15		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	5/5		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	8.33% Teaching staff turnover since last review period
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities:
Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved 100%	Category Achieved Meeting Standards	
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5. School Improvement

Points Possible
60

Points Achieved
52.5

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard 1:</u> Purpose and Direction (Teaching for Learning— Standards 1 &2)	5/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 2:</u> Governance and Leadership (Leadership for Learning)	5/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 3:</u> Teaching and Assessing for Learning (Professional Learning Culture)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 4:</u> Resources and Support Systems (School, Family, & Community Relationships)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 5:</u> Using Results for Continuous Improvement (Strand I, Standard 3)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.25 points	9 points	0 points	
Data Teams Process	11.25/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	NA/NA	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	52.5/60	Percentage Achieved 87.5%	Category Achieved Meeting Standards	
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BOARD INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

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

1. Do you feel the academy is accomplishing its mission? How do you know?

- Yes, fully. I can attest to this as a parent of three children on various levels; high-low.
- All children are here, and all are being met at their level.
- “Prestigious” may not be the best term – it could alienate people who may believe it means a private school.
- Yes, living up to it fully. I am a parent of three children, one with special needs, one gifted, and one with vision problems – when corrected he does well – very successful.
- Ability based
- Caring environment

2. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Personally, I still struggle with this. We are providing an environment where kids can succeed at their own level – is this enough? Would our kids benefit from an environment that offers more options, or more opportunities – specifically middle schoolers?
- I wrestle with this personally – aim to bring kids to their individual full potential.

3. Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?

- Honest answer – I am still a little unsure. We receive guidance, support, and resources, otherwise not knowledgeable.

4. What are you most proud of at this academy? What could be improved?

Most Proud:

- Individualized instruction – all kids having their needs met.
- Kids feel confident and supported.
- It is an intimate and caring environment.

Improvement:

- Have more offerings – classes dedicated to the arts.
- Making sure curriculum meets the standards.
- We attract kids with needs who need understanding and diversity (special needs) – may cause concern in classroom.
- Is our curriculum matching the core standards?

5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?

- We do not have a plan in place right now.
- I do value in having one in place.
- No, but it is something we've talked about.
- Not at this time.

6. Why do you think parents choose to send their children to this academy?

- Variety – individualized and small class size.
- Not necessarily our success, but rather other people's failures.

7. How does the Board determine the allocation of funds for this academy?

- From my perspective it is made by recommendations by the management company.

8. If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)

- Art, music, foreign language instructors

9. Anything for our attention?

- An improvement that could be made in IEP process. IEP team needs to be defined – to be closely monitored (parents as part of the team, or not) – teachers feel they can't voice their opinions – they aren't empowered to make decisions.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

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

1. Do you feel the academy is accomplishing its mission? How do you know?

- Yes – we have a secure, safe environment.
- We provide ability-based, individualized learning. This brings quality based instruction to kids.
- Accredited
- Kids are tested at their level and progress according to their needs and skills.
- Vision – We all want to be prestigious; however, is it doable?
- Challenges – location, small size

2. What are you most proud of at this academy? What could be improved?

- **Most Proud:**
 - Staff – they are dedicated, loyal, student-centered teachers.
- **Improved:**
 - Not to be so stretched out. Having so much to do – need more help.
 - Parent involvement and parenting skills.

3. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Yes – based on feedback from parents and students who return for visits – reading the kids names that have achieved at other schools.

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 9 – warm friendly, caring, family respectful, safe, welcoming – always room for improvement.

5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

- I struggle with some parents (2%) parenting skills – having students ready/prepared for school.

6. What are the top TWO things this academy needs to do for its long-term health and longevity?

- Increase student count, which allows us to hire more staff and offer more options.
- Need for middle school level Spanish.
- After school activities
- Another teacher in every room – bus driver.

7. Why do you think parents choose to send their children to this academy?

- Typically they're having trouble at another school (either struggling/falling through the cracks or high fliers that are bored).

8. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)

- Foreign language
- After school clubs
- More teachers
- Raises for current teachers.
- Relocation of school that would support larger enrollment.

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

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

1. Do you feel the academy is accomplishing its mission? How do you know?

- Yes, we were once the special education school in the area, and now we are the school for the most advanced.

2. What are you most proud of at this academy? What could be improved?

- Our students – we work so hard for our students.

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 10 – very good

b. Professional Training

- 10 – very good – principal always asks what we need

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- Family/friendly
- Feel welcome
- Good parent/teacher communication – very different than other schools I have been at.

5. Anything for our attention?

- Common core training would be helpful.

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

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

1. *What do you think the goals of the school are?*

- Yes, after MAP we've seen lots of improvement – Dibels improvement – meeting benchmarks.
- Overall moral is up – students get to work at their own level.

2. *What are you most proud of at this academy? What could be improved?*

- **Most Proud:**
 - Teachers
 - Principal (how many hats he wears)
 - The school and to work here – we love going to work every day.
 - Principal and staff working together.
- **Improved:**
 - More specials – after school activities
 - Music
 - Art

3. *On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:*

a. *Materials and Supplies*

- 10,10,10,10

b. *Professional Training*

- 10,10,10,10

c. Clear Description and Understanding of The Expectations For Your Work

- 10 – all feel strongly that they get excellent support

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 10 – very family oriented, positive school community
- Everyone knows every ones names.
- Students love to help each other.

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- Yes, they are met at their level.
- Align with NWEA scores.
- Yes, because it is individualized.
- Kids working at all levels – kids working to meet NWEA scores.
- They work at their own levels and aligning with MAP.

6. Would you enroll your child at this academy?

- Yes – all of them – we have, and in the future I will.

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc.)

- Office
- More Storage
- Library
- New Carpet
- Cafeteria
- More rooms
- Add a high school

PARENT INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

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 this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?*

- 10 – I chose the school for the class size, the ability-based instruction.
- 10 – Individualized curriculum, teachers are involved, they help kids excel – all the staff create a very comfortable environment.
- Teachers involved with kids – “all staff”.
- Principal knows the names of each kid.
- Ability based instruction in kindergarten – reading at 3rd grade.
- A lot of it has to do with the teachers – they are involved with the kids.

2. *How responsive is the school administration, board, or teachers to concerns or complaints?*

- They handle issues well.
- It's an open door policy – you can always go in and talk to teachers – very much a family.
- Mr. Sauter is wonderful – so involved and responsive.
- School board is on target, doing what they're supposed to do.

3. *On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.*

- 9 – family groups – kids are mixed up (working with older students for specific projects)
- 9 – truly a color blind school – diverse and accepting of others – genuine caring and loving environment
- 9 – Culturally accepting – no development of “cliques” – if one is obstinate – they're the outsider

4. *Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.*

- Yes, the individualized instruction really helps.
- Each child is different and they all know and accept that.
- Students leave with advanced skills; they are above average in most subjects.
- Kids get individual attention, but have concern with child having difficulty reading.

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

- Was more fun in preschool.
- No real issues – just kids.
- Haven't had any complaints.

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

- Half day on Fridays
- Field trips – like to baseball games
- “Family Groups”
- “Big Buddies”

7. *Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?*

- Yes – for the most part.
- Monthly newsletter
- Teachers are attentive – they call regularly and provide information.
- Text messages for school closings – periodic messages and updates.
- Facebook page
- Pretty good communication.

8. *Anything for our attention?*

- Would like to have an art program, music program, and more specials.
- Very safe school.

STUDENT INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

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

1. *Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?*

- Yes, we like it.
- We love the teachers and the environment.
- I feel challenged – if I need more work, teachers are willing to help.
- I do enjoy school.
- I have been here since kindergarten – most have been here since kindergarten.

2. *Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?*

- Challenged enough
- A lot of hands-on activities.
- We learn in many different ways – hands-on.
- We have actual work and if you are comfortable, you move up until you find a level that works for you (specifically math) “Buzz Math” (it is a software system we use in 6th-8th grade).
- We’re challenged just right.

3. *Do you feel that overall, the adults here at this school are fair to students?*

- Yes
- Teachers are really nice, they help us and they treat everyone the same.
- If you need help they provide help.
- Card system – it works well, it’s consistent.

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

- Math – It’s fun! I like to solve problems.
- Helping other students and teachers with school activities.
- Geography

- I like to help with lunch.
- Student council helps at lunch.
- Gym class
- 7th and 8th graders go to classroom rooms to lead activities and learn character traits.

5. *Is there anything (classes, activities, etc.) you wished this school offered that they do not currently offer?*

- Wish to have more specific art skills.
- Art classes to be more specific – painting, clay, etc.
- Wish we had a high school here.
- More clubs – we have a science club for 4th-8th grade – want clubs like robotics and photography.

6. *Do you feel safe at this school?*

- Yes!
- We do drills all the time and practice – fire, tornado, and lockdowns.

7. *Would you recommend this school to other friends or family?*

- Yes!
- Yes, all the time.
- We love our school.
- Many people think this is a school for “smart” kids, but really we have all kinds of kids – other kids think they couldn’t perform here.

8. *Anything for our attention?*

- I would like to wear nail polish at school and have funky hair.
- I like the dress code, because it’s easy to get dressed in the morning.

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **New Bedford Academy**

Date: **February 2-3, 2016**

- 1. *What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?***
 - Graphic organizers that we all use.
 - Writing – “Writing with Design” (whole school) success is seen across grade levels.
 - Writing samples are graded and all use the same rubric.
 - MEAP scores improved.
 - Seeing improvements in math as well – due to data-driven instruction.
- 2. *What strategies and/or programs are in need of immediate attention in order to be effective?***
 - Math still is a work in progress. How we are tweaking the content to align with MAP.
 - Math is improving.
 - Data-driven instruction – created binders with instruction and common core standards.
- 3. *What is the most important goal you have set for your students? Why?***
 - The grade level common core tests.
 - They measure each student.
 - Making sure there are no gaps in learning.
 - Creating pre/posttests.
- 4. *Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you met any of your goals?***
 - Kids know our standards – they know where they are at with the grade level standards.
 - Have shared NWEA scores with them, shared objectives that students need help with.
 - Students ask if they are meeting grade level standards.
 - They review MAP scores and goals – through graphing goals.
 - Achievement goals are posted outside the door.

5. What are the biggest challenges that you will be facing over the next three (3) years?

- Number of students – enrollment
- Why are people leaving? Program changes (full day kindergarten) – leaving for extras (specials, sports, etc.).
- After 5th grade – I want to experience “Jr. High”- sometimes take siblings with them.

6. In your opinion are your recommendations for improvement considered appropriately and are they supported?

- I love it – we can discuss everything and listened to – ideas are being heard.
- Yes, we love the culture. We feel we have a voice, a comfortable environment, very family oriented.
- At least once a month for data team – staff meetings.

7. What is really different since our last visit (Reauthorization 2012)?

- Math program
- Writing program
- Diebels (K-6)
- Most meaningful – MAP, ESGI (K-2) create their own tests.
- Three Title 1 teachers and 1 At-Risk teacher

8. Is there anything you would like to add that has not been addressed? How can Ferris State University help/support you with your goals?

- All invested in improving the school and the SIP process (all know it and all are familiar with goals).
- All staff very willing to help each other.

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

<div>1. Is the academy making academic progress relative to its contractual goals?</div> <div>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</div> <div>Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.</div> <div>Total Possible Points=5</div>	<div>Did Not Answer</div> <div>0 points</div>	<div>Somewhat Answered</div> <div>2.5 points</div>	<div>Answered</div> <div>4 points</div>	<div>Outstandingly Answered</div> <div>5 points</div>	ACADEMIC PROGRAM
		X			
	<div>What reviewers will look for:</div> <div>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</div> <div>Reviewer Comments:</div> <div><ul style="list-style-type: none">Did not address student achievement trends.Did not address cohort scores.Did not address updating of school Improvement Plan.</div>				

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S T R A T E G I C P L A N N I N G
	0 points	2.5 points	4 points	5 points	
		X			
Total Possible Points=5	<p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy's Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> Some short term and long range planning included, but ho evidence of strategic planning. 				

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	P R O F E S S I O N A L D E V E L O P M E N T
	0 points	2.5 points	4 points	5 points.	
			X		
Total Possible Points=5	<p><i>What reviewers will look for:</i></p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p><i>Reviewer Comments:</i></p>				

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S C H O O L C U L T U R E
	0 points	2.5 points	4 points	5 points	
			X		
<p><i>What reviewers will look for:</i></p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none">• Did not speak to sharing responsibilities or adults modeling expected behavior.• Our observation showed a very effective behavior plan that was in place.					
Total Possible Points=5					

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	C H A L L E N G E S / O P P O R T U N I T E S
	0 points	2 points	3.5 points	5 points	
<p>Total Possible Points=5</p>			X		
	<p><i>What reviewers will look for:</i></p> <p>There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> Doesn't speak to challenge being incorporated into the School Improvement Plan. 				

**Mid-Contract Self-Performance
Tally Sheet**

Question	Points Possible	Points Awarded
1	5	2.5
2	5	2.5
3	5	4
4	5	4
5	5	3.5
Total Points		16.5/25

New Bedford Academy
Mid-Contract Performance Self-Report
2015-2016

Academic Program

New Bedford academy's teachers usually meet twice a month to discuss student achievement and analyze assessments and programs. During the 2012-13 school year the staff identified a decrease in student achievement in the subject area of Math on the MEAP assessment. The staff contributed this decrease to the Saxton Math Program which they found to have large gaps of instruction and the instruction itself was a year below the new state standards. The first plan was to use the program a year below the actual grade level. The academy used the second grade level of instruction in the first grade and the third grade level of instruction in the second grade and so on throughout the grade levels. The staff used supplemental material to fill the gaps in the instruction of the program.

In the 2013-14 school year, the staff determined that the amount of time between taking the MEAP or even the ScanTron assessment was too long. The students took the MEAP in the fall and the results were distributed in late spring. The Academy did not have sufficient time to reteach the skills that the students did not master. The ScanTron assessment gave instant results, but the academy had to wait three months to administer the assessment again to determine if instruction was on the right track. Midway through the 2013-14 school year the staff decided to revamp the math program. The staff was committed to change to the Data Driven Instruction method. It was decided by the whole staff to follow the Saginaw Valley Pacing Guide, create pre and posttest for each common Core, create lessons for each standard, mastering scores, and how and where to start each student. The staff would be given enough Professional development time to develop the plan. The plan would be initiated at the beginning of the 2014-15 school year. At the end of the 2013-14 school year, the academy was identified as a focus school due to having too large of a gap in Math between the top thirty percent of high achieving students and the bottom thirty percent of lower achieving students on the fall MEAP of 2013.

In the 2014-15 school year the Data Driven Instruction for Math was fully implemented by giving pretest, lessons, and posttest on each Common Core State Standard following the Saginaw Valley State Pacing Guide. The students took the Scantron Fall, Winter, and Spring assessment. This was the first year for the M-STEP which took place in the spring and was electronically formatted.

At the beginning of the 2015-16 school year, the Academy was informed that the data from the ScanTron Assessment was no longer available. The Academy was unaware of this information and was unable to retrieve the data before the site became inactive. The Academy would be taking the NWEA for the first time and would establish a base line. In the middle of November, 2015 the Academy is still waiting for M-STEP data. Once the data becomes available, the teaching staff will review, and compare the data with the NWEA and Dibels results. Instruction will be adjusted accordingly. The Academy is still a Focus school due to the time it became a focus school.

Analyzing the NWEA results of all students (attached below), the Academy found the students achievement is slightly below the norm average and the College Readiness Achievement Targets. The Academy will use results to adjust the instructional needed for each student to be successful in college, work, and life.

Strategic Planning

The following process describes how assessment data is used to make instructional decisions to reach the academic goals and mission of the Academy.

Through the school year

All students are assessed and given instruction at their level. Students functioning above grade level are taught above grade level. Students functioning at grade level are taught at grade level and students functioning below grade level are taught below grade level. Students eligible for Title I and/or At-Risk services, receive this extra support with parental consent. Students are assessed throughout the year to make sure students are at the correct ability level. Students may move up or down in the ability level. If students drop below grade

level, Title I and/or At-Risk services are given. If a student is already achieving below grade level and moves down in ability level, the referral process for Special Education begins.

State Assessment

State assessment scores are reviewed and classroom teachers must identify specific criterion (CCSS's) that 50% or more of the students failed to master. These CCSS's must be re-taught and/or reviewed the following year.

Classroom teachers use this information to be certain that these CCSS's are taught more in depth.

Lesson plans must identify CCSS's needing to be re-taught or reviewed.

Norm Referenced Assessment

At the beginning of the year students take a Norm referenced test. Teachers identify specific criterion (CCSS's) that 50% or more of the students failed to master from the previous year. These CCSS's must be re-taught. Results are sent home with suggestions for parents to help improve these achievements

Data Driven Instruction

Beginning the 2014-15 school year, teachers established Data Driven Instruction in the subject area of Math.

- The process progresses as follows:
 - a. Administer pre-tests until student fails to establish level
 - b. Teach three lessons at that level
 - c. Administer post-test
 - d. If student passes, proceed to next level pre-test and repeat 1-3

- e. If student fails, re-teach up to three lessons, retest using post-test
 - f. If student fails again, alert Title I and/or At-Risk staff to determine where problem lies and decide upon possible interventions. Re-teach up to three lessons, retest and proceed until passed
 - g. If student passes, proceed to next level pre-test and repeat 1-3
- **At the beginning of the year,**

If the student fails the first pre-test follow the steps below

- a. Teach three lessons at that level
- b. Administer post-test
- c. If student passes, proceed to next common core pre-test
- d. If student fails, drop down a grade level and give pre-test of common core which is as closely related as possible to the common core the student failed.
- e. If student passes, teach three lessons at that level to find where mistakes are occurring then move back to original pre-test and follow steps 1-3 above
- f. If student fails, teach three lessons at that level
- g. Administer post test
- h. If student fails again, alert Title I and/or At-Risk staff to determine where problem lies and decide upon possible interventions. Re-teach up to three lessons, retest and proceed until passed

The School Improvement Team and Data team meet once a month to review the data and make adjustments as needed.

Professional Development

The School Improvement Team and the Data Team review and analyze the State and local assessment results. The teams decide where professional development is needed to improve student instruction. Administration schedules five days of professional development with staff input. Staff are allowed and encouraged to

seek additional training. Administration may observe the application within the classroom and also monitors training through assessment scores. The teams decided professional development was needed in writing and the students of New Bedford Academy received some of the highest scores in the county on the MEAP in writing (attached). Professional development is scheduled at the beginning of the year and sign-in/out sheets are used. The Data Team meets once a month to discuss progress of student achievement and if more training is needed.

The board annually reviews the academy's budget. The board tries to maintain a healthy fund balance while ensuring the upkeep of the facility is maintained and resources to achieve the Academy's mission are available. The board allocates Significant funding for staff training, supplies, and technology. Yearly audits have found the academy to be in sound financial standings.

School Culture

The Academy's ability-based instruction provides the necessary skills for each student to obtain academic success at the individual student's level. Extra support is provided for struggling students. The Academy provides a safe and caring environment by practicing emergency drills (drill log attached below), installing security doors and providing extra support staff to assist struggling students.

The Academy has a code of conduct and a task card pulling system throughout the school. The behavior expectations and consequences are addressed in the parent/student handbook. The students are required to follow five common curtesy rules. The rules are explained to parents and students before enrolling in the school. The rules are created by the students in the beginning of the year with teacher's guidance, allowing students to take responsibility and ownership. When a student breaks a rule, a verbal warning is given and if the behavior is not stopped, a card is pulled. Parents are notified by agreements or by phone depending on the number of cards pulled.

Challenges and Opportunities

The biggest challenge for the Academy is starting over with the collection of data from the new assessments. The Academy is not only receiving new state assessment data, but also new local assessment data. The staff will attend training on reading and analyzing the new data to ensure the academy is reaching the academic goals and mission. The academy will take the new local assessment three times during the year for the first two years to measure the academic growth of the student population. The data will be reviewed and adjustments to the data driven instruction will be made if needed.

The Board's long range plan is to provide the necessary funding for training and materials to support the staff with data driven instruction. The administration will be required to provide feedback of the progress on student achievement based on the M-STEP and NWEA assessments. The board will review the school improvement plan annually. Any changes to the School Improvement Plan must be approved by the board.

Emergency Drills Report Form

2015 to 2016

Fire Prevention Act 207 Section 29.19 (as amended effective July 1, 2014) outlines the requirements for schools operating any of grades kindergarten to 12. The specific sections for Fire Drills, Tornado Drills and Lock Downs are listed below.

In addition, the following pertains to ALL DRILLS in Section 19 of the Act:

Sec. 19 (6) A school that operates any of grades kindergarten to 12 shall conduct at least one (1) of the drills required by this section during a LUNCH or RECESS period, or at another time when a significant number of the students are gathered but not in the classroom.

Fire Drills

Sec. 19 (3) A minimum of five (5) fire drills is required for each school year for a school that operates any of grades kindergarten to 12. Three (3) of the fire drills shall be held by December 1 of the school year, and two (2) shall be held during the remaining part of the school year, with a reasonable spacing interval between each drill.

Date	Time Drill(s) Conducted	# of Participants	Evacuation Time	Comments
9/15/2015	10:00 A.M.	124	20 sec	
9/28/2015	11:15 A.M.	127	30 sec	Fire chief attended drill
10/08/2015	1:30 P.M.	131	30 sec	

Tornado Drills

Sec. 19 (4) A minimum of two (2) tornado safety drills is required for each school year. At least one (1) of the tornado safety drills shall be conducted during March of the school year.

Date	Time Drill(s) Conducted	# of Participants	Response Time	Comments

Lock Down Drills

Sec. 19 (5) A minimum of three (3) drills in which the occupants are restricted to the interior of the building and the building secured is required for each school year at a school that operates any of grades kindergarten to 12. At least one (1) of these drills shall be conducted by December 1 of the school year, and at least one (1) shall be conducted after January 1 of the school year, with a reasonable spacing interval between each drill (*please refer to the Act for more info regarding these drills*)

Date		Time Drill(s) Conducted	Drill Conducted By: (Initial/Identify)	Comments
11/4/2015		1:45pm	Greg Sauter	

_____ New Bedford Academy _____ Academy
 _____ / _____ / _____ /20__

Signature/Date

Administrator's



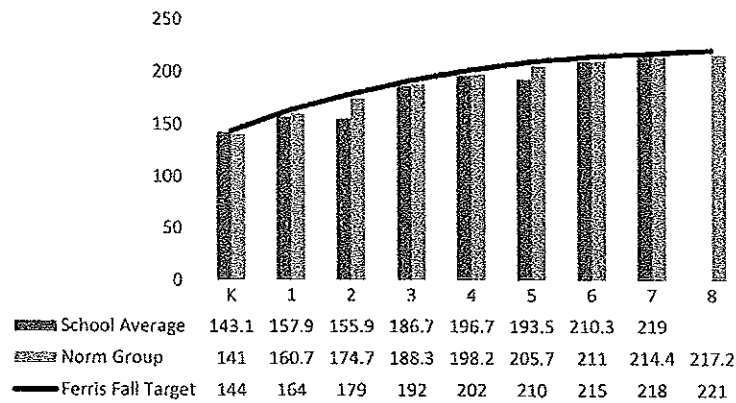
Ferris State University Charter Schools Office

New Bedford Academy

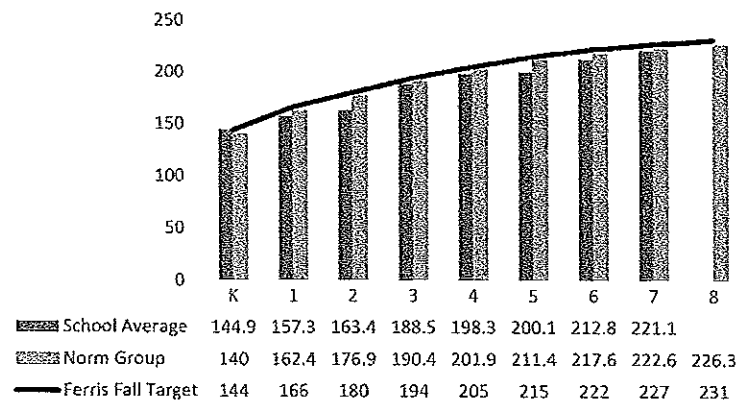
Assessment Summary Fall 2015

This brief summary is intended to provide an overview of the Academy's student achievement performance on the Fall Administration of the NWEA MAP Assessment. This report is intended to provide the Academy staff and board with a starting point by which to guide future discussion around student achievement and growth.

Reading



Math



These charts show the average scaled score for all students (regardless of number of years enrolled) at each grade level in comparison to the NWEA Norm and the established Fall Ferris College and Career Readiness Target. If you have questions regarding the data presented in this summary, please contact Charissa Talsma at charissatalsma@ferris.edu.

Page

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School:

SB-CEU #:

Today's Date:

Name (please type/print)

Signature

Authorized Signature:

LOCAL NEWS

S ■ SATURDAY, MARCH 1, 2014 ■ TALK TO US: Call Barbara Krolak, city editor, at (734) 240-5776 or e-mail barb@monroenews.com ■ 3A

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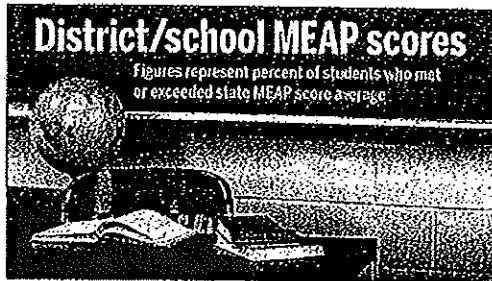
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AIRPORT COMMUNITY SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	45.9	59.5			
Grade 4	55.6	73.4			48.3
Grade 5	49.7	74	11.5		
Grade 6	42.7	76.8		15.8	
Grade 7	31	61.2			32.7
Grade 8	17.3	67.3	15.8		
Grade 9				14	

BEDFORD PUBLIC SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	44.7	70.6			
Grade 4	55.4	83.6			63.7
Grade 5	65.3	83.3	19.7		
Grade 6	43.9	84		40.4	
Grade 7	40.6	64.1			56.9
Grade 8	36.9	77.5	20.1		
Grade 9				25.8	

DUNDEE COMMUNITY SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	41	65.7			
Grade 4	55.6	79.1			52.6
Grade 5	55.4	65.6	12.7		
Grade 6	55.8	78.3		26.4	
Grade 7	41.4	71.4			56.3
Grade 8	33	81	15.4		
Grade 9				26.6	

FLAT ROCK COMMUNITY SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	25.4	59.1			
Grade 4	41.8	70.1			40.3
Grade 5	39.8	78.9	11.3		
Grade 6	43.8	74.8		22.4	
Grade 7	49	61.1			54.8
Grade 8	37.5	75.5	20.9		
Grade 9				22.1	

GIBRALTAR SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	36.9	69.6			
Grade 4	49.8	81.3			58.1
Grade 5	49.1	85.4	17.5		
Grade 6	39.1	70.9		19.6	
Grade 7	28.1	55.3			44.4
Grade 8	26.3	70.4	10.1		
Grade 9				15.1	

MASON CONSOLIDATED SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	60.5	82.7			
Grade 4	44.6	68.8			57
Grade 5	35.8	76.8	18.4		
Grade 6	42.9	71.6		24.7	
Grade 7	48.8	66.3			54.8
Grade 8	55.6	75.6	19		
Grade 9				30	

MILAN AREA SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	55.2	74.3			
Grade 4	59.3	76.9			63.7
Grade 5	61.2	71.9	20.5		
Grade 6	53.8	82.4		25.7	
Grade 7	35.4	59.2			39.5
Grade 8	42.6	79.6	27.4		
Grade 9				28.4	

MONROE PUBLIC SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	24.8	52.8			
Grade 4	40.8	65.8			49.2
Grade 5	23.4	61.2	15.9		
Grade 6	30.6	67.7		24.3	
Grade 7	22.7	53.8			37.3
Grade 8	17.2	66.1	14.5		
Grade 9				14.4	

NEW BEDFORD ACADEMY

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	30.8	33.3			
Grade 4	50	71.4			50
Grade 5	37.5	85.7	14.3		
Grade 6	<10	<10		<10	
Grade 7	66.7	83.3			83.3
Grade 8	<10	81.8	<10		

SUMMERFIELD SCHOOLS

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	26.4	68.5			
Grade 4	42.6	62.3			51.9
Grade 5	27.7	80	17		
Grade 6	20	72.2		25.5	
Grade 7	35	59.3			44.1
Grade 8	15.4	71.9	<10		
Grade 9				45.5	

SUMMIT ACADEMY NORTH

Grade	Math	Reading	Science	Social Studies	Writing
Grade 3	32.6	57.8			
Grade 4	50.3	76.2			55.2
Grade 5	43.5	69.9	<10		
Grade 6	38.6	71.2		10.5	
Grade 7	23.6	56.3			35.8
Grade 8	24.3	66.9	12.3		

TRIUMPH ACADEMY

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:

Name	Date
Cynthia Dress	12/8/15
Kelly Such	12/8/15
Spencer	12/8/15
Benn	12/8/15

Date of Board meeting review February 2, 3 2016

***Reauthorization Applications:**

Due to Epicenter no later than 30-calendar days prior to the review