



FERRIS STATE  
UNIVERSITY

*Imagine More*

**NEW BEDFORD ACADEMY**

**REAUTHORIZATION REVIEW**

**November 19-20, 2012**

# MISSION

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

# VISION



# CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

# FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

## Declaration of Intent and Purpose

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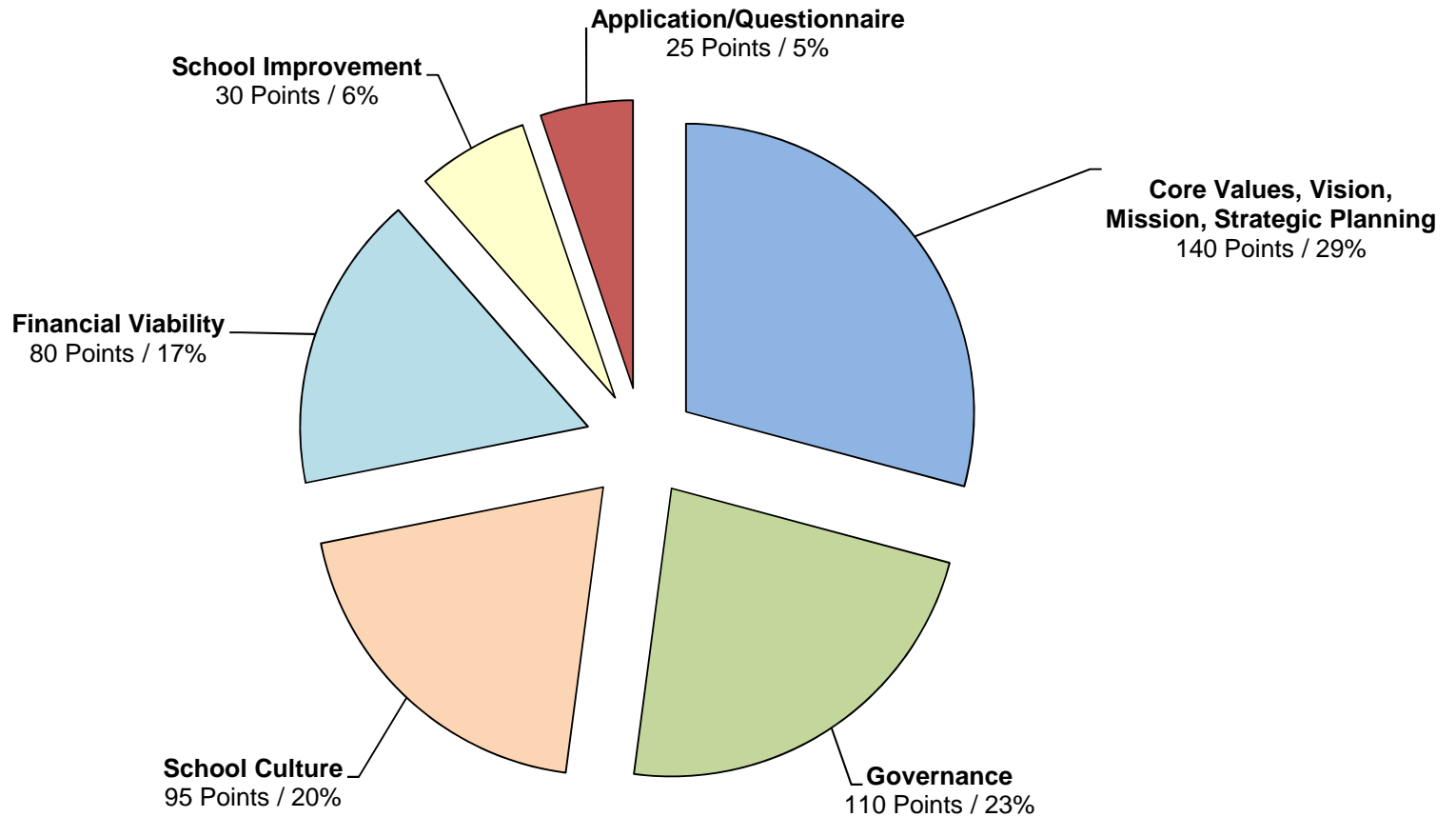
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document as a complete report on the PSA's status either (1) at Mid-Contract Review, or (2) as the Academy is considered for Reauthorization.

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared.* The Academy has been given an opportunity to respond to the draft of this report.

A final copy of this report will be provided to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider, if applicable.

If you have any questions about this report, please call the CSO (231-591-5802). Visit our website ([www.ferris.edu/charterschools](http://www.ferris.edu/charterschools)) for more information on FSU-authorized public school academies.

# Mid-Contract/Reauthorization Review: Formula 2012-13



Total Score		
Maximum: 480 points		
382 - 480	Exceeds Standards	90%+
360 - 481	Meets Standards	75% - 89%
288 - 359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2012-13

Academy Name: **New Bedford Academy**

Dates of Visit: **November 19-20, 2012**

Status: **Meets Standards**

Overall Percentage: **82.9%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	140	109.75	78.3	Meets Standards
Governance	110	75.25	68.4	Needs Improvement
School Culture	95	90	94.7	Meets Standards
Financial Viability	80	72	90	Exceeds Standards
School Improvement	30	30	100	Exceeds Standards
Application/Questionnaire	25	21.3	85	Meets Standards
<b>Total Score:</b>	<b>480</b>	<b>398.3</b>	<b>82.9</b>	<b>Meets Standards</b>

## Visiting Team Members

Name: Jimmie Rodgers

Signature:



Name: Art Willick

Signature:



Name:

Signature:

Name:

Signature:

Team Chair: Jimmie Rodgers

## Total Score

maximum: 480 points

432-480	Exceeds Standards	90%+
360-431	Meets Standards	75% - 89%
288-359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: 80.7

Monitoring Status: Meets Standards

# NEW BEDFORD ACADEMY REAUTHORIZATION REVIEW

## EXECUTIVE SUMMARY

NOVEMBER 19-20, 2012

This report summarizes the findings of the Ferris State University Charter Schools Office (CSO) visitation team during the Reauthorization Review of New Bedford Academy (NBA) conducted on November 19-20, 2012. The review team wishes to thank the School Improvement Team, staff, administration, students, parents, and Board of Directors members who participated in this review. The CSO team was welcomed warmly and everyone interviewed was forthright in answering questions and sharing their views and feelings regarding New Bedford Academy. The CSO team was impressed with the uniqueness of NBA. It is accomplishing what most public schools are trying to do, but by using notably different methodologies. For example:

- Dedication to “Ability Based Instruction” assures that each and every student is learning and mastering the curriculum standards that are set forth by the State of Michigan and the future implementation of the Common Core Standards. This strategy is a true example of making every effort to Leave NO Child Left Behind.
- NBA is one of FSU’s highest performing academies academically. It was obvious to the CSO Team that this accomplishment is not by chance. It is the result of dedication to and intentional implementation of the academy’s Ability Based Instruction and a culture of learning and respect. These qualities are modeled by the staff and students respond to the example.
- During classroom visits the CSO Team observed students engaged in learning in many different ways. Some were doing practice lessons on a computer, others were working independently or in small groups, and still others were taking direct instruction from the classroom teacher. The important thing to note is that all students were in some way engaged in learning. There was no evidence of disorder in the room.

All schools have challenges to deal with and NBA is no exception.

- The Academy currently maintains an enrollment of approximately 165 students. The school functions well at this enrollment level but would like to grow from a K-8 school to a K-12 school and advance their “Ability Based Instruction” strategy into the high school. This is an admirable vision. However, the geographical location of its

building coupled with being located within a good traditional school district limits the growth prospects. If NBA elects to pursue this vision it is advised to do so thoughtfully and carefully as the wrong move could be disastrous.

- Storage space is an issue for the custodial staff. Supplies must be stored in a balcony space in the gym. It is difficult for the custodial staff to store and retrieve instructional and maintenance supplies. Having to carry large cartons of supplies up and down the stairs creates a potentially unsafe working condition for staff.
- The CSO team did identify one safety issue that needs immediate attention and was brought to the attention of the school leader. During the school day the door to the custodian's room is left unlocked and sometimes the door is open. This allows access by students to supplies including cleaning and other potentially hazardous chemicals. In classroom restrooms, deodorizer spray cans, clearly marked "Keep Out of Reach of Children," were accessible to any child using the restroom.

The CSO Review Team was impressed with New Bedford Academy. Children are learning, the Academy's finances reveal no signs of distress, it is in compliance with its Charter Contract, its instructional strategies and practices could be models for other or future academies, and the culture of the school is one of learning, caring, and respect.

Jimmie Rodgers  
Visitation Chair

**Criterion:**

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

Points Possible <b>140</b>	Points Achieved <b>109.75</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Core Values identified</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	7.5/10	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	The team had to ask for the document-it was not visible in the building.
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		Nothing found in Board minutes.



Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Vision Statement identified without links to the Core Values</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	10/10	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	6/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place</li> <li>The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board does not have a method in place for evaluating the Academy's Vision</li> </ul>	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		Not noted in Board minutes
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role</li> <li>The Mission Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role</li> <li>The Mission Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Mission Statement identified without links to the Core Values</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	10/10	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	6/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission</li> <li>The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission</li> </ul>	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		No evidence
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	0/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	No evidence that strategic plan follows SMART goal format

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	20 points	12 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	20/20		<ul style="list-style-type: none"> <li>The Board has developed a written comprehensive Strategic Plan and actively pursues it</li> <li>Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has developed a written Strategic Plan</li> <li>However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernable Strategic Plan in place</li> </ul>	Rarely appears in minutes
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	9/15		<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has been communicated to all stakeholders</li> <li>Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has not been well communicated to most stakeholders</li> <li>There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders</li> </ul>	Little evidence

Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
109.75/140		78.3%	Meets Standards	

**Criterion:**

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

Points Possible <b>110</b>	Points Achieved <b>75.25</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	3/5	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	11/10/10, 2/17/11, 10/18/11 Does not include rescheduling due to inclement weather
Leadership: Monthly quorums	3/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	2/8/11, 11/11/12
Point distribution		n/a	10 points	7.5 points	0 points	
Leadership: Monthly progress reports	7.5/10		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement • occasionally engages in discussion about these reports	As evidenced by Board minutes the Board: • does not receive detailed monthly reports on student achievement • rarely discusses student academic achievement	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: 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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points		0 points	
Leadership: Management Company Evaluation	10/10		There is a correlation between the Board's annual evaluation(s) of the Management Company that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company and the academy's academic achievement status and progress along with the provided business services	
Point distribution		n/a	5 points	n/a	0 points	
Administrator Continuing Education Unit(CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	3/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		A number of members are short on their PD requirements. It will be difficult to achieve all of the PD requirements in the time allotted
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting AOIS: accurate and complete	3.75/5	All documents submitted to AOIS are marked "accurate and complete" (a blemish-free record)	95-99% of all documents submitted to AOIS are marked "accurate and complete"	90-94% of all documents submitted to AOIS are marked "accurate and complete"	89% or fewer of all documents submitted to AOIS are marked "accurate and complete"	99%
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting AOIS: rate	5/5		The Academy meets the CSO percentage requirement for AOIS reporting		The Academy does not meet the CSO percentage requirement for AOIS reporting	2010-2011 100% 2011-2012 100% 2012-2013 100% as of 11/12/12

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Compliance: Transparency Reporting	0/5		The Academy website meets requirements for transparency reporting		The Academy website does not meet requirements for transparency reporting	See MDE Transparency requirements
Compliance: AYP Accreditation Reporting	0/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Professional participation	0/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	No members 2010-11 D & D Series; 1 Member 2011-12 Series; 1 member at Back to School Event Aug 2012
Point distribution		n/a	10 points	n/a	0 points	
Academy updates	0/10		Board minutes reflect that the Board receives monthly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals		The Board minutes do not reflect that the Board receives monthly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals	
Point distribution		n/a	5 points	n/a	0 points	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Timeliness	5/5		The Board begins its meetings within 15 minutes of the posted time		The Board does not begin its meetings within 15 minutes of the posted time	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	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: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
75.25/110		68.4%	Needs Improvement	



**Criterion:**  
**School Culture**

Points Possible <b>95</b>	Points Achieved <b>90</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	The Academy: <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> <li>• Staff members consistently demonstrate that they share responsibility for student discipline</li> <li>• Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy</li> </ul>		<ul style="list-style-type: none"> <li>• Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline</li> <li>• Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy</li> </ul>	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
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 building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	10/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Site and facilities: Hazardous materials	0/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	Students had access to chemicals through unlocked custodial closet
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	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

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

School Culture: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
	90/95	94.7%	Meets Standards			

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

Points Possible <b>80</b>	Points Achieved <b>72</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	6/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
Opportunity for input	6/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> <li>The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget appears inconsistent with the school improvement plan</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget does not take school improvement into consideration</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	
Point distribution		n/a	5 points	3 points	0 points	
Access to monthly financial statements	5/5		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	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		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 Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was completed in a timely manner</li> <li>submitted to the State by or before October 31 results were shared with</li> <li>the Board of Directors in advance of the public presentation</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was performed within the specified timeframe</li> <li>the Board of Directors did not receive it in advance of meeting for review</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was not performed within the specified timeframe</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		10 points	7.5 points	6 points	0 points	
Fund balance	10/10	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of at least 10% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>within 3% -9.9% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>within 1% - 2.9% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 1% of general revenue</li> </ul>	
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	5/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	

Financial Viability:				
Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
72/80		90%	Exceeds Standards	

**Criterion:**  
**School Improvement – NCA VERSION**

Points Possible <b>30</b>	Points Achieved <b>30</b>
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<b>Standard I:</b>  Vision and Purpose	5/5	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.	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.	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.	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.	
Point distribution		4 points	3 points	2.4 points	0 points	
<b>Standard II:</b>  Governance and Leadership	4/4	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.	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.	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.	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.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard III:</u>  Teaching and Learning	4/4	<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>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>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>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>	
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard IV:</u>  Documenting and Using Results	5/5	<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>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>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>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>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<p><u>Standard V:</u></p> <p>Resource and Support Systems</p>	4/4	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.	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.	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.	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><u>Standard VI:</u></p> <p>Stakeholder Communications and Relationships</p>	4/4	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.	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.	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.	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><u>Standard VII:</u></p> <p>Commitment to Continuous Improvement</p>	4/4	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.	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.	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.	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.	



**School Improvement:**

Total score for all competencies

Total Points Achieved	30/30	Percentage Achieved	Category Achieved	
		100%	Exceeds Standards	

# BOARD INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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, testing results show success—looking at data GS and MEAP
- Monthly newsletter
- Provides professional development for necessary improvement

**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?**

- Yes students leaving here experience great success
- Know from own children
- Students do very well when at other high school and college

**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?**

- Use it to answer questions when asked
- Can see CSO's standards and guidelines for student achievement
- All have looked at the contract on different occasions
- Learning more as time goes on
- A go-to source for information

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

***Most proud of:***

- Dedication of teachers—very hard working
- Personal attention to students
- Ability-based instruction is very valuable

***Needs improvement:***

- Incorporate more technology—need to be competitive with local schools
- How does NBA differentiate itself?

**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?**

- Working on it presently—high school is still talked about in the future
- Plan to have strategic meetings regularly—October strategic planning meeting

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

- Have specific needs they like
- Character matters
- With a successful school district nearby, need to provide something unique
- A positive alternative
- Community feeling—strong ethics are taught

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

- Reviewing historically what changes need to be made
- Recommendations from staff and school improvement team

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

- High school first

- Technology
- Teacher pay needs to improve

**9. *Is student achievement addressed at the Board level?***

- Every month at the Board's request, Mr. Sauter reports on student achievement
- Fiscal responsibility

**10. *Anything for our attention?***

- When new legislative bills are approved does Ferris notify us and how?
- Thanks for the CSO for providing the assistance they do



# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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 – always complete on time with reporting
- Safe and caring environment
- Teachers work hard
- Students going on to other schools do well
- Cohort students doing very well academically
- Steady academic improvement

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

- Teachers are great—hardworking
- Very compassionate and caring

***What could be improved?***

- Better advertising, promotion of NBA
- Enrollment

**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—students have gone on to succeed at other schools
- Students do well when transferring to high school

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

- 9.5—safe and good learning environment
- 10
- Focus is on learning

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

- Early dismissal of students by parents

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

- Enrollment up
- Maintain a quality education and safe environment

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

- Class size
- School size
- Ability-based instruction
- Dress code
- Parent involvement
- Student focused

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

- T.V. advertising
- More teachers
- Technology
- Larger building
- High school

**9. Anything for our attention?**

# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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—ability-based in tested regularly—helps meet the mission
- Safe and caring environment

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

***Most proud of:***

- Students' ability to work at their level
- Cultures found here

***Needs improvement:***

- Technology—Smartboard document camera

**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**

- 7
- 9

**b. Professional Training**

- Two "9" answers

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

- Two "9" answers



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

- Two “9” answers

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

- Two “yes” answers

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

- Yes

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

- More planning time
- More space
- Computer lab (mobile)
- High school campus—ability-based, strong culture based

# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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, dedicated teachers
- Ability-based instruction, provides appropriate challenge
- Safe and caring environment—teachers go above and beyond
- Students that go on to other schools are advanced when they get there
- Very few behavior issues

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

- Teachers
- Communication
- Love the students and their progress

***What could be improved?***

- More space
- More technology—SmartBoards or I pads
- More computers
- High School

- 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** Three “9” answers; one “10” answer
  - b. Professional Training** 10
  - c. Clear Description and Understanding of The Expectations For Your Work** All “10” answers
- 4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
- Four “10” answers
- 5. Do you feel the academic expectations here are appropriate for the students who attend this academy?**
- Yes (all)
- 6. Would you enroll your child at this academy?**
- Yes (all)
- 7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**
- High school
  - Technology
  - More space
  - More transportation
  - Specials teacher—choir, P.E., language
  - Custodial work area
- 8. Anything for our attention?**
- Teachers—more dedicated than traditional schools, more willing to spend extra time with students, work extra hours after school
  - Transportation is much needed to branch out to other areas

# PARENT INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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?***

- Ability based instruction
- Focus on my child
- Offers more support than traditional public school
- Visited both traditional and New Bedford and there was no comparison
- Four “10” answers
- Collaborative learning

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

- Very responsive when needed
- No problems

**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.***

- Mutual respect for all cultures among students
- Four “10” answers

**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.***

- Four “yes” answers
- Ability based
- Instruction has been great
- Lack of challenge was evident at traditional school

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

- Food
- Sometimes dress code
- Limited sports

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

- Everything—no complaints
- More sports provided
- Little Buddies program of modeling for younger kids
- Teachers take a special interest in students

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

- All questions are answered immediately
- Question response is immediate by teachers and administration

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

- Board member creating problems
- School leader is tremendous—family oriented

# STUDENT INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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 (all) would attend, would not attend elsewhere

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

- Yes (all)
- Just right, are challenged

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

- Emphatic “yes” (all)

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

- Math (two answers)
- Language Arts (two answers)
- Early morning time to read

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

- Some sports programs—baseball
- Cheerleading
- More club activities--chess

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

- Yes, very much so

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

- Yes (all)—but some will not come due to uniforms

**8. Anything for our attention?**

- More social events for students

# SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **New Bedford Academy**

Date: **November 19-20, 2012**

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

## **1. *What is the Academy's mission?***

- Most knew the main content, but could not state it specifically
- Mission is posted in each room

## **2. *Is the Academy meeting its mission?***

- Yes because NBA meets all the items listed in the mission

## **3. *How do you know?***

- Accredited education, and providing quality education validated by assessment scores
- Low discipline problems, consistent enforcement of school policies
- Constant monitoring
- RTI diagnostic tools

## **4. *What is the Academy's vision?***

- Know the vision
- Feel the vision is for K-12—many parents want a high school
- Believe capacity will come if high school is added
- Perhaps now know, but still have the vision



**5. *Is that still an appropriate/viable vision?***

- Yes
- May not be a viable vision in today's society but still like the concept
- Will tackle the issues one at a time

**6. *Is the recommendation of the SIP team taken seriously by the Board and the administration? What representation do you have on your SIP team?***

- Yes, absolutely
- Representation---we have a teacher, a Board member, and a parent

**7. *Are resources provided to make necessary changes when needed?***

- More PD writing was provided
- Yes, when we determine needs and justify them the Board is supportive
- Continuity is there

**8. *What are you most proud of at NBA?***

- Dedicated teachers, they work hard
- Administration and Board has teachers' backs
- Students are great, they enjoy being here
- Great family atmosphere

**9. *What is NBA's biggest challenge, and how will it be addressed?***

- Location—enrollment and growth
- Location—restricted by location as well as other good schools in the area

**10. *How does the Academy use assessment data to drive decision making?***

- Know my incoming students
- Quarterly formative assessment
- Used regularly for grouping of students for instruction
- Scantron helps greatly to identify standards
- Skills connection needs to be utilized more

**11. Math scores have dropped in the cohort groups. Has this been investigated?**

- Will investigate this matter—needs more attention
- School is looking into—books may not be meeting the need (Saxton is being used)
- SIT needs to study this issue

**12. Do you have any questions for us?**

- Is there a scoring program for placement of students available (K-1)?
- Appreciate the Scantron program



REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	A C A D E M I C  P R O G R A M	
1A.						
1B.						
<p>B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.</p> <p>Total Possible Pts=5</p>	<p><b>What reviewers will look for:</b></p> <p>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. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy’s contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><b>Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>• There was no reference to the progress being made on the contractual goals with the CSO</li> <li>• New Bedford Academy continues to have higher scores than all other Ferris authorized academies. However, the SIP team has acknowledged a decrease in scores and has discussed the plan to reverse this trend. More could have been included on comparative to the demographically comparable district.</li> <li>• Discussion of academic weaknesses and strengths was very broad and not specific. However, still sufficient to rate 2-points.</li> </ul>					

2. A. What progress has been made toward meeting the academy’s mission?	<b>Did Not Answer 0 Pts.</b>	<b>Somewhat Answered 1.5 Pts.</b>	<b>Answered 2 Pts.</b>	<b>Outstandingly Answered 2.5 Pts.</b>	<b>A C A D E M Y  M I S S I O N</b>	
2A.						<b>A C A D E M Y  M I S S I O N</b>
2B.						
<p data-bbox="464 448 863 480"><b>What reviewers will look for:</b></p> <p data-bbox="464 513 1944 675">What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy’s mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy’s mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.</p> <p data-bbox="464 716 764 748"><b>Reviewer Comments:</b></p> <ul data-bbox="512 789 1881 959" style="list-style-type: none"> <li>• Mission – is in the form of a general statement of currency than a purpose for its existence. No way to measure.</li> <li>• Evidence was provided that progress is being made toward meeting the mission.</li> <li>• The vision, mission, and core values are reviewed every year by the SIP team and board.</li> <li>• All questions answered.</li> </ul> <p data-bbox="128 1382 380 1414" style="color: red;">Total Possible Pts=5</p>					<b>A C A D E M Y  M I S S I O N</b>	

3. A. Is the academy financially solvent and stable?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
Total Possible Pts=2.5				
<p><b>What reviewers will look for:</b></p> <p>A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board’s philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy’s mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.</p> <p><b>Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>• Narrative is not detailed but sufficient.</li> <li>• The budget according to the auditors is “sound and in good condition.”</li> <li>• All questions were answered.</li> </ul>				

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3. B. Is student enrollment stable and near capacity?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.
<p>Total Possible Pts=2.5</p>				
<p><b>What reviewers will look for:</b></p> <p><i>A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.</i></p> <p><b>Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>• The range has been 146 to 171 students.</li> <li>• Narrative is sufficient</li> <li>• The question was well answered.</li> </ul>				

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4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.
<p>Total Possible Pts=5</p>				
<p><b>What reviewers will look for:</b></p> <p>Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy’s academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?</p> <p><b>Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>• Very little discussion of formative assessment use and/or procedures.</li> <li>• No reference was made of how the board uses assessment data to make decisions at the board level.</li> <li>• Excellent response...all facets covered.</li> </ul>				



<p>5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)</p> <p>B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.</p> <p>Total Possible Pts=5</p>	<b>Did Not Answer</b> <b>0 Pts.</b>	<b>Somewhat Answered</b> <b>1.5 Pts.</b>	<b>Answered</b> <b>2 Pts.</b>	<b>Outstandingly Answered</b> <b>2.5 Pts.</b>
	5A.			
	5B.			
<p><b>What reviewers will look for:</b></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><b>Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>• Response is, in light of recent circumstance, appropriate. However, there is no discussion about its impact on student achievement – sufficient.</li> <li>• United board – more is needed on how the board is demonstrating growth – closing achievement gap.</li> <li>• Appeared to be some conflict with the board. Biggest challenge is to obtain a united board functioning to improve student achievement and doing what is best for the students and school and then in B it is said that the board is requesting more data regarding achievement and budgeting.</li> </ul>				

Question	Points Possible	Points Awarded
1	5	4, 4, 4
2	5	4, 4.5, 4
3	5	4, 4, 4
4	5	3.5, 5, 3.5
5	5	3.5, 4, 4
		<b>TOTAL SCORE: 21.3</b>

# PSA Reauthorization Application

## New Bedford Academy

### Academic Program

- *Is the Academy making academic progress?*
- *How does the Academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron (Global Scholar), or Terra Nova Tests.*

The Academy is making academic progress. Cohort students are achieving higher scores on the MEAP. Ferris State University's Spring 2012 assessment summary provides evidence that the cohorts are scoring higher on the Math, Reading, and Language Arts assessments than the non-cohorts. Referring to the tables below, the trend of the MEAP Reading scores have been increasing or staying steadily high until recent change of the assessment standards. With the change in standards, the MEAP scores in Reading have dipped, but remain higher than the State's average. The MEAP Math scores were also increasing, until the recent change of standards. After this change the Math scores fell slightly below the State's average. Compared to the local school district, the Academy scored higher at some levels and topics. Overall the local school district scored higher than the Academy on the MEAP assessment. Due to the small grade sizes at the Academy, data must always be interpreted carefully, recognizing that one student can represent a 4 – 10 percent change in scores. The School Improvement Team has acknowledged the decrease in scores and has reviewed and discussed the plan to reverse this trend. A Reading goal has also been added to the plan. The steps to achieve this Reading goal are to have teachers develop rubrics in Reading, to have teachers preview with students what is expected, to use Dibels for early intervention, to provide feedback to the School Improvement Team on classroom test results, to retain the Title I and At-Risk Aides, and to provide professional development in the subject area of Reading.

Referring to the Scantron table below, the results indicate that 70% of the Academy's 2-8 grade students made significant gains in Math and 76% of the students made significant gains in Reading. The percentage of students scoring below grade level on the Scantron assessment has decreased in both Reading and Math.

**MEAP  
ENGLISH LANGUAGE ARTS  
READING**

Student Group	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Tested in District	Percent of Students in District at each Achievement Level			
					Advanced	Proficient	Basic	Below Basic
All Students In...								
Grade 3	2008-09	77	86	100	23	54	23	0
	2009-10	94	90	100	25	69	6	0
	2010-11	94	87	100	50	44	6	0
	2011-12	50	62	100	0	50	38	13
Grade 4	2008-09	77	83	100	23	54	8	15
	2009-10	87	84	100	40	47	13	0
	2010-11	100	84	100	50	50	0	0
	2011-12	71	68	100	7	64	29	0
Grade 5	2008-09	88	82	100	47	41	12	0
	2009-10	86	85	100	29	57	14	0
	2010-11	100	85	100	0	100	0	0
	2011-12	84	69	100	16	68	11	5
Grade 6	2008-09	83	81	100	42	42	17	0
	2009-10	94	88	100	25	69	3	6
	2010-11	81	84	100	19	63	19	0
	2011-12	94	67	100	6	88	6	0
Grade 7	2008-09	91	80	100	9	82	0	9
	2009-10	85	82	100	54	31	0	15
	2010-11	94	79	100	29	65	0	6
	2011-12	55	60	100	5	50	25	20
Grade 8	2008-09	<	76	100	<	<	<	<
	2009-10	<	83	100	<	<	<	<
	2010-11	92	82	100	42	50	0	8
	2011-12	43	61	100	0	43	57	0

< No summary scores provided if < 10 students

MEAP  
MATHEMATICS

Student Group	School Year	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Tested in District	Percent of Students in District at each Achievement Level			
					Advanced	Proficient	Basic	Below Basic
All Students In...								
Grade 3	2008-09	100	91	100	69	31	0	0
	2009-10	100	95	100	50	50	0	0
	2010-11	94	95	100	61	33	6	0
	2011-12	38	36	100	0	38	31	31
Grade 4	2008-09	69	87	100	15	54	31	0
	2009-10	100	92	100	33	67	0	0
	2010-11	93	92	100	29	64	7	0
	2011-12	36	40	100	0	36	29	36
Grade 5	2008-09	82	76	100	41	41	18	0
	2009-10	85	79	100	31	54	15	0
	2010-11	92	80	100	17	75	8	8
	2011-12	32	40	100	0	32	16	53
Grade 6	2008-09	83	80	100	42	42	8	8
	2009-10	88	84	100	50	38	13	0
	2010-11	88	85	100	38	50	13	0
	2011-12	24	37	100	0	24	47	29
Grade 7	2008-09	67	82	100	25	42	25	8
	2009-10	92	85	100	46	46	8	0
	2010-11	100	85	100	47	53	0	0
	2011-12	30	37	100	0	30	10	60
Grade 8	2008-09	<	75	100	<	<	<	<
	2009-10	<	72	100	<	<	<	<
	2010-11	67	78	100	17	50	33	0
	2011-12	14	29	100	0	14	43	43

< No summary scores provided if < 10 students.

## ScanTron

ScanTron uses students' scaled score to furnish placement indicators. The table below provides the percentage of students functioning at ScanTron's placement indicators.

Student Group	School Year	Mathematics				Reading				Language Arts			
		% Below Grade Level	% At Grade Level	% Above Grade Level	% Ad- vanced	% Below Grade Level	% At Grade Level	% Above Grade Level	% Ad- vanced	% Below Grade Level	% At Grade Level	% Above Grade Level	% Ad- vanced
Grade 2	2008-09	41	41	6	12	35	41	18	6	41	41	18	0
	2009-10	7	86	7	0	21	50	14	14	14	57	29	0
	2010-11	26	63	5	5	37	42	16	5	37	53	11	0
	2011-12	31	50	19	0	31	31	13	25	31	44	19	6
Grade 3	2008-09	25	58	17	0	25	42	33	0	33	42	25	0
	2009-10	35	47	12	6	29	47	12	12	24	47	24	6
	2010-11	19	75	6	0	13	50	31	6	13	56	31	0
	2011-12	6	63	12	19	12	44	38	6	31	38	25	6
Grade 4	2008-09	62	38	0	0	46	46	0	8	30	62	8	0
	2009-10	38	50	13	0	31	50	19	0	19	63	13	6
	2010-11	29	57	0	14	7	71	7	14	14	64	14	7
	2011-12	6	75	19	0	6	50	31	13	0	87	13	0
Grade 5	2008-09	23	71	6	0	24	47	29	0	23	71	6	0
	2009-10	25	58	16	0	16	50	33	0	8	75	16	0
	2010-11	23	62	8	8	15	62	23	0	15	54	31	0
	2011-12	22	44	17	16	6	39	39	16	11	39	33	17
Grade 6	2008-09	44	38	6	12	31	38	25	6	38	44	19	0
	2009-10	20	47	33	0	7	53	40	0	13	73	13	0
	2010-11	17	67	17	0	28	56	11	6	22	67	11	0
	2011-12	17	72	11	0	22	28	39	11	22	67	11	0
Grade 7	2008-09	18	36	45	0	27	55	9	9	36	55	9	0
	2009-10	21	21	57	0	29	36	29	7	43	36	14	7
	2010-11	26	58	16	0	5	68	21	5	16	68	11	5
	2011-12	32	45	23	0	23	41	18	14	18	63	14	5
Grade 8	2008-09	<	<	<	<	<	<	<	<	<	<	<	<
	2009-10	<	<	<	<	<	<	<	<	<	<	<	<
	2010-11	46	38	15	0	38	38	15	8	46	46	8	0
	2011-12	13	53	27	7	13	40	33	13	20	66	7	7

(<) no data, less than 10 students in the class

## **Academy Mission**

- *What progress has been made toward meeting the Academy's mission?*
- *What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?*

### Mission

New Bedford Academy is a fully accredited public school providing quality education through ability-based instruction in a safe and caring environment.

### Vision

To be the most prestigious K-12 school in Monroe and Lenawee Counties.

The Academy has made steady progress toward its mission. The Academy continues to be fully accredited and is providing quality education. Although some of the MEAP test scores have decreased, classroom and Scantron scores indicate that 70 -76% of the students are making significant gains. The Academy continues to provide instruction in a safe and caring environment. The Academy practices tornado, fire and lock down drills to ensure student safety. Detentions and suspension for discipline problems have decreased.

The Academy is working toward its vision to become the most prestigious K-12 school in the area. The Academy has increased its enrollment by 17% in the last 2 years with some classrooms at capacity. Plans for a high school are in the beginning stages. The School Improvement Team meets once a month, October – June. The Academy encourages parents and board members to join teachers and administration on the School Improvement Team to ensure all stakeholders are represented. The School Improvement Team strives to meet the mission and vision of the Academy. By utilizing the School Improvement Plan, the team guides decisions to improve student achievement.

The Vision and Mission Statements along with the Belief Statements have recently been modified. There are no proposed changes to the Vision and Mission Statements at this time.

## **Sustainability and Viability**

- *Is the Academy financially solvent and stable?*

Financial stability is critical to the success of maintaining the mission and achieving the vision. The board holds annual budget meetings earmarking funds for facility, upkeep, resources, books, and supplies. The budget allocates resources for training of all staff, in accordance with the School Improvement Plan. Technology training is also included in budget allocations. Teachers provide lists of needs to be worked into the budget. The budget provides all teachers with supplies and technology up-dates. The board strives to have a fund balance for unexpected expenses and to reach the Academy's goal of expansion to a K-12 school. Annual audits indicate the budget is sound and in good condition despite the economic downturns of recent years.

- *Is student enrollment stable and near capacity?*

Student enrollment has been stable and nearing capacity. At the beginning of each school year, the enrollment fluctuates. Enrollment for the 2009 -10 school year ended with 146 students and enrollment for the 2011-12 school year ended with 171 giving a 17% increase. There has been little turnover of students. The main turnover of students is in the Kindergarten class. Families of both parents working who do not receive full day Kindergarten within the local school district, register their student for one year to eliminate child care needs. This trend is not expected to continue due to the local district making all of the kindergarten full day classes. A few students from other classes have moved from the area. Staffing has been stable until recent months, but a quick return to stability is expected.

## **Decision Making**

- *How does the Academy (staff, administrators, and Board) use assessment data to make decisions?*

Various sources of data are utilized by the Academy in order to reach its' student achievement goals. Data sources include MEAP, Scantron, Iowa, Dibels, report cards, and classroom assessments.

Current year MEAP scores are reviewed by March and classroom teachers must identify specific criterion (GLCE's) that 50% or more of the students failed to master. These GLCE's must be re-taught. Classroom teachers from the previous grade year use this information to be certain that these GLCE's are taught more in depth. Lesson plans must identify GLCE's which need to be re-taught. Students not meeting or exceeding the State Standards in the three academic areas (Language Arts, Math, and Science) are identified for At-Risk services using the section 31a student eligibility worksheet. Using the same worksheet, students are eligible if they have two of the other risk factors.

At the beginning of the school year, students take the Scantron test. Students scoring below grade level are eligible for Title I services. Teachers identify specific criterion (GLCE's) that 50% or more of the students failed to master. These GLCE's must be re-taught. Lesson plans must identify GLCE's needing to be re-taught. At the end of the year students take the Scantron Test again. These results show student achievement from the fall. Results are sent home with suggestions for parents to help improve upon these achievements. Teachers identify and instruct in areas needing improvement.

Dibels is utilized to assess students three times a year, fall, winter, and spring to determine if early intervention is needed. If early intervention is needed, Title I and At-Risk aides support the students to increase achievement. The Dibels data informs the staff which early response to interventions (RTI) need to be utilized by the Title I and At-Risk aides/teachers. Title I and At-Risk aides/teachers support and assist students with the RTI material.

At the beginning of the year, the previous year's report cards are reviewed by teachers, Title I and At-Risk Aides. Students functioning below grade level or having failing grades or close to failing are eligible for At-Risk and or Title I services. Report cards are reviewed every quarter and every mid quarter. Students falling behind or at risk of falling behind are eligible for Title I and/or At-Risk services.

All students are assessed throughout the school year in each subject area and given instruction at their ability 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. Adjustments are made by classroom teachers on an ongoing basis. 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.

When all assessment data is retrieved and analyzed, the School Improvement Plan is determined to be successful if the scale scores continue to rise or stay steadily high. If the scores decline one year, the SIP team will evaluate the causes of the decline and prepare for a different approach to improve student achievement. If the scale scores decrease for two consecutive years, the plan will be revised focusing on the areas of decrease.

### **Challenges and Opportunities**

- *If the Academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the Academy during the new reauthorization period? How does the Academy intend to address those challenges? (What is the Board's long-range plan?)*

One of the biggest challenges facing the Academy is to obtain a united board functioning to improve student achievement and doing what is best for the students and school. The Board plans on providing professional development to all board members in regards to appropriate board procedures.

The other big challenge is closing the achievement gap of the students. The Board plans to follow the School Improvement Plan and will continue to review and edit the plan to ensure improved student achievement. The board members, parents, and teachers are encouraged to join the School Improvement Team to ensure representation from all stakeholders.

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

The Board has demonstrated growth by being more involved with the School Improvement Team and by conducting professional development to ensure a better understanding of the board's responsibility. The Board has developed greater expectations regarding the information received from administration and

the Management Company. The Board is requesting more data from administration related to student achievement and from the management company in regards to the budget. Budget and staffing concerns are expected to be explained in depth during board meetings. The Board has developed strong communication with the Management Company and administration. Although strategic planning has been lacking in the past, the Board is now engaged in long-term strategic planning which includes the possible development of a high school.

Jennifer L. Cherry  
Board President

9-11-12  
Date

Greg Sauter  
Principal

9-11-12  
Date

Sue Latta  
School Improvement Designee

9-11-12  
Date

**Reauthorization/Mid-Contract Review Application Signature Page\***

**Board Signatures:**

Kelley Such  
Name

9/11/12  
Date

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Name

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Date

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Name

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Name

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Date

Date of Board meeting review \_\_\_\_\_

**\*Reauthorization Applications:**

Due to Epicenter no later than 5:00 pm the day after Labor Day

**\*Mid-Contract Review Applications:**

Due to Epicenter no later than 5:00 10 business days prior to scheduled visitation