

# 2015–2016 Programmatic Profile and Educational Performance

Report Date: October 2016



North Point Lighthouse Charter School

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This report includes text from North Point Lighthouse Charter School's student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

**EXECUTIVE SUMMARY**  
**for**  
**North Point Lighthouse Charter School**  
**2015–16**

This is the fourth and final 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 CRC’s recommendation, the school was placed on probation for the 2015–16 year. The terms of probation were issued in a letter to the school dated October 30, 2015 (Appendix F). One of the terms of the probation required the school to submit a mid-year status report, which was submitted on January 15, 2016 (Appendix G). CRC reviewed the status report and issued a memo to the CSRC, dated January 21, 2016, which detailed the required information that was submitted or not (Appendix H). Finally, the school stated its intent to relinquish its charter with the City of Milwaukee as of June 30, 2016, in a letter from Board Chair Adam Peck, dated January 15, 2016 (Appendix I).

In this report, CRC has included information and analysis of all of the data and facts provided by the school for its annual report. The report has indicated where educational outcomes cannot be reported due to the lack of receipt of school data that was required to provide a comprehensive view of the school’s academic performance for the 2015–16 school year.

**I. CONTRACT COMPLIANCE SUMMARY**

The failure of the school to provide the CRC with the data necessary to assess the extent to which the school met its 2015–16 contract provisions resulted in a finding of “not met” for the following contract provisions.

- Maintain local measures in reading, writing, math, and special education
- Evidence of parental involvement (i.e., parent conference data)
- Wisconsin Department of Public Instruction (DPI)–licensed staff
- Pupil database information (enrollment information, attendance, special education status, etc.)
- Disciplinary procedures

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

The CSRC requires the school to track student progress in reading, writing, math, 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.

At the time of this report, the school had not submitted local measure data to CRC for analysis; therefore, results are not available.

#### 2. Secondary Measures of Academic Progress

At the time of this report, the school had not submitted attendance or parent conference data for analysis; therefore, results are not available.

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

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

Because this is the first year that the Forward Exam was administered, data regarding year-to-year academic achievement on the DPI standardized tests for third through sixth graders are not available. Year-to-year progress using the Phonological Awareness Literacy Screening (PALS) for second graders who were at or above benchmark as first graders was not possible due to the small number of students who were at or above benchmark as first graders.

### **C. 2015–16 CSRC Scorecard**

Completing the scorecard based on valid and reliable information from the school was not possible. The only data element available for scorecard completion was the teacher return rate. All others were missing due to either small cohort size or a complete lack of data from the school at the end of the year.

## **III. SURVEY/INTERVIEW RESULTS**

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

- Too few teachers and students in higher grade levels remained at the school when surveys were administered. In order to protect student and teacher identity, CRC did not collect survey or interview results this year for these two groups.

- At the time of the parent survey in the spring of 2016, parents from 80 (93.0%) of the 86 families responded to the survey.
  - » Two thirds (65.9%) would recommend this school to other parents.
  - » Nearly three quarters (73.2%) rated the school’s overall contribution to their child’s learning as excellent or good.

Four board members participated in spring interviews. Two of the four rated the school as good overall, one rated the school as fair, and the fourth did not respond.

#### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

The school addressed some of the 2014–15 recommendations for school improvement.

#### **V. RECOMMENDATIONS FROM CRC**

Because NPLCS has closed, there are no further recommendations.

## I. INTRODUCTION

This is the fourth 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 2015–16. 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).<sup>1</sup>

The following process was used to gather as much information as possible for this report.

- CRC staff assisted the school in developing its student learning memorandum.
- CRC staff visited the school in the fall to conduct a structured interview with the school’s principal and other leadership team members.
- CRC staff and the CSRC chair attended a meeting of the school’s board of directors to improve communications regarding the role of the CSRC and CRC as the educational monitor and the expectations regarding board member involvement.
- Additional site visits were made during the year to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- A structured interview was conducted at the end of the school year with the principal and other leadership team members to review the year.<sup>2</sup>
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEP) were up to date.
- CRC staff verified the licenses or permits of the instructional staff using the Wisconsin Department of Public Instruction (DPI) website license search function.
- All members of the school’s board of directors were contacted for interviews and interviews were conducted with all respondents.<sup>3</sup>
- CRC conducted a survey of parents of all students enrolled in the school.

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<sup>1</sup> CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency (NCCD).

<sup>2</sup> The principal requested that the end-of-year interview occur after the last day of student attendance due to staff involvement in closing the school. The end-of-year interview occurred on June 17, 2016.

<sup>3</sup> Student and teacher surveys were not completed this year; the seventh and eighth grades were closed in February, and in the spring, not enough teachers had been at the school for the majority of the year.

- The school provided electronic and paper copies of data to CRC, whose staff compiled and analyzed these data and prepared this report.<sup>4</sup>

## 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](http://www.lighthouse-academies.org/schools/nplcs)<sup>5</sup>

**Principal:** Debb Lins, prior to staff professional development (August 3, 2015)

Beverly Echols, September 21, 2015, through June 30, 2016

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, a nonprofit educational management organization. The school closed on June 30, 2016.

### A. School Management and Board of Directors

At the fall interview conducted on July 28, 2015, the administrative staff at the school for the 2015–16 school year included a principal, a regional vice president for Lighthouse Academies, and an assistant principal who was also the director of teacher leadership. The principal was replaced on September 21, 2015.<sup>6</sup> The director of teacher leadership/vice principal served as a teacher as needed and resigned in February 2016. A staff directory provided on March 9, 2016, indicated that at that time,

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<sup>4</sup> As noted throughout the report, much of the required data was not provided by the school.

<sup>5</sup> As of the date of this report, the phone and website are no longer in operation.

<sup>6</sup> The current principal is the sixth holding that position since the school opened in the fall of 2012.

the school employed a director of school culture, a different director of teacher learning/associate principal, a school operations manager, and a regional operations manager.

NPLCS is governed locally by a volunteer board of directors. In October 2015, the board consisted of a president, a treasurer, a Lighthouse Academies representative, and three other board members (one of whom was a parent representative). In May 2016, according to the board president, there were four board members, including the president, the treasurer, and two other board members. All four had served during the previous year. 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.<sup>7</sup>

All four board members participated in the board interview. Two rated the school as good overall and one rated the school as fair (one board member did not respond). Three of the four reported that they participated in strategic planning. All four received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's financial audit. When asked what they liked best about the school, board members mentioned an array of things, including the administrative/management team during the current school year, family-oriented and parent-staff collaboration, and the art program. Board members mentioned high leadership turnover, lack of parental involvement, and lack of financial resources as things they liked least. See Appendix E for all results from board member interviews.

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<sup>7</sup> Information retrieved from the NPLCS proposal to the City of Milwaukee.

## **B. Educational Methodology**

### 1. Mission and Philosophy

The mission of NPLCS is to prepare students 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.<sup>8</sup>

### 2. Educational Programs and Curriculum<sup>9</sup>

This year, NPLCS served students in K4 through seventh grades with plans to add eighth grade next year. 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 students should know and be able to do. In order for students 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 State 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.

According to information gathered at the beginning-of-the-year interview on July 28, 2015, the school planned on using Engage New York Eureka Math for K5 through seventh-grade students

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<sup>8</sup> Information retrieved from the NPLCS charter application and 2014–15 *Scholar Family Handbook*. The 2015–16 *Scholar Family Handbook* was not provided by the school.

<sup>9</sup> 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>

and Expeditionary Learning for English/language arts for third through seventh grades. The school also planned on providing instruction in art, physical education, science, and social studies.

During the interview and survey process, board members and parents were asked about the school's program of instruction. All four board members agreed or strongly agreed that the school's program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission. Of the 82 parent surveys completed, 81.7% agreed or strongly agreed that their child is learning what is needed to succeed in later grades. In addition, 73.2% rated the school's overall contribution to their child's learning as excellent or good.

### **C. Student Population**

At the time of this report, CRC had not received student enrollment or termination data from NPLCS; therefore, information regarding the student population, retention, or reenrollment during 2015–16 could not be reported.

### **D. School Structure**

#### **1. Areas of Instruction**

The Lighthouse Academies education model includes instruction in reading, language arts, math, writing, science, art, and physical education. Staff and students 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 (e.g., 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.

## 2. Classrooms

According to the principal’s information at the beginning-of-the-year interview, the school had 16 classrooms with approximately 25 students each. There were two classrooms each for K4 through fifth grade and one classroom each for sixth and seventh grades. Each classroom was assigned one teacher. At that time, the school employed two paraprofessionals, one as a floater and one assigned to special education. In addition to the grade-level classrooms, the building included a gymnasium for physical education, a special education room, and an art room.

On March 9, 2016, CRC conducted a final site visit. At that time, the K4, K5, first, third, and fourth grades had been reduced from two to one classroom each. There were two classrooms for second grade. The fifth, sixth, and seventh grades were closed to students prior to that date. During the interviews, two (50.0%) out of four board members agreed that the teacher-student ratio/class size at this school was appropriate.

## 3. Teacher Information

The school failed to provide an end-of-year teacher/instructional staff roster. As of the February 17, 2016, mid-year roster, which was provided to CRC on March 9, 2016, the school had employed a total of 31 instructional staff. Based on this information, on the first day of school, August 17, 2015, the school employed 16 classroom teachers and three other instructional staff (a special education teacher and two special education paraprofessionals).

According to the mid-year instructional staff roster, 11 instructional staff were hired during the year to replace those who had left, including one special education teacher, one physical education teacher, and nine classroom teachers. Of these 11, eight left before the end of March 2016. CRC could

not determine exactly which staff were at the school through the last day of classes because the final instructional staff roster was not submitted. Therefore, the teacher retention rate, i.e. the percentage of teachers who started on the first day of school and remained the entire school year, could not be calculated because the final staff roster was not provided. However, CRC staff noted at the March 9, 2016, site visit that two classroom teachers and two paraprofessionals who began the school year still remained at the school.

Of the 12 instructional staff who taught at the end of the 2014–15 school year and were eligible to return for the 2015–16 school year, four (44.4%) of nine classroom teachers and two (66.7%) of three other instructional staff returned. The overall instructional staff return rate was six (50.0%) out of 12.

CRC could not determine whether all staff employed at the end of the year held DPI licenses or permits because the end-of-year teacher/instructional staff roster was not provided. During the year, a few staff had licenses pending that may have been granted if they had stayed at the school.

At the end-of-year interview, the principal stated that the school also connected with the Cooperative Educational Service Agency (CESA) for the provision of a school psychologist, a diagnostic teacher, a speech/language therapist, a reading interventionist, and a special education case manager. These persons assisted the school to be in compliance with special education and immunization requirements.

The school's 2015–16 calendar indicated that new teacher orientation occurred on July 30, 2015, and that professional development occurred August 3–14. Specific information about professional development topics was not provided at the end of the school year.

The NPLCS charter application indicates that the principal is responsible for evaluating school teachers and staff.<sup>10</sup> In the fall of 2014, the principal in place at that time reported that the school used

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<sup>10</sup> The staff handbook for 2014–15 did not appear to have a section describing the policy or procedure related to teacher evaluation. An updated 2015–16 staff handbook was not provided.

the Charlotte Danielson Framework for staff evaluation. Parents also were asked about teacher performance. Over three fourths (75.6%) of the parents indicated that they were satisfied with overall staff performance; 89.0% agreed or strongly agreed that they felt comfortable talking with staff.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 8:00 a.m. and ended at 3:30 p.m. Monday through Friday. During most months, an early dismissal day occurred on either a Wednesday or a Friday at 1:00 p.m. The first day of school was August 17, 2015, and the last day of school was June 16, 2016. The school provided the 2015–16 calendar to the CSRC.

5. Parent and Family Involvement

The school's 2015–16 calendar indicated an open house scheduled for the first Friday of the school year. At the beginning-of-the-year interview, the principal stated that they had revised the *Scholar Family Handbook*, which was provided to parents at a four-hour orientation on two different nights. At this interview, staff stated that they would send CRC the updated 2015–16 *Scholar Family Handbook*. As of the date of this report, CRC has not received a copy.

The school's 2015–16 calendar indicated that parent-teacher conferences would occur three times a year (October, January, and April). The school did not provide data regarding conference attendance.

Parents were surveyed about their involvement with the school. A total of 85.4% of the parents indicated that the staff keep them informed about their child's academic performance and 89.0% indicated that they were comfortable talking with staff.

6. Waiting List

At the beginning-of-the-year interview on July 28, 2017, the school reported that no students were waiting for placement at NPLCS.

7. Disciplinary Policy

Because the school did not provide the 2015–16 *Scholar Family Handbook*, it is unknown whether the school continued its former discipline 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 student 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).

The 2014–15 handbook also included standards for adult role models and a code of conduct for all students, including a list of prohibited, illegal, and zero-tolerance behaviors. Students 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's in-school and out-of-school suspensions, interim alternative educational setting policy, and due-process procedures are also explained in the handbook.

The school also published its policies regarding cell phone use, suspicion of child abuse and/or neglect, toys, birthdays, holidays, and special events. Its nonsmoking and no-solicitation policies are also included. Health and safety issues such as illnesses, pocket and personal searches, and bus transportation rules are covered as well.

This year, parents were asked about the NPLCS discipline policy. Almost three quarters (73.2%) of the parents indicated that they are comfortable with how the staff handles discipline; and 89.0% of the parents agreed that they are comfortable talking with the staff. All survey and interview results can be found in the appendices.

## 8. Activities for Continuous School Improvement

The 2014–15 report indicated several activities for school improvement during the 2015–16 school year. The following responses are based on the end-of-year interview with the school’s principal on June 17, 2016.

- Recommendation: Develop and implement a formal Response to Intervention (Rtl) plan.

Response: According to the school’s principal, the Rtl plan is outlined in the turnaround plan submitted to the CSRC on October 7, 2015 (Appendix G). The principal also reported that individualized instruction was delivered by at least two adults at the school.

- Recommendation: Ensure that all instructional staff hold DPI licenses or permits covering the 2015–16 school year.

Response: The principal stated that all teachers at the end of the year were certified. However, this could not be verified because the end-of-year teacher roster was not submitted.

- Recommendation: Continue to provide training in the appropriate use of data for classroom instruction in reading, math, and writing.

Response: The principal stated that training occurred at professional development meetings on early release days. Data analysis occurred daily at the 7:00 a.m. staff meetings, analyzing different data sets each day (e.g., tardy data or discussion of student academic data).

The school also provided in-house professional development by in-house staff or Lighthouse Academies consultants. This occurred during the professional development early release days with morning meeting reviews as needed.

- Recommendation: Continue the focus on family engagement.

Response: The school’s principal indicated that the family engagement plans were also outlined in the turnaround plan submitted to the CSRC on October 7, 2015. The principal also reported 100.0% participation in the parent survey and reported that teachers and staff participated in home visits. About 20% of NPLCS families received a home visit.

The director of culture and the principal or other NPLCS staff have met with or had communication with 95% of the families. These communications were one on one, either face to face, on the phone or via email.

The president of the parent-teacher organization also was on the board of directors.<sup>11</sup>

The school ended the year with two culminating activities for families, a “moving up” celebration for K4 and K5 students, and one for first through fourth graders.

- Recommendation: Develop and implement strategies focused on the retention of teachers throughout the school year.

Response: The principal reported that all staff received retention bonuses, half in January and the other half at the end of the school year.

- » The NPLCS team, including the director of culture, did the following to support teachers whose students had behavioral issues.
  - Implemented restorative justice practices and worked with families.
  - Developed a relationship with Jewish Family Services to be able to refer students and families for counseling. The school referred over 40 families.
  - Use of the Mobile Urgent Treatment Team (MUTT) for students in severe emotional distress. The school also worked with other community-based services to coordinate emotional and medical interventions.

Due to the closure of the school at the end of the 2015–16 school year, there are no recommendations for the 2016–17 school year.

### **III. EDUCATIONAL PERFORMANCE**

To monitor NPLCS’s school performance, a variety of qualitative and quantitative information was requested for collection 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.

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<sup>11</sup> The list of the board of directors provided by Lighthouse Academies on October 14, 2015, indicated that this parent was a board member and did not indicate any member as a vice president.

This year, the local assessment measures included student progress in reading, math, writing skills, and IEP progress (for special education students). The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) and the Wisconsin Forward Exam.

The following section of the report describe, where possible, the school's attendance, parent conference, and special education local measure goals and results of the required standardized tests.

#### **A. Attendance**

The school's goal was to maintain an average daily attendance rate of 90.0%. At the time of this report, the school had not submitted student attendance records to CRC for analysis; therefore, attendance results are not available.

#### **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-teacher conference date would participate in at least two of the four parent-teacher report card conferences. Phone calls, home visits, and alternative meeting times were counted as attending. At the time of this report, NPLCS had not submitted conference data to CRC for analysis; therefore, results are not available.

#### **C. Special Education Needs**

At the time of this report, NPLCS had not submitted special education data to CRC for analysis; therefore, measures of student progress in could not be calculated for students who received special education services during the school year.

In addition, CRC attempted to conduct a review of a representative number of special education files at the end of the year. However, at the end-of-year interview, the student files had

already been sent to Milwaukee Public Schools. There were two new special education files at NPLCS; a review of these files showed that the students had current evaluations indicating their eligibility for special education services, IEPs were in place, and parents were invited to develop and be involved in the student's IEP.

#### **D. Local Measures of Educational Performance**

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

##### **1. Reading and Math Progress Using Measures of Academic Progress**

NPLCS used the Measures of Academic Progress (MAP) tests to monitor student progress in both math and reading. NPLCS used the normative mean scores established by the NWEA in 2015 to examine student progress on the reading and math tests. For both the reading and math tests, the school's goal was that at least 65.0% of students who were at or above the normative mean for their current grade level would again score at or above the normative mean in the spring. For students below the normative mean for their grade level in the fall, the school expected that at least 65.0% would reach at last the normative mean score for the grade level at which they tested in the fall. At the

time of this report, NPLCS had not submitted MAP data to CRC for analysis; therefore, measures of student progress in reading and math could not be calculated for students who remained at the school through the spring semester.

## 2. Writing

NPLCS assessed student writing skills three times during the year using the Lighthouse Academies Writing Rubrics. Writing samples were scored broadly for organization/purpose, elaboration/evidence and conventions. Students received a rubric score of one through four for each criterion; the average overall score was used to set the writing goal. The school's goal was that at least 65.0% of students whose average overall score was 1 on their fall writing sample would improve by at least one point on the third assessment and that at least 65.0% of student whose average fall score was 2 or above would score a 2, 3, or 4 on the third assessment. At the time of this report, the school had not submitted writing data for analysis; therefore, student progress in writing could not be assessed or reported.

## 3. 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. 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 goals for students with active IEPs and who were enrolled at NPLCS for the full year of IEP service; for students who had four or more IEP goals, the goal was that they would meet at least 75.0% of those goals at the time of their annual review or reevaluation, and for students with three or fewer goals, the school's goal was that they would meet all of their goals. At the time of this report, CRC had not received data regarding special education records or goal progress; therefore, results are not available.

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

In 2015–16, DPI required that all schools administer PALS assessments to K4 through second-grade students and the Forward Exam on reading and language arts to third through eighth graders, on science to fourth and eighth graders, and on social studies to fourth, eighth, and tenth graders. These tests and results are described in the following sections.

### 1. PALS<sup>12</sup>

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 first through third graders.<sup>13</sup> 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. 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

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<sup>12</sup> Per the contract with the 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 12 to November 6, 2015, for K4 and K5 students and September 14 to October 9, 2015, for first and second graders. The spring testing window was April 25 to May 20, 2015, for all grade levels. The timeframe for the Forward Exam was March 28 to May 20, 2016.

<sup>13</sup> Although the PALS 1–3 can be used for third graders, DPI only requires the test for K4 through second-grade students; third-grade students are tested using the Forward Exam.

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.<sup>14</sup> 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.

*a. PALS-PreK*

A total of 41 K4 students completed the PALS-PreK in the fall, and 22 students completed the spring assessment; 22 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

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<sup>14</sup> Information retrieved from <http://www.palswisconsin.info>.

test administrations to see if more students were at or above the range for each test by the spring administration. Table 1 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, 16 (72.7%) of 22 students who completed both were at or above the developmental range for five or more tasks (not shown).

<b>Table 1</b>				
<b>North Point Lighthouse Charter School</b>				
<b>PALS-PreK for K4 Students</b>				
<b>Students at or Above the Spring Developmental Range</b>				
<b>2015–16</b>				
<b>(N = 22)</b>				
<b>Task</b>	<b>Fall</b>		<b>Spring</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Name writing	13	59.1%	18	81.8%
Uppercase alphabet recognition	7	31.8%	21	95.5%
Lowercase alphabet recognition	Cannot report due to <i>n</i> size		21*	100.0%
Letter sounds	Cannot report due to <i>n</i> size		20*	95.2%
Beginning sound awareness	1	4.5%	16	72.7%
Print and word awareness	2	9.1%	12	54.5%
Rhyme awareness	5	22.7%	16	72.7%

\*Out of 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 2). 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.

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

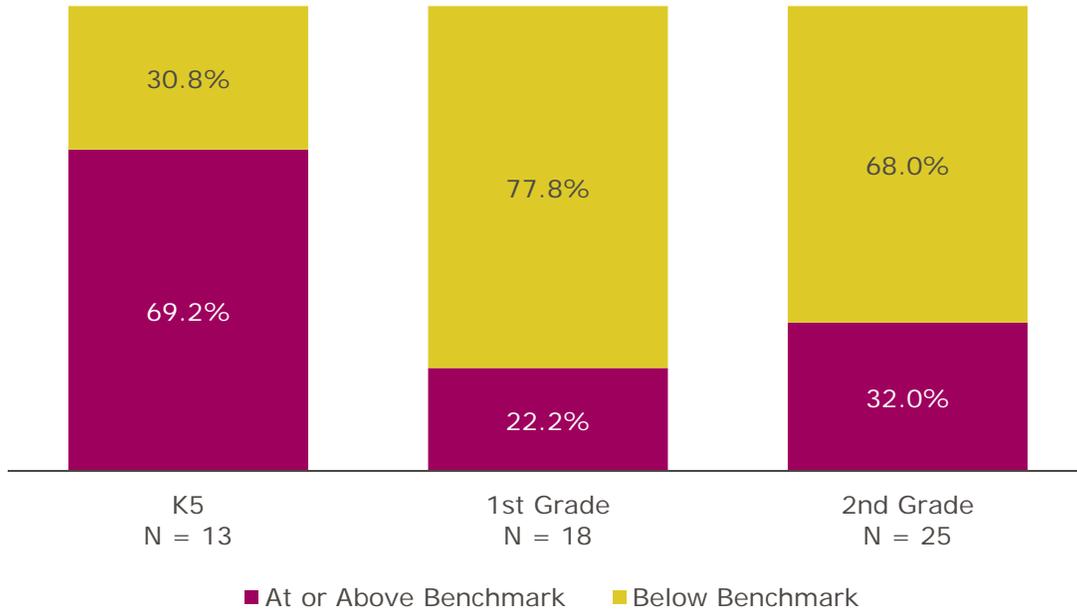
CRC first examined reading readiness for any student who completed the fall or spring tests. For each grade level, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 3).

<b>Table 3</b>			
<b>North Point Lighthouse Charter School</b>			
<b>PALS Reading Readiness for K5, 1st, and 2nd Graders</b>			
<b>Fall of 2015 and Spring of 2016</b>			
<b>Grade Level and Test Period</b>	<b>N</b>	<b>Students at or Above Benchmark</b>	
		<b>n</b>	<b>%</b>
<b>K5</b>			
Fall	32	27	84.4%
Spring	13	9	69.2%
<b>1st Grade</b>			
Fall	32	15	46.9%
Spring	18	4	22.2%
<b>2nd Grade</b>			
Fall	42	15	35.7%
Spring	25	8	32.0%

Next, CRC looked at spring benchmark status for students who had completed both the fall and spring PALS: 13 K5 students, 18 first graders, and 25 second graders. At the time of the spring assessment, 69.2% of K5 students, 22.2% of first graders, and 32.0% of second graders were at or above the spring summed score benchmark for their grade level (Figure 1).

Figure 1

### North Point Lighthouse Charter School Spring of 2016 Reading Readiness Students With Fall and Spring PALS Scores



#### 2. Wisconsin Forward Exam for Third Through Eighth Graders

In the spring of 2016, the Forward Exam replaced the Badger Exam and the Wisconsin Knowledge and Concepts Examination (WKCE) as the state’s standardized test for English/language arts and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. The Forward Exam was administered in the spring of the school year.<sup>15</sup> The test is computerized but not adaptive based on student responses. The Forward Exam was developed and administered by the Data Recognition Center (DRC), a Minnesota-based company with a local office in Madison, Wisconsin. DRC will also be responsible for reporting results.

<sup>15</sup> The Forward Exam testing window was March 28 to May 20, 2016.

The Forward Exam is a summative assessment that provides information about what students know in each content area. Each student receives a score based on his/her performance in each subject tested. Scores are translated into one of four levels: advanced, proficient, basic, and below basic.

Access to the Forward Exam results was not granted by the school. Therefore, student results are not provided.

#### **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 reading assistance, not to indicate whether that the student is reading at grade level. Additionally, there are three versions of the test (the PALS-PreK, PALS-K, 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 only examined results for students who were in first grade in 2015 and second grade in 2016 who had taken the PALS 1–3 during two consecutive years. The CSRC’s 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.

Prior to 2014–15, the WKCE was used to measure year-to-year progress for fourth through eighth graders. The Forward Exam, first administered in the spring of 2016, would have been used as baseline data to measure student progress from 2015–16 to 2016–17 if the school had remained in operation.

1. Second-Grade Progress Based on PALS

A total of 18 students completed the PALS spring assessment in 2014–15 as first graders and 2015–16 as second graders. Based on PALS results from the spring of 2015, five students were at or above the spring summed score benchmark as first graders. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, progress for students at or above benchmark last year could not be included.

**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 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. 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%

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 4.

<b>Table 4</b> <b>City of Milwaukee</b> <b>Educational Performance Rating Scale for Charter Schools</b>		
<b>School Status</b>	<b>Total Scorecard Percentage</b>	
	<b>Prior to 2014</b>	<b>New Scale</b>
High Performing/Exemplary	100.0% – 85.0%	83.3% – 100.0% (B to A)
Promising/Good	84.9% – 70.0%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69.9% – 55.0%	60.0% – 69.9% (D– to D+)
Poor/Failing	54.9% or less	0.0% – 59.9% (F)

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’s expectation is that schools will achieve a rating of 70.0% (promising/good) 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.

The only scorecard measure available this year was the PALS data, which was insufficient to calculate a valid scorecard measure for NPLCS.

**H. DPI School Report Card**

DPI report cards for the 2015–16 school year were not yet available at the time of this report.

**IV. SUMMARY AND RECOMMENDATIONS**

Because NPLCS has closed, there are no further recommendations.

## **Appendix A**

### **Contract Compliance Chart**

**Table A**  
**North Point Lighthouse Charter School**  
**Overview of Compliance for Education-Related Contract Provisions**  
**2015–16**

<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number(s)</b>	<b>Contract Provisions Met or Not Met?</b>
Section I, B	Description of educational program: Student population served.	pp. 2–5	Met
Section I, V	Annual school calendar provided.	p. 8	Met
Section I, C	Educational methods.	pp. 2–5	Met
Section I, D	Administration of required standardized tests.	pp. 15–20	Met
Section I, D	<u>Academic Criterion #1</u> : Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 13–14	Not Met
Section I, D and subsequent CSRC memos	<u>Academic Criterion #2</u> : Year-to-year achievement measures. Year-to-year results were not available this year.	N/A	N/A
Section I, D	<u>Academic Criterion #3</u> : 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.	p. 8	Not Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 7	Not Met
Section I, I	Pupil database information.	p. 5	Not Met
Section I, K	Disciplinary procedures.	p. 9	Not Met

## **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 2015–16 Academic Year  
**Date:** October 19, 2015

Note: 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 unless CRC can access the test result sites directly. 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 23, 2016.

### **Enrollment**

North Point 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/Guardian 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. Alternative dates within a two-week period are acceptable; phone conferences and home visits 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 Measures<sup>16</sup>**

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

#### Reading/Literacy

Students in K5 through seventh 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.<sup>17</sup>

#### Mathematics

Students in K5 through seventh grade will demonstrate progress in math on the MAP tests administered in the fall and spring. For students who complete both 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 65% 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.<sup>18</sup>

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<sup>16</sup> 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.

<sup>17</sup> The student’s functional grade level represents the normative mean range at which the student tested in the fall.

<sup>18</sup> The student’s functional grade level represents the normative mean range at which the student tested in the fall.

## Writing

Students in K5 through seventh grade will complete writing samples three times during the school year. K5 through second-grade student writing prompts will require students to draw on their experience, their imaginations, and the texts they encounter through reading or read-alouds. Writing prompts for students in third through seventh grades will place a more balanced emphasis on the types of writing outlined in the Common Core State Standards (narrative, informative/explanatory, and argument/opinion).

Writing samples will be assessed once in the fall, once in the winter, and once in the spring.

- Fall testing window: Before the end of the sixth 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.

The writing samples will be assessed using the Lighthouse Academies Writing Rubrics and scored broadly for organization/purpose, elaboration/evidence, and conventions and specifically against criteria pertaining to each writing type. Students receive a rubric score of 1 through 4 for each rubric criterion; the average overall score for all criteria from a rubric will be used to measure student progress. A composite average of each scored sample for each child will comprise the child's overall rating. The rubric equivalent for all grades are 1 = beginning, 2 = developing, 3 = proficient, and 4 = distinguished.

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

- At least 65% of the students whose average overall score was 1 on their writing sample in the fall will improve by at least one point on a third writing assessment taken in the spring.
- At least 65% of the students whose average overall score was 2 or above on their writing sample in the fall will score a 2, 3, or 4 on the third writing assessment taken in the spring.

## Special Education Goals

Students with active individualized education programs (IEPs) will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation.

- At least 65% of students with four or more IEP goals will meet 75% or more of their annual IEP goals.
- At least 65% of students with three or fewer IEP goals will meet all of their annual IEP goals.

## **Academic Achievement: Standardized Measures**

### The Phonological Awareness Literacy Screening for K4 Through Second-Grade Students<sup>19</sup>

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.

### Wisconsin Forward Exam for Third- Through Seventh-Grade Students

As of the writing of this document, DPI requires the Wisconsin Forward Exam to be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2016). The English/language arts assessment will provide each student with a 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.

DPI will also be requiring an assessment for fourth graders in science and social studies. That assessment is yet to be determined.

## **Year-to-Year Achievement<sup>20</sup>**

1. CRC will report results from the DPI-required standardized assessment. Data from 2015–16 will serve as baseline data for subsequent years. If possible, beginning in the 2016–17 school year, CRC also will report year-to-year progress for students who completed the assessment 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. Data from the 2015 spring PALS assessment will be used as baseline data. CSRC’s expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2014–15 school year and met the summed score benchmark in the spring of 2015 will remain at or above the second-grade summed score benchmark in the spring of 2016.

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<sup>19</sup> 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>.

<sup>20</sup> CSRC will not have year-to-year achievement measurements for students in K4 and K5.

## **Appendix C**

### **Trend Information**

<b>Table C1</b>					
<b>North Point Lighthouse Charter School Student Enrollment and Retention</b>					
<b>School Year</b>	<b>Number Enrolled at Start of School Year</b>	<b>Number Enrolled During Year</b>	<b>Number Withdrew</b>	<b>Number at End of School Year</b>	<b>Number and Rate Enrolled for Entire School Year</b>
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%)
2015-16	Unknown	Unknown	Unknown	Unknown	Unknown

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

<b>Table C2</b>			
<b>North Point Lighthouse Charter School Student Return Rates</b>			
<b>School Year</b>	<b>Number Enrolled at End of Previous Year*</b>	<b>Number Enrolled at Start of This School Year</b>	<b>Student Return Rate</b>
2013-14	184	143	77.7%
2014-15	263	176	66.9%
2015-16	Unknown	Unknown	Unknown

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

<b>Table C3</b>	
<b>North Point Lighthouse Charter School Student Attendance</b>	
<b>School Year</b>	<b>Attendance Rate</b>
2012-13*	85.9%
2013-14	87.2%
2014-15	88.3%
2015-16	Unknown

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

<b>Table C4</b>	
<b>North Point Lighthouse Charter School Parent/Guardian Participation</b>	
<b>School Year</b>	<b>Parent/Guardian Participation Rate</b>
2012–13*	51.5%
2013–14	16.5%
2014–15	83.3%
2015–16	Unknown

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

<b>Table C5</b>					
<b>North Point Lighthouse Charter School Teacher Retention</b>					
<b>Teacher Type</b>	<b>Number at Beginning of School Year</b>	<b>Number Started After School Year Began</b>	<b>Number Terminated Employment During the Year</b>	<b>Number at End of School Year</b>	<b>Retention Rate: Rate Employed at School for Entire School Year</b>
<b>2012–13*</b>					
Classroom Teachers Only	10	3	3	10	70.0%
All Instructional Staff	12	4	3	13	75.0%
<b>2013–14</b>					
Classroom Teachers Only	14	2	7	12	50.0%
All Instructional Staff	18	3	11	20	50.0%
<b>2014–15</b>					
Classroom Teachers Only	15	4	6	13	66.7%
All Instructional Staff	15	8	7	16	66.7%
<b>2015–16</b>					
Classroom Teachers Only	Unknown	Unknown	Unknown	Unknown	Unknown
All Instructional Staff	Unknown	Unknown	Unknown	Unknown	Unknown

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

<b>Table C6</b>			
<b>North Point Lighthouse Charter School Teacher Return Rate</b>			
<b>Teacher Type</b>	<b>Number at End of Prior School Year</b>	<b>Number Returned at Beginning of Current School Year</b>	<b>Return Rate</b>
<b>2012–13*</b>			
Classroom Teachers Only	N/A	N/A	N/A
All Instructional Staff	N/A	N/A	N/A
<b>2013–14</b>			
Classroom Teachers Only	6	6	100.0%
All Instructional Staff	8	8	100.0%
<b>2014–15</b>			
Classroom Teachers Only	6	6	100.0%
All Instructional Staff	7	6	85.7%
<b>2015–16</b>			
Classroom Teachers Only	9	4	44.4%
All Instructional Staff	12	6	50.0%

Note: 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.

<b>Table C7</b>	
<b>North Point Lighthouse Charter School Charter School Review Committee Scorecard Score</b>	
<b>School Year</b>	<b>Score</b>
2012–13*	46.8%
2013–14	58.1%
2014–15	63.8%
2015–16	Data not available

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

## **Appendix D**

### **Parent Survey Results**

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parental satisfaction/involvement with and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey via phone. A total of 82 surveys representing 80 (93.0%) of 86 NPLCS families were completed and submitted to CRC.

Most parents either agreed or strongly agreed that they feel welcome at their child’s school (90.2%), that they and their child clearly understand the school’s academic expectations (90.2%), and that they feel comfortable talking with the staff (89.0%; Table D1).

<b>Table D1</b>												
<b>North Point Lighthouse Charter School</b>												
<b>Parent Satisfaction With School</b>												
<b>2015–16</b>												
<b>(N = 82)</b>												
<b>Factor</b>	<b>Response</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>No Response</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
I am comfortable talking with the staff	55	67.1%	18	22.0%	8	9.8%	0	0.0%	1	1.2%	0	0.0%
The staff keep me informed about my child’s academic performance	47	57.3%	23	28.0%	7	8.5%	3	3.7%	1	1.2%	1	1.2%
I am comfortable with how the staff handles discipline	39	47.6%	21	25.6%	13	15.9%	3	3.7%	5	6.1%	1	1.2%
I am satisfied with the overall performance of the staff	42	51.2%	20	24.4%	15	18.3%	3	3.7%	1	1.2%	1	1.2%
The staff recognize my child’s strengths and weaknesses	42	51.2%	25	30.5%	11	13.4%	3	3.7%	0	0.0%	1	1.2%
I feel welcome at my child’s school	49	59.8%	25	30.5%	6	7.3%	1	1.2%	1	1.2%	0	0.0%
The staff respond to my worries and concerns	47	57.3%	17	20.7%	13	15.9%	3	3.7%	1	1.2%	1	1.2%
My child and I clearly understand the school’s academic expectations	45	54.9%	29	35.4%	5	6.1%	1	1.2%	1	1.2%	1	1.2%

<b>Table D1</b>												
<b>North Point Lighthouse Charter School</b>												
<b>Parent Satisfaction With School</b>												
<b>2015–16</b>												
<b>(N = 82)</b>												
<b>Factor</b>	<b>Response</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>No Response</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
My child is learning what is needed to succeed in later grades or after high school graduation	41	50.0%	26	31.7%	12	14.6%	2	2.4%	1	1.2%	0	0.0%
My child is safe in school	48	58.5%	23	28.0%	9	11.0%	0	0.0%	1	1.2%	1	1.2%
People in this school treat each other with respect	44	53.7%	19	23.2%	13	15.9%	3	3.7%	1	1.2%	2	2.4%
The school offers a variety of courses and afterschool activities to keep my child interested	30	36.6%	17	20.7%	17	20.7%	13	15.9%	5	6.1%	0	0.0%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most of the parents of younger children (K4 through fifth grade) worked on homework with their children (90.4%) and read to their children (86.3%; Table D2).

<b>Table D2</b>									
<b>North Point Lighthouse Charter School</b>									
<b>Parent Participation in Activities</b>									
<b>K4–5th Grade</b>									
<b>2015–16</b>									
<b>(N = 73)</b>									
<b>Activity</b>	<b>Response</b>								
	<b>Never</b>		<b>Monthly</b>		<b>Weekly</b>		<b>No Response</b>		
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	
Read with or to your child(ren)	1	1.4%	9	12.3%	63	86.3%	0	0.0%	
Encourage the use of phones, tablets, or computers for learning	4	5.5%	12	16.4%	56	76.7%	1	1.4%	
Work on arithmetic or math	3	4.1%	10	13.7%	57	78.1%	3	4.1%	
Work on homework	1	1.4%	5	6.8%	66	90.4%	1	1.4%	
Participate together in activities outside of school	3	4.1%	13	17.8%	57	78.1%	0	0.0%	

Only three parents of older children (sixth grade) responded to the survey; all of these parents encouraged the use of phones, tablets, or computers to do research and discussed their child's progress toward graduation with him/her (Table D3).

<b>Table D3</b>								
<b>North Point Lighthouse Charter School</b>								
<b>Parent Participation in Activities</b>								
<b>6th Grade</b>								
<b>2015-16</b>								
<b>(N = 3)</b>								
<b>Activity</b>	<b>Response</b>							
	<b>Never</b>		<b>Monthly</b>		<b>Weekly</b>		<b>No Response</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Monitor homework completion	0	0.0%	0	0.0%	2	66.7%	1	33.3%
Encourage the use of phones, tablets, or computers to do research	0	0.0%	0	0.0%	3	100.0%	0	0.0%
Participate together in activities outside of school	1	33.3%	0	0.0%	2	66.7%	0	0.0%
Discuss with your child his/her progress toward graduation	0	0.0%	0	0.0%	3	100.0%	0	0.0%
Discuss plans for education after graduation	0	0.0%	1	33.3%	2	66.7%	0	0.0%

Parental satisfaction was also evident in the following results.

- Two thirds (65.9%) of parents would recommend this school to other parents.
- When asked to rate the school's overall contribution to their child's learning, nearly three quarters (73.2%) of parents rated the school's overall contribution to their child's learning as excellent or good.

When asked what they liked most about the school, responses included:

- Teachers' and staff's compassion for and dedication to students;
- Students' academic progress;
- Communication with parents; and
- The welcoming and comfortable environment.

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

- That the school is closing;
- High staff turnover;
- Lack of activities/afterschool programming; and
- Transportation.

## **Appendix E**

### **Board Interview Results**

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. CRC staff conducted phone interviews using a prepared interview guide with the four NPLCS board members in place at the time of the interview process.

The board members have served on the board for an average of just over three years. The backgrounds of the board members included the financial and law fields as well as participation with schools as a tutor and/or parent.

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

All four board members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, two out of four board members rated the school as good overall and one rated the school as fair; one board member did not respond (Table E).

<b>Table E</b>					
<b>North Point Lighthouse Charter School Board Member Interview Results 2015–16 (N = 4)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teacher-student ratio/class size at this school is appropriate.	0	2	2	0	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	1	3	0	0	0
Students make significant academic progress at this school.	0	0	4	0	0
The administrator’s financial management is transparent and efficient.	1	3	0	0	0
This school is making progress toward becoming a high-performing school.	1	0	1	2	0
This school has strong linkages to the community, including businesses.	1	2	0	1	0
The administrative staff’s performance meets the board’s expectations.	2	1	1	0	0
The majority of the board of directors take their varied responsibilities seriously.	2	2	0	0	0
This school has the financial resources to fulfill its mission.	0	0	1	1	2
The environment of this school ensures the safety of its students and staff.	2	1	1	0	0

When asked what they liked most about the school, the board members mentioned:

- Administrative/management team during the current school year;
- Family-oriented and parent-staff collaboration; and
- Art program.

Regarding things they like least, the board members mentioned:

- High turnover rate for leadership;
- Lack of parental involvement;
- Lack of financial resources; and
- Poor enrollment.

Additional comments included that the city must provide more support for its schools.

## **Appendix F**

### **NPLCS's Probation Letter**



## Charter School Review Committee

**Chair**  
Kevin Ingram

**Committee Members**  
Desiree Pointer-Mace  
Glenn Steinbrecher  
Melinda Scott Krei  
Gayle Peay  
Joyce Mallory

October 30, 2015

Mr. Adam Peck, President of the Board of Directors  
North Point Lighthouse Charter School  
789 N. Water Street, Suite 500  
Milwaukee, WI

Ms. Beverly Echols, Principal  
North Point Lighthouse Charter School  
4200 W. Douglas Ave.  
Milwaukee, WI 53209

Dear Mr. Peck and Ms. Echols,

On October 14, 2015, the Charter School Review Committee (CSRC) received and accepted the North Point Lighthouse Charter School (NPLCS) 2014–15 *Programmatic Profile and Educational Performance* report from the NCCD Children’s Research Center (CRC). That report included the following CRC 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.<sup>21</sup>

For all of these reasons, CRC recommended that CSRC place NPLCS on probation for the 2015–16 academic year. CRC further recommended 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.<sup>22</sup>

At the meeting on October 14, 2015, the CSRC members expressed grave concern about the ability of the school to accomplish significant turnaround and considered the possibility of closing the school at the end of the 2015–16 school year. Rather than taking that step at this time, CSRC made a decision to place NPLCS on probation for the 2015–16 academic year with an additional requirement to provide CSRC with specific information about the school’s mid-year progress. Specific deadlines are described below.

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<sup>21</sup> Gramling, S., Ereth, J., & Covington, S. (2015). *North Point Lighthouse Charter School programmatic profile and educational performance, 2014–15 school year*. Madison, WI: NCCD Children’s Research Center.

<sup>22</sup> Since the 2014–15 report was released, the school has again replaced its principal for a total of six principals in three years.

In order to meet this requirement, please submit a report to CRC and CSRC within five days after the end of the second quarter, or January 15, 2016, addressing the progress that the school has made during the first half of the school year to respond to the recommendations for school improvement in the 2014–15 annual report.<sup>23</sup> Those recommendations are:

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

The expectation for the sufficiency of the above information is that it be factual and include specific data that demonstrate progress toward implementing the recommendations.

In addition, to further inform CSRC of the mid-year status of the scorecard engagement indicators, the following information must also be submitted to CRC for analysis no later than January 15, 2016.

- An instructional staff roster reflecting all staff hired by the school from the first day of school through the last day of the second quarter, or January 8, 2016.
- A list of all substitute teachers who taught during the first two quarters, including the actual dates and grade levels that each substituted for.
- A spreadsheet including all of the student data indicated on the school's learning memo related to student enrollment/termination and attendance (including in-school and out-of-school suspensions) through the end of the second quarter, or January 8, 2016.

Please provide a list of all the school's administrative leadership during the first two quarters and a list of the board of directors (including the date appointed to the board) as of the end of the second quarter.

At this time, all parents need to be notified by letter that the school has been placed on probation and that a decision about the school's future with regard to closure will be made in January 2016. A copy of the letter and the method of notice to the parents must be submitted to Jarett Fields no later than November 15, 2015. In addition, the mid-year report must include a detailed school closure plan.

As soon as possible after the receipt of the above information and CRC's analysis, CSRC will meet to determine whether to revoke the city's charter and terminate the city's contract with NPLCS at the end of the 2015–16 academic year.

Regarding NPLCS's probationary status for 2015–16, the following conditions must to be met in order for the NPLCS probation to be lifted.

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<sup>23</sup> The school's calendar indicates the last day of the second quarter is January 8, 2016. The first day of the third quarter is the following Monday, January 11, 2016,

- The scorecard results for 2015–16 and all subsequent years must be 70% or better and improve from year to year.
- Improve the stability of the school’s leadership by maintaining at least 80% of the current administrative and board leadership through the 2015–16 academic year. NPLCS’s current administrative leadership consists of a principal, director of school culture, director of teacher leadership, and school operations manager. The board of directors currently consists of six members, including a president; treasurer, Lighthouse Academy Board Representative; and three other board members, two of whom are parent representatives.
- Meet the CSRC expectation that at least 75% of the first graders who met the summed score benchmark on the Phonological Awareness Literacy Screening in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year (i.e., spring 2015 to spring 2016).
- Ensure that all instructional staff hold a Wisconsin Department of Public Instruction license or permit for each year of operation.
- Fully address the school improvement activities recommended in the 2014–15 report. Specifically:
  - » Develop and implement a full Rtl plan to provide training and appropriate use of data for classroom instruction in reading, math, and writing;
  - » Continue the focus on family engagement; and
  - » Develop and implement strategies focused on the retention of teachers throughout the school year.

If CSRC determines not to revoke the NPLCS charter, CSRC will review the school’s 2015–16 Programmatic Profile and Educational Performance report from CRC and assess the extent to which NPLCS has addressed the probationary conditions.

Sincerely,

Kevin Ingram  
Chair, Charter School Review Committee

## **Appendix G**

### **NPLCS Mid-Year Probation Letter (Draft)**

DRAFT (INCOMPLETE)

North Point Lighthouse Charter School

**A Report to the NCCD  
Children's Research Center &  
the Charter School Review  
Committee**

January 15, 2016

**A Report to the NCDD Children's Research Center & the Charter School Review Committee  
January 15, 2015/ North Point Lighthouse Charter School**

### **Response to Intervention (RtI) Plan**

North Point has implemented a RtI plan that included identification of students needing support and a process for ensuring adequate service and monitoring.

All students (Tier One) are served in the classroom by their teacher. Students are presented with whole and small group instruction to address the instructional needs of all students.

Tier Two Interventions are administered in small groups during set-aside RtI time. Students identified as Tier Two are identified and monitored through the Student Support Team process. The Student Support Team (SST) meets each week on Tuesdays from 7:00-8:30AM. The Instructional leadership team (consisting of the Principal, the Director of Teacher Leadership (Assistant Principal), Director of Student Culture and the Special Educator) meet with classroom teachers to strategize about individual progress of students in the lowest quartile on MAP tests. Teachers who need coverage are released from their classes by a para professional educator or substitute teacher. Each classroom teacher brings performance data, anecdotal observation notes and concerns about student progress to the team for discussion and support.

The following format is followed:

- Teacher selects 3 top-priority students to present and comes to the meeting with data and/or student work
- Each student's data or work sample is presented ( 1-2 minutes)
- The team asks clarifying questions to identify the root cause of the student's challenge. (3 minutes)
- The team strategizes to identify best practices to be implemented. (3 minutes)
- Teacher clarifies next steps and commits to implementing suggested strategies.
- The SST Lead documents the strategies and collects feedback on effectiveness.

### **Training and Appropriate Use of Data for Classroom Instruction**

The North Point leadership team has designed professional development for the 2015-2016 school year that includes development of general and content-specific pedagogical skill and the use of both behavioral and academic data to inform goals, planning and instruction.

In the early fall, professional development focused on general pedagogy, such as the use of Kagan structures, and on the use of behavioral data, including attendance and in-classroom behaviors. Together, these two types of PD laid the groundwork for teaching and learning in the classroom and for using data to solve problems within the classroom.

**A Report to the NCDD Children's Research Center & the Charter School Review Committee  
January 15, 2015/ North Point Lighthouse Charter School**

By late fall, professional development began to focus on the use of academic data to inform instruction. (A detailed description of the late fall professional development by content area can be found below.) Teachers met with administrators individually to go over students' academic progress (test scores, observational data, and student work) and to train the teachers to identify materials matched to the instructional level of each individual student.

### ***Reading***

In mid-December, a comprehensive report of the schools NWEA Reading results was compiled and shared with staff. This report allowed teachers to see the median RIT score for each grade level and compare this with the nationally normed RIT score for each grade level. Teachers were able to reflect on how the "grade level equivalence" of the students in their classes meant, in general, for instruction. Additionally, teachers were trained on how to access students' individual NWEA Reading reports and how to use these reports to inform instruction as well as to conference with students and families. These reports enabled teachers to identify and work with students to set goals around individual objectives and skills that they needed to master next. Teachers also used these NWEA to inform instruction and also to create "Winter Vacation Skills Packets" aligned to each student's RIT scores.

Teachers of grades K4 through 2 also received professional development in the use of PALS data. Teachers learned what types of tasks are included on the assessment, and they learned what the benchmark scores for the end of the year are. They then explored their individual grade level reports to determine which areas their classes were already at or near the end of year benchmark, and which areas their classes were not yet at the benchmark. Finally, teachers learned how to access, communicate, and set goals around individual student performance on the PALS assessment, and they explored specific strategies that can be used to increase performance in each early literacy area.

### ***Mathematics***

Teachers also received professional development on the use of Math NWEA reports. Like Reading, teachers learned how to identify classroom skill trends for goal areas, such as operations and algebraic thinking and geometry and learned how to interpret RIT scores into grade level equivalencies. Teachers also learned how to use the Math NWEA reports to identify individual skills that students needed to work on next and to set goals around these skills with students and families. Teachers also used these NWEA to inform instruction and also to create "Winter Vacation Skills Packets" to the needs (RIT scores) of students who are behind in math.

### ***Writing***

In mid-December, teachers were trained in using the 6+1 Traits of Writing rubric to understand where their students are in terms of writing skill development and to identify what skills they should teach students next. They were also trained in the writer's workshop model that would allow them to follow up on unique skill development for small groups of students.

**A Report to the NCDD Children's Research Center & the Charter School Review Committee  
January 15, 2015/ North Point Lighthouse Charter School**

**Focus on Family Engagement**

**Plan to Develop and Retain Teachers**

**Instructional Staff Roster**

*(All staff hired by the school from the first day of school through the last day of the second quarter, or January 8, 2016)*

**Substitute Teachers Listing**

*(Those who taught during the first two quarters, including the actual dates and grade levels that each substituted for)*

**Learning Memo Student Data**

*Student enrollment/termination and attendance (including in-school and out-of-school suspensions) through the end of the second quarter, or January 8, 2016*

**Administrative Leadership**

*(During the first two quarters)*

*Principal: Debb Lins*

*Principal: Beverly Echols*

*Assistant Principal/Director of Teacher Leadership: Laleminat Johnson*

*Assistant Principal/Director of Teacher Leadership: Darrell Woodard*

*Director of School Culture: Victor Chukwedube*

*School Operations Manager: Deena Blue-Miller*

**Board of Directors**

*(Including the date appointed to the board as of the end of the second quarter)*

<b>Board Member</b>	<b>Date Joined</b>	<b>Role</b>
Adam Peck	11/19/2013	President
Cindy Bohlen		Treasurer
Khori Whittaker	7/1/2013	
William Tobin		
Tanil Collins	6/1/2015	

**A Report to the NCDD Children's Research Center & the Charter School Review Committee  
January 15, 2015/ North Point Lighthouse Charter School**

**Detailed School Closure Plan**

## A Report to the NCDD Children's Research Center & the Charter School Review Committee January 15, 2015/ North Point Lighthouse Charter School

NPLCS Wind Down Plan									
		ACTIVITY	OWNER	CONSULTED	STATUS	DEPENDENCIES	START DATE	END DATE	COMMENTS
<b>1. Introduction NPLCS</b>									
	A	Receive official notification from CCRC	Sue	Kheri					
	B	LHA sends letter to NPLCS Board	Kheri						
	C	LHA informs LHA Board	Kheri						
	D	LHA informs staff	Kheri						
	F	LHA informs news org	Kheri						
	G	LHA posts notice on website	Christine Gilly	Jerry Ballard					
	H	LHA provides talking points	Jerry Ballard	Kheri					
<b>2. ORGANIZATIONAL PLANNING</b>									
	A	Check inventory of Tech	Jerry Ballard						
	B	Secure all records	Beverly	Jerry Ballard					
	C	Notify vendors as required	Sheila	Marisa Saulo					
	D	Notify school auditor	Marisa Saulo						
	E	Discuss school liabilities with auditor and legal	Marisa Saulo	Kheri					
	F	Inform and/or	NP Board	Kheri					
	G	Put FFE inventory on dec and send to LHA	Sheila	Jerry Ballard					
<b>3. Assign lead persons to manage the wind down</b>									
<b>4. Coordination with Auditor</b>									
	A	TBD	NP Board	Kheri					
	B	TBD	NP Board	Kheri					
<b>5. Review Insurance Policies</b>									
	A	Inform carrier - liability etc	Marisa Saulo	Jerry Ballard					
	B	Student accident	Marisa Saulo	Jerry Ballard					
	C	School Leaders	Marisa Saulo	Jerry Ballard					
	D	Automotive	Marisa Saulo	Jerry Ballard					
	E	Health	Marisa Saulo	Jerry Ballard					
<b>6. FACILITIES</b>									
<b>6.1. Office</b>									
	A	Change VM to delete reference to LHA	SCM	Jerry Ballard					
	B	School office equipment	SCM	Jerry Ballard					
	C	Fax	SCM	Jerry Ballard					
	D	Copier	SCM	Jerry Ballard					
<b>7. School site</b>									
	A	Inform and/or of changes	Marisa Saulo	Jerry Ballard					
	B	Retain copies of all financial documents	Marisa Saulo	CPD					
	C	Send list of all vendors and open work orders to school	Marisa Saulo	CPD					
	D	Remove signage	Sheila	Jerry Ballard					
<b>8. Family &amp; Community Communication</b>									
		Notify parents	Beverly	Sue					
		Develop plan to enroll students in other schools	Beverly	Sue					
<b>9. Technology Plan as needed</b>									
	A	Disconnect NP from LHA Web Site	Jerry						
	B	Disconnect NP from LHA Connect	Jerry						
	C	Create ALL LHA email addresses for NP staff	Jerry						
	D	Collect ALL laptops at school and at club	Jerry						
	E	Scrub NP server	Jerry						
	F	Disconnect NP server from LHA	Jerry						
	G	PowerSchool	Sheila						
	H	Post notice on LHA web site	Christine						
<b>10. STAFFING</b>									
	A	Inform staff of term	Sharon	Marisa					
	B	Send termination letters to staff with COBRA	Sharon	Marisa					
<b>11. LHA Materials</b>									
	A	Collect all LHA property	Sheila						
	B	Ship all LHA property	Sheila						
<b>12. SCHOOL OPERATIONS</b>									
<b>12.1. Food Services</b>									
	A	Inform vendor of change	Sheila						
<b>13. Trade Partners</b>									

## **Appendix H**

### **Memo to CSRC and NPLCS**

## MEMORANDUM

**to:** Members of the CSRC, Jarett Fields, Adam Peck, and Beverly Echols  
**from:** Susan Gramling, NCCD Children's Research Center (CRC)  
**cc:** Janice Ereth, CRC  
**subject:** North Point Lighthouse Charter School Report to CRC and the CSRC  
**date:** January 21, 2016

Adam Peck, president of the board of directors of North Point Lighthouse Charter School (NPLCS), emailed *A Report to the NCCD Children's Research Center & the Charter School Review Committee* to Jarett Fields of the Institute for the Transformation of Learning on January 15, 2016. The report includes a *draft (incomplete)* notation. This memo addresses the extent to which NPLCS submitted the required mid-year information in a timely manner per the CSRC's letter to Mr. Peck and NPLCS Principal Echols dated October 15, 2015. The letter specifically requested that all information be submitted by January 15, 2016, to allow CRC staff to analyze the submitted information and data.

The draft (incomplete) report included the following required information.

- Progress the school has made during the first half of the year toward two of the four recommendations for school improvement in the 2014–15 report, specifically:
  - » Development and implementation of a full Response to Intervention plan; and
  - » Design of a professional development plan for 2015–16 and the topics covered during early and late fall. Content areas included professional development in the areas of reading, mathematics, and writing.
- A list of the school's administrative leadership during the first two quarters and a list of the board of directors as of the end of the second quarter.

The draft (incomplete) report did not include the following required information.

- Progress the school has made during the first half of the year toward the other two recommendations for school improvement in the 2014–15 report, specifically:
  - » A continued focus on family engagement; and
  - » Development and implementation of strategies focused on the retention of teachers throughout the school year.
- An instructional staff roster reflecting all staff hired by the school from the first day of school through the last days of the second quarter, or January 8, 2016.

*NCCD promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice.*

- A list of all substitute teachers who taught during the first two quarters, including actual dates and grade levels.
- A spreadsheet including all of the student data indicated on the school's learning memo related to student enrollment/termination and attendance (including in-school and out-of-school suspensions) through the end of the second quarter, or January 8, 2016.

## **Appendix I**

### **NPLCS Relinquish Charter Letter**

# North Point Lighthouse Charter School

January 15, 2016  
City of Milwaukee  
Charter School Review Committee

Dear Mr. Ingram,

It is with regret that the Board of Trustees of North Point Lighthouse Charter School informs the Charter School Review Committee (CSRC) that by unanimous consent of the board and joint agreement with Lighthouse Academies, that on June 30, 2016 we will relinquish the charter to operate a public charter school in Milwaukee.

The climate and culture of the school has stabilized and great progress has been made. The hiring of a skilled and highly effective turnaround leader allowed students and staff to focus on academic growth and increased student achievement. We are very pleased with the progress that the school has made in a very short time.

However, North Point is scheduled to appear before the Steering and Rules Committee on February 18, 2016 to present progress since the school's last appearance in October to the CSRC, when the school was placed on probation. The board has considered the very strong possibility that the CSRC will vote to close the school at the end of the school year. Given that strong possibility of the authorizer closing and the timing of the next official review of the school's progress, the board has concluded it is in the best interests of the students and their families to move towards a closure decision and announcement at this time. Please see below some of the considerations that have led to these conclusions.

- Enrollment has declined.
- Staffing has been very, very difficult. As expected, some staff was replaced during the initial fall restart of the school and other teachers left in search of more certain employment opportunities. It has been nearly impossible to find certified replacement teachers to fill the vacancies that occur every week because of the uncertainty.
- Average daily attendance is below targets.
- The school's financial position is in jeopardy due to lease agreements that require the dedication of financial resources that ideally are needed to hire and retain highly effective urban educators.
- A possible closure decision made after February 18, 2016 does not allow our families the opportunity to participate in important upcoming enrollment fairs. Should closure announcements be made in mid to late February, our students and their families will have missed two key choice enrollment initiatives:
  - All-School Enrollment Fair, January 30, 2016
  - Three-Choice Enrollment February 1-19, 2016

The board, staff and Lighthouse Academies will continue to cooperate with the CSRC and will comply with all directives and requirements put forth as we wind down the school year. We await instructions for submission of the formal wind down plan and will make every effort to meet the needs of our students, families and staff up until the very last day.

Sincerely,

  
Adam Peck  
Chair, North Point Lighthouse Charter School Board

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