

FOURTH YEAR CHARTER REVIEW

MONUMENT LIGHTHOUSE CHARTER SCHOOL

Spring, 2011

The Indianapolis Mayor's Office Fourth Year Charter Review (FYCR) is designed to assess the extent to which a school is meeting the standards for performance at the mid-point of its seven-year charter term. The FYCR Protocol is based on the Mayor's *Performance Framework*, which is used to determine a school's success relative to a common set of indicators, as well as school-based goals.

Consistent with the Performance Framework, the following four core questions and sub-questions are examined to determine a school's success:

1. *Is the educational program a success?*

- 1.1. *Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?*
- 1.2. *Are students making substantial and adequate gains over time, as measured using value-added analysis?*
- 1.3. *Is the school outperforming schools that the students would have been assigned to attend?*
- 1.4. *Is the school meeting its school-specific educational goals?*

2. *Is the organization effective and well-run?*

- 2.1. *Is the school in sound fiscal health?*
- 2.2. *Are the school's student enrollment, attendance, and retention rates strong?*
- 2.3. *Is the school's board active and competent in its oversight?*
- 2.4. *Is there a high level of parent satisfaction with the school?*
- 2.5. *Is the school administration strong in its academic and organizational leadership?*
- 2.6. *Is the school meeting its school-specific organizational and management performance goals?*

3. *Is the school meeting its operations and access obligations?*

- 3.1. *Has the school satisfactorily completed all of its organizational structure and governance obligations?*
- 3.2. *Is the school's physical plant safe and conducive to learning?*
- 3.3. *Has the school established and implemented a fair and appropriate pupil enrollment process?*
- 3.4. *Is the school properly maintaining special education files for its special needs students?*
- 3.5. *Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?*

4. *Is the school providing the appropriate conditions for success?*

- 4.1. *Does the school have a high-quality curriculum and supporting materials for each grade?*
- 4.2. *Are the teaching processes (pedagogies) consistent with the school's mission?*
- 4.3. *For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?*
- 4.4. *Does the school effectively use learning standards and assessments to inform and improve instruction?*
- 4.5. *Has the school developed adequate human resource systems and deployed its staff effectively?*
- 4.6. *Is the school's mission clearly understood by all stakeholders?*
- 4.7. *Is the school climate conducive to student and staff success?*
- 4.8. *Is ongoing communication with students and parents clear and helpful?*

COMPLETION OF THE FOURTH YEAR CHARTER REVIEW

As part of its oversight of charter schools, the Mayor's Office prepared a list of authorized site visit evaluators to provide a high quality pool from which the schools could choose. Cambridge Education was chosen by the school to conduct the FYCR. The purpose of the FYCR is to present the school and the Mayor's Office with additional professional judgment on the conditions and practices at the school. The FYCR site visit uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with any number of stakeholders. Findings provided by the site visit team highlight what the school is doing well and any areas for improvement. It is the task of the site visit team to report on ***Core Question 4 and all of its sub-questions (4.1-4.8)***. Responses to Core Question 1 through 3 are reviewed by the Mayor's Office. The Mayor's Office compiles the results of the site visit with its internal analysis to finalize the FYCR and complete the FYCR report.

The FYCR report provides the school with official ratings and supporting evidence for each question within the *Performance Framework* based on a rubric of indicators. The rating system utilizes the following judgments:

Does not meet standard

Approaching standard

Meets standard

Exceeds standard

Note: In the case of the sub-questions under ***Core Question 3*** and ***Core Question 4*** of the *Performance Framework*, there is no rating for *Exceeds standard*. *Meets standard* is the highest possible rating.

SUMMARY OF FINDINGS

MONUMENT LIGHTHOUSE CHARTER SCHOOL

Core Question 1: Is the educational program a success?	FINDING
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Approaching Standard
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching Standard
1.3. Is the school outperforming schools that the students would have been assigned to attend?	Meets Standard
1.4. Is the school meeting its school-specific educational goals?	Not Applicable ¹
Core Question 2: Is the organization effective and well-run?	FINDING
2.1. Is the school in sound fiscal health?	Approaching Standard
2.2. Are the school's student enrollment, attendance, and retention rates strong?	Approaching Standard
2.3. Is the school's board active and competent in its oversight?	Approaching Standard
2.4. Is there a high level of parent satisfaction with the school?	Approaching Standard
2.5. Is the school administration strong in its academic and organizational leadership?	Approaching Standard
2.6. Is the school meeting its school-specific organizational and management performance goals?	Not Applicable ²
Core Question 3: Is the school meeting its operations and access obligations?	FINDING
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2. Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4. Is the school properly maintaining special education files for its special needs students?	Meets Standard
3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard
Core Question 4: Is the school providing the appropriate conditions for success?	FINDING
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Approaching Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Evaluated ³
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Approaching Standard
4.7. Is the school climate conducive to student and staff success?	Approaching Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Approaching Standard

¹ The school did not have school-specific goals that were evaluated for the FYCR.

² The school did not have school-specific organizational and management performance goals for the FYCR.

³ The school did not serve high school students in its first four years of operation.

FINDINGS, INDICATORS AND EVIDENCE

MONUMENT LIGHTHOUSE CHARTER SCHOOL

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?	
Does not meet standard	School has met AYP in less than half of student subgroups for the last two consecutive years.
Approaching standard	School has met AYP in more than half of student subgroups for one of the last two years.
Meets standard	School has met AYP across all student subgroups for the last two years.
Exceeds standard	School has exceeded the AYP target in all student subgroups in at least one of the last two years.

Approaching Standard. Monument Lighthouse Charter School (MLCS) did not achieve Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in the 2010-11 academic year. The school met attendance and participation rate targets. MLCS students met participation targets established by the IDOE in English/Language Arts and mathematics overall (i.e. all students), as well as in each subgroup (African-American students, students that qualified for free or reduced meals, and special education students). MLCS students met performance targets established by the IDOE via Safe Harbor in English/Language Arts, but did not meet performance targets in mathematics overall or within the African-American student subgroup.

School's AYP History

Year	Made AYP	Number of Categories
2010-11	N	13 out of 15
2009-10	Y	17 out of 17
2008-09	N	8 out of 13

In summary, the school achieved AYP in all student subgroups, participation categories, and attendance in only one of the last two years. Therefore, the school receives an Approaching Standard for this indicator.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	
Does not meet standard	Value-added analysis indicates that less than 50% of tested students made sufficient gains.
Approaching standard	Value-added analysis indicates that 50%-74% of tested students made sufficient gains.
Meets standard	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
Exceeds standard	Value-added analysis indicates that at least 90% of tested students made sufficient gains.

Approaching Standard. Analysis of data on fall-to-spring gains over three years reveals that an average of 58% of MLCS students achieved sufficient gains to reach proficiency over time. This percentage is approaching the Mayor’s standard of at least 75% of students making sufficient gains.

Each of the school’s first three years, analysts examined the amount of progress that each student made on the Northwest Evaluation Association (NWEA)’s Measures of Academic Progress (MAP) test between the fall and spring. Analysts then determined whether each student had made sufficient gains on the test to become proficient within two years, based on the amount of progress that the student made on the test between fall and spring. Proficiency was defined as a MAP score equivalent to the score needed to pass Indiana’s ISTEP+ exam at that future time. To determine a school-wide average sufficient gain percentage, analysts calculated a weighted average across all grades (second through fifth) and subjects (reading, math, and language) based on the number of students who took each test. The percentage used for rating for the school according to the rubric for this performance indicator was a weighted average calculated across three years. In 2010-2011, the school was not required to administer NWEA, and thus, performance has not been assessed for that academic year.

Across the first three years of the charter term, an average of 58% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor’s standard of 75% of students achieving sufficient gains.

Year	Average Sufficient Gains
2007-2008	63%
2008-2009	44%
2009-2010	65%
Multi-Year Weighted Average	58%

**The school was not evaluated for this indicator in the 2010-11 academic year.*

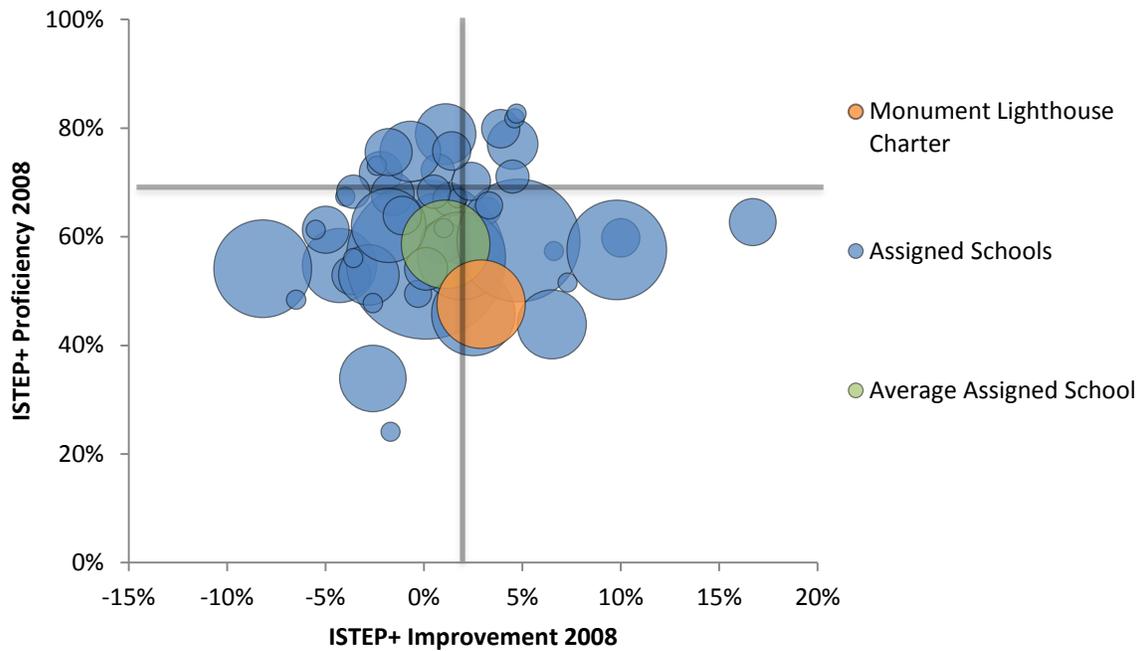
In summary, Monument Lighthouse Charter School’s multi-year average of 58% places the school in the Approaching Standard category in the Mayor’s performance framework.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
Does not meet standard	School’s overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.
Approaching standard	School’s overall performance in terms of both proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.
Meets standard	School’s overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.
Exceeds standard	School’s performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.

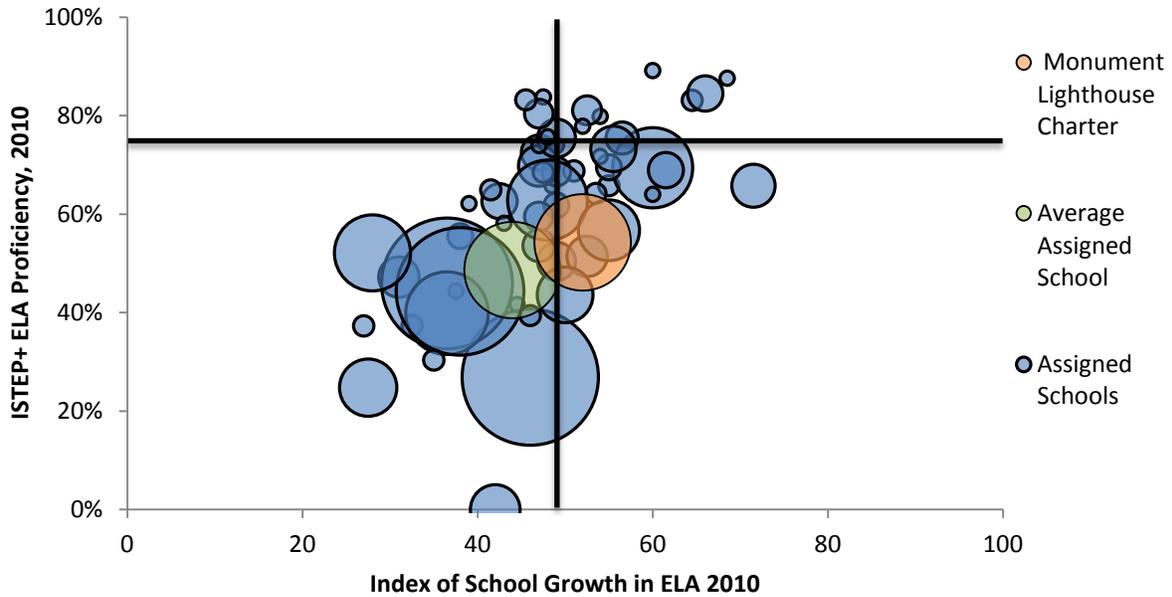
Meets Standard. The Mayor’s Office has conducted analysis of student performance of Monument Lighthouse Charter School (MLCS) to that of Marion County public schools students would have been

assigned to attend based on their place of residence for the 2008-09, 2009-10, and 2010-11 academic years.

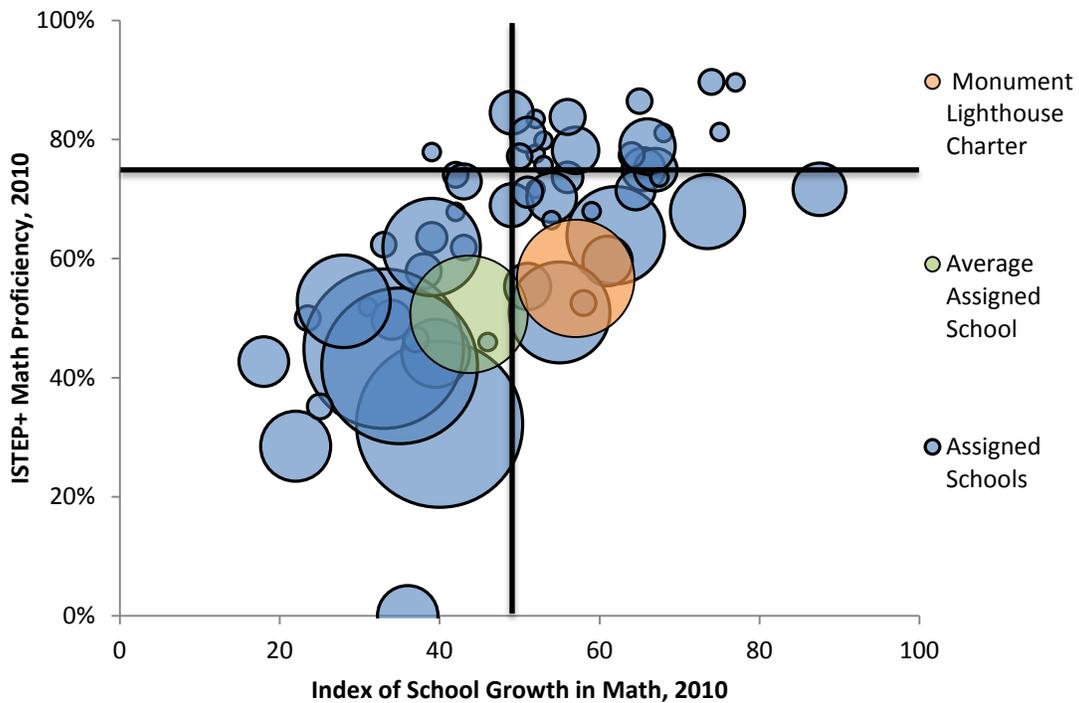
In 2008-09, the overall growth of students at MLCS was greater than that of their peers in both English/Language Arts (ELA) and mathematics; however the overall proficiency of students was below that of their peers. (Note: In 2008-09, E/LA and mathematics analysis were combined. Growth was calculated using the overall increase in percentage points on ISTEP+.)



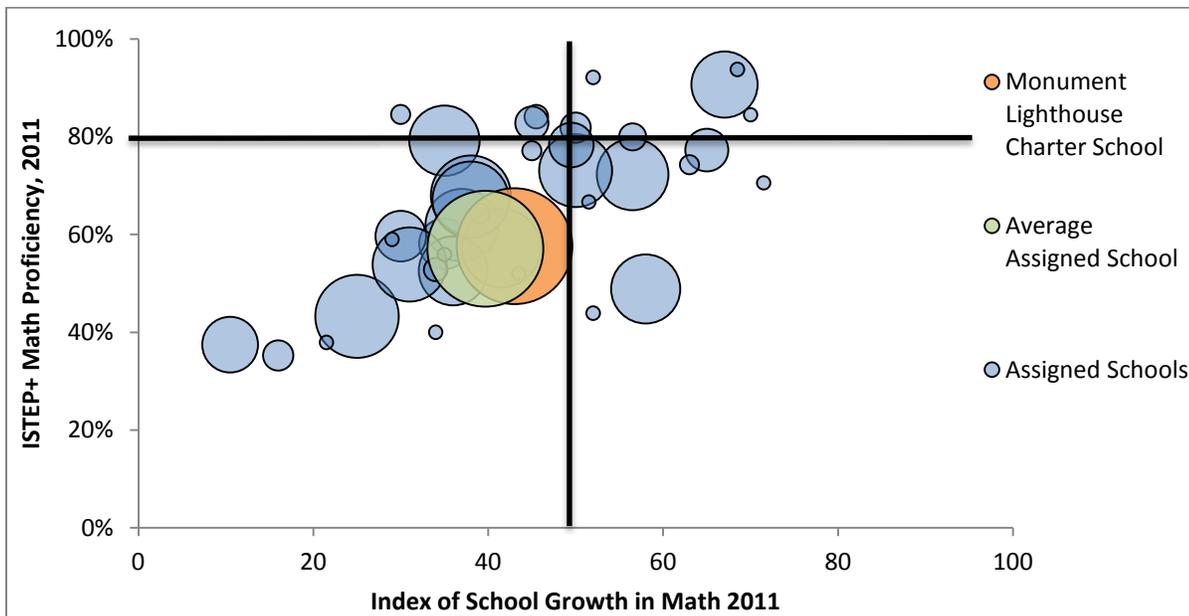
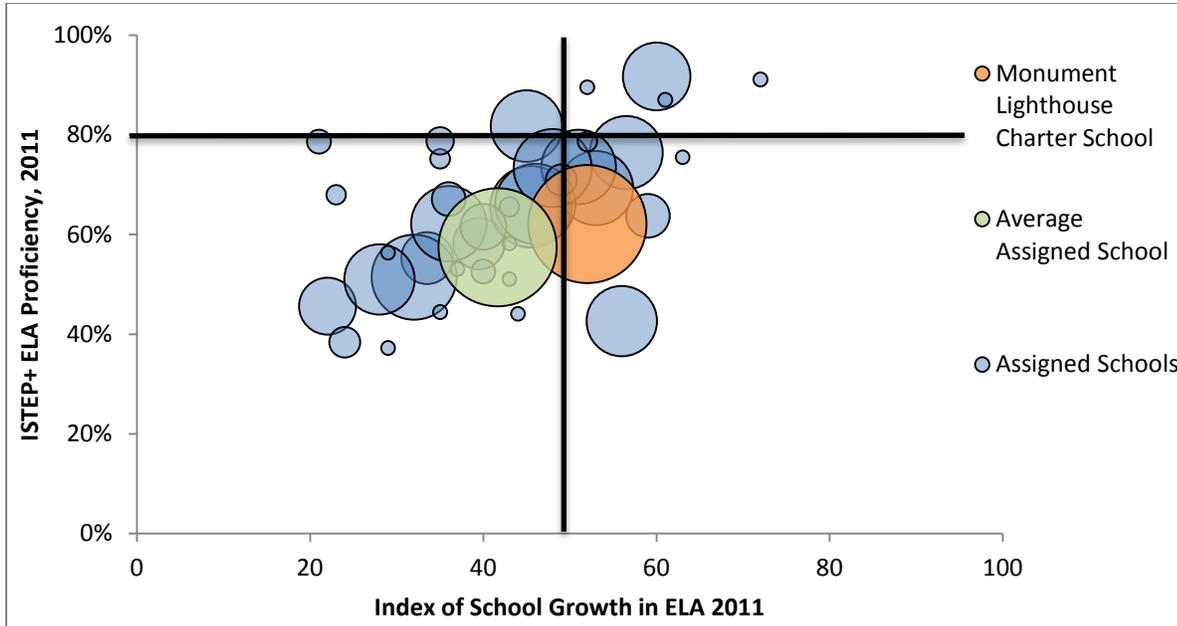
In 2009-10, both the overall proficiency and growth of students at MLCS was greater than that of their peers in both ELA and mathematics. Note: Beginning in 2009-10, growth was measured using the median percentile of growth based on the Indiana Growth Model. The 50th Percentile represents average growth from the previous ISTEP+.



How to read these figures: Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend MLCS. The size of each blue bubble is proportional to the number of MLCS students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of MLCS students.



In 2010-11, the overall growth of students at MLCS was slightly greater than that of their peers in both ELA and mathematics. The overall proficiency of students was generally the same as that of their peers in ELA, but was below that of their peers in mathematics.



In summary, growth of students at MLCS has been slightly higher than that of their peers in both ELA and mathematics in every year it was evaluated. Proficiency of students at MLCS has generally been as good as their peers at a majority of points in time over the course of four years. Therefore, the school's overall performance places them in the Meets Standard category for this indicator.

1.4. Is the school meeting its school-specific educational goals?	
Does not meet standard	School has clearly not met its school-specific educational goal.
Approaching standard	School is making good progress toward meeting its school-specific educational goal.
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.

Not Applicable. MLCS did not have school-specific educational goals that were evaluated for the FYCR.

Core Question 2: Is the organization effective and well-run?

2.1. Is the school in sound fiscal health?	
Does not meet standard	The school presents concerns in <u>three or more</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Approaching standard	The school presents significant concerns in <u>one or two</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Meets standard	The school presents significant concerns in no more than <u>one</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.
Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.

Approaching Standard. Monument Lighthouse Charter School (MLCS) has demonstrated tenable fiscal health over the first four years of its charter term—achieving a balanced budget in two of four years. The school was audited by the Indiana State Board of Accounts (SBOA) twice in the first four years of operation – for the period from July 1, 2006 to June 30, 2008 and from July 1, 2008 to June 30, 2010. Each report included an unqualified opinion from the SBOA regarding the school’s financials. Each audit report outlined findings related to the school’s financial management and accounting systems, none of which were deemed significant.

Financial management within the school is distributed among both local school employees and the national CMO, Lighthouse Academies, Inc. (LHA). The structure includes a LHA Vice President of Finance who oversees the budget and a school office manager who coordinates day-to-day finances. The school’s office manager works with a dedicated accountant and controller from the LHA National Office to pay invoices. The LHA Finance Team manages bookkeeping and accounting, and contracts with local vendors to conduct an annual audit. The school’s board provides oversight of all financial matters, however it is unclear to the extent true autonomy exists from LHA, as LHA staff members reside on the school’s board.

Financial records indicate that MLCS is working to improve its ability to consistently achieve a balanced budget. The school achieved a balanced budget in 2008-2009 and 2009-2010, however faced deficits in both 2007-2008 and 2010-2011, with expenses exceeding revenue. The school is working to improve issues of under-enrollment and student retention, which impede financial stability. The adequacy of projections of revenue and expenses hinges upon the school’s ability to successfully meet enrollment targets and retain students.

In summary, MLCS demonstrated a finding in each of its state financial audits, however none were deemed significant, adequacy of projections of revenue and expenditures appear to be accurate, and the school has fulfilled the financial reporting requirements according to its charter. However, MLCS did not achieve a balanced budget in its last three years of operation and exhibits problematic financial systems at the governance level. Therefore, the school is placed in the Approaching Standard category for this indicator.

2.2. Are the school’s student enrollment, attendance, and retention rates strong?	
Does not meet standard	The school’s actual enrollment consistently falls short of target enrollment by <u>10% or more</u> . Student attendance and retention rates are consistently below the school’s agreed-upon target rates.
Approaching standard	The school’s actual enrollment consistently falls short of target enrollment by <u>1-9%</u>. Student attendance and retention rates are consistently below the school’s agreed-upon target rates.
Meets standard	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school’s agreed-upon target rates.
Exceeds standard	The school is consistently fully enrolled. Student attendance and retention rates consistently exceed the school’s agreed-upon target rates.

Approaching Standard. MLCS has been under enrolled three of four academic years. The school exceeded enrollment targets in the 2009-10 academic year. The following table displays the target enrollment compared with the school’s official fall enrollment reported to the Indiana Department of Education (IDOE).

School Year	Target Enrollment	Fall Enrollment	Percent Below
2007-2008	353	316	11%
2008-2009	435	401	8%
2009-2010	510	561	--
2010-2011	585	541	8%

Source: Target Enrollment data are from the school’s charter. Fall Enrollment data are from the Indiana Department of Education.

Attendance rates at MLCS have consistently been at or above the IDOE’s target of 95% for each academic year.

School Year	Attendance Rate
2007-2008	96.3%
2008-2009	95.5%
2009-2010	96.2%

2010-2011	95.9%
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Source: Indiana Department of Education.

No targets have been established for student retention rates for MLCS. Retention rates were at their highest from the Fall of 2010 to the Fall of 2011 (60%), but have consistently been only slightly over 50%.

Years	Students Enrolled Initial Year	Students Re-enrolled Following Year	Retention Rate
Fall 2007 to Fall 2008	316	170	54%
Fall 2008 to Fall 2009	401	220	55%
Fall 2009 to Fall 2010	516	263	51%
Fall 2010 to Fall 2011	541	324	60%

Source: Mayor's office analysis of fall enrollment reports submitted by the school.

Note: Retention rates for the Fall of 2009 to Fall of 2010 excludes 8th grade as the school capped the grades served at 8th for the 2009-10 and 2010-11 academic years.

In summary, MLCS has been under enrolled three of its four years of operation, has been consistently above the state's target for attendance each year, but struggles to retain a large majority of its students.

2.3. Is the school's board active and competent in its oversight?	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the board unrelated to the term limits stipulated in the board's by-laws; roles and responsibilities of the board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the board unrelated to the term limits stipulated in the board's by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the board are reasonably clear; it is difficult to get a quorum; board subcommittees are somewhat active; the board is developing its ability to provide clear, consistent, and competent stewardship.
Meets standard	The board's membership collectively contributes a broad skill set and fair representation of the community; board members are knowledgeable about the school; roles and responsibilities of the board are clearly delineated; board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the board provides consistent and competent stewardship of the school.
Exceeds standard	The board meets the standard for this sub-question AND: displays exceptional expertise and stewardship, as evidenced by significant board actions to enhance the school over time.

Approaching Standard. The Board structure at Monument Lighthouse Charter School (MLCS) impairs members from being fully active and engaged in school oversight. The governance structure is clearly defined in the by-laws, however not clearly understood by members, thus inhibiting all members from providing consistent and competent stewardship. The Board is representative of the community, but has had relatively inconsistent membership.

Lighthouse Academies of Indiana (LAI) serves as the governing Board to all five Indiana Lighthouse schools, including MLCS. By-laws were created in 2009-10 to form a local Board of Trustees to serve as a local Board and provide governance to the two Indianapolis LAI charter schools. The LLC Board (local Board) was designed to interface with the LAI Board by having two representatives who would also serve on the LAI Board. However, the charter for MLCS is held by the LAI Board. The LLC Board (local Board) was not in place until the school’s fourth year of operation. The LLC Board (local board) membership is complete, but there has been relatively high turnover, and it has yet to provide clear, consistent, and competent stewardship of the school and has struggled to develop. These shortcomings have significantly impaired the local Board’s competent oversight of the school. The Mayor’s Office observation of board meetings has found LLC Board (local Board) members unclear on the degree of oversight they possess as it pertains to interfacing with the LAI Board.

Upon review LAI Board minutes, board membership at meetings remains inconsistent. Members who are also employees of Lighthouse Academies, Inc. (LHA), the school’s CMO, attend frequently. Members who are not representatives of LHA attend on a more infrequent basis. In 2010-11, three of the seven LAI Board members were employees of LHA. This relationship leaves the board structurally dependent upon and connected to the CMO, which the Board is tasked with overseeing. Because the LLC (local) Board was only in place at the beginning of the school’s fourth year of operation, true local control or autonomy from the CMO does not yet exist.

The LAI Board is active in its oversight of MLCS’s finances, student performance, facilities, and technology. However, the Mayor’s external site team noted the board is not perceived by staff as very accessible or involved in the success of the school. The Board does not have subcommittees, instead areas concerning facilities, technology, and finance, are handled by LAI employees rather than Board members.

In summary, the school has only recently implemented a board structure that includes a local Board of Trustees (LLC Board). The LLC Board, although having clearly designated roles and responsibilities, has yet to achieve stable and well balanced membership expertise which can provide clear, consistent, and competent oversight of the school. The LAI Board has improved board stability; however turnover has been consistently high throughout the school’s history. The LAI Board struggles with both attendance and achieving quorum. Therefore, the school receives the rating of Approaching Standard.

2.4. Is there a high level of parent satisfaction with the school?	
Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.
Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.

Approaching Standard. Averaged across the last four years, 79% of parents surveyed indicated that they are satisfied overall with MLCS. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by the Center for Evaluation and Education Policy at Indiana University (2008 through 2010), and Research and Evaluation Resources (2011). Of the parents surveyed, between 69% and 87% of parents indicated overall satisfaction (see chart below).

School Year	Percent Satisfied
2007-2008	87%
2008-2009	85%
2009-2010	69%
2010-2011	76%
Multi-Year Weighted Average	79%

Note: “Percent Satisfied” includes “very satisfied” and “somewhat satisfied” responses which were on a five-point scale that also included “satisfied”, “somewhat dissatisfied”, and “very dissatisfied”.

Source: Confidential survey results administered by, Indiana University (2008 through 2010), and Research and Evaluation Resources (2011).

2.5. Is the school administration strong in its academic and organizational leadership?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school’s leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school’s leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Meets standard	The school’s leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.

Approaching Standard. The leadership at Monument Lighthouse Charter School (MLCS) is relatively stable and has sufficient academic expertise, is improving processes to clearly defining roles and responsibilities among and between leaders and the board, and the school has demonstrated active engagement in continuous improvement academically, but continues to struggle with school culture. which can be damaging to the school.

In the spring of 2009, school leadership was replaced and significant staff changes took place as directed by the board. MLCS’s administrative team consists of an experienced Principal, Director of Special Education, Director of School Culture, two Directors of Instruction, Title I Coordinator, Parent Coordinator, and a Student Interventionist. The school’s leader and Director of Special Education, Parent Coordinator, and Title I Coordinator have been with the school since the spring of its second year, the Student Interventionist has been with the school three years, Director of School culture, one year, and Directors of Instruction, two and four years respectively. Thus, the school demonstrates relatively stable leadership.

According to the Mayor’s external site team, MLCS’s leadership has sufficient academic expertise. Leadership has ensured student success has been a deliberate and intense focus on data to improve the quality of planning, instruction, assessment, and intervention. The school has demonstrated consistent engagement with processes of academic improvement. MLCS implemented an effective system of data analysis, goal setting, and targeted interventions for students.

MLCS has improved processes to clearly define roles and responsibilities among and between leaders and the board. Upon the replacement of the school leader in January of 2009, the school restructured its staffing which included a new school counselor and parent coordinator. In addition, the Regional Director (RD) of Lighthouse Academies, Inc., the school’s CMO, was appointed to assist the school leader. The RD, having a successful school leadership background, provided crucial support to the school’s new leader. However, both the Mayor’s external site team and parents who have reached out to the Mayor’s Office have noted barriers between staff and school leadership with regard to school culture. In multiple accounts, over multiple years, school staff and parents have noted grievances with regard to leadership communicating to them negatively, using inappropriate language, or treating students, staff, and parents disrespectfully, suggesting the school’s administration has been damaging to the school’s culture.

In summary, MLCS’s school administration is relatively stable and has sufficient academic expertise, is improving processes to clearly defining roles and responsibilities among and between leaders and the board, and the school has demonstrated active engagement in continuous improvement academically, but continues to struggle with school culture. Therefore, the school is placed in the Approaching Standard category for this indicator.

2.6. Is the school meeting its school-specific organizational and management performance goals?	
Does not meet standard	School has clearly not met its school-specific organizational goal.
Approaching standard	School is making good progress toward meeting its school-specific organizational goal.
Meets standard	School has clearly met its school-specific organizational goal.
Exceeds standard	School has clearly exceeded its school-specific organizational goal.

Not Applicable. Monument Lighthouse Charter School (MLCS) did not have school-specific organizational and management performance goals that were evaluated for the FYCR.

Core Question 3: Is the school meeting its operations and access obligations?

3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	
Does not meet standard	School presents significant concerns in two or more of its organizational and governance

	obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address them: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes.
Approaching standard	School presents significant concerns in one of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address it: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes
Meets standard	School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes. Any concerns are minor and the school presents a credible plan to address them.

Meets Standard. Monument Lighthouse Charter School (MLCS) did not consistently meet its organizational and governance obligations as specified in the Compliance and Governance Handbook in the first two years of its operation. MLCS was late in submitting required documents to both the Mayor’s Office and to the Indiana Department of Education (IDOE). The school struggled to collect necessary evidence demonstrating that staff members were appropriately licensed.

In its third year of operation, MLCS successfully restructured reporting responsibilities among existing staff so that the school’s Office Manager, Principals, and Regional Director shared responsibility for submitting required materials. The school has since completed its reporting requirements to the Mayor’s Office and the IDOE in a timely manner. Lighthouse Academies, Inc., the school’s CMO, is now responsible for maintaining the compliance binder and documents and has met all reporting deadlines in the subsequent period of time.

MLCS routinely documents that background checks are conducted for all board members and complies with public access and open door policy by posting notices of board meetings. Board meeting minutes are always kept and have been sent to the Mayor’s Office in a timely manner. The minutes of board meetings reflect discussions of a diverse range of school issues and include adequate detail regarding discussions, deliberations, and decisions. Therefore, the school is placed in the Meets Standard category for this indicator.

3.2. Is the school’s physical plant safe and conducive to learning?	
Does not meet standard	The facility requires <u>much</u> improvement in order to provide a safe environment that is conducive to learning. Significant health and safety code requirements have not been met AND/OR the school <u>lacks</u> many conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; adequate maintenance and security; well-maintained equipment and furniture that match the educational needs of

	the students; and accessibility to all students.
Approaching standard	Significant health and safety code requirements are being met, but the facility needs <u>some</u> improvement in order to provide a safe environment that is conducive to learning. It <u>partially</u> – but not fully – provides conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.

Meets Standard. The Monument Lighthouse Charter School (MLCS) facility meets all the health and safety code requirements and provides a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment, and furniture are all adequate to meet the school’s needs. The school is accessible to all including people with physical disabilities. Accordingly, the school is placed in the Meets Standard category for this indicator.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	
Does not meet standard	The school’s enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Approaching standard	The school’s enrollment process complies with applicable law but exhibits one or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Meets standard	The school’s enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.

Meets Standard. The admission and enrollment practices of Monument Lighthouse Charter School (MLCS) meet the requirements of Indiana’s charter school law. The Mayor’s Office has received no complaints from parents regarding the school’s enrollment practices. The school conducts extensive outreach to parents, including advertisement, community fairs, a website, and yard signs throughout the community. The Mayor’s Office receives copies of MLCS’s enrollment policies and marketing plans. The school has implemented a lottery system and gives preference to siblings of current students, as required by law. Therefore, the school is placed in the Meets Standard category for this indicator.

3.4. Is the school properly maintaining special education files for its special needs students?	
Does not meet standard	The school is not fulfilling its legal obligations regarding proper maintenance of special needs students’ files, and requires substantial improvement in order to achieve compliance such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case

	conference notification to parents and other conference participants and signatures of attendees at case conferences. A school does not meet the standard if any individual education plans have not been updated within the appropriate timeframe.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding proper maintenance of special-needs students' files, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.
Meets standard	The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.

Meets Standard. Monument Lighthouse Charter School (MLCS) has improved fulfilling its legal obligations regarding special needs students. According to the Mayor's external site team, in the school's second year of operation, the school struggled to keep student files current: parent consent forms and file log sheets were not consistently included, inconsistencies in documentation of case conference notification to parents and other conference participants was evident, and signatures of attendees at case conferences were not consistently obtained. However, the school has improved its practices and has demonstrated files are up to date; files contain all relevant required information, such as file log sheets, parent consent forms, documentation of case conference notification to parents and participants, signatures of all attendees; and finally, files are securely stored. Accordingly, MLCS is placed in the Meets Standard category for this indicator.

3.5. Is the school fulfilling its legal obligations related To access and services to English as a Second Language (ESL) students?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Meets Standard. Monument Lighthouse Charter School (MLCS) is fulfilling its legal obligations with regard to the nine students who are classified as limited English proficient and are provided the necessary supported instruction in English. The progress of these students is measured formally on an annual basis using the state of Indiana's approved K-12 English language proficiency assessment called

LAS Links. Results of this assessment are used to reclassify students and to adjust student's English Language Proficiency (ELP) levels.

The Mayor’s external site team noted MLCS provides adequate additional language support to ESL students through differentiated instruction and English immersion, offering support for ESL students via extracurricular clubs, and provides interpreters for parent-teacher conferences and other school meetings. Although relationships with parents are satisfactory, the site team noted more consistent communication attempts to parents would be an additional benefit. Therefore, the school is placed in the Meets Standard category for this category.

Core Question 4: Is the school providing the appropriate conditions for success?

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

Approaching Standard. Monument Lighthouse Charter School (MLCS) is improving curriculum alignment to Indiana state standards, systemic reviews of its curriculum to identify gaps based on student performance, frequency of reviewing scope and sequence, staff’s understanding and uniformity in utilizing curriculum documents and materials to deliver instruction, and to provide programs and materials to deliver the curriculum effectively. However, the school struggles with the sequencing of topics across grade levels and content areas,

Throughout the initial four years of its operation, MLCS has improved curriculum alignment to state standards and reviews of its curriculum to identify student performance gaps. In the school’s first two years of operation, school leadership worked toward aligning its curriculum to state standards. The Mayor’s external site team noted that during its first two years of operation, teachers struggled with implementing the curriculum and the curriculum did not align to state standards. In the school’s third

year, the external site team noted that MLCS's leadership team and teachers examined the curriculum and successfully developed an updated pacing guide in the summer of 2009. In MLC's fourth year, the site team noted that the school's principals and Director of Instruction ensure the curriculum is constantly managed and reviewed. Also, it was noted that the school consistently uses state standards to guide planning, instruction, and assessment, as well as curricular resources developed by Lighthouse Academies, Inc.

MLCS struggled to develop a system to regularly review scope and sequence of curriculum and has worked to develop a sequence of topics across grade levels and content areas that is prioritized and focuses on core learning objectives. As noted above, MLCS developed a system in the summer of 2009, where staff, the leadership team, and teachers examined curricular materials to identify gaps in student learning and developed a pacing guide; however it is unclear if this system still remains, and to whom the responsibility of regularly reviewing scope and sequence of the curriculum belongs. The school has demonstrated improvement in developing a sequence of curricular topics across grade levels and content areas. In the school's fourth year, the external site team noted that teachers who generally have a suitable understanding of the various curricular programs, supplement their planning with materials gleaned from other sources, therefore students are exposed to a good mix of challenging and rigorous standard-aligned materials which focus on learning objectives. However, it is unclear to what extent the implementation and sequence of topics is consistent across grade levels and content areas. It is also unclear what structures are in place at MLCS to ensure all teachers have a suitable understanding of curricular programs.

MLCS staff has demonstrated improvement in their understanding of curriculum documents, but it is unclear of staff's uniformity in use of curriculum documents and related program materials to effectively deliver instruction. In the school's second year of operation, the external site team noted that teachers were confused on what they should implement from the curriculum and that the school lacked supplies and technology to properly incorporate the arts-infused curriculum. In the school's third and fourth years, external site teams noted improvements, stating MLCS had a suitable range of learning resources and materials for teachers to be able to deliver the curriculum effectively, and that staff and students have suitable access to computers. Through the Mayor's Office observation of board meetings, it is unclear, however, how accessible technology is for the school due to chronic technological issues.

In summary, Monument Lighthouse Charter School has improved its curriculum alignment to Indiana state standards, systemic reviews of its curriculum, frequency of reviewing scope and sequence, staff's understanding of curriculum, providing programs and materials to deliver the curriculum effectively. However, the school struggles with its sequencing of topics across grade levels and content areas. Accordingly, the school is placed in the Approaching Standard category for this indicator.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is

	not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

Does Not Meet Standard. Monument Lighthouse Charter School (MLCS) demonstrates a curriculum which is being implemented in classrooms according to its design, demonstrates differentiated strategies within instructional activities, and that staff receive sufficient feedback on instructional practices. However, the school has yet to provide the appropriate level of focus on core learning objectives and instructional lessons and content delivery lack pace or rigor.

MLCS has improved implementation of curriculum in classrooms at the school. The school initially struggled in appropriately incorporating art-infusion within its curriculum as well as properly supporting staff on how to incorporate and/or utilize the adopted Lighthouse Academies, Inc. curriculum. According to the Mayor’s external site team, in the MLCS’s fourth year of operation instruction is standards-based and informed by systematic use of data. There is evidence of good planning and teachers are required to turn in lesson plans to the Directors of Instruction (DOIs). The DOIs in turn review lesson plans with teachers during their Structured Teacher Planning Time (STPT), ensuring curriculum implementation in each classroom. The school also provides sufficient feedback to staff on instructional practices. External site teams have sited over multiple years that teachers at the school are evaluated three times per year, provided evaluation rubrics, and meet with or are observed by school leaders regularly.

MLCS has demonstrated continual improvement with regard to instructional activities possessing variety and/or use of differentiation. External site teams have noted a continual growth in this area with the use of STPT meetings and the school’s focus on pullout and small group work. This increases students’ ability to work collaboratively, provides opportunities for differentiation, gives students multiple ways of meeting objectives, and provides teachers time to provide targeted instruction to small groups.

The school’s ability to provide instruction in each classroom which is focused on learning objectives has been a struggle as well as its ability to pace its instructional delivery with appropriate rigor and challenge. External site teams over multiple years have noted that although some observed instruction provides focus on learning objectives and appropriate rigor, all classrooms do not. External site teams have noted that some teachers create meaningful learning experiences for their students that present challenge, but relevant practice is not consistent in every classroom across the school and some students are not sufficiently exposed to learning experiences that expand their knowledge and their ability to analyze, synthesize and evaluate. Thus, pace and rigor on instructional lessons and content delivery is not consistent in each classroom. In addition, it was observed that teachers do not consistently write and/or communicate learning objectives in ways that allow the students to understand, and that teachers who do properly communicated and focus on learning objectives use two different systems, which pose problematic as students may be further confused as they matriculate through the school with different teachers.

In summary, Monument Lighthouse Charter School demonstrates a curriculum which is being implemented in classrooms according to its design, demonstrates differentiated strategies within

instructional activities, and staff receive sufficient feedback on instructional practices. However, the school has yet to provide the appropriate level of focus on core learning objectives and pace and rigor on instructional lessons and content delivery. Therefore, the school is placed in the Does Not Meet Standard category for this indicator.

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school’s academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school’s academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

Not Evaluated. Monument Lighthouse Charter School (MLCS) did not serve secondary students in its first four years of operation.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.

Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.
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Meets Standard. Monument Lighthouse Charter School (MLCS) productively uses standardized and/or classroom assessments, results are received by teachers in a timely and useful manner and used to guide instruction, assessments have sufficient variety to guide instruction, and there is sufficient frequency and use of assessments to inform instructional decisions. The school’s administration collects, analyzes, and makes a large range of summative assessment data available to teachers fortifying their ability to plan lessons that are broadly appropriate to student needs.

MLCS is active in their approach to assessment data driving instruction. Multiple sources of data have been used throughout the schools initial four years. The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), Indiana Statewide Testing for Educational Progress (ISTEP), Acuity, Saxon, OpenCourt, and weekly scrimmages (tests and quizzes) were/are utilized to make instructional decisions, track students’ progress, and increase student achievement, thus providing sufficient variety to guide instruction for a wide range of student learning abilities. It should be noted that the Mayor’s external site team noted that scrimmages are teacher created at MLCS and some lack the rigor, validity, and reliability to measure accurately students’ progress toward end of year goals.

Assessments are completed with great regularity and used to inform instructional decisions and curricular adjustments. Over multiple years, external site teams have noted the formation of intervention and/or flexible ability groups in response to assessment data. In the schools fourth year, the external site team noted the school could continue to improve by focusing on the rigor and focus of learning objectives, providing students with clearer feedback on the extent they have met learning objectives, and involving parents as allies in supporting the work of the school.

In summary, Monument Lighthouse Charter School adequately uses standardized and/or classroom assessments, results are received by teachers in a timely and useful manner and used to guide instruction, assessments have sufficient variety to guide instruction, and there is sufficient frequency and use of assessments to inform instructional decisions. Accordingly, the school is placed in the Meets Standard category for this indicator.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD)

	does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

Approaching Standard. Monument Lighthouse Charter School (MLCS) deploys a sufficient number of faculty and staff to maximize instructional time and capacity, provides professional development (PD) which relates to demonstrated needs for instructional improvement, provides professional development which is determined through analyses of student attainment and improvement, and the teacher evaluation plan is explicit and regularly implemented. The school has improved upon obtaining faculty and staff which are certified/trained in areas to which they are assigned; however the school has not demonstrated adequate hiring processes which are organized to support the success of new staff members.

MLCS demonstrates sufficient professional development which relates to demonstrated needs for instructional improvement and which is anchored in analysis of student attainment and improvement. MLCS has consistently deployed teachers to a 5-day Lighthouse Academies, Inc. network summit in July. The school also focuses on teacher development for a week prior to the start of the school year. In addition, professional development days are scheduled throughout the school year and collaborative planning time is accessible via the school’s Structured Teacher Planning Time (STPT).

Over the school’s four year of operations, the Mayor’s external site team has noted improvement. The school, in its first two years, was noted as not providing appropriate professional development and support to improve rigor and pedagogical practice. In addition, the school struggled to obtain highly qualified teachers, a majority of which went uncertified/unlicensed with no structured mentoring plan for half of the school’s years in operation. In the school’s fourth year, the site team noted improvement in professional development to assist teachers to better use data and plan lessons, however the team noted that although this practice has resulted in upward trends in student achievement, teachers still need assistance planning lessons that consistently challenge students.

The principal and Directors of Instruction (DOIs) spend an appropriate amount of time in the classrooms conducting walkthroughs and observations. As a result, all teachers have an Individual Professional Development Plan (IPDP) that identifies areas for improvement allowing them to track their progress as they develop and/or strengthen their skills. The DOIs meet weekly with teachers and address issues of practice. DOIs also go into classrooms and model lessons and provide in-class support. Teachers have good opportunities to attend external professional development events. Teachers also have structured and unstructured opportunities to observe each other teach, and are videotaped as a means of promoting reflective practice. The school leader meets weekly with the DOIs to discuss teacher trackers, which are detailed profiles on teachers and the performance of their students. The principal also sits in periodically on the Structured Teacher Planning Time (STPT) meetings. Through this process, the school leader is able to monitor the performance of staff and students simultaneously.

The school is now adequately staffed with qualified teachers who are appropriately deployed; however the school has struggled with teacher/staff retention suggesting hiring processes and supports for new teachers are not adequate. Over the course of its four years, MLCS has either terminated or lost 60 teachers (6 of

which were in special education roles), 15 staff members, 2 Directors of Instruction (DOI), and 1 school leader, totaling 78 positions. The model of the school is one of ‘looping’, so that teachers remain with students for two years. Therefore, the significant turnover could present challenges for students attempting to acclimate to new teachers and staff on a frequent basis. The Mayor’s external site team noted in the school’s fourth year, new staff members generally acclimate well to the culture and high expectations of the school due to job-embedded professional development opportunities, as well as a highly collaborative and collegial staff that support each other, however the high attrition rate of teachers and staff compromises the long term ability of new staff to continually transition smoothly.

In summary, Monument Lighthouse Charter School adequately deploys a sufficient number of faculty and staff to maximize instructional time and capacity, provides professional development which relates to demonstrated needs for instructional improvement, provides professional development which is determined through analyses of student attainment and improvement, and has a teacher evaluation plan that is explicit and regularly implemented. The school has improved upon obtaining teachers and staff which are certified/trained in areas to which they are assigned; however the school has not demonstrated adequate hiring processes which are organized to support the success of new staff members. Accordingly, the school is placed in the Approaching Standard category for this indicator.

4.6. Is the school’s mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school’s mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school’s mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school’s mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school’s mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school’s mission.

Approaching Standard. It is unclear that Monument Lighthouse Charter School (MLCS) has a mission that is understood by all stakeholders or that all stakeholders possess widespread knowledge and commitment to the intentions of the school’s mission of “preparing students for college through a rigorous arts-infused program.”

MLCS’s leadership, teachers, students, and board members currently demonstrate widespread knowledge and commitment to the intentions of the school’s mission. Over the school’s four years of operation, the Mayor’s external site team has noted teachers and staff have dramatically improved their understanding of the school’s art-infused program, school’s mission, and students have developed a stronger understanding via Circle of Power (CPR) and morning meetings where they daily recite the school’s mission.

It is unclear, however, the depth of understanding parents at MLCS possess with regard to the school’s mission. Site teams have noted a need and formalized process for the school to obtain parent feedback and further engage parents such as a parent teacher organization (PTO). MLCS currently hosts monthly events to engage parents; however it is unknown to what extent these events are effective in providing knowledge to parents regarding the school’s commitment and intentions to the school’s mission. Therefore, the school is placed in the Approaching Standard category for this indicator.

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school’s discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

Approaching Standard. Monument Lighthouse Charter School (MLCS) has improved upon developing clearly stated rules that enforce positive behavior, creating a discipline approach which possesses high expectations for student behavior, and demonstrates improved positive interactions between faculty and students. The school, however, has struggled to maintain professional interactions between its teachers, staff and administration.

MLCS has demonstrated improvement in developing clearly stated rules that enforce positive behavior and creating a discipline approach which possesses high expectations. The school initially struggled to develop and implement a school wide discipline plan. The Mayor’s external site team noted in the school’s first two years of operation, inconsistent implementation of discipline, enforcing consequences, and teacher’s general understanding of discipline policies. In the school’s fourth year, the site team noted the school now has clearly stated expectations for academic and personal behavior that are being implemented with generally good consistency. The school recognizes that punitive approaches to discipline predicated upon a system of consequences may bring about compliance, but not a reform in behavior. As a result there is a strong emphasis on the social curriculum and the SHINE program. The challenge for the school, as noted by the site team, is to move students to a point of demonstrated behavior that is evidence of their internalization of behavior expectations rather than a desire to receive a reward (via the SHINE program).

The school has also demonstrated some improvement in interactions between students and faculty. Because of the school’s struggles to develop and implement a discipline approach which enforced positive behavior and high expectations, the interactions between students and faculty were poor. MLCS currently utilizes the Responsive Classroom and the Developmental Designs for Middle Schools programs, but these are not yet implemented with fidelity by all teachers. The result is that some students lack opportunities to develop intrinsic motivation to behave appropriately. The school has also implemented an in-school suspension program. This serves as a positive alternative to out-of-school suspension, but also as an opportunity for encouraging students to reflect on their behaviors and discuss ways to navigate their emotional and social issues. This is resulting in students being able to relate more positively to their peers and adults.

MLCS has struggled to maintain professional interactions between its teachers, staff and administration. The external site team has noted over multiple years, teacher and staff concern with the administration’s treatment of teachers, staff, parents, and students, noting the use of inappropriate language, disrespect,

and poor communication skills. Phone calls from staff to the Mayor’s Office concerning these same issues suggest that the school has yet to improve processes to increase professionalism and productivity between the school’s teachers, staff and administration.

In summary, Monument Lighthouse Charter School has improved upon developing clearly stated rules that enforce positive behavior, creating a discipline approach which possesses high expectations for student behavior, and demonstrates improved positive interactions between faculty and students. However, has struggled to maintain professional interactions between its teachers, staff and administration. Therefore, the school is placed in the Approaching Standard category for this indicator.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school’s communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents’ native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school’s communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents’ native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school’s communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents’ native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

Approaching Standard. Monument Lighthouse Charter School (MLCS) utilizes communications that are timely, relevant, and ongoing to parental concerns and communicates student academic progress and achievement in reports, however the school is improving communication methods which are designed to meet the needs of a diverse set of parents.

Care is taken to ensure that information is shared with parents and the community in a timely manner and that is expressed in language that is easily accessible by parents and, where necessary, is made available in native languages, however the Mayor’s external site team noted more consistent communication to non-English speakers is needed. In addition, MLCS sends regular progress reports that detail academic and personal progress to parents and provide opportunities for parents with limited literacy skills to hear how their child(ren) are performing. The site team noted attention is given to organize these meetings at times that are convenient for parents. MLCS has also instituted monthly events which parents are invited to. However, it is unclear how effective these events are. In addition, the school does not currently have an active parent organization or formalized process to hear parental concerns and suggestions.