

North Point Lighthouse Charter School

Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: September 2013

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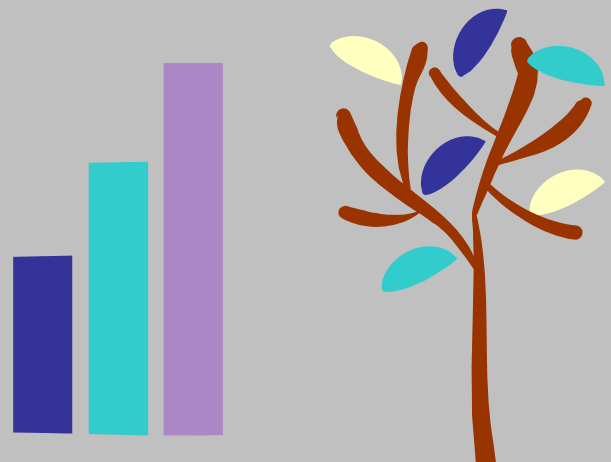


TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. PROGRAMMATIC PROFILE	2
A. School Management and Board of Directors.....	2
B. Educational Methodology	3
1. Philosophy (Mission)	3
2. Educational Programs and Curriculum	3
C. Student Population	4
D. School Structure	6
1. Areas of Instruction	6
2. Classrooms.....	6
3. Teacher Information.....	7
4. Hours of Instruction/School Calendar	8
5. Parent and Family Involvement	8
6. Waiting List	9
7. Disciplinary Policy	9
III. EDUCATIONAL PERFORMANCE	10
A. Attendance.....	11
B. Parent Participation.....	11
C. Special Education Needs	12
D. Local Measures of Educational Performance	12
1. Measures of Academic Progress	13
2. Reading Progress for K5 Through Fourth Graders Using RIT Scores.....	15
3. Reading Progress for K5 Through Fourth Graders Using Normative Mean Scores	16
4. Math Progress for K5 Through Fourth Graders Using Target RIT Scores.....	18
5. Math Progress for K5 Through Fourth Graders Using Normative Mean Scores	19
E. External Standardized Measures of Educational Performance.....	22
1. PALS-K for K5 Students.....	24
2. SDRT for First-Grade Students	24
3. SDRT for Second-Grade Students.....	26
4. SDRT for Third-Grade Students	28
5. WKCE for Third- and Fourth-Grade Students	29
a. Reading	29
b. Math	30
c. Language Arts.....	32
d. Writing.....	32

TABLE OF CONTENTS (continued)

F.	Multiple-Year Student Progress.....	32
G.	CSRC School Scorecard	33
H.	Department of Public Instruction School Report Card.....	35
IV.	SUMMARY AND RECOMMENDATIONS	36

APPENDICES

Appendix A:	Contract Compliance Chart
Appendix B:	Student Learning Memorandum
Appendix C:	CSRC Scorecards
Appendix D:	Summary Information

EXECUTIVE SUMMARY
for
North Point Lighthouse Charter School
2012–13

This is the first 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 2012–13 academic year, NPLCS met all of its education-related contract provisions. 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 baseline information.¹

Reading

- Of 93 K5 through fourth graders, 37 met their target Rasch Unit (RIT) score on the spring reading test.
- Of 31 K5 through fourth-grade students who tested at the national average (normative mean) for their current grade level on the MAP in the fall, 22 (71.0%) achieved the national average for their current grade level in the spring.
- Of 58 K5 through fourth-grade students who scored below the national average (normative mean) for their current grade level on the MAP in the fall, 19 (32.8%) either

¹ Because this is the school’s first year of operation, these results will be used to inform the school’s local-measure goals in 2013–14.

reached the normative average for their current grade level or improved by at least the average change in scores for their functional grade level.

Math

- Of 99 K5 through fourth graders, 40 (40.4%) met their target RIT score on the spring reading test.
- A total of 16 (45.7%) of 35 K5 through fourth-grade students who tested at the national average (normative mean) for their current grade level on the MAP in the fall achieved the national average for their current grade level in the spring.
- A total of 28 (43.8%) of 64 K5 through fourth-grade students who tested below the national average (normative mean) for their current grade level on the MAP in the fall either reached the normative average for their current grade level or improved by at least the average change in scores for their functional grade level.

Writing

- Few (four of 71, or 5.6%) of the K5 through fourth-grade students with fall and spring writing samples scored at least a four on the spring writing test.

Special Education

- The 2012–13 school year was NPLCS's first year of operation; therefore, no students with an individualized education program (IEP) attended NPLCS for a full academic year. Goals related to the progress of special education students will be reported following the 2013–14 school year.

2. Secondary Measures of Academic Progress

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

- Average student attendance was 85.9%, falling short of the school's goal of 95.0%.
- Parents of 68 (51.5%) of 132 students attended at least three family-teacher conferences, failing to achieve the school's goal of 100.0%.
- NPLCS developed and maintained records for all special education students.

NPLCS administered all required standardized tests noted in its contract with the City of Milwaukee.

Stanford Diagnostic Reading Test (SDRT) results indicated the following:

- A total of 27 first-grade students were, on average, reading at a 1.2 grade-level expectations (GLE) overall, and 59.3% were at or above grade level;

- A total of 32 second-grade students were, on average, reading at a 2.1 GLE overall, and 43.8% were at or above grade level; and
- A total of 18 third-grade students were, on average, reading at a 2.3 GLE overall, and 16.7% were at or above grade level.

Wisconsin Knowledge and Concepts Examination (WKCE) results for third- through fifth-grade students who were tested in the fall of this year are reflected in the following figures.

- Overall, 4.7% (2 of 43) of third- through fourth-grade students scored at the proficient or advanced level in reading on the WKCE using the revised scores. A total of 16 (37.2%) of 43 students scored proficient or advanced in reading using the former WKCE reading scores.
- Overall, 7.5% (3 of 40) of third- through fourth-grade students scored at the proficient or advanced level in math on the WKCE using the revised scores. A total of nine (22.5%) of 40 students scored proficient or advanced in math using the former WKCE math scores.

3. School Scorecard

The school scored 46.8% on the scorecard when the former WKCE cut scores were applied and 38.1% when the revised WKCE cut scores were applied.

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

Because this is the first year of operation as a city-chartered school, there are no year-to-year scores to report.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2013–14 academic year.

- Become more proactive with using data gathered through interim assessments (local measures) and Response to Intervention (RtI) in order to effectively meet individual student needs in reading, math and writing. Specifically, focus efforts on:
 - » Maintaining progress for those students at or above GLE at the fall testing time; and
 - » Meeting the needs of students below their GLE at fall testing time.

- Use the Rtl process to address student social and emotional learning.
- Create a sense of understanding for families and ownership for teachers and students.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

Based on the contract compliance and scorecard measures for this first year of operation as a city of Milwaukee charter school, CRC recommends that NPLCS continue to receive regular, annual academic monitoring.

I. INTRODUCTION

This is the first annual program monitoring report to address educational outcomes for North Point Lighthouse Charter School (NPLCS), one of nine schools chartered by the City of Milwaukee for the academic year 2012–13. 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 the CSRC and the NCCD Children’s Research Center (CRC).²

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

1. CRC staff assisted the school in developing its student learning memorandum (or “learning memo”).
2. In the late summer, CRC staff visited the school to conduct a structured interview with the Lighthouse Academies, Inc. project manager; the vice president of the Chicago region; and the school’s principal as well as to clarify the data requirements and the data submission process.
3. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
4. At the end of the school year, a structured interview was conducted with the vice president of the Chicago region to review the year and develop initial recommendations for school improvement.
5. CRC staff read case files for selected special education students to ensure that individualized education programs (IEP) were up to date.
6. 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. Data were compiled and analyzed at CRC.

² CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency.

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

Vice President, Chicago Region: Ashleigh Van Thiel
Principal: Dr. Anthony Chalmers (August – January 2013)
Acting Principal: Ashleigh Van Thiel (January – June 2013)³

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

A. School Management and Board of Directors

NPLCS is governed locally by a volunteer board of directors consisting of nine civic and business leaders with various areas of expertise. The role of the board of directors is to govern the school. Lighthouse Academies, Inc., serves as the institutional partner to the board of directors of the school and provides operational support for school leadership.⁴

A school leadership team comprised of the principal, a director of instruction, and a director of recruitment and family engagement provided instructional leadership, community outreach, and day-to-day management. Teachers and school staff provided the in-class instruction and daily student support.⁵

³On June 10, 2013, Ms. Jazmeka Crain was appointed principal.

⁴ NPLCS proposal to the City of Milwaukee.

⁵ NPLCS proposal and staff directory for 2012–13.

B. Educational Methodology

1. Philosophy (Mission)

The mission of NPLCS is to prepare students for college through a rigorous arts-infused program. 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.

2. Educational Programs and Curriculum⁶

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

The school’s model has five key components: high-quality leadership, highly effective teachers, a comprehensive school design and educational program that includes a longer school day and year and uses data to drive instruction, an active partnership with the community and parents, and a strong school culture that engages students in learning in a safe and nurturing school environment.

The NPLCS reading and math curriculum for K4 through fourth grades are based on the McGraw Hill Imagine It! for reading (which is a newer version of the planned Open Court Reading curriculum) and Singapore Math, respectively. Students in all grades receive instruction in the areas of reading, writing, English language conventions, math, listening and speaking, social studies, science, physical education, and art in addition to skills related to habits of scholars, such as completing homework, using time wisely, and solving problems peacefully.

⁶ Information taken from the NPLCS charter application, the fall interview with administration, and report cards.

C. Student Population

At the beginning of the year, there were 188 students enrolled in NPLCS.⁷ A total of 56 students enrolled after the school year started, and 60 students withdrew from the school prior to the end of the year. Of the 60 students who withdrew, 51 (85.0%) transferred to a different school in the city, eight (13.3%) transferred out of state, and one (1.7%) did not have a withdrawal reason. Nine students withdrew from K4, 11 from K5, 14 from first grade, eight from second, 13 from third, and five from fourth. Of the 188 students who started the year at the school, 132 remained enrolled at the end of the year, representing a 70.2% retention rate.

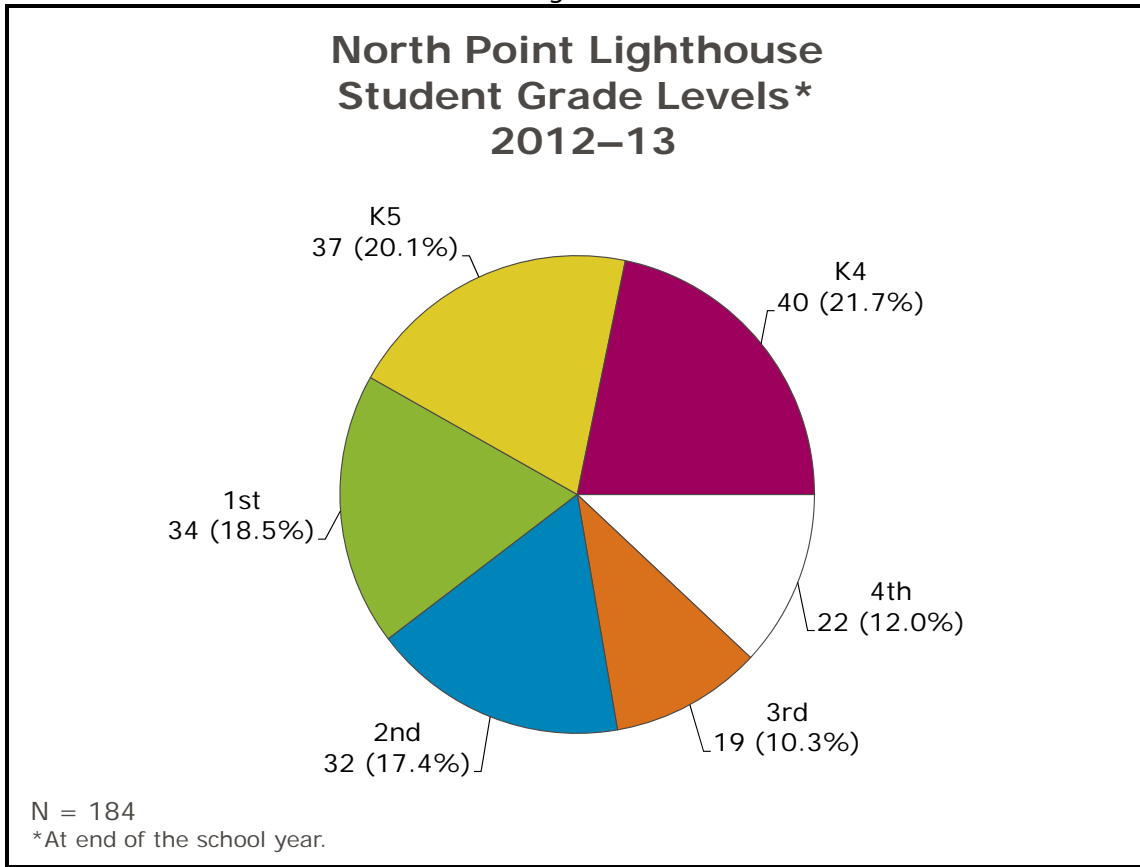
At the end of the year, there were 184 students enrolled at NPLCS. They can be described as follows.

- Most (180, or 97.8%) of the students were African American, three (1.6%) were Hispanic, and one (0.5%) was Caucasian/White.
- There were 85 (46.2%) girls and 99 (53.8%) boys.
- Nineteen (10.3%) had special education needs. Five had specific learning disabilities (SLD), four had emotion/behavior disorders (EBD), four had speech/language disabilities (SL), two had SL/SLD, three had other health impairments (OHI), and one student had OHI and EBD.
- There were 181 (98.7%) students eligible for free or reduced lunch prices (177 [96.2%] students were eligible for free and four [2.2%] for reduced lunch prices). The remaining three (1.6%) were not eligible.

The largest grade level was K4 with 40 students. The number of students by grade level is illustrated in Figure 1.

⁷ As of September 21, 2012.

Figure 1



D. School Structure

1. Areas of Instruction

The Lighthouse Academies, Inc. education model is anchored in grade level mastery objectives and state standards that define what the scholars should know and be able to do at each particular grade level. To reach these standards, rigorous, research-based programs and instructional practices are utilized by all teachers across the network, including Imagine It! for reading, Readers and Writers Workshop, Singapore Math, the Full Option Science System, and the Pearson's history and geography text series for social studies.⁸ The school curriculum also includes art, physical education, and habits of scholars.

Each classroom begins with a morning meeting to set the tone for the 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.

2. Classrooms

At the beginning of the year, the school had 10 classrooms, each with approximately 20 students. There was one K4 classroom, one K5 classroom, and a split K4/K5 classroom.⁹ There were two first-grade classrooms, two second grade, one third, one fourth, and one third/fourth split. Each classroom was assigned one teacher. The two teaching assistants were shared among the K4 and K5 classrooms. In addition to the classrooms, the building included a gymnasium, a room for special education, and a computer lab.

⁸ Scholar Family Handbook 2012–13.

⁹ In January, the K4/K5 classroom became a K4 classroom and an additional K5 classroom was established to meet enrollment changes.

The school uses “looping,” which will apply next year. Looping refers to 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.

3. Teacher Information

This year, the school employed a total of 16 instructional staff. At the beginning of the year, the school had 10 classroom teachers and two other instructional staff (a physical education teacher and a special education teacher).¹⁰ Of these, seven classroom teachers remained for the entire year for a teacher retention rate of 70.0%. The two other instructional staff also remained the entire year for a retention rate of 100.0%. The total instructional staff retention rate was 75.0% (nine of the 12 staff who began the year).

One first-grade teacher stopped teaching at the school in October 2012, and another stopped at the end of May 2013. A K4 teacher stopped teaching at the school in January 2013. Two of these positions were refilled (The first-grade teacher who left at the end of May was not replaced). A K5 teacher was hired in November to replace a K5 teacher who became the director of instruction. The school contracted with the Cooperative Educational Service Agency for the services of a speech language pathologist. In January 2013, the school added an art teacher position. All teachers except one (the third-grade teacher), held a current Wisconsin license or permit.¹¹

The school provided the following staff development sessions during the year.

¹⁰ This includes one K4 teacher who began in September 2012.

¹¹ This teacher held a Michigan teaching license.

- 10/05/2012: Northwest Evaluation Association (NWEA) data analysis and planning, grade level pacing
- 11/09/2012: Singapore Math/math workshops, math-unit planning
- 01/07/2013: English and language arts (ELA) instruction, ELA unit planning
- 03/15/13: Student culture and discipline, double planning
- 06/19/13: End-of-year evaluations and individual goal setting for next year.

In addition to the above sessions, a variety of individualized professional development was delivered through grade-level meetings and early dismissal days.

4. Hours of Instruction/School Calendar

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

The first day of school was August 20, 2012, and the last day of school was June 17, 2013. The school provided the 2012–13 calendar to CSRC.

5. Parent and Family Involvement¹²

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

¹² Scholar Family Handbook 2012–13 and fall interview notes.

communication between home and school, share expectations of the school, answer parent questions, and confirm the scholar's plan to attend the school.

Parent and teacher conferences were scheduled four times during the year to coincide with report cards. During the conferences, teachers, parents, and scholars (when appropriate) develop scholar learning plans that include clear statements about current progress levels and goals for improvement. Report cards are provided at the conferences, and parents are required to sign them. Telephone conferences will occasionally be accepted if parents are unable to attend the in-person conferences.

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

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

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

6. Waiting List

In August 2012, the school reported the existence of a waiting list for K4 and K5. As of June 3, 2013, the school reported a waiting list of 17 students for K4.

7. Disciplinary Policy

The school's Scholar Family Handbook begins the discussion of discipline with an explanation of the school's Culture and Respect: Standards for Appearance, Conduct and Behavior. This section

describes the scholar dress code and the social curriculum SHINE (self-discipline, humility , intelligence, nobility, and excellence) and BEAMing (Be quiet, Engage in learning, Ask and answer questions, and Move your eyes with the speaker). These qualities and concepts are explained in the handbook.

The handbook includes standards for adult role models and a code of conduct for all scholars. The code of conduct includes prohibited behaviors, both illegal and zero-tolerance behaviors. Scholars who engage in prohibited or illegal behaviors subject themselves to consequences that are based on tiers of behavior. The tiers and consequences are described in the handbook. The school has both in-school and out-of-school suspensions as well as an interim alternative educational setting policy. All of these topics are explained in the Scholar Family Handbook followed by the due process procedures to be utilized.

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 non-solicitation policy. Health and safety issues such as illnesses, pocket and personal searches, and bus transportation rules are covered in the handbook.

III. EDUCATIONAL PERFORMANCE

To monitor NPLCS's school performance, a variety of qualitative and quantitative information was collected during the past academic year. At the beginning of the school year, NPLCS established goals related to attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The following section of the report describes the school's success in meeting attendance, conference, and special education data collection goals, as well as student progress on the local measures in reading, math, and writing and the required standardized tests. Results from local and

standardized measures will provide baseline data to assist NPLCS in developing future-oriented goals relating to student progress.

A. Attendance

CRC examined student attendance in two ways. The first reflects the average time students attended school, and the second rate includes excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if he/she was present for at least four hours of the school day. NPLCS set a goal that students would attend, on average, 95% of the time. Attendance data were available for all 244 students enrolled during the year and revealed an attendance rate of 85.9%.¹³ When excused absences were included, the attendance rate rose to 86.5%. NPLCS, therefore, did not meet its goal related to attendance.

CRC also examined the time students spent, on average, suspended (in or out of school). Throughout the 2012–13 school year, 28 students from K5 through fourth grade were suspended at least once. Twenty-eight students spent, on average, 0.9 days in school on suspension. The school did not provide out-of-school suspension data.

B. Parent Participation

At the beginning of the academic year, the school set a goal that all parents would attend at least two of the four formal parent conferences. Phone calls, home visits, and alternate meeting times were counted as attending. This year, 132 students were enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 125 (94.7%) children attended at least one of the four conferences. Sixty-eight (51.5%) children attended at least three of the four conferences; therefore, NPLCS did not meet its goal of 100% attendance.

¹³ 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 19 special education students were enrolled at NPLCS during the school year. Nine students were assessed for an initial IEP, and annual IEP reviews were held for the remaining 10 students. An IEP was created or updated for all 19 students. Parents of 14 (73.7%) children actively participated in the creation and/or review of their child's IEP. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current evaluations indicating their eligibility for special education services, that IEPs were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP.

D. Local Measures of Educational Performance

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

In this first year of operation, NPLCS used the Measures of Academic Progress (MAP) to monitor K5 through fourth-grade students progress in both math and reading. The school intends to use the results of the fall and spring assessments as baseline data for future local measure goals. A description of the local measures and a discussion of outcomes follows.

1. Measures of Academic Progress

MAP is a series of tests that measure student skills in reading, math, and language usage. The test yields a Rasch Unit (RIT) scale that shows student understanding, regardless of grade level, which allows easy comparison of students' progress from the beginning of the year to the end of year and/or from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

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

Utilizing the second method, student progress is measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, NWEA conducted a norming study using data from school districts all over the country and calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each of the MAP tests for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of 5 points. On the math test, fifth-grade students scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of 8 points.¹⁴ 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

¹⁴ Scores are rounded to the nearest whole number for analysis.

example, if a third-grade student scored 175 points in the beginning of the year, he/she is functioning below the national average for his/her grade level; the student is functioning, rather, within the range of a first- or second-grade student. National average scores for each grade level are presented in

Table 1.¹⁵

Table 1 2011 NWEA Measures of Academic Progress National Average (Normative Mean) RIT Scores Fall and Spring				
Grade Level	Reading		Math	
	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score
K5	142.5	156.0	143.7	156.1
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

Using the normative mean scores, the school's local measure goal for MAP reading and math results was that students who completed both the fall and the spring reading test would increase their RIT scores by at least as much as the national sample did (i.e., the difference in the normative mean [average] scores for the grade-level average at which the student tested in the fall). CRC examined

¹⁵ Northwest Evaluation Association. (2011). *Normative data–2011*. Retrieved from <http://www.nwea.org/support/article/normative-data-2011>

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. The following is an analysis of student performance on the reading and math tests, using the normative average to serve as a baseline for future comparisons.

Progress for students at or above the grade-level national average in the fall of 2012 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 whether 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 whether student scores increased by the national average increase associated with the student's functional grade level (i.e., the grade-level average at which the student tested in the fall). For example, if a fourth-grade student scored 161 RIT points on the fall reading test and 185 RIT points on the spring test, the student scored below the national fourth-grade average on both tests. With a score of 161, the student's fall score was between the national fall and spring averages for first-grade students; therefore, the student's functional grade level was first grade. The average change in scores for all first-grade students was 17 RIT points. Because the student increased his/her score by 24 points, he/she progressed by at least the national average increase for his/her functional grade level.

2. Reading Progress for K5 Through Fourth Graders Using Target RIT Scores

In the first year of analysis, NPLCS measured student progress in reading and math by comparing the percentage of students who met or exceeded their target RIT scores on the spring tests. More specifically, the school's local measure goal for MAP reading and math results was that at

least 50.0% of students who completed both the fall and the spring reading and math tests would meet or exceed their target RIT score on the spring math and reading tests.

As illustrated in Table 2, 93 students were administered the MAP reading test in both the fall and spring. Of the 93 students who took both tests, 37 (39.8%) met their target reading score on the spring 2013 test, falling short of the school's goal of 50.0%.

Table 2 North Point Lighthouse Charter School Target Reading Scores for K5 Through 4th Graders Based on Measures of Academic Progress Tests			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
K5	6	Cannot report due to <i>n</i> size	
1st	23	3	13.0%
2nd	28	8	28.6%
3rd	16	7	43.8%
4th	20	16	80.0%
Total	93	37	39.8%

3. Reading Progress for K5 Through Fourth Graders Using Normative Mean Scores

As indicated in the learning memo, the second method of analysis was conducted to provide the school with additional information on student progress. At the time of the fall MAP test, 32 (34.4%) students were at or above the national average for their respective grade level, while 61 (65.6%) scored below the average (Table 3).

Table 3 North Point Lighthouse Charter School Local Measures of Academic Progress: MAP Reading Assessment Student Scores Relative to National Average (Normative Mean) ¹⁶ Fall 2012					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
K5	6	Cannot report due to <i>n</i> size			
1st	23	11	47.8%	12	52.2%
2nd	28	11	39.3%	17	60.7%
3rd	16	4	25.0%	12	75.0%
4th	20	4	20.0%	16	80.0%
Total	93	32	34.4%	61	65.6%

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

Of the 32 K5 through fourth-grade students at or above the national average for their grade level on the fall test, 23 (71.9%) scored the national average again on the spring test (Table 4).

Table 4 North Point Lighthouse: Charter School Progress for Students at or Above the National Average in Reading Spring 2013			
Grade	N	At or Above National Average in Spring 2013	
		N	%
K5	2	Cannot report due to <i>n</i> size	
1st	11	7	63.6%
2nd	11	7	63.6%
3rd	4	Cannot report due to <i>n</i> size	
4th	4	Cannot report due to <i>n</i> size	
Total	32	23	71.9%

¹⁶ For the student's current grade level.

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

There were 61 students who scored below the national average for their current grade level on the fall test. By the time of the spring test, four (6.6%) had reached the national reading score for their current grade level, and 16 (26.2%) had improved their reading scores by at least the average change in scores for their functional grade level (i.e., the grade level at which the student tested in the fall). This represents a total growth rate of 32.8% for K5 through fifth-grade students (Table 5).

Table 5 North Point Lighthouse Charter School Local Measures of Academic Progress: MAP Reading Assessment Progress for Students Below National Average (Normative Mean) in Fall 2012 Fall 2012 to Spring 2013							
Grade Level	Below National Average in Fall 2012	Reached Grade-Level National Average Score in Spring 2013		Increased National Average from Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
K5	4	Cannot report due to <i>n</i> size					
1st	12	0	0.0%	4	33.3%	4	33.3%
2nd	17	2	11.8%	3	17.6%	5	29.4%
3rd	12	1	8.3%	2	16.7%	3	25.0%
4th	16	0	0.0%	6	37.5%	6	37.5%
Total	61	4	6.6%	16	26.2%	20	32.8%

4. Math Progress for K5 Through Fourth Graders Using Target RIT Scores

As illustrated in Table 6, 99 students were administered the MAP math test in both the fall and spring. Of the 99 students who took both tests, 40 (40.4%) met their target math score on the spring 2013, falling short of the school's goal of 50.0%.

Table 6 North Point Lighthouse Charter School Target Math Scores for K5 Through 4th Graders Based on Measures of Academic Progress Tests			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
K5	14	6	42.9%
1st	21	4	19.0%
2nd	28	14	50.0%
3rd	16	4	25.0%
4th	20	12	60.0%
Total	99	40	40.4%

5. Math Progress for K5 Through Fourth Graders Using Normative Mean Scores

Again, a second analysis was conducted to provide information about how students progressed compared to the national grade level results. At the time of the fall MAP test, 35 (35.4%) students were at or above the national average for their respective grade level, while 64 (64.6%) scored below the average (Table 7).

Table 7 North Point Lighthouse Charter School Local Measures of Academic Progress: MAP Math Assessment Student Scores Relative to National Average (Normative Mean) Fall 2012					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
K5	14	7	50.0%	7	50.0%
1st	21	12	57.1%	9	42.9%
2nd	28	8	28.6%	20	71.4%
3rd	16	5	31.3%	11	68.8%
4th	20	3	15.0%	17	85.0%
Total	99	35	35.4%	64	64.6%

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

Of the 35 K5 through fourth-grade students at or above the national average for their grade level on the fall test, 16 (45.7%) met the national average again on the spring test. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above the national average, CRC could not include most results by grade level in this report (Table 8).

Table 8			
North Point Lighthouse Charter School Progress for Students at or Above the National Average in Math Spring 2013			
Grade	N	At or Above National Average in Spring 2013	
		N	%
K5	7	Cannot report due to <i>n</i> size	
1st	12	5	41.7%
2nd	8	Cannot report due to <i>n</i> size	
3rd	5	Cannot report due to <i>n</i> size	
4th	3	Cannot report due to <i>n</i> size	
Total	35	16	45.7%

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

There were 64 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 6 (9.4%) of those students had reached the national average math score for their grade level, and 22 (34.4%) had improved their math scores by the average change in scores for their functional grade level. This represents a total growth rate of 43.8%. Results by grade level are in Table 9.

Table 9 North Point Lighthouse Charter School Local Measures of Academic Progress: MAP Math Assessment Progress for Students Below National Average (Normative Mean) in Fall 2012 Fall 2012 to Spring 2013							
Grade Level	Below National Average in Fall 2012	Reached Grade Level National Average Score in Spring 2013		Did Not Reach Grade Level Average in Spring but Increased Fall and Spring		Overall Progress of Students Below National Average on the Fall 2012 MAP Math Test	
	N	N	%	N	%	N	%
K5	7	Cannot report due to <i>n</i> size					
1st	9	Cannot report due to <i>n</i> size					
2nd	20	2	10.0%	11	55.0%	13	65.0%
3rd	11	0	0.0%	4	36.4%	4	36.4%
4th	17	1	5.9%	3	17.6%	4	23.5%
Total	64	6	9.4%	22	34.4%	28	43.8%

6. Writing

NPLCS assessed students writing skills using the 6+1 Trait Writing Model. 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.¹⁷ Students could score between zero and six points on each writing sample. The school set the goal that at least 80.0% of students would achieve an average overall score (for all six traits) of four or higher on the spring writing sample. Results will serve as baseline data for future comparisons.

One hundred and six students who completed a writing sample in the fall of 2012; 71 of those students also completed a spring writing sample. Of the 71 students, four (5.6%) achieved a score of four or above on the spring writing sample (Table 10). This fails to meet the school's internal goal of

¹⁷ Writing genres included expository, descriptive, persuasive, and narrative.

80%. The minimum score on the spring sample was 1.0, the maximum was 4.8, and the average score was 2.4 (not shown).

Table 10 North Point Lighthouse Charter School Local Measures of Academic Progress: 6+1 Traits of Writing 2012–13			
Grade	N	Met Writing Goal	
		N	%
K5	9	Cannot report due to <i>n</i> size	
1st	18	1	5.6%
2nd	21	2	9.5%
3rd	11	0	0.0%
4th	12	1	8.3%
Total	71	4	5.6%

7. IEP Progress for Special Education Students

The CSRC expects that students with active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Given that the 2012–13 school year is NPLCS’s first year of operation, and no special education student has been at the school for a full year since the implementation of his/her IEP, this expectation did not apply. The school will establish a measurable goal to be applied during the 2013–14 school year.

E. **External Standardized Measures of Educational Performance**

In 2012–13, DPI required that all students in K5 take the Phonological Awareness Literacy Screening (PALS-K) assessment. PALS-K aligns with both the Common Core State Standards in English (CCSS) and the Wisconsin Model Early Learning Standards. The test is composed of 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). Task scores are summed for an overall score; if the student's overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.

The CSRC also required the administration of the SDRT and Wisconsin Knowledge and Concepts Exam (WKCE) to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between April 15 and May 15 of each year, and the WKCE must be administered to all third-through eighth-grade students in the timeframe established by DPI, generally in the fall of each school year.

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

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress.¹⁸ The revised cut scores require that students achieve higher-scale scores in order to be considered proficient in each subject. During this year of transition from the old to the new cut scores, CRC reported reading and math proficiency levels using both the former and the current cut scores to report proficiency levels. This allows schools and stakeholders to see how

¹⁸ Note that the cut scores for the language arts and writing sections were not altered and remain the same as previous years.

students and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both sets of cut scores.

1. PALS-K for K5 Students

The PALS-K was administered in the fall and spring of the school year.¹⁹ Fourteen K5 students completed the fall and spring PALS-K. The minimum, maximum, and average overall scores increased from fall to spring. Of the 14 students who completed the fall and spring tests, 12 (85.7%) were at or above the benchmark on the fall assessment and 35.7% of students were at or above the benchmark on the spring test (Table 11). All students (100.0%) students improved their overall scores by at least seven points. The minimum change in scores was seven points, the maximum change was 48 points, and the average change in scores from fall to spring was 20 points (not shown).

Table 11				
North Point Lighthouse Charter School				
PALS-K for K5 Students				
2012–13				
(N = 14)				
Test Periods	Lowest Overall Score	Highest Overall Score	Average Overall Score	% at or Above Benchmark*
Fall 2012	8.0	83.0	52.4	85.7%
Spring 2013	21.0	94.0	72.5	35.7%

*The overall fall benchmark is 28 and the spring benchmark is 81.

2. SDRT for First-Grade Students

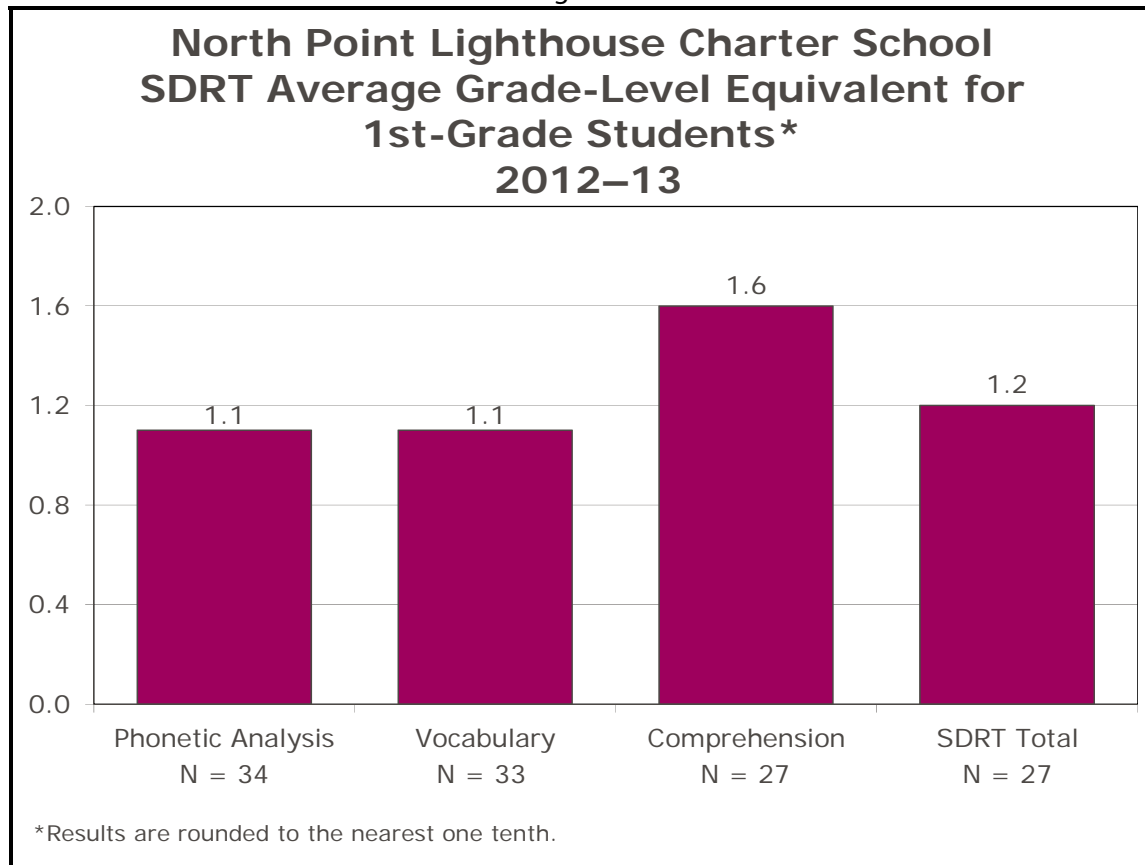
The SDRT was administered to 34 first-grade students,²⁰ results on this measure indicate that, on average, first-grade students were functioning at grade-level equivalents (GLE) in all three areas

¹⁹ During 2012–13, the PALS-K was only required in the spring; in subsequent years, schools must administer the test during the fall and the spring.

²⁰ Results for each subtest were not available for all 34 students.

tested (Figure 2), and 59.3% of those first-grade students tested at or above their grade level (Table 12).

Figure 2



The GLE range and median score for first graders are illustrated in Table 12.

Table 12 North Point Lighthouse Charter School SDRT Grade-Level Equivalent Range for 1st Graders 2012–13					
Area Tested	N	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above Grade Level
Phonetic Analysis	34	K.1	2.5	K.9	41.2%
Vocabulary	33	K.2	2.8	K.9	48.5%
Comprehension	27	K.9	5.0	1.4	92.6%
SDRT Total	27	K.5	2.2	1.1	59.3%

Note: Results are rounded to the nearest one tenth.

3. SDRT for Second-Grade Students

Results for second-grade students are presented in Figure 3 and Table 13. As illustrated, second-grade students were, on average, reading from 1.9 to 2.6 GLE in the areas tested. Overall, 43.8% of the second-grade students scored at or above their grade level.

Figure 3

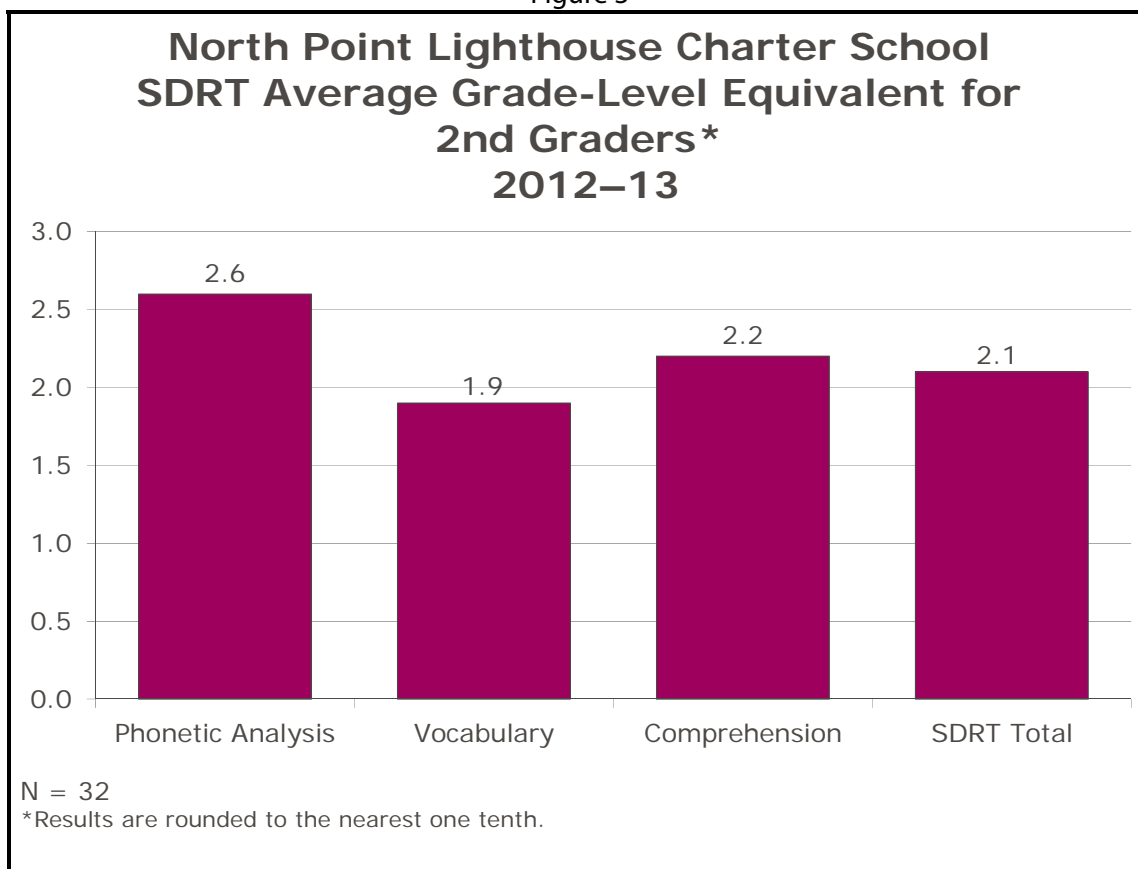


Table 13

North Point Lighthouse Charter School SDRT Grade Level Equivalent Range for 2nd Graders 2012–13 (N = 32)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above GLE
Phonetic Analysis	K.5	11.1	2.0	59.4%
Vocabulary	K.9	4.9	1.6	34.4%
Comprehension	1.2	6.3	1.7	34.4%
SDRT Total	1.0	5.4	1.8	43.8%

Note: Results are rounded to the nearest one tenth.

4. SDRT for Third-Grade Students

Results from this year's SDRT indicate that third-grade students were, on average, reading at second-grade levels in the areas tested (see Figure 4 and Table 14). Overall, 16.7% were at or above their grade level.

Figure 4

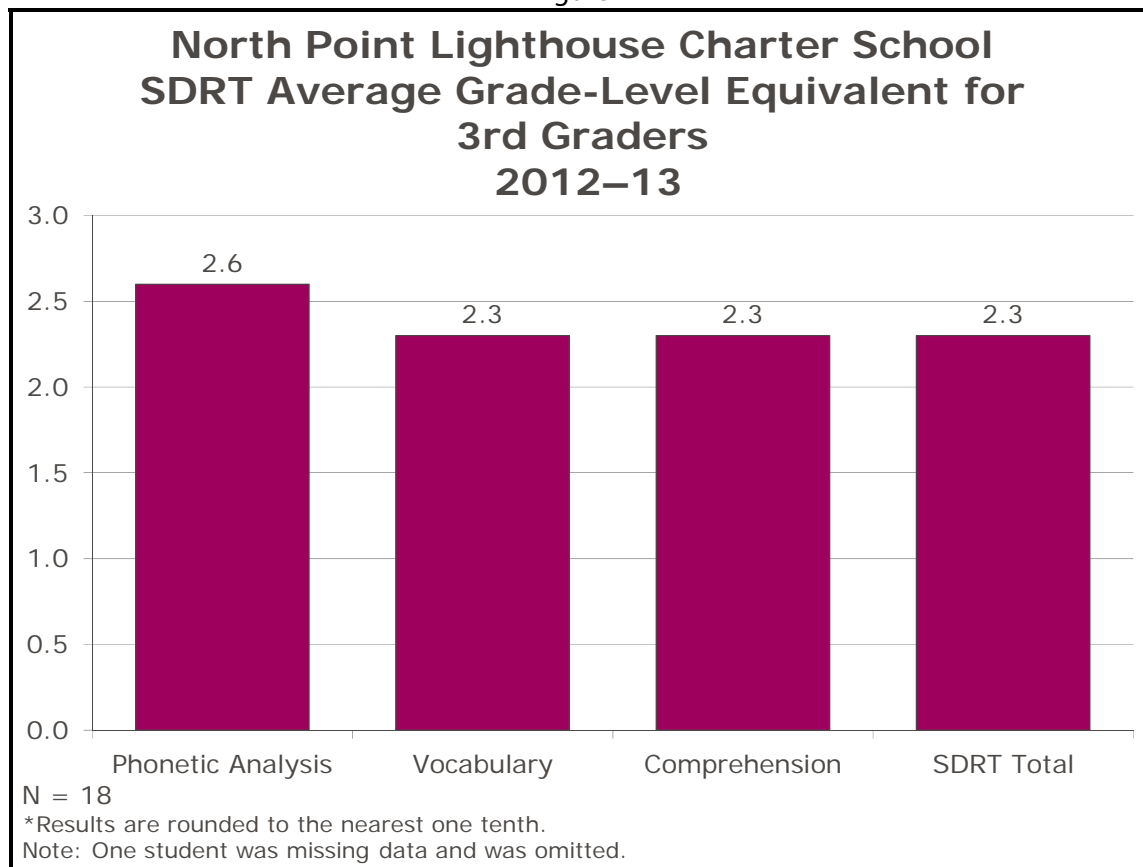


Table 14

North Point Lighthouse Charter School SDRT Grade Level Equivalent Range for 3rd Graders 2012–13 (N = 18)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above GLE
Phonetic Analysis	1.4	5.0	2.2	22.2%
Vocabulary	1.3	4.7	2.0	22.2%

Table 14 North Point Lighthouse Charter School SDRT Grade Level Equivalent Range for 3rd Graders 2012–13 (N = 18)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above GLE
Comprehension	1.4	5.3	1.9	16.7%
SDRT Total	1.4	4.8	2.1	16.7%

Note: Part of the test was given to one additional student. His/her scores were not included. Results are rounded to the nearest one tenth.

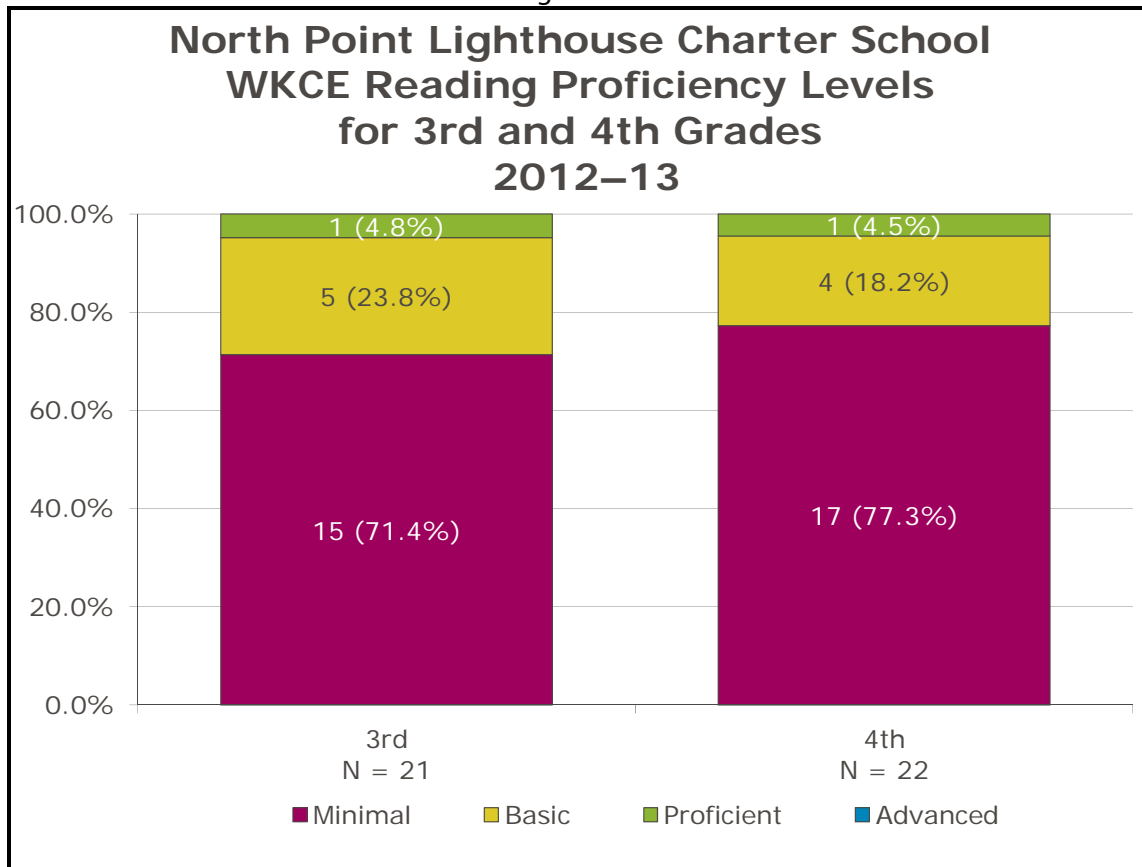
5. WKCE for Third- and Fourth-Grade Students

a. *Reading*

In October 2012, 21 third graders and 22 fourth graders were administered the WKCE reading test. Using the revised cut scores, one (4.8%) third grader scored at the proficient level, five (23.8%) scored basic, and 15 (71.4%) scored at the minimal level. One (4.5%) fourth grader scored proficient; four (18.2%) scored basic; and 17 (77.3%) scored at the minimal level. Results for third and fourth grades are illustrated in Figure 5. Overall, two (4.7%) third- and fourth-grade students scored proficient in reading (not shown). None of the students tested scored advanced in reading.

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, four (19.0%) third graders were advanced in reading, five (23.8%) were proficient, seven (33.3%) were basic, and five (23.8%) scored at the minimal level. A total of two (9.1%) fourth graders were at the advanced level and five (22.7%) were proficient; eight (36.4%) were basic and seven (31.8%) scored at the minimal level. Overall, 16 (37.2%) third- and fourth-grade students scored proficient or advanced in reading when using the cut scores prior to 2012–13 (not shown).

Figure 5



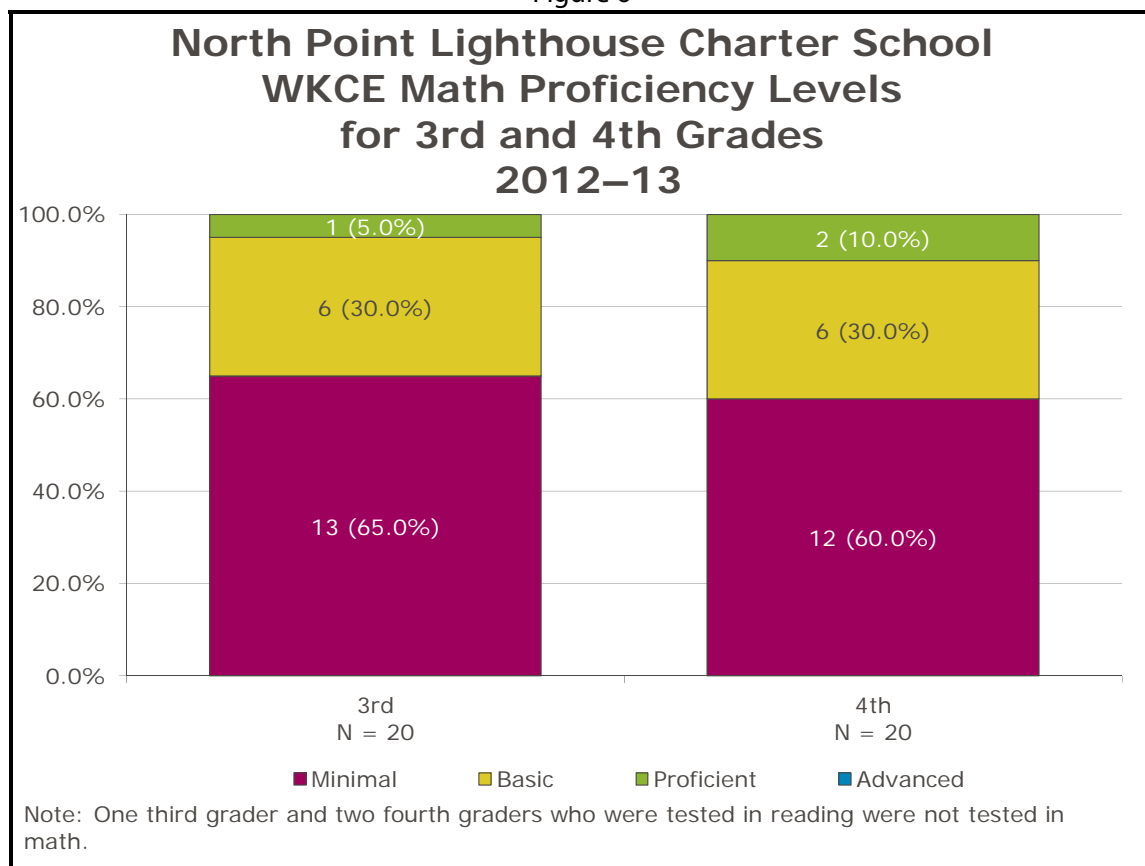
On average, third-grade students scored in the 24th percentile statewide in reading. This means that, on average, students scored higher than 24% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 19th percentile.

b. Math

Using the revised cut scores, one (5.0%) third grader scored at the proficient level, six (30.0%) scored basic, and 13 (65.0%) scored at the minimal level. A total of two (10.0%) fourth graders scored proficient, six (60.0%) scored basic, and 12 (60.0%) scored at the minimal level. Results for third and fourth grades are illustrated in Figure 6. Overall, three (7.5%) third- and fourth-grade students scored proficient in math (not shown). None of the students tested scored at the advanced level.

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, three (15.0%) third graders were proficient in math, three (15.0%) were basic, and 14 (70.0%) scored at the minimal level. A total of two (10.0%) fourth graders were at the advanced level and four (20.0%) were proficient; three (15.0%) were basic and 11 (55.0%) scored at the minimal level. Overall, 9 (22.5%) third- and fourth-grade students scored proficient or advanced in math, when using the cut scores prior to 2012–13 (not shown).

Figure 6



On average, third-grade students scored in the 26th percentile statewide in math. This means that, on average, students scored higher than 26% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 21st percentile.

c. *Language Arts*

In addition to reading and math, 18 fourth-grade students also completed the WKCE language arts test. Results show that one (5.6%) fourth-grade student scored advanced, three (16.7%) scored proficient, seven (38.9%) had basic skills, and seven (38.9%) exhibited minimal skills.

d. *Writing*

In addition to the reading and math subtest, fourth-grade students completed a WKCE writing sample. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A point-conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. NPLCS's fourth-grade students' writing scores ranged from 3.0 to 7.0. The average score was 5.1. The median score was 5.0, meaning half of students scored at or below 5.0, and half scored 5.1 to 7.0.

F. Multiple-Year Student Progress

Because this is the first year of operation for NPLCS, multiple-year student progress is not yet applicable.

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, and in the fall of 2012, the CSRC adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures as well as 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 (Table 20).

Table 20 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.0%–70.0%
Problematic/Struggling	69.0%–55.0%
Poor/Failing	54.0% or less

The 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. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year, due to the change in WKCE cut-score standards, CRC prepared two scorecards, one reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one reflecting the revised cut scores. When WKCE results using the former cut scores were included, NPLCS scored 46.8% on the scorecard. When the revised WKCE cut scores were included, the school scored 38.1% on the scorecard. Because this is NPLCS's first year as a City of Milwaukee-chartered school, its scorecard results do not include any of the year-to-year measures.

H. Wisconsin Department of Public Instruction School Report Card²¹

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,²² DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students With Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) because there are fewer than 20 students in a group.

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

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be

²¹ Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

²² Wisconsin Department of Public Instruction. (n.d.). Accountability reform. Retrieved from http://acct.dpi.gov/acct_accountability

measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings.

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

Because this is NPLCS's first year of operation, a DPI report card score is not yet available and is therefore not included in this report.

IV. Summary and Recommendations

This report covers the first year of NPLCS's operation as a City of Milwaukee charter school. The school has met or substantially met all provisions of its contract with the City of Milwaukee and the subsequent requirements of the CSRC. In addition, the school scored 38.1% on the scorecard when the revised WKCE cut scores were applied.²³ Based on the school's compliance and the scorecard results for this first year of operation, CRC recommends that NPLCS continue to receive the regular, annual academic monitoring and reporting.

²³ NPLCS scored 46.8% on the scorecard when the former WKCE cut scores were applied.

Appendix A

Contract Compliance Chart

<p style="text-align: center;">North Point Lighthouse Charter School</p> <p style="text-align: center;">Overview of Compliance for Education-Related Contract Provisions</p> <p style="text-align: center;">2012–13</p>			
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.	2–5	Met
Section I, V	Annual school calendar provided.	8	Met
Section I, C	Educational methods.	3–12	Met
Section I, D	Administration of required standardized tests.	22–32	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	12–22	Met
Section I, D and subsequent memos from the Charter School Review Committee	Academic criteria #2: Year-to-year achievement measure.		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75.0% will maintain at or above grade level status.		a. N/A*
	b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.		b. N/A*
Section I, D	c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.		c. N/A*
	Academic criteria #3		
	a. 2nd- and 3rd-grade students with below grade-level 2011–12 scores in reading: Advance more than 1.0 GLE in reading.		a. N/A*
Section I, D	b. 4th- to 8th-grade students below proficient level in 2011–12 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.		b. N/A*
	c. 4th- to 8th-grade students below proficient level in 2011–12 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.		c. N/A*
Section I, E	Parental involvement.	8–9, 15	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	7–8	Substantially Met ²⁴
Section I, I	Pupil database information.	4–5	Substantially Met ²⁵
Section I, K	Disciplinary procedures.	9–10	Met

*The year-to-year measures do not apply this year because it is North Point Lighthouse Charter School's first year of operation as a City of Milwaukee–chartered school.

²⁴ All instructional staff except one held a current Wisconsin Department of Public Instruction license or permit.

²⁵ The school did not provide out-of-school suspension data.

Appendix B

Student Learning Memorandum

Learning Memo for North Point Lighthouse Charter School

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: North Point Lighthouse Charter School
Re: Student Learning Memorandum for the 2012–13 School Year
Date: October 24, 2012

The following procedures and outcomes will be used for the 2012–13 school year to monitor the educationally related activities described in the North Point Lighthouse Charter School's charter school contract with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's Wisconsin student identification number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year.

Attendance

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

Enrollment

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

Termination

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

Parent Participation

All (100.0%) parents will participate in at least three out of four parent-teacher report card conferences. The date of each conference and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student.

Special Education Needs Students

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

Academic Achievement: Local Measures

Reading and Mathematics for K5 Through Fourth Grade

Students in K5 through fourth grade will demonstrate progress in reading and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall, winter, and spring. At least 50.0% of students who complete both the fall and spring reading and math MAP tests will meet their MAP growth target RIT score. Since this is the first year of operation, the results will be used as baseline data for the development of future annual goals.

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

At the time of the fall test, each student's score will be compared to his/her grade-level mean based on the 2012 Northwest Evaluation Association (NWEA) normative study. Students who complete both the fall and spring reading and math MAP tests will increase their RIT scores by at least the difference in the normative mean score for the grade-level average at which the student tested in the fall. Progress for students at or above the normative mean for their current grade level as well as progress for students below the normative mean for their current grade level will be examined. This analysis will be used for informational purposes only and will not be reflected on the school's scorecard.

Writing for K5 Through Fourth Grade

Students in grades K5 through fourth grade will complete a writing sample no later than the fifth week of the school year.²⁶ The writing sample will be assessed using the 6+1 Traits of Writing. The six traits of writing include: ideas, organization, voice, word choice, sentence fluency, and conventions. Students receive a rubric score of 1–4 (1 = minimal, 2 = basic, 3 = proficient, 4 = advanced) for each trait; the average, overall score for all six traits will be used to measure student progress. All students will complete a writing assessment within the following testing windows:

- Fall Testing Window: Before the end of the fifth week of the school year, with scoring complete by the end of the eighth week
- Winter Testing Window: No earlier than the 15th week and no later than the end of the 20th week of the school year, with scoring complete by the 23rd week
- Spring Testing Window: No earlier than the 35th week of the school year, with scoring complete by the 40th week

At least 80.0% of the students who complete the writing sample in the fall will achieve an overall score of 4 or higher on a second writing sample taken in the spring. A score of 4 corresponds to "Meeting Expectations" for second through fourth graders and "Capable" for grades K5 and first. Since this is the first year of operation, the results will be used as baseline data for the development of future annual goals.

(Writing genres include expository, descriptive, persuasive, and narrative.)

²⁶ Students will be given a grade-level writing prompt in the fall and another in the spring.

Special Education Goals

Students with active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of sub-goals identified for each student and the number of sub-goals that have been met for each student. This outcome will not apply to the 2012–13 school year since no student will have been enrolled at the school for a full year. Ongoing student progress on IEP goals, however, is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

Grade K5: The Phonological Awareness Literacy Screening (PALS) will be administered each year within the timeframe required by the Wisconsin Department of Public Instruction (DPI).²⁷ PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for his/her grade level.²⁸

Grades 1, 2, and 3

The Stanford Diagnostic Reading Test (SDRT) will be administered between April 17 and May 17, 2013. The first-year testing will serve as baseline data. Reading progress will be assessed based on the results of the test in the second and subsequent years.

Grades 3 Through 8

The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the DPI. The WKCE reading subtest will provide each student with a proficiency level, scale score, and state percentile in reading and math. Fourth and eighth graders will also be assessed for proficiency in science, social studies, and language arts. In addition, fourth- and eighth-grade writing skills will be assessed.

²⁷ The school must administer the PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

²⁸ PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonemic awareness, phonics, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). Note: This information was taken from the DPI website: <http://www.palswisconsin.info>

CSRC Expectations

It is understood that since this is the first year of operations, the following will begin in the 2013–14 school year.

- For current second- and third-grade students with comparison SDRT scores from the previous spring:
 - a. At least 75.0% of the students who scored at or above grade level the previous spring will maintain at or above grade-level status.
 - b. Students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test.

(The results for third-grade students with comparable first-grade SDRT results will be reported as supplementary information.)

- At least 75.0% of the students who were proficient or advanced on the WKCE in reading and/or math in 2012–13 will maintain their status of proficient or above.
- At least 60.0% of the fourth- through eighth-grade students who tested below proficient (basic or minimal) in reading and/or math on the WKCE in 2012–13 will improve a level or move at least one quartile within their level.

Learning Memo Data Addendum North Point Lighthouse Charter School

The following describes the data collection and submission process related to each of the outcomes in the learning memo for the 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school at any time during the academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student ID number and school-based ID number in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record N/E to indicate "not enrolled." If the measure did not apply to the student for another reason, enter N/A for that student to indicate "not applicable." N/E may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if a student is absent when a measure is completed.
3. Record and submit a score/response for each student on an Excel spreadsheet or database. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

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

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

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster: Student Identification Enrollment Termination Attendance	Create a column for each of the following. Include for all students enrolled at any time during the school year: <ul style="list-style-type: none"> • WI student ID number (WSN) • Local student ID number (school-based) • Student name • Grade level • Race/ethnicity • Gender (M/F) • Eligibility for free/reduced lunch (free, reduced, full pay) • Enrollment date • Termination date, or N/A if the student did not withdraw • Reason for termination, if applicable • Number of days student was enrolled at the school this year 	Power School	Business manager Teachers

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	(number of days expected attendance) <ul style="list-style-type: none"> • Number of days student attended this year • Number of excused absences this year • Number of unexcused absences this year • Indicate if student had and/or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no) 		
Parent Participation	Create a column for each of the following. Include for all students enrolled at any time during the school year: <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Create one column labeled <u>Conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E. • Create one column labeled <u>Conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E. • Follow the same guidelines listed above for conference 3 and conference 4. 	Parent conferences tracker (principal's files) Parent sign-in sheet for monthly parent meetings (principal's files)	Teachers Principal
Special Education Needs Students	For each student who had or was assessed for special education, i.e., with "yes and eligible" in the enrollment data file above, include the following: <ul style="list-style-type: none"> • WSN • Local student ID number • Student name 	OASYS System Students Special Education Files (special education coordinator's files)	Special education coordinator Homeroom teacher

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (date the team meets to determine eligibility) • IEP completion date (date IEP was developed) • Parent participation in IEP completion (Y/N) • IEP review date (enter date IEP was reviewed this year. If initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education • Parent participation in IEP review (Y/N) • Number of goals, including sub-goals, on IEP • Number of goals, including sub-goals, met on IEP 		
Academic Achievement: Local Measures <i>Math</i>	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Local student ID number • Student name For K5 through 4th-grade students include the following: <ul style="list-style-type: none"> • Fall RIT test score for math • Target RIT score for math • Spring RIT test score for math • Met target in math (Y/N) 	Excel spreadsheet designed by LHA Network	Principal Director of instruction Director of data management and analysis
Academic Achievement: Local Measures <i>Reading</i>	For K5 through 4th-grade students enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Fall RIT test score for reading • Target RIT score for reading • Spring RIT test score for reading 	Excel spreadsheet designed by the LHA Network	Principal Director of instruction Director of data management and analysis

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Met target in reading (Y/N) 		
Academic Achievement: Local Measures <i>Writing</i>	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> WSN Local student ID number Student name Fall writing score Fall writing sample date Spring writing score Spring writing sample date 	Excel spreadsheet created by the LHA Network	Principal Director of instruction Director of K–8 curriculum and assessment
Academic Achievement: Standardized Measures <i>SDRT</i>	Create a spreadsheet including all 1st- through 3rd-grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> WSN Local student ID number Student name Grade Phonetics scale score Phonetics GLE Vocabulary scale score Vocabulary GLE Comprehension scale score Comprehension GLE Total scale score Total GLE Please provide test date(s) in an email or other document.	Excel spreadsheet created by school (principal or DOL's files)	Principal Director of instruction
Academic Achievement: Standardized Measures <i>WKCE</i>	For each 3rd- through 4th grade student enrolled at any time during the school year, include the following: <ul style="list-style-type: none"> WSN Local student ID number Student name Grade Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, and science for 4th and 8th graders) Proficiency level for each WKCE 	Excel spreadsheet designed by school, or grant CRC access to Turnleaf website to download school data	Principal Director of instruction

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>test</p> <ul style="list-style-type: none"> State percentile for each WKCE test <p>Note: Enter N/E if student was not enrolled at the time of the test. Enter N/A if test did not apply for another reason.</p> <p>CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by DPI.</p> <p>Please provide test date(s) in an email or other document.</p>		
<p>Academic Achievement: Standardized Measures</p> <p><i>PALS</i></p>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> WSN Student name Grade Summed score from fall PALS test 	<p>Spreadsheet; provide paper copies of the test publisher's printout.</p>	<p>Principal</p> <p>Director of instruction</p>

Appendix C

CSRC Scorecards

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

r: 8/13

K5–8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1–3		
• SDRT—% remained at or above grade level (GL)	(4.0)	10.0%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35.0%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3–8		
• WKCE reading—% proficient or advanced	(7.5)	15.0%
• WKCE math—% proficient or advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5.0)	30.0%
• EXPLORE to PLAN—Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10.0)	
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10.0)	15.0%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(3.75)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15.0%
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• 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 are reported as not available (N/A) on the scorecard. The total score will be calculated based on the school's denominator.

Beginning in 2012–13, the Wisconsin Department of Public Instruction (DPI) applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress and require students to achieve higher-scale scores in order to be considered proficient. The school scorecards both include points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards: one using the former WKCE cut scores and one using the revised cut scores that were implemented this year.

The scorecard in Table C1 was compiled using the former WKCE cut scores.

Table C1 North Point Lighthouse Charter School Charter School Review Committee WKCE Scores Based on Former Proficiency-Level Cut Scores Score Card 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: Grades 1–3	SDRT: % remained at or above grade level (GL)	N/A (4.0)	10.0%	--	--
	SDRT: % below GL who improved more than 1 GL	N/A (6.0)		--	--
Student Academic Progress: Grades 3–8	WKCE reading: % maintained proficient and advanced	N/A (7.5)	35.0%	--	--
	WKCE math: % maintained proficient and advanced	N/A (7.5)		--	--
	WKCE reading: % below proficient who progressed	N/A (10.0)		--	--
	WKCE math: % below proficient who progressed	N/A (10.0)		--	--
Local Measures	% met reading	3.75	15.0%	39.8%	1.5
	% met math	3.75		40.4%	1.5
	% met writing	3.75		5.6%	0.2
	% met special education	N/A (3.75)		--	
Student Achievement: Grades 3–8	WKCE reading: % proficient or advanced	7.5	15.0%	37.2%	2.8
	WKCE math: % proficient or advanced	7.5		22.5%	1.7
Engagement	Student attendance	5.0	25.0%	85.9%	4.3
	Student reenrollment	N/A (5.0)		--	
	Student retention	5.0		70.2%	3.5
	Teacher retention rate	5.0		75.0%	3.8
	Teacher return rate	N/A (5.0)		--	
TOTAL		41.25			19.3 (46.8%)

Note: This is North Point Lighthouse Charter School's (NPLCS) first year as a City-chartered school; therefore, the year-to-year results were not available. The percentage is based on the modified denominator rather than 100 possible points. Teacher retention and return rates reflect teachers plus additional instructional staff.

The scorecard in Table C2 was compiled using the revised WKCE cut scores.

Table C2 North Point Lighthouse Charter School Charter School Review Committee WKCE Scores Based on Revised Proficiency-Level Cut Scores Score Card 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: Grades 1–3	SDRT: % remained at or above GL	N/A (4.0)	10.0%	--	--
	SDRT: % below GL who improved more than 1 GL	N/A (6.0)		--	--
Student Academic Progress: Grades 3–8	WKCE reading: % maintained proficient and advanced	N/A (7.5)	35.0%	--	--
	WKCE math: % maintained proficient and advanced	N/A (7.5)		--	--
	WKCE reading: % below proficient who progressed	N/A (10.0)		--	--
	WKCE math: % below proficient who progressed	N/A (10.0)		--	--
Local Measures	% met reading	3.75	15.0%	39.8%	1.5
	% met math	3.75		40.4%	1.5
	% met writing	3.75		5.6%	0.2
	% met special education	N/A (3.75)		--	
Student Achievement: Grades 3–8	WKCE reading: % proficient or advanced	7.5	15.0%	4.7%	0.4
	WKCE math: % proficient or advanced	7.5		7.5%	0.6
Engagement	Student attendance	5.0	25.0%	85.9%	4.3
	Student reenrollment	N/A (5.0)		--	
	Student retention	5.0		70.2%	3.5
	Teacher retention rate	5.0		75.0%	3.8
	Teacher return rate	N/A (5.0)		--	
TOTAL		41.25			15.7 (38.1%)

Note: This is NPLCS's first year as a city-chartered school; therefore, the year-to-year results were not available. The percentage is based on the modified denominator rather than 100 possible points. Teacher retention and return rates reflect teachers plus additional instructional staff.

Appendix D

Summary Information

Table D1 North Point Lighthouse Charter School Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
2012–13*	188	56	60	184	132 (70.2%)

*2012–13 was North Point Lighthouse Charter School's (NPLCS) first year of operation as a city-chartered school.

Table D2 North Point Lighthouse Charter School Student Attendance	
School Year	Attendance Rate
2012–13*	85.9%

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

Table D3 North Point Lighthouse Charter School Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2012–13*	51.5%

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

Table D4 North Point Lighthouse Charter School Stanford Diagnostic Reading Test Year-to-Year Progress Percentage of Students Who Remained at or Above Grade Level Grades 2–3	
School Year	Percent
2012–13*	N/A

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

Table D5 North Point Lighthouse Stanford Diagnostic Reading Test Year-to-Year Progress Percentage of Students Who Were Below Grade Level and Showed Improvement Grades 2–3	
School Year	Average Grade-Level Equivalent Advancement
2012–13*	N/A

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

Table D6 North Point Lighthouse Charter School Wisconsin Knowledge and Concepts Examination (WKCE) Year-to-Year Progress Students Who Remained Proficient or Showed Advancement Grades 3–5		
School Year	Reading	Math
2012–13*	N/A	N/A

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

Table D7 North Point Lighthouse Charter School WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Grades 3–5		
School Year	Reading	Math
2012–13*	N/A	N/A

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

Table D8						
North Point Lighthouse Charter School Teacher Retention						
Teacher Type	Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of the School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers Only	2012–13	10	3	3	10	7 (70.0%)
All Instructional Staff	2012–13	12	4	3	13	9 (75.0)%

Table D9				
North Point Lighthouse Charter School Teacher Return Rate*				
Teacher Type	Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers Only	2012–13**	N/A	N/A	N/A
All Instructional Staff	2012–13	N/A	N/A	N/A

*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.