East Chicago BSU Continuous Improvement-2020 Renewal Application

BSU Continuous Improvement Report

East Chicago Lighthouse Charter School
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BSU Continuous Improvement Report

ENROLLMENT DIAGNOSTIC

Guidelines for Building an Enrollment Diagnostic

Using the Enrollment Diagnostic:

a. Download the Enrollment Diagnostic.

b. Develop your institution's enrollment using the Enrollment Diagnostic Template.

c. Upload your completed Enrollment Diagnostic in the attachment area below.

d. You may enter an optional narrative about your Enrollment Diagnostic below. If you do not have an optional narrative, enter N/A.

East Chicago Lighthouse Charter School has been fully enrolled each year over the course of the charter for grades K-8. It currently has a a robust waiting list for all grade levels.

ATTACHMENTS

Attachment Name

ECLCS Enrollment Diagnostic

EXECUTIVE SUMMARY

School and Community Overview

1. 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?

East Chicago Lighthouse Charter School (ECLCS), located in East Chicago, Indiana, began welcoming students from the East Chicago, Gary, and Hammond communities of Northwest Indiana in 2006. ECLCS currently serves approximately 503 students in grades K through 8 and is located at 3916 Pulaski Avenue, 46312. According to the U.S. Census Bureau, the ECLCS community of East Chicago, Indiana has a population of about 28,215. 35% of residents identify as African American, 19% Caucasian, 46% Hispanic. The per capita annual income in East Chicago is approximately $14,363 with many households falling below the poverty level.Students at ECLCS are representative of the broader East Chicago, Gary and Hammond communities. 100% of students qualify for free and reduced meals. 42% of students identify as African American, 56% Latino, 1% Caucasian, and 1% multi-ethnic. Currently, 15% of students make up the ECLCS special education population and 19% of ECLCS total enrollment are English Language Learners (ELLs), with 13.5% of this subgroup being first generation in the United States.ECLCS parents work extremely hard to provide their children with quality education, with many working multiple jobs on alternate shifts and participating as much as such schedules allow. For context, industrialization from the turn of the last century onward stalled in the 1970's. While both steel mills and industrial chemical processing still occur in the area, many area families are reliant for work on casino boats which occupy East Chicago and surrounding cities. Employees in the entertainment industry, other commerce, and industrial plants must structure their lives around shift work: long hours without fixed schedules. While ECLCS families may not always be available to participate fully in the day-to-day school lives of their scholars, they are fighting alongside ECLCS to make better lives for their children.This parental commitment shines even brighter in light of the unique, generational challenges East Chicago and surrounding communities face. Once a vibrant industrial community, East Chicago encountered significant economic and health-related declines in subsequent decades. The vibrancy that saw the area boom gradually broke down: an ongoing lead crisis has led to the displacement of families – including ECLCS families – into surrounding communities (Merrillville, Highland, and Lansing), and pockets of the community battle violent crime rates double that of the state. ECLCS students and their families do not dismay in the face of these disadvantages, and they deserve a strong educational system. ECLCS remains committed to ensuring that the school urgently and fully realizes its mission: to prepare students for college, career and life through a rigorous arts rich program. In the present charter term, ECLCS has made significant changes in order to realize this mission. In 2016, the school welcomed Jessica Beasley and Nicole Lawler into leadership roles of principal and assistant principal, respectively. These two leaders work relentlessly to solidify school culture and strengthen the instructional program at the school. Through their efforts and successes rallying ECLCS staff to the call, the school has surpassed expectations in terms of student growth. For example, in spring 2018, 70% of all students attained the growth targets on the NWEA MAP test for Math and 71% of all students attained their growth targets for ELA. In the 2018-19 school year, Ms. Beasley will continue to lead the school in a new capacity as the Regional Director (Superintendent) of Lighthouse Academies for Northwest Indiana and Ms. Lawler will lead the school as the principal. Beyond increasing instructional leadership, Lighthouse leaders also have strategically recruited and retained highly qualified and relatable teachers with the support of existing staff. At this point in the progress of ECLCS, 25% of our teachers have advanced degrees, and 73% more than two years of experience. Our teaching staff is highly diverse, with 83% female and 17 male, 49% African American, 30% Latinx, 21% White and Other. ECLCS families and the broader school community recognize and positively affirm the changes the school has made over the course of the current charter term. Although East Chicago residents have a number of charter and district options and

the city has experienced high levels of transience, local families choose ECLCS for their children's education, which has been fully enrolled with a significant waiting list for the past three years. ECLCS leaders and teachers take this as a tremendous affirmation of the progress that we have made in serving the students and families in East Chicago, and we look forward to ensuring that all students at ECLCS outperform expectations for both growth and proficiency moving into future charter terms.

2. State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

The mission of East Chicago Lighthouse Charter School (ECLCS) is to prepare students for college, career and life through a rigorous arts-rich program. Our school was founded and currently operates based on the following beliefs. ➢All children deserve access to an excellent school.➢All children can achieve at high levels.➢The infusion of the arts into the learning experience increases student creativity and engagement and helps develop a deeper understanding of core concepts.ECLCS was founded in response to the changing educational climate in Northwest Indiana region, including a rapid decline in student achievement at area schools and a dire escalation in community violence. The founders of ECLCS also understood that college preparation requires much more than academic skills—students must learn to think critically and creatively, to act with personal agency and take ownership, and to navigate complex social systems and seek help from appropriate resources in order to be successful. With this ambitious – and essential – vision, our college preparatory program incorporates creative expression throughout the school day through planned engagement strategies and through the incorporation of special and extracurricular programming that engages students artistic and creative thinking. Programs include For the Love of the Arts, a not-for-profit afterschool program ECLCS has partnered with that is dedicated to reducing youth violence and crime by providing fine arts programming and mentorship. Through Title IV funding, ECLCS was able to provide 50 scholars (per semester) the opportunity to engage in expressive art forms such as theatre, dance, creative art drawing and painting, and media at no cost to their families. In addition, ECLCS provides students with structured support to articulately express and advocate for themselves, to resolve questions and conflicts skillfully, and to collaborate successfully with peers and adults. Development of these "soft skills" occurs through supports such as morning meetings and circle discussions, a proactive and restorative approach to classroom management, and deliberately planned interactive engagement strategies throughout each school day. The ECLCS team has observed that approximately 20-30% of the student population have experienced some type of trauma, percentages which would skew higher if factoring in expected, but unidentified, numbers of our scholars whose trauma does not manifest in readily observable fashions. ECLCS has taken a unique approach to supporting students dealing with trauma and their peers by hiring a family and community liaison to serve as a direct support to scholars alongside our director of student support and director of student culture. ECLCS takes a wraparound service approach to helping and assisting these scholars and families through our outside partnerships such as New Horizon and Polished Pearls. These organizations provide counseling and self-awareness and love development with the hopes of mitigating the effects of students' real-world experiences. We should say something about high needs populations here, including the (general) number of our students who experience trauma and how we provide social supports through LHA and community partnerships. New Horizons, Edgewater, position allocated as "family advocate/homeless advocate," Mrs. Ocampo's role, ELL supports (for students and for families), additional paraprofessionals (do we have any of these now??)/SPED supports that go above and beyond….Then talk about busing. Maybe incorporate the teacher shortage and how we are addressing through Susie's position, "coaching" and other experiential learning opportunities for teachers to grow in their capacity. This trauma support provides a prime example of the vision ECLCS has for the environment and commitment a school must have to its scholars. ECLCS

envisions that all scholars be taught by highly effective teachers in a nurturing environment to 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.The values of ECLCS are:➢Work hard. Get Smart. Graduate from college. Students and staff put in all the effort and time it takes to get the job done right. We ask questions to "get smart" about what we don't know. We aim our efforts at getting to and through college, matriculating AND graduating to pursue the new opportunities available beyond and contribute to the revitalization of the East Chicago communities they now call home.➢High expectations equal results. If ECLCS expects great things from our students, staff, and community, great things will be achieved. When we make excuses, we lower the bar for everyone.➢Nothing less than excellence. We relentlessly pursue excellence. “Good enough” is never enough, and when to give slack must be balanced about when to promote grit and perseverance.➢Today is the day we make it happen. We don't wait for change; we make change happen each day with all that we do.

School Design

1. Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

Rigorous College Preparatory Curriculum:To support student learning and alignment to new expectations and standards from the State of Indiana, East Chicago Lighthouse Charter School (ECLCS) has adopted common rigorous curricula for ELA and math across grades K-8. These programs enable teachers to provide high quality, expert-written educational curriculum and rigorous content in every classroom.•ELA programs implemented include Core Knowledge (K-3) and Expeditionary Learning (4-8);•The common math program implemented is Eureka Math (K-8).Building Healthy RelationshipsThrough Developmental Design and restorative practices, the ECLCS team supports student social emotional growth through the development of transferable skills that promote the development of healthy relationships both inside and outside the walls of the school. Through this work, scholars learn to: •Actively engage in dialogue, •Problem solve independently, and •Become empathetic to their surrounding community members and the needs present in the environments they navigate daily. Teacher/Leader Coaching and Development Authentic experiences represent a key factor of leader and teacher development. ECLCS leaders collaborate with teachers to identify the quickest path(s) to successful development of necessary capacities to affect student progress and success.

2. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

Over the past 8 months, East Chicago Lighthouse Charter School (ECLCS) has been involved in the process to ensure both the mission of Lighthouse Academies and the design elements that drive the work of the ECLCS campus are fully aligned. East Chicago and Northwest Indiana regional leaders have begun engagement in this process with the Lighthouse Academies national team. All leaders have been brought together to visit various schools around the country who have developed solid design elements based on their missions and beliefs as well as have productive discussion around the legitimacy and effectiveness of past Lighthouse Academies design elements associated with the mission of Lighthouse Academies. ECLCS has been fortunate to bring their voice and and unique perspective to this work. This work has begun to flow at the campus level through the initial phases of 1. ensuring teachers and families know the mission of ECLCS and its implication to the work done with scholars each day 2. creating a space for dialogue around misconceptions and opportunities for clarity that we be scheduled during monthly chat with the

principal meetings and 3. genuine opportunities for families to engage with the school to see things come to fruition.

3. 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.

Recently, ECLCS made a small adjustment to the school's mission statement. Originally, the mission read: "to prepare students for college and career through a rigorous arts-infused program." The revisions reflect the broader vision of ECLCS, now including "college, career and life" and shifting from "arts-infused" to "arts-rich." The addition of "and life" to the mission statement better captures the intention of ECLCS staff to focus on development of social emotional skills applicable through and beyond the college setting. The linguistic shift to an "arts-rich program" is more than wordplay—"infusion" suggests an external item being incorporated, whereas the revision reflects the understanding that arts exist as parts of students' lives and ECLCS programming develops deeper understanding and appreciation of the world around students, not only when things are "infused" into the lives they already live. The changes allow staff to set clearer intentions around extracurricular and special programming while also focusing efforts within the general education program on creating highly interactive lessons that may or may not explicitly incorporate fine or performing arts elements. In this way, the need to cultivate creativity and problem solving in students remains a priority - students continue to be exposed to the arts in new and exciting ways – and staff can continue to deliver rigorous academics to students core to the subjects at hand. Programmatically, the current charter term has brought about the addition of a specific Response to Intervention (RTI) block of instruction in which each student participates four times per week. Through RTI, all students are given additional direct instruction within their zone of proximal development. Students who have not yet mastered grade-level matter are given support on an accelerated path to standards mastery (on grade level), while students who are already performing at-or-above grade level receive tailored instruction aligned to NWEA data (to maximize their learning potential in ELA and math). During RTI, all classrooms are staffed with an additional staff member to ensure a focus on small, targeted groups to increase reliability and quality of the instruction. In the next charter term, the ECLCS team is excited to realize the intent of our initial charter: adding a high school program and, thereby, providing a full K-12 college preparatory program to East Chicago.

Goals and Plans

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (e.g. academic benchmarks, organizational changes, facility improvements, financial stability).

The perpetual goal of East Chicago Lighthouse Charter School (ECLCS) is to continue providing a high-quality educational option for the community of East Chicago and surrounding areas. Over the past three years, ECLCS staff have focused on ensuring scholars launch into their futures beyond the expectations set from years of deficient academic progress with which so many arrive. Historically, ECLCS has poured resources and time into closing this proficiency gap to provide adequate access to grade-level material. While the focus on recovery from deficiency stands at the forefront of ECLCS staff efforts, as the school grows attainment will run parallel to this work. Growth and proficiency example the school's great start, but ECLCS scholars must be grade-level ready to be prepared for career and life beyond ECLCS. Four streams of development outline ECLCS's plans to continue improving along with our scholars: 1.Teacher and leader development:- To accelerate the growth and preparedness of scholars, ECLCS will continue to focus on developing those directly affecting scholars: the teachers and leaders of at ECLCS and those who join the school in the future. ECLCS will move forward in a three-pronged approach: supporting teachers and leaders through the lens of social-emotional development, becoming a reflective practitioner, and building the highest capacity within content and pedagogical practices. This

approach reflects the school's commitment to staff investment, driving educators toward best practices and models to meet the needs of students while being reflective about this process along the way. -The goal in this stream of development is that leaders and teachers will become models for scholars of what life-long learning truly means. Over the next term of this charter, the goal specifically will be that teachers become leaders of the learning that will move ECLCS to success. 2.Data-driven instruction-Reflective pedagogical practices begin within this stream of development, analyzing progress and informing instruction through consideration of the data the school collects and the evidence-based practices of ECLCS and other exemplary schools. -This work is part of teacher processes now, and ECLCS educators will continue this work. Through the keen attention to the day-to-day data students produce, educators will make informed decisions that positively shift the academic and social health of the ECLCS community. Effective protocols will support the effective practices in this area of work. 3.A focus on proactive measures that promote the positive development of ECLCS scholars both socially and emotionally. -This stream describes the adoption of a schoolwide approach to the social-emotional needs of scholars through the use of Developmental Design and restorative practices. This approach at ECLCS has yielded a trend of positive results. -While the leadership team has owned much of this work over the past two years, in the new charter term the team has set a goal to share more of these responsibilities with other stakeholders in the ECLCS community. ECLCS seeks to create an atmosphere where scholars, teachers and families understand their roles in student success through the belief that healthy relationships and social skills will strengthen our community both in and out of the ECLCS building. Although not innovative in nature, the monitoring and consistent support provided to both staff and families will assist with these areas being the catalyst to reach both the mission and vision of ECLCS.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

Past academic deficits include:- Levels in which scholars are entering the East Chicago Lighthouse Charter School. Scholars come to this campus not having any school or formal instruction grades K-1. It has been the strategic priority to assess scholars to have summer readiness for these scholars as well as do initial assessments to develop guiding reading pathways that will support the work of building the literacy component for these scholars.- Levels in which scholars enter the East Chicago campus also exists at grades 2-8. In this area, the ECLCS team has become relentless with closing this achievement gap through targeted intervention which allows for progress toward mastery of these skills in an effort to make the grade level material accessible. No organizational deficiencies or findings exists through any annual independent audits, notices, onsite reviews, or prior renewal letters.No material deficiencies were found in the annual financial audits occurring since the last charter renewal. One financial weakness was found and has been addressed. The auditor noted some errors in coding for fund expenditures. We identified that our accounting software was not well equipped to capture expenditures by fund type. To resolve this issue, we are in the process of moving to a financial system that will allow for appropriate fund accounting.

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

East Chicago Lighthouse Charter School (ECLCS) has committed to ensuring that all students are growing to their potential. Over the course of the current charter term, we have seen a significant increase in our students' attainment of their annual growth targets. In the last year, ECLCS has exceeded its growth goals for both ELA and math, with 71% of students meeting growth targets in ELA and 70% of students meeting growth targets in math. In the spring of 2018, 28% more of our students have met their growth targets in math than they did in 2016, and 15% more of our students met growth targets in 2018 as compared to 2016. Additionally, we have gone from 25% of grade levels meeting the BSU expectation for growth (60% of students meeting targets) in ELA in

2015-2016 to 89% of grade levels meeting this expectation in 2017-2018. For math, the results are similar: in 2015-2016, only 12.5% of grade levels met the growth expectation, but in 2017-2018, 67% of grade levels achieved or exceeded the expectation. This result is attributed to strong instructional leadership, a consistent focus on individual student data, and the addition of a daily targeted instructional block for all students based on current skill level. (See Attachment ES1 for context)

Attachment Executive Summary

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS

Attachment Name

Executive Summary: Goals and Plans- Question 3

STUDENT PERFORMANCE DIAGNOSTIC

Continuous Improvement Practices

1. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

Careful thought was put into the use of assessments in an effort to align with the expected outcomes of East Chicago Lighthouse Charter School (ECLCS).-NWEA is given three times a year to benchmark the growth progress of all scholar grades K-8. This assessment also serves as the tool to support the intervention instruction each scholar received based on identified skill deficiencies through the lens of the learning continuum. Educators at ECLCS are able to pinpoint specifics areas of need to support the work toward attainment for all scholars. NWEA also provides us with the data to support our high ability scholars who are often lost in the work. Through deep dive into RIT scores and the learning continuum, plans are developed to support the gaps and pushes for all scholars. -ECLCS has put much work into the use of daily “exit tickets” at the end of every instructional opportunity as gauge toward mastery of standards and skills. This data is used to help in the course correction of core instructional practices and sequence of flow. Through professional learning communities, teachers spend significant time aligning and calibrating their work in an effort to become effective in creation of these tools as well as their assessment of student learning to yield the right information. This “right” information creates an environment of constant reflection on the most appropriate next steps to remediate instruction and/or push scholars to the next level. -Next Step by Scholastic is used with our K-3 scholars: Scholars are assessed quarterly on their reading level based on Fountas and Pinnell reading levels. Through this quarterly diagnostic, teachers are assessing fluency through running record, retelling of a text, and comprehension of the text. The assessment allows teachers to identify a scholar’s independent reading level as well as their instructional reading level, which are then used to design guided reading groups to provide scholars tailored instruction around their reading/phonemic awareness needs. Each scholar has their own Next Step folder that travels with them throughout their K-3 experience so that the teacher each year can have a well understanding of each scholars progress in their reading capacity. -Network developed interim assessments are given twice a year. These interims provide insight around pace setting the instructional scope and sequence for both ELA and Math as well as provides a view of the overall progress scholars are making toward mastery grade level skills. These assessments are aligned the current curriculum for both ELA and Math that allows teachers and leaders to do a more in depth item analysis of the where scholars are legitimately struggling, thus providing opportunities for course correction in planning. Each of these assessments inherently informs the work done through professional development to build capacity in both interpretation of data, i.e. the components of each data tool and the actual information/importance of the data they yield as well as understanding how to effectively use data to inform instructional practices. Instructional leaders at ECLCS use this platform to truly build teacher capacity to have the greatest impact on scholar growth and attainment. Teachers regularly conduct test in hand analysis, look for trends, and adjust instruction to address misconceptions and/or standards not mastered. Leaders, using school, teacher and individual student data, support teachers to address gaps and teach to mastery of content.

2. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Student outcomes are always the first line of information that allows the ECLCS Lighthouse team to address effectiveness of current programing provided each day. These outcomes include mastery of exit slips, unit and module assessments, as well as NWEA benchmarks. Qualitatively, the academic leadership team of ECLCS Lighthouse do weekly walkthroughs for levels of engagement of scholars during instruction. Leaders take observation notes on the quality of student interaction with each other as well as their teacher as a byproduct of the effectiveness of the academic program implementation. Based on this information along with other data points,

leaders are able to tailor professional development as well as PLC opportunities to address the identified concerns. This includes, but not limited to side by side planning for lessons with follow up support that can include co-teaching for proper modeling as well as practice sessions that allow teachers the opportunity to gain insight and feedback around delivery for optimal outcomes. Time spent on professional developments where teachers are thoughtful about creating effective exit tickets that yield the data teachers need in order to move scholars in the direction needed for success. There will be a new data point this year EC teachers will utilize called Exact Path. This online platform aligns with NWEA standards and expectations meeting scholars at the level they currently perform at (based on their Fall NWEA scores uploaded into the system) and creating a path to meeting their EOY RIT goal. This online platform allows teachers the capability to pull reports of student performance, frequency, and achievements in order to progress monitor isolated skills as well as spiraled skills scholars will be exposed to during direct instruction, success period, or other small group experiences. Through this new report, teachers will be able to see how scholars progress and further address deficiencies for scholars as they arise.

3. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

-At the highest level at least 2 times a year, the leaders of ECLCS take time to “step back” through a reflective lens regarding the state of the campus in comparison to the desired outcomes to identify cultural and academic practice implications. This “step back” includes all leaders of the ECLCS campus as well as outside leaders familiar with the work to provide a true opportunity for calibration and curation of practices. During these visits, these teams look for evidence and indicators of the work done to implement the strategic plan created by the ECLCS team. These opportunities provide leaders with a think tank to shift in observed problematic areas of practice through action planning to build out on existing plans, create structures within the plan that allow for development as well as add new items that will drive the mission further.-The leadership team of ECLCS also conducts weekly internal walkthroughs for the purpose of calibrating their views of instructional and cultural practices of excellence particularly in the identified focus areas of core content blocks, intervention, and common school spaces. Monthly, these walk-throughs will include leadership members from other campuses within the region to increase the viewpoint for improvement. Each of the formal practices gives the ECLCS leadership team, viable information on where to implement more professional development to support teacher capacity and identification of teachers that need to be provided with their own calibration experiences to improve instructional or social emotional practices to ultimately improve student learning. Teacher input is an additional lever to provide direction as they are on the front line each day. ECLCS values their voice through informal and formal opportunities of discussion.

4. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

At East Chicago Lighthouse Charter School, there has been an intentional effort to change the narrative around what this area means for those engrossed in the work on a daily basis. This team has taken the approach to ensure authentic relationships have been built to support creating a deliberately developmental environment. This still includes the use of traditional observation for evaluative purposes but has found that frequent conversations and PLC opportunities rooted in a genuine desire to improve practice and student data yields far greater movement in teacher capacity. This includes the same for leaders with their counterparts from network and regional campuses. Through this work thus far, ECLCS has seen a shift in the level of teacher buy in and willingness to learn from not leadership but from their peers as well. This work will live mostly in group coaching sessions, a model the leadership team will be moving to as opposed to individual coaching sessions (utilized when needed), to maximize time in finding trends and patterns across grade level or content classrooms. As teachers identify their own areas of growth through

observations and reflections, teachers within the network identified as proficient in these areas can be a possible solution for teachers to see how a skill can be done live or in person through peer-to-peer observations. The practice of using proficient teacher videos from within the building staff will also be a practice the leadership team will model during professional development to norm the idea around learning from peers. This year LHA has also partnered with Expeditionary Learning, the writers of the Engage New York curriculum used by ECLCS in order to get a full picture understanding of how the curriculum is executed most effectively. With this partnership comes coaching days with both the leadership team and the teachers directly using and teaching this curriculum to scholars from a representative of EL. This will allow teachers the understanding of the curriculum that may have lacked in the past and how its purpose is aligned to student success.

Needs of Learners

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

At ECLCS, the word teacher encompasses any staff member that works to address the instructional needs of students. This includes interventionists, paraprofessionals and all other support staff. It was important for team to shift this mindset to support the focus on every single scholar. Professional Learning Communities (PLCs) have been a huge lever for this work at ECLCS. There has been a deliberate focus on shifting practice from looking at students as groups toward digging to the granular level and looking scholars in a more authentic, individual way. Each “teacher” is assigned a group of students that they are responsible for reporting data. In these PLCs, teachers present the data to their group of colleagues obtained in a two week teaching/ assessment cycle based on a bite-sized sub-skill as or skill of push for scholars who considered above grade level by NWEA (above the 50th percentile).

2. Explain how the school supports for diverse learners.

East Chicago Lighthouse Charter School (ECLCS) is committed to providing high-quality instruction and appropriate supplemental services to students with Individual Education Programs, students with Section 504 plans, English Language Learners, students at risk of academic failure, and high ability students. Accordingly, ECLCS implements a comprehensive assessment to identify any students with these needs and serve them accordingly.ECLCS maintains high expectations for all students, embracing their differences and modifying all areas of the educational environment to best meet their needs.An Individualized Educational Program (IEP) is used to oversee special educational services. The IEP includes the following:•A statement of the child’s present levels of educational performance and how the child’s disability affects his/her involvement and progress in the general curriculum;•A statement of measurable annual goals, including benchmarks or short-term objectives;•A statement of the special education and related services and supplementary aids and services to be provided to the child;•An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom and in other activities;•A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;•The projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of the services and modifications; and•A statement of how progress toward annual goals will be measured and how the parents will be regularly informed.A referral of students for a full and initial evaluation for possible special education services is a component of ECLCS’s educational processes. A student who qualifies for these services has an IEP in place that is reviewed annually.As with students with an IEP, students with 504 educational plans have designed customized educational plans. Teachers will modify the classroom environment, adjust their teaching strategies, or make other adjustments to ensure that these students are treated fairly and are getting the necessary accommodations to access the curricula at the same level as their classmates.Equal educational

opportunity is given to language minority students with the appropriate level of English language development to allow for meaningful participation in the school's educational programs. Such instruction takes place during the regular school day. ECLCS uses the English as a Second Language instructional model to service our English Language Learners.Students are pulled out of the regular mainstream classroom for special instruction in English as a second language.ECLCS realizes that at-risk students need caring, sustained relationships in school. Therefore, our focus is on creating a strong relational base with adults. Only after this relational base is created, an adult will have the platform to be a source of enduring and cherished advice to a student.From the base of a caring relationship, we help students form realistic and reachable career, personal, and educational goals. This does not imply that the goals are not challenging. The most motivating goals are those that are within our reach if we exercise some effort. Only someone who knows a student well and cares deeply about his/her well-being will be able to help that student form reachable goals. ECLCS uses supplementary educational programs such as guided reading and success period at the end of the day as well as social/emotional learning and character education programs to reach our goals with at-risk youth.For our High Ability (HA) students, we provide an online administration of the CogAT to grades 2- 8. This ensures compliance with Indiana law and our moral obligation to meet the needs of our students. In grades 2-5, we offer structured work in the Great Books series using their online system for reading and our subscriptions in different math programs. This allows differentiation within the classroom and allow for monitoring student progress by a certified high ability instructor.In grades 6-7 math, students are offered Pre-Algebra courses online. This option prepares our students for the advanced work they will complete in high school and beyond and qualify them to take Algebra in 8th grade. In grades 5-7 reading, we offer an Honors class focused around discussion of the Great Conversations series, independent research, and work with the William and Mary Navigator series texts.Finally, we meet the social/ emotional needs of our high ability students by adding supplemental after school opportunities for these students to achieve recognition in academic competitions.

Areas of Notable Achievement and Areas for Improvement

1. Which area(s) are above and below the expected levels of performance?

East Chicago has shown tremendous growth on both the math and reading portions of NWEA. In both areas, East Chicago surpasses the authorizor's goal of 60% of students meeting or exceeding their targets in achieving 69.7% in Math and 70.40% in Reading.In analyzing the Math NWEA data by grade levels, there were several bright spots exceeding the authorizor's expectations contributing to the overall score acquired by ECLCS. Grade levels that had tremendous growth were eighth grade, kindergarten, and sixth grade, all showing 85%-96% of scholars meeting their projected growth goals.-69.7% of students met NWEA growth goal in Math-70.4% of students met NWEA growth goal in ELA-Kindergarten, sixth, and eighth grade students all showed 85-96% of students meeting their projected end of year goal on NWEA-Growth data on ISTEP for Top 75% of students, average over 100 pts for both math and ELA.An area that is below the expected levels of performance for East Chicago Lighthouse Charter School are the overall projected ISTEP scores in English Language Arts and Mathematics. ECLCS is showing growth in both ELA and Math, but performance on the ISTEP scores are not at expected levels. Although overall performance is not where expected students are growing. In ELA the average growth points for the top 75% of students was 105 pts. and for the bottom 25% the average was 92.5 pts. In math the average for the top 75% was 112.8 and fpr the bottom 25% the average was 92.6%.-Overall ISTEP proficiency in both ELA and Math-Growth data on ISTEP for the bottom 25%, average under 100 pts for both math and ELA.

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

Over the past two years we have shown a consistent positive trend within NWEA. Consistently, East Chicago has shown an increase in the percent of students meeting or exceeding their growth

targets. In ELA East Chicago had an increase of 24.8% and in math an increase of 14.7%. -Percent of students meeting NWEA growth goal in both math and ELA-In 2017 45.6% met growth in ELA and in 2018 70.4% met growth an increase of 24.8%-In 2017 55% met growth in Math and in 2018 69.7% met growth an increase of 14.7%-Percent of students passing math ISTEP (slight trend, 2.7%)-Percent of students passing ELA ISTEP (very slight trend, <1%)-74.7% of ESL students showed growth on the WIDA assessmentNegative Trends-5th and 7th grade ELA ISTEP scores-4th, 6th, and 7th grade math ISTEP scores-Male ISTEP ELA Scores-Black/African American ISTEP scores

3. Between which subgroups is the achievement gap closing and between which is the gap widening? Please support with data.

The achievement gap is closing between the males and females and the Black/African American students in math. According to East Chicago's NWEA and ISTEP data, both subgroups are showing an overall increase in percent passing or percent meeting growth. The data proves that with the increase in scores and growth the achievement gap is closing.An area where the achievement gap is widening would be in ELA for both the males and the Black/African American students. On the ISTEP assessment both subgroups showed a decrease in overall pass rate for the assessment. To ensure that the gap begins to close East Chicago Lighthouse will use individualized data in Success Period to ensure that all students are showing individual growth and an increase in overall proficiency.

4. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

All grade levels showed an increase in the percent of students meeting their growth goal from 2016-2017 to 2017-2018 in ELA and all grades except for 2nd and 7th grade showed an increase in math. Overall the growth percentile went from 46% to 71% or a 25% increase in ELA and 55% to 70% or a 15% increase in math.Both the Black/African American and Hispanic students increased the percent of students showing growth from 2016-2017 to 2017-2018 in ELA. Overall, Black/African American students grew 22% and Hispanic students grew 28%.In math Black/African American students grew from 48% in 2016-2017 to 63% in 2017-2018 for a total of 15%. Hispanic students grew from 58% to 74% or an overall increase of 16%.Looking at the data according to gender, it appears that the females are out performing the males overall but both groups are showing an increase in performance. In ELA males grew 18% and females grew 20%. In math males grew 9% and females grew 20%. For ISTEP an area that appears to be decreasing in performance would be the overall percentage of Black/African Americans and males showing growth/proficiency in ELA. Black/African American students showed a decrease of 5% on the ELA assessment and males showed a 1% decrease.

5. Discuss areas of academic concern, and changes made to address any deficiencies.

Areas of academic concern for East Chicago are definitely rooted in getting our scholars to proficiency. Over the past two years, the focus of this campus had been centered in closing the achievement gap in hopes of creating pathways that would allow accessibility to grade level material.To address the deficiencies East Chicago Lighthouse Charter School has implemented success period and interventions where students are getting small group instruction according to their individual needs according to the NWEA assessment. These deficiencies are also being address during grade level instruction. The leadership team has been really working with teachers to increase their capacity around planning for the anticipated needs of students based on the identified deficiencies pertaining to the content.

6. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the BSU Academic Framework during the charter term, please provide the school's assessment of those results and describe what has been done, and is planned to improve academic performance.

East Chicago Lighthouse Charter School (ECLCS) has fallen below in the area of proficiency on the state assessment in both Math and ELA which has caused the caused the school to fall below in the A-F accountability label:-Cause 1:-The average grade level achievement gap students at ECLCS is 2 to 3 years below grade level. This has presented a challenge to this team as scholars often struggle with grade level material. Their inability to access the material creates the inability to master the skills. -Solution 1:-Over the course of this charter term, ECLCS has been strategic with a three year roll out to address this issue in the most systematic way. Year 1 (2016-17) was rooted in school culture. Year 2 (2017-2018) was rooted in closing the deficiency gap many of scholars held through targeted intervention. Year 3 (2018-2019) is the year to focus on proficiency through supporting teachers with implementation of the curriculum while still keeping a dual focus on what students need to adequately obtain these skills. -This work with students and staff has been done through professional development, professional learning communities to create a support system for teachers as well as intentionality with scheduling to ensure time is alloted for intervention for all students based on targeted needs. -Cause 2:-Teacher capacity has been an ongoing cause of the lack progress for scholars. -Solution 2:-The leadership team at ECLCS has made a great investment in teacher capacity and retention over that past 3 years to support scholar attainment. This includes both coaching and professional development. ECLCS has been innovative in their approach to coaching as they have identified the traditional one on one model is not conducive to all teachers. Although used when needed, the ECLCS leadership team and begun to look at building teacher capacity through the lens of providing authentic experiences that will curate and cultivate the area of opportunity identified. These experiences include but are not limited to co-observations and debriefs both in and out of the current school building in place of excellence, role- playing, co-planning, or lesson study rotations. These options have opened the possibilities of teachers thinking outside the box as it pertains to their current practice which in turn pushes them to do the same for their scholars.-Cause 3:-With the shift to taking the state assessment online, lack of exposure and technological resources has been a factor in scholars not reaching grade level proficiency as measured by the state assessment. Students lack typing skills as well as the knowledge of efficiently navigating the testing platform while under time constraints. -Solution 3:-The ECLCS team has begun to develop and implement plans to support teachers in infusing technology into their everyday lessons to build capacity within typing constructed and short response questions for both Math and ELA as well as navigating the online tools such as cutting and pasting. Teachers have been working to identify the most appropriate places to integrate this work as to not isolate the skill but to teach the fundamentals in context of their current content.

Attachment Student Performance Diagnostic

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS

Attachment Name

East Chicago Renewal Data Report

Student Growth Summary

STAKEHOLDER DIAGNOSTIC

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

Highest Levels of Satisfaction: Parents described the kinds of things teachers say to scholars with the top four answers: You got it right 63%, We will be working on 52%, You are learning 48%, Explain your work 43%.Parents described interactions with staff at EC with the top four answers of Respectful 72%, Supportive 67%, Helpful 59%, and Comfortable/Trusting 52%.Parents described what their scholars are doing most times at school with the top four answers: Listening to the teacher 74%, Working with Others 72%, Thinking 52%, and Writing 48%Lowest Levels of Satisfaction:Parents described the kinds of things teachers say to scholars: What are you doing 9%, You should do it this way 9%, You could do it this way 20%.Parents described interactions with staff at EC: Uncomfortable 2%, Useless 2%, Brief 9%Parents described what their scholars are doing most times at school: Completing worksheets 26%, Memorizing 28%.

2. Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.

Findings that are consistent with observations include parents perception of interactions with EC staff. Families are welcomed into the building and easily express concerns or needs as they arise and staff does their best to mitigate the needs for families whether it means a teacher meeting, classroom observation, or clarity around policies. Other sources include Niche.com with 4.5/5 stars, Indeed.com with 3.5/4 stars, Greatschools.org with 2/10 stars, and Facebook with 4.5/5 stars. Many reviews seem to align accurately with the categories in which majority of stakeholders ranked ECLCS high in.

3. What are the implications and/or challenges related to any negative stakeholder perceptions?

Possible implications or challenges due to stakeholder perceptions include:Perception of staff language is assuming of off task student behavior.Perception of teachers owning the thinking instead of scholars thinking being shaped or fostered.Perception of low rigor due to not understanding how the curriculum builds over time.Perception of students receiving busy work/too much homework.Student retentionPerception of not being to voice concerns to admin.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

The survey will inform school improvement plans in the following ways:New teacher professional development around teacher language, how to respond to misbehaviors, and build the rigor in the classroom where scholars are doing the heavy lifting thinking.TLAC Taxonomy and Teacher Scanning PD in PLCs: August 23, 2018Responding to Misbehavior PD: October 3, 2018Side by side modeling to provide teachers with immediate support for implementation: Began August 27, 2018, Continuous Encouraging families to visit the classroom instructional day to see all kinds of things that scholars do at school, not just the components that make it home. Curriculum Night, November 2018: Identifying an evening to provide families with an opportunity to get a better understanding of the curriculum that is being used at ECLCS, how teachers progress through and build the rigor, and the importance of practice.

Attachment Stakeholder Diagnostic

Please list any comments for this section below with attachments, if applicable.

ORGANIZATIONAL AND FINANCIAL DIAGNOSTIC

Organizational

1. 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 course of the past charter term, the Lighthouse Academies of Northwest Indiana Board of Directors has become more knowledgeable of its responsibilities as a governing body and has actively engaged with the CMO (Lighthouse Academies) in order to ensure that the school realizes its mission and goals. This has resulted in frequent communication with the CMO's Regional Director/Superintendent regarding student academic growth, social-emotional development and discipline issues, frequent communication with the CMO's Director of Regional Operations in regards to facilities and operations, and routine communication with the CMO's Regional Controller regarding the budget and monthly expenses.. Collectively, the CMO's communication includes monthly board meetings, monthly committee meetings, and additional communication between the board chair and the CMO as needed. During this charter term, the Board has received training on governance through Board on Track, and the Board has committed to continue its training with Board on Track through the proposed charter term. As a result of the increased body of knowledge, the board has created committees (Academic Excellence, Finance and Development) that are actively engaged in carrying out East Chicago Lighthouse Charter School's mission and goals.The current Board of Directors also is in the midst of a campaign to recruit new board members with the ultimate goal of having an effective board with 11 members.During the course of this charter term a few amendments to the bylaws were made and accepted by Ball State University: 1. Term limits. Whereas the prior bylaws stipulated an absolute term limit, an adjustment was made to ensure that board members could remain on the board while replacement members were vetted. This ensures that the board has an appropriate number of members in order to govern the school at all times. 2. Language was changed such that the Board of "Trustees" is now referred to as the Board of "Directors." 3. Language was changed to allow electronic (phone) participation in meetings. When a member is participating by phone, a roll call vote is now required. 4. The Conflict of Interest policy was reviewed and amended in accordance with expectations set forth by Ball State University. At this time, there are no additional anticipated amendments to the bylaws.

2. 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).

- ● **Yes**
- ○ No

2a. (OPTIONAL) If Yes, please describe 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.

The working relationship between the ESP and the board has with the Education Management Organization (EMO) has improved markedly within the past two years. The level of mutual respect has increased exponentially. The board treasurer and board chair meet with the CMO's controller monthly prior to the board meeting during the finance committee meeting to discuss/question the schedule of bills and the financial and operational status of Lighthouse Academies NWI. Annually the finance committee also reviews in detail the proposed annual budget in preparation for approval. In the approval process, the finance committee works to ensure that the budget will support the vision, mission and goals of the school. The academic excellence committee is

charged with the responsibility to hold the school accountable to academic goals. Prior to the monthly board meeting, the academic committee meets with the Regional Director/Superintendent to review academic results and ensure the instructional program meets the needs of students. The Regional Director/Superintendent provides updates to the board whenever major issues arise, as well as on a monthly basis within the board report and during the monthly board meetings.The school principal also provides a written report on the status of academics, attendance, and discipline as part of the monthly board packet and she is present at the monthly board meetings to answer questions.

2b. (OPTIONAL) If Yes, 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.

None

3. 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?

East Chicago Lighthouse Charter School’s 47,900 square foot facility is fully functional with a maximum capacity of 550 students. At present, there are no significant changes expected to the facility. The building is fully owned by the Lighthouse Academies of Northwest Indiana Board of Directors.

4. 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.

No organizational deficiencies or findings exist for any annual independent audits, notices, onsite reviews, or prior renewal letters.

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

We provide transportation to all students who indicate a need through Illinois Central, a third party transportation vendor. In a combined effort between school administrators and the transportation company, students in need of transportation are identified and bus routes are composed based on addresses of students provided

Financial

1. 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).

In fiscal year ending June 30, 2017, enrollment met the budgeted amount and there were no significant financial challenges that year. In fiscal year ending June 30, 2018 there were several increases in expenditures that were not originally budgeted. Technology support services were upgraded to include better support and monitoring of all technology within the school. Transportation costs increased due to a need to add an additional bus serving scholars. And the local utility company discovered an incorrect billing issue which resulted in higher electrical costs than historical amounts. Although these issues arose, the budget was adjusted and the school was able to handle the increase in costs without affecting the goals of the school. In order to account for unexpected issues, the budget historically is based on a lower enrollment than actual and

conservative spending which can be adjusted once actual enrollment and revenue support is known in the fall.

2. 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.

The financials of East Chicago Lighthouse Charter School (ECLCS), consolidated with Gary Lighthouse Charter School (GLCS) as Lighthouse Academies of Northwest Indiana, Inc. were audited by Donovan CPAs for fiscal years ending June 30, 2016 and June 30, 2017. Both years the audits were issued with unmodified opinions, finding no material deficiencies or weaknesses.The auditor issued separate reports from the audits regarding compliance with provisions of the Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools issued by the Indiana State Board of Accounts. In these reports there were areas of weakness noted and recommendations for remediation. For the fiscal year ending June 30, 2016 there were no comments regarding ECLCS. For the fiscal year ending June 30, 2017 three of the four comments did concern ECLCS. Financial ReportingA weakness in the reporting fund balances on Form 9 to the Indiana Department of Education for the period of July 1, 2016 to June 30, 2017 was noted. This deficiency existed due to the limitations of the accounting software that was used during this time with expense entries coded to the incorrect fund accounts. Separate worksheets were developed to keep track of the fund receipts and expenditures in fiscal year 2018 although this is not the ideal solution. In the current fiscal year, management is working on the deployment of enhanced accounting software that will track fund balances more efficiently and accurately. This system will be deployed in fiscal year 2019 and will be fully operational by the start of fiscal year 2020.Capital AssetsEvery charter school must have a complete inventory of all capital assets owned which reflects their acquisition value. It was noted that ECLCS did not perform an annual inventory of fixed assets in fiscal year 2017. Management has worked on deployment of a fixed asset inventory system to facilitate this requirement. Full use of this system will be available in fiscal year 2019.Minimum Internal Control StandardsPer review and discussion with school personnel, it was determined that the school was not in compliance with either of the minimum internal control requirements as set forth by IC 5-11-1-27(g). Internal control standards and procedures are currently in the revision phase and will be finalized in the current fiscal year. All school staff will be trained in fiscal year 2019.

Attachment Organizational and Financial Diagnostic

Please list any comments for this section below with attachments, if applicable.

FINANCIAL DASHBOARD

Guidelines for Completing the Financial Dashboard

Using the Financial Dashboard:

a. Download the Financial Dashboard.

b. Complete your institution's financial framework indicators using the Financial Dashboard.

c. Upload your completed Financial Dashboard in the attachment area below.

d. You may enter an optional narrative about your Financial Dashboard below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Attachment Name

East Chicago Financial Framework

Attachment Summary

Attachment Name	Description	Associated Item(s)
East Chicago Financial Framework	This document contains the financial information for East Chicago Lighthouse Charter School.	•
East Chicago Renewal Data Report	East Chicago Data Report	•
ECLCS Enrollment Diagnostic	Enrollment and demographic information for East Chicago Lighthouse Charter School	•
Executive Summary: Goals and Plans-Question 3	These tables provide context for the additional information shared around NWEA growth at East Chicago Lighthouse Charter School.	•
Student Growth Summary	NWEA Student Growth Summary	•

ENROLLMENT AND DEMOGRAPHIC OVERVIEW

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

2018-19 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	503	
# of Students on Waiting List	98	
Gender		
Male	246	49%
Female	257	51%
Ethnicity/Race		
White	7	1.3%
Black	204	40.5%
Hispanic	275	54.6%
Asian	0	0%
Native American	2	<1%
Other	15	2.9%
Special Populations		
Students with IEPs	62	12.3%
English Language Learners	94	18.6%
Homeless Students	0	0%
Eligible for Free and Reduced Lunch	503	100%

B. Provide enrollment information for length of current charter contract (ADM count). This can be copied and pasted from the IDOE COMPASS website (https://compass.doe.in.gov/dashboard/overview.aspx)

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Student Enrollment	433	431	440	495	503

C. Provide the student attendance information for the length of the charter contract.
This can be copied and pasted from the IDOE COMPASS website (https://compass.doe.in.gov/dashboard/overview.aspx)

	Year 1	Year 2	Year 2	Year 4	Year 5*
Grade	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
K	94.7%	93.3%	90.5%	88.7%	94.82%
1	95%	95.4%	91.5%	90.52%	97.68%
2	95.5%	95.9%	93%	93.3%	96.24%
3	94.7%	96.8%	93.9%	94.7%	98.23%
4	95.5%	95.4%	94.3%	93.99%	97.94%
5	96.4%	96.4%	93.7%	94.4%	95.19%
6	96.5%	97.9%	92.9%	94.63%	99.67%
7	96.2%	97.9%	95.3%	93.79%	99.58%
8				95.61%	97.42%
9					
10					
11					
12					
All Grades	95.6%	96.3%	93.1%	93.2%	97.41%

- As of 9/10/18

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 each school year's December 1 count..

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2014-15		**2015-16**		**2016-17**		**2017-18**		**2018-19**	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	1	<1%	2	<1%	3	<1%	3	<1%	4	<1%
Blind of Low Vision										
Cognitive Disability	5	1.1%	5	1.1%	7	1.5%	10	2%	11	2.1%
Deaf of Hard of Hearing									1	<1%
Deaf-Blind										
Development Delay (early childhood)									2	<1%
Emotional Disability	1	<1%	2	<1%	3	<1%	4	<1%	6	1.1%
Language or Speech Impairment	10	2.3%	13	3%	9	2%	6	1.2%	7	1.3%
Multiple Disabilities										
Orthopedic Impairment									1	<1%
Specific Learning Disability	21	4.8%	25	5.8%	23	5.1%	26	5.2%	22	4.3%
Traumatic Brain Injury										
Other Health Impairment	1	<1%	2	<1%	4	<1%	5	1%	7	1.3%

E. **Provide the number and percentage of ELL students for length of the current charter contract.** This can be copied and pasted from the IDOE COMPASS website (https://compass.doe.in.gov/dashboard/overview.aspx)

ELL STUDENT POPULATION CHART									
Year 1		**Year 2**		**Year 3**		**Year 4**		**Year 5**	
2014-15		**2015-16**		**2016-17**		**2017-18**		**2018-19**	
#	%	#	%	#	%	#	%	#	%
127	29.3%	87	20.2%	75	17%	89	18%	95	18.6%

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

HOMELESS STUDENT POPULATION									
Year 1		**Year 2**		**Year 3**		**Year 4**		**Year 5**	
2014-15		**2015-16**		**2016-17**		**2017-18**		**2018-19**	
#	%	#	%	#	%	#	%	#	%
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**	
2014-15		**2015-16**		**2016-17**		**2017-18**		**2018-19**	
#	%	#	%	#	%	#	%	#	%
		38	8.8%	43	9.7%	51	10.7%	TBD	

% of Students Meeting Growth Targets (ELA)				
Grade:	**2015-2016**	**2016-2017**	**2017-2018**	***3-Yr Chg.***
K	54%	45%	86%	*32%*
1	41%	37%	67%	*26%*
2	43%	34%	55%	*13%*
3	56%	45%	78%	*22%*
4	53%	49%	64%	*11%*
5	58%	50%	79%	*21%*
6	70%	53%	76%	*6%*
7	72%	52%	62%	*-9%*
8			67%	
School Avg.	56%	46%	71%	***15%***

% of Students Meeting Growth Targets (Math)				
Grade:	**2015-2016**	**2016-2017**	**2017-2018**	***3-Yr Chg.***
K	62%	53%	92%	*30%*
1	35%	41%	73%	*38%*
2	9%	65%	50%	*41%*
3	42%	43%	52%	*9%*
4	27%	51%	62%	*35%*
5	56%	33%	62%	*6%*
6	48%	74%	85%	*37%*
7	54%	80%	56%	*2%*
8			96%	
School Avg.	41%	55%	70%	***28%***

Renewal Report
East Chicago Lighthouse Charter

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- Section 3: IREAD – *pg. 35*

Section 1

NWEA MAP

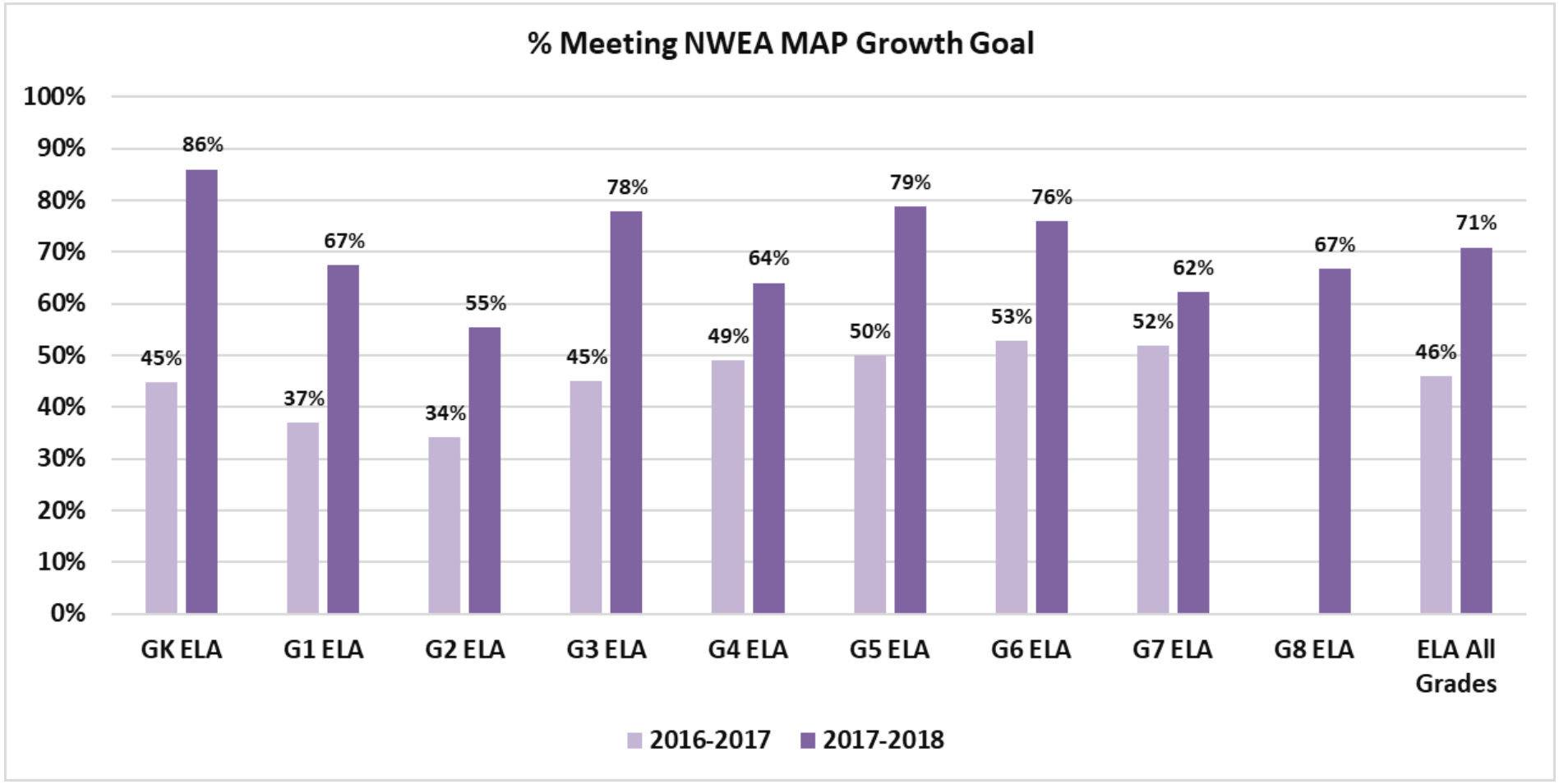
NWEA MAP Growth Summary

		# of students		Average RIT Score						% Meeting Growth Goal		
		2016-2017	2017-2018	2016-2017			2017-2018			2016-2017	2017-2018	Yr-Yr Chg.
Subject	Grade			Fall	Spring	Growth	Fall	Spring	Growth			
ELA	K	47	50	139.3	155.7	*16.4*	135.7	163.8	*28.1*	45%	86%	*41%*
ELA	1	46	46	156.4	170.4	*14.0*	158.1	179.6	*21.4*	37%	67%	*30%*
ELA	2	44	47	168.4	182.8	*14.4*	164.2	181.4	*17.2*	34%	55%	*21%*
ELA	3	49	54	178.9	188.8	*10.0*	180.1	195.1	*15.0*	45%	78%	*33%*
ELA	4	49	50	190.7	201.1	*10.4*	188.0	198.0	*10.0*	49%	64%	*15%*
ELA	5	52	52	198.5	205.9	*7.4*	197.7	209.7	*12.0*	50%	79%	*29%*
ELA	6	53	54	205.9	210.9	*5.0*	202.6	213.0	*10.4*	53%	76%	*23%*
ELA	7	54	45	211.0	213.0	*2.1*	208.6	216.0	*7.3*	52%	62%	*10%*
ELA	8	0	48				215.4	221.8	*6.4*		67%	
ELA	**All Grades**	**394**	**446**	**181.4**	**191.6**	***10.1***	**182.7**	**197.5**	***14.9***	**46%**	**71%**	***25%***
Math	K	45	50	135.1	155.7	*20.6*	130.2	163.8	*33.7*	53%	92%	*39%*
Math	1	46	45	156.9	173.7	*16.7*	156.8	180.3	*23.5*	41%	73%	*32%*
Math	2	43	46	170.3	188.8	*18.5*	167.9	183.8	*15.9*	65%	50%	*-15%*
Math	3	49	54	180.1	191.3	*11.2*	183.0	196.4	*13.4*	43%	52%	*9%*
Math	4	49	50	192.4	205.8	*13.4*	188.7	201.4	*12.7*	51%	62%	*11%*
Math	5	52	52	201.7	209.4	*7.7*	202.3	214.2	*11.9*	33%	62%	*29%*
Math	6	53	55	211.6	222.8	*11.2*	205.9	220.2	*14.3*	74%	85%	*12%*
Math	7	54	45	217.7	226.8	*9.1*	216.7	223.8	*7.1*	80%	56%	*-24%*
Math	8	0	47				227.7	242.3	*14.6*		96%	
Math	**All Grades**	**391**	**444**	**183.9**	**197.5**	***13.6***	**185.8**	**202.7**	***16.9***	**55%**	**70%**	***15%***

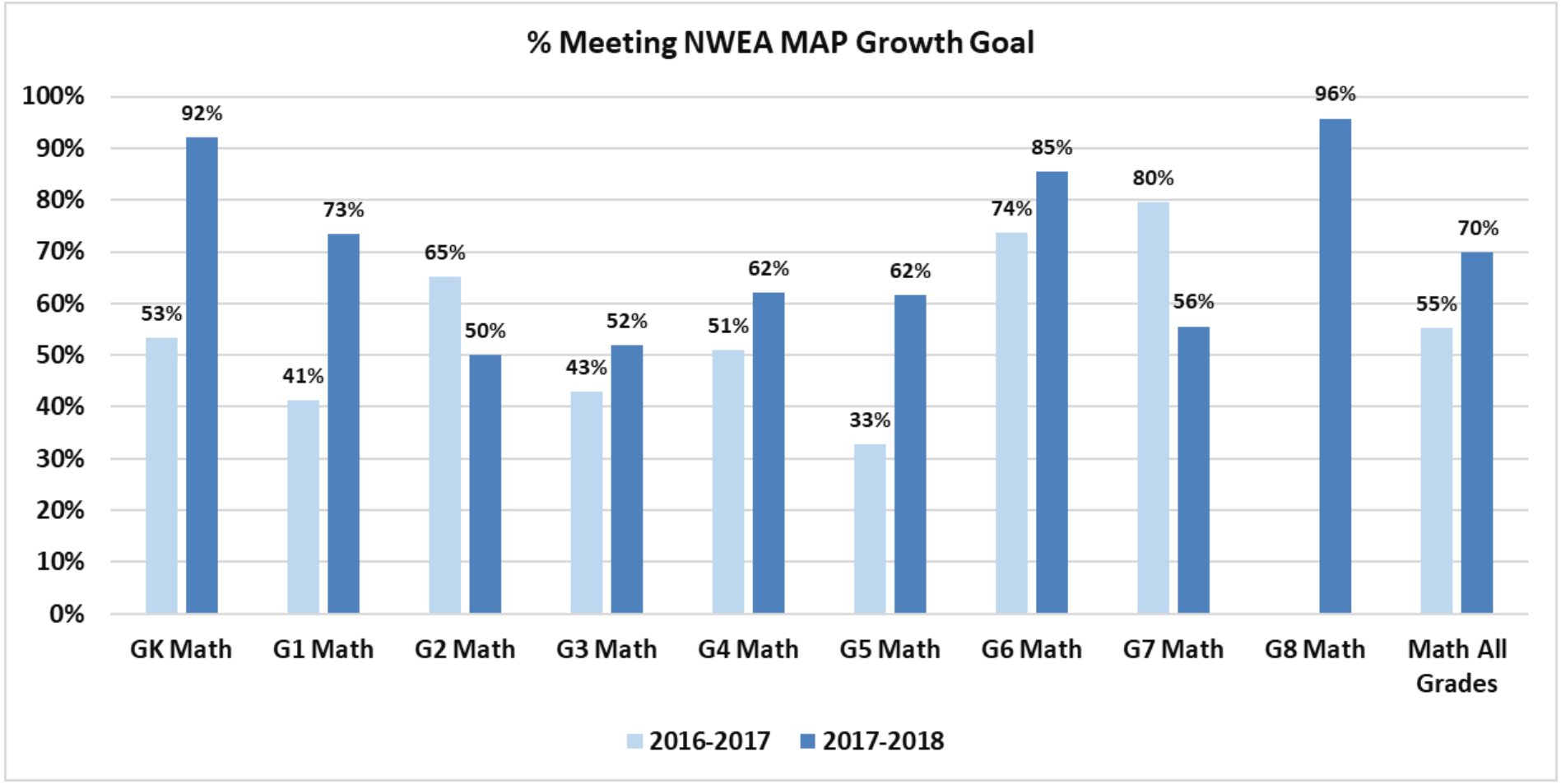
Red = Less than 60% Meeting Growth Goal
Green = At least 60% Meeting Growth Goal
Negative Year-to-Year change highlighted in maroon

LinkIt!

NWEA MAP Growth Summary



NWEA MAP Growth Summary

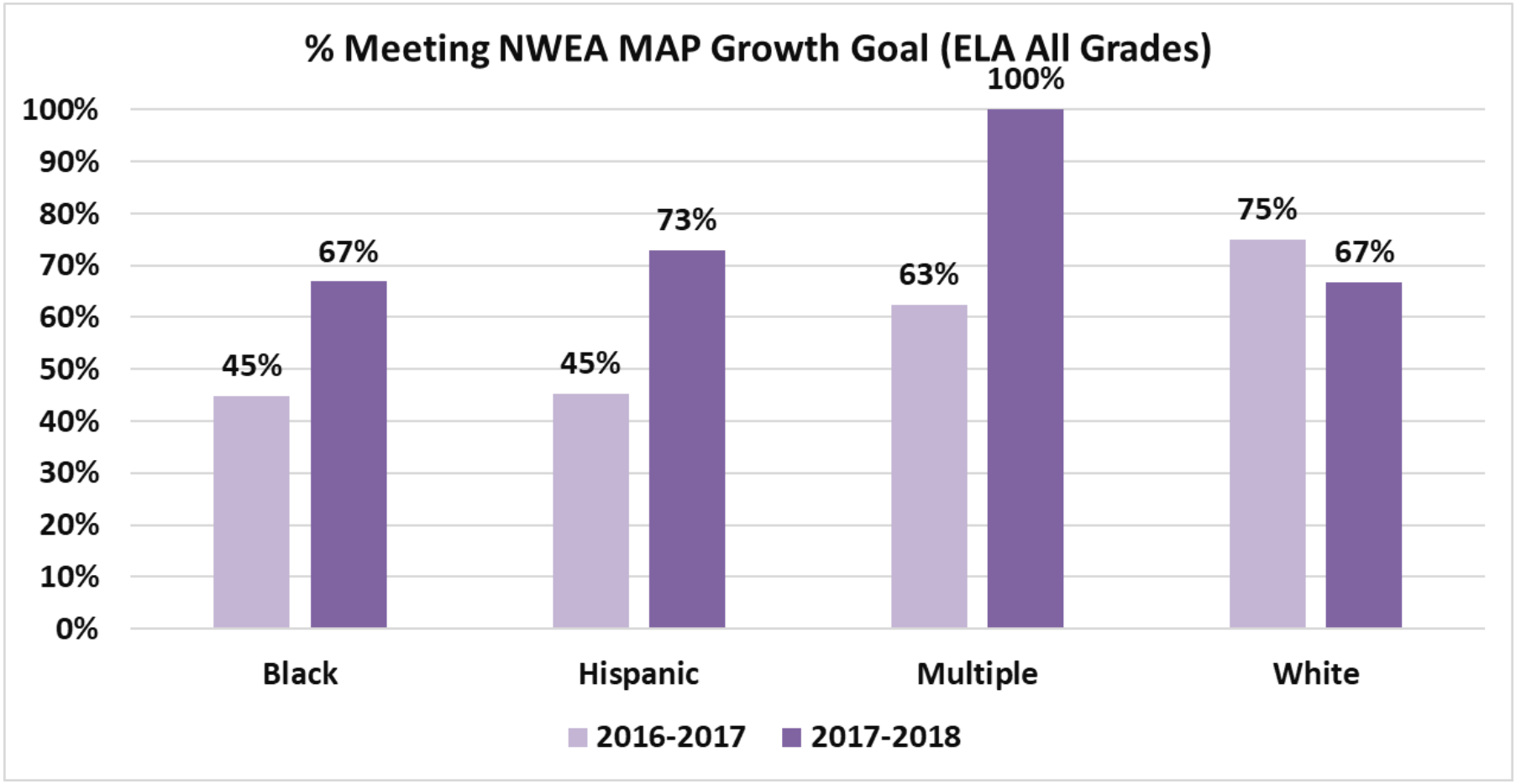


NWEA MAP Growth by Race

Subject	Grade	Race/ Ethnicity	# of students 2016-2017	# of students 2017-2018	Average RIT Score 2016-2017 Fall	2016-2017 Spring	2016-2017 Growth	2017-2018 Fall	2017-2018 Spring	2017-2018 Growth	% Meeting Growth Goal 2016-2017	% Meeting Growth Goal 2017-2018	Yr-Yr Chg.
ELA	K	Black	16	23	135.1	153.2	18.2	135.7	163.8	28.1	56%	83%	26%
ELA	K	Hispanic	28	24	141.9	155.2	13.3	135.8	162.4	26.7	32%	88%	55%
ELA	*K*	*All Students*	*47*	*50*	*139.3*	*155.7*	*16.4*	*135.7*	*163.8*	*28.1*	*45%*	*86%*	*41%*
ELA	1	Black	20	15	157.3	173.0	15.7	160.6	179.1	18.5	45%	53%	8%
ELA	1	Hispanic	25	28	155.9	169.1	13.2	154.9	177.9	23.0	32%	71%	39%
ELA	*1*	*All Students*	*46*	*46*	*156.4*	*170.4*	*14.0*	*158.1*	*179.6*	*21.4*	*37%*	*67%*	*30%*
ELA	2	Black	23	22	164.2	177.8	13.5	167.0	181.0	14.0	35%	50%	15%
ELA	2	Hispanic	20	24	173.1	188.5	15.4	160.7	181.2	20.5	30%	63%	33%
ELA	*2*	*All Students*	*44*	*47*	*168.4*	*182.8*	*14.4*	*164.2*	*181.4*	*17.2*	*34%*	*55%*	*21%*
ELA	3	Black	22	28	179.1	185.3	6.3	174.3	192.1	17.8	41%	86%	45%
ELA	3	Hispanic	25	26	178.6	191.9	13.3	186.6	198.2	11.6	48%	69%	21%
ELA	*3*	*All Students*	*49*	*54*	*178.9*	*188.8*	*10.0*	*180.1*	*195.1*	*15.0*	*45%*	*78%*	*33%*
ELA	4	Black	16	18	190.6	201.3	10.7	188.5	196.0	7.5	38%	67%	29%
ELA	4	Hispanic	32	30	191.0	200.8	9.8	187.6	198.8	11.3	53%	60%	7%
ELA	*4*	*All Students*	*49*	*50*	*190.7*	*201.1*	*10.4*	*188.0*	*198.0*	*10.0*	*49%*	*64%*	*15%*
ELA	5	Black	20	18	194.4	202.2	7.9	198.1	208.3	10.1	45%	67%	22%
ELA	5	Hispanic	29	34	200.5	207.3	6.8	197.5	210.5	13.0	52%	85%	34%
ELA	*5*	*All Students*	*52*	*52*	*198.5*	*205.9*	*7.4*	*197.7*	*209.7*	*12.0*	*50%*	*79%*	*29%*
ELA	6	Black	19	22	205.9	210.4	4.5	200.9	209.1	8.2	47%	64%	16%
ELA	6	Hispanic	33	29	205.6	210.9	5.3	202.8	214.7	11.8	55%	83%	28%
ELA	6	Multiple	0	3				208.3	225.0	16.7		100%	
ELA	*6*	*All Students*	*53*	*54*	*205.9*	*210.9*	*5.0*	*202.6*	*213.0*	*10.4*	*53%*	*76%*	*23%*
ELA	7	Black	20	16	209.5	212.5	3.0	208.7	215.6	6.8	55%	63%	8%
ELA	7	Hispanic	33	28	211.5	213.1	1.7	208.4	216.2	7.8	52%	64%	13%
ELA	*7*	*All Students*	*54*	*45*	*211.0*	*213.0*	*2.1*	*208.6*	*216.0*	*7.3*	*52%*	*62%*	*10%*
ELA	8	Black	0	19				215.8	221.8	6.1		58%	
ELA	8	Hispanic	0	28				215.2	221.8	6.6		71%	
ELA	*8*	*All Students*	*0*	*48*				*215.4*	*221.8*	*6.4*		*67%*	
ELA	**All Grades**	**Black**	**156**	**181**	**179.1**	**189.5**	**10.4**	**180.8**	**195.2**	**14.4**	**45%**	**67%**	**22%**
ELA	**All Grades**	**Hispanic**	**225**	**251**	**183.5**	**193.1**	**9.6**	**184.2**	**198.9**	**14.7**	**45%**	**73%**	**28%**
ELA	**All Grades**	**Multiple**	**8**	**9**	**193.0**	**201.0**	**8.0**	**188.2**	**211.1**	**22.9**	**63%**	**100%**	**38%**
ELA	**All Grades**	**White**	**4**	**3**	**167.0**	**178.0**	**11.0**	**182.0**	**191.3**	**9.3**	**75%**	**67%**	**-8%**
ELA	***All Grades***	***All Students***	***394***	***446***	***181.4***	***191.6***	***10.1***	***182.7***	***197.5***	***14.9***	***46%***	***71%***	***25%***

LinkIt!

NWEA MAP Growth by Race

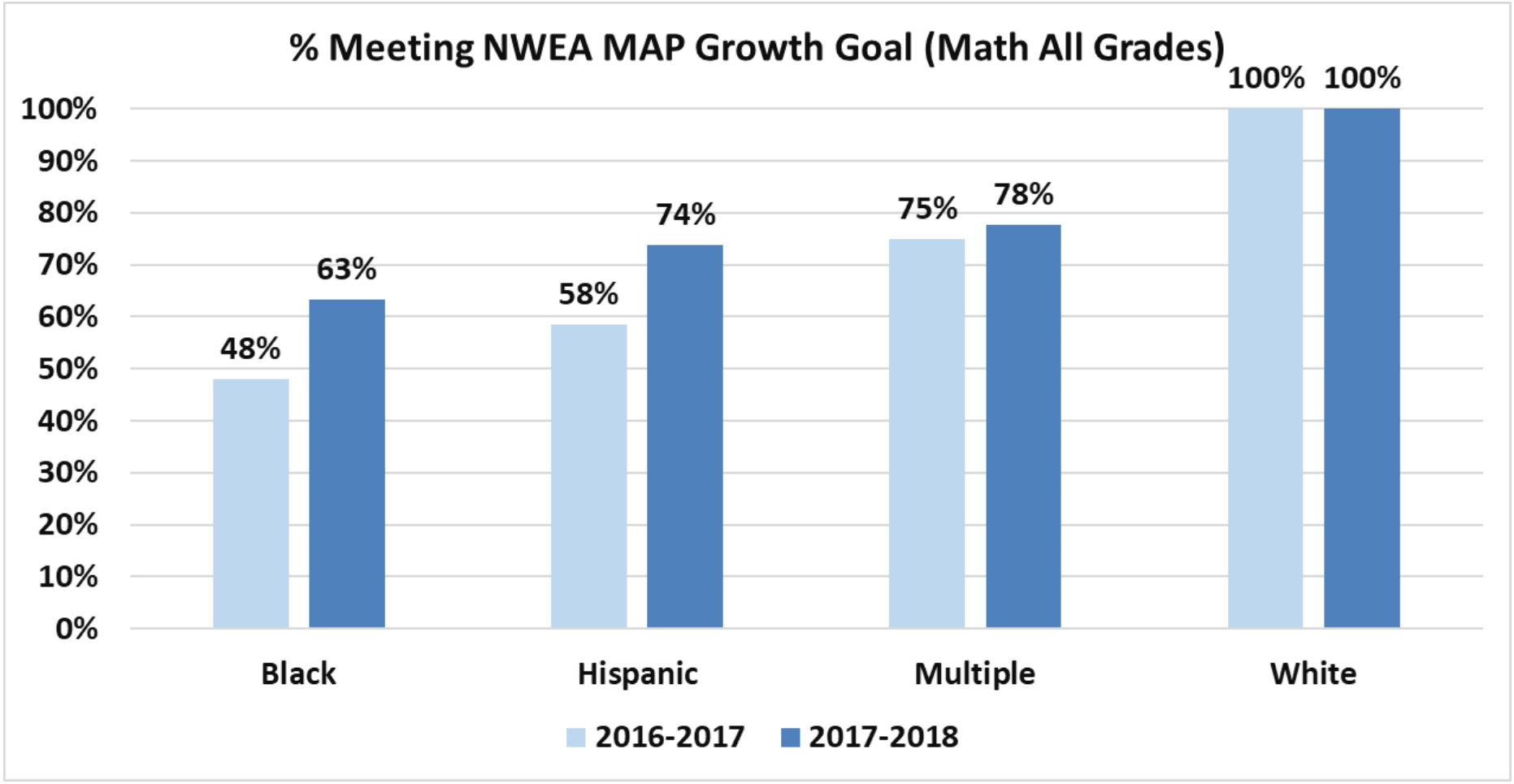


NWEA MAP Growth by Race

Subject	Grade	Race/ Ethnicity	# of students 2016-2017	# of students 2017-2018	Average RIT Score 2016-2017 Fall	2016-2017 Spring	2016-2017 Growth	2017-2018 Fall	2017-2018 Spring	2017-2018 Growth	% Meeting Growth Goal 2016-2017	2017-2018	Yr-Yr Chg.
Math	K	Black	15	23	129.0	152.9	23.9	130.1	162.0	31.9	67%	87%	20%
Math	K	Hispanic	27	24	139.2	155.3	16.1	131.1	163.8	32.7	41%	96%	55%
Math	*K*	*All Students*	*45*	*50*	*135.1*	*155.7*	*20.6*	*130.2*	*163.8*	*33.7*	*53%*	*92%*	*39%*
Math	1	Black	20	14	158.1	172.9	14.8	156.2	180.6	24.4	25%	79%	54%
Math	1	Hispanic	25	28	156.5	174.2	17.7	155.5	178.4	22.8	52%	68%	16%
Math	*1*	*All Students*	*46*	*45*	*156.9*	*173.7*	*16.7*	*156.8*	*180.3*	*23.5*	*41%*	*73%*	*32%*
Math	2	Black	22	22	165.7	182.0	16.3	167.6	181.7	14.1	59%	36%	-23%
Math	2	Hispanic	20	24	175.5	196.0	20.5	168.1	185.5	17.3	70%	63%	-8%
Math	*2*	*All Students*	*43*	*46*	*170.3*	*188.8*	*18.5*	*167.9*	*183.8*	*15.9*	*65%*	*50%*	*-15%*
Math	3	Black	22	28	180.7	189.2	8.5	179.5	192.8	13.2	41%	57%	16%
Math	3	Hispanic	25	26	179.7	192.9	13.2	186.9	200.3	13.3	44%	46%	2%
Math	*3*	*All Students*	*49*	*54*	*180.1*	*191.3*	*11.2*	*183.0*	*196.4*	*13.4*	*43%*	*52%*	*9%*
Math	4	Black	16	18	191.5	204.2	12.7	188.6	199.4	10.7	38%	44%	7%
Math	4	Hispanic	32	30	193.3	206.5	13.2	188.7	202.9	14.2	56%	77%	20%
Math	*4*	*All Students*	*49*	*50*	*192.4*	*205.8*	*13.4*	*188.7*	*201.4*	*12.7*	*51%*	*62%*	*11%*
Math	5	Black	20	18	198.3	205.4	7.1	197.5	208.5	11.0	20%	56%	36%
Math	5	Hispanic	29	34	204.5	212.0	7.5	205.2	217.2	11.9	38%	65%	27%
Math	*5*	*All Students*	*52*	*52*	*201.7*	*209.4*	*7.7*	*202.3*	*214.2*	*11.9*	*33%*	*62%*	*29%*
Math	6	Black	19	22	210.8	219.9	9.1	203.9	217.7	13.8	58%	73%	15%
Math	6	Hispanic	33	30	212.2	224.4	12.2	206.3	221.8	15.4	82%	93%	12%
Math	6	Multiple	0	3				207.0	223.3	16.3		100%	
Math	*6*	*All Students*	*53*	*55*	*211.6*	*222.8*	*11.2*	*205.9*	*220.2*	*14.3*	*74%*	*85%*	*12%*
Math	7	Black	20	16	218.6	228.7	10.1	215.7	221.3	5.6	80%	50%	-30%
Math	7	Hispanic	33	28	217.3	226.0	8.7	217.1	224.7	7.7	79%	57%	-22%
Math	*7*	*All Students*	*54*	*45*	*217.7*	*226.8*	*9.1*	*216.7*	*223.8*	*7.1*	*80%*	*56%*	*-24%*
Math	8	Black	0	19				227.8	239.7	11.9		89%	
Math	8	Hispanic	0	27				227.7	244.4	16.7		100%	
Math	*8*	*All Students*	*0*	*47*				*227.7*	*242.3*	*14.6*		*96%*	
Math	**All Grades**	**Black**	**154**	**180**	**181.3**	**194.9**	**13.6**	**182.6**	**199.0**	**16.4**	**48%**	**63%**	***15%***
Math	**All Grades**	**Hispanic**	**224**	**251**	**186.7**	**199.7**	**13.0**	**188.6**	**205.3**	**16.8**	**58%**	**74%**	***15%***
Math	**All Grades**	**Multiple**	**8**	**9**	**188.8**	**198.9**	**10.1**	**186.3**	**209.3**	**23.0**	**75%**	**78%**	***3%***
Math	**All Grades**	**White**	**4**	**3**	**168.3**	**187.8**	**19.6**	**183.8**	**202.3**	**18.5**	**100%**	**100%**	***0%***
Math	***All Grades***	***All Students***	***391***	***444***	***183.9***	***197.5***	***13.6***	***185.8***	***202.7***	***16.9***	***55%***	***70%***	***15%***

LinkIt!

NWEA MAP Growth by Race

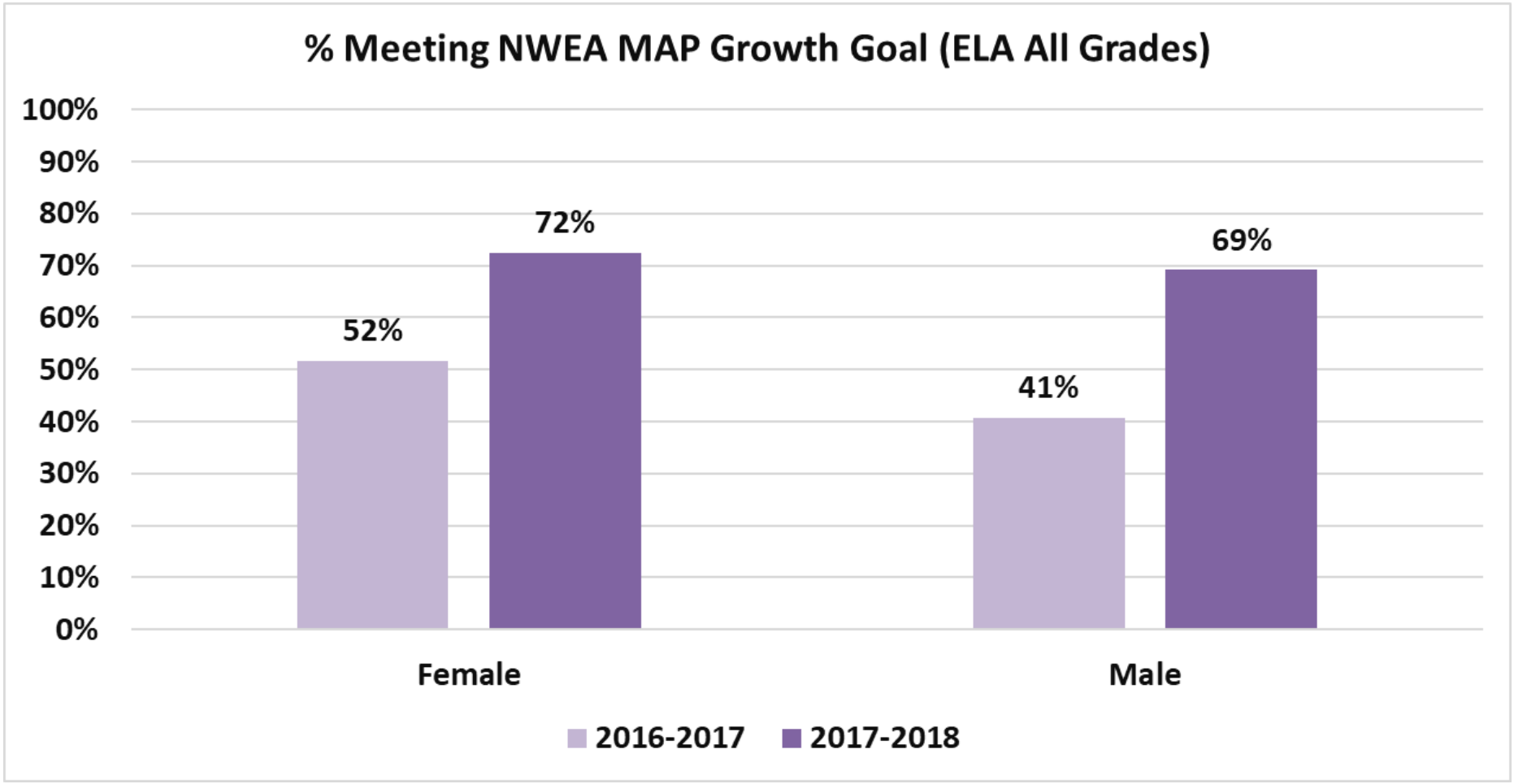


NWEA MAP Growth by Gender

			# of students		Average RIT Score						% meeting growth goal		
			2016-	2017-	2016-2017			2017-2018			2016-	2017-	Y-Y
Subject	Grade	Gender	2017	2018	Fall	Spring	Growth	Fall	Spring	Growth	2017	2018	Chg.
ELA	K	Female	25	25	143.9	158.4	14.6	135.5	166.3	30.7	40%	88%	48%
ELA	K	Male	22	25	135.4	152.4	17.0	135.9	161.3	25.4	50%	84%	34%
ELA	*K*	*All Students*	*47*	*50*	*139.3*	*155.7*	*16.4*	*135.7*	*163.8*	*28.1*	*45%*	*86%*	*41%*
ELA	1	Female	28	30	156.5	171.1	14.6	159.4	181.1	21.7	43%	70%	27%
ELA	1	Male	18	16	156.2	169.5	13.3	156.3	176.8	20.4	28%	63%	35%
ELA	*1*	*All Students*	*46*	*46*	*156.4*	*170.4*	*14.0*	*158.1*	*179.6*	*21.4*	*37%*	*67%*	*30%*
ELA	2	Female	19	25	169.8	186.3	16.5	166.1	183.7	17.6	47%	64%	17%
ELA	2	Male	25	22	167.3	180.4	13.1	162.3	178.8	16.6	24%	45%	21%
ELA	*2*	*All Students*	*44*	*47*	*168.4*	*182.8*	*14.4*	*164.2*	*181.4*	*17.2*	*34%*	*55%*	*21%*
ELA	3	Female	30	26	180.6	191.3	10.6	183.0	198.3	15.4	50%	77%	27%
ELA	3	Male	19	28	176.8	185.1	8.3	177.5	192.0	14.5	37%	79%	42%
ELA	*3*	*All Students*	*49*	*54*	*178.9*	*188.8*	*10.0*	*180.1*	*195.1*	*15.0*	*45%*	*78%*	*33%*
ELA	4	Female	21	29	191.0	205.3	14.3	191.0	199.9	9.0	57%	59%	1%
ELA	4	Male	28	21	190.3	198.0	7.7	184.5	195.4	10.9	43%	71%	29%
ELA	*4*	*All Students*	*49*	*50*	*190.7*	*201.1*	*10.4*	*188.0*	*198.0*	*10.0*	*49%*	*64%*	*15%*
ELA	5	Female	25	25	198.3	206.7	8.4	199.4	211.4	12.0	60%	84%	24%
ELA	5	Male	27	27	198.7	205.1	6.5	196.3	208.1	11.9	41%	74%	33%
ELA	*5*	*All Students*	*52*	*52*	*198.5*	*205.9*	*7.4*	*197.7*	*209.7*	*12.0*	*50%*	*79%*	*29%*
ELA	6	Female	20	29	207.3	214.6	7.3	202.4	215.2	12.8	65%	83%	18%
ELA	6	Male	33	25	204.7	208.6	3.9	202.7	210.4	7.7	45%	68%	23%
ELA	*6*	*All Students*	*53*	*54*	*205.9*	*210.9*	*5.0*	*202.6*	*213.0*	*10.4*	*53%*	*76%*	*23%*
ELA	7	Female	24	16	213.5	215.3	1.8	212.6	217.7	5.2	54%	56%	2%
ELA	7	Male	30	29	208.7	211.2	2.5	206.6	215.0	8.4	50%	66%	16%
ELA	*7*	*All Students*	*54*	*45*	*211.0*	*213.0*	*2.1*	*208.6*	*216.0*	*7.3*	*52%*	*62%*	*10%*
ELA	8	Female	0	24				219.7	223.9	4.2		67%	
ELA	8	Male	0	24				211.4	219.6	8.3		67%	
ELA	*8*	*All Students*	*0*	*48*				*215.4*	*221.8*	*6.4*		*67%*	
ELA	**All Grades**	**Female**	**192**	**229**	**181.8**	**192.3**	**10.4**	**183.0**	**198.6**	**15.6**	**52%**	**72%**	**21%**
ELA	**All Grades**	**Male**	**202**	**217**	**181.4**	**190.9**	**9.6**	**182.3**	**196.4**	**14.1**	**41%**	**69%**	**29%**
ELA	***All Grades***	***All Students***	***394***	***446***	***181.4***	***191.6***	***10.1***	***182.7***	***197.5***	***14.9***	***46%***	***71%***	***25%***

LinkIt!

NWEA MAP Growth by Gender

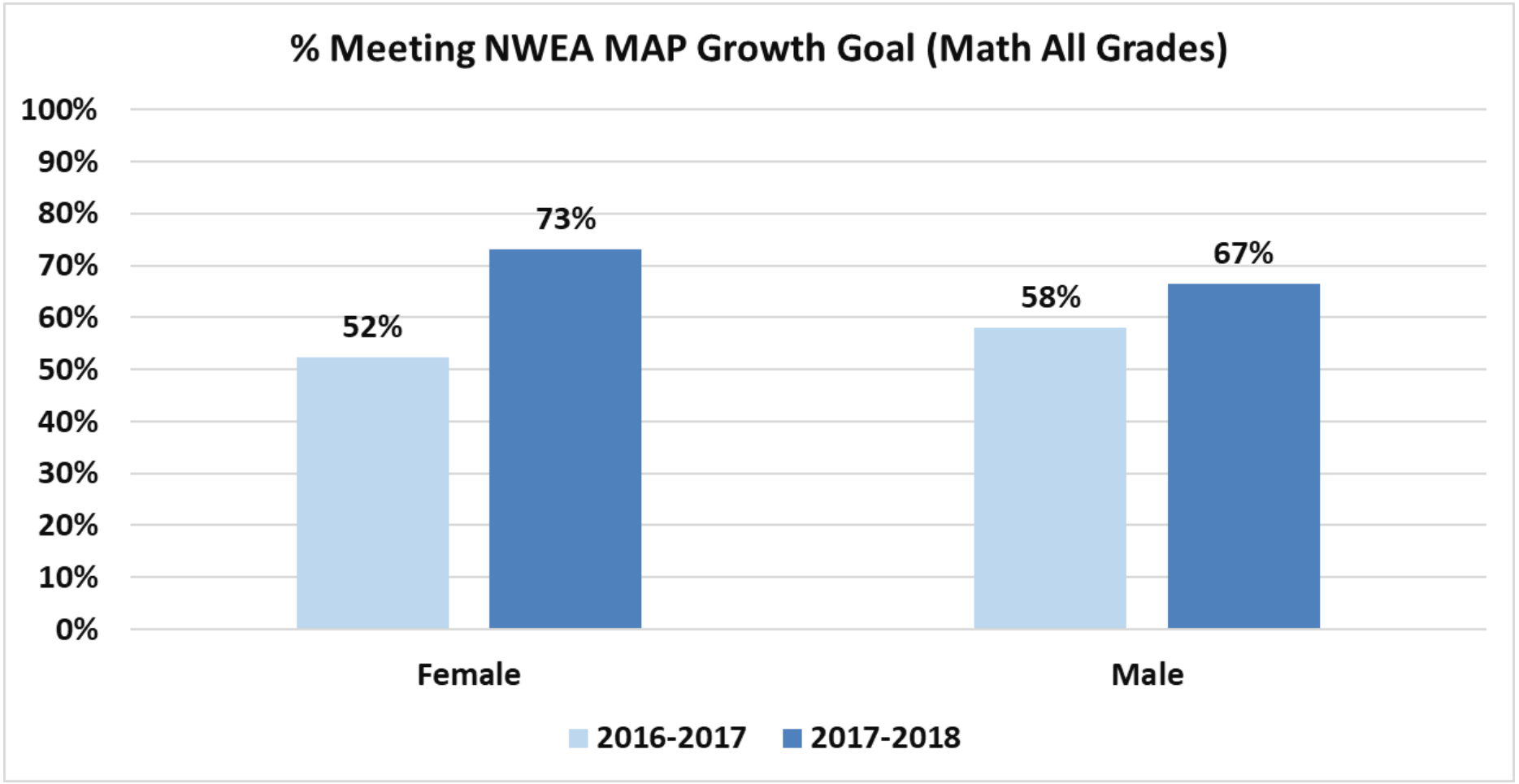


NWEA MAP Growth by Gender

			# of students		Average RIT Score						% Meeting Growth Goal		
					2016-2017			2017-2018					
Subject	Grade	Gender	2016-2017	2017-2018	Fall	Spring	Growth	Fall	Spring	Growth	2016-2017	2017-2018	Y-Y Chg.
Math	K	Female	24	25	140.8	159.4	18.6	129.0	165.9	36.9	50%	96%	46%
Math	K	Male	21	25	130.3	151.2	20.9	131.4	161.7	30.2	57%	88%	31%
Math	*K*	*All Students*	*45*	*50*	*135.1*	*155.7*	*20.6*	*130.2*	*163.8*	*33.7*	*53%*	*92%*	*39%*
Math	1	Female	28	29	156.3	172.6	16.3	158.2	180.1	21.9	43%	69%	26%
Math	1	Male	18	16	157.9	175.1	17.2	155.0	180.7	25.7	39%	81%	42%
Math	*1*	*All Students*	*46*	*45*	*156.9*	*173.7*	*16.7*	*156.8*	*180.3*	*23.5*	*41%*	*73%*	*32%*
Math	2	Female	19	24	171.5	187.5	16.0	168.9	185.5	16.6	47%	46%	-2%
Math	2	Male	24	22	169.3	189.7	20.4	166.9	181.9	14.9	79%	55%	-25%
Math	*2*	*All Students*	*43*	*46*	*170.3*	*188.8*	*18.5*	*167.9*	*183.8*	*15.9*	*65%*	*50%*	*-15%*
Math	3	Female	30	26	178.6	191.6	13.1	185.6	198.1	12.5	47%	46%	-1%
Math	3	Male	19	28	182.0	190.8	8.8	180.7	194.8	14.1	37%	57%	20%
Math	*3*	*All Students*	*49*	*54*	*180.1*	*191.3*	*11.2*	*183.0*	*196.4*	*13.4*	*43%*	*52%*	*9%*
Math	4	Female	21	29	193.1	207.0	13.9	188.4	201.7	13.3	43%	66%	23%
Math	4	Male	28	21	191.8	205.0	13.1	189.1	201.0	12.0	57%	57%	0%
Math	*4*	*All Students*	*49*	*50*	*192.4*	*205.8*	*13.4*	*188.7*	*201.4*	*12.7*	*51%*	*62%*	*11%*
Math	5	Female	25	25	200.7	207.0	6.3	203.4	217.5	14.1	28%	76%	48%
Math	5	Male	27	27	202.6	211.7	9.1	201.3	211.1	9.8	37%	48%	11%
Math	*5*	*All Students*	*52*	*52*	*201.7*	*209.4*	*7.7*	*202.3*	*214.2*	*11.9*	*33%*	*62%*	*29%*
Math	6	Female	20	29	211.4	224.8	13.4	204.0	218.6	14.5	80%	83%	3%
Math	6	Male	33	26	211.6	221.6	10.0	208.0	222.1	14.2	70%	88%	19%
Math	*6*	*All Students*	*53*	*55*	*211.6*	*222.8*	*11.2*	*205.9*	*220.2*	*14.3*	*74%*	*85%*	*12%*
Math	7	Female	24	16	217.4	228.0	10.5	218.9	226.7	7.8	88%	81%	-6%
Math	7	Male	30	29	217.9	225.8	7.9	215.6	222.1	6.5	73%	41%	-32%
Math	*7*	*All Students*	*54*	*45*	*217.7*	*226.8*	*9.1*	*216.7*	*223.8*	*7.1*	*80%*	*56%*	*-24%*
Math	8	Female	0	23				231.1	244.7	13.6		100%	
Math	8	Male	0	24				224.6	240.1	15.5		92%	
Math	*8*	*All Students*	*0*	*47*				*227.7*	*242.3*	*14.6*		*96%*	
Math	**All Grades**	**Female**	**191**	**226**	**183.0**	**195.7**	**12.7**	**184.7**	**202.5**	**17.8**	**52%**	**73%**	**21%**
Math	**All Grades**	**Male**	**200**	**218**	**185.2**	**199.2**	**14.1**	**186.9**	**203.0**	**16.0**	**58%**	**67%**	**9%**
Math	***All Grades***	***All Students***	***391***	***444***	***183.9***	***197.5***	***13.6***	***185.8***	***202.7***	***16.9***	***55%***	***70%***	***15%***

LinkIt!

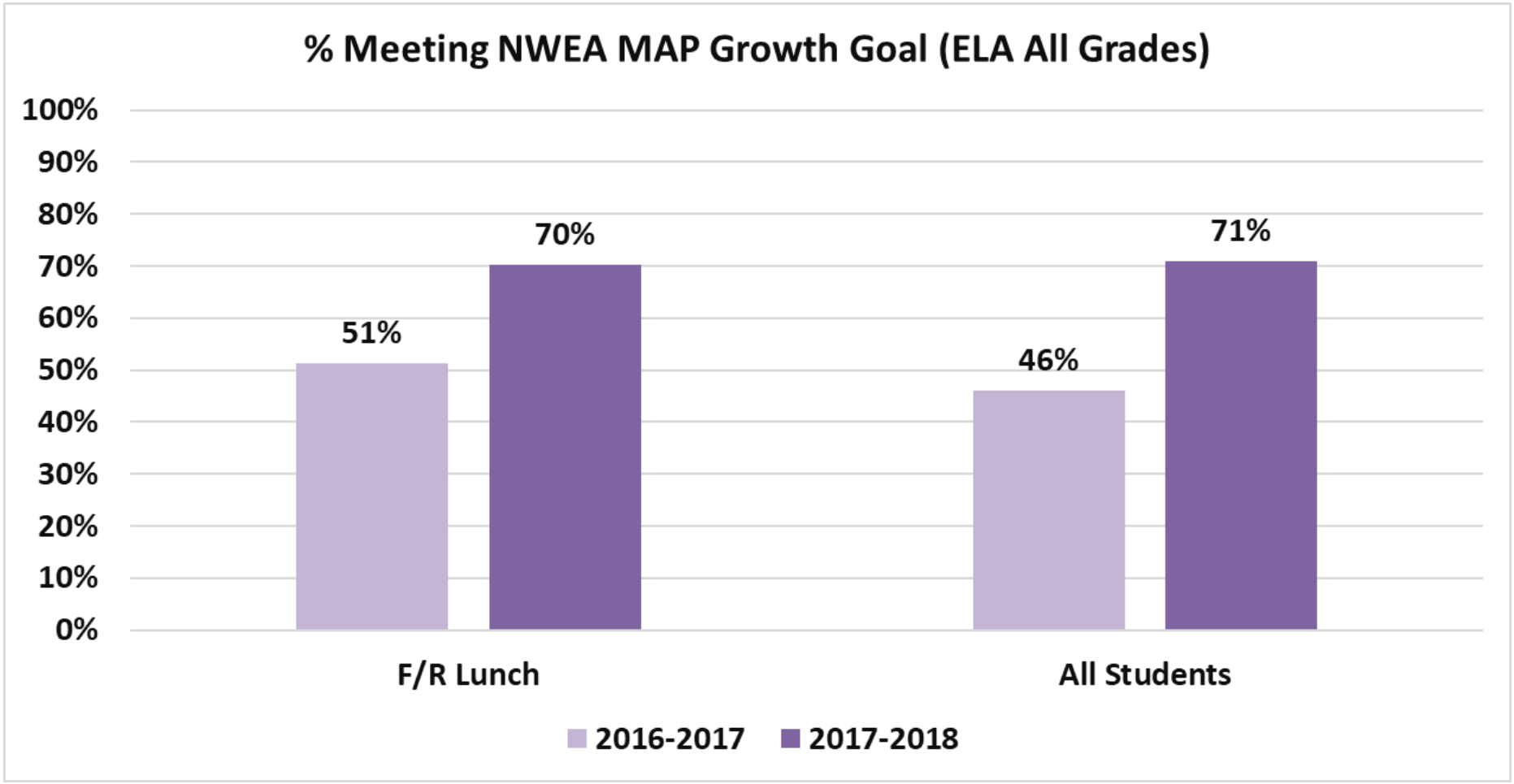
NWEA MAP Growth by Gender



NWEA MAP Growth by Program

Subject	Grade	Program	# of students		Average RIT Score						% Meeting Growth Goal		
			2016-2017	2017-2018	2016-2017			2017-2018			2016-2017	2017-2018	Y-Y Chg.
					Fall	Spring	Growth	Fall	Spring	Growth			
ELA	K	F/R Lunch	14	46	142.8	158.5	15.7	135.4	163.8	28.4	50%	87%	37%
ELA	*K*	*All Students*	*47*	*50*	*139.3*	*155.7*	*16.4*	*135.7*	*163.8*	*28.1*	*45%*	*86%*	*41%*
ELA	1	F/R Lunch	16	22	158.7	172.8	14.1	157.5	178.6	21.2	50%	59%	9%
ELA	*1*	*All Students*	*46*	*46*	*156.4*	*170.4*	*14.0*	*158.1*	*179.6*	*21.4*	*37%*	*67%*	*30%*
ELA	2	F/R Lunch	15	23	169.9	186.2	16.3	163.3	181.1	17.9	47%	61%	14%
ELA	*2*	*All Students*	*44*	*47*	*168.4*	*182.8*	*14.4*	*164.2*	*181.4*	*17.2*	*34%*	*55%*	*21%*
ELA	3	F/R Lunch	15	34	180.6	193.0	12.4	183.6	197.1	13.5	27%	76%	50%
ELA	*3*	*All Students*	*49*	*54*	*178.9*	*188.8*	*10.0*	*180.1*	*195.1*	*15.0*	*45%*	*78%*	*33%*
ELA	4	F/R Lunch	17	22	196.0	204.9	8.9	188.8	200.4	11.7	53%	73%	20%
ELA	*4*	*All Students*	*49*	*50*	*190.7*	*201.1*	*10.4*	*188.0*	*198.0*	*10.0*	*49%*	*64%*	*15%*
ELA	5	F/R Lunch	22	24	202.2	207.1	4.9	198.4	211.2	12.8	50%	75%	25%
ELA	*5*	*All Students*	*52*	*52*	*198.5*	*205.9*	*7.4*	*197.7*	*209.7*	*12.0*	*50%*	*79%*	*29%*
ELA	6	F/R Lunch	21	23	207.7	213.6	5.9	203.7	211.9	8.2	62%	65%	3%
ELA	*6*	*All Students*	*53*	*54*	*205.9*	*210.9*	*5.0*	*202.6*	*213.0*	*10.4*	*53%*	*76%*	*23%*
ELA	7	F/R Lunch	38	22	213.2	214.9	1.7	208.9	216.3	7.5	58%	55%	-3%
ELA	*7*	*All Students*	*54*	*45*	*211.0*	*213.0*	*2.1*	*208.6*	*216.0*	*7.3*	*52%*	*62%*	*10%*
ELA	8	F/R Lunch	0	36				215.7	221.5	5.8		64%	
ELA	*8*	*All Students*	*0*	*48*				*215.4*	*221.8*	*6.4*		*67%*	
ELA	**All Grades**	**F/R Lunch**	**158**	**252**	**188.3**	**197.7**	**9.4**	**180.6**	**196.0**	**15.3**	**51%**	**70%**	**19%**
ELA	***All Grades***	***All Students***	***394***	***446***	***181.4***	***191.6***	***10.1***	***182.7***	***197.5***	***14.9***	***46%***	***71%***	***25%***

NWEA MAP Growth by Program

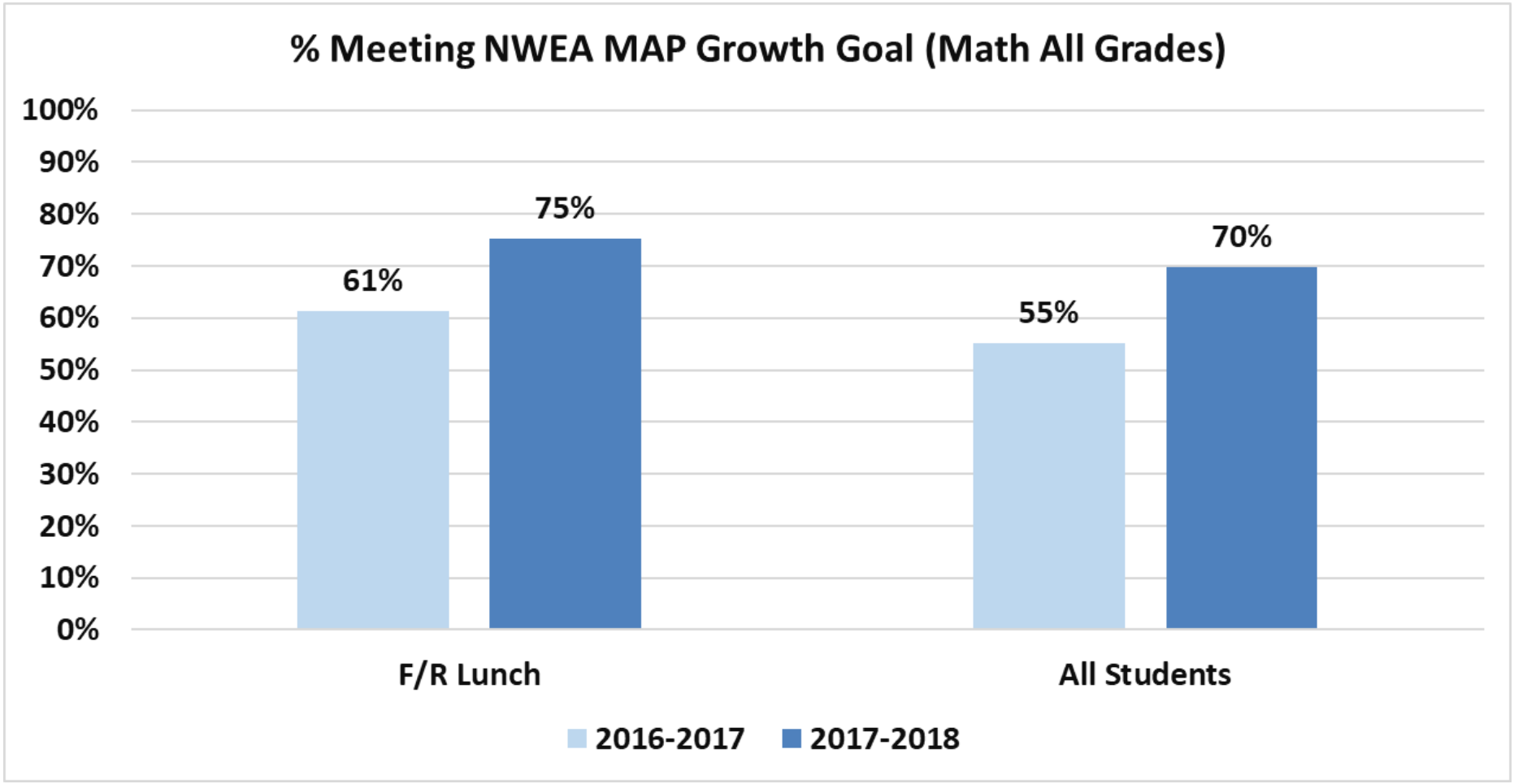


NWEA MAP Growth by Program

Subject	Grade	Program	# of students 2016-2017	# of students 2017-2018	Average RIT Score 2016-2017 Fall	2016-2017 Spring	2016-2017 Growth	2017-2018 Fall	2017-2018 Spring	2017-2018 Growth	% Meeting Growth Goal 2016-2017	% Meeting Growth Goal 2017-2018	Y-Y Chg.
Math	K	F/R Lunch	14	46	138.7	155.2	16.6	129.4	164.0	34.6	57%	96%	39%
Math	*K*	*All Students*	*45*	*50*	*135.1*	*155.7*	*20.6*	*130.2*	*163.8*	*33.7*	*53%*	*92%*	*39%*
Math	1	F/R Lunch	16	21	159.7	176.5	16.7	155.3	179.5	24.2	50%	76%	26%
Math	*1*	*All Students*	*46*	*45*	*156.9*	*173.7*	*16.7*	*156.8*	*180.3*	*23.5*	*41%*	*73%*	*32%*
Math	2	F/R Lunch	15	22	171.3	190.5	19.2	167.0	182.3	15.3	73%	55%	-19%
Math	*2*	*All Students*	*43*	*46*	*170.3*	*188.8*	*18.5*	*167.9*	*183.8*	*15.9*	*65%*	*50%*	*-15%*
Math	3	F/R Lunch	15	34	181.3	194.3	13.0	184.3	196.9	12.6	47%	53%	6%
Math	*3*	*All Students*	*49*	*54*	*180.1*	*191.3*	*11.2*	*183.0*	*196.4*	*13.4*	*43%*	*52%*	*9%*
Math	4	F/R Lunch	17	22	198.1	212.0	13.9	190.1	204.8	14.8	59%	77%	18%
Math	*4*	*All Students*	*49*	*50*	*192.4*	*205.8*	*13.4*	*188.7*	*201.4*	*12.7*	*51%*	*62%*	*11%*
Math	5	F/R Lunch	22	24	201.6	208.4	6.8	202.7	217.0	14.3	32%	58%	27%
Math	*5*	*All Students*	*52*	*52*	*201.7*	*209.4*	*7.7*	*202.3*	*214.2*	*11.9*	*33%*	*62%*	*29%*
Math	6	F/R Lunch	21	24	212.0	224.3	12.4	205.4	218.4	13.0	76%	83%	7%
Math	*6*	*All Students*	*53*	*55*	*211.6*	*222.8*	*11.2*	*205.9*	*220.2*	*14.3*	*74%*	*85%*	*12%*
Math	7	F/R Lunch	38	22	221.0	230.1	9.1	215.3	223.1	7.8	79%	64%	-15%
Math	*7*	*All Students*	*54*	*45*	*217.7*	*226.8*	*9.1*	*216.7*	*223.8*	*7.1*	*80%*	*56%*	*-24%*
Math	8	F/R Lunch	0	36				229.6	243.1	13.5		94%	
Math	*8*	*All Students*	*0*	*47*				*227.7*	*242.3*	*14.6*		*96%*	
Math	**All Grades**	**F/R Lunch**	**158**	**251**	**190.7**	**204.2**	**13.5**	**183.2**	**201.4**	**18.2**	**61%**	**75%**	**14%**
Math	***All Grades***	***All Students***	***391***	***444***	***183.9***	***197.5***	***13.6***	***185.8***	***202.7***	***16.9***	***55%***	***70%***	***15%***

LinkIt!

NWEA MAP Growth by Program



Section 2

ISTEP

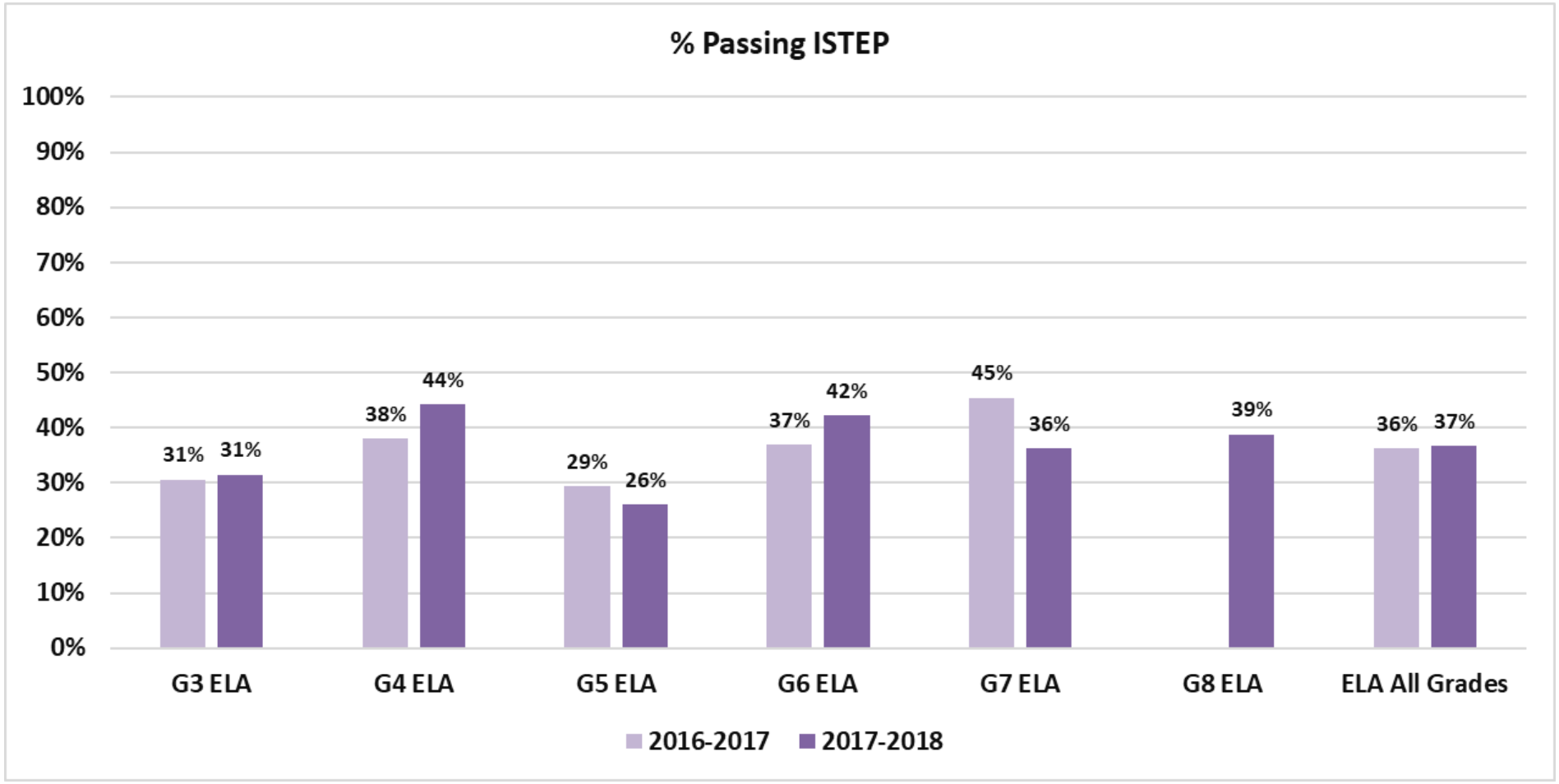
ISTEP Summary

Subject	Grade	# of students		Average ISTEP Scale Score				% Passing ISTEP		
		2016-2017	2017-2018	2016-2017	2017-2018	*Yr-Yr Chg*	% Chg	2016-2017	2017-2018	*% Chg*
ELA	3	49	54	405	418	*13*	3%	31%	31%	*1%*
ELA	4	50	52	446	436	*-10*	-2%	38%	44%	*6%*
ELA	5	51	46	470	461	*-9*	-2%	29%	26%	*-3%*
ELA	6	57	52	489	488	*-1*	0%	37%	42%	*5%*
ELA	7	55	47	511	501	*-10*	-2%	45%	36%	*-9%*
ELA	8	0	49		525				39%	
ELA	**All Grades**	**262**	**300**	**466**	**470**	***4***	**1%**	**36%**	**37%**	***0%***
Math	3	44	53	376	385	*9*	2%	16%	25%	*9%*
Math	4	46	52	433	420	*-13*	-3%	37%	21%	*-16%*
Math	5	47	45	444	450	*6*	1%	17%	33%	*16%*
Math	6	55	52	485	469	*-16*	-3%	36%	19%	*-17%*
Math	7	55	47	502	486	*-16*	-3%	20%	15%	*-5%*
Math	8	0	49		556				51%	
Math	**All Grades**	**247**	**298**	**452**	**460**	***8***	**2%**	**26%**	**27%**	***2%***

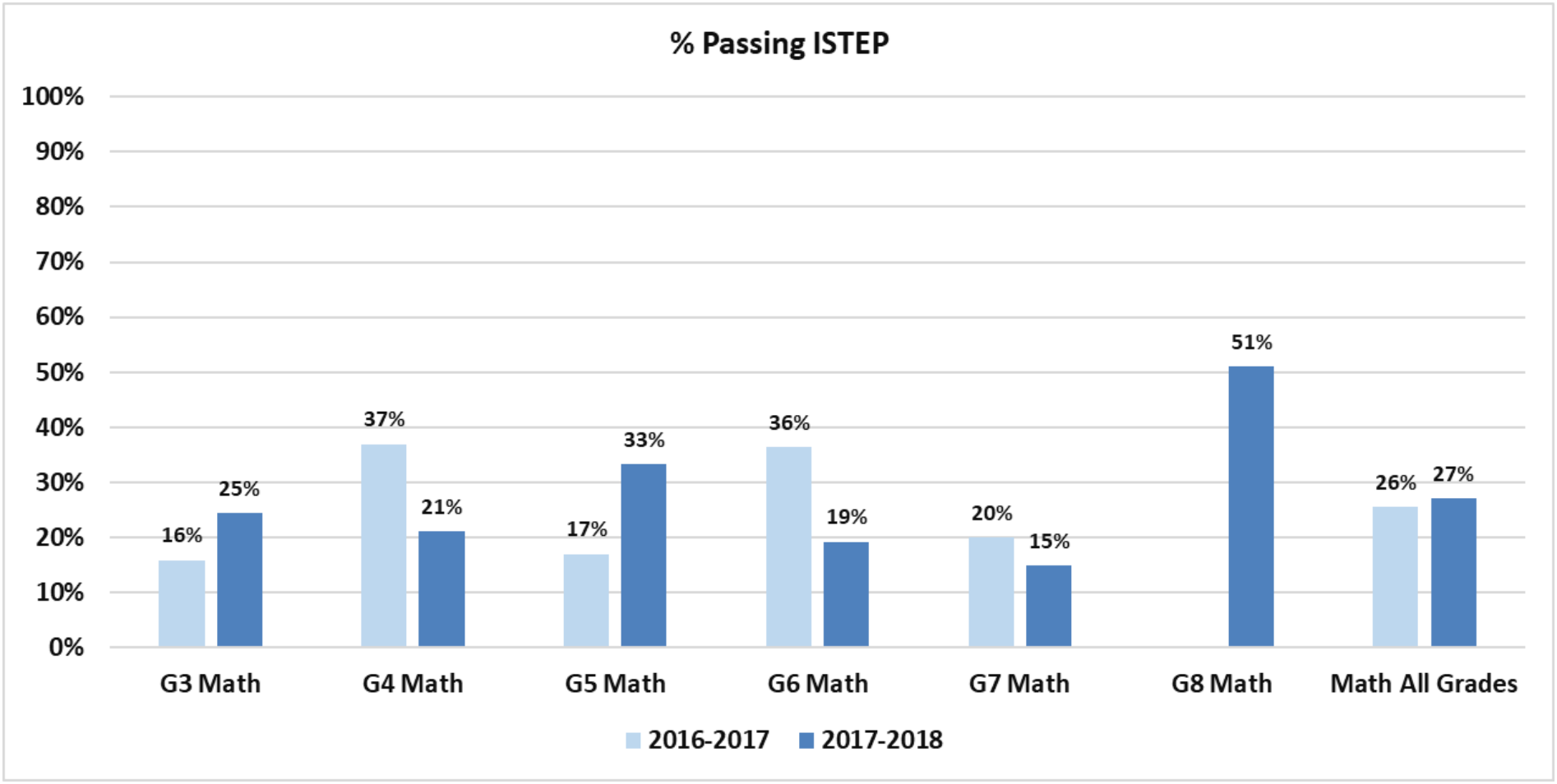
Red = Less than 5% growth (either Scale Score or percentage passing)
Green = At least 5% growth (either Scale Score or percentage passing)
Negative Year-to-Year change highlighted in maroon

LinkIt!

ISTEP Summary



ISTEP Summary

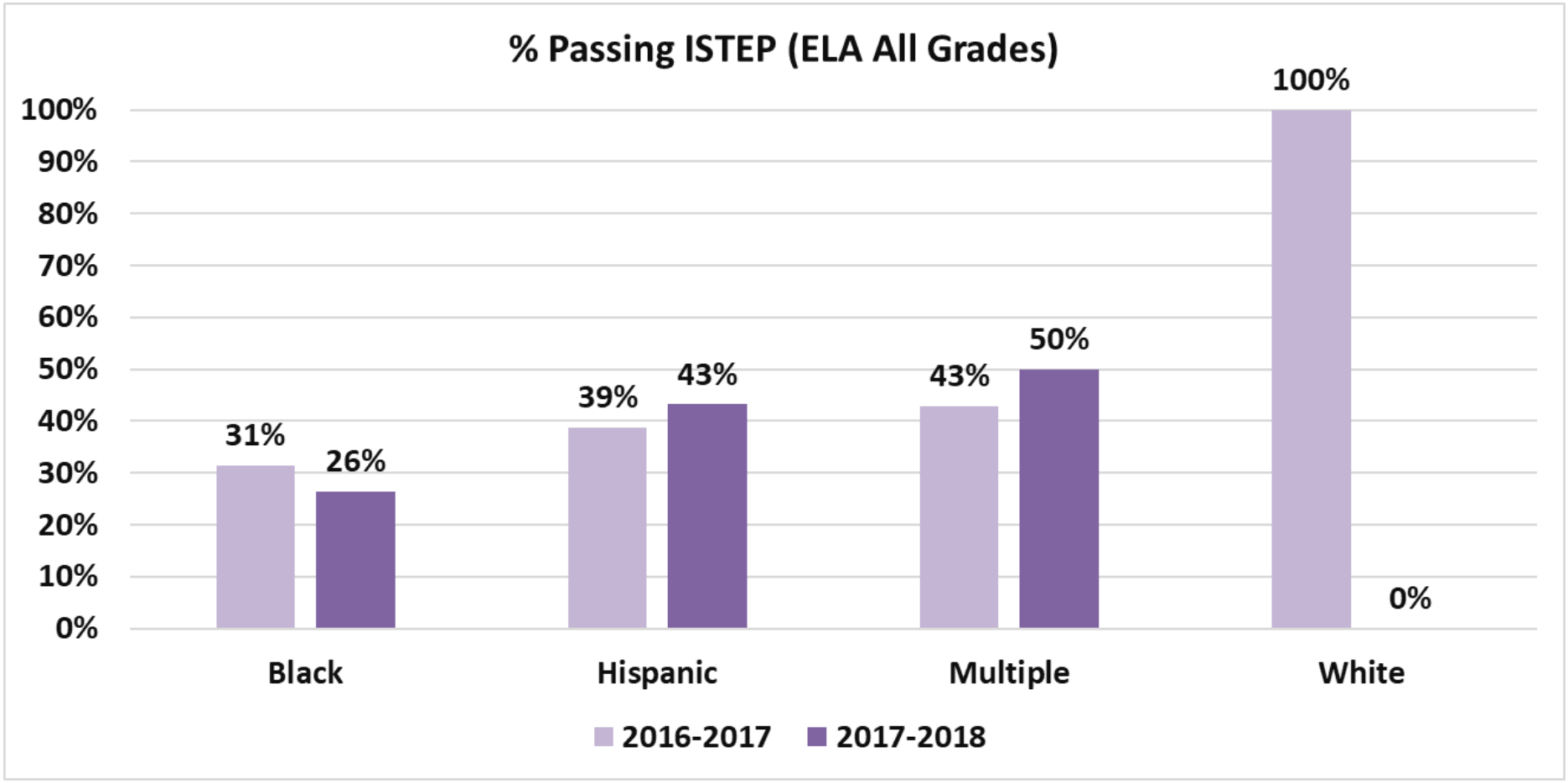


ISTEP by Race

Subject	Grade	Race/ Ethnicity	# of students 2016-2017	# of students 2017-2018	Average ISTEP Scale Score 2016-2017	Average ISTEP Scale Score 2017-2018	Yr-Yr Chg	% Chg	% Passing ISTEP 2016-2017	% Passing ISTEP 2017-2018	% Chg
ELA	3	Black	23	28	396	407	11	3%	17%	21%	4%
ELA	3	Hispanic	24	26	414	430	17	4%	42%	42%	1%
ELA	*3*	*All Students*	*49*	*54*	*405*	*418*	*13*	*3%*	*31%*	*31%*	1%
ELA	4	Black	16	19	445	430	-15	-3%	44%	37%	-7%
ELA	4	Hispanic	33	31	447	440	-7	-2%	36%	48%	12%
ELA	4	Multiple	1	2	422	431	9	2%	0%	50%	50%
ELA	*4*	*All Students*	*50*	*52*	*446*	*436*	*-10*	*-2%*	*38%*	*44%*	6%
ELA	5	Black	19	14	460	462	2	0%	16%	21%	6%
ELA	5	Hispanic	29	32	473	460	-13	-3%	34%	28%	-6%
ELA	*5*	*All Students*	*51*	*46*	*470*	*461*	*-9*	*-2%*	*29%*	*26%*	-3%
ELA	6	Black	23	20	485	477	-8	-2%	35%	25%	-10%
ELA	6	Hispanic	33	29	491	494	3	1%	36%	52%	15%
ELA	6	Multiple	0	3		508				67%	
ELA	*6*	*All Students*	*57*	*52*	*489*	*488*	*-1*	*0%*	*37%*	*42%*	5%
ELA	7	Black	21	16	501	496	-5	-1%	48%	31%	-16%
ELA	7	Hispanic	33	30	517	503	-14	-3%	45%	40%	-5%
ELA	7	White	0	1		509				0%	
ELA	*7*	*All Students*	*55*	*47*	*511*	*501*	*-10*	*-2%*	*45%*	*36%*	-9%
ELA	8	Black		20		519				25%	
ELA	8	Hispanic		28		530				50%	
ELA	8	Multiple		1		519				0%	
ELA	*8*	*All Students*		*49*		*525*				*39%*	
ELA	**All Grades**	**Black**	**102**	**117**	**458**	**461**	**3**	**1%**	**31%**	**26%**	**-5%**
ELA	**All Grades**	**Hispanic**	**152**	**176**	**471**	**476**	**5**	**1%**	**39%**	**43%**	**4%**
ELA	**All Grades**	**Multiple**	**7**	**6**	**463**	**484**	**21**	**5%**	**43%**	**50%**	**7%**
ELA	**All Grades**	**White**	**1**	**1**	**514**	**509**	**-5**	**-1%**	**100%**	**0%**	**-100%**
ELA	***All Grades***	***All Students***	***262***	***300***	***466***	***470***	***4***	***1%***	***36%***	***37%***	**0%**

LinkIt!

ISTEP by Race

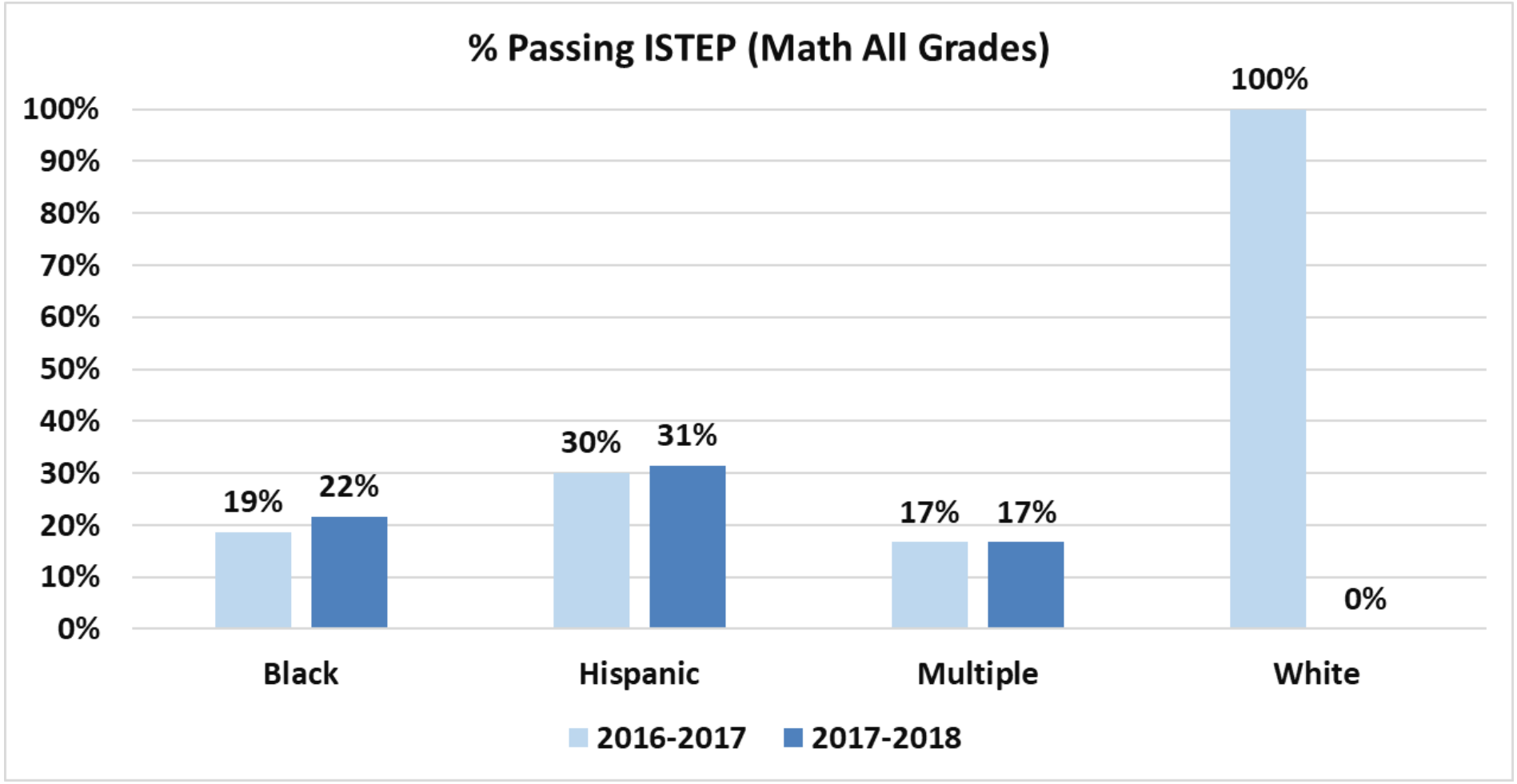


ISTEP by Race

Subject	Grade	Race/ Ethnicity	# of students 2016-2017	# of students 2017-2018	Average ISTEP Scale Score 2016-2017	Average ISTEP Scale Score 2017-2018	Yr-Yr Chg	% Chg	% Passing ISTEP 2016-2017	% Passing ISTEP 2017-2018	% Chg
Math	3	Black	23	27	367	375	8	2%	9%	19%	10%
Math	3	Hispanic	19	26	387	396	9	2%	21%	31%	10%
Math	*3*	*All Students*	*44*	*53*	*376*	*385*	*9*	*2%*	*16%*	*25%*	*9%*
Math	4	Black	14	19	424	406	-18	-4%	21%	16%	-6%
Math	4	Hispanic	32	31	436	427	-9	-2%	44%	23%	-21%
Math	4	Multiple	0	2		430				50%	
Math	*4*	*All Students*	*46*	*52*	*433*	*420*	*-13*	*-3%*	*37%*	*21%*	*-16%*
Math	5	Black	16	14	435	433	-2	0%	6%	14%	8%
Math	5	Hispanic	28	31	452	458	6	1%	25%	42%	17%
Math	*5*	*All Students*	*47*	*45*	*444*	*450*	*6*	*1%*	*17%*	*33%*	*16%*
Math	6	Black	23	20	475	457	-18	-4%	30%	15%	-15%
Math	6	Hispanic	31	29	491	476	-15	-3%	39%	24%	-15%
Math	6	Multiple	0	3		480				0%	
Math	*6*	*All Students*	*55*	*52*	*485*	*469*	*-16*	*-3%*	*36%*	*19%*	*-17%*
Math	7	Black	21	16	500	473	-27	-5%	24%	13%	-11%
Math	7	Hispanic	33	30	505	492	-12	-2%	18%	17%	-2%
Math	7	White	0	1		521				0%	
Math	*7*	*All Students*	*55*	*47*	*502*	*486*	*-16*	*-3%*	*20%*	*15%*	*-5%*
Math	8	Black	0	20		552				50%	
Math	8	Hispanic	0	28		558				54%	
Math	8	Multiple	0	1		543				0%	
Math	*8*	*All Students*	*0*	*49*		*556*				*51%*	
Math	**All Grades**	**Black**	**97**	**116**	**441**	**445**	***4***	**1%**	**19%**	**22%**	**3%**
Math	**All Grades**	**Hispanic**	**143**	**175**	**461**	**468**	***8***	**2%**	**30%**	**31%**	**1%**
Math	**All Grades**	**Multiple**	**6**	**6**	**421**	**474**	***53***	**12%**	**17%**	**17%**	**0%**
Math	**All Grades**	**White**	**1**	**1**	**516**	**521**	***5***	**1%**	**100%**	**0%**	**-100%**
Math	***All Grades***	***All Students***	***247***	***298***	***452***	***460***	***8***	***2%***	***26%***	***27%***	**2%**

LinkIt!

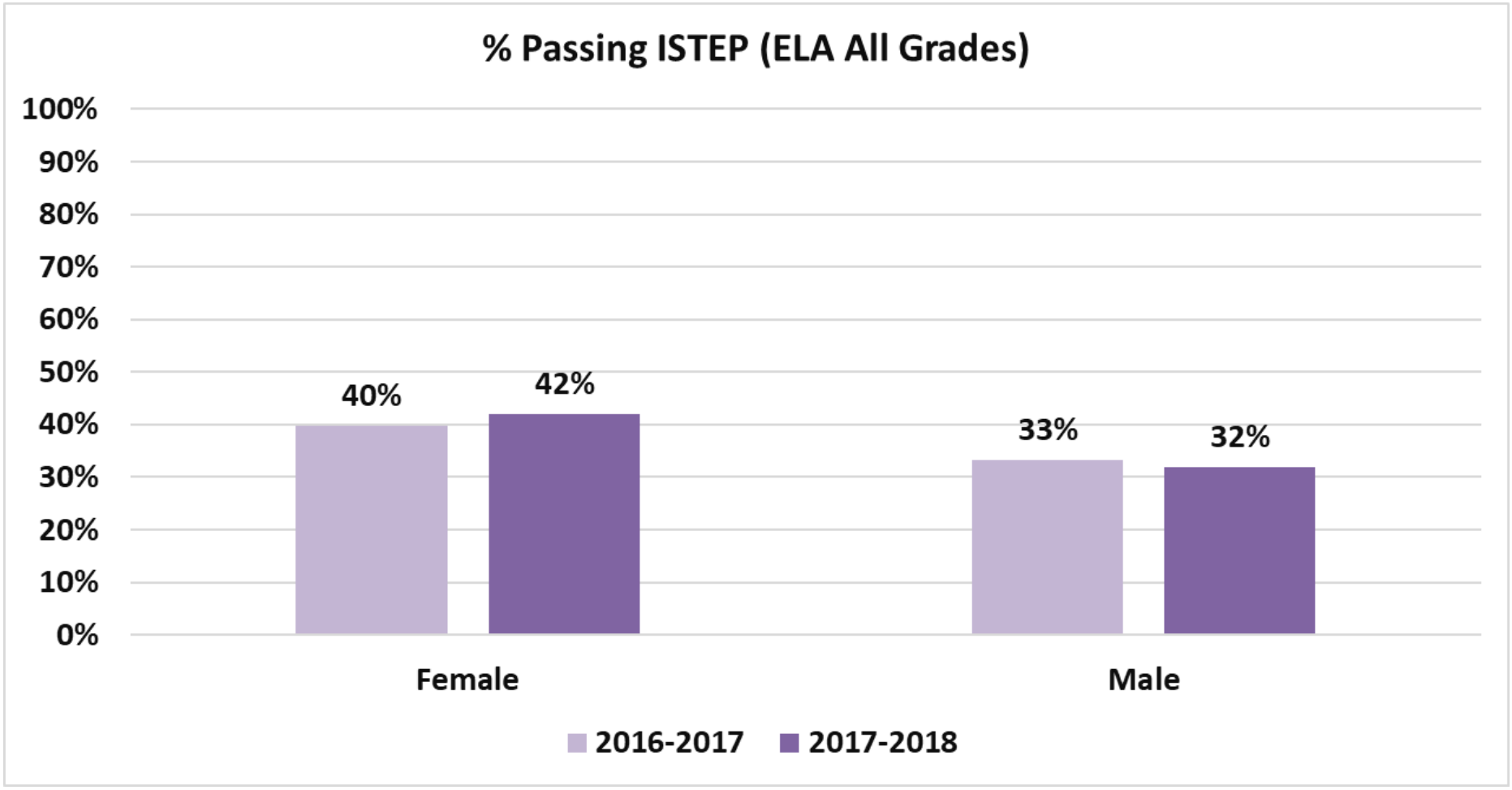
ISTEP by Race



ISTEP by Gender

			# of students		Average ISTEP Scale Score				% Passing ISTEP		
Subject	Grade	Gender	2016-2017	2017-2018	2016-2017	2017-2018	Yr-Yr Chg	% Chg	2016-2017	2017-2018	% Chg
ELA	3	Female	30	26	411	423	12	3%	33%	31%	-3%
ELA	3	Male	19	28	397	414	17	4%	26%	32%	6%
ELA	*3*	*All Students*	*49*	*54*	*405*	*418*	*13*	*3%*	*31%*	*31%*	*1%*
ELA	4	Female	21	30	458	443	-15	-3%	52%	47%	-6%
ELA	4	Male	29	22	437	427	-10	-2%	28%	41%	13%
ELA	*4*	*All Students*	*50*	*52*	*446*	*436*	*-10*	*-2%*	*38%*	*44%*	*6%*
ELA	5	Female	24	20	469	478	9	2%	25%	40%	15%
ELA	5	Male	27	26	471	447	-24	-5%	33%	15%	-18%
ELA	*5*	*All Students*	*51*	*46*	*470*	*461*	*-9*	*-2%*	*29%*	*26%*	*-3%*
ELA	6	Female	21	26	494	493	-1	0%	33%	46%	13%
ELA	6	Male	36	26	486	483	-3	-1%	39%	38%	0%
ELA	*6*	*All Students*	*57*	*52*	*489*	*488*	*-1*	*0%*	*37%*	*42%*	*5%*
ELA	7	Female	25	17	527	519	-8	-2%	56%	35%	-21%
ELA	7	Male	30	30	497	491	-6	-1%	37%	37%	0%
ELA	*7*	*All Students*	*55*	*47*	*511*	*501*	*-10*	*-2%*	*45%*	*36%*	*-9%*
ELA	8	Female	0	24		540				50%	
ELA	8	Male	0	25		511				28%	
ELA	*8*	*All Students*	*0*	*49*		*525*				*39%*	
ELA	**All Grades**	**Female**	**121**	**143**	**469**	**478**	**10**	**2%**	**40%**	**42%**	**2%**
ELA	**All Grades**	**Male**	**141**	**157**	**463**	**463**	**-1**	**0%**	**33%**	**32%**	**-1%**
ELA	***All Grades***	***All Students***	***262***	***300***	***466***	***470***	***4***	***1%***	***36%***	***37%***	***0%***

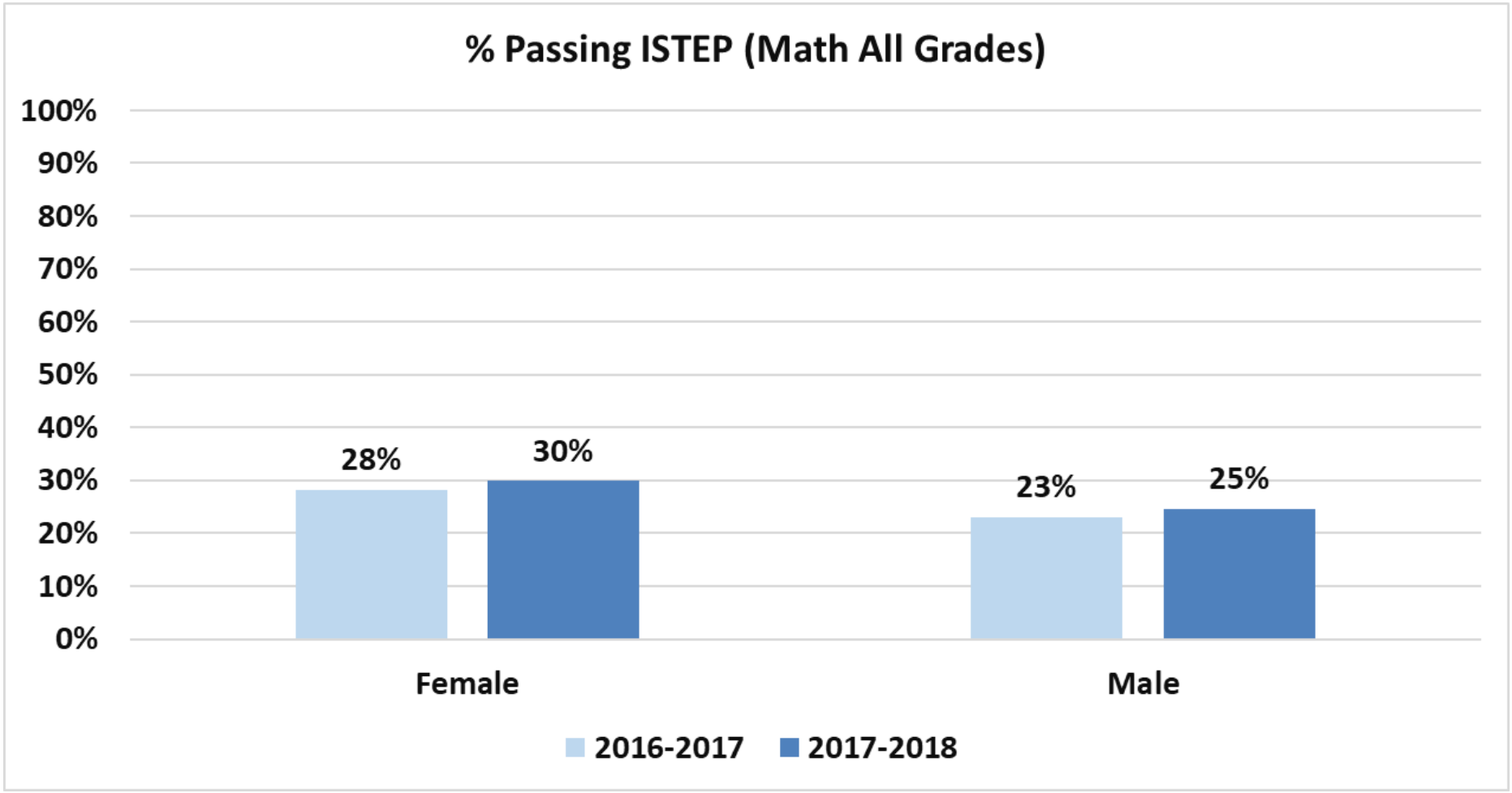
ISTEP by Gender



ISTEP by Gender

			# of students		Average ISTEP Scale Score				% Passing ISTEP		
Subject	Grade	Gender	2016-2017	2017-2018	2016-2017	2017-2018	*Yr-Yr Chg*	% Chg	2016-2017	2017-2018	% Chg
Math	3	Female	28	26	373	392	19	5%	18%	23%	5%
Math	3	Male	16	27	383	380	-3	-1%	13%	26%	13%
Math	*3*	*All Students*	*44*	*53*	*376*	*385*	*9*	*2%*	*16%*	*25%*	*9%*
Math	4	Female	19	30	445	427	-17	-4%	37%	23%	-14%
Math	4	Male	27	22	424	409	-15	-4%	37%	18%	-19%
Math	*4*	*All Students*	*46*	*52*	*433*	*420*	*-13*	*-3%*	*37%*	*21%*	*-16%*
Math	5	Female	23	21	444	468	24	5%	17%	38%	21%
Math	5	Male	24	24	445	435	-10	-2%	17%	29%	13%
Math	*5*	*All Students*	*47*	*45*	*444*	*450*	*6*	*1%*	*17%*	*33%*	*16%*
Math	6	Female	22	26	488	467	-21	-4%	45%	15%	-30%
Math	6	Male	33	26	483	471	-12	-3%	30%	23%	-7%
Math	*6*	*All Students*	*55*	*52*	*485*	*469*	*-16*	*-3%*	*36%*	*19%*	*-17%*
Math	7	Female	25	17	512	492	-20	-4%	28%	12%	-16%
Math	7	Male	30	30	495	483	-11	-2%	13%	17%	3%
Math	*7*	*All Students*	*55*	*47*	*502*	*486*	*-16*	*-3%*	*20%*	*15%*	*-5%*
Math	8	Female	0	24		565				67%	
Math	8	Male	0	25		547				36%	
Math	*8*	*All Students*	*0*	*49*		*556*				*51%*	
Math	**All Grades**	**Female**	**117**	**144**	**450**	**465**	**15**	**3%**	**28%**	**30%**	**2%**
Math	**All Grades**	**Male**	**130**	**154**	**454**	**455**	**1**	**0%**	**23%**	**25%**	**2%**
Math	***All Grades***	***All Students***	***247***	***298***	***452***	***460***	***8***	***2%***	***26%***	***27%***	***2%***

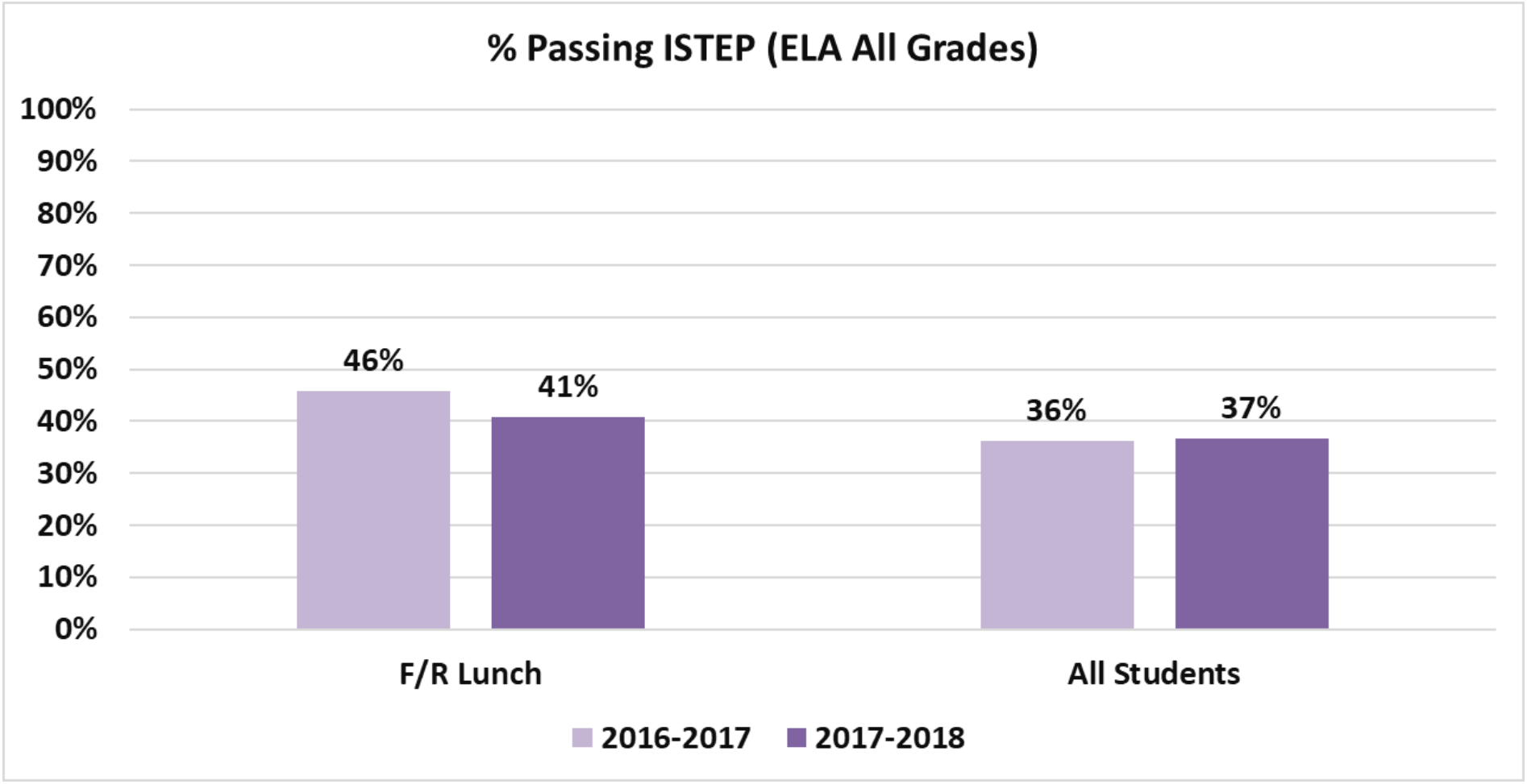
ISTEP by Gender



ISTEP by Program

Subject	Grade	Program	# of students 2016-2017	# of students 2017-2018	Average ISTEP Scale Score 2016-2017	Average ISTEP Scale Score 2017-2018	Yr-Yr Chg	% Chg	% Passing ISTEP 2016-2017	% Passing ISTEP 2017-2018	% Chg
ELA	3	F/R Lunch	15	34	418	423	5	1%	47%	35%	-11%
ELA	*3*	*All Students*	*49*	*54*	*405*	*418*	*13*	*3%*	*31%*	*31%*	*1%*
ELA	4	F/R Lunch	18	24	466	447	-19	-4%	50%	54%	4%
ELA	*4*	*All Students*	*50*	*52*	*446*	*436*	*-10*	*-2%*	*38%*	*44%*	*6%*
ELA	5	F/R Lunch	23	22	472	473	1	0%	30%	36%	6%
ELA	*5*	*All Students*	*51*	*46*	*470*	*461*	*-9*	*-2%*	*29%*	*26%*	*-3%*
ELA	6	F/R Lunch	23	23	502	482	-20	-4%	48%	35%	-13%
ELA	*6*	*All Students*	*57*	*52*	*489*	*488*	*-1*	*0%*	*37%*	*42%*	*5%*
ELA	7	F/R Lunch	39	24	514	505	-9	-2%	51%	46%	-5%
ELA	*7*	*All Students*	*55*	*47*	*511*	*501*	*-10*	*-2%*	*45%*	*36%*	*-9%*
ELA	8	F/R Lunch	0	37		524				41%	
ELA	*8*	*All Students*	*0*	*49*		*525*				*39%*	
ELA	**All Grades**	**F/R Lunch**	**118**	**164**	**484**	**476**	**-8**	**-2%**	**46%**	**41%**	**-5%**
ELA	***All Grades***	***All Students***	***262***	***300***	***466***	***470***	***4***	***1%***	***36%***	***37%***	***0%***

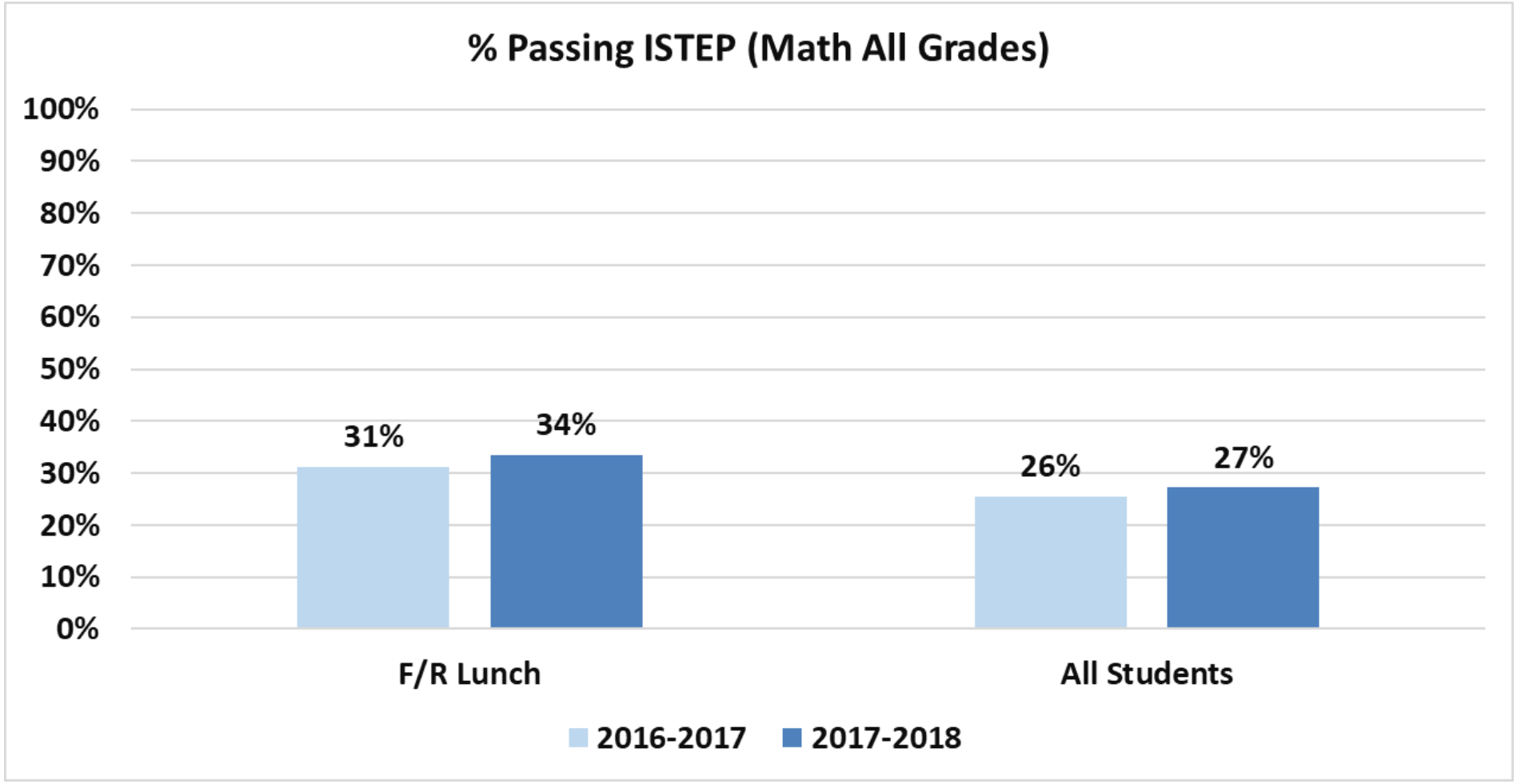
ISTEP by Program



ISTEP by Program

Subject	Grade	Program	# of students		Average ISTEP Scale Score				% Passing ISTEP		
			2016-2017	2017-2018	2016-2017	2017-2018	Yr-Yr Chg	% Chg	2016-2017	2017-2018	% Chg
Math	3	F/R Lunch	12	34	390	387	-3	-1%	17%	29%	13%
Math	*3*	*All Students*	*44*	*53*	*376*	*385*	*9*	*2%*	*16%*	*25%*	*9%*
Math	4	F/R Lunch	18	24	457	429	-28	-6%	56%	25%	-31%
Math	*4*	*All Students*	*46*	*52*	*433*	*420*	*-13*	*-3%*	*37%*	*21%*	*-16%*
Math	5	F/R Lunch	20	22	441	463	23	5%	15%	50%	35%
Math	*5*	*All Students*	*47*	*45*	*444*	*450*	*6*	*1%*	*17%*	*33%*	*16%*
Math	6	F/R Lunch	20	23	498	461	-37	-7%	45%	17%	-28%
Math	*6*	*All Students*	*55*	*52*	*485*	*469*	*-16*	*-3%*	*36%*	*19%*	*-17%*
Math	7	F/R Lunch	39	24	509	482	-27	-5%	26%	21%	-5%
Math	*7*	*All Students*	*55*	*47*	*502*	*486*	*-16*	*-3%*	*20%*	*15%*	*-5%*
Math	8	F/R Lunch	0	37		557				51%	
Math	*8*	*All Students*	*0*	*49*		*556*				*51%*	
Math	**All Grades**	**F/R Lunch**	**109**	**164**	**473**	**466**	**-7**	**-1%**	**31%**	**34%**	**2%**
Math	***All Grades***	***All Students***	***247***	***298***	***452***	***460***	***8***	***2%***	***26%***	***27%***	***2%***

ISTEP by Program



Section 3

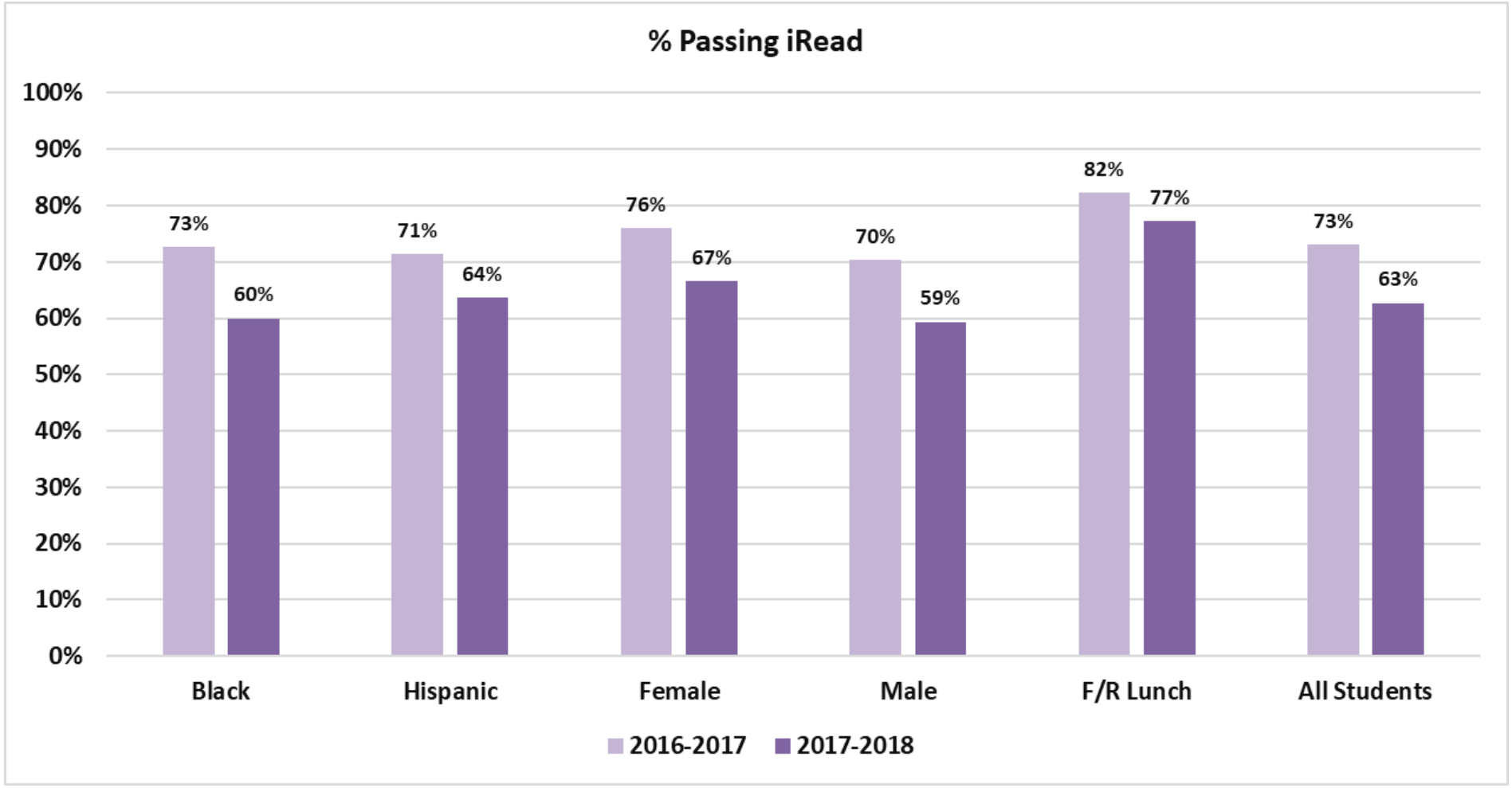
IREAD

IREAD

	# of students		Average iRead Scale Score				% Passing iRead			
	2016-2017	2017-2018	2016-2017	2017-2018	*Yr-Yr Chg*	% Chg	2016-2017	2017-2018	Yr-Yr Chg	% Chg
Black	22	25	457	468	12	3%	73%	60%	-13%	-18%
Hispanic	28	33	453	475	22	5%	71%	64%	-8%	-11%
Female	25	27	455	477	22	5%	76%	67%	-9%	-12%
Male	27	32	457	472	15	3%	70%	59%	-11%	-16%
F/R Lunch	17	22	459	491	32	7%	82%	77%	-5%	-6%
All Students	**52**	**59**	**456**	**474**	**18**	**4%**	**73%**	**63%**	**-10%**	**-14%**

Red = Less than 75% passing
Green = At least 75% passing
Negative Year-to-Year change and growth highlighted in maroon

IREAD


% Passing iRead
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
60%
71%
64%
76%
67%
70%
59%
82%
77%
73%
63%
Black
Hispanic
Female
Male
F/R Lunch
All Students
2016-2017
2017-2018

Student Growth Summary Report

Aggregate by School

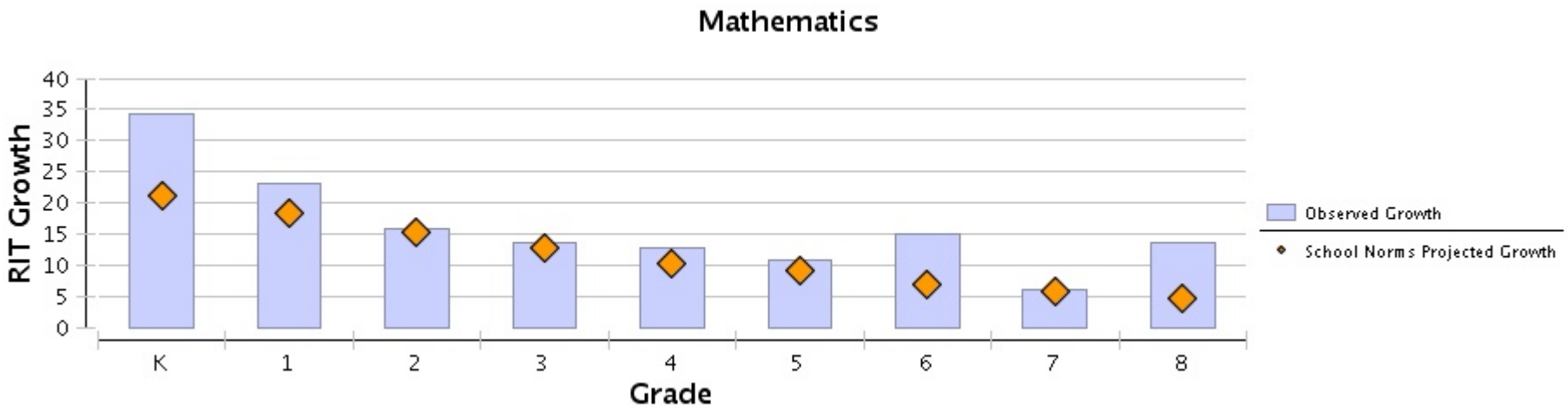
Term: Spring 2017-2018
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)
Grouping: None
Small Group Display: No

East Chicago Lighthouse Charter School

Mathematics

		Comparison Periods								Growth Evaluated Against						
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	50	129.2	9.7	6	163.5	11.3	75	34.3	1.5	21.1	4.71	99	50	46	92	96
1	45	157.4	12.6	19	180.4	16.0	47	23.1	1.3	18.5	1.49	93	45	33	73	66
2	46	167.9	12.8	6	183.7	12.9	9	15.8	1.0	15.3	0.17	57	46	23	50	48
3	54	182.6	12.3	9	196.4	10.7	14	13.7	1.0	12.7	0.49	69	54	28	52	48
4	50	188.4	13.6	1	201.2	14.3	4	12.9	0.8	10.3	1.14	87	50	31	62	55
5	52	203.3	11.3	12	214.2	13.5	19	10.8	1.2	9.1	0.71	76	52	32	62	56
6	55	205.1	10.6	4	220.2	11.7	26	15.1	1.0	6.8	3.66	99	55	47	85	79
7	45	217.7	13.0	26	223.8	14.6	28	6.0	0.8	5.7	0.21	58	45	25	56	51
8	47	228.8	14.5	61	242.3	13.2	88	13.5	0.9	4.8	4.11	99	47	45	96	85



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

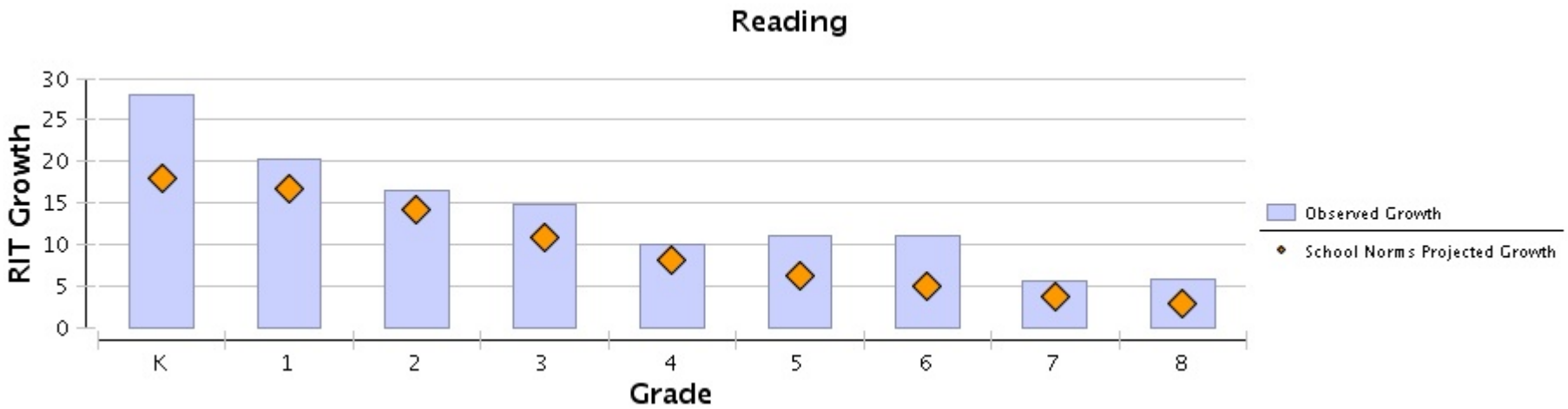
Term: Spring 2017-2018
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)
Grouping: None
Small Group Display: No

East Chicago Lighthouse Charter School

Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	50	135.4	7.6	17	163.4	10.2	81	28.0	1.5	17.9	3.49	99	50	43	86	88
1	46	159.3	12.6	41	179.6	14.0	62	20.3	1.3	16.8	1.27	90	46	31	67	72
2	47	164.9	16.3	6	181.4	17.3	14	16.5	1.6	14.2	0.93	82	47	26	55	57
3	54	180.1	15.8	11	195.1	14.4	30	14.9	1.3	10.8	2.08	98	54	42	78	71
4	50	188.0	17.6	6	198.1	18.6	11	10.1	1.2	8.1	1.19	88	50	32	64	53
5	52	198.8	12.5	14	209.7	9.4	37	11.0	1.2	6.3	2.57	99	52	41	79	73
6	54	202.0	12.4	8	213.0	11.3	33	11.0	1.1	5.0	3.14	99	54	41	76	69
7	45	210.3	14.1	26	216.0	13.5	37	5.7	1.1	3.8	1.04	85	45	28	62	56
8	48	216.0	13.9	43	221.8	12.5	59	5.8	0.9	2.9	1.31	90	48	32	67	68



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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	0.95
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	1.52
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	41.48
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1.06
1.e.	**Default**		0
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	0.0124
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	0.9636
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)	694,725.04
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	0.194079108

Current Assets	$578,292.77
Current Liabilities	$609,756.88
Cash	$926,861.04
Unrestricted Cash	$532,995.66
Total Expenses	$4,841,595.86
Depreciation Expenses	$151,502.37
Enrollment Projection in Charter School Board-Approved Budget	475
Actual Enrollment	502
Default	
Net Income	$153,484.76
Total Revenue	$4,995,080.62
Aggregated Total Margin	
Total 3 Year Net Income	$167,285.76
Total 3 Year Revenues	$13,494,151.62
Total Liabilities	$4,427,545.97
Total Assets	$4,594,832.97
Year 1 Total Cash	$232,136.00
Year 2 Total Cash	$651,062.00
Year 3 Total Cash	$926,861.04
Depreciation	151502.37
Interest	0
Interest Expense	0
Annual Principal, Interest, and Lease Payments	1571457.81