North Point Lighthouse Charter School

Programmatic Profile and Educational Performance

2013–14 School Year

Report Date: September 2014
(Revised: November 2014)

Prepared by:
Janice Ereth, PhD
Susan Gramling
Sarah Covington

TABLE OF CONTENTS

APPENDICES

EXECUTIVE SUMMARY
for
North Point Lighthouse Charter School
2013–14

This is the second annual report on the operation of North Point Lighthouse Charter School (NPLCS) and is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), NPLCS staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

For the 2013–14 academic year, NPLCS met all but three of its education-related contract provisions and substantially met two of the provisions as specified in its contract with the City of Milwaukee and subsequent CSRC requirements.

Provisions not met included the following.

- The school fell below the expectations that at least 60.0% of students below proficiency in reading and math would advance one level of proficiency or to the next quartile within their proficiency range. A total of 47.1% met the expectation in reading and 54.5% met in math.

- Not all instructional staff held a Wisconsin Department of Public Instruction (DPI) license or permit to teach. Of the instructional staff remaining at the end of the year, two (one first-grade teacher and one third-grade teacher) did not have a DPI license or permit.

The provisions substantially met included the following.

- The requirement to provide accurate pupil database information required significant clarification and reentry.

- The requirement regarding standardized test administration was also substantially met because the school administered most of the required assessments. The school did not administer the Phonological Awareness Literacy Screening (PALS) to first graders in the fall, a DPI requirement.

See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether each provision was met.

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

CSRC requires the school to track student progress in reading, writing, mathematics, and special education throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, NPLCS's local measures of academic progress resulted in the following.

a. *Reading*

Of 202 K5 through fifth graders, 75 (37.1%) met their target Rasch unit (RIT) score on the spring reading test, falling short of the school's goal of 50.0%.

b. *Math*

Of 200 K5 through fifth graders, 93 (46.5%) met their target RIT score on the spring math test, falling short of the school's goal of 50.0%.

c. *Writing*

Of 167 students who scored a 3 or less in the fall, 43 (25.7%) had spring scores that improved by at least two points, falling short of the school's goal of 80.0%. No student scored a five or six in the fall; therefore, the second goal of maintaining a five or six does not apply.

d. *Special Education*

Nine (52.9%) of 17 students met at least 75.0% of their individualized education program goals during 2013–2014, falling short of the school's goal of 80.0%.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, NPLCS identified measureable education-related outcomes in attendance, parental involvement, and special education records. Results are described below.

- Average student attendance was 87.2%, falling short of the school's goal of 95.0%.

- Parents of 41 (16.5%) of 249 students attended at least three of four parent-teacher conferences, failing to achieve the school's goal of 100.0%.

- NPLCS developed and maintained records for all special education students.

B.   Year-to-Year Academic Achievement on Standardized Tests

NPLCS administered all required standardized tests noted in its contract with the City of Milwaukee. Multiple-year student progress based on standardized test results is described below.

- Of 10 fourth through fifth graders who were proficient in reading in 2012–13, 90.0% maintained proficiency in 2013–14 based on former proficiency-level cut scores, exceeding the school's goal of 75.0%.

- Only five students were proficient or advanced in math at the time of the 2012–13 test; therefore, results are not included in this report. CSRC's goal is 75.0%.

- Of 17 fourth- and fifth-grade students who were below proficient in reading in 2012–13 based of former cut scores, 47.1% showed improvement, while 54.5% of 22 students who were below proficient in math in 2012–13 showed improvement in 2013–14 when using the former Wisconsin Knowledge and Concepts Examination (WKCE) scores (Figure ES1). These fall short of CSRC's expectation of 60.0%.

Figure ES1
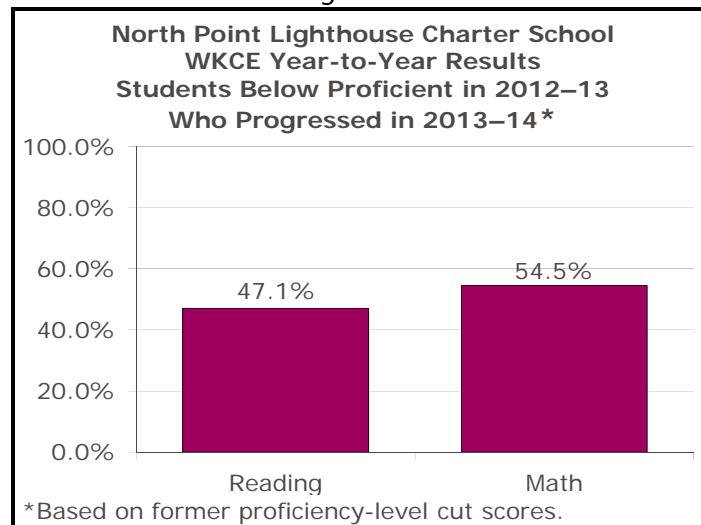
1.   CSRC School Scorecard

The school scored 58.1% on the CSRC scorecard based on former WKCE cut scores.

III.   SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students.

- There were 10 teachers who participated in interviews.

    » One indicated that the school's progress toward becoming an excellent school was good, four rated this area as fair, and four rated it as poor.

    » Five rated the school's overall progress in contributing to students' academic progress as good, one as fair, and four as poor.

- Parents from 46 of the 176 families (26.1%) responded to the survey.

    » Over three quarters (76.1%) would recommend this school to other parents.

    » Over three quarters (78.3%) rated the school's overall contribution to their child's learning as excellent or good.

- A total of 13 fifth-grade students were interviewed.

    » All (100.0%) indicated that they had improved in reading and 12 of the 13 indicated they had improved in math (either "a lot" or "some").

    » There were 11 students who indicated they felt safe in school ("a lot "or "some") and two responded "no/not at all."

    » When asked what they liked best about the school, responses included the special classes (gym and art), the math program, and reading and literature circles.

- Six board members participated in interviews. Four of the six rated the school, overall, as excellent or good; two rated the school overall as fair.

IV.   RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

After reviewing the information in this report and in consultation with the principal during the end-of-school interview in June 2014, CRC recommends that the focus of activities for the 2014–15 school year include the following.

- Improve methods of tracking student progress in reading and math throughout the year to be able to develop strategies that better meet student needs.

- Improving tracking of parent participation.

- Develop and implement a formal Response to Intervention plan.

- Develop and implement strategies to improve student attendance.

- Develop and implement improved professional development activities, particularly around using data to make classroom decisions and meet individual student needs.

- Ensure that all instructional staff hold a DPI license or permit covering the 2014–15 school year.

- Stabilize the administrative leadership team and the board of directors.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

Based on the contract compliance and scorecard measures for this second year of operation as a city of Milwaukee charter school, it is recommended that CRC provide a mid-year report to include an assessment of NPLCS's progress regarding the stated school improvement recommendations as well as performance on the scorecard through the first semester of 2014–15 school year.

I. INTRODUCTION

This is the second annual program monitoring report to address educational outcomes for North Point Lighthouse Charter School (NPLCS), one of 10 schools chartered by the City of Milwaukee for the academic year 2013–14. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the NCCD Children's Research Center (CRC).[1]

The following process was used to gather the information in this report.

1. CRC staff assisted the school in developing its student learning memorandum.

2. CRC staff visited the school to conduct a structured interview with the school's principal.

3. CRC staff and the CSRC chair attended a meeting of the board of directors of this school to improve communications regarding the roles of CSRC and CRC as the educational monitor and the expectations regarding board member involvement.

4. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.

5. At the end of the school year, a structured interview was conducted with the school's principal to review the year and develop initial recommendations for school improvement.

6. CRC staff read case files for selected special education students to ensure that individualized education programs (IEP) were up to date.

7. CRC staff verified the licenses or permits of the instructional staff using the Wisconsin Department of Public Instruction (DPI) website license search function.

8. CRC staff conducted interviews with a random selection of students, teachers, and board members.

9. CRC conducted a survey of parents of all students enrolled in the school.

10. The school provided electronic and paper copies of data to CRC. CRC staff compiled and analyzed these data and prepared this report.

---

[1] CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency (NCCD).

II.   PROGRAMMATIC PROFILE

North Point Lighthouse Charter School
4200 W. Douglas Ave.
Milwaukee, WI 53209

School Phone: (414) 461-5339

Website: www.lighthouse-academies.org/schools/nplcs

Principal: Jazmeka Crain, fall semester, 2013
Acting Principal: Rachel Wagner, November 2013 to January 2014
Principal: Rachel Wagner, February 2014 and continuing

NPLCS is on the northwest side of the City of Milwaukee and is the first school in Wisconsin to be operated in partnership with Lighthouse Academies, Inc., a nonprofit educational management organization.

A.   School Management and Board of Directors

NPLCS is governed locally by a volunteer board of directors. During 2013–14, the school had a total of eight members of the board: a president, a vice president, a secretary, a parent representative, a treasurer, the chair of the community engagement committee, a representative of Lighthouse Academies, and a board member at large. During the year, the school reported that the parent representative was no longer on the board and the chair of the community engagement committee resigned.

The role of the board of directors is to govern the school. Lighthouse Academies serves as the institutional partner to the board of directors of the school and provides operational support for school leadership.[2]

---

[2] Information retrieved from the NPLCS proposal to the City of Milwaukee.

CRC staff and the CSRC chair attended a meeting of the NPLCS board of directors to improve communication regarding the roles of CSRC and CRC as the educational monitor and expectations regarding board member involvement.

Six board members participated in the board interview. Four rated the school as excellent or good overall and two as fair. Five of the six reported that they participated in strategic planning. All six received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's financial audit.

When asked what they liked best about the school, board members mentioned an array of things, including art infusions into other subjects; dedication to success and consistent attempts to improve; and the safe, nurturing, academically focused environment. Staff turnover and low teacher morale were among the things the board members mentioned as things they liked least. Several suggestions for improving the school were mentioned, including to work on strategies to recruit, hire, pay, and retain staff. See Appendix I for all results from board member interviews.

B.   Educational Methodology

1.   Mission and Philosophy

The mission of NPLCS is to prepare scholars for college through a rigorous arts-infused program. Arts infusion is a teaching and learning strategy that uses practices from the arts to teach the core content areas. The vision is that all students will be taught by highly effective and licensed teachers in a safe and nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning.[3]

---

[3] Information retrieved from the NPLCS charter application and 2013–14 *Scholar Family Handbook*.

2.   <u>Educational Programs and Curriculum</u>[4]

This year, NPLCS served students in K4 through fifth grade, with plans to add sixth grade next year and a grade each year thereafter. Students are referred to as scholars in the school's materials.

The school's education model is anchored in the Common Core State Standards, which define what the scholars should know and be able to do. In order for scholars to reach these standards, rigorous, research-based programs and instructional practices are used by teachers.

The Lighthouse Academies network provides a grade-level scope and sequence based on the Common Core standards in reading, writing, language arts, and math. Science is covered from K5 through fifth grade using the Full Options Science System, which includes classroom-based kits with materials and teacher instructions. Art and physical education also are included in the curriculum.

Teachers use the Understanding by Design framework, which supports the backward design process. Through this process, teachers design units by identifying the most important learning goals that students will meet and what type(s) of evidence will effectively demonstrate students' mastery.

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. Of the six board members interviewed, three rated the program of instruction as excellent, two as good, and one as fair. Two of the 10 teachers interviewed rated the program of instruction as good, four as fair, and four as poor. More than three quarters (78.3%) of the parents surveyed rated the program of instruction as excellent or good. All 10 teachers indicated that the educational methodology was either a very important (50.0%) or somewhat important (50.0%) reason for teaching at the school.

---

[4]Information retrieved from the 2013–14 *Scholar Family Handbook*, the NPLCS charter application, the fall interview with administration, and the school's website, http://www.lighthouse-academies.org/model/curriculum

C.   Student Population

At the beginning of the year, there were 276 students enrolled in NPLCS.[5] A total of 23

students enrolled after the school year started, and 36 students withdrew from the school prior to the

end of the year. Of the 36 students who withdrew, 24 (66.7%) transferred to a different school in the

city, nine (25.0%) transferred out of state, two (5.6%) were other or possible dropouts, and one (2.8%)

was an expected transfer.[6] Of the 276 students who started the year at the school, 240 remained

enrolled at the end of the year, representing an 87.0% retention rate.

At the end of the year, there were 263 students enrolled at NPLCS.

- Most, or 259 (98.5%), students were African American, two (0.8%) were Hispanic, and one (0.4%) was Caucasian/White.[7]

- There were 128 (48.7%) girls and 135 (51.3%) boys.

- There were 27 (10.3%) students with special education needs. A total of 11 had emotional disorders (ED), eight had speech disabilities, five had language disabilities (LD), two had speech and language disabilities (speech/LD), and one had other health impairments (OHI).

- Nearly all (99.6%) of the students were eligible for free or reduced lunch; 254 (96.6%) were eligible for free lunch and eight (3.0%) were eligible for reduced lunch prices.

- The largest grade level was K5 with 51 students (Figure 1).

---

[5] As of September 20, 2013.

[6] Six students withdrew from K4, seven from K5, eight from first grade, seven from second, five from third, two from fourth, and one from fifth.

[7] One student did not have race/ethnicity data.

https://nccd.sharepoint.com/sites/research_analysis/general/508/Shared Documents/2013-14/Lighthouse/Lighthouse 2013-14 YEAR TWO.docx

North Point Lighthouse Charter School
Student Grade Levels*
2013–14

K5
51 (19.4%)

1st
43 (16.3%)

K4
36 (13.7%)

2nd
42 (16.0%)

5th
24 (9.1%)

3rd
42 (16.0%)

4th
25 (9.5%)

N = 263
*At end of the school year.
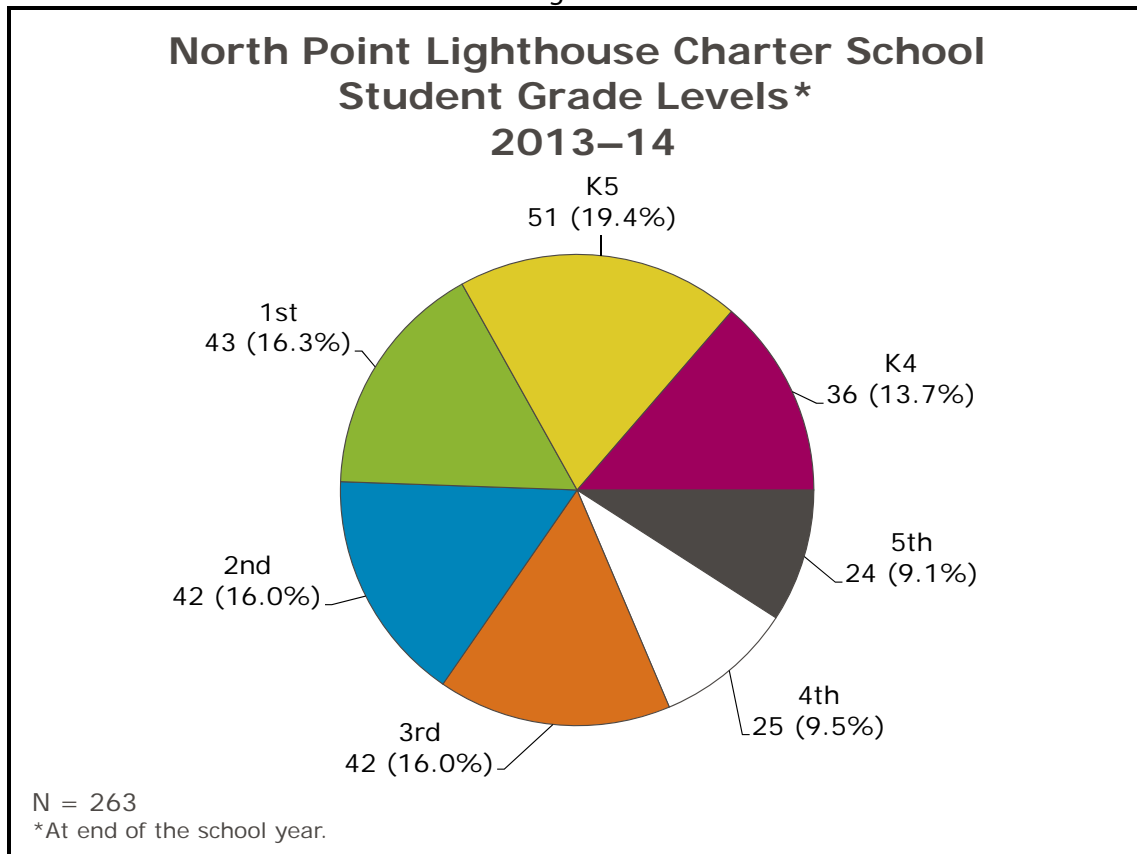
There were 184 students attending NPLCS on the last day of the 2012–13 academic year who were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 143 were enrolled in the school on the third Friday in September 2013. This represents a return rate of 77.7%.

A total of 13 fifth graders participated in satisfaction interviews at the end of the school year. They were asked to respond "a lot," "some," or "no, not at all." Of the students interviewed, 11 (84.6%) reported that they felt safe in school (either "a lot" or "some"). All of the students said that they improved in reading ("a lot" or "some") and most (92.0%) said they had improved in math ("a lot" or "some"). All students reported that their teachers helped them at school (eight said "a lot" and five said "some"). There were 10 students who said they liked being in school "a lot," and three said they

like being in school "some." When asked what they liked best about the school, students mentioned the special classes (gym and art), the math program, and reading and literature circles.

D.   School Structure

1.   Areas of Instruction

The Lighthouse Academies education model includes instruction in reading, language arts, math, writing, science, art, and physical education. The model also includes SHINE, a character education program that includes self-discipline, humility, intelligence, nobility, and excellence. Each classroom begins with a morning meeting to set the tone for respectful learning and interactions, which are demonstrated throughout the day. Staff and scholars recite the Pledge of Allegiance, the Lighthouse Academies honor pledge, and affirmations following the morning meeting. These are all included in the Scholar Family Handbook.

When possible, the school uses looping (the practice of keeping the same teacher with the same group of classmates for two consecutive years). This allows for the development of long-term relationships between teachers and scholars; creates a stable, consistent environment; provides more time for teaching and learning; and provides an extra year for parents and teachers to work together.

2.   Classrooms

At the beginning of the year, the school had 13 classrooms with approximately 20 students each. There were two K4 classrooms, three K5 classrooms, and two each of first, second, and third grades. There was one classroom each for fourth and fifth grades. Each classroom was assigned one teacher. A teaching assistant was shared by the K4 classrooms and another teaching assistant was assigned to the special education program. In addition to the classrooms, the building included a gymnasium, a room for special education, and an art room.

All six board members rated the class size as excellent (33.3%) or good (66.7%) during their interviews. Nearly two thirds of the parents rated the school's class size as excellent (34.8%) or good (28.3%) on their surveys. One of the 10 teachers interviewed rated class size as excellent, five as good, and four as poor.

3.   Teacher Information

This year, the school employed a total of 20 instructional staff throughout the year. At the beginning of the year, the school had 14 classroom teachers and four other instructional staff (an art teacher, a physical education teacher, a special education teacher, and a student services director).[8] Of these, seven classroom teachers remained for the entire year for a teacher retention rate of 50.0%. Two of the four other instructional staff remained the entire year for a retention rate of 50.0%.[9] The total instructional staff retention rate was 50.0% (nine of the 18 staff who began the year).

Of the teachers who began the year, two K5 teachers stopped teaching at the school (one in December and one in January), one first-grade teacher left in September, two second-grade teachers left (one in January and one in April), and two third-grade teachers left (one in September and one in January). Two of these positions were refilled; a K5 teacher and a third-grade teacher were hired in January 2014. In addition, a special education teacher was hired in December. Some of the classrooms were combined based on the student population. The school contracted with the Cooperative Educational Service Agency for the services of a speech language pathologist.

At the end of the 2012–13 school year, six teachers and two other instructional staff were employed and eligible to return in the fall of 2013. All came back for a return rate of 100%.

---

[8] The director of student services was licensed for special education. When the special education teacher left in October, the director of student services provided special education for the second quarter. This person also was the interim principal from November through January.

[9] In February 2014, Rachel Wagner, the director of student services, became the school's principal. She is included in this figure for the purposes of retention, as she remained at the school the entire year.

Of the instructional staff remaining at the end of the year, two (one first-grade teacher and one third-grade teacher) did not have a DPI license or permit.[10]

The school's current principal reported that NPLCS provided professional development prior to and throughout the school year. The school's calendar for 2013–14 indicated that staff development occurred from July 22 to 26, July 29 to 31, and August 1 to 9, 2013, and one day each in October, December, February, March, and April. Topics covered during these sessions included the following.

- 6+1 Traits of Writing
- Teacher language
- Parent communications
- Data analysis
- Backward design planning
- Data entry and learning station analysis
- Review of the authorizer's report and goal planning
- Special education training
- Data analysis
- Black history
- Using best practices
- Power school refresher
- Northwest Evaluation Association (NWEA) data review
- Guided reading
- Guided reading and special education update
- Behavior strategies for end-of-year student success

During the interview process, teachers were asked about professional development opportunities; two of the 10 teachers rated professional development opportunities as good, four as fair, and four as poor.

The NPLCS charter application indicates that the principal is responsible for evaluating school teachers and staff.[11] In the fall of 2014, the principal in place at that time reported that the school used

---

[10] According to the DPI website (http://elo.wieducatorlicensing.org), the first-grade teacher has applied. The third-grade teacher had nothing on file according to the website.

[11] The staff handbook for 2013–14 did not appear to have a section describing the policy or procedure related to teacher evaluation.

the Charlotte Danielson Framework for staff evaluation. During their interview, teachers reported that the principal is responsible for completing the teacher reviews and that they are formally assessed at least once each year (six of the 10 reported that they were evaluated at least once each semester). One teacher reported being very satisfied with the performance review process, two were somewhat satisfied, four were somewhat dissatisfied, and three were very dissatisfied.

4.   Hours of Instruction/School Calendar

The regular school day for all students began at 8:00 a.m. Students were dismissed at 4:00 p.m. Monday through Thursday and at 2:00 p.m. on Friday.

The first day of school was August 14, 2013, and the last day of school was June 17, 2014. The school provided the 2013–14 calendar to CSRC.

5.   Parent and Family Involvement[12]

Prior to the beginning of the school year, parents are invited to the annual parent-scholar summer orientation, a reception at which they meet school staff, learn about the school's academic program, and receive the *Scholar Family Handbook*. The handbook includes information about the school, expectations, and policies.

All scholars may receive a home visit prior to the start of the school year, and additional visits may be scheduled throughout the year. The purpose of these visits is to help establish clear communication between home and school, share the school's expectations, answer parent questions, and confirm the scholar's plan to attend the school.

Parent-teacher conferences were scheduled four times during the year to coincide with report cards. During the conferences, teachers, parents, and scholars (when appropriate) develop scholar

---

[12] Information retrieved from the 2013–14 *Scholar Family Handbook* and fall interview notes.

learning plans that include clear statements about current progress levels and improvement goals. Report cards are provided at the conferences, and parents are required to sign them. Telephone conferences will occasionally be accepted if parents are unable to attend the in-person conferences.

Parent meetings (i.e., family nights) are also scheduled monthly throughout the school year. The principal, family coordinator, or other staff members plan and lead an evening aimed at providing useful information to parents. The meetings are free, open to the public, and held at the school. The topics are designed to empower parents to support the education, growth, and development of their scholars. The school also welcomes in-school and out-of-school volunteers.

Teachers and administrators introduce the pledge and NPLCS affirmation to parents during home visits and review these on family nights.

The school's handbook specifies the policy regarding scholar retention and the process and timeline followed when a scholar is being recommended for retention.

Parents, teachers, and board members were asked about parental involvement in the survey/interview process. Many (78.2%) of the parents indicated that the opportunities for parental involvement were excellent or good. Five of the 10 teachers interviewed indicated that parental involvement was an important reason for continuing to teach at NPLCS and all 10 rated the school's performance in parental involvement as fair (60.0%) or poor (40.0%). Five of the six NPLCS board members interviewed rated parental involvement as fair (one board member did not know).

6.   Waiting List

In August 2013, the school reported the existence of a waiting list for K4, but by the time of

the fall interview with the principal on September 6, a second K4 had been opened, resulting in no

waiting list. As of June 9, 2014, the school reported that there was no waiting list for the fall of 2014.

7.   Disciplinary Policy

The school's *Scholar Family Handbook* begins the discussion of discipline with an explanation

of the school's "Culture and Respect: Standards for Appearance, Conduct, and Behavior." This section

describes the scholar dress code and the social curricula SHINE (self-discipline, humility, intelligence,

nobility, and excellence) and BEAMing (Be quiet, Engage in learning, Ask and answer questions, and

Move your eyes with the speaker). These qualities and concepts are explained in the handbook.

The handbook includes standards for adult role models and a code of conduct for all scholars.

The code of conduct includes prohibited illegal and zero-tolerance behaviors. Scholars who engage in

prohibited or illegal behaviors subject themselves to consequences that are based on tiers of

behavior, which are described, along with consequences, in the handbook. The school has in-school

and out-of-school suspensions and an interim alternative educational setting policy. These topics and

the due-process procedures are explained in the *Scholar Family Handbook*.

The school also publishes its policies regarding cell phone use, smoking (the campus is

smoke-free), suspicion of child abuse and/or neglect, toys, birthdays, holidays and special events, and

a nonsolicitation policy. Health and safety issues such as illnesses, pocket and personal searches, and

bus transportation rules are covered in the handbook.

This year, teachers, parents, and board members were asked about the NPLCS discipline

policy.

- Teachers

    » Eight of the 10 teachers interviewed considered the discipline at the school a very important (70.0%) or somewhat important (10.0%) reason for continuing to teach there.

    » Four (40.0%) of the 10 rated the school's adherence to discipline policy as fair.

    » Six (60.0%) of the 10 rated the school's adherence to discipline policy as poor.

- Parents

    » Most (87.0%) considered discipline a very important reason for choosing NPLCS.

    » One third (32.6%) rated the discipline methods at the school as excellent and another third (32.6%) rated them as good.

    » Two thirds (67.4%) were comfortable with how the staff handles discipline.[13]

- Board members: Five of the six board members knew about the adherence to the discipline policy and rated this area as excellent (33.3%) or good (50.0%).

All of the survey and interview results can be found in the appendices.

8.   Activities for Continuous School Improvement

The following is a description of NPLCS's response to the activities recommended in the

programmatic profile and educational performance report for the 2012–13 academic year.

- Recommendation: Become more proactive with using data gathered through interim assessments (local measures) and Response to Intervention (RtI) in order to effectively meet individual student needs in reading, math, and writing. Specifically, focus efforts on:

    » Maintaining progress for those students at or above grade-level expectations (GLE) at the fall testing time; and

    » Meeting the needs of students below their GLE at fall testing time.

---

[13] Agreed or strongly agreed with the statement, "I am comfortable with how the staff handles discipline."

Response: The school provided staff development on the use of data, including bringing in a consultant to lead staff. There were three sessions emphasizing backward design planning, which is an analysis of the steps involved in getting to the ultimate goal (similar to task analysis). After the fall testing, staff analyzed the data to set up classroom learning stations. The school also conducted specific professional development on a guided reading and writer's workshop, which was used for RtI. The expectation for this approach was that the guided reading and writing workshop would address the needs of students lagging behind.[14]

The school also used the Lighthouse Academies interim assessments to guide teachers' interventions. The school piloted a new Lighthouse Academies assessment called Learning Station, which is based on the Common Core standards. This assessment, which can be computer based or completed on paper, includes student-specific data along with item analysis. This assessment will be integrated into the professional development for 2014–15.

- Recommendation: Use the RtI process to address student social and emotional learning.

  Response: There was no formal RtI model adopted during 2013–14.

- Recommendation: Create a sense of understanding for families and ownership for teachers and students.

  Response: Professional development included how to "sandwich" information (i.e., begin and end with positives) for parents during parent-teacher conferences and how to explain data to parents. The expectation was that teachers would use the Measures of Academic Progress (MAP) visual graphs to explain how the student was doing to each parent. Professional development also included how to write a "can-do" statement on student report cards and how to talk to parents.

After reviewing the information in this report and in consultation with the principal during the end-of-school interview in June 2014, CRC recommends that the focus of activities for the 2014–15 school year include the following.

- Improve methods of tracking student progress in reading and math throughout the year to be able to develop strategies that better meet student needs.

- Establish strategies to involve parents and methods of documenting their involvement in activities, including parent-teacher conferences.

- Develop and implement a formal RtI plan.

---

[14] At this point in time, there is no RtI model in place.

- Develop and implement strategies to improve student attendance.

- Develop and Implement improved professional development activities, particularly around using data to make classroom decisions and meet the needs of individual students.

- Ensure that all instructional staff hold a DPI license or permit for 2014–15.

- Stabilize the administrative leadership team and the board of directors.

III. EDUCATIONAL PERFORMANCE

To monitor NPLCS's school performance, a variety of qualitative and quantitative information was collected during the past academic year. At the beginning of the school year, NPLCS established goals related to attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included MAP reading and math assessments for first through fifth grades. Writing progress for first through fifth graders was measured using the 6+1 Traits of Writing assessment and special education progress measured using student IEP goals.

The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) and the Wisconsin Knowledge and Concepts Examination (WKCE). The WKCE is administered to all public school third- through fifth-grade students to meet federal No Child Left Behind requirements that schools test students' skills in reading and math.

The following section of the report describes the school's success in meeting attendance, conference, and special education data collection goals and student progress on the local measures in reading, math, writing, and the required standardized tests.

A.   Attendance

CRC examined student attendance two ways. The first reflects the average time students attended school, and the second rate includes excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if he/she was present for at least four hours of the school day. NPLCS set a goal that students would attend, on average, 95.0% of the time. Attendance data were available for all 299 students enrolled during the year. Students attended, on average, 87.2% of the time.[15] When excused absences were included, the attendance rate rose to 87.5%. NPLCS, therefore, did not meet its goal related to attendance.

CRC also examined the time students spent, on average, suspended (in or out of school). Throughout the 2013–14 school year, 71 students from K5 through fifth grade were suspended at least once. These students spent, on average, 3.4 days out of school on suspension. There were no in-school suspensions this year.

B.   Parent Participation

At the beginning of the academic year, the school set a goal that all parents would attend at least three out of the four formal parent-teacher conferences. Phone calls, home visits, and alternate meeting times were counted as attending. This year, 249 students were enrolled at the time of all four conferences. Parents of 41 (16.5%) children attended at least three of the four conferences, falling short of the school's internal goal. Results indicated that parents of 119 (47.8%) children attended at least one of the four conferences and 71 (28.5%) attended at least two of the four conferences.

---

[15] Individual student attendance rates were calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. A total of 27 students received special education services at NPLCS during the school year. Four students were assessed for an initial IEP, and annual IEP reviews were held for the remaining 23 students. An IEP was created or updated for 25 students, one student was dismissed from special education, and one student's IEP was reviewed but not updated. Parents of 22 (81.5%) children actively participated in the creation and/or review of their child's IEP. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current evaluations indicating their eligibility for special education services, that IEPs were reviewed in a timely manner, and that parents were invited to develop and be involved in their student's IEP.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. CSRC's expectation is that schools establish local measures in reading, writing, math, and special education.

NPLCS used MAP to monitor K5 through fifth-grade students' progress in both math and reading. MAP is a series of tests that measure student skills in reading, math, and language usage. The test yields a Rasch unit (RIT) scale that shows student understanding, regardless of grade level, which

allows easy comparison of students' progress from the beginning of the year to the end of year and/or from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

Student progress can be measured by the MAP tests in several ways. A student's academic progress can be measured either by examining whether the student reaches a target RIT score on the spring test or by comparing the student's score to the national average reading or math score associated with that student's grade level. In the first method, students who complete the MAP tests in reading and math in the fall receive an overall score and a unique target score (based on the student's grade level and fall RIT score) that the student should strive to meet on the spring test. Academic progress is determined by whether each student meets or exceeds his/her individual target RIT score on the spring test.

Using the second method, student progress is measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, NWEA conducted a norming study using data from school districts all over the country and calculated a normative mean (i.e., national average) score for the fall, winter, and spring administrations of each of the MAP tests for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test for an overall improvement of five points. On the math test, fifth-grade students scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of eight points.[16] Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third-grade student scored 175 points in the beginning of the year, he/she is functioning

---

[16] Scores are rounded to the nearest whole number for analysis.

below the national average for his/her grade level; the student is functioning, rather, within the range of a first- or second-grade student. National average scores for each grade level are presented in Table 1.[17]

Table 1 2011 NWEA Measures of Academic Progress National Average (Normative Mean) RIT Scores Fall and Spring				
	Reading		Math	
Grade Level	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score
K5	142.5	157.7	143.7	159.1
1st	160.3	176.9	162.8	179.0
2nd	175.9	189.6	178.2	191.3
3rd	189.9	199.2	192.1	203.1
4th	199.8	206.7	203.8	212.5
5th	207.1	212.3	212.9	221.0
6th	212.3	216.4	219.6	225.6
7th	216.3	219.7	225.6	230.5
8th	219.3	222.4	230.2	234.5
9th	221.4	222.9	233.8	236.0
10th	223.2	223.8	234.2	236.6
11th	223.4	223.7	236.0	238.3

NPLCS's goal is based on the first method described. For this report, however, CRC examined students' progress on the reading and math MAP tests using both methods. Results are described both for students who met their target RIT score in 2013 and for those who did not. A description of the MAP local measures, a description of local measures for writing and special education IEP goals, and a discussion of outcomes follows.

---

[17] NWEA. (2011). *Normative data–2011*. Retrieved from http://www.nwea.org/support/article/normative-data-2011

https://nccd.sharepoint.com/sites/research_analysis/general/508/Shared Documents/2013-14/Lighthouse/Lighthouse 2013-14 YEAR TWO.docx

1.   MAP Reading Progress for K5 Through Fifth Graders

a.   *Target RIT Scores*

NPLCS measured student progress in reading by comparing the percentage of students who met or exceeded their target RIT scores on the spring tests. More specifically, the school's local measure goal for MAP reading results was that at least 50.0% of students who completed both the fall and the spring reading tests would meet or exceed their target RIT score on the spring reading tests.

A total of 202 students were administered the MAP reading test in both the fall and spring. Of those students, 75 (37.1%) met their target reading score on the spring 2014 test, falling short of the school's goal of 50.0% (Table 2).

Table 2 **North Point Lighthouse Charter School Target Reading Scores for K5 Through 5th Graders Based on Measures of Academic Progress Tests**			
Grade	**N**	**Met Target RIT Score in Spring 2014**	
		N	**%**
K5	44	9	20.5%
1st	38	13	34.2%
2nd	36	10	27.8%
3rd	41	13	31.7%
4th	24	16	66.7%
5th	19	14	73.7%
Total	**202**	**75**	**37.1%**

b.   Normative Mean Scores

The second method of analysis was conducted to provide the school with additional information on student progress. At the time of the fall MAP test, 53 (26.2%) students were at or above the national average for their respective grade level, while 149 (73.8%) scored below the average (Table 3).

Table 3 **North Point Lighthouse Charter School** **Local Measures of Academic Progress: MAP Reading Assessment** **Student Scores Relative to National Average (Normative Mean)[18]** **Fall 2013**					
Grade Level	**N**	**Students at or Above National Average Fall 2013**		**Students Below National Average Fall 2013**	
		N	**%**	**N**	**%**
K5	44	20	45.5%	24	54.5%
1st	38	9	23.7%	29	76.3%
2nd	36	5	13.9%	31	86.1%
3rd	41	10	24.4%	31	75.6%
4th	24	4	16.7%	20	83.3%
5th	19	5	26.3%	14	73.7%
Total	**202**	**53**	**26.2%**	**149**	**73.8%**

---

[18] For the student's current grade level.

i. *Students at or Above National Average (Normative Mean) on the Fall MAP Reading Test*

Of the 53 K5 through fifth-grade students at or above the national average for their grade level on the fall test, 31 (58.5%) scored the national average again on the spring test (Table 4). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above the national average, CRC could not include most results by grade level in this report

Table 4			
North Point Lighthouse Charter School **Progress for Students at or Above the National Average in Reading** **Spring 2014**			
Grade	**N**	**At or Above National Average in Spring 2014**	
		N	**%**
K5	20	10	50.0%
1st	9	Cannot report due to *n* size	
2nd	5	Cannot report due to *n* size	
3rd	10	6	60.0%
4th	4	Cannot report due to *n* size	
5th	5	Cannot report due to *n* size	
Total	**53**	**31**	**58.5%**

ii. *Students Below the National Average (Normative Mean) on the Fall MAP Reading Test*

There were 149 students who scored below the national average for their current grade level on the fall test. By the time of the spring test, 11 (7.4%) had reached the national reading score for their current grade level, and 68 (45.6%) had improved their reading scores by at least the average change in scores for their functional grade level (i.e., the grade level at which the student tested in the fall). This represents a total growth rate of 53.0% for K5 through fifth-grade students (Table 5).

	Table 5						
	North Point Lighthouse Charter School **Local Measures of Academic Progress: MAP Reading Assessment** **Progress for Students Below National Average (Normative Mean) in Fall 2012** **Fall 2013 to Spring 2014**						
Grade Level	**Below National Average in Fall 2013**	**Reached Current Grade-Level National Average Score in Spring 2014**		**Increased National Average for Functional Grade Level From Fall to Spring**		**Overall Progress**	
	N	**N**	**%**	**N**	**%**	**N**	**%**
K5	24	4	16.7%	0	0.0%	4	16.7%
1st	29	2	6.9%	19	65.5%	21	72.4%
2nd	31	1	3.2%	15	48.4%	16	51.6%
3rd	31	2	6.5%	12	38.7%	14	45.2%
4th	20	1	5.0%	12	60.0%	13	65.0%
5th	14	1	7.1%	10	71.4%	11	78.6%
Total	**149**	**11**	**7.4%**	**68**	**45.6%**	**79**	**53.0%**

Overall, 110 (54.5%) of 202 students demonstrated progress in reading using the normative mean as a measure of progress.[19]

2.   MAP Math Progress for K5 Through Fifth Graders

a.   *Target RIT Scores*

NPLCS measured student progress in math by comparing the percentage of students who met or exceeded their target RIT scores on the spring tests. More specifically, the school's local measure goal for MAP math results was that at least 50.0% of students who completed both the fall and the spring math tests would meet or exceed their target RIT score on the spring math test.

---

[19] This value was determined by adding the number of students who maintained scores at or above the national average for their grade level in the spring and students who tested below the national average in the fall who either met their national average on the spring test or met the national average for the functional grade level tested at in the fall.

A total of 200 students completed the MAP math test in both the fall and spring. Of the 200 students, 93 (46.5%) met their target math score in the spring of 2014, falling short of the school's goal (Table 6).

Table 6			
North Point Lighthouse Charter School **Target Math Scores for K5 Through 5th Graders** **Based on MAP Tests**			
Grade	**N**	**Met Target RIT Score in Spring 2014**	
		N	**%**
K5	47	14	29.8%
1st	35	10	28.6%
2nd	36	11	30.6%
3rd	40	22	55.0%
4th	24	18	75.0%
5th	18	18	100.0%
Total	**200**	**93**	**46.5%**

b.   *Normative Mean Scores*

A second analysis was conducted to provide information about how students progressed compared with the national grade-level results. At the time of the fall MAP math test, 32 (16.0%) students were at or above the national average for their respective grade levels, while 168 (84.0%) scored below average (Table 7).

Table 7				
North Point Lighthouse Charter School **Local Measures of Academic Progress: MAP Math Assessment** **Student Scores Relative to National Average (Normative Mean)** **Fall 2013**				
Grade Level	**N**	**Students at or Above National Average Fall 2013**		**Students Below National Average Fall 2013**	
		N	**%**	**N**	**%**
K5	47	13	27.7%	34	72.3%
1st	35	6	17.1%	29	82.9%
2nd	36	4	11.1%	32	88.9%
3rd	40	4	10.0%	36	90.0%
4th	24	3	12.5%	21	87.5%
5th	18	2	11.1%	16	88.9%
Total	**200**	**32**	**16.0%**	**168**	**84.0%**

i.   *Students at or Above the National Average (Normative Mean) on the Fall MAP Math Test*

Of the 32 K5 through fifth-grade students at or above the national average for their grade level

on the fall test, 18 (56.3%) met the national average again on the spring test (Table 8).

Grade	N	At or Above National Average in Spring 2013	
		N	**%**
K5	13	9	69.2%
1st	6	Cannot report due to *n* size	
2nd	4	Cannot report due to *n* size	
3rd	4	Cannot report due to *n* size	
4th	3	Cannot report due to *n* size	
5th	2	Cannot report due to *n* size	
Total	**32**	**18**	**56.3%**

Table 8

North Point Lighthouse Charter School
Progress for Students at or Above the National Average in Math
Spring 2013

Students Below the National Average (Normative Mean) on the Fall MAP Math Test

There were 168 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 15 (8.9%) of those students had reached the national average math score for their grade level, and 94 (56.0%) had improved their math scores by the average change in scores for their functional grade level. This represents a total growth rate of 64.8% (Table 9).

Grade Level	Below National Average in Fall 2013	Reached Grade Level National Average Score in Spring 2014		Increased National Average for Functional Grade Level From Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
K5	34	4	11.8%	0	0.0%	4	11.8%
1st	29	3	10.3%	18	62.1%	21	72.4%
2nd	32	0	0.0%	23	71.9%	23	71.9%
3rd	36	2	5.6%	24	66.7%	26	72.2%
4th	21	1	4.8%	18	85.7%	19	90.5%
5th	16	5	31.3%	11	68.8%	16	100.0%
Total	**168**	**15**	**8.9%**	**94**	**56.0%**	**109**	**64.8%**

Table 9

North Point Lighthouse Charter School
Local Measures of Academic Progress: MAP Math Assessment
Progress for Students Below National Average (Normative Mean) in Fall 2013
Fall 2013 to Spring 2014

Overall, 127 (63.5%) of 200 demonstrated progress in math using the normative mean as a measure of progress.[20]

---

[20] This value was determined by adding the number of students who maintained at or above the national average for their grade level in the spring and students who tested below the national average in the fall who either met their national average on the spring test or met the national average for the functional grade level tested at in the fall.

3.   <u>Writing</u>

NPLCS assessed students' writing skills using the 6+1 Traits of Writing. Students completed writing samples in the fall and spring of the school year. Writing prompts were the same for both samples and were based on grade-level topics.[21] Students could score 0 to 6 points on each writing sample. In 2013–14, the school set two goals for writing progress: (1) At least 80.0% of the students who scored a 3 or less on their writing sample in the fall would improve by at least two points on a third writing sample taken in the spring; and (2) at least 80.0% of the students who scored a 5 or 6 on their writing sample in the fall would maintain a 5 or 6 on the third writing sample in the spring. Out of 220 students who completed a writing sample in the fall of 2013, 180 (81.8%) also completed a spring writing sample. The minimum score on the spring sample was 1.0, the maximum was 5.8, and the average score was 2.8 (not shown).

Of the 167 students who had fall and spring writing samples and scored a 3 or less in the fall, 43 (25.7%) had spring scores that improved by at least two points (Table 10), falling short of the school's goal.[22] There were no students who scored a 5 or greater on the fall writing sample; therefore, the second goal does not apply.

---

[21] Writing genres included expository, descriptive, persuasive, and narrative.

[22] One student's spring score was excluded from analysis due to a data error.

Table 10 North Point Lighthouse Charter School Local Measures of Academic Progress: 6+1 Traits of Writing Progress for Students Scoring 3 or Below in Fall 2013			
Grade	Score of 3 or below in Fall 2013	Met Writing Goal in Spring 2014	
	N	N	%
K5	41	14	34.1%
1st	34	18	52.9%
2nd	32	1	3.1%
3rd	31	6	19.4%
4th	16	3	18.8%
5th	13	1	7.7%
Total	167	43	25.7%

4.   IEP Progress for Special Education Students

CSRC expects that students with active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of goals identified for each student and the number of goals that have been met for each student. The school set a goal that 80.0% of students who had IEPs and had been enrolled at NPLCS for the full year of IEP service would meet at least 75.0% of their IEP goals at the time of their annual review or reevaluation. There were 27 students with special education needs enrolled at the end of the school year. IEPs were created for all 27 students; one student's IEP was dismissed upon review. Of the 27 students, 17 were enrolled at NPLCS and received special education services during 2012–13; the school was responsible for reviewing and tracking IEP goal progress for these students. Students had one to six goals. Nine (52.9%) of 17 students met at least 75.0% of their

IEP goals during the 2013–14 school year; therefore, NPLCS fell short of their goal relating to special education students.[23]

E.   External Standardized Measures of Educational Performance

1.   <u>PALS</u>

In 2013–14, DPI required that all students in K4 through first grade take the PALS assessment in the fall and spring of the school year. In addition, CSRC required that all second graders take the PALS in the spring semester.[24] PALS aligns with both the Common Core standards in English and the Wisconsin Model Early Learning Standards.

There are three versions of the PALS assessment: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in first through third grades. The PALS-PreK comprises five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). There are two additional tasks (lowercase alphabet recognition and letter sounds) that students complete only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K comprises six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 comprises three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 includes one additional required task for first

---

[23] The number of goals met was not available for one student.

[24] Per the CSRC contract, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 14 to November 8, 2013, for K4 and K5 students and September 16 to October 25, 2013, for first graders. The spring testing window was April 28 to May 23, 2014, for all grade levels. In anticipation of a DPI requirement to test second-grade students using the PALS in the fall and spring of 2014–15, CSRC required that all second-grade students in charter schools complete the PALS in the spring of 2014.

graders during the fall administration (letter sounds) and additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student's summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.[25] Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

There is no similar summed score or set benchmarks for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a four-year-old child.

---

[25] Information retrieved from http://www.palswisconsin.info/about_overview.shtml

a. *PALS-PreK*

There were 38 K4 students who completed the PALS-PreK in the fall, and 33 students completed the spring assessment; 33 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 11). By the time of the spring assessment, 24 (72.7%) of 33 students who completed both were at or above the developmental range for five or more tasks and 21 (63.6%) were at or above the range for all six tasks (not shown).[26]

Table 11 North Point Lighthouse Charter School PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2013–14 (N = 33)				
Task	**Fall**		**Spring**	
	N	**%**	**N**	**%**
Name writing	11	33.0%	33	100.0%
Uppercase alphabet recognition	11	33.0%	31	93.3%
Lowercase alphabet recognition	11*	100.0%	30**	100.0%
Letter sounds	9*	90.0%	26**	89.7%
Beginning sound awareness	N/A	N/A	N/A	N/A
Print and word awareness	22	66.7%	30	90.9%
Rhyme awareness	12	36.4%	23	69.7%

*Out of 11 students who qualified and completed the lowercase and 10 students who qualified and completed the letter sound tasks in the fall.
**Out of 30 students who qualified and completed the lowercase and 29 students who qualified and completed the letter sound tasks in the spring.

---

[26] Data were not provided for the beginning sound awareness task; therefore, the maximum number of tasks for NPLCS students was six rather than seven.

b.　　*PALS-K and PALS 1–3*

As mentioned above, each of these tests has a summed score benchmark for the fall and spring, which are calculated using different task combinations (Table 12). Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; measures of student progress from fall to spring should be interpreted with caution.

Table 12 PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	**Fall Benchmark**	**Spring Benchmark**
PALS-K	28	81
PALS—1st Grade	39	35
PALS—2nd Grade	35	54

A total of 33 K5 students completed the fall and spring PALS assessments. Although fall and spring test administration was required for first graders, first-grade students were only given the spring assessment. CRC examined progress from fall to spring for K5 students who completed both tests. By the time of the spring assessment, 21 (63.6%) students who were at or above the fall benchmark were also at or above the spring benchmark (Table 13). Although first graders were not assessed in the fall, nine (30.0%) out of 30 students who were assessed in spring were at or above the benchmark.[27] Additionally, 18 (58.1%) out of 31 second graders were at or above the spring summed score benchmark (not shown).[28]

---

[27] Nine first graders enrolled at the time were missing spring scores.

[28] A total of 10 second graders enrolled at the time were missing spring scores.

Table 13 North Point Lighthouse Charter School Reading Readiness for K5 Students Fall 2013 to Spring 2014						
Grade Level and Fall Benchmark Status	**N**	**Spring Benchmark Status**				
		Below Benchmark		**At or Above Benchmark**		
		N	**%**	**N**	**%**	
Below Benchmark	1	Cannot report due to *n* size				
At or Above Benchmark	32	11	34.4%	21	65.6%	
Total	**33**	**12**	**36.4%**	**21**	**63.6%**	

2. <u>WKCE for Third- Through Fifth-Grade Students</u>

The WKCE is directly aligned with Wisconsin model academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grades and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year (FAY) or longer as well as students new to the school.[29]

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in order to be considered proficient in each subject. Because this is only the second year the revised scores have been applied, CRC is reporting current-year reading and math proficiency levels using both the former and the revised standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied.

[29] Enrolled since September 20, 2013.

Overall, 92 third- through fifth-grade students completed the WKCE reading test and the WKCE math test in the 2013–14 school year. Results were used to assess third- through fifth-grade reading and math skills and to provide scores against which to measure progress over multiple years.

a.   *Reading*

Using the revised cut scores, two (4.5%) third graders scored at the proficient level, three (12.0%) fourth graders scored proficient, and two (8.7%) fifth graders scored proficient in reading (Figure 2). Overall, seven (7.6%) third- through fifth-grade students scored proficient in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, three (6.8%) third graders were advanced and 16 (36.4%) were proficient in reading, three (12.0%) fourth graders were advanced and four (16.0%) were proficient, and three (13.0%) fifth-graders were advanced and 10 (43.5%) were proficient in reading (not shown). Overall, 39 (42.4%) third- through fifth-grade students scored proficient or advanced in reading based on the former cut scores (not shown).

Figure 2

**North Point Lighthouse Charter School
WKCE Revised Reading Proficiency Levels
for 3rd Through 5th Grades
2013—14**
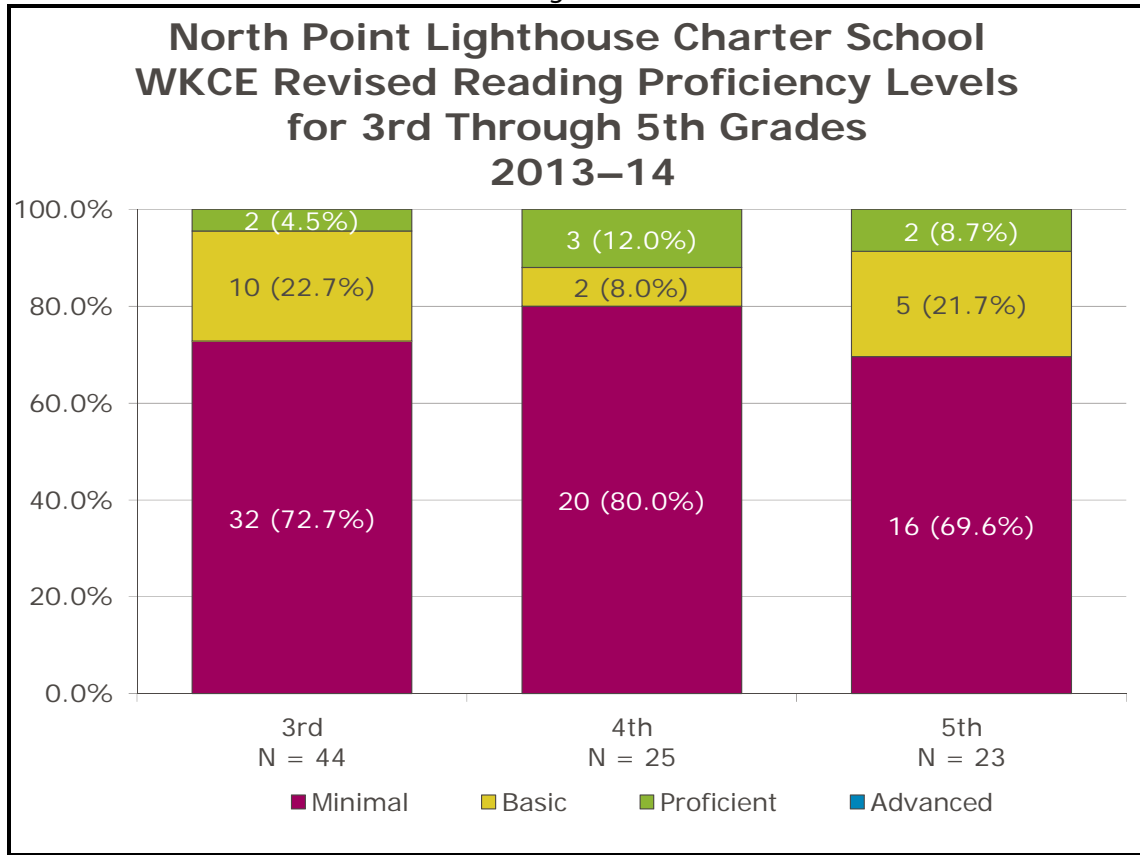
On average, third-grade students scored in the 22nd percentile statewide in reading,

fourth-grade students scored in the 19th percentile, and fifth graders scored in the 27th percentile

(not shown).

b.   *Math*

When revised cut scores were used, five (5.4%) third- through fifth-grade students scored proficient in math (Figure 3).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, one (2.3%) third grader was advanced in math and four (9.1%) were proficient, seven (28.0%) fourth graders were proficient and one (4.3%) fifth-grader was advanced, and four (17.4%) fifth graders were proficient and none were advanced. Overall, 17 (18.5%) of the 92 third- through fifth-grade students scored proficient or advanced in math (not shown).

Figure 3

North Point Lighthouse Charter School
WKCE Revised Math Proficiency Levels
for 3rd Through 5th Grades
2013–14

https://nccd.sharepoint.com/sites/research_analysis/general/508/Shared Documents/2013-14/Lighthouse/Lighthouse 2013-14 YEAR TWO.docx
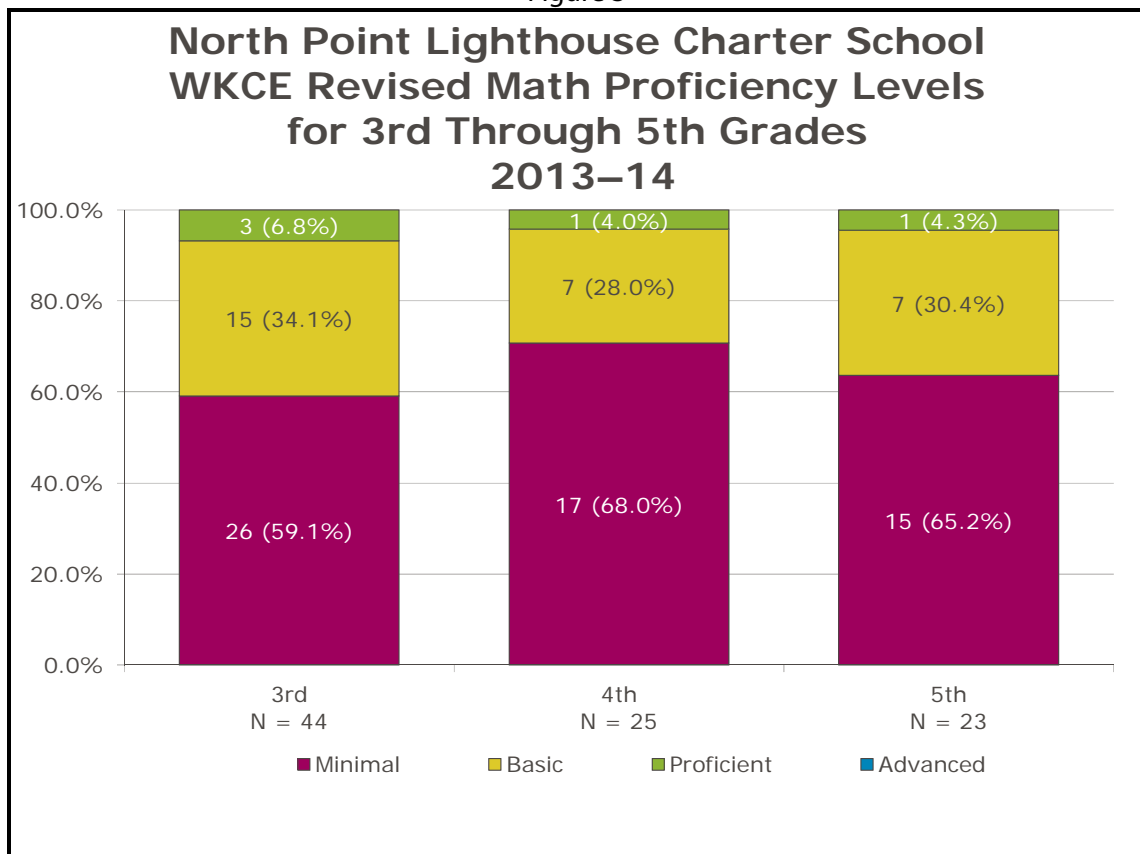
On average, third graders scored in the 14th percentile in math, fourth graders scored in the 15th percentile, and fifth graders scored in the 16th percentile in math (not shown).

c.   *Language Arts*

In addition to reading and math, fourth graders are tested in language arts, science, and social studies. CSRC requires results for language arts to be included in this report. Of 24 fourth-grade students, two (8.3%) fourth graders exhibited advanced and two (8.3%) exhibited proficient language arts skills. Note that the cut scores for language arts were not modified; therefore, only one set of scores is included.

d.   *Writing*

The final WKCE score at the fourth- and eighth-grade levels is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of 9. The extended writing scores for fourth graders ranged from 1 to 6. The median score for fourth-grade students was 5, meaning half of the students scored at or below 5 and half scored 5 to 6.

F.   Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with FAY enrollment at NPLCS who have scores in consecutive years. Prior to the 2013–14 school year, first- through third-grade skills are

assessed based on the Stanford Diagnostic Reading Test (SDRT). The SDRT was discontinued for the 2013–14 school year; therefore, year-to-year results are not available. Schools began using the PALS reading assessment this year. CRC and CSRC are exploring options for using this as a year-to-year measure in subsequent years.

Because year-to-year progress expectations only apply to students who have been enrolled at the school for an FAY and because the maximum grade level at NPLCS in 2013–14 was fifth grade, the year-to-year analysis includes only students who were in third or fourth grade at the school in 2012–13 (fourth- and fifth-graders this year).

CSRC's WKCE expectations are that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests and met the FAY definition would maintain their status of proficient or above.[30] For students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.[31]

1.   <u>Multiple-Year Student Progress for Fourth and Fifth Graders Using Former WKCE Cut Scores</u>

The levels of proficiency (advanced, proficient, basic, and minimal) are determined by leveling scale scores referred to as "cut" scores. As mentioned above, until the 2012–13 school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores based on those used by NAEP that more closely align with national and international standards. CSRC's expectations for year-to-year growth are based on trends in student progress using the former cut scores. Therefore, in order to

---

[30] CSRC's expectations related to the WKCE are based on the former WKCE cut scores because the revised cut scores have been in place for too short a period for the development of valid expectations.

[31] Students had to be enrolled in the school on or before September 21, 2012, to meet the FAY definition.

compare student progress to previous years and show student progress using the revised cut scores, progress will be measured using both the former and revised cut scores. In order to do so, the former proficiency-level cut scores and quartiles will be applied to the scale scores for the 2012–13 and 2013–14 school years. The following section describes progress from last year to this year using the former cut scores; the section thereafter will describe progress using the revised cut scores.

a.   *Students Who Met Proficiency-Level Expectations (Former Cut Scores)*

Based on fall of 2012 WKCE data, 10 students reached proficiency in reading and five were proficient or higher in math. Nine (90.0%) students maintained their reading levels (Table 14), exceeding the CRSC expectation of 75.0%. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, student math progress is not shown.

Table 14 **North Point Lighthouse Charter School** **Reading Proficiency-Level Progress** **for FAY Students Proficient or Advanced in 2012–13** **Based on Former WKCE Proficiency-Level Cut Scores**		
Grade	**Students Who Were Proficient/Advanced in 2012–13**	**Students Who Maintained Proficient/Advanced in 2013–14**
		N | **%**
3rd to 4th	5	Cannot report due to *n* size
4th to 5th	5	Cannot report due to *n* size
Total	**10**	**9** | **90.0%**

b. *Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)*

CSRC expects that at least 60.0% of students who did not meet proficiency-level expectations (i.e., were at the minimal or basic levels) on the WKCE in 2012–13 will progress one or more levels or, if they scored in the same level, will show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

Nearly half (47.1%) of the 17 students below proficiency met the goal in reading and 54.5% of 22 students met the goal in math (tables 15 and 16).

				Total Proficiency-Level Advancement	
Grade	**# Students Minimal/ Basic 2012–13**	**# Students Who Advanced One Proficiency Level 2013–14**	**If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14**	**N**	**%**
3rd to 4th	9	Cannot report due to *n* size			
4th to 5th	8	Cannot report due to *n* size			
Total	**17**	**6**	**2**	**8**	**47.1%**

Table header (spanning top of table):

Table 15

**North Point Lighthouse Charter School
Reading Proficiency-Level Progress
for FAY Students Minimal or Basic in 2012–13
Based on Former WKCE Proficiency-Level Cut Scores**

Table 16					
North Point Lighthouse Charter School Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/ Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	12	6	1	7	58.3%
4th to 5th	10	2	3	5	50.0%
Total	**22**	**8**	**4**	**12**	**54.5%**

2.   <u>Multiple-Year Student Progress for Fourth and Fifth Graders Using Revised Cut Scores</u>

The previous section described progress for students from 2012–13 to 2013–14 using former WKCE proficiency-level cut scores (i.e., those used until the previous school year). This section describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the revised cut scores but the same standards.

a.   *Students Who Met Proficiency-Level Expectations (Revised Cut Scores)*

Based on fall of 2012 WKCE data, two students reached proficiency in reading when revised cut scores were applied and one student was proficient or higher in math. In order to protect student identity, CRC does not include results for fewer than 10 students. Due to the small number of students who were proficient or advanced in either reading or math using the revised cut scores, progress could not be reported.

b.		*Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)*

To determine whether students who did not meet proficient or advanced levels were making progress, CRC examined whether these students were able to improve their scores by moving up one or more categories (e.g., minimal to basic, basic to proficient, or minimal to proficient). If a student was not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.[32]

There were 25 students who scored in the minimal or basic categories in reading during 2012–13 based on the revised proficiency-level cut scores. Of these, 32.0% showed improvement by progressing to a higher proficiency level (n=3) or quartile (n=5) in reading (Table 17).

Table 17 North Point Lighthouse Charter School Reading Proficiency-Level Progress for Students Minimal or Basic in 2012–13 Based on Revised WKCE Proficiency-Level Cut Scores					
Grade	**# Students Minimal/Basic 2012–13**	**# Students Who Advanced One Proficiency Level 2013–14**	**If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14**	**Total Proficiency-Level Advancement**	
				N	**%**
3rd to 4th	13	1	0	**1**	**7.7%**
4th to 5th	12	2	5	**7**	**58.3%**
Total	**25**	**3**	**5**	**8**	**32.0%**

Proficiency-level progress in math is described in Table 18. When the revised cut scores were applied to the 2012–13 scale scores, 26 students scored below proficient on the fall of 2012 WKCE.

---

[32] This method is used by CRC to examine student progress in the schools chartered by the city.

https://nccd.sharepoint.com/sites/research_analysis/general/508/Shared Documents/2013-14/Lighthouse/Lighthouse 2013-14 YEAR TWO.docx

Overall, 30.8% of these students either advanced one proficiency level (n=3) or, if they did not advance a level, improved at least one quartile within their level (n=5).

Table 18 North Point Lighthouse Charter School Math Proficiency-Level Progress for Students Minimal or Basic in 2012–13 Based on Revised WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	14	2	2	4	28.6%
4th to 5th	12	1	3	4	33.3%
Total	**26**	**3**	**5**	**8**	**30.8%**

G.   CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, and in the fall of 2012, CSRC adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures, and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance, which is then translated into a school status rating (Table 19).

Table 19	
City of Milwaukee	
Educational Performance Rating Scale for Charter Schools	
School Status	**Scorecard % Total**
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.9%–70.0%
Problematic/Struggling	69.9%–55.0%
Poor/Failing	54.9% or less

CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. CSRC's expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year, CRC prepared the NPLCS scorecard based on the WKCE results using the former cut scores because CSRC's WKCE expectations are based on the former WKCE cut scores. The revised cut scores have been in place for too short a period of time for the development of valid expectations. NPLCS scored 58.1% on the scorecard, which places them at the Problematic/Struggling level. This compares with a score of 46.8% (Poor/Failing range) for the 2012–13 school year.

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,[34] DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.

- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.

- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.

- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Data are not shown for groups of fewer than 20 students.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings.

---

[33] Information for this section was retrieved from the DPI website, http://reportcards.dpi.wi.gov. The DPI report card reflects the school's performance for the 2012–13 school year. Report cards for the 2013–14 school year will be issued in the fall of 2014.

[34] Wisconsin DPI. (n.d.). *Accountability reform.* Retrieved from http://oea.dpi.wi.gov/accountability

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

NPLCS's 2012–13 report card indicated an overall accountability rating of Not Rated because it was the school's first year. Further information on the report card is included in Appendix D.

I. **Parent/Teacher/Board Satisfaction Regarding Student Academic Progress**

Based on surveys and interviews, more than three quarters (78.3%) of 46 parents indicated that the school's contribution to their child's learning was excellent or good. Five of the 10 teachers rated the school's overall progress in contributing to students' academic progress as good, one as fair, and four as poor.

When asked about satisfaction with student academic progress, 41.3% of the parents surveyed rated their child's academic progress as excellent and 41.3% as good. Five of the 10 teachers interviewed rated their students' academic progress as excellent (20.0%) or good (30.0%). Of the six board members interviewed, one gave a rating of good, one rated the academic progress as fair, and four rated this area as poor.

IV.   SUMMARY AND RECOMMENDATIONS

This report covers the second year of NPLCS's operation as a City of Milwaukee charter school. The school met all but three of its education-related contract provisions. Two of these provisions were substantially met as specified in the school's contract with the City of Milwaukee and subsequent CSRC requirements. Provisions not met included the following.

- The school fell below the expectations that at least 60.0% of students below proficiency in reading and math would advance one level of proficiency or to the next quartile within their proficiency range. Only 47.1% met the expectation in reading and 54.5% met in math.

- Not all instructional staff held a DPI license or permit to teach. Of the instructional staff remaining at the end of the year, two (one first-grade teacher and one third-grade teacher) did not have a DPI license or permit.

Provisions substantially met included the following.

- The requirement to provide accurate pupil database information required significant clarification and reentry.

- The requirement regarding standardized test administration was also substantially met because the school administered most of the required assessments. The school did not administer the PALS to first graders in the fall, a DPI requirement.

Based on the school's compliance and the scorecard results for this second year of operation, it is recommended that CRC provide a mid-year report to include an assessment of NPLCS's progress regarding the stated school improvement recommendations and performance on the scorecard through the first semester of 2014–15 school year.

Appendix A

Contract Compliance Chart

Table A			
North Point Lighthouse Charter School **Overview of Compliance for Education-Related Contract Provisions** **2013–14**			
Section of Contract	**Education-Related Contract Provision**	**Report Page Number(s)**	**Contract Provisions Met or Not Met?**
Section I, B	Description of educational program: Student population served.	pp. 2–7	Met
Section I, V	Annual school calendar provided.	p. 10	Met
Section I. C	Educational methods.	pp. 3–4	Met
Section I, D	Administration of required standardized tests.	pp. 23–30	Substantially met[35]
Section I, D	Academic criterion #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 17–22	Met
Section I, D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measure. a. 2nd- and 3rd-grade students at or above GLE in reading: At least 75.0% will maintain GLE. b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% will maintain proficiency level. c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% will maintain proficiency level.	 a. N/A* b. p. 40 and p. 42 c. p. 40 and p. 42	 a. N/A* b. Met; 90% of 10 students c. Cannot report due to *n* size
Section I, D	Academic criterion #3. a. 2nd- and 3rd-grade students below grade level in reading: Advance more than 1 GLE in reading. b. 4th- to 8th-grade students below proficient level on 2012–13 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency-level range. c. 4th- to 8th-grade students below proficient level on 2012–13 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency-level range.	 a. N/A* b. p. 41 and p. 43 c. pp. 41–42 and pp. 43–44	 a. N/A* b. Not met; 47.1% of 17 students c. Not met; 54.5% of 22 students
Section I, E	Parental involvement.	pp. 10–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 8–9	Not met[36]
Section I, I	Pupil database information.	pp. 4–5	Substantially met[37]
Section I, K	Disciplinary procedures.	pp. 9–10	Met

*The SDRT was discontinued prior to the 2013–14 school year; therefore, this requirement is not applicable this year.

---

[35] The school did not administer the fall PALS assessment to first-grade students.

[36] Two classroom teachers did not hold a current DPI license or permit.

[37] The school struggled with providing data in a timely and organized fashion.

Appendix B

Student Learning Memorandum

Learning Memo for North Point Lighthouse Charter School

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: North Point Lighthouse Charter School
Re: Student Learning Memorandum for the 2013–14 School Year
Date: November 13, 2013

The following procedures and outcomes will be used for the 2013–14 school year to monitor the educationally related activities described in the North Point Lighthouse Charter School's contract with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). The spreadsheets and/or database will include all students enrolled at any time during the school year. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 25, 2014. Additionally, paper test printouts or data directly from the test publisher must be provided to CRC for all standardized tests.

Attendance
The school will maintain an average daily attendance rate of 95.0%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she is present for at least four hours of the school day. The school will also note in-school or out-of-school suspensions for each student if applicable.

Enrollment
The school will record the enrollment date for every student. Upon admission, individual student information, including WSN, name, grade, gender, race/ethnicity, eligibility for free/reduced lunch, and special education status will be added to the school database.

Termination
The date and reason for every student leaving the school will be recorded in the school database. If the student does not attend the school for 30 consecutive calendar days, the student's termination date is the last date the student actually attended the school prior to the 30 consecutive days of absence.

Parent Participation
All (100.0%) parents will participate in at least three out of four parent-teacher report card conferences. The date of each conference and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student. Alternate dates within a two-week period are acceptable; phone conferences are acceptable for extenuating circumstances.

Special Education Needs Students
The school will maintain updated records on all special education students, including disability type, date of the individualized education program (IEP) team eligibility assessment, eligibility assessment outcome, IEP completion date, parent participation in IEP completion, IEP review date, review results, and parent participation in review.

Academic Achievement: Local Measures

<u>Reading and Mathematics for K5 Through Fifth Grade</u>
Students in K5 through fifth grade will demonstrate progress in reading and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall, winter, and spring. At least 50.0% of students who complete both the fall and spring reading and math MAP tests will meet their individual MAP growth target RIT score.

CRC will conduct additional analysis described below in order to provide the school with additional information on student progress.

At the time of the fall test, each student's score will be compared to his/her grade-level mean based on the 2011 Northwest Evaluation Association (NWEA) normative study. Students who complete both the fall and spring reading and math MAP tests will increase their RIT scores by at least the difference in the normative mean score for the grade-level average at which the student tested in the fall. Progress for students at or above the normative mean for their current grade level as well as progress for students below the normative mean for their current grade level will be examined. This analysis will be used for informational purposes only and will not be reflected on the school's scorecard.

<u>Writing for K5 Through Fifth Grade</u>
Students in grades K5 through fifth grade will complete a writing sample no later than the fifth week of the school year.[38] The writing sample will be assessed using the 6+1 Traits of Writing. The six traits of writing include: ideas, organization, voice, word choice, sentence fluency, and conventions. Students receive a rubric score of 1–6 for each trait; the average, overall score for all six traits will be used to measure student progress. The rubric equivalents for K5 and first-grade students are 1 = beginning, 2 = emerging, 3 = developing, 4 = capable, 5 = experienced, and 6 = exceptional. For students in second through fifth grades, 1 or 2 = do not meet expectations, 3 = approaching expectations, 4 = meets expectations, and 5 or 6 = exceeded expectations. Writing genres include expository, descriptive, persuasive, and narrative. All students will complete a writing assessment within the following testing windows.

- Fall Testing Window: Before the end of the fifth week of the school year, with scoring complete by the end of the eighth week.

- Winter Testing Window: No earlier than the 15th week and no later than the end of the 20th week of the school year, with scoring complete by the 23rd week.

- Spring Testing Window: No earlier than the 35th week of the school year, with scoring complete by the 40th week.

At least 80.0% of the students who scored a 3 or less on their writing sample in the fall will improve by at least 2 points on a third writing sample taken in the spring.

At least 80.0% of the students who scored a 5 or 6 on their writing sample in the fall will maintain a 5 or 6 on the third writing sample taken in the spring.

Special Education Goals
Students with active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of goals

---

[38] Students will be given the same grade-level writing prompt in the fall and in the spring.

identified for each student and the number of goals that have been met for each student. Of the students with active IEPs, 80.0% will achieve at least 75.0% of their goals. Ongoing student progress on IEP goals, however, is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

Academic Achievement: Standardized Measures
The following standardized test measures will assess academic achievement in reading and/or mathematics.

K4 Through Second Grade
The Phonological Awareness Literacy Screening (PALS) will be administered to all students in K4 through first grade in the fall and spring of each year within the timeframes required by the Wisconsin Department of Public Instruction (DPI).[39] Second-grade students will complete the PALS in the spring of the school year. PALS provides information about each student's level of mastery of early literacy fundamentals at different times during the school year.[40]

Because this is the first year that schools are required to administer the PALS to students in K4 and first and second grades, the CSRC has not yet set any specific academic expectations for students taking the PALS. Pending expectations by the CSCR, CRC plans to complete the following analysis for this assessment series.[41]

- Benchmark achievement levels for students on both the fall and spring assessments (spring only for second graders).

- For K4, K5, and first-grade students, student cohort progress from fall to spring on each grade level assessment (not applicable for second graders).

- If applicable, year-to-year progress for students who completed the PALS-K in 2012–13 and also completed the PALS-1 in 2013–14.[42]

---

[39] The school must administer the PALS in the fall and spring of the school year for K4 through first graders; if DPI requires additional test administrations, CRC will request data from the additional test administrations as well.

[40] PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website, http://www.palswisconsin.info)

[41] If the CSRC sets specific expectations or requests different analyses during the school year, CRC will replace these current plans with the plans and expectations formulated and adopted by the CSRC.

[42] At the time of this memo, CRC was researching whether examining year-to-year reading progress using PALS was possible. If year-to-year progress can be measured, CRC will include those results in the report.

Grades Third, Fourth, and Fifth
The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the DPI. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For fourth graders, it will also include language arts, science, and social studies scale scores. Results will also reflect each student's statewide percentile score. In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress (NAEP). As in the 2012–13 school year, the CRC will analyze the data using both the revised cut scores and the former cut scores that were used through the 2011–12 school year. The standards below apply only to results based on the former cut scores, pending a different decision by the CSRC.

- At least 75.0% of the students who were proficient or advanced in reading and/or math on the WKCE in 2012–13 will maintain their status of proficient or above in the subsequent year.

- More than 60.0% of the students who tested below proficient (basic or minimal) in reading and/or math on the WKCE in 2012–13 will improve a proficiency level or at least one quartile within their proficiency level in the next school year. This is a school-wide expectation.

Learning Memo Data Addendum
North Point Lighthouse Charter School

The following describes the data collection and submission process related to each of the outcomes in the learning memo for the 2013–14 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school at any time during the academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student number and school-based number in each data file.

2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record N/E to indicate "not enrolled." If the measure did not apply to the student for another reason, enter N/A for that student to indicate "not applicable." N/E may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if a student is absent when a measure is completed.

3. Record and submit a score/response for each student on an Excel spreadsheet or database. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Staff person(s) responsible for year-end data submission: Ashleigh Plauche

Data are typically due five days following the last day of student attendance.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student roster: Student Identification Enrollment Termination Attendance	Create a column for each of the following, which should be included for all students enrolled at any time during the school year. • WI student number (WSN) • Local student ID number (school-based) • Student name • Grade level • Race/ethnicity • Gender (M/F) • Eligibility for free/reduced lunch (free, reduced, full pay) • Enrollment date • Termination date, or N/A if the student did not withdraw • Reason for termination, if applicable • Number of days student was enrolled at the school this year	PowerSchool	Business manager Teachers

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	(number of days expected attendance) • Number of days student attended this year • Number of excused absences this year • Number of unexcused absences this year • Indicate if student had and/or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no)		
Parent participation	Create a column for each of the following, which should be included for all students enrolled at any time during the school year. • WSN • Local student ID number • Student name • Create one column labeled <u>Conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E. • Create one column labeled <u>Conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E. • Follow the same guidelines listed above for conference 3 and conference 4.	Parent conferences tracker (principal's files) Parent sign-in sheet for monthly parent meetings (principal's files)	Teachers Principal

B6

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Special education needs students: Student population/local measures	For each student assessed for special education needs (as indicated on the student roster), include the following. • WSN • Student name • Special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at North Point during the previous school year (i.e., was student continuing special education or did special education services begin this year)? • Eligibility assessment date (date the team met to determine eligibility; may be during previous school year) • Eligibility reevaluation date (three-year reevaluation date to determine if the child is still eligible for special education; may be during a subsequent school year) • IEP completion date (date the current IEP was developed; may have been during a prior year; if initial, the date will be this school year) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A • Parent participation in the IEP review (Y/N) At the time of the annual review/reevaluation, record: • Number of goals on the previous IEP; and • Number of those goals that were met.	OASYS System Student's special education files (special education coordinator's files)	Special education coordinator Homeroom teacher
Academic achievement: Local measures	For each K5 through 5th-grade student enrolled at any time during the year, include the following.	Excel spreadsheet designed by LHA Network	Principal

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Math	• WSN • Local student ID number • Student name • Fall RIT test score for math • Target RIT score for math • Spring RIT test score for math • Met target in math (Y/N)		Director of instruction Director of data management and analysis
Academic achievement: Local measures *Reading*	For K5 through 5th-grade students enrolled at any time during the year, include the following. • WSN • Local student ID number • Student name • Fall RIT test score for reading • Target RIT score for reading • Spring RIT test score for reading • Met target in reading (Y/N)	Excel spreadsheet designed by the LHA Network	Principal Director of instruction Director of data management and analysis
Academic achievement: Local measures *Writing*	For each student enrolled at any time during the year, include the following. • WSN • Local student ID number • Student name • Fall average writing score • Fall writing sample date • Spring average writing score • Spring writing sample date	Excel spreadsheet created by the LHA Network	Principal Director of instruction Director of K–8th grade curriculum and assessment
Academic achievement: Standardized measures *PALS* *K5 through 2nd grade*	For each K5 student, include the following. • WSN • Student name • Grade • Fall 2013 PALS summed score • Spring 2014 PALS summed score For each 1st- and 2nd-grade student, include the following: FALL (1st graders only) • Fall entry level summed score • If applicable, fall Level B summed score • If applicable, fall Level C blending and sound-to-letter scores	Excel spreadsheet created by school (principal or DOI's files) Additionally, paper forms or electronic data directly from the test publisher must be submitted to CRC at the end of the school year.	Principal Director of instruction

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	SPRING (1st and 2nd graders) • Spring entry level summed score • If applicable, spring Level B summed score • If applicable, spring Level C blending and sound-to-letter scores		
Academic achievement: Standardized measures *WKCE*	For each 3rd- through 5th-grade student enrolled at any time during the school year, include the following. • WSN • Local student ID number • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades; language, social studies, and science for 4th graders) • Proficiency level for each WKCE test • State percentile for each WKCE test Note: Enter N/E if student was not enrolled at the time of the test. Enter N/A if test did not apply for another reason. Please provide test date(s) in an email or other document.	Excel spreadsheet designed by school, or download data from Turnleaf website. Additionally, paper forms or electronic data directly from the test publisher must be submitted to CRC at the end of the school year.	Principal Director of instruction

Appendix C

CSRC Scorecards

K5–8TH GRADES

STUDENT ACADEMIC PROGRESS: GRADES 1–3

- SDRT—% remained at or above GL   (4.0)
- SDRT—% below GL who improved   (6.0)
  more than 1 GL   **10%**

STUDENT ACADEMIC PROGRESS: GRADES 3–8

- WKCE reading—% maintained   (7.5)
  proficient and advanced
- WKCE math—% maintained   (7.5)
  proficient and advanced   **35%**
- WKCE reading—% below proficient   (10.0)
  who progressed
- WKCE math—% below proficient   (10.0)
  who progressed

LOCAL MEASURES

- % met reading   (3.75)
- % met math   (3.75)
- % met writing   (3.75)   **15%**
- % met special education   (3.75)

STUDENT ACHIEVEMENT: GRADES 3–8

- WKCE reading—% proficient or   (7.5)
  Advanced
- WKCE math—% proficient or   (7.5)   **15%**
  advanced

ENGAGEMENT

- Student attendance   (5.0)
- Student reenrollment   (5.0)
- Student retention   (5.0)   **25%**
- Teacher retention   (5.0)
- Teacher return*   (5.0)

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- EXPLORE to PLAN—Composite score at or
  above 17 on EXPLORE and at or above 18   (5.0)
  on PLAN
- EXPLORE to PLAN—Composite score of
  less than 17 on EXPLORE but increased 1 (10.0)
  or more on PLAN   **30%**
- Adequate credits to move from 9th to   (5.0)
  10th grade
- Adequate credits to move from 10th to   (5.0)
  11th grade
- DPI graduation rate   (5.0)

POSTSECONDARY READINESS: GRADES 11 and 12

- Postsecondary acceptance for graduates
  (college, university, technical school, (10.0)
  military)   **15%**
- % of 11th/12th graders tested   (2.5)
- % of graduates with ACT composite score
  of 21.25 or more   (2.5)

LOCAL MEASURES

- % met reading   (3.75)
- % met math   (3.75)
- % met writing   (3.75)   **15%**
- % met special education   (3.75)

STUDENT ACHIEVEMENT: GRADE 10

- WKCE reading—% proficient and advanced   (7.5)
- WKCE math—% proficient and advanced   (7.5)   **15%**

ENGAGEMENT

- Student attendance   (5.0)
- Student reenrollment   (5.0)
- Student retention   (5.0)   **25%**
- Teacher retention   (5.0)
- Teacher return*   (5.0)

*Teachers not offered continuing contracts are excluded when calculating this rate.
Note: If a school has fewer than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

C1

Beginning in 2012–13, DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. The kindergarten through eighth-grade and the high school scorecards both include points related to current year and year-to-year performance on the WKCE. Last year, in order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two K5 through eighth-grade and two high school scorecards—one each using the former WKCE cut scores and one each using the revised cut scores. However, because CSRC's standards and the scorecard were developed based on the former cut scores, CRC prepared only one kindergarten through eighth-grade and one high school scorecard this year using WKCE results and progress based on the former cut scores.

| Table C | | | | | |

Table C

North Point Lighthouse Charter School
Charter School Review Committee
WKCE Scores Based on Former Proficiency-Level Cut Scores
Scorecard
2013–14 School Year

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 1st Through 3rd Grades	SDRT: % remained at or above grade level (GL)	4.0	**10.0%**	N/A**	--
	SDRT: % below GL who improved more than 1 GL	6.0		N/A**	--
Student Academic Progress: 3rd Through 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	**35.0%**	90.0%	6.8
	WKCE math: % maintained proficient and advanced	7.5		Cannot report due to *n* size**	--
	WKCE reading: % below proficient who progressed	10.0		47.1%	4.7
	WKCE math: % below proficient who progressed	10.0		54.5%	5.5
Local Measures	% met reading	3.75	**15.0%**	37.1%	1.4
	% met math	3.75		46.5%	1.7
	% met writing	3.75		26.2%	1.0
	% met special education	3.75		52.9%	2.0
Student Achievement: 3rd Through 8th Grades	WKCE reading: % proficient or advanced	7.5	**15.0%**	42.4%	3.2
	WKCE math: % proficient or advanced	7.5		18.5%	1.4
Engagement	Student attendance	5.0	**25.0%**	87.2%	4.4
	Student reenrollment	5.0		77.7%	3.9
	Student retention	5.0		87.0%	4.4
	Teacher retention rate	5.0*		50.0%	2.5
	Teacher return rate	5.0*		100.0%	5.0
TOTAL		**82.5****			**47.9 (58.1%)**

*Teacher retention and return rates reflect teachers plus additional instructional staff.
**The SDRT was discontinued prior to the 2012–13 school year; therefore, year-to-year results were not available this year. There were too few students at or above proficient in math in 2012–13 to report results. The number of points for those measures was subtracted from the total 100 points possible and the scorecard percentage is based on the modified denominator.

Appendix D

2012–13 Wisconsin DPI Report Card

North Point Lighthouse Charter | North Point Lighthouse Charter
School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating

NA

Not Rated*

*This school is not rated because it is new, is an alternative school, or has too few students for accountability determinations.

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**NA/NA**		**66.5/100**	
Reading Achievement	NA/NA		28.7/50	
Mathematics Achievement	NA/NA		37.8/50	
Student Growth	**NA/NA**		**65.7/100**	
Reading Growth	NA/NA		33.4/50	
Mathematics Growth	NA/NA		32.3/50	
Closing Gaps	**NA/NA**		**65.6/100**	
Reading Achievement Gaps	NA/NA		33.2/50	
Mathematics Achievement Gaps	NA/NA		32.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**NA/NA**		**87.1/100**	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	NA/NA		75.6/80	
3rd Grade Reading Achievement	NA/NA		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: NA
Test Participation Lowest Group Rate (goal ≥95%)	NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

School Information

Grades	K4-4
School Type	Elementary School
Enrollment	173

Race/Ethnicity

American Indian or Alaska Native	0.6%
Asian or Pacific Islander	0.0%
Black not Hispanic	97.1%
Hispanic	0.6%
White not Hispanic	1.7%

Student Groups

Students with Disabilities	6.9%
Economically Disadvantaged	97.1%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10

Year	State: Reading	State: Mathematics
2008-09	35.3%	45.2%
2009-10	35.7%	47.0%
2010-11	35.7%	46.8%
2011-12	36.0%	48.3%
2012-13	36.4%	48.2%

(2012-13 School values Redacted)

Legend: School: Reading | State: Reading | School: Mathematics | State: Mathematics
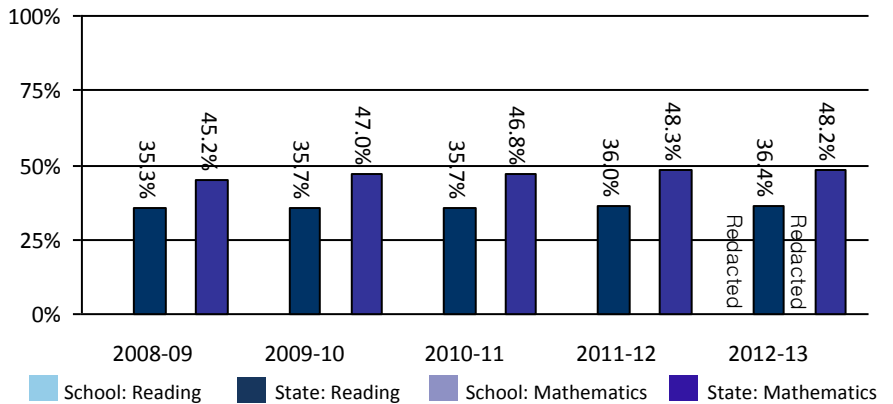
Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

This report serves for both school and district accountability purposes for this school.

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

Page 1

Appendix E

Trend Information

Table E1

North Point Lighthouse Charter School
Student Enrollment and Retention

School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
2012–13*	188	56	60	184	132 (70.2%)
2013–14	276	23	36	263	240 (87.0%)

*2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E2

North Point Lighthouse Charter School
Student Attendance

School Year	Attendance Rate
2012–13*	85.9%
2013–14	87.2%

*2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E3

North Point Lighthouse Charter School
Parent/Guardian Participation

School Year	Parent/Guardian Participation Rate
2012–13*	51.5%
2013–14	16.5%

*2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E4

North Point Lighthouse Charter School
WKCE Year-to-Year Progress
Students Who Remained Proficient or Advanced (Former Cut Scores)
3rd Through 5th Grades

School Year	Reading	Math
2012–13*	N/A	N/A
2013–14	90.0%	Cannot report due to *n* size

*2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E5
North Point Lighthouse Charter School **WKCE Year-to-Year Progress** **Students Who Scored Minimal or Basic and Showed Improvement (Former Cut Scores)** **3rd Through 5th Grades**

School Year	Reading	Math
2012–13*	N/A	N/A
2013–14	47.1%	50.0%

*2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E6
North Point Lighthouse Charter School **Teacher Retention**

Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of the School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
2012–13*					
Classroom Teachers Only	10	3	3	10	7 (70.0%)
All Instructional Staff	12	4	3	13	9 (75.0%)
2013–14					
Classroom Teachers Only	14	2	7	12	7 (50.0%)
All Instructional Staff	18	3**	11**	20	9 (50.0%)

*2012–13 was NPLCS's first year of operation as a city-chartered school.
**One special education teacher started after the school year began and left before the school year ended.

Table E7
North Point Lighthouse Charter School **Teacher Return Rate***

Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2012–13**			
Classroom Teachers Only	N/A	N/A	N/A
All Instructional Staff	N/A	N/A	N/A
2013–14			
Classroom Teachers Only	6	6	100.0%
All Instructional Staff	8	8	100.0%

*Includes only teachers who were eligible to return, i.e., offered a position for fall.
**2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E8	
North Point Lighthouse Charter School **Charter School Review Committee Scorecard Score**	
School Year	**Score**
2012–13*	46.8%
2013–14	58.1%

*2012–13 was NPLCS's first year of operation as a city-chartered school.

Table E9	
North Point Lighthouse Charter School **DPI Report Card Rating**	
School Year	**Math**
2012–13*	N/A

*Because 2012–13 was NPLCS's first year of operation, the school did not have a report card score.

Appendix F

Teacher Interview Results

In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included two teachers from K4; two teachers from third grade; and one teacher each from K5, first, fourth, and fifth grades. Additionally, there was one classroom demonstration teacher and one physical education teacher.

The teachers interviewed had been teaching for an average of six years. The number of years teaching at NPLCS ranged from one to two years (note that NPLCS is in its second year of operation).

All teachers reported that they routinely use data to make decisions in the classroom. Four teachers indicated that the school's leadership uses student data to make school-wide decisions, three teachers indicated that leadership does not, and three teachers said the question was not applicable. Methods of tracking student progress on the school's local measures included several reading and math measures administered throughout the year.

Five teachers rated the school's overall progress in contributing to students' academic progress as good, one as fair, and four as poor.

When asked to describe how teacher performance is assessed, all teachers reported that they are formally assessed at least once each year and nine teachers were assessed through classroom observation at least once a semester (Table F1).

Table F1 North Point Lighthouse Charter School Teacher Performance Assessment 2013–14 (N = 10)								
	Frequency							
Type of Assessment	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	0	0.0%	0	0.0%	4	40.0%	6	60.0%
Classroom observations	1	10.0%	3	30.0%	6	60.0%	0	0.0%
Discussions regarding student progress/data	3	30.0%	3	30.0%	3	30.0%	1	10.0%
Informal feedback/suggestions	2	20.0%	7	70.0%	1	10.0%	0	0.0%

Three teachers reported that their performance reviews incorporate students' academic progress or performance, five teachers said that reviews do not include those things, and two teachers did not respond or said the question was not applicable. The principal was responsible for completing all teacher reviews. One teacher is very satisfied with the performance review process, two are somewhat satisfied, four are somewhat dissatisfied, and three are very dissatisfied.

Seven of the 10 teachers reported plans to continue teaching at the school.

When asked to rate the importance of various reasons for continuing to teach at the school, nearly all teachers rated financial considerations, educational methodology, discipline, general atmosphere, colleagues, and students as somewhat important or very important for teaching at this school (Table F2).

	Table F2 **North Point Lighthouse Charter School** **Reasons for Continuing to Teach at North Point Lighthouse Charter School** **2013–14** **(N = 10)**			
Reason	**Importance**			
	Very Important	**Somewhat Important**	**Somewhat Unimportant**	**Not at All Important**
Location	0	4	1	5
Financial considerations	4	3	2	1
Educational methodology/ curriculum approach	5	5	0	0
Age/grade level of students	2	5	3	0
Discipline	7	1	0	2
General atmosphere	7	1	2	0
Class size	3	3	4	0
Parental involvement	3	2	4	1
Administrative leadership	2	7	1	0
Colleagues	2	5	2	1
Students	8	1	1	0

https://nccd.sharepoint.com/sites/research_analysis/general/508/Shared Documents/2013-14/Lighthouse/Lighthouse 2013-14 YEAR TWO.docx

CRC asked teachers to rate the school's performance related to class size, materials and equipment, student assessment plans, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated progress class size, parent/teacher relationships, and performance as a teacher as good. One of the 10 teachers listed the school's progress toward becoming a high-performing school as good, four teachers rated the school's progress as fair, and four teachers rated the school's progress as poor; one teacher did not respond to that item (Table F3).

Table F3 North Point Lighthouse Charter School School Performance Rating 2013–14 (N = 10)				
Area	**Rating**			
	Excellent	**Good**	**Fair**	**Poor**
Class size/student-teacher ratio	1	5	4	0
Program of instruction	0	2	5	3
Measures for assessing students' progress overall	0	3	4	3
Shared leadership, decision making, and accountability	0	3	5	2
Professional support	0	2	4	4
Professional development opportunities	0	2	4	4
Progress toward becoming a high-performing school[43]	0	1	4	4
Your students' academic progress	2	3	3	2
Adherence to discipline policy	0	0	4	6
Instructional support	0	1	4	5
Parent/teacher relationships	1	5	4	0
Teacher collaboration to plan learning experiences	0	3	5	2
Parent involvement	0	0	6	4
Your performance as a teacher	2	6	2	0
Principal's performance	0	4	4	2

---

[43] One teacher did not respond to this item.

https://nccd.sharepoint.com/sites/research_analysis/general/508/Shared Documents/2013-14/Lighthouse/Lighthouse 2013-14 YEAR TWO.docx

When asked to name two things they liked most about the school, teachers noted the following.

- The ability to be innovative and have the freedom to try new things in the classroom.
- Staff share ideas and are supportive.
- The students.
- The building.
- The mission and beliefs that the school strives for.
- The potential for growth as a newer school overall.
- Technology.
- The school's atmosphere.

Teachers most often mentioned the following as things they like least about the school.

- Lack of concrete disciplinary policies.

- Lack of instructional support, coaching, and teacher accountability.

- Minimal communication and involvement with parents.

- The need to maintain student enrollment often conflicts with a consistent student disciplinary policy.

Teachers identified the following barriers that could affect their decision to remain at the school.

- Lack of improvement in school-wide discipline expectations.
- Lack of opportunity to improve as a teacher.
- Financial barriers.
- Personal safety.
- Lack of someone to go to when there are problems.

When asked whether they have suggestions for improving the school, teachers said the following.

- Improve the discipline at the school (have suspension rooms).

- Better communication between administration and teachers.

- Build in consistent time for planning and coaching activities for all teachers.

- Better leadership.

- Give teachers more academic resources, such as a consistent curriculum from grade to grade.

- Hire staff who strongly believe in the school's mission.

- Stick to the uniform and attendance policy (e.g., students should be on time and come every day, expect more of parents).

Appendix G

Parent Survey Results

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, each school distributed surveys during spring parent-teacher conferences. NPLCS asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. A total of 46 surveys, representing 46 (26.1%) of 176 families, were completed and submitted to CRC.[44]

Most (69.6%) of the parents who completed a survey heard about the school from a source other than one of the listed items. Of those, many live in the neighborhood or saw the school when driving by, learned about it at a resource fair, or learned when the kindergarten program merged with the school. Smaller proportions heard about the school through other means (Table G1).

Table G1 North Point Lighthouse Charter School How Parents Learned About the School 2013–14 (N = 46)		
Method	**Response**	
	N	**%**
Newspaper	0	0.0%
Private school	0	0.0%
Community center	1	2.2%
Church	0	0.0%
Friends/relatives	17	37.0%
TV/radio/Internet	0	0.0%
Other	32	69.6%

Parents chose to send their children to NPLCS for a variety of reasons. Most rated the school's general atmosphere (87.0%) and educational methodology (91.3%) as very important reasons for selecting this school. In addition, many parents (93.5%) rated school safety as very important to them when choosing this school (Table G2). A few parents (8.7%) identified other reasons for enrolling their child in the school (not shown).

---

[44] If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

	Table G2

North Point Lighthouse Charter School
Parent Reasons for Choosing the School
2013–14
(N = 46)

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	30	65.2%	12	26.1%	2	4.3%	2	4.3%	0	0.0%
Other children or relative already attending this school	8	17.4%	9	19.6%	1	2.2%	28	60.9%	0	0.0%
Educational methodology	42	91.3%	3	6.5%	0	0.0%	0	0.0%	1	2.2%
Range of grades in school	30	65.2%	9	19.6%	3	6.5%	2	4.3%	2	4.3%
Discipline	40	87.0%	3	6.5%	0	0.0%	1	2.2%	2	4.3%
General atmosphere	40	87.0%	2	4.3%	1	2.2%	1	2.2%	2	4.3%
Class size	36	78.3%	6	13.0%	0	0.0%	2	4.3%	2	4.3%
Recommendation of family and friends	12	26.1%	12	26.1%	2	4.3%	18	39.1%	2	4.3%
Opportunities for parental participation	39	84.8%	5	10.9%	0	0.0%	0	0.0%	2	4.3%
School safety	43	93.5%	1	2.2%	0	0.0%	0	0.0%	2	4.3%
Frustration with previous school	16	34.8%	3	6.5%	1	2.2%	22	47.8%	4	8.7%

CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure (parent-school contacts), contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress or behavior (Table G3).

Table G3 North Point Lighthouse Charter School Parent-School Contacts 2013–14 (N = 46)										
Areas of Contact	**Number of Contacts**									
	0 Times		**1–2 Times**		**3–4 Times**		**5+ Times**		**No Response**	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	5	10.9%	7	15.2%	11	23.9%	23	50.0%	0	0.0%
Your child(ren)'s behavior	6	13.0%	7	15.2%	10	21.7%	23	50.0%	0	0.0%
Providing information for school records	16	34.8%	22	47.8%	5	10.9%	1	2.2%	2	4.3%
Other	2	4.3%	1	2.2%	0	0.0%	0	0.0%	43	93.5%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, a majority of 46 parents of younger children (K4 through fifth grade) worked on homework with their children (95.4%); read to or with their children (93.5%); watched educational programs on television (78.3%); and/or participated in activities such as sports, library visits, or museum visits with their children (60.9%).

Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said their child's academic progress (82.6%) and parent/teacher relationships (84.8%) were excellent or good (Table G4).

Table G4
North Point Lighthouse Charter School
Parental Satisfaction
2013–14
(N = 46)

Area	Response									
	Excellent		**Good**		**Fair**		**Poor**		**No Response**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Program of instruction	20	43.5%	16	34.8%	8	17.4%	2	4.3%	0	0.0%
Child's academic progress	19	41.3%	19	41.3%	7	15.2%	1	2.2%	0	0.0%
Student-teacher ratio/ class size	16	34.8%	13	28.3%	11	23.9%	6	13.0%	0	0.0%
Discipline methods	15	32.6%	15	32.6%	9	19.6%	7	15.2%	0	0.0%
Parent/teacher relationships	27	58.7%	12	26.1%	6	13.0%	1	2.2%	0	0.0%
Communication regarding learning expectations	22	47.8%	10	21.7%	12	26.1%	2	4.3%	0	0.0%
Opportunities for parental involvement	22	47.8%	14	30.4%	7	15.2%	3	6.5%	0	0.0%
Teacher(s)'s performance	24	52.2%	9	19.6%	9	19.6%	4	8.7%	0	0.0%
Principal's performance	17	37.0%	11	23.9%	12	26.1%	6	13.0%	0	0.0%
Teacher/principal availability	21	45.7%	15	32.6%	6	13.0%	4	8.7%	0	0.0%
Responsiveness to concerns	23	50.0%	11	23.9%	8	17.4%	4	8.7%	0	0.0%
Progress reports for parents/guardians	25	54.3%	12	26.1%	6	13.0%	2	4.3%	1	2.2%

Parents indicated their level of agreement with several statements about school staff. Most (93.5%) reported that they were comfortable talking with their child's teachers and/or school staff and many (71.7%) were satisfied with how the school kept them informed about their child's academic performance (Table G5).

	Table G5 North Point Lighthouse Charter School Parental Rating of School Staff 2013–14 (N = 46)											
	Response											
Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	31	67.4%	12	26.1%	3	6.5%	0	0.0%	0	0.0%	0	0.0%
The staff keeps me informed about my child(ren)'s performance	25	54.3%	8	17.4%	8	17.4%	4	8.7%	1	2.2%	0	0.0%
I am comfortable with how the staff handles discipline	20	43.5%	11	23.9%	7	15.2%	3	6.5%	5	10.9%	0	0.0%
I am satisfied with the overall performance of the staff	20	43.5%	13	28.3%	6	13.0%	5	10.9%	2	4.3%	0	0.0%
The staff recognizes my child(ren)'s strengths and weaknesses	26	56.5%	9	19.6%	6	13.0%	4	8.7%	1	2.2%	0	0.0%

Parental satisfaction was also evident in the following results.

- Three quarters (76.1%) of parents would recommend this school to other parents.

- Two thirds (67.4%) of parents will send their child to the school next year. A total of 10 (21.7%) parents said they will not send their child to the school next year and a few (10.9%) were not sure. Most parents who said they would not said their child needs a more challenging school, is transferring to a school closer to home, or needs to go elsewhere to meet his/her needs.

- When asked to rate the school's overall contribution to their child's learning, a majority (78.3%) of parents rated the school's overall contribution to their child's learning as excellent or good. Some (17.4%) parents rated the school's contribution as fair and a small percentage (2.2%) rated the school's contribution as poor. One parent did not respond to the question.

When asked what they like most about the school, some common responses included the following.

- Academics.
- Small class size.
- One-on-one attention.
- The teachers are good.
- Communication between parents and teachers.
- Security at the school.

When asked what they like least about the school, responses included the following.

- Discipline process is not good.
- Teacher turnover is high.
- The bus transportation is poor.
- Communication is poor.

Appendix H

Student Interview Results

At the end of the school year, CRC staff asked 13 students in fifth grade several questions about their school. Responses from the student interviews were generally positive.

- All students indicated that they used computers at school.

- All students said that teachers were helpful.

- All but one student felt that classwork, homework, and report card marks were fair.

- All students said they had improved their reading ability and 92.3% said their math abilities had also improved.

- Of 13 students, 11 said that they felt safe at school.

- All students said that people work collaboratively at NPLCS (Table H).

Table H North Point Lighthouse Charter School Student Interview 2013–14 (N = 13)				
Question	**Answer**			
	A Lot	**Some**	**No/Not At All**	**No Response/ Don't Know/ N/A**
Do you like your school?	4	7	2	0
Have you improved in reading?	6	7	0	0
Have you improved in math?	9	3	1	0
Do you use computers at school?	8	5	0	0
Do you like the school rules?	4	7	2	0
Do you think the school rules are fair?	8	4	1	0
Do you get homework on a regular basis?	11	2	0	0
Do your teachers help you at school?	8	5	0	0
Do you like being in school?	10	3	0	0
Do you feel safe at school?	6	5	2	0
Do people work together in school?	5	8	0	0
Do you feel the marks you get on classwork, homework, and report cards are fair?	10	2	1	0
Do your teachers talk to your parents?	3	8	2	0
Does your school have afterschool activities?	13	0	0	0
Do your teachers talk with you about high school plans?	3	3	7	0

When asked what they liked best about the school, students reported the following.

- The special classes (gym and art).
- The math program.
- Reading and literature circles.
- Personal improvement on NWEA scores.
- The afterschool program helps improve student reading and math abilities.

When asked what they liked least, students responded as follows.

- When other students argue, fight, and threaten.
- The teachers.
- Teachers always call home about behavior but not about work.
- Art classes stopped in the winter.
- Having to wear uniforms.

Appendix I

Board Interview Results

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. During 2013–14, there were eight members on the NPLCS board: a president, a vice president, a secretary, a parent representative, a treasurer, the chair of community engagement committee, a representative of Lighthouse Academy, and a board member at large. During the year, the school reported that the parent representative was no longer on the board and the chair of the community engagement committee resigned. CRC conducted phone interviews using a prepared interview guide with the six remaining board members.

Three board members have served on the board for three years and three for one year. The backgrounds of the board members included education, finance, curriculum and technology, entrepreneurship, and prior board service.

Five board members said they participate in strategic planning for the school. All six received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit.

Table I North Point Lighthouse Charter School Board Member Interview Results 2013–14 (N = 6)					
Performance Measure	**Response**				
	Excellent	**Good**	**Fair**	**Poor**	**Don't Know**
Teacher-student ratio/class size	2	4	0	0	0
Program of instruction	3	2	1	0	0
Students' academic progress	0	1	1	4	0
Adherence to discipline policy	2	3	0	0	1
Administrator's financial management	4	2	0	0	0
Professional development opportunities	1	2	0	0	3
Instructional support	0	3	2	0	1
Progress toward becoming a high-performing school	1	0	5	0	0
Parental involvement	0	0	5	0	1
Community/business involvement	0	2	2	0	2
Teachers' performance	1	2	2	1	0
Principal's performance	2	3	0	0	1
Current role of the board of directors	1	5	0	0	0
Financial resources to fulfill school's mission	0	5	1	0	0
Safety of the educational environment	4	2	0	0	0

All six board members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, four board members rated the school, overall, as excellent or good. Two members rated the school as fair. When asked what they liked most about the school, the board members mentioned the following items.

- Art infusion into other subjects.

- Dedication to success and consistent attempts to improve.

- Support through community grants (for afterschool resources) and Lighthouse Academies.

- The safe, nurturing, academically focused environment.

- Its addition to that part of the city/community.

- The current principal, parent coordinator, and administrative and support staff.

Regarding things they like least, board members mentioned the following.

- Too much staff turnover.
- A need to improve parent involvement.
- Inability to recruit enough students to hit budget targets.
- Current performance.
- Lack of enough academic rigor.
- Low teacher morale.
- Recess and lunch break are too short.
- Need more community.

When asked for one suggestion for improving the school, board members said the following.

- Work on strategies to recruit, hire, pay/recognize, and retain staff.

- Use quantitative data more frequently (e.g., to improve the quality of the support teachers perceive as valuable).

- Engage parents to support their students and the school.

- Add more volunteers and afterschool tutoring (homework help).

- Teach practical skills such as carpentry, healthy cooking, or home economics.

- Reduce the number of assessments and design assignments based on the MAP skills.