



Office of Charter Schools

Gary Lighthouse Charter School

2016-17 Charter Renewal Application

October 1, 2016

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INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

RENEWAL TIMELINE

Release of Renewal Application..... August 31, 2016

Renewal Orientation: Meetings with School Leaders and Board Members.....May – August 2016

Letter of Intent to Renew due to OCS on or beforeOctober 1, 2016

Renewal Application Due to OCSOctober 1, 2016

Onsite School Visits.....June – December 2016

Renewal Decisions.....On or before January 15, 2017

RENEWAL DECISION OVERVIEW

The OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In the OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and the OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. The OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

The second stage requires the school to prepare and submit the Charter Renewal Application. The Renewal Application provides schools an opportunity to present the school's existing record of performance and to outline plans for the school's next charter term. Within the Charter Renewal Application, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to extend or renew the school's charter and the duration of the renewal or extension.

2016-17 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2016.**

FORMAT FOR SUBMISSIONS:

-The Renewal Narrative should not exceed 25 pages, excluding attachments.

-Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.

-Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Organizational Chart (updated administrative organizational chart)
- Staffing Matrix
- General Descriptions of Responsibilities of Teachers and Staff
- School Calendar (current school year)
- Curriculum and Instructional Methods
- Methods of Promoting Parent and Community Involvement Practices
- Supplemental Programs (Information on Current Student Clubs, Organizations, and Other
- Extracurricular Activities Offered (including athletic teams))
- Methods of Pupil Assessments

Current School Policies and Plans

Please review and verify the following “Plans and Policies” in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Staff Handbook
- Student Handbook
- Promotion/Retention Policy
- Elementary School Reading Plan
- Policy and Procedures for Special Education
- Policy and Procedures for ELL Students
- Performance Evaluation Plan for Administrators and Teachers
- Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- Teacher and Staff Compensation and Benefits Plans
- Professional Development Methods
- School Admission Policy
- Transportation Policy (if applicable)
- School Safety and Emergency Preparedness Plan
- Student Health Screening Policy
- Student Records Policy
- Medication Policy
- Discipline Policy
- Criminal Background Check Policy
- Graduation Requirements, including diploma types offered (if applicable)
- Conflict of Interest Policy
- Fundraising Policy and Guidelines
- Deposit of Funds Policy
- Social Media Policy

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Articles of Incorporation (and any Amendments thereto)
- Any Fictitious Name Registrations filed with the Indiana Secretary of State
- Board By-Laws
- Board Member List (including Current Contact Information)
- Calendar of Board Meetings
- EMO Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- School’s Budgets for 2015-16 and 2016-17

School's Audit (if not conducted by Fitzgerald Isaac) for the school years ended 6/30/2015 and 6/30/2016

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

Board Minutes approving School's Budgets for 2015-16 and 2016-17

Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

Certificate of Liability Insurance

Evidence of Property Insurance

Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

Lease Agreement(s) or Deed(s) for All Occupied Facilities

Certificate of Occupancy issued by the Indiana Department of Health

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

A. Provide the enrollment and demographic information for the current school year.

2016-17 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	1516	
# of Students on Waiting List	75	
Gender		
# Male	742	48.9%
# Female	774	51%
Ethnicity/Race		
# White	10	<1%
# Black	1361	89.7%
# Hispanic	106	6.9%
# Asian	0	0%
# Native American	4	<1%
# Other		
Special Populations		
# Students with IEPs	150	9.8%
# English Language Learners	25	1.6%
# Homeless Students	0	0%
# Eligible for Free and Reduced Lunch	1488	98%

B. Provide enrollment information for length of current charter contract (ADM count).

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Student Enrollment	717	1487	1460	1505	1516

C. Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2012-13	2013-14	2014-15	2015-16	2016-17
K	92.3%	94.7%	91.86%	94.73%	
1	96.2%	94.6%	93.77%	94.4%	
2	96.4%	95.7%	93.54%	95.7%	
3	96.2%	93.3%	94.91%	94.1%	
4	95.4%	92.4%	94.75%	93.8%	
5	97.7%	93.4%	93.7%	95%	
6	96.5%	95.2%	94.2%	93.7%	
7	98%	95.5%	94.92%	95.2%	
8	97.9%	92.8%	96.6%	94%	
9	96.9%	92.9%	94.25%	94%	
10	95%	91%	94.01%	94.3%	
11	94%	89.5%	92.04%	92.5%	
12	94.6%	91.2%	90.84%	93.1%	
All Grades	96.1%	93.1%	93.8%	94.2%	

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on the previous December 1 count.

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	1	<1%	4	<1%	5	<1%	11	<1%	5	<1%
Blind or Low Vision	0	0	2	<1%	1	<1%	1	<1%	1	<1%
Cognitive Disability	14	1%	36	2%	35	2%	37	2.4%	27	1.7%
Deaf or Hard of Hearing	0	0	0	0	0	0	1	<1%	1	<1%
Deaf-Blind	1	<1%	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	0	0	9	<1%	4	<1%	15	1%	9	<1%
Language or Speech Impairment	7	<1%	11	<1%	14	<1%	16	1%	8	<1%
Multiple Disabilities	0	0	1	<1%	0	0	0	0	32	2.1%
Orthopedic Impairment	0	0	0	0	0	0	0	0	1	<1%
Specific Learning Disability	18	2%	56	3%	49	3%	69	4.5%	55	3.6%
Traumatic Brain Injury	0	0	0	0	0	0	2	<1%	0	0
Other Health Impairment							15	1%	8	<1%

E. Provide the number and percentage of ELL students for length of the current charter contract.

ELL STUDENT POPULATION CHART										
Year 1		Year 2		Year 3		Year 4		Year 5		
2012-13		2013-14		2014-15		2015-16		2016-17		
#	%	#	%	#	%	#	%	#	%	
0	0	24	1.6%	32	2.2%	60	3.9%	25	1.6%	

F. Provide the number and percentage of homeless students for the length of the previous charter contract.

HOMELESS STUDENT POPULATION										
Year 1		Year 2		Year 3		Year 4		Year 5		
2012-13		2013-14		2014-15		2015-16		2016-17		
#	%	#	%	#	%	#	%	#	%	
0	0	0	0	0	0	0	0	0	0	

G. Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS										
Year 1		Year 2		Year 3		Year 4		Year 5		
2012-13		2013-14		2014-15		2015-16		2016-17		
#	%	#	%	#	%	#	%	#	%	

0	0	0	0	0	0	0	0	0	0
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II. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school’s leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

- a. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.
- b. What unique features and challenges are associated with the community/communities the school serves?

School’s Purpose (6000 character limit)

- a. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.
- b. Address why the school was founded? What educational need were the founders seeking to address in your community?
- c. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.
- d. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

Achievements and Notable Improvements (6000 character limit)

- a. Describe the school's notable achievements and areas of improvement in the last three years.
- b. Describe areas for improvement that the school is striving to achieve in the next three years.
- c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

Additional Information (6000 character limit)

III. Self-Assessment

The following self-assessments will be completed in AdvancEd Assist.

- a. Purpose and Direction
- b. Governance and Leadership
- c. Teaching and Assessing for Learning
- d. Resources and Support System
- e. Using Results for Continuous Improvement

IV. Academic Performance Overview

The chart below provides an overview of the school’s academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

Please **verify and, if necessary, denote changes** to the below academic data.

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2011-12	F	Did not meet standard	54.9%	47.1%	54.8%	65.7%	62.87%	44.3%
SY 2012-13	F	Did not meet standard	45.4%	54.7%	47.6%	51.7%	58.5%	38.8%
SY 2013-14	D		50.5%	57.5%	47.4%	47.2%	59.2%	37.9%
SY 2014-15	D		55.6%	31.5%	45.09%	19.9%	35.2%	15.6%
SY 2015-16			57.2%	NA	50.2%	*23.3%	*38.3%	*16.3%

**ISTEP Scores for the 2015-2106 school year are still embargoed and are not final until released by the department of education.*

This section provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school’s performance in relation to OCS’s Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance Frameworks to which the information applies (e.g., 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard. In answering this section, please refer to the School Data Summary Document attached to the renewal application.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school’s responses in this part. For your convenience, please reference appropriately the sections from the **Academic Performance Framework**: <http://goo.gl/s8HZwH>.

The following information will be entered into the Student Performance Diagnostic in AdvancEd Assist.

Student Performance

- a. Assessment Data
- b. Areas of Notable Improvements
 - 1) To what do you attribute these improvements?
- c. Areas in Need of Improvement

- 1) Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?
- 2) What progress monitoring tools do you have in place that provided this information?
- 3) Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework, and what are the strategies the school will employ to achieve the "Meets Standards" rating?

V. Stakeholder Assessment (optional)

VI. Organizational Performance

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings. Please reference appropriately the sections of the Organizational Performance Framework <http://goo.gl/0QvmDa>.

The following information will be entered into the Organizational Performance Diagnostic in AdvancEd Assist. **Responses required for Renewal Application:**

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship.

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

Please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

VII. Financial Performance

The OCS will review and verify the financial documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Financial Performance. Please reference appropriately the sections of the Financial Performance Framework <http://goo.gl/vSOezX>.

Financial Assurance: With respect to financial performance, provide an assurance and any evidence, that the school is current in meeting its liabilities including, but not limited to, lease/mortgage, payroll taxes, debt service payments, and employee benefits.

Three-year Financial Projections: Complete a three-year projected budget for the campus and network level (if applicable). The budget detail should make clear the assumptions on which the school bases its key revenue and expenditure projections. The three year projected budget should include the Board of Directors' review and attached minutes. If there is intent to add to or change facilities, this should be included in the budget projection as well as new lease terms and/or building plans under Organizational Plans. Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes.
2. Prior year's Board approved budget with minutes.
3. Current facility/school lease term and conditions.
4. Applicable insurance policies, such as employee health insurance, facility insurance, liability, and their respective renewal dates
5. Current accrual-based audits
6. Enrollment plan for the next three years (*e.g.*, grade level and projected student enrollment). Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.
7. Charter agreement
8. Documentation of other contracted services, including cost and scope of services (*e.g.* food service, marketing, legal, accounting).
9. Form 9

The following information will be entered into the Financial Performance Diagnostic in AdvancEd Assist.

Responses required for Renewal Application:

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	1.32
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	0.91
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	27
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1.00
1.e.	Default		0.00
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	Margin: -0.033 Aggregated: 0.007
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.92
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	my -799425
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1.25

Financial Performance Framework – Data Points	
Current Assets	1526801
Current Liabilities	1156214
Cash	1055595
Unrestricted Cash	1055595
Total Expenses	14797660
Depreciation Expenses	539695
Enrollment Projection in Charter School Board-Approved Budget	1500
Actual Enrollment	1500
Default	0
Net Income	-170394
Total Revenue	14627266
Aggregated Total Margin	-0.021629164
Total 3 Year Net Income	-932296
Total 3 Year Revenues	43103653
Total Liabilities	11779038
Total Assets	12745901
Year 1 Total Cash	171557
Year 2 Total Cash	1017021
Year 3 Total Cash	1055595
Depreciation	539695
Interest	
Interest Expense	1299407
Annual Principal, Interest, and Lease Payments	1339590

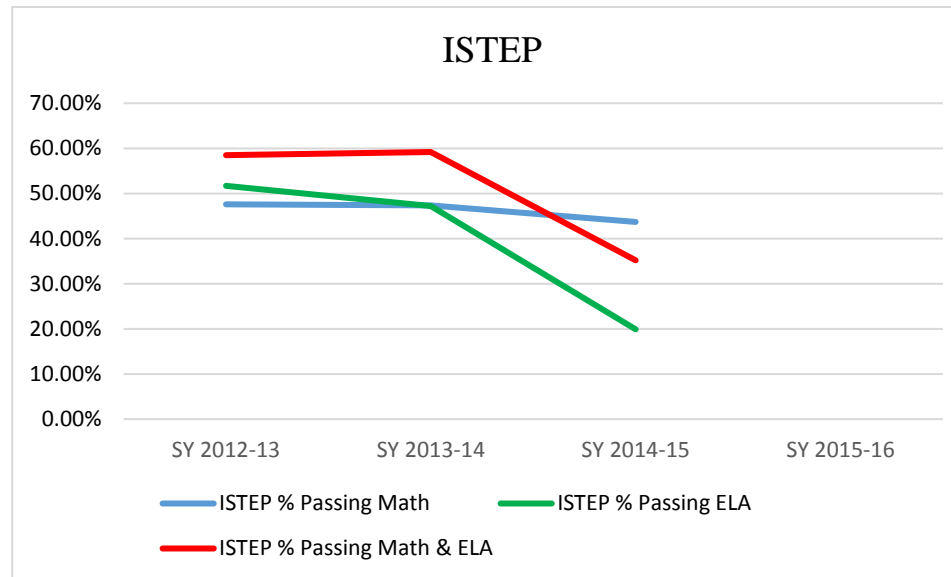
School Data Summary Document

**Gary Lighthouse Charter School
Gary, IN
In Operation since 2005 (11 years)
EMO: Lighthouse Academies
Grade Range: K-12**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Student Enrollment	376	516	553	676	648	646	643	717	1,487	1,460	1,497

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	1,497	
Ethnicity/Race		
White	21	1.4
Black	1,321	88.2
Hispanic	123	8.2
Asian	1	0.1
Native American	2	.1
Multiracial	29	1.9
Other		
Special Populations		
Students with IEPs	155	10.4
English Language Learners	25	1.7
Eligible for Free and Reduced Lunch	1,395	93.1

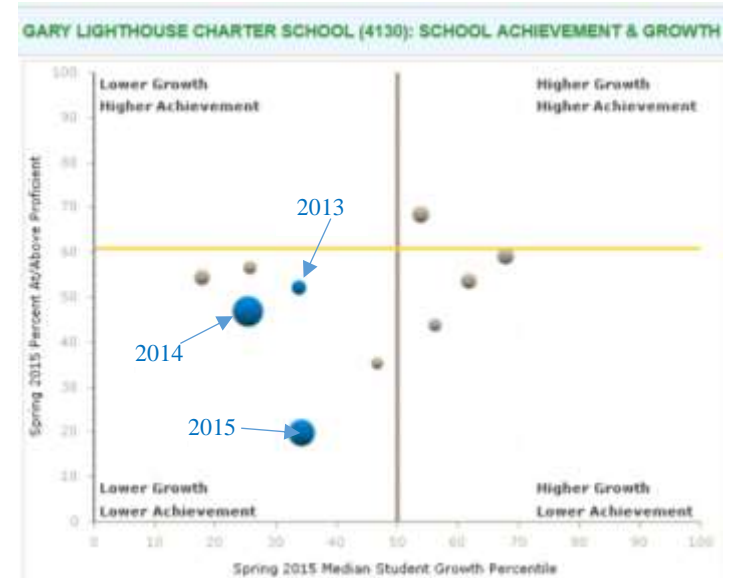
	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2012-13		F	Falls far below	45.4%	54.7%	47.6%	51.7%	58.5%
SY 2013-14		D	Does not Meet Standard	50.5%	57.5%	47.4%	47.2%	59.2%
SY 2014-15		D	Does not Meet Standard	55.2%	33.3%	43.7%	19.9%	35.2%
SY 2015-16								



Math Growth:

2006: Low growth, low achievement
 2007: High growth, low achievement
 2008: High growth, low achievement
 2009: High growth, low achievement
 2010: High growth, low achievement
 2011: Low growth, low achievement
 2012: Low growth, low achievement
 2013: Low growth, low achievement
 2014: Low growth, low achievement
 2015: Low growth, low achievement

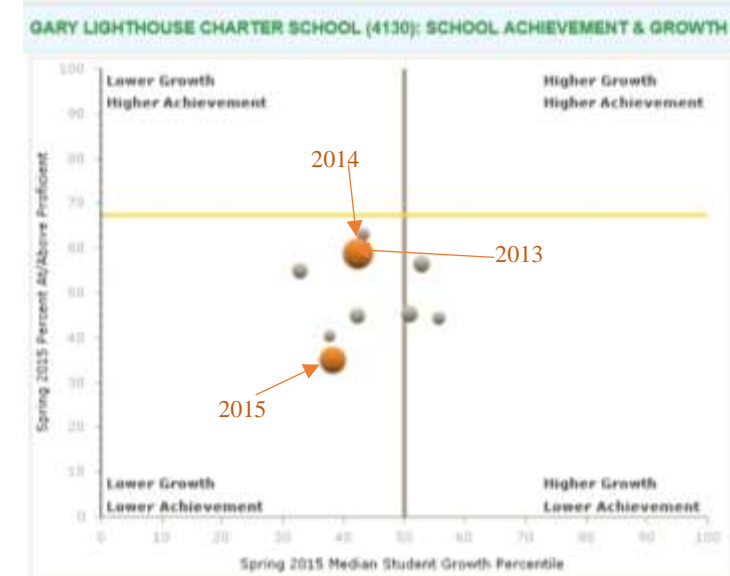
Year	# Tested	Pass %	Median Growth %
Spring 2006	193	34.7	47.0
Spring 2007	304	43.4	56.5
Spring 2008	368	53.3	62.0
Spring 2009	382	58.9	68.0
Spring 2010	381	68.2	54.0
Spring 2011	352	54.0	18.0
Spring 2012	310	56.1	26.0
Spring 2013	327	51.7	34.0
Spring 2014	671	47.2	25.0
Spring 2015	600	20	34



ELA Growth:

2006: Low growth, low achievement
 2007: High growth, low achievement
 2008: Low growth, low achievement
 2009: High growth, low achievement
 2010: High growth, low achievement
 2011: Low growth, low achievement
 2012: Low growth, low achievement
 2013: Low growth, low achievement
 2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	191	39.8	38.0
Spring 2007	305	43.9	56.0
Spring 2008	368	44.6	42.5
Spring 2009	381	45.1	51.0
Spring 2010	381	56.2	53.0
Spring 2011	353	54.7	33.0
Spring 2012	308	62.7	43.5
Spring 2013	328	58.5	43.0
Spring 2014	668	59.1	42.0



	Core %	Core #	Honors %	Honors #	General %	General #	Drop Out %	Drop Out #
2013-14	100%	78	0%	0	0%	0	2.2%	2
2014-15	87.6%	85	12.4%	12	0%	0	0.0%	26
2015-16	88%	88	12%	12	0%	0	0.0%	0

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch
2011-12	50	41	82.0	0.0	78.0
2012-13	53	38	71.7	0.0	83.9
2013-14	109	76	69.7	1.9	76.9
2014-15	107	88	83.0	suppressed	82.8
2015-16	93	82	88.0	suppressed	94.6

BSU Continuous Improvement Report

Gary Lighthouse Charter School

Gary Lighthouse Charter School

Dr. Sheri Miller-Williams, Superintendent
725 Clark Rd
Gary, IN 46406-1822

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Description of the School

Lighthouse Academies, a nonprofit organization, is a provider of K-12 college preparatory education for traditionally underserved students, enrolling primarily minority and low-income children. The first LHA school, Bronx Lighthouse Charter School, opened in 2004. LHA now operates 16 elementary and high schools across the United States, including Northwest Indiana.

The Gary Lighthouse Charter School, located in Gary, Indiana, has been in existence since 2005 and has gone through several successful charter renewals. Gary Lighthouse Charter School continues its mission of providing Northwest Indiana families with an accessible college preparatory option and quality school choice. Providing transportation (without state funding) has allowed Gary Lighthouse to truly provide equitable access to Gary and other NWI families to attend the Lighthouse campuses.

Gary Lighthouse Charter School serves an approximate enrollment of 1,500 students spread across three campuses:

Gary Primary: 280

Gary Upper: 485

Gary College Prep Academy: 750

Gary Lighthouse Primary Academy, serves scholars in grades K-2 and is located at 3201 Pierce Street. Scholars in grades three through seven attend Gary Lighthouse Upper Academy, which is located at 1771 W. 41st Avenue. Gary Lighthouse College Prep Academy serves students in grades eight through twelve and is located at 725 Clark Road. The student demographic profile of Gary Lighthouse Charter Schools consists of 98.3% of students qualifying for free and reduced meals. In addition, 89.4% of the student population is African American, which is consistent with the data reported in the last renewal application. Special education population for Gary Lighthouse Charter School is currently 9.6%.

Gary, Indiana has a population of about 80,000. Of the 80,000 residents 84% are African American, 10% are White, and 5% Hispanic. The per capita annual income in Gary is approximately \$15,000 with many households falling below the poverty level. Since the 1960's, the population of Gary has decreased 55%. From the 2000 to the 2010 census, 22,000 families have left the city of Gary. While Gary residents have a number of charter and district options and the city has experienced high levels of transience, Gary Lighthouse Charter School has remained fully enrolled for the past three years. Additionally, Gary Lighthouse Charter School is the largest charter in the state of Indiana. The number of families choosing Gary Lighthouse is evidence of quality school choice and we remain honored to serve this community.

Gary Lighthouse Charter School students bring with them the impact of generational poverty and limited economic opportunity. We embrace their challenges and have reinforced our efforts to serve every student with a full throttled implementation of restorative practices to ensure that all students are able to remain in school every day and that valuable instructional time is not lost to ineffective out of school suspensions. We have successfully reduced out of school suspensions by over 80% in just two years while increasing our high school graduation rate.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School's Purpose

Although Gary, Indiana has been described as an economically disadvantaged community, Lighthouse Academies believe that students' racial, ethnic, or economic background should not determine academic achievement. Our mission, vision statement, core values, achievements, and notable improvements are a reflection of our beliefs and practices:

- Mission Statement -The mission for Gary Lighthouse is to prepare our students for college through a rigorous arts-infused program.
- Vision Statement -The vision is that all scholars will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills, and values necessary for responsible citizenship and life-long learning. The impact of our collective efforts will fundamentally change public education.
- Values -The values of Gary Chicago Lighthouse Charter School include: Work hard. Get Smart. Graduate from college; High expectations equal results; Nothing less than excellence; Today is the day we make it happen.

Lighthouse Academies establishes four core priorities when operating schools.

- Assessment and Data Driven Instruction Aligned to Standards
- Rigorous Curricula and Standards Based Planning
- Social Emotional Development and Arts Infusion
- Coaching and Development.

Assessment and Data Driven Instruction Aligned to Standards: Common Core-based scope and sequence for ELA and math instruction in grades K-12 is used to create interim assessments. At the elementary (3-8) level, a common set of interims complements a common set of curricular programs for English Language Arts and Mathematics. At the high school level, schools select or create interim assessments aligned to the Common Core State Standards.

Rigorous Curricula: In order to support student learning and alignment to new expectations and standards from the state of Indiana, Lighthouse Academies has adopted common rigorous curricula (K-8) for ELA and math. The adoption of ELA programs: Core Knowledge K-2, Expeditionary Learning 3-8, and Math programs: Eureka Math K-8 allows each school to provide high quality, educational expert-written curriculum and rigorous content in every classroom. These programs were rolled out in the 2015-2016 school year.

English Language Arts Curriculum K-2

Core Knowledge Language Arts (CKLA): The CKLA program is built upon the belief that reading comprehension is a product of the ability to decode text and the ability to comprehend language. As such, daily instruction includes two strands, the Skills Strand and the Listening and Learning Strand. The Skills Strand builds decoding and encoding skills, while the Listening and Learning Strand builds language comprehension and background knowledge during read aloud that focus on exposure to vocabulary, concepts and ideas.

English Language Arts Curriculum 3-8

Expeditionary Learning: Similar to CKLA, the Expeditionary Learning program focuses on building the ability to understand literature and informational texts through standards-aligned skill development as well as through increasing background knowledge of a variety of concepts and ideas. Included in the program is a detailed repertoire of instructional strategies that enable students of all reading levels to engage

deeply in the same challenging texts. The strategies are used routinely so that students become able to read increasingly complex texts independently. Throughout the program, students build skill in supporting their written and spoken arguments with evidence from texts. Quarterly, students engage in research projects and performance tasks that demonstrate mastery of reading and writing skills and show increasing understanding of the world around them.

Math Curriculum K-8

Eureka Math: Eureka Math was selected because it utilizes a backward design approach built on the Common Core State Standards and the Standards for Mathematical Practice. The Eureka Math program builds computational fluency and student ability to apply mathematical conceptual understanding to the world around them. Daily instruction includes five components: fluency practice, application problems, concept development, students debriefs and assessment (exit slips). During the opening fluency practice segment, students practice the manipulation of whole numbers, decimals and fractions. Fluency activities may include sprints, which are intentionally designed and which utilize patterns and student discovery to build automaticity with basic operations. Following the fluency activity, students are guided to deepen their understanding of newly acquired math ideas and skills during the real-world application problem. Following the application problem, the students develop their understanding of a new concept or skill through scaffolded instruction that moves from teacher-centered to student-centered instruction and practice. At the conclusion of instruction, the class reconvenes to discuss the new concepts they have learned, to explore and clarify and misconceptions, and to solidify understanding. Each day also concludes with an exit slip, which provides formative data for the teacher to use to tailor ongoing instruction.

Standards-based planning is department and course centered in grades 9-12. Teachers and leaders have developed cohesive curriculum maps to ensure all student master Indiana priority standards using backward design. Every course taught in grades 9-12 is supported with curricular maps and scope and sequence mapped to state standards.

Social-Emotional Development:

The LHA shift to restorative practices preceded and aligns with federal and state policy requiring schools to find alternatives to suspension. With a restorative approach, Gary Lighthouse works to find ways to repair broken relationships when a problem arises. Peer mediation is used to help increase student accountability, ownership and student voice. A new school handbook has been created to accompany this shift and will be incorporated into the new charter. In response to the Federal legislation of The Every Student Succeeds Act 2015, Gary Lighthouse Charter School has developed Multi-Tiered Systems of Support (MTSS) to address academic and behavioral needs. Gary Lighthouse Charter School will continue to apply a systematic approach to develop effective academic and behavioral supports. The systems that will comprise the MTSS structure at Gary Lighthouse Charter School are Response to Intervention (RtI), Positive Behavior Intervention and Supports (PBIS), culturally responsive practices, and wrap around services.

- Arts Infusion: Students who are more engaged in school as happier and healthier students. Arts infusion is an instructional strategy used as an activator, an engagement tool, or an assessment method. The theories behind an arts-infused education align with the critical thinking and rigor level expected by the CCSS. With the infusion of the arts into our schools, the buildings themselves are inviting, colorful and rich environments of creativity and artistic expression through all genres: visual arts, music, drama, and public performance. Teachers are supported in the implementation of arts infusion with LHA Network provided on-line resources that easily tie into any class discussion, review of material, or deep dive into content.

Coaching and Development: Charlotte Danielson's Framework for Teaching guides coaching practices at Lighthouse Academies. Using this framework provides a common understanding of excellence in teaching and is supported with 1-1 coaching sessions.

Lighthouse Academies has adopted an approach to coaching that is based in the belief that all staff members should be continuously improving their work. We believe that substantive improvement in practice occurs when coaching is rooted in student achievement data and

results in time-bound, manageable action steps that have a measurable impact on student achievement data and on teacher proficiency ratings (Danielson). Teachers are observed regularly and engage in reflection that results in change of practice with the support of regular coaching. Coaches (those who manage teachers) are provided with ongoing targeted professional development to ensure that coaching sessions are focused on high lever actions and that teacher are supported in their professional growth.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement

Gary Lighthouse Charter School's 2016 state letter grade is projected to C from D in 2015. An appeal has been filed. Additionally, GLCS has exceeded the state goal of 25% of students in dual credit courses. GLCS has 33% of students in dual enrollment courses.

Notable Achievements: College and Career Readiness

- The Gary Lighthouse Charter School graduation rate has dramatically increased by 11 points since 2014 from 86% to 97% in 2016.
- The percent of students receiving scholarships increased by 9 points since 2014 from 31% to 40% in 2016.
- The percent of students graduating with early college credit grew from 0% in 2014 to 33% in 2016.
- The amount of accumulated college credit earned by Gary CPA graduates grew from 287 in 2015 to 464 in 2016.
- The number of first generation high school graduates rose from 28 in 2014 to 38 in 2016.
- The class of 2016, one senior graduated with an associate's degree.
- In 2016, a small group of juniors take fulltime honors classes at Ivy Tech. When they graduate in 2017, they will receive a high school diploma and an honors level associates degree.
- 100% of students who are raising children themselves have graduated on time for the past three years.
- In 2014-15 Lighthouse College Prep Academy developed partnerships with Ivy Tech and the Career Center, resulting in 29% of high school students receiving dual credit. This percent increased to 33% in 2015-16.
- From 2013-2016 100% of graduates were accepted to a college or university.

Notable Achievements: School Culture

Since instituting a restorative approach to school culture and discipline in tandem with a school-wide social/emotional development model implemented during advisory, suspensions at Lighthouse College Prep Academy have decreased significantly. During the 2013-14 school year, there were 1,039 suspension days. During the 2014-15 school year, there were 254 suspension days. During the 2015-16 school year, suspension days dropped to 136.

Notable Achievements: State Tests

- GLCS consistently outperforms Gary School Corporation on ISTEP year after year.
- In 2004, 58% of students passed IRead. In 2016, 76% passed.
- The percent of special education students who passed IRead in 2015 was 13%. This percentage increased to 50% in 2016.
- The percent of students who passed the English ECA in 2015 was 26%. This percentage increased to 40% in 2016.
- The percent of special education students who passed the English ECA in 2015 was 0%. This percentage increased to 50% in 2016.
- The percent of students who passed the Algebra ECA in 2012 was 25%. This percentage increased to 58% in 2015.
- GLCS moved 13% of students not passing ELA ISTEP in 2015 to passing in 2016.
- GLCS moved 11% of students not passing Math ISTEP in 2015 to passing in 2016.
- The percent of special education students who passed the ELA ISTEP in 2015 was 4%. This percentage increased by two points in 2016.
- The percent of special education students who passed the Math ISTEP in 2015 was 4%. This percentage increased by 17 points in 2016.

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Notable Achievements: 2016 Local Comparisons

In a comparison of district and charter schools of NWI the following is revealed:

- GLCS Grade 10 students out performed 10 schools in ELA.
- GLCS Grade 10 students out performed 9 schools in Math.
- GLCS Grade 10 students out performed 10 schools in ELA and Math combined.
- GLCS Grade 8 students out performed 7 schools in ELA and Math combined.
- GLCS Grade 7 students out performed 2 schools in ELA and Math combined.
- GLCS Grade 6 students out performed 9 schools in ELA and Math combined.
- GLCS Grade 5 students out performed 22 schools in ELA and Math combined.
- GLCS Grade 4 students out performed 7 schools in ELA and Math combined.
- GLCS Grade 3 students out performed 10 schools in ELA and Math combined.
- GLCS 2016 Grade 4 ranked third in NWI charter schools for ELA ISTEP.
- GLCS 2016 Grade 5 was the second highest scoring charter school in NWI in both ELA and Math.

Notable Achievements: NWEA

- In 2015-16, NWEA winter to winter math growth of the lowest quartile of students was 250.5%, 8th grade reading growth fall to spring was 169%
- Gary Lighthouse College Prep Academy reduced the percent of students in the lowest quartile by over 70% in ELA in the 2015-2016 school year.
- Gary Lighthouse College Prep Academy reduced the percent of students in the lowest quartile by over 45% in Math in the 2015-2016 school year.
- GLCS reduced the percent of students in the lowest quartile in both ELA and Math by over 50% over the last three years.
- GLCS increased the percent of students scoring at or above the norm in each of the past three years. In Fall administrations, 2013-2014 26%; in 2014-2015 35%; and in 2015-2016 the percent increased to 40% in ELA.
- GLCS increased the percent of students scoring at or above the norm in each of the past three years. In Spring administrations, 2013-2014 32%; in 2014-2015 33%; and in 2015-2016 the percent increased to 38% in ELA.
- GLCS increased the percent of students scoring at or above norms in Fall administrations, 2013-2014 28%; in 2014-2015 38%; and in 2015-2016 the percent increased to 36% in Math.
- GLCS increased the percent of students scoring at or above norms in Spring administrations, 2013-2014 22%; in 2014-2015 27%; and in 2015-2016 the percent increased to 41% in Math.
- Grade 8 Special Education students increased the percent of students at or above norms in both ELA and Math since 2013-2015; 0% in 2013-2014 to 22% in 2015-2016.
- At GLCS overall, the percent of Special Education students scoring at or above norms in ELA rose from 2013-2014 0% to 19% in 2016.

Notable Achievements: from Others

- In 2015-16, Achieve3000 recognized the 8th grade academy as first in the state of Indiana for Lexile growth and achievement.
- Student, Terrence Gardner, was recognized by NWI Times Civility Counts recognition.
- Two staff members, Ms. Choi and Mr. Da Costa (Assistant Principal) were Woodrow Wilson fellows and matriculated in the Spring of 2016.
- The city of Gary awarded the Attendance Award for improved attendance in 2016.

Graduating class of 2016 Notable Achievements:

- One senior graduated with an Associate's Degree
- Six students graduated with a 1 year transfer certificate (30 college credits)
- One graduate earned certificates in four welding processes. This student is the youngest in the history of the program to graduate with this

honor and become a member of the National American Welding Society.

- Four students graduated with technical honors in Early Childhood Education, Culinary Arts, and a Certified Nursing Assistant License.
- Three students graduated early.

Areas of Improvement

Although students are showing growth in reading, students are still not reading on the appropriate grade level. An area of improvement for Gary Lighthouse Primary Academy (GLPA) is to improve student reading comprehension and fluency. To facilitate improvement in reading comprehension and fluency, GLPA has added academic interventionists to support students. GLPA also received the Early Learning Intervention Grant that will be utilized to purchase Earobics to strengthen students' phonics and phonological awareness skills. Students have daily access to Chromebooks to facilitate utilization of this program. Students also have access to Listening Centers in each classroom. Selected classrooms receive support from a foster grandparent who is able to work with students, under the direct supervision of the classroom teacher, to increase reading skills. The principal at GLPA was replaced for the 2016-2017 school year.

At Gary Lighthouse Upper Academy (GLUA) there is a large population of students who are below grade level. In order to close the achievement gap GLUA aims to improve intervention and remediation programs in English Language Arts and Math. To close the gap, GLUA will implement the following strategies over the next three years:

- Intentional and dedicated Intervention blocks will be implemented within the schedule for ELA and Math
- Repeated Reading strategy is implemented with all students to increase fluency and Lexile levels.

Lighthouse College Prep Academy acknowledges that areas of improvement include school culture, academic rigor, academic intervention, and student engagement.

Lighthouse College Prep Academy is committed to improvement. One specific area to be improved upon is student proficiency on rigorous standards. We aim to increase ISTEP pass and pass+ rates by adopting rigorous and aligned curriculum that support critical thinking and application of skills and knowledge. Staff are engaged in professional development workshops that focus on engagement strategies. Consistent coaching of teachers coupled with action-oriented feedback will increase teacher proficiency. With the creation of Multiple Tiered Support Systems and protocols for intervention, students who require more intensive support in order to master standards will be strategically targeted and supported. The principal at GLCPA was replaced in 2016.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Not Applicable

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •The school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •The school data profile •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength

1.1: The school's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.

1.2: Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

The purpose and direction (mission) of Gary Lighthouse Charter School has been the foundation of the K-12 charter since the charter was granted and has not been revised. However, in the 2016-2017 school year, the schools within the charter in conjunction with the Lighthouse Academies (LHA) took a hard look at the college persistence rates and recognized the need to regularly and systemically collect college persistence data from alumni. Previously, alumni had not been included in the stakeholder group when looking at school purpose. Up until the granting of the current charter, success and purpose was measured and reported, in part, by high school graduation rate and college acceptance rate. In addition to looking at school purpose as to and through college, the schools and network also revisited the status of arts infusion which is a part of the mission for all Lighthouse schools. The 2016-2017 school year began with a deep exposure to what is possible in an arts infused school inclusive of a required professional development session for principals of all LHA schools. In the current charter, leaders are expected to use quarterly checklists to support arts infusion and to make arts more visible in each school.

In the 2015-2016 school year and in the current school year the region continues its strong implementation of challenging educational programs and equitable learning experiences so that all students develop the thinking and life skills necessary for success. For example: the LHA and each LHA campus has adopted restorative practices to ensure that students experience success especially those who may have previously experienced inequitable treatment (such as higher suspension and expulsion rates). In two years, the out of school suspension rate dropped 80% at NWI Lighthouse. As part of its commitment to meeting the academic and social-emotional needs of all students, LHA created a new Regional Director of School Culture position focused on establishing partnerships with local social services agencies to support students as well as families. Staff and students have also been trained in conflict resolution and mediation strategies.

Actions to sustain the areas of strength:

- LHA remains committed to college access for all. The work to ensure the achievement of that goal lies in every classroom K-12 and the implementation with integrity of the chosen core curricula. LHA will continue to support schools in this implementation of rigorous standards-based curricula (see Standard 3).
- LHA remains committed to closing the achievement gap and is using an electronic data platform the support each leader's and each teacher's use of data to drive instructional improvements (see Standard 5).
- Schools are to focus on an arts rich environment, use quarterly checklists and implement a short list of agreed upon arts infused strategies.
- Maximization of instructional time including the redesign of campus master schedules in varying degrees to increase instructional time for learning. An example would be a newly implemented 90-minute block for Tier 1 instruction and a 45-minute intervention/enrichment block to meet the needs of all scholars at the Gary Upper academy, and the four-by-four 90-minute block being utilized at the College Preparatory

Academy. The modified schedules at these two campuses allow time for weekly professional development and/or collaboration to ensure adherence to LHA expectations and student success.

- To ensure that all voices are heard in the decision making process, all three campuses have developed an Instructional Leadership Team that is composed of teachers of various content and grade levels and administrators. Teams meet biweekly to discuss student and classroom data, curriculum and instruction, and next steps for improving student achievement.

Areas in Need of Improvement

1.3: School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.

The region has adopted some common approaches to intervention but implementation with fidelity is in process. For example, repeated reading has been implemented as a core fluency strategy across all schools and all grade levels. However, some teachers are in the early stages of using the strategy with fidelity. Similarly, to increase number sense and math fluency, teachers of mathematics are using "sprints" to increase student competence and understanding. Teachers at the K-8 grade levels are still becoming familiar with the implementation of sprints and data collection. CPA math teachers will be using sprints in the 2016-2017 school year as needed to support struggling students.

Plans to improve area of need include:

- Systematically collecting and reporting data on student reading level in grades K-8.
- Providing ongoing support for the implementation of repeated reading through professional development.
- Providing ongoing support for the implementation of sprints through professional development.
- Providing ongoing training and support for use of the LinkIt platform for data disaggregation and improvement planning across all campuses.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Copies of surveys or screen shots from online surveys •Survey responses 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2

2.1. Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for and oversight of fiscal management.

2.2 The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.

2.3 The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

2.4 Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high Standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community.

2.5 Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Lighthouse Academies, on behalf of the Gary Lighthouse Charter School Board has established policies and practices that support the school's purpose and direction. Grounded by sound decision making practices that provide the landscape by which high-quality, rigorous instruction takes place in all classrooms, the Gary Lighthouse Charter School Board maintains a vision of high expectations for student achievement across the K-12 continuum. The work of the governing board is driven by shared beliefs and values in all that is possible for the population of students the schools serve.

The Gary Lighthouse Charter School Board leads through an unwavering belief in equitable access for all learners. This belief in equitable access is backed by policies and practices that promote rich and challenging experiences through rigorous research-based curriculum and multi-faceted learning experiences for a diverse population of students. In alignment to a fundamental belief in teaching all children at high levels, the Gary Lighthouse Charter School Board recognizes the importance of building teacher capacity through the implementation of a continuous professional development model. The LHA model is inclusive of job-embedded professional development and cyclical coaching for teachers grounded by customized training sessions based on individual campus needs.

The Gary Lighthouse Charter Board also uses monthly board meetings with LHA staff to review progress, discuss the most recent data, ask probing questions, to hold LHA accountable for progress across all schools. The Gary Lighthouse Charter School Board employs a performance data review process to hold LHA accountable. Based on a needs-driven cycle, the board establishes financial policies related to spending, procurement and budgeting. Such policies are established to benefit the student at the point of classroom instruction. Evidence of this focus is supported via Board bylaws, staff and student handbooks and board meeting agendas.

The board is guided by focused subcommittees who identify and make recommendations for policy to address strategic issues related to school improvement. Long-term planning with short-term benchmarks set the stage for board action in support of fulfilling the schools' mission and vision. The board regularly demonstrates that it's members are free from conflicts of interest to ensure effective governance. Board members also regularly participate in board development sessions and receive training in order to enhance shared knowledge, values and commitment for improvement efforts. Frequent support and development of the board is also provided through Lighthouse Academies partnership with Board on Track.

The Gary Lighthouse Charter Board recognizes its role as a governing body and provides autonomy to the Superintendent and school leaders in the management of day-to-day operations of its schools. As a high functioning board, regular progress reports on current student academic measures, college persistence data, monitoring school safety, education program effectiveness, teacher and staff development as well as systems and procedures to ensure academic growth. Leaders and staff are empowered to utilize continual improvement practices, in recognition of Board tasks, in establishing structures to support student achievement through its policies.

The Board recognizes its role in stewarding educational resources to provide clear direction of priorities and the allocation of resources aligned to campus goals. Alongside strong board governance, Gary Lighthouse Charter School has also placed great emphasis on the identification, selection and retention of strong leaders to oversee its schools. Both at the superintendent and principal level, the organization has placed strong emphasis on equipping its schools with leaders who bring deep experience in urban school settings. These decisions are guided by a keen focus on setting direction, developing people and redesigning the school organization to meet the challenge demands of continuous improvement. To do so, LHA provides structures and support personnel to Gary with the board taking the lead on accountability and removing ineffective staff where and when the desired results are unrealized.

Gary Lighthouse Charter Schools inclusive of a Regional Vice President who leads the day-to-day management of the schools, improvement efforts and direct coaching to principals. This education executive brings a wealth of practical field-based experience in school reform and leadership expertise.

Guided by the LHA mission, the work of campus leaders is driven by high standards of achievement for all students. This is accomplished through access to state aligned coursework pathways (Core 40), customized master schedules, rigorous research-based curricular, high-yield instructional delivery, frequent formative assessments to gauge student progress and data-driven processes to inform the Multi-Tiered System of Support (MTSS) models to address individual student academic and social emotional needs. Unlike traditional modes of goal setting, Lighthouse principals are expected to build a culture that thrives on collective accountability. Through the establishment of ambitious academic goals for students and ownership of student outcomes, LHA leaders are charged with promoting a collaborative problem-solving approach with school and teacher teams. Examples of how LHA leaders drive and support self-directed learning shared leadership and professional growth of teachers include:

- Data based on target attainment to teachers to inform instructional gaps while also highlighting their successes along the way where leaders guide teachers through an analysis of data to identify skill and instructional gaps of students.
- Utilization of flexible student grouping such that students experience targeted interventions.
- The creation of responsive intervention systems during the school day to address skill deficiencies without limiting student access to grade-level content.

LHA principals recognize and understand the need to clearly communicate with all stakeholder groups. To do so, principals avail themselves to answer questions, solicit feedback and develop relationships with stakeholder groups in the communities in which their schools reside.

LHA principals also understand that communication must be timely through a variety of mechanisms. To broaden school improvement efforts, principals build strategic partnerships. while using effective decision-making strategies. Partnerships include the wrap-around supports campuses are able to provide to students via the LHA Restorative Practices model (see Standard 4) which includes:

- Edgewater Systems for Balanced Living: Provides our Lighthouse students and families with therapist(s) who create individualized treatment plans, family counseling, 1 on 1 counseling (push-in to the school), day treatment programs, truancy support and crisis intervention.
- New Horizons Inc.: Provides full-time social work support in all our schools with each campus having at least one full-time social worker. A twelve-week drug and alcohol addiction class, family counseling, parenting classes, and crisis intervention are also provided through this partnership.
- Restorative Approach Practices Student (RAPS) Group: A student leadership team that provides identified students with peer mentoring, peer tutoring and peer jury supports to resolve conflict and student related issues.
- Invested Youth Society: A high school centered program offered once each week for two hours to provide identified students (grades 8-12) with supports in managing aggression, offering replacement interventions, life skills, bullying supports, career/financial development and communication skills training.
- G.R.E.A.T Program: This partnership focuses on our middle school buildings once a week for one hour to provide identified students (grades 5-7) offering student supports in goal setting, communication skills, empathy for others, bullying supports, responding to peer pressure, anger management, conflict resolution, as well as gang and violence awareness.
- Pride Room: An on-site regional space is designed to support students in grades 3-12 needing additional support in the development of social skills, life skills, 1 to 1 academic supports, offering teacher-student and student-student repairs, behavior replacement strategies, and academic goal setting.
- The Artists Circle: This off-site focused on students in grades 6-12 utilizes a more intensive specific focus on social skills, life skills, character education, student repairs following explosive behaviors, independent living skills and arts infusion activities for students to express anger, loss, grief and other feelings inhibiting their success academically.

· Restorative/Repair Circle Setting: All campuses utilize a circle setting to repair relationships between student to student and student to adult which teaches respect, communication skills, forgiveness, empathy, take ownership for actions, strengthen community, promote safety and trust, equality.

Actions to sustain the areas of strength include:

- Continuing regular training and development sessions for the Gary Lighthouse Board focused on effective school governance processes and procedures.
- Leverage ongoing support LHA provides to further refine policies and practices related to fiscal management.
- The continued formation of board sub-committees to formalize policies and practices related to the achievement of campus goals.
- Utilizing board meeting reports to hold campus leaders accountable for goals included in the Ball State Charter Agreement.

Areas in Need of Improvement

2.6 The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.

Gary Lighthouse Charter School is in the early stages of implementing a highly rigorous supervision and evaluation model for its teachers centered around the Danielson Framework for Teaching. The organization has moved away from a once a year view of teacher practice and shifted towards frequent and meaningful real-time coaching sessions linked to measurable indicators for effective teacher practice. In addition, LHA's national Tiered Site Support visits will continue three times alongside institutes, and other professional development sessions to build teacher and leader capacity.

These major shifts in what gets taught alongside the ways in which teachers are coached on what great teaching looks like is working to yield a professional learning culture where teacher action plans work in support of student achievement goals for all schools.

Areas in need of improvement include:

- The establishment of coaching cycle that holds educators accountable for individually and collectively analyzing student work, and using data to address learning needs in areas of essential knowledge and skills as the LHA curriculum is implemented.
- Building capacity through professional development to enable teachers to design differentiated supports and focused interventions to strengthen and enhance student learning target areas.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Products – scope and sequence, curriculum maps 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of assessments that prompted modification in instruction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Data used to identify unique learning needs of students 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3

Areas of Strength

3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

3.2: Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

3.4: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. 3.6: Teachers implement the school's instructional process in support of student learning.

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

3.11: All staff members participate in a continuous program of professional learning.

3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.

Gary Lighthouse Charter School and the entire Lighthouse Academies network has adopted three research-based curriculum programs for implementation in the Language Arts and Mathematics classrooms. These programs, Core Knowledge Language Arts (K-2), Expeditionary Learning (3-8), and Eureka Math (K-8), were selected after a thorough review process due to their alignment to the Common Core State Standards (CCSS) and their alignment with our beliefs that all students must be actively and intellectually challenged throughout the learning process. In addition to internal review, a recent external evaluation of 26 commonly-adopted math programs and 7 commonly-adopted English Language Arts programs conducted by EdReports.org has indicated that Eureka Math and Expeditionary Learning are the highest rated programs aligned to the CCSS.

In addition to adopting rigorous common curricula, school leaders have worked diligently to ensure that these programs are consistently implemented with integrity to the rigor of the Common Core while also considering the needs of our students and the requirements of the Indiana State Standards. During the summer months, leaders analyzed the curricular programs and adjusted them to incorporate Indiana State Standards that were not addressed.

During the school year, staff members engage in a continuous program of professional learning that includes observation and individual feedback every 1-2 weeks. This feedback loop includes curriculum-in-hand observations where leaders review the curriculum program lesson plans to ensure that the lessons are executed with integrity to the intended. Following the observation, teachers participate in a coaching meeting in which they reflect on the extent to which all students were intellectually challenged in the lesson.

Teachers and leaders utilize these coaching meetings, grade level team meetings, and professional development opportunities offered by the school to continually increase the frequency and quality of student intellectual engagement in standards-aligned work. The Danielson Framework for Teaching is referenced (indicator 3c) to enable teachers to track their progress and plan for moving to the next level of proficiency.

The schools ensure that students' progress is routinely identified. In all classrooms, teachers utilize formative assessments, such as exit tickets, do nows, and interim assessments to identify areas for growth including misconceptions and gaps in student learning. Leaders work with teachers to interpret the results of formative assessments and to build and implement a plan to address individual student needs.

The schools have implemented a systematic approach to addressing individual student needs. In addition to differentiated instruction in the general education classrooms, an intervention block has been added to the daily schedule for all students. During the intervention block, students receive targeted small-group instruction on objectives aligned to their individual needs as demonstrated on the formative assessments. Leaders monitor the intervention data routinely and intervene with teachers and students as needed to ensure that students are successful.

Students, parents and families are meaningfully engaged in student learning at each campus. Individual campuses engage parents through family nights highlighting academic areas (e.g. Family Literacy Night) and/or through routine newsletters that describe the work that students are doing at school. While these strategies give families a general window into student progress, a more tailored approach is taken through quarterly student-parent-teacher conferences. During such conferences, families and teachers discuss the areas of progress and the areas for development of the individual child.

Additionally, the schools work to keep parents continually engaged in student learning through progress reports, phone calls, and other in-person meetings as needed. For high school students, conferencing about progress is also embedded in the Advisory program. Students

receive routine academic counseling where they examine their progress, identify areas for growth, and create individualized action plans to address the growth areas.

Together, the strong curriculum program, individualized intervention program, assessment program, student/parent feedback plan and continuous professional development program have led to strong results. In 2016, 94% of LHA NWI scholars were accepted to a two or four-year college and 98% graduated from high school in four years.

Actions to sustain the areas of strength:

- * The schools will continue to utilize the Core Knowledge Language Arts, Expeditionary Learning and Eureka math programs with emphasis on implementation with integrity to the rigor and with modifications to provide additional scaffolds and opportunities aligned to the needs of the students and to the requirements of the Indiana State Standards.
- * The schools will also continue to implement and develop their continuous professional development program, with an emphasis on improving instructional quality as measured by the Danielson Framework for Teaching and as measured by increased academic performance on the ISTEP, NWEA Map tests and on the End of Course Assessments.
- * The schools will also continue to strengthen the intervention program to ensure that students receive the strongest instruction possible aligned to the needs of individual students. This will lead to increasingly strong high school graduation and college admissions results above and beyond the strong results the schools have already demonstrated.

Areas in Need of Improvement

3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

3.7: Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Plans to improve areas of need:

- * While Gary Lighthouse Charter School has greatly improved its curriculum design, instructional practice and assessment program since the last charter renewal, there are several components still under development. First, the school is working to more consistently implement strategies that engage all students cognitively throughout daily instruction.

To address this, the Lighthouse Academies network has identified "intolerable" engagement practices, such as practices that allow for a pattern of question and answer that engage a single student at a time. These intolerable practices have been paired with specific replacement strategies (such as think-pair-share and jigsaw) that are required practice in all schools. Additionally, the schools are working to ensure that high lever engagement strategies that are embedded in the ELA and math curriculum programs are implemented consistently and in ways that uphold the cognitive engagement for all students.

During formal network-initiated Tiered Support visits, routine walkthroughs, and individual classroom observations (all grade levels and content areas), leaders are working to give direct feedback to teachers about this and to provide professional development opportunities to collaborating teams of teachers to develop their skill in these high lever engagements strategies.

- * In addition to increasing the instructional program, the school is working to ensure that each student has an advocate at the school who is keenly aware of the student's educational experience. At the high school level, the students are each assigned an advisor

* Finally, the school is working to achieve greater consistency through its grading policy. The school has begun to standardize the types of materials that are graded and has stipulated the 70% of the grade will be based on formal assessments of standards mastery.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •na 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •NA 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength

4.1 Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support

staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.

Gary Lighthouse Charter School works to ensure that all of its building are staffed with highly qualified staff. Driven by a Lighthouse national human resource team, school leaders are able to draw on a varied pool of candidates from the northwest Indiana region and the rest of the country. Candidates are screened by the human resource department, and based on school needs principals are able to customize job postings and drawn on candidates who fit the profile of what the school needs. Once candidate profiles are created, an electronic application platform allows principals to receive regular emails once candidates have applied. These emails include a summary of a candidate's education, experience, writing sample and other pertinent information. School leaders are able to contact candidates directly to schedule interviews. Structured interview protocols are utilized for all levels of the school organization driven by scenarios, pedagogical and philosophical assessments and demonstration exercises including sample lesson executed with students in real-time.

Each year principals engage in budget planning with the Regional Vice President and Regional Director of School Operations to identify levels of staffing required to provide students with the greatest opportunity for academic success. Resources are allocated towards the student and staffing levels are designed to support the mission of the schools with specialized positions designed to address the unique needs of students. Gary Lighthouse Charter School also focuses on ensuring there is not an overabundance of staff and has made reductions in some positions such as the levels of Director of Teacher Leadership positions who were not directly supporting students in an effort to push dollars and resources towards the student. An example of this would be instructional interventionists at the K-7 grade levels who push into classrooms to provide targeted supports to close instructional supports to students. At the high school level academic counselors also provide academic supports while also ensuring that students are on-track to graduate by owning course selection, remediation supports, college and career counseling and advisory supports.

We have also created targeted regional positions to better equip principals to manage some the the unique challenges our students face. For example, having a growing special education position, our school leaders are able to leverage the expertise of a Regional Director of Special Education who specializes in programming, legal compliance, and providing identified students in need of services. Due to the varied social-emotional needs of our students, we have also create a Regional Director of School Culture role aimed at helping principals implement our restorative approach across our schools, coupled with leading outside partnerships designed to meet student needs.

4.2 Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school.

Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Gary Lighthouse Charter School recognizes the impact the amount of quality instructional time has on improving student achievement outcomes. The use of instructional time serves as a determining factor in the ways time management lends itself to maximizing learning for students. Leaders have been able to allocate resources to support additional time-on task. To ensure schools are utilizing time effectively we have also streamlined ways in which we use time in three core areas:

- More time on task: Leveraging longer class periods, our common core aligned curriculum is paired with real-time interventions to support students requiring differentiation. Removing barriers that inhibit instructional time such as lengthy transitions, lack of instructional focus, and random instructional delivery techniques, our schools are now able to ensure that our students are fully immersed in bell-to-bell instruction. Also, the addition of in-school interventions, academic supports and extended instructional blocks, students spend more "time on task"

practicing and working through targeted content aligned to state standards. Our high school has implemented a four-by-four 90-minute block with customized course selections based on student need. Scheduling in the K-7 schools includes longer blocks for classroom interventionists to push-in to meet individual student needs based on identified areas of skill deficiency.

- Depth and breadth: Having more time our teachers are able to deepen their instructional work with students. Our standards-based curriculum offers deeper exploration of content across multiple lessons that are cyclical in nature. With a stronger use of instructional time paired with the gradual release of responsibility as the guiding instructional framework, students are engrossed in subject specific material through a multitude of learning contexts and modalities.

- More opportunities for planning and professional development: Utilizing longer instructional blocks of time our schools have been able to build in time for teachers to engage in common planning and on-site professional development. Development sessions take place regularly and are designed based on data findings from weekly cultural and instructional classroom walks. School leaders are able to customize their professional development model during the school day, after-school and via early morning sessions based on the school schedule.

4.3 School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

School leaders recognize the importance of maintaining safety, cleanliness and a healthy environment for students. Gary Lighthouse Charter School holds its leaders accountable for maintaining positive school environments and those expectations are filtered down to standards for teacher and student behaviors that align to organizational expectations. In an effort to effectively streamline and promote high expectations across our buildings, a Regional Director of School Operations (DRO) manages all facilities and ensures buildings are safe and clean for students.

The successful management of school environments is a necessary and essential educational investment with a clear connection between the quality of schools and educational outcomes for students. Gary Lighthouse Charter Schools has made necessary investments in staffing buildings with engineers and custodians who manage optimal performance concerning its buildings. Further, the DRO has led extensive investments in building repairs and maintenance to ensure students are educated in the most conducive environment possible. Supporting the DRO is a Building Manager who works across Gary Lighthouse Charter Schools to train and develop custodial teams, track building efficiencies and implement/manage capital projects.

Student safety is paramount in our schools. All schools conduct yearly reviews of campus safety protocols, including the development of safety plans for each campus. A calendar of safety drills and exercises are tracked by the School Operations Managers at each campus. The DRO tracks progress of all improvement efforts.

4.5

In support of the academic program, Gary Lighthouse Charter School ensures that all campuses are equipped with technology that extends and builds upon the rigorous curriculum delivered across all classrooms. To do so, yearly needs assessment data is obtained from an annual technology inventory for each of the Gary Lighthouse Charter School campuses. As technology needs are identified for each campus, LHA working on behalf of Gary Lighthouse Charter School follows as closely as possible to the technology specifications established by Indiana Department of Education (IDOE).

Building on IDOE recommendations, Gary Lighthouse Charter School classroom technology model was collectively established by national

and school leaders and has been in effect for several years now. An example of the standard classroom technology model consists of:

- SmartBoard/BrightLink interactive board or LCD projector in every classroom.
- Document camera, and external speakers in every classroom.

We believe this model allows teachers to be flexible and creative in how they present their content and learning objectives for teaching. Also, the information technology infrastructure for each site of Gary Lighthouse Charter School consists of three separate 100mb Fiber Internet connections with each school having its own domain. Each site maintains its own web content filtering solution. Web filtering provides CIPA compliant internet filtering for all users as we focus on protecting our students from inappropriate internet content while simultaneously allowing access to online educational resources needed in today's 21st century learning environment. Also to provide technology resources to families and others within the Lighthouse organization, the wireless infrastructure offers guest wireless connectivity for all members of the school community including parents, professional development consultants, board members, regional and national support teams.

The infrastructure for all Gary Lighthouse campuses is customized to fit the developmental needs of students, campus academic programming, as well as leadership requests in alignment to campus goals. The following summaries describe the uniqueness of technology hardware and programming across our schools:

Gary Lighthouse Charter School Primary Academy serving students in grades K-2 provides 120 Chromebook devices managed on four computer carts consisting of 30 devices each. Due to the developmental ages of the students, Chromebook devices are currently managed under the direction of school leadership, through GAFE (Google Apps for Education). This allows for easy implementation and quick deployment of web-based programs and online testing applications such as NWEA and ISTEP. In addition to Chromebook devices, 30 desktop computers are disbursed throughout all classrooms within the school. This equates to approximately two desktop computers per classroom. There are 150 computers available to students currently. Chromebooks are used daily by rotating each cart of thirty devices for each classroom and grade level. The principal and/or assistant principal coordinates the use of technology by working with each grade level and/or teacher, aligning specific academic objectives with the various web-based software programs made available on the devices. The use of the current programs reinforces academic goals for each student and are used diligently for reading and math intervention. The programs subscribed to are: Dreambox, Razkids (Reading A-Z) and Earobics.

Gary Lighthouse Charter School-Upper Academy serves students in grades 3-7 and provides 380 Lenovo netbook devices managed on 13 computer carts. The school also has one cart of 30 Chromebook devices provided as an introductory cart to Chromebooks. In total, there are 410 student devices utilized on campus. This campus is in the process of phasing in Chromebook-type devices for students in grades K-8. The use of the current programs reinforces academic goals for each student and are used diligently for reading and math intervention. The programs subscribed to are: Dreambox (for math intervention), Study Island, Reading A-Z and Moby Max. During online testing such as NWEA and ISTEP, students are prepped and devices are used as according to the testing schedule. In addition to daily classroom technology use, students in grades 3-7, also receive formal technology instruction from a computer teacher. Skills taught and learned include: digital-citizenship, web-quests and research, typing skills, online testing preparation, and Microsoft Office applications.

At Gary Lighthouse College Preparatory Academy (GLCPA) currently we utilize a hybrid model of student technology. The hybrid approach allows us to expose students to various types of modern devices so that they build technology proficiency by the time they graduate high school and move on to college. The school's fleet of technology devices include six Chromebook carts (180 devices) and seven HP Stream carts (210 Windows 10 devices). There is also one general purpose computer lab of thirty desktop computers and twelve supplemental Lenovo netbook devices to accommodate large size classes using the computer lab. Chromebooks at GLCPA are consistently used for intervention, web-based programs, and internet research and projects. Web-based programs the school subscribes to are: Achieve3000, Dreambox, and Plato. Since the implementation of Chromebook devices during the Winter of 2016, our 8th grade scholars in particular, have

increased their overall reading growth by 2.5 years. We feel this was made possible by aggressively implementing the program Achieve3000 using the Google (Chromebook) platform. The student growth in reading outcomes by the end of the school year 15-16 were impressive and formally recognized by the vendor and GLCPA school leadership. Of the 150 schools in Indiana utilizing Achieve3000, 8th grade academy at GLCPA made the most growth, state-wide. As a result, Achieve3000 selected GLCPA students to be honored and recognized at a recent town hall meeting where students received medals, awards, headphones, Achieve3000 bracelets, and certificates. Further, HP Streams are the newest student devices at GLCPA. The devices include Windows 10, internet access and Microsoft Office 2010. All students in all grade levels use the HP Stream devices to conduct internet research, write project papers, research and apply to colleges, access educational websites, and to take online tests such as NWEA, ECA, ISTEP, and ACT.

In addition to the evolving general technology program at GLCPA LHA applied for and received a \$20,000 Project Lead The Way (PLTW) technology grant for SY 2016-2017 and 2017-2018 respectively. The PLTW grant is paving the way for STEM sciences within GLCPA beginning with our 8th grade scholars. There is currently one computer lab dedicated to Project Lead The Way Gateway, with discussions to continue expansion of the program to other grade levels, both lower and higher. The key to maintaining and growing the PLTW program will be a strategic effort by attracting and retaining certified STEM educator(s) as well as build out and sustain the program financially.

4.6

Almost three two years ago, Lighthouse took a hard look at suspension rates and academic outcomes and became determined to do the hard work of changing our practices to better support our students from a whole-child perspective. Though we have more work to do our educators and principals have reduced suspension rates network-wide by 80% in just two years. Having reached that initial goal, a new 2016-2017 goal has been established: further reduce out of school suspensions by another 80%. Our ultimate goal: No student who attends a Lighthouse Academy will be suspended out of school. Gary Lighthouse Charter School campuses believe in doing whatever it takes to provide all students with the emotional, physical, social and academic supports they need to be successful not only in the school setting, but when they graduate and enter society as young adults. Recognizing that many of the students we serve often come to our schools with grave social-emotional challenges that inhibit academic progress, we work tirelessly to implement a regional model of support designed to remedy all challenges a student may face. To ensure we are meeting individual student needs across the Gary K-12 continuum we have designed:

- Aligned Multi-Tiered System of Supports (MTSS) for all students requiring targeted intervention.
- A list of in-school and out-of-school support services for students and families that elevate based on the severity of student needs.
- Weekly data review cycles across all schools to drive targeted supports for students.
- Systematic processes to measure the effectiveness of the student supports/programs implemented for each individual child.
- Targeted improvement plans to more effectively meet identified student's needs.

As we work to ensure that academic achievement remains paramount, schools are required to support our student's emotional, physical, and social needs through an MTSS structure designed around the age, cognitive and emotional development of students. A designated support team meets weekly to look at a combination of behavioral and academic data points to identify customized supports and offerings to support students inclusive of Tier 1 levers of support in the classroom. Through a rigorous training model for our teachers we work to ensure that adults at every level of the school organization are held accountable in creating a healthy learning environment for all students. Utilizing a sound model of support for all students K-12, we have come to recognize that there are some social-emotional issues that require added supports beyond the walls of the schools. To that end we have worked with agencies within the Gary community to establish partnerships to support our most challenged students. Those partnerships include:

- Edgewater Systems for Balanced Living: Provides our Lighthouse students and families with therapist(s) who create individualized treatment plans, family counseling, 1 on 1 counseling (push-in to the school), day treatment programs, truancy support and crisis intervention.

- New Horizons Inc.: Provides full-time social work support in all our schools with each campus having at least one full-time social worker. A twelve-week drug and alcohol addiction class, family counseling, parenting classes, and crisis intervention are also provided through this partnership.
- Restorative Approach Practices Student (RAPS) Group: A student leadership team that provides identified students with peer mentoring, peer tutoring and peer jury supports to resolve conflict and student related issues.
- Invested Youth Society: A high school centered program offered once each week for two hours to provide identified students (grades 8-12) with supports in managing aggression, offering replacement interventions, life skills, bullying supports, career/financial development and communication skills training.
- G.R.E.A.T Program: This partnership focuses on our middle school buildings once a week for one hour to provide identified students (grades 5-7) offering student supports in goal setting, communication skills, empathy for others, bullying supports, responding to peer pressure, anger management, conflict resolution, as well as gang and violence awareness.
- Pride Room: An on-site regional space is designed to support students in grades 3-12 needing additional support in the development of social skills, life skills, 1 to 1 academic supports, offering teacher-student and student-student repairs, behavior replacement strategies, and academic goal setting.
- The Artists Circle: This off-site focused on students in grades 6-12 utilizes a more intensive specific focus on social skills, life skills, character education, student repairs following explosive behaviors, independent living skills and arts infusion activities for students to express anger, loss, grief and other feelings inhibiting their success academically.
- Restorative/Repair Circle Setting: All campuses utilize a circle setting to repair relationships between student to student and student to adult which teaches respect, communication skills, forgiveness, empathy, take ownership for actions, strengthen community, promote safety and trust, equality.

4.7

Based on the overarching goals and mission of Lighthouse Academies, all Gary Lighthouse Charter School campuses provide counseling services to support the educational process of all students. Counseling services are provided through a variety of resources and programs, all of which promote career planning, support students emotional well-being, guide students and their families to access community resources and empower students to resist negative social influences.

Gary Lighthouse Charter School's counseling services are based on a staffing model that allows for academic Multi-Tiered Systems of Support (MTSS) and curriculum differentiation. An example of customized differentiation for students includes the newly developed academic counseling model at the CPA used to monitor each student cohort in regards to attainment of credits, ECA passage, audit of student transcripts and the creation of varied student schedules using multiple pathways based on student academic need. Academic Counselors track all essential data and work collaboratively with student and families. They also provide specific grade level supports by pulling small groups of students for intervention daily, facilitating 12th grade FAFSA and monitoring the completion of college applications. Furthermore, to ensure the Academic Counseling model is effective, all students' schedules include an Advisory class to address the student's responsibility around career planning, goal setting academic supports and individualized graduation plans. A student's graduation plan and all current data concerning credits, ECA scores, ACT scores, ISTEP, NWEA scores, Lexile score, and grades are documented in a data dashboard excel document used by the Instructional Leadership Team to continuously use data to drive course corrections based on student need.

An additional strength of the counseling model that Gary Lighthouse Charter School employs is its emphasis on building collaborative relationships with outside counseling agencies. By tapping into the outside resources available in the community, Gary Lighthouse Charter School is able to provide a robust social service delivery model. This model works in conjunction with the Restorative Practices model and allows for specific student populations and their families to be supported with targeted therapy. Gary Lighthouse Charter School currently contracts with the following mental health facilities in support of students having severe needs:

- Edgewater Systems for Balanced Living

- Crown Counseling Services
- New Horizons Inc.
- Regional Mental Health Center

These outside counseling agencies also provide the schools licensed social workers/therapists who create individualized treatment plans for students, organize wrap around services for families in crisis and serve as an integral link in the overall MTSS structure of Gary Lighthouse Charter School.

In addition, Gary Lighthouse Charter School also incorporate counseling programs to target specific student populations. Across all campuses, Restorative Approach Practices (RAPS) are utilized to facilitate conflict resolution. This practice which focuses on prevention, intervention and community reconnection, allows students, staff and families to participate in repairing relationships through a therapeutic process. Specifically, at the LCPA, the outside counseling programs of Invested Youth Society, which teaches life skills and G.R.E.A.T Gang Resistance Education and Training are utilized to target student populations that require an intensive level of support.

To further emphasize the importance of counseling services for all students, the Gary Lighthouse Lower Academy campus employs a full time licensed social worker. This social worker has been on staff for many years and has provided support for all students who may suffer from emotional difficulties, strained family dynamics and psychological disturbances from physical or mental abuse. This social worker addresses the needs of students and their families by advocating for appropriate social services. Through collaboration with teachers and staff the Social Worker can organize a team of professionals to create interventions with positive solutions.

Gary Lighthouse Charter School recognizes the need to have clear and consistent processes to support families of students who for reasons beyond their control have deficiencies that inhibit academic progress. The methods for identifying students with special education needs follow the federal requirements of IDEA 2004 and the Indiana State Law in Article 7. To identify students for special education services, a multifaceted approach is utilized. Referrals for special education services can originate from a Multidisciplinary Team request, parent request or an outside agency such as, court orders, Department of Child Protective Services, and Counseling agencies. Within this process the function of a Multidisciplinary Team is to meet and discuss students' academic progress and behavioral data, then make further recommendations for support. If a student is consistently performing below grade level or consistently struggles to behave appropriately, a Multidisciplinary Team will come together to develop strategies to support the student. In this process, the Multidisciplinary Team reviews existing information, identifies the suspected disability or disabilities for which the student should be evaluated, and determines what, if any, additional information is needed to help the case conference committee determine whether the student is eligible for special education services. After this review, if additional data is needed to make an eligibility determination, specific team members can gather the additional information identified.

At any time, any parent may request that their child be referred for special education services. Once the referral request is made in writing, the Multidisciplinary team meets to discuss all relevant, current academic and behavioral data. The Team also decides what type of suspected disability the student will be evaluated for. Once the team analyzes the data, it has the option to either conduct an evaluation or not. If the team decides to evaluate the parent signs the consent forms and the evaluation is completed and the case conference is held within the 50-day timeline. If the team decides not to evaluate the student, then it must provide the reasoning to the parent in writing within 10 days. Historically across all Gary Lighthouse Charter School parent requests for an evaluation are not usually denied. In the rare case that the evaluation is not recommended, a further plan to support the student academically and behaviorally is developed.

In most cases students in Special Education are also provided counseling services through the development of their Individualized Educational Plan (IEP). At Gary Lighthouse Charter School, many students who are in special education programs participate in the social-emotional learning curriculum alongside academic programming. This curriculum focuses on cognitive skills, and social skill development. It

is generally facilitated by the student's teacher of record and further supported through a consultation process with the Gary Lighthouse School Psychologist. In addition, students in special education programs who are ages 14 through 22 have a transition plan developed as an integral part of their IEP. These plans are designed to identify a coordinated set of activities which identify student strengths, preferences and interests to foster the development of employment, career planning and other post-school adult living objectives.

Areas in Need of Improvement

4.4 Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Gary Lighthouse Charter School recognizes the need to improve information resources at the point of the classroom and the necessity for students and staff to have access to media information resources in order to improve educational outcomes for students. We also understand the need to direct staffing resources to support the instructional side of technology to disseminate resources, train teachers, and provide direct support to students grow in use of technology tools to support their learning.

We are currently working on bridging this divide as we begin a multi-year effort to improve teacher and student access to media and information in our schools. Our efforts led by a Chief Information Officer has been initiated with an emphasis on building customized infrastructures in each of our schools as outlined in section 4.5 of this application with a continual focus on broadening programming and resources in all of our schools.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

BSU Continuous Improvement Report

Gary Lighthouse Charter School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength

5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system.

5.2: Staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, program evaluation, and organizational conditions.

5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at SY 2016-2017

the next level.

5.5 Leadership monitors and communicates comprehensive information about student learning and achievement of school improvement goals to stakeholders.

Lighthouse Academies on behalf of Gary Lighthouse Charter School has contracted with LinkIt! a comprehensive data platform to import and analyze multiple assessment measures including NWEA, Lighthouse Interims, IRead, and ISTEP. The data can be disaggregated to look at trends by gender, grade level, cut scores, mastery of standards, proficiency rates, NWEA RIT band, pass rates, etc. Each of the LHA campuses in NWI have established processes to merge data with the system and produce reports that are used to determine student grouping, growth, targeted interventions, and program effectiveness. The LHA Deputy Schools Officer facilitates collaboration between LinkIt! staff and school principals to maximize use of this powerful tool. The Gary Upper Academy contracted individually in 2016-2017 to bring LinkIt! staff to the school to support their efforts to identify students for intervention groups. Each year, leader and teacher familiarity is supported with professional development. Evidence of effective use of assessment data has been documented through the LHA Tiered Support Visits. Overtime, teacher effective ratings (Danielson) and NWEA/Lexiles have positively changed. School Culture of Achievement Plan goals and related data also indicate improvement.

In addition to providing a data management platform, LinkIt has provided LHA with interim assessments in ELA based on Common Core and Indiana standards. These quarterly assessments are reviewed for validity and reliability. Those reports are available upon request.

School leaders and teachers regularly communicate comprehensive information externally about student learning to students, parents, the governing board, the LHA network, and the authorizer as requested. Delivery methods include: student/teacher/parent quarterly in person conferences, quarterly report cards, monthly board reports.

The following is an excerpt from a recent monthly board report which is a public document:

Preliminary ISTEP+ Results Spring 2016

Grade	Math	Reading
3rd	28.9%	38.9%
4th	22.1%	42.6%
5th	48.5%	47.4%
6th	24.4%	39.1%
7th	13.0%	27.6%
8th	17.9%	32.7%
10th	44.4%	18.8%
Total	25.6%	37.9%

Internal communication includes data meetings between school leadership and teachers at the conclusion of assessment cycles. School leaders work alongside teachers to analyze and interpret student data and to action-plan improvement efforts. This data is then communicated to students and families as parent meetings/conferences.

The conditions that support student learning and achievement are systematically monitored by school leaders and by the LHA network. Each school has established and instituted regular instructional rounds in the form of walkthroughs. Teams of leaders from within schools and across schools spend from 5 - 20 minutes in each academic classroom no less than once every two weeks to look for evidence of effective teacher planning, execution of lessons, evidence of remediation and re-teaching as necessary. In addition to walkthroughs, teachers are

regularly observed and provided formative and summative feedback in the form of Danielson ratings and, most importantly, action planning. Trends are observed and used as the basis of school-wide, department, or individual teacher professional development. Conditions that support student learning are also monitored and addressed through a LHA policy-established process called Tiered Support Visits. Tiered Support Visits are planned for each Lighthouse campus and the focus and frequency of the visits is determined by needs demonstrated by the school, Regional Vice President and network leaders. NWI schools are placed in the highest tier and receive the most support based on the one-year charter status and data trends. Tiered Support visits conclude with detailed action plans.

Actions to sustain the areas of strength:

* Gary Lighthouse Charter School will continue to focus on its use of data at three levels: school, teacher and student.

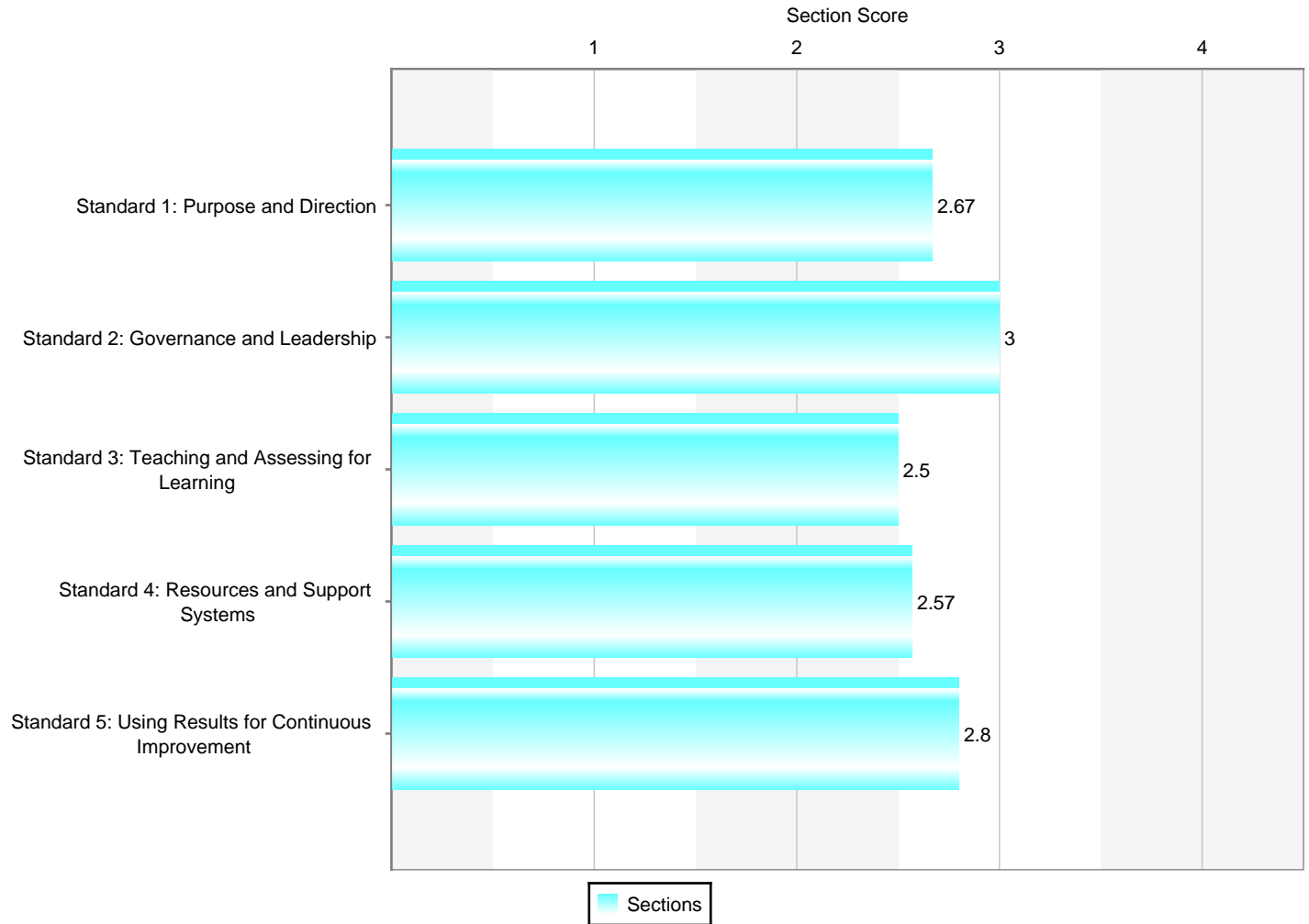
* At the school level, Gary Lighthouse Charter School will continue to use Tiered School Support Visit findings in combination with historical NWEA MAP and state test data to identify the overall progress of the school and to identify opportunities to better meet the needs of the school. Recently, this level of analysis of data led us to make programmatic changes to increase instructional time and professional growth time for teachers. At Gary Lighthouse Upper Academy, for example, the schedule now includes 90 minute blocks for ELA and math and a daily 45 minute intervention/enrichment block for all students.

- At the teacher level, Gary Lighthouse Charter School will continue look at teacher/classroom-level trends in NWEA MAP and state test data as well as interim assessment data and unit test data (where interims are not available). Additionally, the leaders will use ratings on the Danielson Framework for Teaching collected during Tiered Support Visits, observations and walkthroughs to identify areas for instructional development and opportunities for differentiation within the general education classroom setting. Over the past year, this level of analysis has led us to make staffing decisions that place our strongest teachers in front of the students who need the most support. It has also enabled us to strategically develop our teachers with targeted coaching in the areas that will most significantly impact student learning.

- At the student level, Gary Lighthouse Charter School will continue to use students' historical NWEA MAP and state test data (housed within the LinkIt warehousing and analytics platform), as well as students' current interim assessments and formative assessment data to identify students who are academically at risk, to differentiate instruction for students in the general education and RtI setting. Leaders and teachers will monitor the progress of all students within the RtI program through the use of intervention data. Last school year, Gary Lighthouse Upper began this targeted monitoring and additional investment in intervention support for students in reading. Early indicators show that this strategy has significantly changed student outcomes on the iREAD-3, where pass rates have increased to 75.2% during the spring assessment and about 88% after the summer assessment.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Gary Lighthouse Charter School did not complete the Stakeholder Feedback Data Document	

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Gary Lighthouse Charter School did not complete the Stakeholder surveys

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

NA

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

NA

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

NA

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

NA

What are the implications for these stakeholder perceptions?

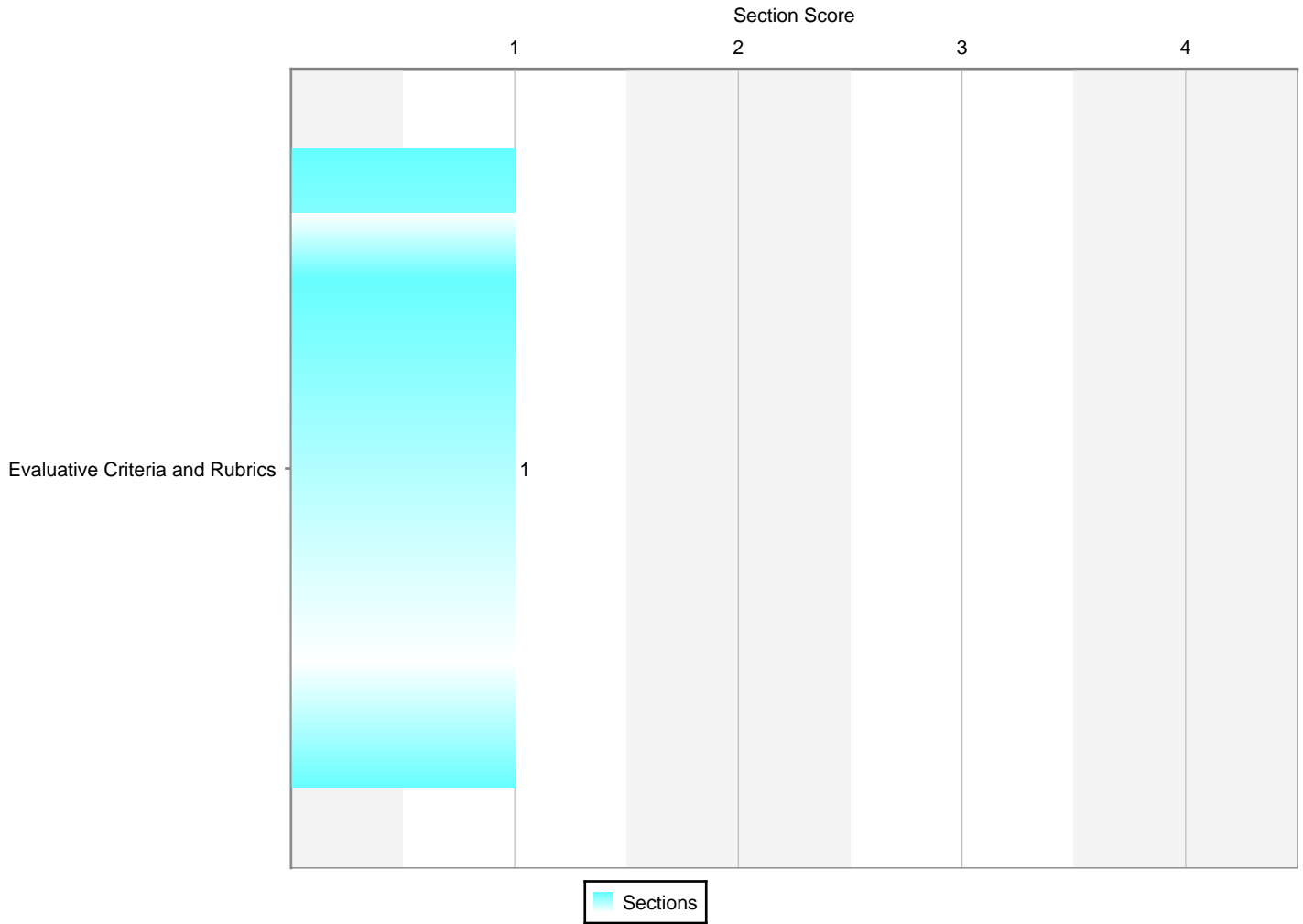
NA

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

NA

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The attached documents were created by our data warehouse and assessment provider, LINKIT. The charts show over all proficiency in Math and ELA on the NWEA, ISTEP, TRC, and ECA assessments. The charts also break down the data into subgroups. The subgroups include race/ethnicity, gender, and free/reduced lunch. There is a document created for each of Gary Lighthouse Charter School's three campuses.	LCPA Data Document GLPA Data Document GLUA Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

- Gary Lighthouse Charter School Graduation Rate: 97%.
- The number/percentage of high school students' enrolled/earning credit in Dual Credit Courses: 2016-2017 40%.
- IREAD3 scores have increased.
- For the past three years Gary Lighthouse Charter Schools, Lighthouse College Prep Academy has shown an increase in the percentage of students who graduate from high school. In 2013-2014 the graduation rate was 86%, 92.4% in 2014-2015, and 97% for the 2015-2016 school year.
- The number of students enrolled in dual credit classes has been above the expected level of performance for the past three years. During the 2014-2015 school year Gary Lighthouse Charter School started enrolling students in dual credit class and has consistently exceeded the expected 25% of students enrolled in such classes. In 2016-2017, Lighthouse will have a total of 40% of its students enrolled in dual credit courses.
- During the spring of 2014-2015, the percentage of students passing IREAD was 68%, in the spring of 2015-2016, the percentage increased to 75.2%. With the inclusion of 2015-2016 summer testing results, Gary Lighthouse Charter School achieved a total of 88% students passing the assessment.

Describe the area(s) that show a positive trend in performance.

The NWEA goal for Gary Lighthouse Charter School suggested that 60% of students meet individual projected growth goals. Although 60% of GLCS students did not meet projected goals, they did show an overall increase in the percentage of students having met performance goals (45.09% in the spring of 2015 to 50.2% in the spring of 2016).

Although ISTEP data is preliminary, Gary Lighthouse Charter School also showed positive growth in the overall percentage of students passing the math assessment. In the spring of 2015 the pass rate for Gary Lighthouse Charter School was 19.9% and in the spring of 2016 the overall pass rate was 25%, showing 5% growth.

Which area(s) indicate the overall highest performance?

The area that indicates the overall highest performance at Gary Lighthouse Charter School is English Language Arts. One area with the highest performance was the percentage of students passing the IREAD3 assessment. GLSC realized an increase from 68% during the 2014-2015 school year to 75.2% during the 2015-2016 school year, a 7.2% increase. This number increased to 88% of students passing the IREAD3 assessment after the summer assessment period. The following grade levels met respective NWEA growth goals:

- 71% of kindergarten students met end-of-year growth goals.
- 60% of 5th grade students met end-of-year growth goals.
- 61% of 7th grade students met end-of-year growth goals.
- 62% of 8th grade students met end-of-year growth goals.

An additional area in which Gary Lighthouse Charter School demonstrated high performance is the percent of typical growth made in
SY 2016-2017

reading, as measured by NWEA. In school year 2015-16, an average of 128% of typical growth in reading was achieved in kindergarten through 8th grade. Further data supports growth and proficiency in ELA as measured by Achieve3000. Typical Lexile growth for 8th graders is 50 points. In the 2015-16 school year, 8th grade students grew an average of 136 Lexile points, which equates to an average of 2.68 years of growth in reading.

Which subgroup(s) show a trend toward increasing performance?

NWEA Map growth data indicates that Grade 8 Black and Hispanic students increased performance on the ELA Assessment. During the 2014-2015 school year, 23% of Black students met goals. This increased to 59% in 2015-2016 representing a 36-point jump. During the 2014-2015 school year, 47% of Hispanic students met goals. Hispanic students showed a 20-point increase with 67% of students meeting EOY in 2015-2016. NWEA data for Grade 8 females indicates increases in the percentage meeting projected goals for ELA and Math. Overall, 74% of females met ELA goals, an increase of 48 points from the previous year. In Math 67% of females met their goal producing an increase of 31 points. ISTEP data for 8th grade students show an increase in the percentage of Black students who passed the assessment. From 2015 to 2016 there was an increase of 9% in ELA and 8% in Math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the females and males. Historically, female performance on ELA assessments (ISTEP) has been greater, but data shows males are improving levels of proficiency and growth.

ISTEP:

- 3rd grade ELA- males grew 4%
- 5th grade ELA- males grew 19% 6th grade ELA- males grew 15%
- The achievement gap is also closing between Hispanic and Black students. In 2014-2015 Hispanic students outperformed the Black students in ELA on ISTEP by 21 points. In 2015-2016 Hispanic students outperformed the Black students by 12%. In math, Hispanic students outperformed the Black students by 28% in 2014-2015 and by 11% in 2015-2016.
- The percent of special education students who passed IREAD in 2015 was 13%. This increased to 50% in 2016.
- The percent of special education students who passed ELA ECA in 2015 was 0%. This increased to 50% in 2016.
- The percent of special education students who passed ISTEP Math in 2015 was 4%. This increased by 17 points in 2016.
- The percent of special education students scoring at or above NWEA national norms in ELA rose from 0% in 2013-2014 to 19% in 2016.

Which of the above reported findings are consistent with findings from other data sources?

Findings listed above are consistent across all assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Areas that are below the expected levels of performance are the overall projected ISTEP scores in English Language Arts and Mathematics. Although Gary Lighthouse Charter School is showing growth in both ELA and Math, performance on the ISTEP scores are not at expected levels. With the implementation of interventions and success periods, students will receive targeted, individualized instruction to ensure scores on assessments continue to illustrate growth and meet expected levels of performance

Describe the area(s) that show a negative trend in performance.

Gary Lighthouse Charter School's data for the 2015-2016 school year illustrate a decrease in female performance in English Language Arts on the ISTEP and NWEA assessments. The NWEA assessment show female students realized a decrease in the number of students meeting end of year growth goals by 6% (58% met goals in 2014-2015 and 52% met goals in 2015-2016). Females also realized a 1% decrease of those who passed the ELA ISTEP assessment.

Which area(s) indicate the overall lowest performance?

The overall lowest performance area of ISTEP is math proficiency. Although Gary Lighthouse Charter School's math scores show a positive trend, math is the area with the lowest proficiency with 19% of students passing in 2015 but increasing to 25% passing in 2016. Gary Lighthouse Charter School has identified students who did not pass the assessment and students in the bottom 25% that will receive supplemental services in order to increase overall proficiency scores on the math assessment. Students will be placed in skilled-based cluster classes with smaller class sizes for students identified in the bottom 25%. Classes will also have a teacher's aide to assist with individualized instruction.

Which subgroup(s) show a trend toward decreasing performance?

Gary Lighthouse Charter School's data for the 2015-2016 school year indicates a decrease in the performance of females in English Language Arts on the ISTEP and NWEA assessments. NWEA assessment data shows the number of female students meeting end of year growth goals decreased by 6 points (58% met goals in 2014-2015 and 52% met goals in 2015-2016). ELA ISTEP results also indicate a slight decline (1%) for female students.

Between which subgroups is the achievement gap becoming greater?

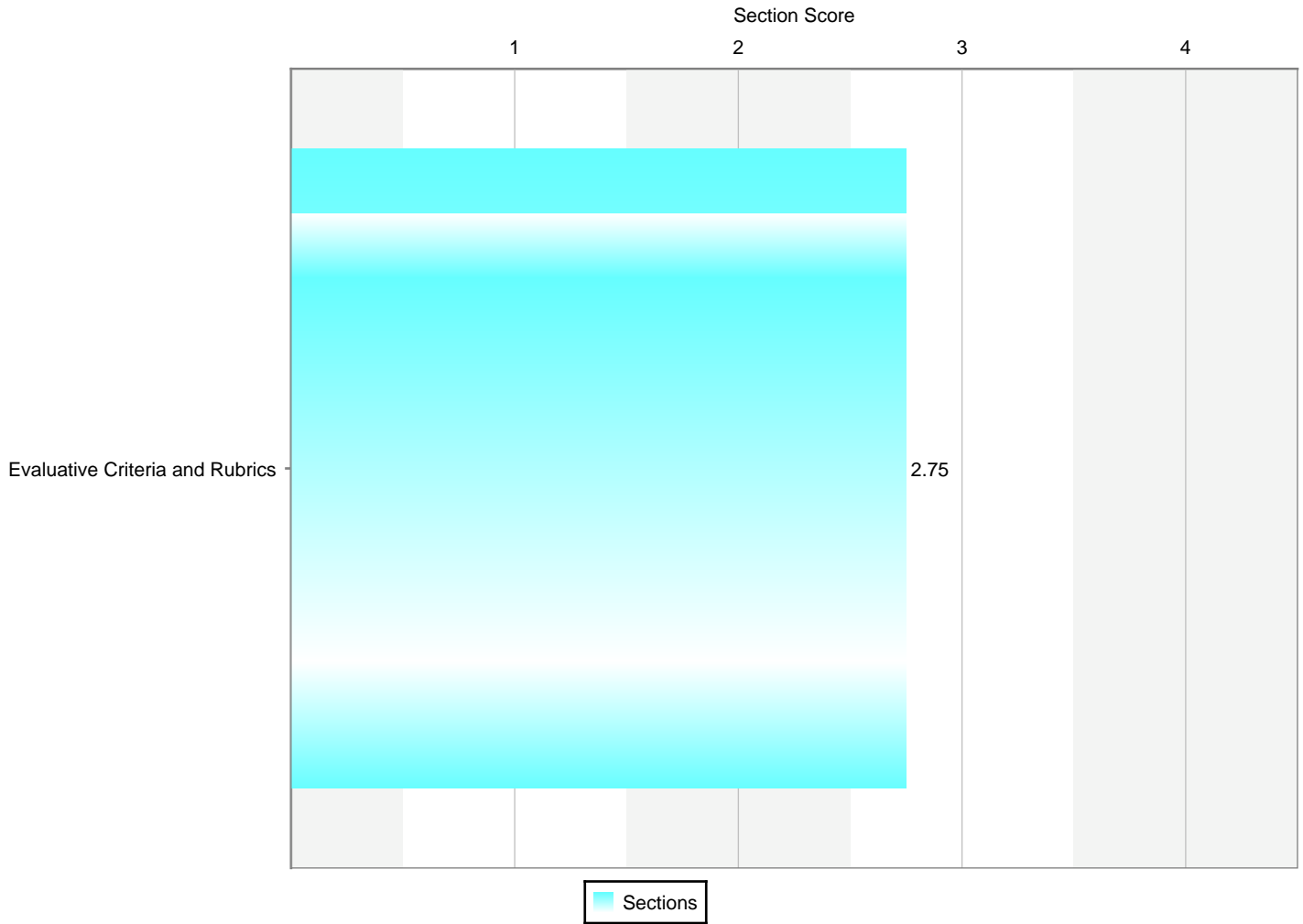
on the ISTEP and NWEA assessments. The NWEA assessment show female students realized a decrease in the number of students meeting end of year growth goals by 6% (58% met goals in 2014-2015 and 52% met goals in 2015-2016). Females also realized a 1% decrease of those who passed the ELA ISTEP assessment. However, females are increasing performance on NWEA.

Which of the above reported findings are consistent with findings from other data sources?

All of the above reported findings are consistent with the findings from other data sources. All assessments given and data collected show that although math is the area of lowest performance, scores are increasing and students are demonstrating growth. ISTEP Math proficiency rates increased in all grades between 2015 and 2016 except one (grade 4).

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

Over the past charter term we have worked with Brian Carpenter of Brian Carpenter PhD and Associates, LLC to ensure that Gary Lighthouse Charter School was meeting all governance requirements set by Ball State University. During this audit process Dr. Carpenter has identified areas in which the Lighthouse Academies of Northwest Indiana needed to show improvement. To begin this process of improvement Dr. Carpenter provided Board training to all of Lighthouse of Northwest Indiana Board Members. The board members then made the required amendments to the bylaws as recommended by Dr. Carpenter. The board is also in the process of selecting additional board members, electing new officials, and has created board committees.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational, or financial outcomes from the agreed upon contract. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible. If no such relationship exists, please respond "Not Applicable."

Not Applicable

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

(8-12) building on Clark Ave. There is a structure next to the UA building which is being renovated to become an alternative education facility for the CPA. The buildings are currently leased, but the board is in the process of purchasing the buildings with a new bond. This process should be completed in October 2016. The building have gone through some light renovations the summer of 2016. The parking lots have had pot holes filled in and seal coated. Every building has been completely painted and the gym floors in our 3-7 and 8-12 buildings have been refinished. Internal structural changes include adding intervention rooms to our upper schools, offices for social workers and created a conference room to our CPA. Recently a buildings needs assessment has been created for the infrastructure of the building. The near future will include HVAC units being rebuilt or replaced. The playgrounds at the LA and UA facilities will be upgraded and basketball courts will be added to the UA and CPA buildings.

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

The FY2016 audit is scheduled to be completed by December 31, 2016. FY2015 audit can be found on CSapphire along with responses. One huge change made to correct grant findings are the use of spreadsheets (grant reports) for keeping track of grant spending. These grant reports insure that expenses which are on the application are being applied to the grants, can be compared to payroll reports and can be reconciled with grant reimbursements and final reports. The grant report also helps in creating grant amendments.

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

The Gary Lighthouse Charter Board also uses monthly board meetings with LHA staff to review progress, discuss the most recent data, ask probing questions, to hold LHA accountable for progress across all schools. The Gary Lighthouse Charter School Board employs a performance data review process to hold LHA accountable. Based on a needs-driven cycle, the board establishes financial policies related to spending, procurement and budgeting. Such policies are established to benefit the student at the point of classroom instruction. Evidence of this focus is supported via Board bylaws, staff and student handbooks and board meeting agendas.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees. Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.

