



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

February 26, 2014

MEMORANDUM

TO: Michigan State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of the 2012-2013 Strict Discipline Academies Report to the Legislature

The Michigan Department of Education (MDE) has completed the annual report of Strict Discipline Academies (SDAs) indicated in Section 1311(c) requiring the State Board of Education to provide the House and Senate Committees on Education with a report evaluating whether SDAs are fulfilling the purposes specified in Section 511(1) of the code.

The MDE has provided as comprehensive an analysis as possible, given its current statutory authority and the available data. The research suggests that some students in SDAs show learning gains, but the significance of those gains is not generally quantifiable. Some students also show academic loss, and the significance of that data is not quantifiable either. SDAs use innovative teaching techniques and professional development but it is not clear how these practices compare to those in traditional (i.e., non-SDA) schools. SDAs appear to be in the early stages of developing behavior assessment protocols and using that data as an evaluative measure.

Given the lack of consistent data for comparison, firm quantitatively-derived conclusions about whether the purpose and intent of this portion of state law is being met by the Michigan SDAs may not be possible.

It is recommended that the State Board of Education approve the 2012-2013 Strict Discipline Academies Report to the Legislature, and direct staff to forward the report to the Legislature.

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February 2014

2012-2013 State Board of Education Report to the Legislature

Strict Discipline Academies

Office of Education Improvement & Innovation
Public School Academies Unit



State Board of Education
Report to the Legislature
Strict Discipline Academies

Michigan's Strict Discipline Academies

Michigan's Strict Discipline Academies (SDAs) serve a student population that differs from traditional schools. Students who attend SDAs have been referred by the court system or have been expelled and/or suspended from the regular educational setting or enrolled as required by an Individualized Education Plan (IEP). A quality SDA provides options for students who might otherwise be left in the community with no educational plan or opportunity. Currently, there are 25 SDA campuses in Michigan, representing 19 Public School Academies (PSAs) districts, up from 19 campuses and 11 districts in 2011-12.

The amount of time each student is enrolled in a SDA varies widely. Schools that serve adjudicated students have no control over when a student exits its program. The majority of students may be in a SDA for a short period of time (defined here as less than 90 days). In many cases, judicial decisions by the judges or court designees are the sole factors dictating students' continuation with the program.

History and Purpose of this Report

Strict Discipline Academies are established in statute, primarily Section 380.1311 of the Revised School Code, Act 451 of 1979, as amended. Section 1311(c) requires the State Board of Education (SBE) to provide the House and Senate Committees on Education with a report evaluating whether SDAs are fulfilling the purposes specified in Section 511(1) of the code. Those purposes are:

- (a) To improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment.
- (b) To stimulate innovative teaching methods.
- (c) To create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level.
- (d) To achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level.
- (e) To provide parents and pupils with greater choices among public schools, both within and outside their existing school districts.
- (f) To determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.

Section 380.1311(c) also requires that the report contain each SDAs mission statement, attendance, academic, and dropout data, financial stability projections and information related to supervisory visits by the authorizing body. Although SBE reporting requirements for SDAs are set forth in statute, there are no statutory provisions requiring schools to provide the SBE with Michigan Education Assessment Program (MEAP) or Michigan Merit Examination (MME) data for groups/subgroups of students of less than 10. In addition, data for students who attend less than a full academic year (a complete school year from September

through June) tracks back to the school district of origin, and does not represent instruction in the SDA.

There are no statutory requirements that SDAs provide the SBE with data from local assessments either. However, each of the SDAs responded to the Michigan Department of Education's (MDEs) inquiry and provided data in varying formats. Given the fluctuating nature of their student populations, it makes much more sense to use measures of student growth rather than measures of achievement in reporting on SDA academics. Academic growth is derived by comparing initial assessment scores to reassessment scores. In the case of SDAs serving adjudicated youth, it may be difficult to obtain student growth data because a) students have not enrolled for a sufficient length of time for reassessment scores to be valid; or b) students are ordered to be released before a reassessment has been administered. Regardless of the special circumstances, the state still expects these schools to demonstrate accountability as is required for all Michigan schools. This report will address the SBEs reporting requirements to the extent possible given the data available.

Summary of Findings

Because most SDAs enroll very few students for an extended amount of time, there is limited data for quantitative analysis. As relates to the original purposes for the establishment of SDAs, the information gathered shows:

- Some students in some SDAs show learning gains and some show losses, but the lack of systematic and consistent methodology for data collection makes it difficult, if not impossible, to compare SDAs with each other, with other alternative education programs, and with traditional schools.
- SDAs vary widely in their approaches to addressing student emotional and behavioral challenges. SDAs have started to craft systems for measuring outcomes and efficacy of their non-academic programming, and information about those systems is included in this report. As several SDAs commented, there is no systematic way of capturing information on exit paths when students leave SDAs.
- Students rarely stay in SDAs long enough to form a cohort for purposes of measuring graduation and dropout rates using the state's accepted cohort method. Comparisons with each other, with other alternative education programs, and with traditional schools are difficult.
- SDAs engage in innovative teaching methods including, but not limited to, differentiated instruction; credit recovery; online programs for mathematics and English Language Arts; data driven instruction; and individualized instruction with a Personal Education Plan for every student. Without additional study and data gathering, it is not possible to objectively compare

the rate at which these innovations are demonstrated in other alternative education environments and in traditional school programs.

- A variety of innovative professional development opportunities are available to SDA staff including shared leadership roles; professional learning communities; and access to online modules. Without additional study and data gathering, it is not possible to objectively compare the rate at which these opportunities are available to teachers in other alternative education environments and in traditional school programs.
- Authorizer supervisory practices and systems for documenting site visits vary widely. It is not possible to conduct a meaningful analysis, as not all authorizers responded to the MDEs request for information.
- SDA general fund balances from 2011-2012 ranged from approximately \$0 to \$1.1 million. No SDA has run a deficit balance for three consecutive years.

Methodology

To gather data for this report the MDEs Public School Academies Unit sent a questionnaire to the SDAs directly and another to the authorizers. We asked schools to identify students who were present less than 90 days and more than 90 days, and identify the measures used to test reading and math skill levels. We also asked about behavioral measures, innovative teaching techniques, options for professional development for teachers, and exit paths for students when they leave the school. For students in the school more than 90 days, we expected schools would be able to provide a measure of academic growth and behavioral changes. Authorizers were asked to provide information on the number of visits to the schools, the nature of the visits, and whether schools received feedback from those visits.

The state collects data on SDAs through the Center for Educational Performance and Information (CEPI) and the MDE. Because of the student turnover in the SDAs, the student count doesn't reflect the total number of students who pass through an SDA in a year's time. There are not a sufficient number of students taking MEAP, MME, or even graduating from high school for there to be much information in the state data system. SDAs are not included on the state's Top to Bottom ranking system. They do, however, receive a score on the Accountability Scorecard.

The Accountability Scorecard report shows federally required school and district accountability ratings under the No Child Left Behind Act of 2001 (NCLB). The new Michigan School Accountability Scorecards incorporate up to five components: student participation on MEAP or MME; student proficiency on MEAP or MME; student graduation or attendance rates; educator effectiveness label reporting and teacher/student data link reporting rates; School Improvement Plan reporting and school diagnostic reporting. The data are important because they represent the official determination of school status. Scorecards use a color coding system; in

order of highest color to lowest, they are: Green, Lime, Yellow, Orange, and Red. SDAs received yellow, orange or red scorecards. Yellow means a school attained at least 60 percent but less than 70 percent of possible points; orange means a school attained at least 50 percent but less than 60 percent of possible points; red means a school attained less than 50 percent of possible points.

The following schools opened new campuses in 2012-13: Wolverine Academy - Lenox Site and Outer Site; Capstone Academy - South Campus; Lighthouse Academy - The Haven, North Campus, St. Johns and Waalkes; and Alternative Path Academy. New campuses opening in the fall of 2013 are Deer Trail Academy, Lakeside; and Capstone Academy - North Campus. Table 1 includes demographic and accountability data for the 2012-13 school year. Schools without data are new in 2013-14.

TABLE 1: DEMOGRAPHICS OF MICHIGAN’S STRICT DISCIPLINE ACADEMIES, 2012-13

| Strict Discipline Academy Campuses | Authorizer | Geographic LEA District | Entity Actual Grades | Total Enrollment | African American | Hispanic | White | Other Races and Multi-racial | % students receiving FRL | Scorecard Color | Areas For Improvement |
|--|---------------------------------|-------------------------|-------------------------------|------------------|------------------|----------|-------|------------------------------|--------------------------|-----------------|---|
| ACE Academy (SDA) - Lincoln Center | CMU | Highland Park | 6,7,8,9,10,11,12 | 132 | 80% | 3% | 17% | 1% | 100% | RED | Proficiency-All-Red |
| Alternative Path Academy | Genesee ISD | Flint | 6,7,8,9 | 19 | 74% | 0% | 11% | 16% | 100% | | |
| Blanche Kelso Bruce Academy - St. Thomas Site | Wayne RESA | Detroit | 5,6,7,8,9,10,11,12 | 10 | 100% | 0% | 0% | 0% | 90% | ORANGE | Proficiency-All-Red |
| Blanche Kelso Bruce Academy - West (Cecil Site) | Wayne RESA | Detroit | 5,6,7,8,9,10,11,12 | 69 | 90% | 9% | 0% | 1% | 100% | RED | Proficiency-All-Red |
| Blanche Kelso Bruce Academy-Connor | Wayne RESA | Detroit | 5,6,7,8,9,10,11,12 | 94 | 98% | 0% | 2% | 0% | 100% | RED | Proficiency-All-Red |
| Blanche Kelso Bruce Academy-DePaul | Wayne RESA | Detroit | 5,6,7,8,9,10,11,12 | 19 | 100% | 0% | 0% | 0% | 100% | RED | Proficiency-All-Red |
| Blanche Kelso Bruce Academy-St. Antoine | Wayne RESA | Detroit | 5,6,7,8,9,10,11,12 | 104 | 92% | 2% | 6% | 0% | 100% | RED | Participation-All-Red, Participation-Subgroup-Red |
| Blue Water Learning Academy | St. Clair County RESA | Algonac | 7,8,9,10,11,12 | 33 | 3% | 0% | 91% | 6% | 64% | YELLOW | Proficiency-All-Red |
| Capstone Academy Charter School (SDA) - North Campus | Detroit City School District | Detroit | 4,5,6,7,8,9,10,11,12 | | | | | | | | |
| Capstone Academy Charter School (SDA) - South Campus | Detroit City School District | Detroit | 4,5,6,7,8,9,10,11,12 | 86 | 83% | 6% | 12% | 0% | 99% | ORANGE | Participation-All-Red, Participation-Subgroup-Red |
| Clara B. Ford Academy (SDA) | FSU | Dearborn | 5,6,7,8,9,10,11,12 | 158 | 65% | 6% | 24% | 5% | 100% | RED | Proficiency-All-Red |
| Deer Trail Academy (SDA) | CMU | Oxford | 5,6,7,8,9,10,11,12 | | | | | | | | |
| Lakeside Charter School | Kalamazoo RESA | Kalamazoo | 4,5,6,7,8,9,10,11,12 | | | | | | | | |
| Lighthouse Academy | FSU | Kentwood | KG,1,2,3,4,5,6,7,8,9,10,11,12 | 148 | 41% | 11% | 43% | 6% | 84% | RED | Proficiency-All-Red |
| Lighthouse Academy - The Haven | FSU | Grand Rapids | 3,4,5,6,7,8,9,10,11,12 | 9 | 67% | 11% | 11% | 11% | 100% | | |
| Lighthouse Academy-North Campus | FSU | Grand Rapids | 3,4,5,6,7,8,9,10,11,12 | 90 | 63% | 18% | 12% | 7% | 92% | RED | Participation-All-Red, Participation-Subgroup-Red |
| Lighthouse Academy-St. Johns | FSU | Grand Rapids | KG,1,2,3,4,5,6,7,8,9,10,11,12 | 8 | 25% | 0% | 75% | 0% | 100% | | |
| Lighthouse Academy-Waalkes | FSU | Grand Rapids | 3,4,5,6,7,8,9,10,11,12 | 47 | 60% | 17% | 21% | 2% | 100% | | |
| Outlook Academy | Allegan Area ESA | Allegan | 6,7,8,9,10,11,12 | 12 | 0% | 0% | 100% | 0% | 42% | YELLOW | Proficiency-All-Red |
| Outlook Academy - Youth Home Campus | Allegan Area ESA | Allegan | 5,6,7,8,9,10,11,12 | 23 | 4% | 0% | 91% | 4% | 43% | ORANGE | Proficiency-All-Red |
| St. Clair County Intervention Academy | Port Huron Area School District | Port Huron | 6,7,8,9,10,11,12 | 65 | 15% | 0% | 82% | 3% | 98% | RED | Participation-All-Red, Participation-Subgroup-Red |
| Wolverine Academy (SDA) - Lenox Site | SVU | Detroit | 6,7,8,9,10,11,12 | 29 | 100% | 0% | 0% | 0% | 48% | | |
| Wolverine Academy (SDA) - Outer Site | SVU | Saginaw | 6,7,8,9,10,11,12 | 97 | 46% | 1% | 46% | 6% | 23% | YELLOW | Participation-All-Red |
| Youth Advancement Academy | Kalamazoo RESA | Kalamazoo | 9,10,11,12 | 42 | 71% | 5% | 14% | 10% | 74% | ORANGE | Proficiency-All-Red |

Note that “official” enrollment figures do not reflect day-to-day student turnover in SDAs; most students attend an SDA for a short time. More than 1,000 students over a year may spend a limited period of time at one of the Blanche Kelso Bruce or Lighthouse sites. In urban SDAs, most students qualify for free and reduced price lunches. The scorecards show that many of the SDAs need to improve the MEAP/MME proficiency rates for all students or specified subgroups; several schools have to improve participation rates.

Length of Stay and Academic Measures

The schools were asked to provide a list of individual students (without names or identifiers), their length of stay, initial and exit reading and math scores, and the names of the tests. All of the SDAs provided the requested academic data in the

form of entrance and exit scores for reading and math. Eight SDAs opened in fall, 2013; they, therefore, had no growth data to report. There is no consistency among the assessments used or the way in which the scores were reported, so aggregating them for comparison is not possible. Because of the diversity of test instruments, we are unable to report the comparative significance of the gains or losses. The reported data is summarized in Table 2 below.

TABLE 2: EVIDENCE OF ACADEMIC GROWTH IN MICHIGAN’S SDAS

| SDA | Residential | Ages or Grades Served | Reading Assessments(s) | Math Assessments(s) | Evidence of Academic Growth* |
|-----------------------------|-------------------------------------|--|--|--|---|
| ACE Academy | Yes | 11-21 | Basic Achievement Skills Inventory (BASI) and NWEA MAP | Basic Achievement Skills Inventory (BASI) and NWEA MAP | The school met the Mission Specific Goal rating of 4 which requires that 71% of students demonstrate normal growth within the year. Of the students with scores for both pre and post tests in math, 3% showed growth in the Low Range, 80% showed normal growth, and 17% showed growth in the high range (+15 points). In reading, 0 showed growth in the Low Range, 92 in the normal range, and 8 showed growth in the high range. Student scores increased between 2011-12 and 2012-13 in both math and reading. |
| Alternative Path Academy | No | 6 th -9 th grade | Scantron | Scantron | Of the 35 students, in reading scores 11 showed gains and 24 showed no gain or losses. In math scores, 14 students showed gains and 21 showed either no gains or losses. |
| Blanche Kelso Bruce | 3 campuses – yes 3 campuses – no | 12-19 | Scantron | Scantron | Individual student data for 1540 students. Of the 302 students at BLK more than 30 days, only 11 students had pre and post test scores. Those students were at Conner. None of the other campuses had post-test scores, even if students had pretests. There is no evidence of academic growth. |
| Blue Water Learning Academy | No | 13-19 | Odyssey Ware ⁱ | Odyssey Ware | Individual student data was not provided. |
| Capstone Academy | Yes | 13-18 | NWEA MAP ⁱⁱ | NWEA MAP | Of 44 students tested, 22 students showed growth in reading; in math, 33 students improved. |
| Clara B. Ford Academy | Yes | Grades 5 – 12 | Scantron, ACCUCESS ⁱⁱⁱ | Scantron, ACCUCESS | Because most students are enrolled for short periods of time, and frequently released without the school being provided with prior knowledge, post assessments at the time of student discharge is impossible. Pre and post data from |

| SDA | Residential | Ages or Grades Served | Reading Assessments(s) | Math Assessments(s) | Evidence of Academic Growth* |
|--------------------------------|-------------|-----------------------|---|--|---|
| | | | | | teacher created assessments are used to identify student learning objectives and areas of content. |
| Lakeside Academy | Yes | 12-18 | AIMSWEB/EDPERFORM ANC and NWEA MAP ^{iv} | AIMSWEB/EDPERFORM ANC and NWEA MAP | The school is only in its 5 th month of operations and at this time, has no comparative data to report. |
| Lighthouse Academy | Yes | Grades 3 – 12 | Scantron and local interim assessments | Scantron and local interim assessments | 33 of 63 (52%) students made significant gains in reading between Fall and Spring testing. In math, 38 of 69 (55%) students made significant gains between Fall and Spring testing sessions. Students with over 15 absences were omitted. Lighthouse will use Measured Progress to create interim assessments next year. Student progress will be evaluated 5 times a year. |
| Outlook Academy | No | 12-18 | STAR ^v | Delta ^{vi} | In reading, 8 of 14 students improved their scores, 4 students remained the same, and 2 students had lower scores. In math, 9 of 14 students improved, 1 student remained the same, and 4 students had lower scores. More students made gains in 2012-13 than in the previous year. |
| St. Clair Intervention Academy | Yes | Grades 6 – 12 | STAR for middle school, TABE ^{vii} for high school | STAR for middle school, TABE for high school | None of the middle school students attended long enough for their test results to be meaningful. For high school students, in reading 16 students improved and 3 students remained the same, but two of these students were at the top score when they entered. In math, 14 students showed gains, and 5 had the same scores (with 3 of these students having the top score). No students declined. |
| Wolverine Academy | Yes | 13-20 | San Diego Quick | E2020 | Five students declined, 17 students remained the same, and 27 students improved with 19 of those students showing 2 or more years growth. 6 students exited unexpectedly and were unable to complete post tests. |
| Youth Advantage Academy | No | 14-18 | Renaissance Learning STAR administered quarterly | Renaissance Learning STAR administered quarterly | Of 41 students at the school over 90 days, 23 students improved in reading and 24 in math; 2 students stayed the same in reading and 3 in math. 13 students had lower scores in reading and 9 in math. 3 students were not tested in reading and 5 in math. |

Blanche Kelso Bruce (BKB) is the largest SDA in the state with multiple campuses. Three schools are community based: East Campus, also known as Conner campus; West Campus; and Catherine Ferguson Academy which serves pregnant and parenting teens. Three campuses are residential: DePaul Center, St. Thomas Center, and Wayne County Juvenile Detention Facility, that services students placed by the Wayne County Circuit Court (this program principally services pre-adjudicated youth, enrolling more than 2,000 students per academic year). Reading and math data was provided for students at Conner, DePaul, St. Thomas and BKB West. Table 3 shows the number of students pretested at BKB.

TABLE 3: STUDENTS TESTED AT BLANCHE KELSO BRUCE CAMPUSES WITH PRE AND POST TESTS

| BKB sites | Number of Students pretested | Number of days students attended | | | Submitted pre and post test scores |
|---------------------------|------------------------------|----------------------------------|-------|-----|------------------------------------|
| | | <30 | 31-90 | 90+ | |
| Total | 1545 | 1148 | 238 | 66 | 14 |
| Conner | 96 | 21 | 7 | 4 | 11 |
| DePaul | 11 | 4 | | | 1 |
| St Antoine | 1031 | 943 | 80 | 8 | 0 |
| St. Thomas | 11 | 2 | 5 | 3 | 2 |
| BKB - West | 82 | 36 | 22 | 3 | 0 |
| Catherine Ferguson | 314 | 142 | 124 | 48 | 0 |

For most BKB students the length of stay is not long enough to meet specifications for reliable retesting on Scantron. However for the 66 students attending 90 days or more, post-test data was only submitted for 14 students.

The average length of stay at Lighthouse also varies:

| | 2010-2011 | 2011-2012 | 2012-1013 |
|---|-----------|-----------|-----------|
| Total students served | 323 | 376 | 1240 |
| Students at the school for a full school year | 120 | 135 | 123 |
| Average residential length of stay at The Haven, St. John's, Wedgwood CS) | 213 days | 241 days | 182 days |

Other Assessment Tools used by the SDAs

Several SDAs submitted descriptions of the assessment tools they utilized in addition to the nationally normed tests listed above.

BKB uses the Discovery Program tests designed to assess student entry-level academic status and psychological status. Individual Learning Plans are maintained for each student identifying progress, student attendance, and student participation in internships and the development of quarterly exhibitions. BKB also uses Read 180 to assess and prescribe individualized reading support.

ACE Academy serves two different populations: treatment students whose average length is 12 months and detention students whose average stay is 3 weeks. ACE staff utilize a student-centered curriculum geared to meet the individual student needs. Math and ELA Enrichment assist students in refining basic skills in reading and mathematics. As part of the Response to Intervention Plan for the school, students utilize the Academy of Reading and Academy of Math to obtain remediation on specific skills. Student growth and path of study is guided through the use of Personal Education Path Plans (PEP Plans) created for each individual student.

Outlook listed a number of other programs to measure student progress: Galileo Reading and Math assessments, Delta Math, Woodcock Johnson III, Running Records, Class Removal Log, Bi-Weekly Progress Reports, Flynt Cooter Reading Assessment.

Youth Advancement Academy (YAA) administers tests quarterly instead of bi-yearly to get more accurate data in order to target student needs. Other assessments YAA uses are: Reading Plus Reading Appraisal Test; unit assessments; writing assessment are administered quarterly using 24pt rubric. Monthly attendance and discipline reports contribute to assessing students.

Alternative Path uses a differentiated instruction process for project-based learning and for math and ELA instruction. Students work on projects embedding the standards in their projects. Students upload their work to the computer software of Project Foundry; all assignments and portfolios are kept within this system. The Academy reports students use Study Island for credit recovery.

Lighthouse tracks students who have job skills training (either on-site at employment training programming, or at Kent Career Transition Skills Center, or at an off-site job each year.

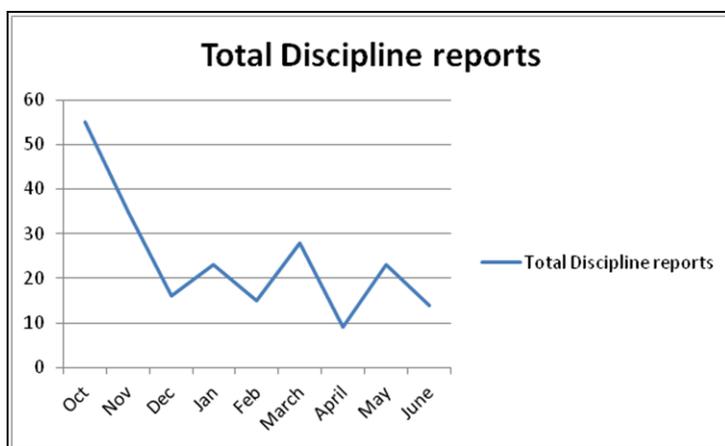
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- i OdysseyWare provides online curriculum and eLearning solutions for schools
 - ii Northwest Evaluation Association; Measures of Academic Progress (MAP) : adaptive tests of student growth and achievement in reading, math, and science
 - iii ACCUCESS is PLATO Learning’s online diagnostic formative assessment. Results are used to determine areas of instructional emphasis and focus.
 - iv Northwest Evaluation Association; Measures of Academic Progress (MAP) : adaptive tests of student growth and achievement in reading, math, and science
 - v STAR, Standardized Testing and Reporting, measures student achievement in reading and math and includes interventions.
 - vi DELTA is a local curriculum based assessment.
 - vii TABE: Test of Adult Basic Education, is a comprehensive assessment to assess the skills and knowledge of adult learners.

Behavioral and other assessment tools

Many students attending SDAs show a tendency toward having emotional and behavioral problems. SDAs must address these issues as well as academic subjects. Given the wide variety of behavioral approaches among the SDAs, a variety of qualitative information on their programs is available, but little in the way of quantitative analysis can be provided.

Alternative Path Academy in Flint provided a description of the challenges of a first year SDA and included data showing their progress during that year.

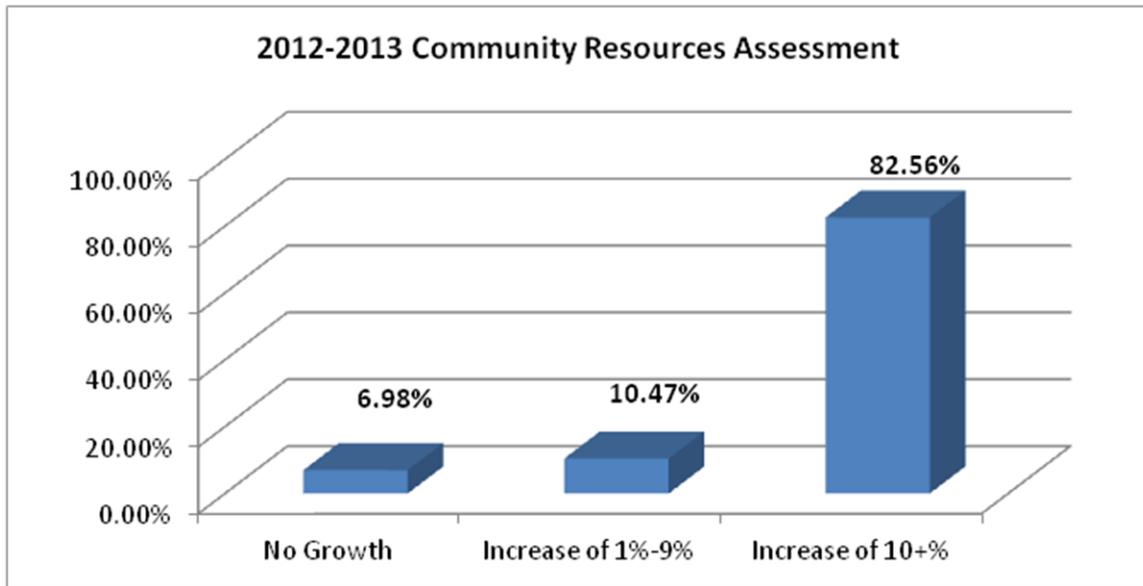
Alternative Path Academy opened in fall 2012 with 20 students. Throughout the school year other students from the Genesee Regional Detention Center and expelled youth from throughout Genesee County transferred to the school. "We were faced with many discipline issues including territorial disagreements, fighting, bullying, disrespect, and students having a hard time adjusting to rules at the school. However, as the school year progressed, as project-based learning was implemented many of the behavior issues subsided. When new students were introduced to our learning environment, we saw changes in their behavior and attitudes. We used conflict resolution staff to discuss behavioral issues with our students. We also provided a student discipline contract for students who were very incorrigible. Also some students were redirected to other placements such as juvenile facilities. This led to decreases in behavioral referrals."



BKB Academy reported a reduction in incident reports, although data was not provided.

Students at ACE are assessed when they enter and exit on their Community-based knowledge. ACE teachers believe that understanding specific community resources that are available to students upon release is critically important to reducing and preventing recidivism. Students take a pre and post-test, short-answer essay (created by the Academy based specifically on local community resources), to determine their areas of knowledge about community resources that are available

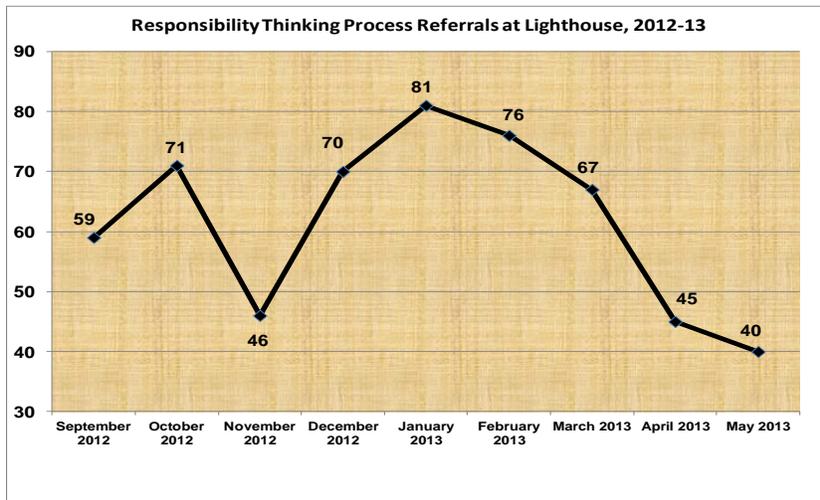
to them upon release. Community resource knowledge is scored against a teacher-created rubric. The school counselor and curriculum specialist have provided training to the staff in the use of the rubric when scoring, in order to ensure consistency. During the 2012-13 school year, 86 students completed the pre and post Community Resource Assessment.



82 percent of students increased their knowledge of community resources.

Students at ACE also take the Casey Life Skills Assessment, a free self-evaluation tool that assesses the behaviors and competencies for youth to achieve long term goals. These life skills include maintaining healthy relationships, work and study habits, daily living activities, and budgeting and paying bills. In 2012-2013, more students (52.43 percent) had an increase of 10+ percentage points on the Casey Life Skills Assessment Test than students in 2011-2012.

Lighthouse uses the CAFAS (Child and Adolescent Functional Assessment Scale) to determine if a student has improved in four domains by at least 30 points in the School and Social (Home, Community, and Behavior Toward Others). They also track student referrals to the Responsibility Thinking Center (RTC) every marking period or trimester. A record of student referrals was included in their report.



St. Clair County Intervention uses Rational Behavior Therapy – cognitive based, vocabulary assessment, math assessment, and writing samples.

Other Information

Several schools, including Alternative Path and BKB, have a Parent University program to provide resources to parents, as well as having regular meetings between parents and teachers. The Parent University encourages parents and guardians to more actively participate in their child’s education.

“Clara B Ford (CBF) staff recognizes that the emotional, psychological, and behavioral challenges displayed by the students negatively impact their ability to learn and succeed academically.” The CBF discipline system emphasizes preventing discipline issues through teaching students self-regulation skills and social skills that can help them control their emotions, make more responsible choices, and get along with others. Embedded in CBF’s system are the philosophies and theories of four researched-based programs: *The Heart of Teaching and Learning: Compassion, Resiliency, and Academic Success (HTL)* is an intervention designed to increase trauma-informed practices in education settings. *Smart Character Choices* “is a character education program grounded in the belief that behavior is guided by one’s personal actions and thoughts not by fate, luck, or other external circumstances.” *Transition to Independence Model (TIP)* facilitates a student’s movement towards greater self-efficiency and successful achievement of their goals. *Lezotte’s Correlates for Effective Schools* places an increased emphasis on the presence of certain desirable behaviors.

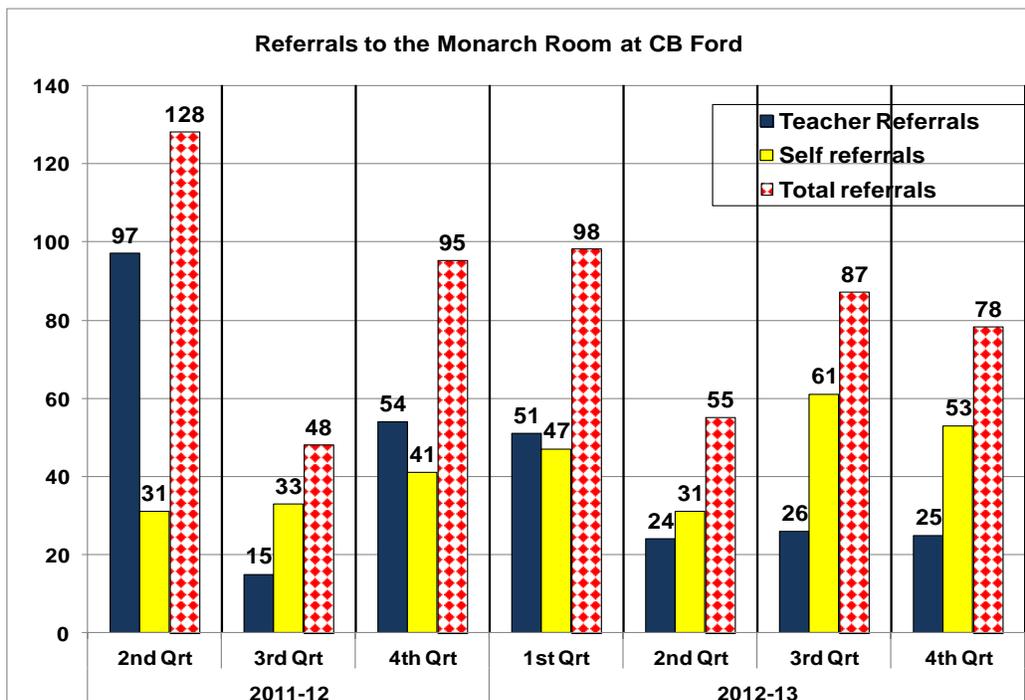
Clara B Ford’s *Monarch Room (MR)* is designed to provide positive, nurturing support to students while attending school. It serves as a natural alternative to the traditional form of discipline—suspensions. In the classroom, when a student’s behavior escalates to the point of interfering with the learning of all, the student goes to the MR. The student may refer herself or she may be asked to go there by the school staff. The MR is available throughout the school day and is managed by

staff trained in counseling and trauma interventions. Once in the MR, through various intervention strategies, students are able to de-escalate and regulate their emotions so that they may return to the classroom. This generally occurs within a short period of time (generally 10 minutes). The staff in the MR document:

- a) Frequency of visits by: students, staff, school hour, class content;
- b) Reason for visit (triggers): classwork, home/court, teacher/staff, peer conflict;
- c) Intervention strategies

The data collected is reviewed weekly with the administration. For those with high frequency, more in-depth strategies dealing with underlying issues are explored.

CBF also provided three excellent examples of how they discuss and evaluate their progress measures that are set by their authorizer.



“There has been a major shift in the thinking of our staff. This has been a direct result of clearly written procedures and education of staff, students, and Vista Maria staff. A lot of effort has been placed on providing in-service training sessions to clarify, answer questions and concerns of all stakeholders.”

CBF included a description of why it believes referrals have declined: Highlights of the discussions as to why there are fewer referral second quarter as compared to first included the following points:

- More staff have been trained in de-escalation techniques and are using them on a regular basis with students both in and outside the classroom walls.
- Professional Development opportunities, especially, Trauma Informed Teaching, have:
 - made staff more aware of behaviors related to traumatic experiences,
 - changed their attitudes towards these students and the assumption they have made regarding exhibited oppositional behaviors,
 - helped staff understand the impact of trauma on brain development,
 - provided them more, effective tools and interventions to use with students BEFORE they go to the MR.
 - We have closed a feedback loop: after a student goes to the MR, the MR staff, via PowerSchool, sends feedback to the teacher, i.e., reasons behind student's escalations, interventions that were utilized in the MR, and possible suggestions for future interventions by the teacher. This appears to strengthen the relationship staff have with their students.
- Individual coaching sessions with teachers by a Trauma Informed facilitator and MR staff have assisted teachers in dealing with particular students as well as suggesting strategies to structure the classroom. The MR staff has been available to go into classrooms and work directly with teachers and "difficult" students.
- Transitions: Quarter 1 (Q1): there were 70 new students (compared to 15 in Q2) who attended the main building for their education. Some of these students were new to Vista Maria; others were involved in the half-day summer program and now, in Q1, struggling with full-day instruction. During Q2, as they became more comfortable with the various teaching styles, student comments reflected a positive change in their attitudes towards some teachers. Q2: Staff, over time, established relationships that are more effective.
- Phones in every classroom have streamlined interventions. Teachers are designing more challenging and engaging lessons so that the students will prefer to remain in the classroom.
- Staff shared that they believe the students are utilizing the skills they are learning in the MR and are teaching each other these skills. Q2 teachers reported more students are cuing others to use coping and de-escalation skills.

- Staff is developing a deeper level of respect and support among themselves. Individuals are more willing to share their difficulties with students and seek help from colleagues.
- We have revitalized a DREAM CATCHER ROOM—a place where students can go when they are unwilling to utilize the MR and are not allowed to return to their living unit. The Dream Catcher Room functions as a holding room where Vista Maria staff may engage therapeutically with the student and the student is expected to complete work.
- Many self-referrals are due to concerns with upcoming court dates or return from court and interpersonal conflicts.

Graduation Rates, Dropout Rates and Exit Paths

None of the SDAs has an established cohort, as the state defines it, for determining graduation and dropout rates. As ACE Academy reported both last year and this year, certain “SDAs enroll and un-enroll students all year long in every month and at any time, across multiple age and grade levels, all based upon the results of court hearings and judges’ orders (which for all intents and purposes, are unrelated to a student’s particular “progress” in school).”

The state collects graduation and dropout data for SDAs, but it does not reflect a typical 9th grade cohort with students in a school for four years. With SDAs, students transfer in and out. Clara B Ford noted that their students are Vista Maria (VM) residents; rather than duplicating services, Clara B Ford staff collaborates with VM to collect information on students after dropping out or graduation. VM is required to keep track of their residents for at least 6 months after release. They are in the process of developing a more efficient tracking system.

Most of the academies attempted to comply with the spirit of the MDEs request and provided the department with their own data related to graduates and dropouts. Schools reported on various school years and used a variety of definitions for “graduation” and “dropout.” Given the inconsistency in definitions and data from school based reporting, it was not possible to use that data for comparison. The data reported by the schools did not match the data reported by the state, likely due to a difference in definitions. The State’s data in Table 4.

TABLE 4: FOUR, FIVE AND SIX YEAR GRADUATION AND DROPOUT STATISTICS AS REPORTED BY CEPI

| | District / Building Name (Code) | Totals | | | | Cohort Status | | | | Final Results | |
|--|---------------------------------|---|--------------------|---------------------------------|---------|-----------------------|---------------------------------|--------------------|-----------------------------------|--------------------|-----------------|
| | | First Time 9th Grade in Fall 2008 | (+)Transfers In | (-)Transfers Out & Exempt | Cohort | On-Track Graduated | Dropouts (Reported & MER) | Off-Track Cont. | Other Completer (GED, etc.) | Graduation Rate | Dropout Rate |
| 2012 Cohort 4- Year Graduation and Dropout Rate | State | 127,284 | 7,844 | 5,439 | 129,689 | 98,881 | 13,884 | 15,203 | 1,721 | 76% | 11% |
| | ACE Academy (SDA) | < 10 | 0 | 6 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 100% |
| | Blanche Kelso Bruce Academy | 55 | 76 | 54 | 77 | 12 | 22 | 43 | < 10 | 16% | 29% |
| | Blue Water Learning Academy | < 10 | 20 | 0 | 20 | < 10 | < 10 | < 10 | < 10 | 20% | 40% |
| | Clara B. Ford Academy (SDA) | 18 | 0 | 18 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Lighthouse Academy | 24 | 0 | 24 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Outlook Academy | < 10 | 0 | 1 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 100% |
| | St. Clair County Intervention | < 10 | 0 | 3 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Youth Advancement Academy | < 10 | 26 | 2 | 27 | < 10 | 13 | < 10 | < 10 | 22% | 48% |
| McGivney Academy (SDA) * | < 10 | 6 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | 0% | 67% | |
| 2011 Cohort 5- Year Graduation Rate and Dropout Rate | State | 132,532 | 7,526 | 6,258 | 133,800 | 105,137 | 19,877 | 6,502 | 2,284 | 79% | 15% |
| | ACE Academy (SDA) | < 10 | 6 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | 0% | 100% |
| | Blanche Kelso Bruce Academy | 48 | 55 | 47 | 56 | < 10 | 33 | 16 | < 10 | 13% | 59% |
| | Blue Water Learning Academy | < 10 | 9 | 1 | < 10 | < 10 | < 10 | < 10 | < 10 | 33% | 33% |
| | Clara B. Ford Academy (SDA) | 23 | 0 | 23 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Outlook Academy | < 10 | 0 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 83% |
| | St. Clair County Intervention | < 10 | 0 | 7 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Youth Advancement Academy | < 10 | 22 | 0 | 22 | 14 | < 10 | < 10 | < 10 | 64% | 18% |
| | McGivney Academy (SDA) * | < 10 | 6 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | 0% | 100% |
| 2010 Cohort 6- Year Graduation Rate and Dropout Rate | State | 135,795 | 8,351 | 6,573 | 137,573 | 110,403 | 22,077 | 2,870 | 2,223 | 80% | 16% |
| | ACE Academy (SDA) | < 10 | 22 | 0 | 22 | < 10 | 20 | < 10 | < 10 | 9% | 91% |
| | Blanche Kelso Bruce Academy | 71 | 14 | 70 | 15 | < 10 | 11 | < 10 | < 10 | 0% | 73% |
| | Blue Water Learning Academy | < 10 | 10 | 0 | 10 | < 10 | < 10 | < 10 | < 10 | 50% | 50% |
| | Clara B. Ford Academy (SDA) | < 10 | 0 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Lighthouse Academy | < 10 | 0 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Outlook Academy | < 10 | 0 | 2 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 100% |
| | St. Clair County Intervention | 10 | 0 | 10 | < 10 | < 10 | < 10 | < 10 | < 10 | N/A | 0% |
| | Youth Advancement Academy | < 10 | 29 | 0 | 29 | 14 | 14 | < 10 | < 10 | 48% | 48% |
| McGivney Academy (SDA) * | < 10 | 5 | 0 | < 10 | < 10 | < 10 | < 10 | < 10 | 0% | 100% | |

The first column in Table 4 shows the number of 9th grade students enrolled in the PSA in 2008. Subsequent columns show the number of transfers in and out which, when combined with the 2008 data, looks like a student cohort, although it is not the typical four-year cohort. The final two columns show the percentage of students who graduated (and dropped out) using either a four, five, or six-year cohort method. It is important to note that students may have graduated from (or dropped out from) another educational setting. As a comparison, the State's graduation rate is 76, 79, or 80 percent and the dropout rate is 11, 15, or 6 percent for each cohort.

When students leave the SDAs, some return to their former schools; others attend another school, some graduate or work, and still others depart from the area. Table 5 shows the placements of SDA students six months after they leave the school, as reported by each SDA that has been in operation for a full academic year.

YAA had 3 of 8 students (38 percent) potentially graduated and 12 of 65 were potentially dropouts.

TABLE 5: PLACEMENTS OF FORMER SDA STUDENTS

| | Alternative Path | Blanche Kelso Bruce | Capstone | Clara B. Ford | Lakeside | Lighthouse | Outlook | St Clair Intervention | Wolverine | Youth Advancement Academy |
|--|------------------|---------------------|----------|---------------|----------|------------|---------|-----------------------|-----------|---------------------------|
| The LEA student formerly attended | 11% | 60% | NA | 35% | NA | 7% | 10% | 75% | 30% | 19% |
| Another LEA within the same ISD | 49% | 25% | NA | 10% | NA | 3% | 60% | | 30% | 0% |
| LEA outside of the ISD | | 10% | NA | 40% | NA | 58% | 5% | | 5% | 28% |
| Juvenile Facility | 11% | 5% | NA | 5% | NA | 5% | 9% | 10% | 5% | 16% |
| Enrolled in Postsecondary | | | NA | 5% | NA | 4% | 15% | 6% | 20% | 9% |
| Continue enrollment at SDA | 26% | | NA | | NA | | | | | |
| Other (please list) | | | NA | | | | | | | |
| Not enrolled in school | 3% | | | | | | | | | 16% |
| GED or Vocational education enrollment | | | | 5% | | | | | 10% | 12% |
| Employed or in military | | | | | | 23% | 1% | 9% | | |

ACE Academy works with Spectrum Juvenile Justice Services (SJJS) to track students who leave ACE. The nature of the type of students who are enrolled in ACE Academy and the extra privacy rights that pertain to such youth (e.g. minors who are adjudicated and/or removed from their homes), precludes SJJS and ACE from knowing exactly where students might end up 6 months following release. Data in Table 6 is based on reports provided to ACE Academy by SJJS and reflects an analysis of data only as was discoverable by SJJS. Not all data related to 6-month follow-up is discoverable and is often second or third-hand in nature. Student/client whereabouts are usually only confirmed if in fact a student/client re-offends.

Both ACE and Capstone will be opening community-based programs in winter of 2014, specifically designed for students who are released from treatment programs and are close to graduation.

TABLE 6: SIX-MONTH STATUS OF CLIENTS RELEASED FROM ACE AND SPECTRUM JUVENILE JUSTICE SERVICES OVER THE PAST 12 MONTHS

| Status | Number | Percent |
|--|--------|---------|
| Wardship terminated/no new crimes | 35 | 40% |
| Wardship continued/no new crimes | 4 | 5% |
| High School Dropout/no new crimes | 1 | 1% |
| Current High School reported/no new crimes | 6 | 7% |
| Step-down treatment facility/no new crimes | 6 | 7% |
| AWOL from step-down treatment facility | 5 | 6% |
| Juvenile Facility | 8 | 9% |
| Adult probation | 5 | 6% |
| Adult charges | 9 | 10% |
| Carrying out blended juvenile sentence in Adult facility | 2 | 2% |
| Secondary Education | 6 | 7% |

Innovative Educational Programming and Professional Development

All the schools rely heavily on online instruction – for assessment purposes, for credit recovery, and to customize work for individual skill levels. Because of the transient nature of students in SDAs, the use of technology is critical. Table 7 summarizes innovative teaching methods reported by the SDAs.

TABLE 7: INNOVATIVE TEACHING TECHNIQUES REPORTED BY SDAS

| Innovative Teaching Techniques | ACE | Alternative Path | Capstone | Clara B Ford | Lakeside | Lighthouse | Outlook | St. Clair Intervention | Wolverine | Youth Advancement Academy |
|---|-----|------------------|----------|--------------|----------|------------|---------|------------------------|-----------|---------------------------|
| Differentiation | x | x | | x | x | | x | x | | |
| Integrated Technology (Smartboards, iPads, etc) | x | x | x | x | x | x | x | x | | x |
| Standards Based Grading | | | | | | x | | | | |
| Credit Recovery | x | | x | x | x | x | | x | x | |
| Individualized Instruction | x | x | x | x | x | x | x | x | x | x |
| Data Guides Instruction | x | | | x | | | | | | |
| Blended Learning | | | | | | | | x | | |
| Small Group Instruction | x | x | x | | | | | x | | x |
| Data-analysis/ data digs | x | | | | | x | | | | x |
| Project based learning | x | x | | | x | | | | | |
| Co-teaching/Push-in by interventionst | | | | | | | x | | | |
| Math and ELA Enrichment | x | x | | x | x | | x | x | | x |
| After-School/weekend activities | x | | | | | | | | | |
| Life Skills Academic Program | x | x | x | | x | x | | | | x |

ACE and Alternative Path noted how the shift to the Common Core State Standards (CCSS) has moved schools with long term residents to increased emphasis on Project-Based Learning. All SDAs aim to develop a Personal Education Plan for each student, but without exit information, it is impossible to evaluate how well the plans are carried out.

Lakeside Academy uses a number of programs to motivate students and meet their needs. These include Learning Intervention Read 180, a computer-based literacy program designed to produce positive growth in fluency reading and comprehension. A Service Learning Partnership with the local University pairs college students with Lakeside students on projects for the community. The college students serve as mentors on such things as personal health, the many layers of self-care, physical wellness, and giving back to the community.

Clara B Ford is designing instructional units in short deliverable pieces in the Understanding by Design (UbD) framework so that students can transition in quickly. Teachers have participated in workshops on instructional strategies using Robert Marzano’s *The Art and Science of Teaching*, which is used in conjunction with UbDs. In 2012, CBF partnered with Wayne State University and Laura Sanders, a trauma mental health therapist, on a research project, “*Assessing the impact of trauma on learning among alternative education students who are in residential placement.*” The goal of the research project is to better understand how: history of trauma impacts brain development and learning; specific techniques/teaching strategies help students regulate their emotions so they can

remain in class; behaviors seen as oppositional can be reframed through the lenses of trauma; self-care techniques for staff increase staff retention, job satisfaction and decrease burnout; and data results can be used to develop an intervention model to assist other schools in working with students with a history of trauma. As a result of this project, for the 2013-14 school year, CBF will continue the research project and expand the survey to include: *Empower Hour* for students and Embedded Sensory Occupational Therapy.

Lighthouse has begun a standards-based grading and formative assessment pilot at their new juvenile detention center with a goal to implement at all Lighthouse Academy sites in the future. This involves Student directed/created assessments with a 1 to 4 point rubric which teacher and students use to score and track mastery. Students will be able to accrue credit no matter their length of stay. For example, a student might spend one week at the detention center and then transfer to Lighthouse community school. The credit for what has been mastered is given to the student who then continues in the subject area where he/she left off. Lighthouse conducts Data-digs four times annually. This leads to individual, small group, and large group instruction plans by all teachers working in PLCs. Plans are designed to be implemented in their advisory time daily to increase student skill levels in reading and math.

The Youth Advancement Academy entered into a partnership with Ombudsman Educational Services in September 2009 to provide a proven academic regimen for YAA students. Students are assessed quarterly to determine individual academic growth and to guide remedial lessons. The primary curriculum platform is A+, a technology-based program covering all core subjects and aligned with the Common Core Standards. Teachers lead instruction to help students learn lessons over all core subjects. Students are also assigned to teacher-led "Pro-Social Skills" classes that allow students to work cooperatively. Reading Plus is another research-based program that improves student literacy skills. Staff utilize several behavior management systems (Choice Theory, CHAMPS, and the Ruby Payne model) to ensure every student receives an opportunity to be successful. Lastly, all YAA students participate in post-high school career planning. Each cohort is assigned required tasks to help guide and prepare students to make applicable post-high school choices. All seniors end their enrollment with quality senior projects via technology, or written research papers derived from their career paths.

SDAs offer a number of professional development opportunities to teachers. Table 8 summarizes these opportunities.

TABLE 8: PROFESSIONAL DEVELOPMENT OPPORTUNITIES REPORTED BY SDAS

| Professional Development | ACE | Alternative Path | Clara B Ford | Lighthouse | Outlook | St. Clair Intervention | Wolverine | YAA |
|---------------------------------------|-----|------------------|--------------|------------|---------|------------------------|-----------|-----|
| Conferences | x | x | | | x | x | x | x |
| CCSS and other curriculum development | x | x | | | x | x | | x |
| Project based Learning | x | x | x | | | | | |
| On the job training | | x | | x | | | x | |
| Shared Leadership | | | | | | | | |
| Extensive Preservice Training | | | | x | | | | |
| Job Embedded | | | x | | | | x | |
| Staff Personal Growth Plans | x | | | x | | x | | |
| PLCs | | | x | x | | x | | |
| Online Modules | x | | | x | | | | |
| PD through ISD or RESA | x | | | x | x | | x | x |

Lakeside provides tuition reimbursement for teachers and covers the cost of conferences and seminars as well as the cost of membership in professional organizations. All teachers are afforded the opportunity to serve on all school committees such as the school improvement committee, technology committee, etc. All are reimbursed for any conferences or seminars they attend.

Clara B Ford provides extensive professional development prior to the beginning of school in August, including two full days in November. Throughout the school year, the teachers engage in three hours of professional development and collaborative planning twice a week. The staff works collaboratively to construct the school improvement plan and works together to analyze data, including the data collected and reported to Ferris State University (the PSA’s authorizer) for the “Progress Toward Treatment Goals.” In addition to an active mentoring program and department leaders, the Navigation team brings together eight staff members who, through shared leadership, address issues, concerns, and policies related to the school’s vision and mission.

Lighthouse encourages teachers to pursue professional development. Instructional leaders are appointed each year by school leadership and given stipends to lead their PLC each week. Every staff member receives 40 hours of training during the two weeks before school begins each year and an additional 18 hours during the school year (Responsibility Thinking Process, Response to Intervention Process, occupational therapy and sensory needs of students, etc.). Each teacher has a personal growth plan which they keep in the iObservation electronic platform school leaders use to provide teacher feedback. These growth plans may include a need for outside training (for example, Individualized Education Program bootcamp or other trainings held at the Intermediate School District). This year, all PLC leaders and the pilot team for the standards-based grading and formative assessment project have been taking the Solution-Tree online training by Marzano and Hefflebower. There are weekly PLCs, including this year’s The Driven by Data and Leverage Leadership.

The Youth Advancement Academy shows compliance with the state mandates for SDAs by only accepting expelled and court ordered students. Students follow a uniform policy; there are cameras set up throughout the building and students are wanded into the building daily. YAA students are subject to all state guidelines correlating with the MME in order to receive their diplomas. Staff are consistent with daily lessons so everyone shares a common language. Students must show mastery before moving on to the next lesson. Students provide meaningful feedback that allows staff to evaluate the lessons taught and what methods worked best for each student.

Authorizer Supervisory Visits

The MDEs Public School Academies Unit (PSAU) contacted each of the ten SDA authorizers to collect data related to supervisory visits. Five authorizers responded and the information they provided is summarized in Table 9 below. Supervisory practices and systems for documenting visits vary widely.

TABLE 9: AUTHORIZER VISITS

| Academy | Authorizer | Number of Visits (2012-13) | Nature of Visits | Feedback Provided to SDA? |
|---------------------------------------|---------------------------------|---|---|---------------------------|
| ACE Academy | Central Michigan U | | No data received | |
| Alternative Path Academy | Genesee ISD | | No data received | |
| Blanche Kelso Bruce Academy | Wayne RESA | | No data received | |
| Blue Water Learning Academy | St. Clair County RESA | Last visit was in 2011 | Several meetings and phone conversations following the visitation with director, teacher, and business manager | |
| Capstone Academy | Detroit City School District | 2 visits | Compliance meetings are held between authorizer staff and Capstone's compliance staff on teacher certification, facility, and environmental review. The authorizer's board liaison attends every board meeting to serve as a direct line to the authorizer, as well as to provide on-the-spot training and support to PSA boards. | Yes |
| Clara B. Ford Academy | Ferris State U | | No data received | |
| Deer Trail Academy | Central Michigan U | | New School | |
| Lakeside Charter School | Kalamazoo RESA | | New School | |
| Lighthouse Academy | Ferris State U | | No data received | |
| Outlook Academy | Allegan Area ESA | | No data received | |
| St. Clair County Intervention Academy | Port Huron Area School District | Monthly visits to board meetings held at the jail | Board meetings; compliance oversight; audit presentation; set up electronic filing system for required documents and started to collect electronic files; audit of pupil accounting records, special education review; review of food service | Yes |
| Wolverine Academy - Outer Site | Saginaw Valley U | 2 visits | School University Partnership Office employees spoke with students regarding educational opportunities after Wolverine. School Improvement Specialist visited with teaching staff and administration for compliance purposes. Classroom visitations were made. | Yes |
| Youth Advancement Academy | Kalamazoo RESA | 3 visits | Site visit and class observations; KRESA and YAA director met regarding the upcoming visit by MDE; contacted the state contact regarding any needed information from KRESA (nothing was needed); met with director and discussed end of year reporting requirements. | Yes |

SDA Mission Statements

As required in statute, this report to the legislature includes each SDA's mission statement. PSAU staff visited each SDAs web site to find the current mission statement as shown in Table 10 below.

TABLE 10: MISSION STATEMENTS FROM THE SDA WEBSITES

| SDA | Mission |
|---------------------------------------|--|
| ACE Academy | The mission of the ACE Academy, in partnership with youth serving agencies, is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders feel safe, secure and valued as individuals, the Academy encourages all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer. |
| Alternative Path Academy | Alternative Path Academy is a Strict Discipline Academy with a competitive strength program exploring the world through a project-based learning environment that connects real-life to academics. |
| Blanche Kelso Bruce Academy | The mission of the Blanche Kelso Bruce Academy (Strict Discipline Academy) is to provide effective educational services to students, who due to legal and/or other environmental risk factors impacting their lives, are unable to participate in regular school settings, and/or are identified as at-risk of academic failure in traditional school environments. |
| Blue Water Learning Academy | Provides schooling for youths in grades 7-12 who have not prospered in traditional school settings. |
| Capstone Academy Charter School | Our mission is to assist in preparing our young men and women for their future, therefore improving the chances of their successful return to the community, and adaption to a healthy and safe lifestyle.” |
| Clara B. Ford Academy | The mission of Village of Hope Academies (VOHA) is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults. |
| Deer Trail | Deer Trail Academy reaches out to students who have exhausted other educational options by offering a small, caring, and personalized educational program that prepares students with academic and 21st century skills for success in college, career, and beyond. |
| Lakeside | The Lakeside program places an emphasis on the responsibilities and choices each individual student makes and helps them to recognize that all choices have results of some sort, whether they are positive or negative |
| Lighthouse Academy | Creating hope through academic success in spite of life's storms. |
| Outlook Academy | To empower our students to reintegrate into their communities and graduate as competent learners and responsible citizens through having the freedom to make positive choices. |
| St. Clair County Intervention Academy | The services provided by the Intervention Academy are designed to improve academic achievement, facilitate the transition of institutionalized children and youth into a regular school setting, and help prepare participants for secondary school completion, training and employment, or further education. |
| Wolverine Academy | The mission of the Wolverine Academy in partnership with youth serving agencies is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders will feel safe, secure and valued as individuals, the Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer. |
| Youth Advancement Academy | The Mission of the Youth Advancement Academy is to provide quality education and life skills for all students. |

Financial Stability Projections

Section 380.1311(c) of the revised school code requires that this report contain projections of financial stability for SDAs operating in Michigan. In the absence of a statutory definition for financial stability or the means by which a projection should be made, each SDA's 2011-2012 General Fund Balance is provided. See Table 11.

TABLE 11: FINANCIAL DATA ON MICHIGAN SDAS

| District Name | 2011-2012 General Fund Balance |
|---------------------------------------|--------------------------------|
| ACE Academy | \$ 82,750 |
| Alternative Path | \$ 0 |
| Blanche Kelso Bruce Academy | \$ 1,180,357 |
| Blue Water Learning | \$ 105,942 |
| Capstone Academy | \$ 0 |
| Clara B. Ford | \$ 613,130 |
| Deer Trail Academy | New School |
| Lakeside Academy | New School |
| Lighthouse Academy | \$ 497,792 |
| Outlook Academy | \$ 109,274 |
| St. Clair County Intervention Academy | \$ 699,793 |
| Wolverine Academy | New School |
| Youth Advancement Academy | \$ 106,184 |

Conclusions

The MDE has provided as comprehensive an analysis as possible, given its current statutory authority and the available data. The research suggests that some students in SDAs show learning gains, but the significance of those gains is not generally quantifiable. Some students also show academic loss, and the significance of that data is not quantifiable either. SDAs use innovative teaching techniques and professional development but it is not clear how these practices compare to those in traditional (i.e., non-SDA) schools. SDAs appear to be in the early stages of developing behavior assessment protocols and using that data as an evaluative measure. There are a variety of approaches to authorizer oversight across the SDAs. Out of the twelve Strict Discipline Academies, two schools, Alternative Path and Capstone, showed a zero fund balance.

Given the lack of consistent data for comparison due primarily to the lack of required standardized testing across all high school grades and subjects, and the limited time that students attend SDAs, firm quantitatively-derived conclusions about whether the purpose and intent of this portion of state law is being met by the Michigan SDAs may not be possible.