

North Point Lighthouse

Programmatic Profile and Educational Performance

2014–15 School Year

Report Date: September 2015

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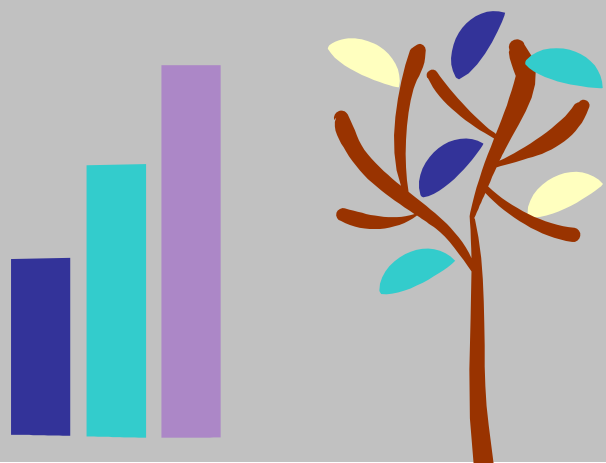


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EXECUTIVE SUMMARY
for
North Point Lighthouse Charter School
2014–15

This is the third 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 2014–15 academic year, NPLCS met all but one of its education-related contract provisions and substantially met one of the provisions as specified in its contract with the City of Milwaukee and subsequent CSRC requirements.

- The unmet provision was that all instructional staff hold Wisconsin Department of Public Instruction (DPI) licenses or permits to teach. Of the instructional staff remaining at the end of the year, two (a fourth-grade teacher and the physical education teacher) did not have DPI licenses or permits.
- The provision substantially met was that the school provide accurate special education student data. Of the data submitted for 38 special education students, eligibility assessment dates were missing for six students, the identified special education need was not listed for one student, and individualized education program (IEP) goal set-and-met information was missing for five students.

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.

In reading:

- More than half (59.0%) of the 39 students who were at or above the national average (i.e., normative mean) for their grade level at the time of the fall Measures of Academic

Progress (MAP) reading test remained at or above the national average at the time of the spring test, falling short of the school's goal of 65.0%.

- Of the 182 students below the national average (i.e., normative mean) for their grade level on the fall MAP reading test, 112 (61.5%) reached the average for their current grade level or at least met the national averages for the functional grade level at which they tested in the fall, falling short of the school's goal of 65.0%.

In math:

- More than half (61.9%) of the 21 students at or above the national average (i.e., normative mean) for their grade level at the time of the fall MAP math test remained at or above the national average on the spring test, not meeting the school's goal of 65.0%.
- Nearly three quarters (70.6%) of the 197 students below the national average (i.e., normative mean) for their grade level on the fall MAP math test reached the average for their current grade level or at least met the national averages for the functional grade level at which they tested in the fall, not meeting the school's goal of 75.0%.

In writing:

- Just over half (53.8%) of the 217 students who scored a 3.0 or below on their fall writing sample improved by at least two points by the spring, falling short of the school's goal of 60.0%.
- All students who scored a 3.0 or higher in the fall maintained a 3.0 or higher in the spring.

In special education:

- More than half (62.5%) of the special education students met at least 75.0% of their IEP goals at the time of their annual review, exceeding the school's goal of 60.0% of the students.

2. Secondary Measures of Academic Progress

- Average student attendance was 88.3%, falling just short of the school's goal of 90.0%.
- Parents of 224 (83.3%) of the 269 students enrolled at the time of all three conferences attended at least two of the parent conferences, exceeding the school's goal of 75.0%.

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

NPLCS administered all required standardized tests noted in their contract with the City of Milwaukee. However, data regarding year-to-year academic achievement on the DPI standardized tests are not

available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination as well as the first year of application of the Phonological Awareness Literacy Screening to second graders and the Badger Exam to third through eighth graders.

C. 2014–15 CSRC Scorecard

This year NPLCS scored 63.8% (D) on the CSRC scorecard, placing the school in the poor/struggling category.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed some of the 2013–14 recommendations for school improvement. Those not fully addressed were that the school:

- Develop and implement a formal Response to Intervention (Rtl) plan; and
- Ensure that all instructional staff hold DPI licenses or permits covering the 2014–15 school year.

After reviewing the information in this report and in consultation with the principal during the end-of-school interview on May 12, 2015, CRC recommends that the focus of activities for the 2015–16 school year include the following.

- Develop and implement a full Rtl plan.
- Continue to provide training and the appropriate use of data for classroom instruction in reading, math, and writing.
- Continue the focus on family engagement.
- Develop and implement strategies focused on the retention of teachers throughout the school year.

IV. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

The school has had four leaders over the past three years and just this past June brought on a fifth. In addition, NPLCS did not meet all of its contract requirements and demonstrated problems meeting all of its recommendations for school improvement. While showing actual numerical score improvement, NPLCS has scored in the problematic/struggling category on the CSRC scorecard for three consecutive years.

For all of these reasons, CRC recommends that CSRC place NPLCS on probation for the 2015–16 academic year. CRC further recommends that CSRC develop specific measurable outcomes for the school during the 2015–16 academic year along with a plan to address the unmet contract provision related to teacher licensure.

I. INTRODUCTION

This is the third 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 2014–15. 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 in the fall to conduct a structured interview with the school’s principal and other leadership team members.
3. CRC staff and the CSRC chair attended a meeting of the school’s board of directors to improve communications regarding the role of CSRC and CRC as the educational monitor and the expectations regarding board member involvement.
4. Additional site visits were made during the year to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
5. A structured interview was conducted at the end of the school year with the principal and other leadership team members 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. The school provided electronic and paper copies of data to CRC, whose 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: Rachel Wagner, through the end of the 2014–15 school year; Debra Lins, current

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

The administrative staff at the school for the 2014–15 school year included a principal and an assistant principal who was also the director of teacher leadership. The principal was replaced in June 2015.² The vice principal position ended mid-year as that person was needed to teach in a classroom. Lighthouse Academies also provided the support of the Midwest regional manager throughout the year. In addition, the school employed a school operations manager and a parent coordinator.

NPLCS is governed locally by a volunteer board of directors. During the 2014–15 school year, the school had a total of five board members: a chair, a secretary, a parent representative, a treasurer, and a representative of Lighthouse Academies.³ Two of the board members had served the previous year, two were added in September 2014, and the parent representative was added in December 2014.

² The current principal is the fourth person holding that position since the school opened in the fall of 2012.

³ An additional parent representative was added to the board in July 2015.

The role of the board of directors is to govern the school. Lighthouse Academies serves as the institutional partner to the school's board of directors and provides operational support for school leadership.⁴ This year the NPLCS board became a member of PAVE (Partners Advancing Values in Education), an organization that provides board development and education. CRC staff and the CSRC chair attended a meeting of the NPLCS board of directors to improve communication regarding the role of CSRC and CRC as educational monitor and expectations regarding board member involvement.

B. Educational Methodology

1. Mission and Philosophy

The mission of NPLCS is to prepare scholars to graduate from college. 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.⁵

2. Educational Programs and Curriculum⁶

This year, NPLCS served students in K4 through sixth grades, with plans to add seventh 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 state standards and college and career readiness expectations, which define what the scholars should know and be able to do. In order for

⁴ Information retrieved from the NPLCS proposal to the City of Milwaukee.

⁵ Information retrieved from the NPLCS charter application and 2014–15 *Scholar Family Handbook*.

⁶ Information retrieved from the 2014–15 *Scholar Family Handbook*, the NPLCS charter application, the fall interview with administration, and the school's website: <http://www.lighthouse-academies.org/model/curriculum>

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 sixth 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.

During 2014–15, the school developed an instructional plan that included Understanding by Design (UbD). UbD supports the backward design process, which assists teachers to identify the most important learning goals that students will meet and what type(s) of evidence will effectively demonstrate students' mastery. The instructional plan was not implemented during this year.

C. Student Population

At the beginning of the year, 288 students were enrolled in NPLCS.⁷ A total of 45 students enrolled after the school year started, and 37 students withdrew from the school prior to the end of the year.⁸ Of the 37 students who withdrew, 25 (67.6%) transferred to a different school in the city, 11 (29.7%) transferred out of state, and one (2.7%) was an expected transfer.⁹ Of the 288 students who started the year at the school, 261 remained enrolled at the end of the year, representing a 90.6% retention rate.

At the end of the year, 296 were students enrolled at NPLCS.

- Most (292, or 98.6%) of the students were African American, three (1.0%) were Hispanic, and one (0.3%) was Caucasian/White.

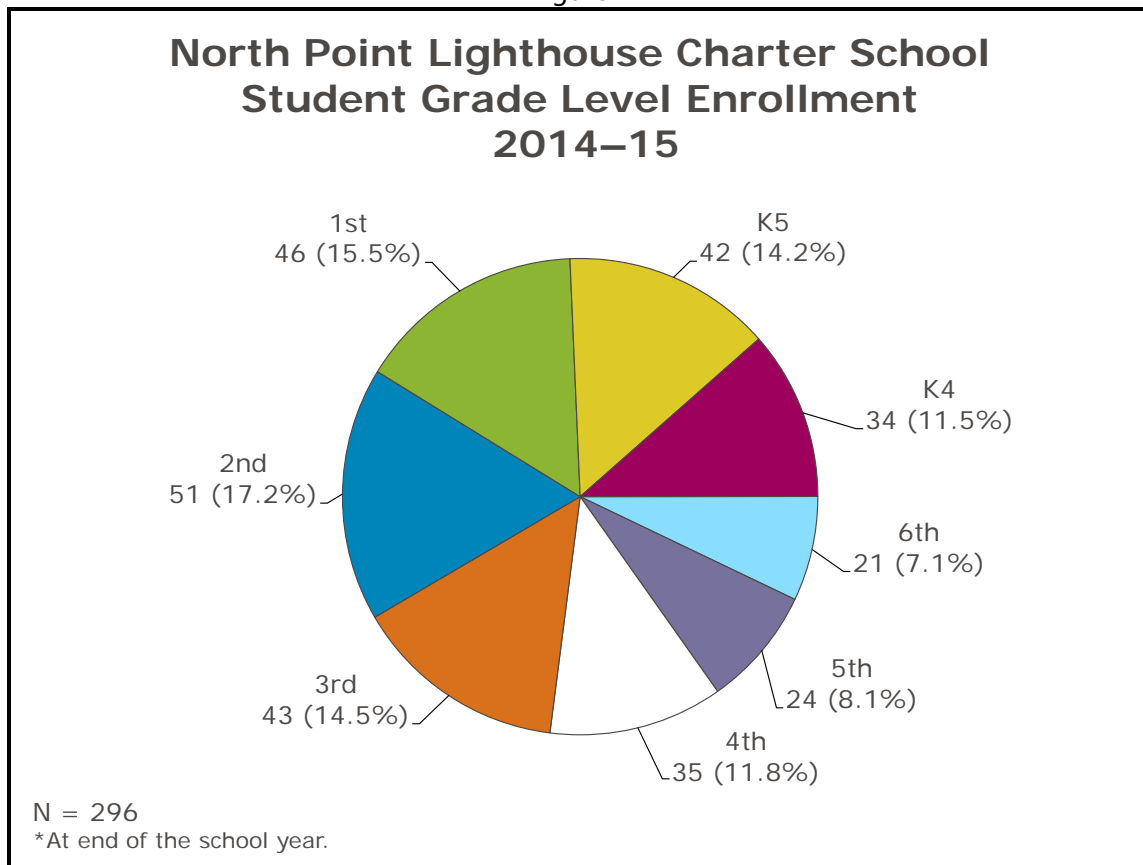
⁷ As of September 19, 2014.

⁸ This excludes students who withdrew before the third Friday of September (78 students) as well as one student who enrolled after the start of the year and withdrew the same day.

⁹ Three students withdrew from K4, seven from K5, seven from first grade, three from second, six from third, five from fourth, four from fifth, and two from sixth.

- The majority (166, or 56.1%) of students were boys; 43.9% (130) were girls.
- Students with identified special education needs numbered 37 (12.5%).¹⁰ A total of eight had speech disabilities, seven had language disabilities (LD), six had other health impairments (OHI), five had emotional disorders, three had emotional/behavioral disabilities (EBD) and OHI, two had specific learning disabilities, two had LD and speech disabilities, two had speech and significant developmental delays (SDD), one had EBD, and one had OHI/LD.
- All (100.0%) of the students were eligible for free lunch.
- The largest grade level was second, with 51 students (Figure 1).

Figure 1



¹⁰ This excludes one student whose original evaluation data was not included in the IEP.

On the last day of the 2013–14 academic year, 263 students attending NPLCS were eligible for continued enrollment at the school for 2014–15. Of these, 176 were enrolled in the school on the third Friday in September 2014. This represents a return rate of 66.9%.

D. School Structure

1. Areas of Instruction

The Lighthouse Academies education model includes instruction in reading, language arts, math, writing, science, 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*.

NPLCS uses an arts-infused approach, which involves integrating visual arts, movement, music, and other forms of creative expression (drama, poetry, speech) into the teaching and learning processes on a daily basis. The Lighthouse Academies arts-infusion model consists of two domains: 1) incorporating the arts into academic instruction, and 2) daily exposure to master artists and works of art. This year the school employed an artist in residence who worked with classroom teachers to “infuse” the academic curriculum with the arts.

The school also offers a Community Learning Center (CLC) program after school at no cost. Each day students get homework help and math and reading instruction; one day a week they participate in various club activities including art, physical education, Mad Science programming, First Stage programming, and character education.

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. This year the second-, third-, and fourth-grade teachers kept the same students from the previous year.

2. Classrooms

At the beginning of the year, the school had 14 classrooms with approximately 22 to 25 students each. There were two K4 classrooms; two K5 classrooms; two each of first, second, third, and fourth grades; and one classroom each for fifth and sixth grades. Each classroom was assigned one teacher. Three “highly qualified” paraprofessionals supported the K4 through second-grade classes, with an emphasis on K4. In addition to the grade-level classrooms, the building included a gymnasium for physical education, a room for special education, and an art room.

3. Teacher Information

The school employed a total of 23 instructional staff throughout the year. At the beginning of the school year, the school had 15 classroom teachers. No additional instructional staff were in place as of the first day of school (August 11, 2014). Of the 15 classroom teachers, 10 remained for the entire year for a teacher retention rate of 66.7%. Five of the classroom teachers resigned for various reasons. Because no other instructional staff were in place on the first day of school, the overall instructional staff return rate was also 66.7%.

During the year additional classroom teachers were hired to replace those who resigned, specifically a third-grade teacher, two fifth-grade teachers, and a sixth-grade teacher. Four instructional staff were added in the fall, after the school year began on August 11, 2014: a special

education teacher who began teaching on August 25 and resigned a few days later, a speech pathologist who began September 2, a physical education teacher who began September 11, and a replacement special education teacher who began October 7.

At the end of the 2013–14 school year, six teachers and one other instructional staff were employed and eligible to return in the fall of 2014. All of the classroom teachers came back, but the physical education teacher did not, for a return rate of 85.7% (six of seven returned)

Of the instructional staff remaining at the end of the year, two (a fourth-grade teacher and the physical education teacher) did not have DPI licenses or permits.¹¹

The school reported providing professional development prior to and throughout the school year. The school’s calendar for 2014–15 indicated that staff development occurred July 21–29, 2014, and August 4–8, 2014. Topics covered during these sessions included:

- Team building and school culture;
- Behavior-building system;
- Response to Intervention (RtI) corrective reading and other reading strategies such as guided reading;
- Planning and preparation best practices;
- Professional responsibilities and staff expectations;
- Instruction in reading, math, science, and social studies;
- Grade level team meetings;
- Writers workshop/writing instruction; and
- Center strategies.

¹¹ According to the DPI website (<http://elo.wieducatorlicensing.org>), no educator license was found for the fourth-grade teacher. Information regarding the physical education teacher indicated that the most recent application was received on May 31, 2015, and an emergency teacher license was valid from May 4, 2015, “Pending Applicant Action.”

In addition, early release at 1:00 p.m. one Wednesday each month during August, September, October, and January through May allowed for staff development. Topics included using data to drive instruction; beginning, mid-, and end-of-year educator effectiveness; communicating the learning memo and scorecard; effective means of delivering writing instruction; and establishing a culture of learning.

The assistant principal (AP)/director of teacher leadership (DTL) attended leadership development sessions as a Woodrow Wilson Fellow in Education Leadership in conjunction with the Milwaukee School of Engineering. These were full-day sessions meeting three days per month. As part of the program's focus to address dual achievement gaps—that between our highest-performing and lowest-performing schools as well as the gap between the highest-performing US schools and those of other countries—she toured Poland, meeting with the ministry of education, touring schools, and participating in various sessions with different stakeholders. The fellowship will culminate with the conference of an MBA in education leadership and principal licensure. The AP/DTL also attended various professional development sessions run by Teach For America (covering topics like how to turn around a school without turning over staff, using data and effective leadership, and having critical conversations); a PALS Wisconsin Symposium; and various CESA #1 lead sessions related to educator effectiveness.

Both the principal and DTL attended Lighthouse Academies trainings on the topics of data-driven instruction, student social and emotional development, arts infusion, and teacher coaching and development.

The NPLCS charter application indicates that the principal is responsible for evaluating school teachers and staff.¹²

¹² The staff handbook for 2014–15 did not appear to have a section describing the policy or procedure related to teacher evaluation.

In the fall of 2014, the principal in place at that time reported that the school used the Charlotte Danielson Framework for staff evaluation.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 8:00 a.m. Students were dismissed at 3:30 p.m., Monday through Friday. During most months, one early dismissal occurred on a Wednesday at 1:00 p.m.

The first day of school was August 11, 2014, and the last day of school was June 19, 2015. The school provided the 2014–15 calendar to CSRC.

5. Parent and Family Involvement¹³

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. However, the principal cancelled the fourth scheduled parent conference date. During the conferences, teachers, parents, and scholars (when appropriate) developed scholar learning plans that included clear statements about current progress levels and improvement goals. Report cards were

¹³ Information retrieved from the 2014–15 *Scholar Family Handbook* and fall/spring interview notes.

provided at the conferences, and parents were required to sign them. Telephone conferences were accepted occasionally when parents were unable to attend the in-person conferences.

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.

The school's leader reported that they held monthly parent meetings with a focus on various strategies and supports for families to stay engaged in their children's education. One workshop for parents was "101 Positive Discipline Techniques." Nine parents attended this workshop. Other family events included art shows, a talent show, holiday programs, a Thanksgiving meal for 300, volunteer opportunities, and cookouts.

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.

6. Waiting List

On September 15, 2014, the school reported that no students were waiting for placement at NPLCS. As of May 12, 2015, the school reported no waiting list for the fall of 2015.

7. Disciplinary Policy

The school's 2014–15 *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 a listing of 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 no solicitation policy. Health and safety issues such as illnesses, pocket and personal searches, and bus transportation rules are covered in the handbook.

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 2014–15 academic year. This information came from the required mid-year report by the school's principal to CSRC as well as the end-of-the-year interview held with the school's principal on May 12, 2015.

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

Response: In the fall, as part of the school's strategic goals, the school developed and implemented a data-driven instruction plan. The plan allowed for the analysis of ongoing student data to determine strengths and areas for growth. Data was gathered from Fountas & Pinnell running records, Phonological Awareness Literacy Screening (PALS), Northwest Education Association (NWEA) Measures of Academic Progress (MAP) assessments, and informal assessment results. The results were meant to guide instruction. Lessons were to be created using Common Core State Standards and the

NWEA Learning Continuum. Teachers established a set of learning objectives based on student MAP Rasch Unit (RIT) scores in both reading and math.

The principal met with a Lighthouse academic coach on a weekly basis by phone, supplemented by two in-person site visits and four in-person meetings. The coaching helped staff dig deeper into the data for planning purposes. Staff used data for grouping and planning for students. The principal matched the data with lessons during observations to help track the teachers' use of data. The teachers were provided with direct coaching that was specific to particular students.

- Recommendation: Improve tracking of parent participation.

Response: The school reported that they have tracked parent participation with fidelity. Conferences are tracked by contact at school, phone, or home visit. Teachers were expected to conduct home visits for families who have not attended or have not been reachable by phone. The school held monthly parent meetings with a focus on various strategies and supports for families to stay engaged in their children's education. One workshop for parents was "101 Positive Discipline Techniques." Nine parents attended this workshop. Other family events included art shows, a talent show, holiday programs, a Thanksgiving meal for 300, volunteer opportunities, and cookouts.

A parent representative serves on the school's governing board. The school conducted a mid-year parent survey, which yielded 159 responses representing 55.0% of the student population, not counting siblings.

- Recommendation: Develop and implement a formal RtI plan.

Response: At mid-year the school's leader reported that the RtI program was developing. The school was seeing tier 2 and 3 students daily in both reading and math. In addition, the mid-year report indicated that the school held weekly RtI team meetings to discuss any new students in need of extra intervention. At the end of the year the school's leader reported that a plan was developed with K through first grade and one third grade group in reading. The school's leader stated she would send the plan. It was not sent.

- Recommendation: Develop and implement strategies to improve student attendance.

Response: The school had an attendance flow chart that enabled tracking of daily attendance and cumulative absences. Daily phone calls are made when students are absent. After three absences, home visits are conducted. Sometimes the school provides rides to school when students have a transportation problem.

The school instituted a quarterly recognition program with charts on the cafeteria wall for attendance. During the second quarter, shining star t-shirts were provided for students who had an attendance rate of 95.0% or better. Classroom attendance of 100.0% was recognized with a star near the classroom door.

Also, monthly celebrations of behavior and academics included attendance.

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

Response: Prior to the start of the school year, the school provided nearly two weeks of professional development. The topics included team building, school culture, behavior-building system, Rtl corrective reading, and other reading strategies such as guided reading and instruction in reading. Also included were planning and preparation, center strategies, best practices, professional responsibilities, staff expectations, and grade-level team meetings. Math, science, social studies, and writers' workshop/writing instruction also were covered.

According to the school leader at the end-of-the-year interview, in addition to the coaching previously discussed, the school focused professional development during the second semester on writing.

- **Recommendation:** Ensure that all instructional staff hold DPI licenses or permits covering the 2014–15 school year.

Response: No actual plan to ensure that all instructional staff had DPI licenses or permits was reported. At the end of the year, a classroom teacher and the physical education teacher did not hold valid licenses or permits covering the time they taught at the school.

- **Recommendations:** Stabilize the administrative leadership team and the board of directors.

Response: The principal, the family coordinator, the business manager, and the Lighthouse regional support person were on the administrative leadership team all year. The vice principal/director of teacher leadership was placed in a classroom at mid-year because that person was needed as a classroom teacher. During that time, she retained some of her administrative duties.

Four of the five members of the board of directors have held their positions for the full 2014–15 school year; the fifth, a parent representative, was added in December 2014.

After reviewing the information in this report and in consultation with the principal during the end-of-school interview in May 2015, CRC recommends that the focus of activities for the 2015–16 school year include the following.

- Develop and implement a full Rtl plan.

- Continue to provide training and the appropriate use of data for classroom instruction in reading, math, and writing.
- Continue the focus on family engagement.
- Develop and implement strategies focused on the retention of teachers throughout the school year.

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.

This year, the local assessment measures included student progress in reading, mathematics, writing skills, and, for special education students, IEP progress. The standardized assessment measures used were the PALS, the Badger Exam, and the Wisconsin Knowledge and Concepts Examination (WKCE) for science and social studies.¹⁴

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

¹⁴ The Badger Exam is a Smarter Balanced test aligned with Common Core State Standards. Students continued to take the WKCE science and social studies tests but not the reading, math, and language arts tests.

present for at least four hours of the school day. NPLCS set a goal that students would attend, on average, 90.0% of the time. Attendance data were available for all 333 students enrolled during the year. Students attended, on average, 88.3% of the time.¹⁵ When excused absences were included, the attendance rate rose to 89.0%. 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 2014–15 school year, 62 students from K5 through sixth grade were suspended at least once. These students spent, on average, 2.2 days out of school on suspension and 1.8 days in in-school suspension.

B. Parent Participation

At the beginning of the academic year, the school set a goal that parents of at least 75.0% of students enrolled from the third Friday of September through the fourth parent conference date would participate in at least two of the four parent-teacher report card conferences. Phone calls, home visits, and alternate meeting times were counted as attending. This year, the school held three conferences, the fourth having been cancelled by the principal. At the time of all three conferences, 269 students were enrolled. Parents of 224 (83.3%) children attended at least two of the three conferences, meeting the school's goal. Results indicated that parents of 130 (48.3%) children attended all three of the conferences, and 262 (97.4%) attended at least one of the 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 38 students received special education services at NPLCS during the school year.¹⁶ Initial evaluations were done during the year for three students, annual IEP reviews were held for 34 students, and the IEP from a previous school was adopted for one student. An IEP was developed for all students requiring one. The school reported that parents were invited to all IEP meetings.

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 in place and reviewed in a timely manner, and that parents were invited to develop and be involved in their student's IEP. Although the school substantially maintained special education records, the records submitted indicated that eligibility assessment dates were missing for six students, one student did not have the identified special education need listed, and five students were missing IEP goal set-and-met information.

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

¹⁶ The school reported one student who may have had special education needs but who withdrew and re-enrolled; this student is not reflected in this data.

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 sixth-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 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 comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the NWEA conducted a norming study using data from school districts all over the country.¹⁷ The association calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each MAP test for each grade level. For example, on a national level, fifth-grade students scored, on average, 207.1 RIT points on the fall MAP reading test and 212.3 points on the spring MAP reading test, for an overall improvement of five points. On the math test, fifth graders scored, on average, 212.9 points on the fall test and 221.0 points on the spring test, for an overall improvement of eight points.¹⁸ 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 grader scored 175 points at the beginning of the year, he/she was functioning below the national average for his/her grade level; the student was functioning within the range of a first or second grader. National average scores for each grade level are presented in Table 1.¹⁹

¹⁷ NPLCS used the Common Core-aligned version of MAP. Because the 2011 norms are carefully constructed to be independent of any specific test, the 2011 norms apply to NWEA Common Core-aligned MAP tests.

¹⁸ Scores are rounded to the nearest whole number for analysis.

¹⁹ <http://www.nwea.org/support/article/normative-data-2011>

Table 1				
2011 NWEA Measures of Academic Progress National Average (Normative Mean) Scores Fall and Spring				
Grade Level	Reading		Math	
	Beginning-of-Year Mean	End-of-Year Mean	Beginning-of-Year Mean	End-of-Year Mean
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

CRC examined progress for students who were at or above the national average as well as students who were below the national average for their current grade level at the time of the fall test.

Progress for students at or above grade-level national average in the fall of 2014 was measured by determining whether the student was able to again score at or above the grade-level national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts).

For students below grade-level average, CRC examined how many reached the national grade-level average for their current grade by the spring test. For students who were still below the grade-level average on the spring test, progress was measured by determining if the student was able to achieve the national average score in the spring for the functional grade level at which he or she tested in the fall.

1. Reading Performance Based on MAP

The school's goal for MAP reading results was that at least 65.0% of the students who scored at or above the national average for their current grade level on the fall reading test would remain at or above the national average at the time of the spring test. The reading goal for students below their grade level in the fall was that at least 65.0% would either reach the national average for their current grade level or reach the national average for their functional grade level at which they tested in the fall.

Both the fall and spring MAP reading tests were completed by 221 first- through sixth-grade students. At the time of the fall MAP test, 39 (17.6%) students were at or above the national average for their respective grade level (Table 2).²⁰

Table2					
North Point Lighthouse Charter School					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to National Average (Normative Mean)²¹					
Fall 2014					
Grade Level	N	Students at or Above National Average Fall 2014		Students Below National Average Fall 2014	
		N	%	N	%
K5	35	6	17.1%	29	82.9%
1st	40	7	17.5%	33	82.5%
2nd	42	5	11.9%	37	88.1%
3rd	31	4	12.9%	27	87.1%
4th	31	7	22.6%	24	77.4%
5th	24	4	16.7%	20	83.3%
6th	18	6	33.3%	12	66.7%
Total	221	39	17.6%	182	82.4%

²⁰ Two students started the fall test, but their test session terminated and no scores were reported. These students were excluded from the results.

²¹ For the student's current grade level.

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

Of the 39 K5 through fifth-grade students at or above the national average for their grade level on the fall test, 23 (59.0%) remained at or above the normative mean for their current grade level or above on the spring test, falling short of the school's goal of 65.0%. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the number of students who were at or above the national average, CRC could not include results by grade level in this report

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

On the fall test, 182 students scored below the national average for their current grade level. By the time of the spring test, 15 (8.2%) had reached the national reading score for their current grade level, and 97 (53.3%) had reached the spring national average reading score for their functional grade level. Of the 182 students who scored below the national average for their current grade level on the fall test, 112 (61.5%) reached the average score for either their current or functional grade level, falling just short of the school's goal of 65.0% (Table 3).²²

²² Two students started the fall test, but their test session terminated and no scores were reported. These students were excluded from the results.

Table 3							
North Point Lighthouse Charter School Local Measures of Academic Progress: MAP Reading Assessment Progress for Students Below National Average (Normative Mean) in Fall 2014 to Spring 2015							
Grade Level	Below National Average in Fall 2014	Reached Current Grade-Level National Average Score in Spring 2015		Students Who Did Not Reach Grade Level-Average in Spring but Met the National Average for the Functional Grade Level Tested at in Fall 2014		Overall Progress	
	N	N	%	N	%	N	%
K5	29	5	17.2%	0	0.0%	5	17.2%
1st	33	1	3.0%	19	57.6%	20	60.6%
2nd	37	0	0.0%	28	75.7%	28	75.7%
3rd	27	3	11.1%	19	70.4%	22	81.5%
4th	24	4	16.7%	14	58.3%	18	75.0%
5th	20	0	0.0%	13	65.0%	13	65.0%
6th	12	2	16.7%	4	33.3%	6	50.0%
Total	182	15	8.2%	97	53.3%	112	61.5%

Overall, 135 (61.1%) of 221 students demonstrated progress in reading using the normative mean as a measure of progress.²³

2. Math Performance Based on MAP

The school's goal for MAP math results was that at least 65.0% of the students who scored at or above the national average for their current grade in the fall would remain at or above in the spring. For students scoring below their grade level in the fall, at least 75.0% would remain at or above the normative mean for their current grade level on the spring test. The following sections describe results

²³ 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.

of the MAP tests for students at NPLCS. Students in first through sixth grades completed the MAP math assessment in the fall and spring.

a. *Normative Mean Scores*

Both the fall and spring MAP math tests were completed by 218 K5 through sixth-grade students. At the time of the fall MAP math test, 21 (9.6%) students were at or above the national average for their respective grade levels, while 197 (90.4%) scored below average (Table 4).

Table 4					
North Point Lighthouse Charter School					
Local Measures of Academic Progress: MAP Math Assessment					
Student Scores Relative to National Average (Normative Mean)					
Fall 2014					
Grade Level	N	Students at or Above National Average Fall 2014		Students Below National Average Fall 2014	
		N	%	N	%
K5	35	4	11.4%	31	88.6%
1st	39	5	12.8%	34	87.2%
2nd	43	1	2.3%	42	97.7%
3rd	30	1	3.3%	29	96.7%
4th	30	4	13.3%	26	86.7%
5th	23	2	8.7%	21	91.3%
6th	18	4	22.2%	14	77.8%
Total	218	21	9.6%	197	90.4%

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

Of the 21 K5 through sixth-grade students at or above the national average for their grade level on the fall test, 13 (61.9%) met the national average again on the spring test; the school did not meet its goal of 65.0%. Due to the small number of students who were at or above the national average, CRC could not include results by grade level in this report

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

On the fall test, 197 students scored less than the national average for their current grade level. By the time of the spring test, 21 (10.7%) of those students had reached the national average math score for their grade level, and 118 (59.9%) had reached the spring national average math score for their functional grade level. Therefore, of the 197 students below the national average score in math, 139 (70.6%) met the national average for their grade level or functional grade level, just short of the school's goal of 75.0%. (Table 5).

Table 5							
North Point Lighthouse Charter School							
Local Measures of Academic Progress: MAP Math Assessment							
Progress for Students Below National Average (Normative Mean) in Fall 2014							
Fall 2014 to Spring 2015							
Grade Level	Below National Average in Fall 2014	Reached Grade Level National Average Score in Spring 2015		Increased National Average for Functional Grade Level From Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
K5	31	9	29.0%	0	0.0%	9	29.0%
1st	34	4	11.8%	20	58.8%	24	70.6%
2nd	42	1	2.4%	37	88.1%	38	90.5%
3rd	29	1	3.4%	20	69.0%	21	72.4%
4th	26	5	19.2%	19	73.1%	24	92.3%
5th	21	0	0.0%	13	61.9%	13	61.9%
6th	14	1	7.1%	9	64.3%	10	71.4%
Total	197	21	10.7%	118	59.9%	139	70.6%

Overall, 152 (69.7%) of 218 students demonstrated progress in math using the normative mean as a measure of progress.²⁴

²⁴ 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. Writing

NPLCS assessed student 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.²⁵ Students could score 0 to 6 points on each writing sample. In 2014–15, the school set two goals for writing progress: (1) At least 60.0% of the students who scored a 3.0 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 4.0, 5.0, or 6.0 on their writing sample in the fall would maintain a 4.0, 5.0, or 6.0 on the third writing sample in the spring. Out of 224 students who completed a writing sample in the fall of 2014, 217 (96.9%) 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 3.5 (not shown).

When the local measure goals were determined, it was not anticipated that scores would fall between 3.0 and 4.0. For the purpose of this analysis, all students who had a fall score of 3.0 or less were included in the analysis of the first goal, and students who scored greater than 3.0 were included for the second goal. Of the 217 students who took submitted fall and spring writing samples, 210 (96.8%) students scored a 3.0 or less in the fall. By the time of the spring writing sample, 113 (53.8%) out of the 210 students who scored a 3.0 or less in the fall had spring scores that improved by at least two points (Table 6), falling short of the school’s goal.²⁶ Seven students scored greater than a 3.0 on the fall writing sample. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, results for students who scored above a 3.0 on the fall sample cannot be reported. Overall, of the 217 students who were assessed in the fall and spring for writing, 120 (55.3%) met one of the school’s local measure goals.

²⁵ Writing genres included expository, descriptive, persuasive, and narrative.

²⁶ One student’s spring score was excluded from analysis due to a data error.

Table 6			
North Point Lighthouse Charter School			
Local Measures of Academic Progress: 6+1 Traits of Writing			
Progress for Students Scoring 3.0 or Below in Fall 2014			
Grade	Score of 3.0 or below in Fall 2014	Met Writing Goal in Spring 2015	
	N	N	%
K5	35	34	97.1%
1st	40	23	57.5%
2nd	43	19	44.2%
3rd	28	13	46.4%
4th	28	11	39.3%
5th	21	6	28.6%
6th	15	7	46.7%
Total	210	113	53.8%

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 is 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 at least 60.0% of students with active IEPs and 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. Initial IEPs were created or updated for all 38 students with special education needs enrolled at the end of the school year. Of those 38 students, 20 were enrolled at NPLCS and received special education services during 2013–14; the school was responsible for reviewing and tracking IEP goal progress for these students. Students had one to seven goals; data were missing for four students enrolled in special education during the 2013–14 school year. Ten (62.5%) of 16 students

with complete IEP records met at least 75.0% of their IEP goals during the 2014–15 school year; therefore, NPLCS met their goal relating to special education students.²⁷

E. External Standardized Measures of Educational Performance

In 2014–15, DPI required that all schools administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, and the WKCE science and social studies tests to fourth- and eighth-grade students.²⁸ These tests and results are described in the following sections.

1. PALS

Beginning in 2014–15, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

The PALS assessment is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS 1–3 for students in first through third grades.²⁹ The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Students complete two additional tasks (lowercase alphabet recognition and letter sounds) only if they reach a high enough score on the uppercase alphabet task.

²⁷ Data were missing for five students.

²⁸ Per the contract with CSRC, 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 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The timeframe for the Badger Exam was April 13 to May 23, 2015. The timeframe for the WKCE science and social studies tests were October 27 to November 27, 2014.

²⁹ Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

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 includes 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 is composed of three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 includes one additional required task for first 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 a student’s summed score is below the designated benchmark for his/her grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.³⁰ 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 4-year-old child.

³⁰ Information retrieved from <http://www.palswisconsin.info>

a. PALS-PreK

A total of 28 K4 students completed the PALS-PreK in the fall, and 25 students completed the spring assessment; 25 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. Table 7 shows the number of students at or above the developmental range for each task from fall to spring. By the time of the spring assessment, 17 (68.0%) of 25 students who completed both were at or above the developmental range for five or more tasks; six (24.0%) were at or above the range for all seven tasks (not shown).

Table 7				
North Point Lighthouse Charter School				
PALS-PreK for K4 Students				
Students at or Above the Spring Developmental Range				
2014–15				
(N = 25)				
Task	Fall		Spring	
	N	%	N	%
Name writing	25	100.0%	19	76.0%
Uppercase alphabet recognition	19	76.0%	22	88.0%
Lowercase alphabet recognition	19	100.0%	21**	100.0%
Letter sounds	14*	73.7%	20**	95.2%
Beginning sound awareness	11	44.0%	12	48.0%
Print and word awareness	17	68.0%	10	40.0%
Rhyme awareness	15	60.0%	14	56.0%

*Students who recognize 16 or more uppercase letters are qualified to be assessed in lowercase alphabet recognition, and students who recognize nine or more uppercase letters are qualified to be assessed in letter sounds. Although scores were provided by the school for students who did not qualify, the results reported only include the 19 students who qualified for both lowercase alphabet recognition and letter sounds in the fall.

**Although scores were provided by the school for students who did not qualify, the results reported only include the 21 students who qualified for both lowercase alphabet recognition and letter sounds in the spring.

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 8). 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; results from fall to spring should not be used as a measure of individual student progress.

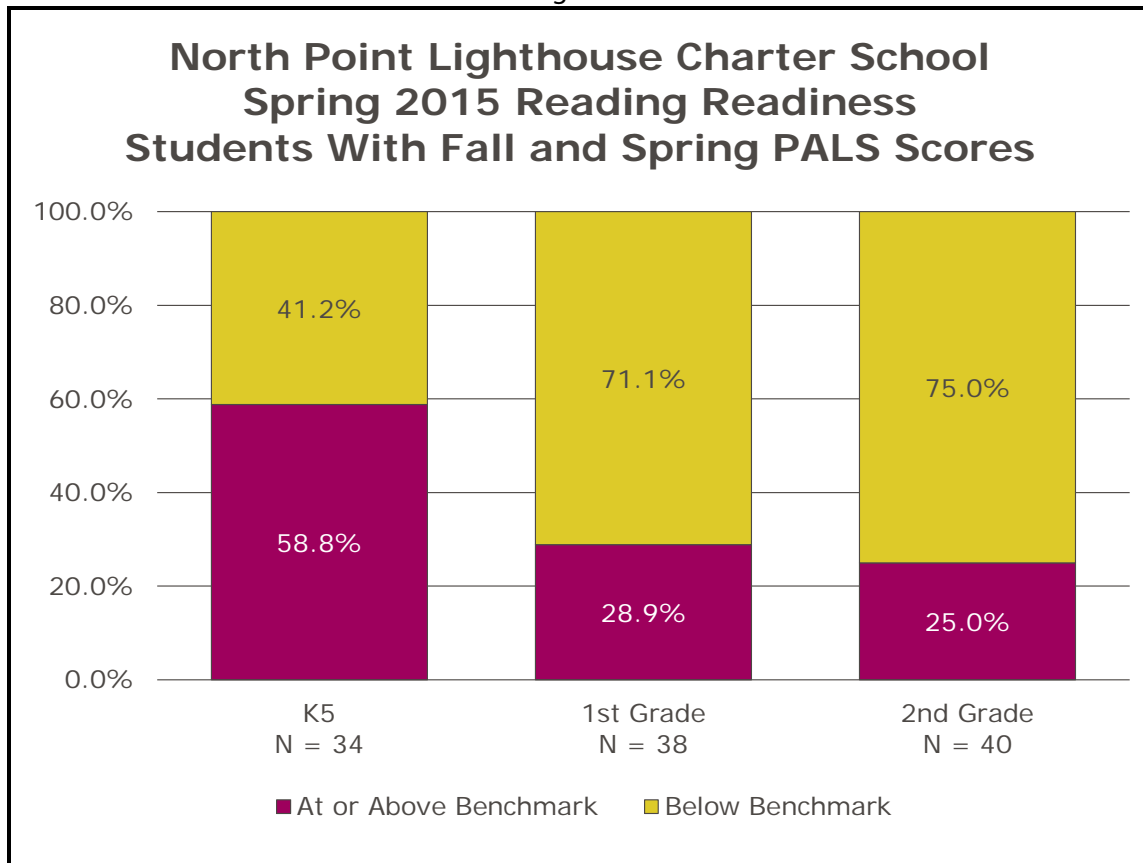
Table 8		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS—1st Grade	39	35
PALS—2nd Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests. For each grade level, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 9).

Table 9			
North Point Lighthouse Charter School Reading Readiness for K5, 1st, and 2nd Graders Fall 2014 and Spring 2015			
Grade Level and Test Period	N	Students at or Above Benchmark	
		N	%
K5			
Fall	42	39	92.9%
Spring	40	23	57.5%
1st Grade			
Fall	44	19	43.2%
Spring	43	12	27.9%
2nd Grade			
Fall	44	13	29.5%
Spring	45	12	26.7%

Next, CRC looked at spring benchmark status for students who had completed both the fall and spring PALS: 34 K5 students, 38 first graders, and 40 second graders. At the time of the spring assessment, 58.8% of K5 students, 28.9% of first graders, and 25.0% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2



2. Badger Exam for Third Through Eighth Graders³¹

The Badger Exam is Wisconsin's Common Core state standards assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing "next-generation" assessments aligned to the Common Core standards for English/language arts and math. The consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the WKCE, which was used previously to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment that measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.³²

Each student receives a four-digit scale score from 2000 to 3000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates student current achievement and can be used to track growth over time.³³ Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student's scale scores, he/she will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

³¹ Information taken from the Wisconsin DPI and Smarter Balanced websites. For more information, visit <http://oea.dpi.wi.gov> and <http://www.smarterbalanced.org>

³² The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

³³ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf>

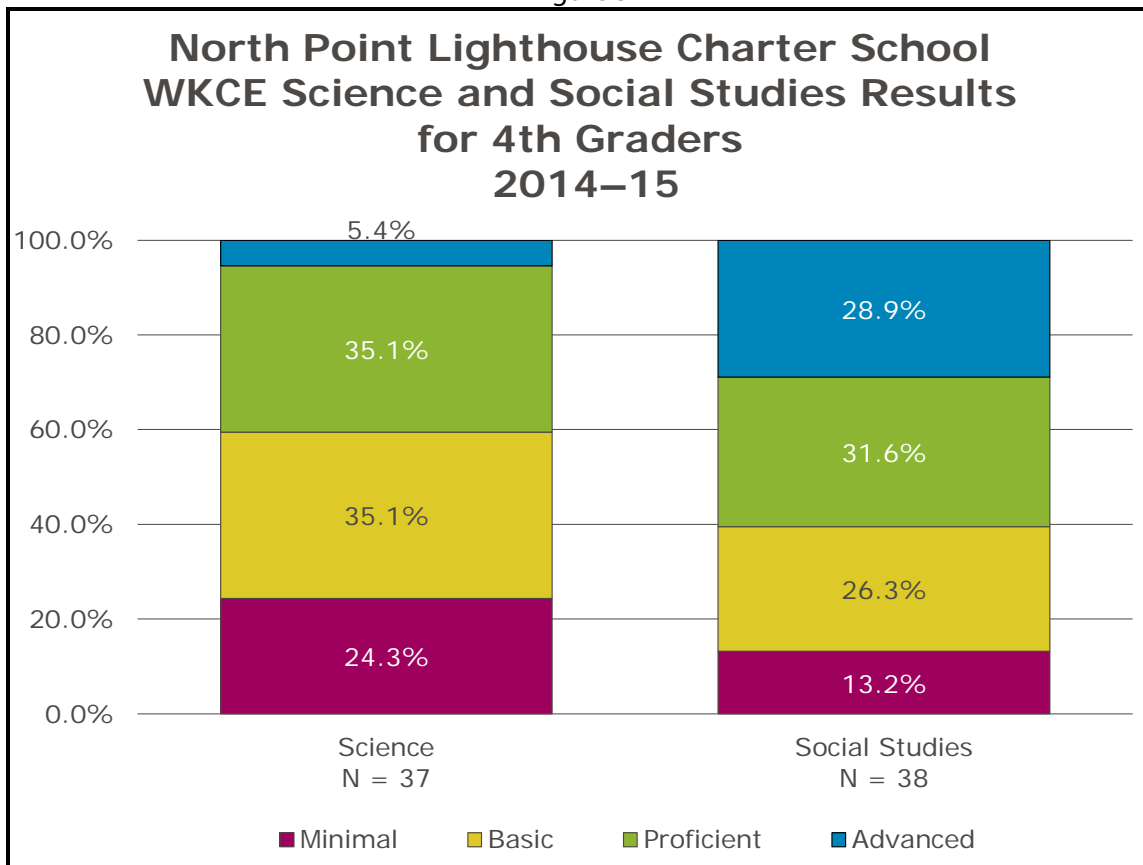
4 = advanced) that describes the student's knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that while schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by CSRC this year to evaluate school performance or progress.

3. WKCE Science and Social Studies Assessments for Fourth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam, students in the fourth, eighth, and tenth grades are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. The results for each of the assessments for the fourth grade are shown in Figure 3.

Figure 3



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/performance expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate whether the student is reading at grade level. Additionally, there are three versions of the test (the PALS PreK, PALS, and PALS 1–3), which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in the first grade in 2014 and second grade in 2015 who had taken the PALS 1–3 during two consecutive years. CSRC’s proposed performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year. This year, year-to-year reading readiness will be used as baseline data to confirm that expectation.

Prior to this year, the WKCE was used to measure year-to-year progress for students in fourth through eighth grades. Because this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

1. Second-Grade Performance Based on PALS³⁴

Twenty-five students completed the PALS spring assessment in 2013–14 as first graders and 2014–15 as second graders. Based on PALS results from the spring of 2014, six of those students were at or above the spring summed score benchmark as first graders. In order to protect student identity,

³⁴ These results will be included in the CSRC pilot school scorecard.

CRC does not report results for fewer than 10 students; therefore, progress for students at or above benchmark last year could not be included.

2. Fourth- Through Sixth-Grade Badger Exam

This is the first year that the Badger Exam was administered. Year-to-year results will not be available until the next school year.

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 formally 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.³⁵ It also includes 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. The summary score is then translated into a school status rating.

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4% – 100.0%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

³⁵ In 2013–14, the PALS assessment replaced the SDRT measures for first- and second-grade students.

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 10.

Table 10 City of Milwaukee Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100.0% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

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 will achieve a rating of 70.0% (Promising/Good) 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.

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).³⁶ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard but are

³⁶ The SDRT was administered to students in first through third grades through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). These changes were made primarily so that the same values would be awarded to a single standard test—the Badger Exam for elementary school and the Aspire/ACT series for high school—for both scorecards. This revision resulted in additional weight being given to students’ annual academic progress as measured by a school’s local measures.

This year, CRC calculated the NPLCS scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school’s rating for the 2014–15 school year. Because the pilot scorecard includes the results of the Badger Exam, CRC will not include pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the pilot scorecard will be added to the appendix of this report or will be reproduced in a separate addendum. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable.

Northpoint Lighthouse Charter School scored 63.8% (D) on the 2014–15 scorecard, which places them at the Problematic/Struggling level. The school scored 58.1% on its 2013–14 scorecard and 46.8% on its 2012–13 scorecard, the first year of operation. This year’s scorecard indicates progress, although the school continues to maintain a Problematic/Struggling status.

H. DPI School Report Card

DPI did not produce report cards for any schools for the 2014–15 school year.³⁷

³⁷ In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

IV. SUMMARY AND RECOMMENDATIONS

The school has had four leaders over the past three years and just this past June brought on a fifth. In addition, NPLCS did not meet all of its contract requirements and demonstrated problems meeting all of its recommendations for school improvement. While showing actual numerical score improvement, NPLCS has scored in the problematic/struggling category on the CSRC scorecard for three consecutive years.

For all of these reasons, CRC recommends that CSRC place NPLCS on probation for the 2015–16 academic year. CRC further recommends that CSRC develop specific measurable outcomes for the school during the 2015–16 academic year as well as a plan to address the unmet contract provision related to teacher licensure.

This report covers the third year of NPLCS's operation as a City of Milwaukee charter school. The school met all but one of its education-related contract provisions and substantially met another.

Appendix A

Contract Compliance Chart

Table A
North Point Lighthouse Charter School
Overview of Compliance for Education-Related Contract Provisions
2014–15

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. 3–6	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. 27–35	Met
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. 17–27	Met
Section I, D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures Year-to-year results were not available this year.	N/A	N/A
Section I, D	Academic criterion #3: Year-to-year achievement measures Progress for students below grade level or proficiency level was not available this year.	N/A	N/A
Section I, E	Parental involvement.	pp. 10–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 8	Not met ³⁸
Section I, I	Pupil database information.	pp. 4–6	Substantially met ³⁹
Section I, K	Disciplinary procedures.	pp. 11–12	Met

³⁸ Two teachers did not hold current DPI licenses or permits—a fourth-grade teacher and the physical education teacher.

³⁹ The school did not fully report the data required for all of the special education students.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for North Point Lighthouse Charter School

To: NCCD Children’s Research Center and Charter School Review Committee
From: North Point Lighthouse Charter School
Re: Learning Memo for the 2014–15 Academic Year
Date: October 23, 2014

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in Power School and/or MS Excel spreadsheets and provide them to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section of this memo. 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 28, 2015.

Enrollment

Northpoint Lighthouse Charter School will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school’s database. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Termination/Withdrawal

The exit date and reason for every student leaving the school will be determined and recorded in the school’s database. A specific reason for each expulsion is required for each student. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Attendance

The school will maintain an average daily attendance rate of 90%. A student is considered present for the day if he/she is present for at least four hours of the school day. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent Participation

Parents of at least 75% of students enrolled from the third Friday of September through the fourth parent conference date will participate in at least two of the four parent-teacher report card conferences. Alternate dates within a two-week period are acceptable; phone conferences are acceptable for extenuating circumstances. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Special Education Needs Students

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to the special education outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Local Measures⁴⁰

Required data elements related to these outcomes are described in the “Learning Memo Data Requirements” section.

Reading

Students in K5 through sixth grade will demonstrate progress in reading on the Measures of Academic Progress (MAP) tests administered in the fall and spring. For students who complete the fall and spring assessments, progress will be measured based on the student’s fall Rasch unit (RIT) score.

- At least 65% of the students whose fall RIT score placed them at or above the normative mean for their current grade level in reading will again score at or above the normative mean for their current grade level on the spring MAP test.
- At least 65% of the students whose fall RIT score placed them below the normative mean for their current grade level in reading will reach at least the normative mean for their functional grade level on the spring MAP test.⁴¹

Math

Students in K5 through sixth grade will demonstrate progress in math on the MAP tests administered in the fall and spring. For students who complete the fall and spring assessments, progress will be measured based on the student’s fall RIT score.

- At least 65% of the students whose fall RIT score placed them at or above the normative mean for their current grade level in math will again score at or above the normative mean for their current grade level on the spring MAP test.
- At least 75% of the students whose fall RIT score placed them below the normative mean for their current grade level in math will reach at least the normative mean for their functional grade level on the spring MAP test.⁴²

Writing

Students in K5 through sixth grade will complete writing samples three times during the school year.⁴³

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

⁴⁰ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school’s unique philosophy and curriculum. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

⁴¹ The student’s functional grade level represents the normative mean range at which the student tested in the fall.

⁴² The student’s functional grade level represents the normative mean range at which the student tested in the fall.

⁴³ Students will be given the same grade-level writing prompt for all three samples.

- 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.

The writing samples will be assessed using the Six 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 through 6 for each of the six traits; 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 second- through fifth-grade students, 1 or 2 = does not meet expectations, 3 = approaching expectations, 4 = meets expectations, and 5 or 6 = exceeds expectations. Writing genres include expository, descriptive, persuasive, and narrative.

Progress will be measured from fall to spring for students who completed both samples.

- At least 60% of the students who scored a 3 or below 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% of the students who scored a 4, 5, or 6 on their writing sample in the fall will maintain a 4, 5, or 6 on the third writing sample taken in the spring.

Special Education Goals

Students with active individualized education programs (IEP) 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 met for each student. Of the students with active IEPs, 60% will achieve at least 75% 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 Phonological Awareness Literacy Screening for K4 Through Second-Grade Students⁴⁴

The Phonological Awareness Literacy Screening (PALS) will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI). Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Smarter Balanced Assessment for Third through Sixth-Grade Students

The Smarter Balanced Assessment will be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2015). The English/language arts assessment will provide each student with a

⁴⁴ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. Meeting benchmark does not guarantee that the student is at grade level. Information from <http://www.palswisconsin.info>.

proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Fourth-Grade Students

Fourth-graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement⁴⁵

1. CRC will report Smarter Balanced Assessment results starting in the 2014–15 annual school reports. The 2015 spring data will be baseline data and will be used by CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress and these expectations will be effective for all subsequent years.
2. CRC will report PALS results in the 2014–15 annual school reports. The 2014 spring data will be used as baseline data. The CSRC expectation for students maintaining reading readiness is:

At least 75% of the first graders who met the summed score benchmark in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.

⁴⁵ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Learning Memo Data Requirements

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique Wisconsin student number (WSN) and name must appear in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements are as follows.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses the provided data spreadsheets to calculate student performance on each measure. Shading and other similar formatting cannot be read into CRC's statistical program and should not be used.
 - If codes are entered into the data (e.g., F, R, and P for lunch status), the school must inform CRC of the codes' meanings even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: No later than the fifth working day after the end of the second semester, or June 28, 2015.

Staff person(s) responsible for year-end data submission to CRC: Rachel Wagner (RW).

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school (if student attended during a previous school year, then withdrew and reenrolled in a subsequent year, use the most recent enrollment date) » If first date ever is not available, first day student was enrolled for the current school year • Termination/withdrawal date, if applicable. If codes are used for these reasons, provide the code to CRC. • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	Spreadsheet designed by school	Deena Blue-Miller (DB) RW Sheila Zelenski (SZ)
Attendance	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in school on suspension • Number of days in school on suspension 	Spreadsheet designed by school	DB RW SZ
Parent Participation	The following are required data elements for each student enrolled at any time during the year.	Spreadsheet designed by school	DB RW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • WSN • Student name • Attend conference 1: Yes, no, or N/E (student not enrolled at the time of the conference) • Attend conference 2: Yes, no, or N/E • Attend conference 3: Yes, no, or N/E • Attend conference 4: Yes, no, or N/E <p>Note: Parents who attend alternate dates within a two-week period or phone conferences for extenuating circumstances should be marked as "yes."</p>		
Special Education Needs Students	<p>The following are required data elements for each student who received any special education services.</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (Date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need, If identified, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., Has this school been responsible for special education services for the student for a full IEP year)? Yes or no. • Next eligibility reevaluation date (three-year reevaluation date to determine whether child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? Yes or no. • At the time of that review, how many goals were reviewed? If there was no review, enter N/A (not applicable). • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? Yes or no. 	Spreadsheet designed by school	DB RW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) Beginning and end dates of the new IEP. 		
Academic Achievement: Local Measures <i>Reading</i>	<p>The following are required data elements for each student.</p> <ul style="list-style-type: none"> WSN Student name Grade level Fall MAP reading RIT score Spring MAP reading RIT score 	Spreadsheet designed by school	RW
Academic Achievement: Local Measures <i>Math</i>	<p>The following are required data elements for each student.</p> <ul style="list-style-type: none"> WSN Student name Grade level Fall MAP math RIT score Spring MAP math RIT score 	Spreadsheet designed by school	DB RW
Academic Achievement: Local Measures <i>Writing</i>	<p>The following are required data elements for each student.</p> <ul style="list-style-type: none"> WSN Student name Overall fall writing score Overall spring writing score 	Spreadsheet designed by school	RW
Academic Achievement: Local Measures <i>IEP Goals</i>	See "Special Education Needs Students" section.	Spreadsheet designed by school	RW
Academic Achievement: Standardized Measures <i>PALS-PreK</i>	<p>For each K4 student, include the following.</p> <ul style="list-style-type: none"> WSN Student name Fall score for each PALS-PreK task (1 column for each of the 5 to 7 tasks assessed) Spring score for each PALS-PreK task (1 column for each of the 5 to 7 tasks assessed) Provide the PALS-PreK test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by school; provide paper copies of the test publisher's printout	RW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures <i>PALS K and PALS 1-3</i>	For each K5, 1st-, and 2nd-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Fall summed score • Spring summed score • Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by school; provide paper copies of the test publisher's printout	RW
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment</i>	<u>Note that these requirements may change during the year. If they do, CRC will alert schools to the updated requirements.</u> The following are required data elements for each student. <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment English/language arts assessment • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment math assessment • Provide the Smarter Balanced Assessment test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format, such as a delimited text file or Excel database. If results are in a spreadsheet designed by the school, also provide paper copies of all students' Smarter Balanced Assessment scores.	RW
Academic Achievement: Standardized Measures <i>WKCE</i>	The following are required data elements for fourth graders. <ul style="list-style-type: none"> • WSN • Student name • Social studies scale score • Social studies proficiency level • Science scale score • Science proficiency level • Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	Export results from the publisher's website to a spreadsheet. Also provide paper copies of all students' WKCE scores.	RW

Appendix C

Trend Information

Table C1					
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 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%)
2014–15	288	45	37	296	261 (90.6%)

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

Table C2			
North Point Lighthouse Charter School Student Return Rates			
School Year	Number Enrolled at End of Previous Year*	Number Enrolled at Start of This School Year	Student Return Rate
2013–14	184	143	77.7%
2014–15	263	176	66.9%

*Includes only students enrolled at the end of the previous year who were eligible for enrollment again the following year.

Table C3	
North Point Lighthouse Charter School Student Attendance	
School Year	Attendance Rate
2012–13*	85.9%
2013–14	87.2%
2014–15	88.3%

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

Table C4	
North Point Lighthouse Charter School Parent/Guardian Participation	
School Year	Parent/Guardian Participation Rate
2012–13*	51.5%
2013–14	16.5%
2014–15	83.3%

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

Table C5					
North Point Lighthouse Charter School Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2012–13*					
Classroom Teachers Only	10	3	3	10	70.0%
All Instructional Staff	12	4	3	13	75.0%
2013–14					
Classroom Teachers Only	14	2	7	12	50.0%
All Instructional Staff	18	3**	11**	20	50.0%
2014–15					
Classroom Teachers Only	15	4	6	13	66.7%
All Instructional Staff	15	8	7	16	66.7%

*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 C6			
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%
2013-14			
Classroom Teachers Only	6	6	100.0%
All Instructional Staff	7	6	85.7%

*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 C7	
North Point Lighthouse Charter School Charter School Review Committee Scorecard Score	
School Year	Score
2012-13*	46.8%
2013-14	58.1%
2014-15	63.8%

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

Appendix D

CSRC 2014–15 School Scorecard

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 4/11

K5-8TH GRADE

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(5.0)	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(5.0)	10%

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	35%

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	15%

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	
• WKCE math—% proficient or advanced	(7.5)	15%

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above on ACT Aspire	(5)	
• EXPLORE to Aspire—composite score below benchmark on EXPLORE but improved on ACT Aspire	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	30%

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	15%

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	15%

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)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	25%

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less 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.

Beginning with the 2014–15 scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. As noted in the body of the report, CSRC approved a pilot scorecard, which will be tested this year. However, because the new scorecard is still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Table D					
Northpoint Light House Charter School Charter School Review Committee Scorecard 2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness : 1st – 2nd Grades^{46, 47}	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	28.9%	1.4
	% 2nd graders at or above spring summed score benchmark this year	5.0		25.0%	1.3
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	N/A
	WKCE math: % maintained proficient and advanced	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed	10		N/A	N/A
	WKCE math: % below proficient who progressed	10		N/A	N/A
Local Measures	% met reading	3.75	15.0%	61.1%	2.3
	% met math	3.75		69.7%	2.6
	% met writing	3.75		55.3%	2.1
	% met special education	3.75		62.5%	2.3
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	25.0%	88.3%	4.4
	Student reenrollment	5.0		66.9%	3.3
	Student retention	5.0		90.6%	4.5
	Teacher retention rate	5.0		66.7%	3.3
	Teacher return rate	5.0		86.0%	4.3
TOTAL		50⁴⁸			31.8 (63.6%)

Note: To protect student identity, results for cohorts of fewer than 10 students are not applicable. Teacher retention and return rates reflect all instructional staff (classroom teachers plus other staff).

⁴⁶ The PALS replaced the SDRT as the standardized measure for students in first and second grades.

⁴⁷ Includes students who completed both the fall and spring PALS.

⁴⁸ The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, current and year-to-year results were not available. The maximum points possible for the WKCE scorecard measures were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

Due to changes in the standardized tests administered to students, CSRC approved several changes to the school scorecards that were used up through the 2014–15 school year. These changes will be piloted over the next several years. In addition to replacing SDRT results with PALS results and WKCE results with Badger Exam results, the maximum points per measure were modified to decrease the value placed on standardized tests to only 40.0% of the total for the elementary level, as this has always been the value given to standardized tests for the high schools. There also was an increase in the value given to local academic achievement measures: 25.0% of the total for elementary schools and 20.0% for high schools. DPI embargoed the Badger Exam results until September or October 2015; due to the embargo, schools and districts are not allowed to share summary Badger Exam results with the public. Therefore, because the pilot scorecard includes summary Badger Exam results, pilot scorecard results will not be added to 2014–15 monitoring reports until the embargo is lifted. At that time, pilot scorecard results will be added to this appendix or a separate addendum to this report.

**City of Milwaukee Charter School Review Committee
PILOT School Scorecard**

r: 6/15

K5–8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1–2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3–8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

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

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	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	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: Grades 9 and 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

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

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less 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.