



FERRIS STATE
UNIVERSITY

CHARTER SCHOOLS
OFFICE

NEW BEDFORD ACADEMY

MID-CONTRACT REVIEW

May 10, 2011



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

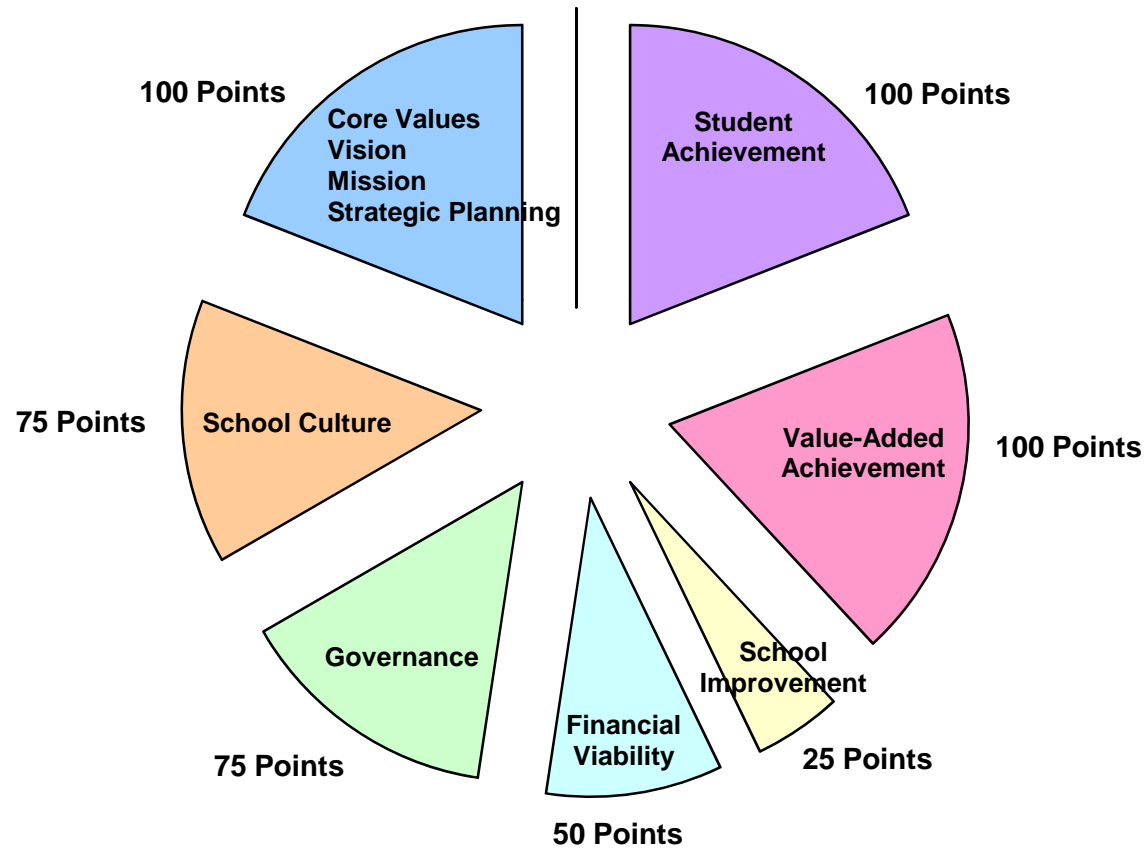
472-525 = Exceeding Standards
393-471.9 = Meets Standards
315-392.9 = Needs Improvement
314.9 & Below = Deficient

525 Points Maximum



CHARTER SCHOOLS OFFICE

Mid-Contract Review - 2011



Mid-Contract Review Point Tally Sheet - 2011

Academy Name: **New Bedford Academy**

Date of Visitation: **May 10, 2011**

Status: **MEETS STANDARDS**

Overall Percentage: **81.8%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	74.82	Needs Improvement
Value-Added Achievement	100	83.2	Meets Standards
School Improvement	25	18.9	Meets Standards
Financial Viability	50	44	Meets Standards
Governance	75	58.25	Meets Standards
School Culture	75	75	Exceeds Standards
Core Values/Vision/Mission/Strategic Planning	100	75.65	Meets Standards
Total Score:	525	429.82	Meets Standards

Visitation Team Members

Name: Art Willick

Signature: 

Name: Dr. Robert Hamet

Signature: 

Name: Mindy Britton

Signature: 

Team Chair: Art Willick

TOTAL SCORE

472 - 525	Exceeds Standards	90%+
393 - 471.9	Meets Standards	75% - 89%
315 - 392.9	Needs Improvement	60% - 74%
314.9 & Below	Deficient	Below 60%

525 Points Maximum

Executive Summary – New Bedford Academy Mid-Contract Review

The Mid-Contract Review Team has compiled the results of its visitation notes and findings. We want to congratulate all stakeholders of the academy for their commitment to continue to grow as a high performing school and the commitment to becoming a School of Excellence, as defined by the Michigan Charter School Legislation.

The Review Team has reviewed the academy's performance on all aspects of the review rubric and has determined a score of 429.82 points out of a possible 525 points. This score is within the **Meets Standards** category of the reauthorization performance standards.

While the Review Team was very impressed with the Academy's operations, there are a few areas that warrant special mention.

School Culture: There is obviously a commitment to a culture of respect, trust, communication and support by all involved. We heard the family atmosphere and caring commitment by all stakeholders many times during the visit.

Student Achievement: While New Bedford Academy is a high performing school, the challenges are there to continue to meet the challenges of Scantron and MEAP improvements. Also, the fact that the Academy resides in a high performing school district provides an additional challenge.

As with any organization, there is room for improvement. The Review Team is confident that these areas will be the focus of continuous improvement. The following areas were identified.

Strategic Planning: While some aspects of a plan are provided there is a need for a written document with all the components included and provided in a smart goal format following the CSO definition of quality.

Governance: While the Review Team found it appropriate to award significant points in this rubric, some areas of concern include; the high number of regularly scheduled meetings being rescheduled, the lack of board representation at CSO sponsored events and little board professional development activity.

The Charter School Office and members of the Review Team thank all of those involved in this Mid-Contract Review. It truly takes a community of stakeholders working together toward the success of the Academy.



Art Willick
Review Team Chair

Student Achievement and Progress Toward Contractual Academic Goals

3-8 Version

Total Possible Points: 100
(Rounded up from 99.96 Points)

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
AYP: Achievement	7/7	The Academy exceeded State AYP targets by 10% or more in both MATH and READING in 2 out of 3 years. 7 Points	The Academy met State AYP targets in both MATH and READING in 2 out of 3 years. 5.2 Points	The Academy met AYP targets in either MATH or READING in 2 out of 3 years. 4.2 Points	The Academy did not meet AYP targets in either MATH or READING in 2 out of 3 years. 0 Points	
AYP: Participation	7/7	The Academy tested over 95% of its students in both MATH and READING in 2 out of 3 years. 7 Points	The Academy tested between 93%-94.9% of its students in both MATH and READING in 2 out of 3 years. 5.2 Points	The Academy tested between 90%-92.9% of its students in both MATH or READING in 2 out of 3 years. 4.2 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	7/7	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. 7 Points	The Academy's attendance rate was 85% and/or the Academy's graduation rate was 80% in 2 out of 3 years. 5.2 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. 4.2 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!	7/7	A 7 Points	B 5.2 Points	C 4.2 Points	D or below 0 Points	
Relative Performance to State (MEAP-READING)	3.7/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in READING. 5 Points	The Academy met the State MEAP percent proficient in 2 out of 3 years in READING. 3.7 Points	The Academy met or exceeded the State MEAP percent proficient in 1 out of 3 years in READING. 3 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
		5 Points	3.7 Points	3 Points	0 Points	
Relative Performance to State (MEAP-MATH)	3.7/5	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 met or exceeded 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)	0/5	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 met or exceeded 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)	3/5	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 met or exceeded 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)	0/5	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 met or exceeded 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)	0/5	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	2/2		The Academy is not identified for improvement. 2 Points		The Academy is identified for improvement. 0 Points	

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

READING Performance (MEAP/MME)		Target	Actual	Performing Above Target 3.33 Points	Performing On Target 2.49 Points	Performing Below Target 1.99 Points	Reviewer Comments
Grade 3	2.49/3.33	95.9	93.8		X		
Grade 4	3.33/3.33	87.6	100	X			
Grade 5	2.49/3.33	90.5	91.7		X		
Grade 6	1.99/3.33	95.3	76.9			X	
Grade 7	3.33/3.33	84.8	100	X			
Grade 8	2.49/3.33	86.3	87.5		X		
MATH Performance (MEAP/MME)		Target	Actual	Performing Above Target 3.33 Points	Performing On Target 2.49 Points	Performing Below Target 1.99 Points	Reviewer Comments
Grade 3	2.49/3.33	100	100		X		
Grade 4	2.49/3.33	100	92.9		X		
Grade 5	3.33/3.33	78	90	X			
Grade 6	3.33/3.33	87.6	92.3	X			
Grade 7	3.33/3.33	93.9	100	X			
Grade 8	3.33/3.33	58	62.5	X			
Total Points Earned	74.82/100						

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	25/25	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 Reading	25/25	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	20/20	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	6.6/11	90-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series. 11 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series. 8.2 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> 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 (SEM)</i> as defined by the Scantron Performance Series. 0 Points	
Student Cohort Gains READING	6.6/11	90-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series. 11 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series. 8.2 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> 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 (SEM)</i> as defined by the Scantron Performance Series. 0 Points	
Student Cohort Gains ELA	0/8	90-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series. 8 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series. 6 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> 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 (SEM)</i> as defined by the Scantron Performance Series. 0 Points	
Total Points Earned	83.2/100					

School Improvement NCA VERSION

Total Possible Points: 25

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p><u>Standard I:</u></p> <p>Vision and Purpose</p>	<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;">2.4 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 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>SCORE 3/4</p>
<p><u>Standard II:</u></p> <p>Governance and Leadership</p>	<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;">2.25 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>SCORE 3/3</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p>Standard III:</p> <p>Teaching and Learning</p>	<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>2.25 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>SCORE 2.25/3</p>
<p>Standard IV:</p> <p>Documenting and Using Results</p>	<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>2.4 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 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>SCORE 3/4</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p>Standard V:</p> <p>Resource and Support Systems</p>	<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>2.25 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>SCORE 2.25/3</p>
<p>Standard VI:</p> <p>Stakeholder Communications and Relationships</p>	<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>2.4 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 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>SCORE 3/4</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p>Standard VII:</p> <p>Commitment to Continuous Improvement</p>	<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>2.4 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 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>SCORE 2.4/4</p>
<p>Total Points Earned</p>					<p>18.9/25</p>

Financial Viability

Total Points: 50

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Budget Development	10/10		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 meeting minutes need to more accurately document the practice
	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	A complete written strategic plan is still needed
	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	0/5		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, was submitted to the State by or before October 31, and results were 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 had a qualified audit with a management letter and a Board response within the last 3 years. 0 Points	
	5/5		The Academy's audit was unqualified with no reportable conditions within the last 3 years. 5 Points	The Academy's audit was unqualified with some reportable conditions within the last 3 years. 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 1%-2.9% of general revenue. 2.4 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	44/50					

Governance

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

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		4 Points	3 Points	2.4 Points	0 Points	
Leadership	2.4/4	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.		
	2.4/4	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.	
	2.4/4	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 a lack of quorum.	The Board of Directors has cancelled more than 3 meetings due to a lack of quorum.	3 meetings cancelled

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	0/4	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 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	5 meetings rescheduled – does not include rescheduled mtgs due to inclement weather.
	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	
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	Need to upgrade equipment and make sure all is in working order
	5/5	The Board demonstrates its commitment to the Academy's technology and school 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 school improvement plan by insuring there is an acceptable ratio of technology per student. 3.75 Points	The Board demonstrates its lack of commitment to the Academy's technology and school 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	2.4/4	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 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		
Professional Participation	0/4		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	
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	2.25/3	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". 2.25 Points	90-94% of all documents submitted to AOIS are marked "accurate and complete". 1.8 Points	89% or fewer of all documents submitted to AOIS are marked "accurate and complete". 0 Points	

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. 1.8 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 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	58.25/75					

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 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.	
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.	
	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.	
	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 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	75/75					

Core Values/Vision/Mission/Strategic Planning

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Core Values (25 Points)	12/12		In collaboration with the Academy's stakeholders, the Board has developed Core Values that are the basis and foundation for the Academy's Vision and Mission Statements. 12 Points	The Board has identified some Core Values, but there does not appear to be collaboration with the Academy's stakeholders nor do the Core Values appear to serve as the foundation and basis for the Academy's Vision and Mission Statements. 7.2 Points	The Board has no discernable Core Values identified. 0 Points	
	8/8	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. 8 Points	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. 6 Points	The Board's Core Values appear to have been sporadically communicated to stakeholders. 4.8 Points	There is no evidence to show that the Academy's Core Values have been communicated to stakeholders. 0 Points	
	3.75/5	Board minutes and/or other documents clearly indicate that the Academy's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings. 5 Points	Board minutes and/or other documents indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years. 3.75 Points	Board minutes and/or other documents do not indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years. 3 Points		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Vision (25 Points)	10/10		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. 10 Points	The Board has identified a Vision Statement; however, the statement appears to be a somewhat unrealistic view of what it desires the Academy to become in the future. There appears to have been minimal collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values. 6 Points	The Board has no discernable Vision Statement identified. 0 Points	
	5/5	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. 5 Points	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. 3.75 Points	The Academy's Vision Statement appears to have been sporadically communicated to stakeholders. 3 Points	There is no evidence to show that the Academy's Vision Statement has been communicated to stakeholders. 0 Points	
	3/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place. The plan evaluates both long- and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision. 5 Points	The Board has a method of evaluating the achievement of the Academy's Vision in place; however, it is not well defined. The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision. 3 Points	The Board does not appear to have a method in place for evaluating the Academy's Vision. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		Board minutes and/or other documents clearly indicate that the Academy's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings.	Board minutes and/or other documents indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years.	Board minutes and/or other documents do not indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years.		
	3.75/5	5 Points	3.75 Points	3 Points		
Mission (25 Points)			In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's purpose. The Mission Statement is clearly linked to the Academy's stated Core Values.	The Board has identified a Mission Statement; however, the statement appears to be a somewhat unrealistic view of the Academy's purpose and does not appear to have been formed in collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values.	The Board has no discernable Mission Statement identified.	
	10/10		10 Points	6 Points	0 Points	
		The Academy's Mission Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.	The Academy's Mission Statement has been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.	The Academy's Mission Statement appears to have been sporadically communicated to stakeholders.	There is no evidence to show that the Academy's Mission Statement has been communicated to stakeholders.	
	5/5	5 Points	3.75 Points	3 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's mission in place. The plan evaluates both long- and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated mission. 5 Points	The Board has a method of evaluating the achievement of the Academy's mission in place; however, it is not well defined. The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated mission. 3 Points	The Board does not appear to have a method in place for evaluating the Academy's mission. 0 Points	
	3.75/5	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings.	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years. 3.75 Points	Board minutes and/or other documents do not indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years. 3 Points		
Strategic Planning (25 Points)	4.2/7		The Board has developed a comprehensive strategic plan and actively pursues it. Board minutes reflect that the Board frequently discusses progress towards accomplishing its plan. The Academy's strategic plan has been updated or reaffirmed on a continuous basis at Board retreats and meetings. 7 Points	The Board has developed a strategic plan; however, Board minutes reflect that the Board does not or rarely discusses progress towards accomplishing its plan. 4.2 Points	The Board has no discernable strategic plan in place. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4.2/7		<p>The Board's strategic plan has been communicated to stakeholders and tools for measurement of progress towards the accomplishment of the plan have been developed and implemented throughout the Academy.</p> <p>7 Points</p>	<p>The Board's strategic plan has not been well-communicated to stakeholders. No evidence suggests that tools for measuring the accomplishment of the plan exist or have been communicated throughout the Academy.</p> <p>4.2 Points</p>	<p>There is no evidence to suggest that the Board's strategic plan has been communicated to stakeholders.</p> <p>0 Points</p>	
	0/11		<p>The Board's strategic plan meets all the requirements of the CSO Definition of Quality and is in the SMART goal format.</p> <p>11 Points</p>	<p>The Board's strategic plan meets at least 4 of the requirements of the CSO Definition of Quality and is in the SMART goal format.</p> <p>6.6 Points</p>	<p>The Board's strategic plan meets less than 4 of the requirements of the CSO Definition of Quality and is not in the SMART goal format.</p> <p>0 Points</p>	
Total Points Earned	75.65/100					

NEW BEDFORD ACADEMY
BOARD INTERVIEW SUMMARY
May 10, 2011

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

1. What are you most proud of at New Bedford Academy?

- Cohesiveness of the staff and the way teachers are devoted and interact with the students; dedication and professionalism
- The approach to teaching; individualized
- Commitment of everyone to the Academy; welcoming feeling; family atmosphere

2. What could be improved?

- Funding – all the things most school districts struggle with
- Enrollment
- Budget as relates to what services can be offered
- Board needs to be stronger, more developed. Find a way to have a full Board

3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?

- 8
- 6-7
- 6 – would like info prior to meetings and suggested use of email and other similar types of technology.

4. *How would you describe the role of the board in ensuring the success of New Bedford Academy?*

- Conscientious of my expectations of what being a board member is – attendance, professional development – and being a valuable member. Investing our time and energy in order to make the students better as well as the Academy.
- Support the function of everyone involved in running the Academy

5. *Tell about an experience that demonstrates the board's support of the New Bedford Academy mission.*

-

6. *How do you determine the allocation of funds?*

- Budget committee with administration and meet with the management company; review the budget line by line, discussing student count, resources, staffing needs, technology needs – budget assumption. Reported monthly, paperwork given to Board monthly and reviewed line item by line item.
- Budget committee meets in April; draft comes to May meeting; budget hearing in June

7. *Describe the board's role in strategic planning and goal setting.*

- A crucial goal that the Board has not completed. It's a work in progress.

NEW BEDFORD ACADEMY
ADMINISTRATIVE INTERVIEW SUMMARY
May 10, 2011

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

1. *What are you most proud of at New Bedford Academy?*

- Teachers; staff is amazing; true, dedicated teachers who go above and beyond of what is expected. Working for each student.

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

- Enrollment; biggest challenge; by increasing our test scores, hopefully we can increase our enrollment

3. *On a scale of 1-10 (10 highest), rate the culture/climate of New Bedford Academy.*

- 10

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

- Individualized learning; advanced studies. Not offered at the local public schools
- Code of conduct
- Dress code
- Responsibility/accountability

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

- Enrollment
- Continue having strong, dedicated teachers

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

- It's an awesome school – parents say that quite often

7. *Anything for our attention?*

-

8. *Questions for the interviewer?*

-

**NEW BEDFORD ACADEMY
STAFF/SIP TEAM
INTERVIEW SUMMARY
May 10, 2011**

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

1. *What are you most proud of at New Bedford Academy?*

- Teachers are a real asset – work hard and put in a lot of hours. Good example of what a good teacher is
- Teachers go above and beyond
- Staff and what they do for the students and the length they go to; ability based instruction; making sure every student is taken care of.
- Never seen a staff as dedicated as at New Bedford.
- Cooperation for intervention process has been wonderful. Teachers are very open to suggestions and following through. Willing to meet at any time to accommodate parent and special services team schedules.
- Student successes
- Staff
- Family atmosphere – “comfortableness”
- Staff go above and beyond – take pride in what we do. Staff don’t have to be asked to do something - they just do it.
- Ranking of top 25 charter schools in Michigan

2. *What could be improved?*

- Technology
- Communication – office to home
- More computer/technology upgrades
- The way we go about interventions – to get to the assessment evaluation. Need a Response to Intervention program implemented.

- Access to grades for parents online
- Enrollment
- Communication on what is expected with general ed teacher and special ed teacher – who does what? Missing pieces as far as everyone having the same understanding.
- Teacher turnover
- Middle School/High School
- New team teacher each year – lack of consistency to teaching

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

- 10
- Receive great comments from student teachers, etc.
- Depends on the day! Good day = 8/9. On average = 7
- Handle behavior issues very well here
- 7
- 8 – like a community here
- 8
- Team I work with = 9.
- Kids and staff are caring. Respect is great amongst groups.

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

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> • Yes and no • As a teaching staff, administration has our back; sometimes, however, at a personal level, administration has a harder time 	<ul style="list-style-type: none"> • Not much experience/contact • Not much contact • Don't know them as a Board – know them 	<ul style="list-style-type: none"> • Very supportive; always willing to help out • Very reliable, 	<ul style="list-style-type: none"> • For the most part, good. Issues w/consistency on follow through at times. • Just like anywhere – you have parents who

<p>encouraging staff – more of a slap in the face or “pick on” – especially with new ideas</p> <ul style="list-style-type: none"> • Depends on the day; some days can go to administration and ask for advice; other days, not. Administration tries their best to support • “we’ve never done it that way before” attitude – but we’re all working to improve on that together. • Need consistency w/discipline as well as communication • Yes • Not always approachable – not always clear answers or know what is expected • Definitely • Abrasiveness; reactions to staff in front of other parents not always appropriate 	<p>as parents</p> <ul style="list-style-type: none"> • No contact with them • No direct contact, but feel supported 	<p>supportive. Willing to take the extra steps</p> <ul style="list-style-type: none"> • Very caring • Very supportive • Definitely supportive 	<p>are here every day and those who aren’t. Overall, very supportive of us and work with us</p> <ul style="list-style-type: none"> • Parents here are involved
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5. *Would you enroll your child at this academy?*

- Absolutely. Ability based curriculum is amazing. Teachers put forth effort to make sure every child learns and succeeds
- Definitely look into this school for my children. Not classrooms where children have to sit in the chair all day – different types of teaching and learning going on all day. Differentiated learning definitely happens in this school.
- No child is made to feel different here – no matter their abilities. All inclusive.

- Yes
- [Several staff members have or do have their children enrolled here]
- Don't want to have my own children in my classroom – but would definitely have them here for other grades/teachers

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

- More planning time – don't have the time because of specials
- More pay
- More resources/materials for the school. Proper resources for assessment and monitoring
- More pay – have enough planning time
- More pay - feel like I can make a lot of decisions on my own

7. *Anything else for our attention?*

- Orientation for new staff for info on roles of CSO/MJ Management/Board

SIP TEAM QUESTIONS:

1. *What are the three biggest challenges and/or frustrations faced by the SIP Team in the last two years and how have you addressed those challenges or frustrations?*

- Enrollment numbers; addressed by more newspaper ads, info on marquee in the front of the school
- Writing; looking at better programs

2. *In your opinion, are the recommendations of the SIP taken seriously by the decision makers? Do those decisions drive the allocation of curriculum and instructional dollars during budget development?*

- Yes, the recommendations are taken seriously. Talk about what needs to be improved, narrow it down, \$\$ set aside for professional development. Used this process with math and science – now working on writing, using the same process.

**NEW BEDFORD ACADEMY
PARENT INTERVIEW SUMMARY
May 10, 2011**

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 New Bedford Academy?

- Smaller class size; teachers can help students better
- More attention per student; checked out other schools – NBA is the best school in the area
- Lives up to our expectations

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

- 10 – culture/climate foremost. Kids feel so secure in who they are – know they’re being treated well as individuals – talent show is a good example. Fear of not being ”cool” doesn’t exist here.
- 10
- 10

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

- Principal takes care of any issue right away – always right there to help me
- Teachers/principal very accessible
- Made to feel welcome

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

- If anything, it's the uniforms; however, as a parent, uniforms are great
- Too much homework

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

- Teachers/staff

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

- Yes – make sure the students understand concepts no matter how long it takes

7. *Anything for our attention?*

- We need a high school
- Like to have an art teacher, Spanish teacher, etc – but we need the enrollment numbers

8. *Questions for the interviewer.*

-

NEW BEDFORD ACADEMY
STUDENT (8th grade) INTERVIEW SUMMARY
May 10, 2011

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?*

- Depends on the day
- Late morning – social studies
- Afternoon – mid-point of the day – ready to get back to work after a break
- Social studies – like all sitting together at the table and the way it’s taught

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

- Yes. Sometimes they get “ticked off” at one of the other kids and come down hard on us all, but overall they’re fair.

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

- 9.5
- Safe

4. *If you could change ONE thing about New Bedford Academy, what would it be?*

Elementary

- Lockers instead of hooks – had problems w/things taken out of our book bags or thrown on the floor
- How do you feel about uniforms?

- Don't mind them
- Not always happy with uniforms, but understand the reason. Noticed that when kids where jeans, they're more rowdy.

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

Elementary

- Just right. Teacher will push you if you're ready to move on
- You can always ask to move up a level or down a level

6. *Would or do you recommend New Bedford Academy 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

- Told her friends to come here, but lived too far away.
- Asked friends, but liked better to wear jeans and go to the public schools for jr. high and high school
- Heard that a friend was behind in math when going to public school.
- Another had a friend who said the public school was a lot easier than NBA.
- After 5th grade, I wanted to stay here.
- Always wanted to come back here to NBA

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

Elementary

- Challenging
- If you want your children to get a good education, NBA is on the top 25 list of charter schools in Michigan
- "magically terrific"

8. *Anything for our attention?*

- No Comments