



CHARTER SCHOOLS
OFFICE

Northridge Academy
36 - MONTH REVIEW
November 15-16 2007



FERRIS STATE UNIVERSITY
Imagine More



*Ferris State University Charter Schools Office
Committed to Continuous Quality Improvement
For Michigan Public Schools*

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 does. 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 36-Month 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.

TOTAL SCORE

450-500 = Exceeding Standards
375-449.9 = Meets Standards
300-374.9 = Needs Improvement
299.9 & Below = Deficient

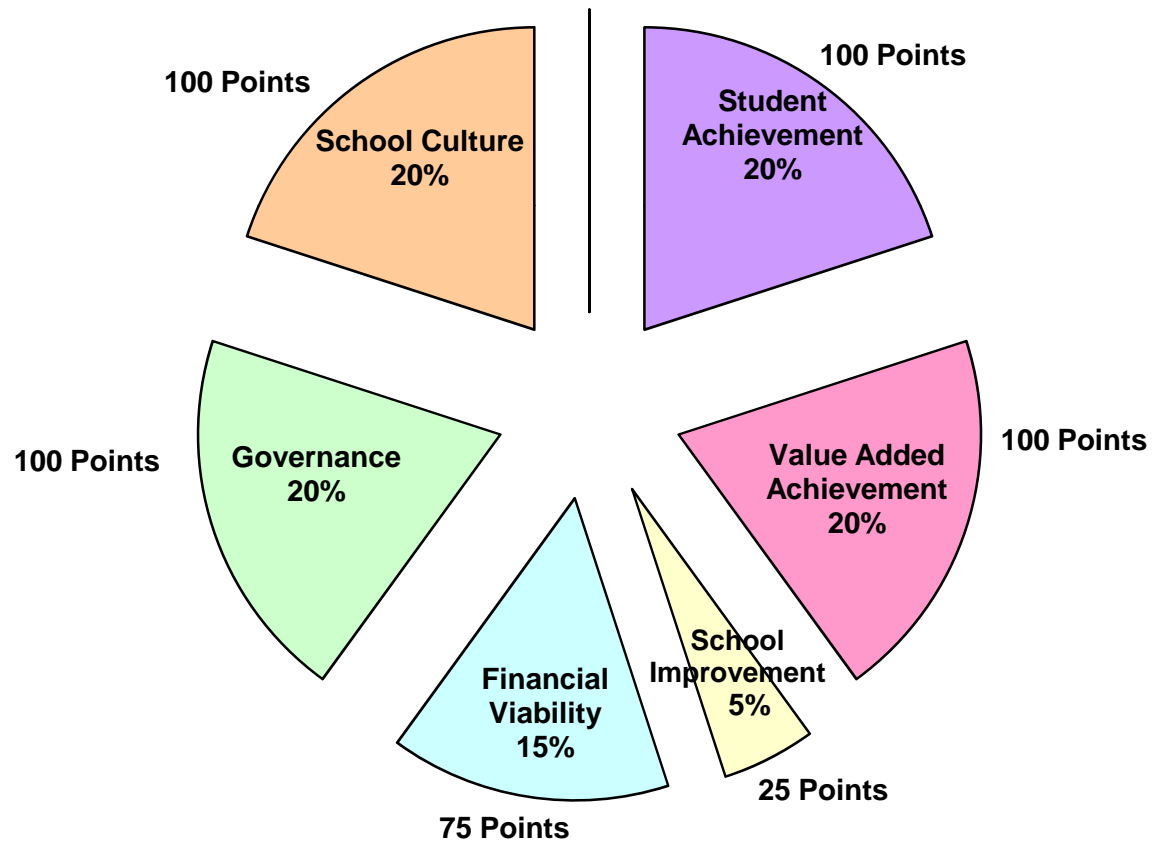
500 Points Maximum



**FERRIS STATE
UNIVERSITY**

CHARTER SCHOOLS OFFICE

**36-Month Review & Reauthorization Formula
2007-2008**



36 Month Review and Reauthorization Point Tally Sheet

Academy Name: **Northridge**

Dates of Visitation:

November 15 - 16, 2007

Category

Pts. Possible

Pts. Achieved

Student Achievement	100	56.0
Value Added Achievement	100	87.6
School Improvement	25	20.6
Financial Viability	75	52.1
Governance	100	64.5
School Culture	100	72.2
Total Score:	500	353.0

TOTAL SCORE

450-500 = Exceeding Standards (90%+)

375-449.9 = Meets Standards (75%-89%)

300-374.9 = Needs Improvement (60%-74%)

299.9 & Below = Deficient (Below 60%)


500 Points Maximum

Status: **NEEDS IMPROVEMENT**

Visitation Team Members:

Team Chair: **Jimmie Rodgers**

Name: **Jimmie Rodgers**

Signature: 

Name: **Larry Lindquist**

Signature: 

Name: **Suzanne Finney**

Signature: 

Name: **Dr. Joe Garza**

Signature: 

Addendum to the Northridge Academy 36-Month Review

“PROBATIONARY STATUS”

March 28, 2008

This document is an addendum to the 36-Month Review provided to the Northridge Academy Board of Directors in January, 2008 by the Ferris State University Charter Schools Office (CSO).

As a result of the Review and other documentation used by the CSO, the Northridge Academy Board is hereby advised that at their regular meeting on March 21, 2008 the FSU Board of Trustees has approved the CSO's recommendation that academy be placed on **Probationary Status** effective as of March 21, 2008 and continuing at least until the end of the current charter contract, *June 30, 2010*. This action has been taken pursuant to the FSU Board of Trustees' authority under the charter contract (see, *e.g.*, Tab B, Article VI, Section 6.10(b) of the charter contract, a copy of which is attached). The CSO's primary reason for recommending this action is the academy's inability to make acceptable progress toward its contractual educational goals. The secondary reason for this action is concerns with the condition of the Northridge Academy facility which members of the CSO have discussed with the Board and The Leona Group.

As a result of the Board of Trustee's action to place Northridge on probationary status Northridge Academy must adhere to the following conditions, effective immediately:

1. The academy will form a **Reauthorization Team** to address concerns noted in the 36-Month Review specifically, *student academic achievement*. The team will consist of at least one each of the following: school administrator, teacher, paraprofessional/office assistant, Board member, parent, representative of the management company, and representative(s) of the FSU Charter Schools Office. The members of the current School Improvement Team would be acceptable for this purpose (if above representation has been met).
2. The work of this team shall be to develop an Improvement Plan to address the academic concerns contained in the review document. This plan should be finalized and submitted to the CSO *no later than July 1, 2008*.
3. Specific areas which need to be addressed by the Improvement Plan include:
 - a. *Improving Student Achievement*. All aspects of student performance will be reviewed including the performance of cohorts. Recommendations and goals for acceptable student performance should

Attachment

Safety Issues

Gym:

- Gym attic trap door not locked**
- Gym exit doors chained shut**
- Gym emergency light broken (over chained doors)**

Hallways:

- South West hallway exit doors to upper level broken (will not close properly)**
- South East hallway exit door to upper level has inoperative panic bar**
- Exposed electrical wiring in two entry ways**
- 2 light fixtures in hallway have no bulbs and may expose students to electrical shock hazard**

Security:

- South East room where science equipment is stored, the door handle, latch, & lock missing**

Outside:

- North side of building (outside) there is a loose ground cable**
- North West entrance door not secure (outsiders could walk in without being observed)**

be drafted from the review by the committee. The resulting document should be signed by representatives of the academy and the Ferris State University Charter Schools Office.

b. *Facility Deficiencies.* The Board's plans for addressing facility concerns as outlined by the CSO in the 36-Month Review.

4. Monitoring the Improvement Plan.

- a. The CSO will meet with the School Leaders, a member of the Board of Directors, and representative members of the Reauthorization Team periodically during the school year to assess and review standardized test score results and the progress of the implementation of the school improvement plan.
- b. The CSO will apprise the Ferris State University's Vice President for Academic Affairs (or his designee) of the Improvement Plan as well as the academy's progress toward fulfillment of this plan.

Without in any way limiting the discretion of the FSU Board of Trustees and the CSO as regards to any aspect of the reauthorization process, please be advised that, failure to meet the conditions of the plan and/or make acceptable progress toward the fulfillment of its goals may result in a recommendation by the CSO to the FSU Board of Trustees for non-reauthorization of Northridge Academy beyond its current contract expiring on June 30, 2010.

Technology Issues

During the teams visit it became obvious that the technology support for the academy is seriously lacking. The visitation team encountered multiple reports of not being able to use technology in the classrooms because technical support was so slow in responding to instructional needs that classroom use of computers for instruction, in many cases is not possible. It was also reported that many of the computers in the computer lab are not functioning and only about half of the class is able to access a functioning computer. Administrative staff also indicated that technical support is slow and inadequate.

This deficiency needs to be looked into and corrected immediately. Investment in educational technology that students, teachers and administrators are unable to use due to inadequate support and maintenance is unacceptable.

Student Achievement

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		14 Points	11.2 Points	9.8 Points	0 Points	
AYP: Achievement	11.2/14	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
AYP: Participation	11.2/14	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
AYP: Other Indicators	14/14	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.	
Composite Grade as Assigned by MDE in Ed Yes!	9.8/14	A	B	C	D or below	
Relative Performance to State	0/14	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
Relative Performance to the Resident District	0/14	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
Relative Performance to a Demographically Comparable School	9.8/14	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
School Improvement Status	0/2		The school is not identified for improvement. 2 Points		The school is identified for improvement. 0 Points	
Total Points Earned	56/100					

Value Added Achievement
Based on the Required Assessment of 95% of Enrolled Students
(MI-Access Students Not Included) Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total						
Value-Added Student Gains Math 06-07 94/131 = 72% 05-06 114/195 = 59% 04-05 NA	25/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Math 06/07 36/55 = 65% 05-06 25/33 = 75% 04-05 NA	17.9/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Language Arts 06-07 74/113 = 66% 05-06 92/194 = 47% 04-05 NA	12.5/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Student Gains Reading 06-07 83/133 = 62% 05-06 116/201 = 57% 04-05 NA	10.9/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Language Arts 06-07 29/47 = 62% 05-06 16/33 = 49% 04-05 NA	12.5/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Longitudinal 3-year Cohort Reading 06-07 31/51 = 60% 05-06 24/33 = 73% 04-05 NA	8.8/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Total Points Earned	87.6/100					

School Improvement

Percentage of Points: 5%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
25 Points Total						
Strand I: Teaching For Learning Ed Yes! Performance Indicators	5.8/7	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 7 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
Strand II: Leadership Ed Yes! Performance Indicators	5.8/7	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 7 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 5.8 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 4.6 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
Strand III: Personnel & Professional Learning Ed Yes! Performance Indicators	3/4	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 4 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 3 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
Strand IV: School & Community Relations Ed Yes! Performance Indicators	2/2	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 1.5 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1.0 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Strand V: Data & Informational Management Ed Yes! Performance Indicators	2/3	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! 3 Points	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! 2 Points	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! 1 Points	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! 0 Points	
School Improvement Plan Ed Yes! Performance Indicators	2/2		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. 2 Points		There is a school improvement plan, but it lacks several of the key components required by the State. 0 Points	
Total Points Earned	20.6/25					

Financial Viability

Percentage of Points: 15%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
75 Points Total		10 Points	8.4 Points	7.2 Points	0 Points	
Budget Development		Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process	Budget development appears on a regular Board meeting agenda at least once annually prior to the annual budget hearing	Budget development is discussed in passing at a regular Board meeting, but no action is taken to provide full Board input into the budget building process	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	7.2/10					
		It appears that the improvement of student achievement is the primary determinant of the allocation of financial resources	It appears that student achievement is a consideration in the allocation of financial resources	It appears that some consideration is given to student achievement when developing the budget and determining financial resources	It appears that there is little or no evidence that student achievement is the main consideration when allocating financial resources	
	7.2/10					
		The Board of Directors designs its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors assures that some consideration is given to specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors is involved in establishing some budget assumptions based upon policies and procedures	There is little or no evidence that the Board of Directors bases its decisions on the concept of budget assumptions	
	0/10					
		Every member of the Board receives monthly financial statements prior to each regularly-scheduled meeting and the person who prepared the statements is at the meeting and is available for questions	Every member of the Board receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting	Only the Treasurer of the Board of Directors receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings	
	8.4/10					

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	7.2/10	The Board reviews and approves its up-to-date financial report on not less than a monthly basis 10 Points	The Board reviews and approves its up-to-date financial reports on at least a bi-monthly basis 8.4 Points	The Board reviews and approves financial reports that are not always up-to-date in an irregular fashion 7.2 Points	The Board does not review or approve its financial reports and they are often out-of-date 0 Points	
Audit/Fund Balances	9/9	The Board of Directors requests RFP's for external auditing services every three (3) years 9 Points	The Board of Directors employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees 7.5 Points		The Board of Directors does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees 0 Points	
	5.7/8	The Board of Directors appears to have a significant role in establishing and implementing policies and procedures that drive the financial future of the academy 8 Points	The Board of Directors appears to hold its administrative staff and educational service provider (as appropriate) accountable for maintaining an adequate fund balance 6.7 Points	The Board of Directors appears to monitor the academy's expenditures but appears to have a minor part in the decision-making process 5.7 Points	The Board of Directors does not appear to closely monitor financial spending patterns or seem to have a financial plan for the academy 0 Points	
	4.4/5		Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with stakeholders during a public presentation 5 Points	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions 4.4 Points	Audit was not performed within specified timeframe and was not shared with stakeholders in a timely manner 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3/3		The Academy's audit was unqualified with no reportable conditions 3 Points	The Academy's audit was unqualified with some reportable conditions 1 Point	The Academy's audit was qualified with a management letter and board response 0 Points	
Total Points Earned	52.1/75					

Governance

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total		8 Points	6.7 Points	5.7 Points	0	
Leadership						
	6.7/8	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents	The Board of Directors has all relevant policies in place in accordance with State and federal laws demonstrates some familiarity with them	The Board of Directors has all relevant policies in place in accordance with State and federal law but are 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	
	0/8	The Board of Directors has an active candidate pool with two (2) applications for every anticipated vacancy (i.e., staggered terms of two years)	The Board of Directors actively solicits applications for its candidate pool and has more than two (2) applications on file	The Board of Directors only solicits applications when it anticipates a vacancy	The Board of Directors has no active candidate pool and does not actively solicit applications	
	5.7/8	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement plan no less than annually. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a long-range plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it	The Board of Directors rarely updates or discusses its long-range plan and school improvement plan	The Board of Directors has no long-range strategic plan and the school improvement plan is in strong need of review and revision	
	5.7/8	The Board of Directors asks for, and receives, monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student-related issues, in general	The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6.7/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum 8 Points	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved 6.7 Points	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis 5.7 Points	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis 0 Points	
	3.6/5	The Board of Directors establishes its mission for the academy and is committed to communicating and achieving that mission 5 Points	The Board of Directors follows its mission to ensure that the academy is successful 4.2 Points	The Board of Directors has an established mission but members do not appear to be very familiar with it 3.6 Points	The Board of Directors does not appear to be governed by a shared mission for the academy 0 Points	
Professional Development	0/5	The Board of Directors establishes a line-item budget, and each member of the board actively participates in professional development activities at least annually 5 Points	The Board of Directors establishes a line-item budget for annual professional development activities and uses that budget 4.2 Points	One or two board members participate in one or two professional development activities per year 3.6 Points	There is little or no evidence that the Board of Directors spends any or all of its line-item allocation on professional development 0 Points	
Compliance Reporting (AOIS)	8.4/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years 10 Points	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years 8.4 Points	The school experiences 89%-76% reporting compliance for 1 of last 3 years 7.2 Points	The school experiences 75% or less reporting compliance 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Educational Contract Goal Performance	5.7/8	The school has clearly exceeded the majority of its contract goals 8 Points	The school has met its contract goals 6.7 Points	The school has made partial progress toward the contract goals 5.7 Points	The school has not successfully met any of its contract goals 0 Points	
Staff Certified and Highly Qualified	0/5		All staff are Certified and Highly Qualified 5 Points		Not all staff are Certified and Highly Qualified 0 Points	Recent staff changes has resulted in the academy being out of compliance
Administrator Continuing Education Credits	0/5		All Administrators meet CEU requirements 5 Points		Not all administrators meet CEU requirements 0 Points	The school leader has not met the requirement.
Special Education/504-Delivery of Services	5/5		The school'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. 5 Points	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. 4.1 Points	The school'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?	5/5	5 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by (ref. to code)?	3/3	3 Points			0 Points	
The board is in compliance with the Open Meetings Act?	3/3	3 Points			0 Points	
The board is in compliance with the yearly audit requirement?	3/3	3 Points			0 Points	
The board timely posts notices of its annual meeting schedule and all regular and special meetings?	3/3	3 Points			0 Points	
Total Points Earned	64.5/100					

School Culture

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
100 Points Total						
Safe & Orderly Environment	3.5/7.5		All academy staff members and the Board work together to create a safe and orderly academic environment that is conducive to learning and meeting stated behavioral expectations 7.5 Points	The academy has stated behavioral expectations for students but they are not consistently reinforced by the Board and all staff 3.5 Points	Little or no evidence exists that the academy has established a clear set of behavioral expectations or that the any existing expectations are consistently reinforced 0 Points	
	3.5/7.5	Staff members report that they spend minimal instruction time on discipline and express that their efforts at maintaining an orderly classroom environment are supported by the school administration. 7.5 Points	All staff members consistently demonstrate that they share responsibility for student discipline and both adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school 5.5 Points	All staff members do not consistently demonstrate that they share responsibility for student discipline and both adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school 3.5 Points	Little or no evidence staff members demonstrate that they share responsibility for student discipline. Both adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Staff Stability	7/7		There has been insignificant building administrator turnover (fewer than 3 in the past 5 years) 7 Points		There has been significant building administrator turnover (more than 3 in the past 5 years) 0 Points	
	7/7		Less than 40% of the teaching staff have turned over during the past 5 years 7 Points		More than 40% of the teaching staff have turned over during the past 5 years 0 Points	
Site and Facilities	0/10	The physical condition of the classrooms, hallways, and grounds are exceptionally inviting, attractive, clean, and well maintained and conducive to safety 10 Points	Interior and exterior of building is inviting, attractive, clean, and well-maintained and conducive to safety 8.4 Points	The physical condition of the classrooms and hallways is not always inviting, attractive, clean, or well-maintained or conducive to safety 7.2 Points	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety 0 Points	Some classrooms were acceptable. Overall, the facility is not in condition and poorly maintained. Several safety issues were noted. See Attachment
	5/10		All emergency systems are operational, well-maintained, and inspected on a regular basis 10 Points	Some emergency systems are in working order and are inspected on a routine basis 5 Points	Little or no evidence that emergency systems are working and inspected on a regular basis 0 Points	Gym Emergency light broken. SW hallway exit doors broken. SE hallway door panic bar inoperative.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		All hazardous chemicals and cleaners are properly labeled and safely secured 8 Points	All hazardous chemicals and cleaners are properly labeled but are not always safely secured 4 Points	Few hazardous chemicals and cleaners are properly labeled nor safely secured 0 Points	
	6.7/8	All areas in the academy are well ventilated and heated and are conducive to working/learning situations 8 Points	Most areas in the academy are well ventilated and heated and are conducive to working/learning situations 6.7 Points	Some areas in the academy are well ventilated and heated and are not conducive to working/learning situations 5.7 Points	Heating and ventilation seldom work and are not suitable for the educational environment 0 Points	
	5.7/8	Restrooms are cleaned on a daily basis and are exceptionally well-maintained 8 Points	Restrooms are cleaned on a daily basis and are generally well-maintained 6.7 Points	Restrooms and other public areas are not cleaned on a daily basis and are generally not well-maintained 5.7 Points	Restrooms and other public areas are not well-maintained and are generally unsatisfactory 0 Points	
	5.8/7	All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning 7 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning 5.8 Points	Some questionable lighting areas, several burned out tubes/bulbs. Lighting is generally poor and not conducive to teaching and learning in classrooms and hallways 4.6 Points		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Parent/Family Involvement	5/5	The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural diversity of its population 5 Points	The school uses several strategies to facilitate communication with its parents/families 4.2 Points	The primary focus of school communication is one-way from the school to the parents/families 3.6 Points	No evidence of a formalized communication strategy with parents and families 0 Points	
	5/5	Parents are actively engaged in meaningful academic and/or social activities with the academy as evidenced by high participation in those activities 5 Points	The school has an organized volunteer program that includes the recruitment of additional volunteers for various activities. 4.2 Points	Volunteer opportunities are limited to a few active parents, primarily through the parent/teacher organization 3.6 Points	Little or no evidence to suggest that parents have active involvement in academic and/or social activities 0 Points	
Community Involvement	5/5	A variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. 5 Points	The school uses several strategies to communicate with the diverse populations within the community. Some attempts are made to assess the quality and impact of the school's communication with the community 4.2 Points	The school employs a basic strategy of one-way communication with the community. Any additional contacts that occur are the result of individual staff initiative. 3.6 Points	The school has no organized system in place to communicate with and receive feedback from the community. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5	The school has established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. Services provided by community agencies are culturally and linguistically appropriate 5 Points	The school has established connections with some community agencies and businesses which provide services and treatment as well as prevention and early intervention 4.2 Points	Student and family access to community agencies is focused on services and treatment and is available on an “as needed basis”. Community agency support to families and students is focused on services and treatment. 3.6 Points	The school provides mandated supports in health and social services. Any additional support is referred to outside agencies. 0 Points	
Total Points Earned	72.2/100					

NORTHRIDGE ACADEMY

BOARD INTERVIEW SUMMARY

November 15-16, 2007

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

1. What are you most proud of at Northridge Academy?

- Leadership at the school
- Teachers seem to have children's best interest at heart
- Board members are interested in school
- Teachers have students at heart
- High expectations of students by teachers based on word in the community
- Building appearance and condition has improved
- Teaching staff commitment to teaching each child
- Believe that parents send children here because it is better than what they had
- The hard work of administration and staff in developing and nurturing students
- They accept the challenges in the face of the demographics
- Hard work of administration and staff to try to make this a viable educational organization even in difficult environment
- They don't give up
- Hard work that Dr. Burtley, Mrs. Light and staff do to nurture and develop children
- Never back down from challenges presented even in face of low test scores and not making AYP
- Teachers have patience and want kids to learn
- Teachers expect kids to do their best
- Parents tell me this; have a grandson here; I visit classrooms; we work with all kids - even troubled ones
- School leader really wants kids to do well
- The Leona Group does a good job running the schools

2. *What could be improved?*

- Everything can be improved - discipline, delivery, supplies
- Compliance on time issue
- Student achievement - Leona Group responsible?
- We are not up to par
- Much remedial work has to be done
- If you believe you can't improve you won't. Student achievement must improve
- Board has to obtain more training and become better stewards of the organization - needs to participate in Board Development
- Would like a more modern 21st century facility, given the environment (i.e., building has negative effect on environment)
- Better building will attract stronger achievers who will influence struggling students
- Environment of destitution - discouraging for students to come to poor facilities
- Need a building that reflects what we are trying to achieve

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

- Yes
- 8 - 9, Dr. Burtley is very good at explaining
- Not all information given to the Board, i.e., technology status not revealed to Board
- We as a board need to ask more questions. We need to hear the bad along with the good
- Board needs to read the board packet and be prepared for each meeting
- A mixed bag
- Board needs to get more involved
- Need to do a more studied review of material

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

- All members are interested in seeing students achieve
- Board could be more assertive i.e. an active partner
- Being in-the-know about processes

- Academic information seems adequate but Board needs to ask more questions
- Put a lot of work into the school improvement plan
- Not many teachers come in to present to the Board

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

- Creating an environment for student growth
- Got district involved in the budget to save funds; involved in building maintenance i.e. bathroom repair (restrooms deplorable prior to repair)
- Revisited the lease agreement
- Can't quote mission statement verbatim but general idea seems to be promote learning and nurturing of our children
- Oversight of the Board must be to ensure The Leona Group carries out the mission

6. How do you determine the allocation of funds?

- We react to a budget we are presented by administration based on past history of expenditures
- Board needs to have budget workshops to better understand the allocation of funds
- Need to determine if allocation is based in part on advancing student achievement
- Board assumes administration has allocated funds to meet school improvement goals
- Board needs to become more involved in budget assumptions - have budget workshops prior to the budget presentation
- Should emphasize priorities of academics more, have more staff for kids. How are priorities set?
- Question budget - on professional development
- Could have more information from The Leona Group

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

- Really need to work in this area - ex., facilities
- Where are these discussed?
- Board will have a retreat
- Need transportation

- Need to work on compliance
- Not much discussion at board meetings
- Need to hold some strategic planning sessions
- We do not have a strategic plan that the Board is aware of, i.e., no future projections about growth, student achievement. Board needs to advance in this area.
- Budget training needed
- We need a 5-10 year vision
- We have a lot of work to do as a board
- Best reward: sense of hands-on nurturing for children, fulfillment to be part of solution
- Biggest frustration: people trying to rise out of poverty

8. *Anything for our attention?*

- Smaller school, smaller class size, atmosphere in classroom more positive
- Teacher salaries more competitive
- I like the fact that Ferris State University does not accept mediocrity

NORTHRIDGE ACADEMY

ADMINISTRATIVE INTERVIEW SUMMARY

November 15-16, 2007

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

1. What are you most proud of at Northridge Academy?

- Family atmosphere
- Try to teach what is right
- Teachers tutor students who have left
- Relationship of staff to students going beyond expected
- Teachers purchase uniforms for students, help with money for field trips
- Students want to be here
- Students come back to visit
- Climate of staff collaboration
- Intense training among staff on personality types (DiSC survey) and how to support one another
- Curriculum and instructional program - becoming data-driven in instruction
- Staff is enthusiastic, energized
- Revised school improvement plan shows what we have done
- Dr. Bryant is the Phase 3 coach and he presented the in-service on Professional Learning Communities

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

- Making sure teachers have embraced new curriculum (KC-4)
- Delta Science - hands on
- Creating a culture for learning - behavior issues, home vs. school expectations
- Understanding of vision and mission

- Writing contest on mission, professional learning communities
- Being sure children are learning what is expected in the curriculum
- To apply the affirmation of the school to real life
- Need more parental support and involvement
- Family game nights (games in math/ELA)

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

- Culture for learning - not there yet
- Climate is improving. Pride - what is it? Self respect, personal appearance--dress appropriately
- Teachers have taken ownership, provide consequences
- Respect for authority, teachers, other students
- Calmer
- Staff doesn't get the support from parents
- Shared decision making has made a difference
- SCANTRON data is used to drive instruction
- Consistent message from staff is transferred to students

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

- Direct instruction
- Proximity
- Good reputation with parents of special education students
- Strict discipline
- Atmosphere better in classrooms in charter schools than in [regular] public schools
- K-8 school not intermingled with high school kids

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

- Better site (facility)
- Transportation for students

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

- Parents find the school convenient
- Good reputation with parents of special education students

7. *Anything for our attention?*

8. *Questions for the interviewer?*

NORTHRIDGE ACADEMY

STAFF INTERVIEW SUMMARY

November 15-16, 2007

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

1. What are you most proud of at Northridge Academy?

- When the light bulb comes on and children “get it.”
- Students are eager to learn
- Parents really care and want their children to get the best education
- Things we do to reach out to parents (i.e., Family Game Nights, Love and Logic)
- Curriculum work and how the staff has come together
- Staff is supportive of one another
- DISC helped staff cohesiveness
- LRE aids are effective with special needs kids
- After School programs are volunteer
- Proud of student success in light of the support from administration
- Little to NO prep time - staff is working at team building and making progress
- Have tools I need to do the job
- Open door policy of our boss and his ambition to procure needed resources
- Middle school kids are much better this year
- Teachers raised the bar for kids in discipline
- Much more consistent as teachers
- The work that 8th grade boys have done
- The success that we have had in spite of not good support

2. *What could be improved?*

- Books - no math or reading books
- Have to copy materials every day
- Just got the library up and running
- No reproducible
- KC4 helps with common language
- DIBELS helps some
- Assessments do not always reflect true achievement to parents
- Kids need the focus and consistency of the routine provided by classroom texts

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

- 7, sometimes older kids bring culture down
- Same through the years
- Parents ran into and pushed by older students.
- 7, discipline is a problem
- Not enough support from office
- Not always safe for kids
- Need to adopt a zero tolerance policy
- Need more consistency
- 6, no consequences for bad behavior
- Varies, some days highest would be 8 while lowest could be a 3 due to classroom management issues
- Sometimes parents don't feel their kids are safe or that they are learning
- We are understaffed so we can't track kids
- Need to make kids accountable through their parents
- 6.5
- 6
- 6
- We don't do everything to make kids safe
- Justification for building condition

- We don't have building monitors
- How do we solve these problems?
- Parents need to be held accountable for their kids
- Constant changes - not all staff take ownership for total building needs

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"> • Not always • Had to face parent of out-of-control student alone • 60% • Varies - some yes, some no • Elementary teachers need more planning time 	<ul style="list-style-type: none"> • Never seen board members • Don't know • No interaction • Don't show up for a graduation or other activities need to provide more resources • Yes, better this year • Not all get down and dirty with me to make sure kids succeed 	<ul style="list-style-type: none"> • Good • People care about what you're doing • Yes • Better now - more connections • Yes for Dr. Burtley • More than anyone else 	<ul style="list-style-type: none"> • Yes, in general • Yes • 10% • 70% • The Leona Group is more interested in opening new schools • 2 Responses, Yes a lot of support • 10 Responses, not as much • NO! • PTC turnout is low • Elementary is better

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

- No athletics
- Good curriculum, caring staff and academics, but violence is a drawback
- No
- No extra-curricular activities such as music, band, sports, art, plays
- If we had those things and academics currently, maybe
- My daughter wasn't being challenged, so I took her out
- Overall school is a good school
- Don't want to see kids dragged down - smart kids don't make it
- Need more support to meet differentiated needs
- Kids need more stability
- We have no technology, no extracurricular activities, not enough resources
- Most students are not at grade level, other students will fall behind
- Need more academic resources to meet the needs of the advanced students

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 pay, low compared to teachers in other Flint schools; compensation for investment low by comparison; based on what we have spent on our education
- (3-Responses), More planning time
- More autonomy
- More recognition for teaching above and beyond the call of duty

7. *Anything else for our attention?*

- We need to have more unity and support for each other
- Student and teacher recognition day
- Classes are over-loaded
- Ms. Anthony works really hard for us on Curriculum and Instruction issues; she raised the bar for us, but gives us the tools we need
- FSU doesn't get the true picture of the academy during its visits
- We have a really strong staff with a burning desire to teach
- If we fix some of the concerns, it will be even better
- Need more consistency in discipline
- No student recognition program - it went away
- Classroom size is an issue
- Classes are overloaded
- We're on the right track
- We need to have more unity and support for each other

NORTHRIDGE ACADEMY

PARENT INTERVIEW SUMMARY

November 15-16, 2007

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

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

- Alternative to public schools
- Close to home
- Does not trust the public schools due to violence
- Don't like city schools; lots of disrespect and violence

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

- Security inside and outside of building
- 10 - children are happy
- Teachers are tending to child
- Teachers are friendly
- Safe
- 9 - culture
- 7 - student behavior
- 10 - climate
- 9 - 10: teachers are friendly, trying their best
- 7 - kids run through halls, language issues

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

- Right on top of one issue
- Appears to respond to parents' needs
- 2nd board meeting attended was good
- Kids need more activities

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

- No complaints
- Not enough activities for son
- Kids don't complain

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

- Children are really happy
- Kindergarten likes the teachers; enjoys everything - teachers and school
- Third-grader wants more activities, boy scouts, like offered at other academies

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

- Yes
- ADHD son calmed down and improved in reading
- Daughter learning more here
- Well satisfied

7. *Anything for our attention?*

- It has been a great benefit to my family - social worker available and contacted parent following an issue in class
- All is good - no concerns
- Would like to see more parents involved
- Don't see much parental involvement

8. *Questions for the interviewer.*

NORTHRIDGE ACADEMY

STUDENT INTERVIEW SUMMARY

November 15-16, 2007

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

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

Elementary

Math (3)
Science (1)
Gym (2)
Dancing (after school)
Social studies
Spelling (bee in classroom)

Secondary

Study Island - fun and rewards. Helps me to learn math.
Science/Math-- teachers explain it well.

2. Do you feel that overall; the adults here at Northridge Academy are fair to students?

Elementary

Yes, silly sometimes to make us feel better
Teach fairly
Treat you good when you're nice to them
They're fair to everyone
Keep working with you until you get it

Secondary

Sometimes treated unfairly
Don't treat unfairly
Help get homework down
Some are ok - some need to relax a bit
Teachers are fair in my eyes [but not everyone felt that way]
Yes, teach us responsibility
Know it's for our own futures
We're growing under Dr. Burtley
Students can accomplish more

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

Elementary

4-Responses, 10
Protected
Tired - because get up early
Bored when done w/ math
Feel safe
Have friends

Secondary

2-Responses, 6/7
2-Responses, 8
9
10
Not a lot (safe)
Sometimes
Broken windows
Nothing bad during school day
Still have growing to do, but a lot better than it used to be

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

Elementary

Decorated walls
Football field
Gym fixed up
Basketball hoop fixed
No, not even the rules
Fix up outer park
Fix trash can on playground
Someplace to play until parents come

Secondary

New school - too old
Don't want to be here
Transportation to another school
Nothing
Dress codes (no uniforms)

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

Elementary

Just about right
Too easy (1)
Sometimes some classmates don't act right
Help getting ready for next grade

Secondary

Most are challenging (about right)
Not enough discipline in classroom
Need a class for gifted students
Good place - everyone is on about the same level
I like to be challenged

6. *Would or do you recommend Northridge 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

Yes recommend (2) friends
Yes, because I want them to learn like me.
Yes, they teach me a lot
Might check out another one to see if it's better

Secondary

No [recommend to others?]
They can't handle the kids they have
Discipline has gotten better
Yes, wholeheartedly, because of the teachers
Yes, it's a good school, builds self esteem
All would continue to go here

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

Elementary

Teachers teach you a lot
It's good and it's nice
Neat place

Secondary

It's rough. Hard to get along with kids, but it is good classes, (3) teachers
Educational, growth, awesome, great, easy to catch on, happy
fun, helpful, caring, excellent

8. *Anything for our attention?*

Elementary

Everything is good

Secondary

Would like more extra activities (track, art, music, dance team)