



FERRIS STATE  
UNIVERSITY

CHARTER SCHOOLS  
OFFICE

**LIGHTHOUSE ACADEMY**

**MID-CONTRACT REVIEW**

**April 25-26, 2011**



FERRIS STATE UNIVERSITY

*Imagine More*

## MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement.

## VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:

Meeting or exceeding State requirements, including AYP

Meeting or exceeding the standard of the Value Added student achievement rubric

Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office Assessment Rubric

Achieving 100% compliance on all reporting requirements (AOIS)

Meeting all contractual obligations and the requirements of law

## CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humanness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

Next to the authorization of a Public School Academy, the oversight, evaluation, and reauthorization of that academy are the most important job a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes this responsibility seriously, and has prepared this document as an intensive report on the PSA's status at the Mid-Contract Review, or as the academy is considered for Reauthorization.

The report contained in this document was prepared by a visitation team comprised of members of the CSO, which may have also included an outside reviewer(s) hired for this specific review by the CSO. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation either provided by the academy or gathered by the interviewers.

A final copy of this report has been given to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider (if applicable). Please call the CSO at (231) 591-5802 if there are any questions about this report or visit our website: [www.ferris.edu/charterschools](http://www.ferris.edu/charterschools) for more information on FSU-authorized public school academies.

\*All data contained in this report is deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared.

**TOTAL SCORE**

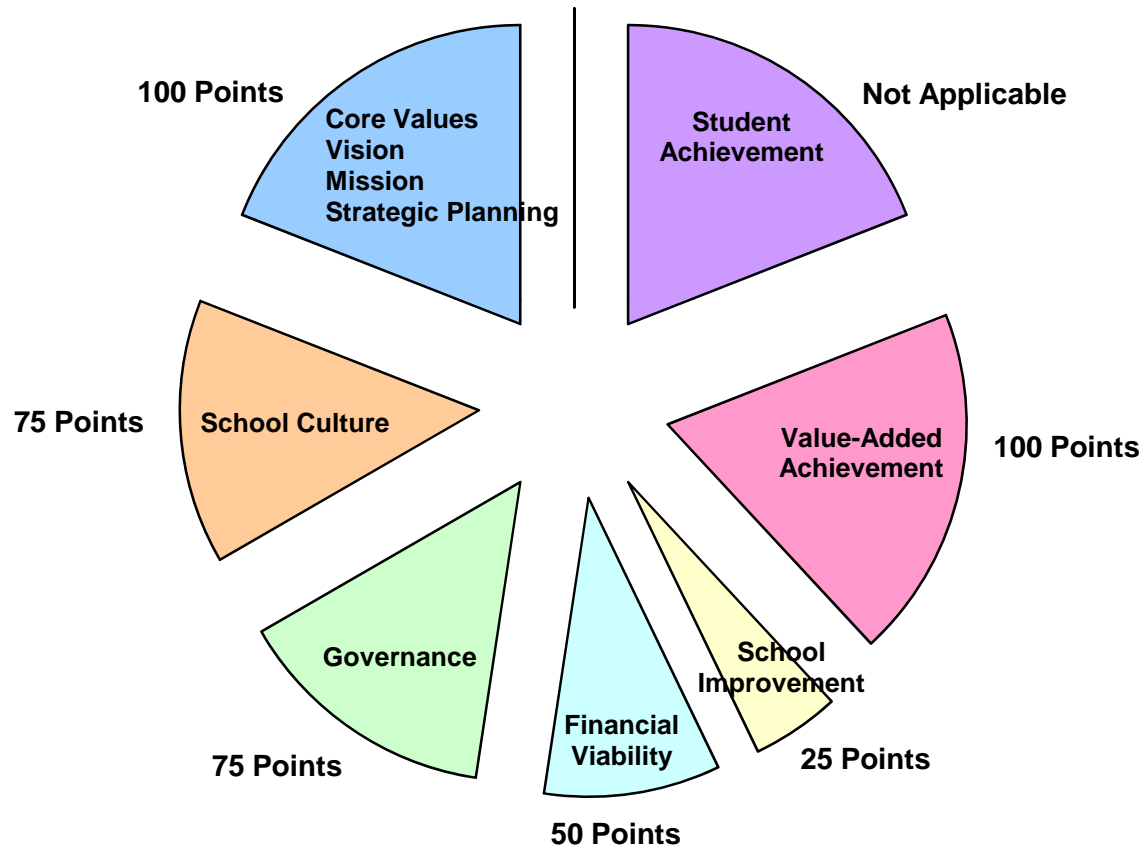
382.5 - 425 = Exceeding Standards  
318.7 - 382.4 = Meets Standards  
255 - 318.6 = Needs Improvement  
254.9 & Below = Deficient

**425 Points Maximum**



CHARTER SCHOOLS OFFICE

**Mid-Contract Review - 2011**



# Mid-Contract Review Point Tally Sheet - 2011

Academy Name: **Lighthouse Academy**

Dates of Visitation: **April 25-26, 2011**

Status: **Meets Standards**

Overall Percentage: **83%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
<b>Value-Added Achievement</b>	100	58.50	Deficient
<b>School Improvement</b>	25	18.75	Meets Standards
<b>Financial Viability</b>	50	46.20	Exceeds Standards
<b>Governance</b>	75	69.45	Exceeds Standards
<b>School Culture</b>	75	75.00	Exceeds Standards
<b>Core Values/Vision/Mission/Strategic Planning</b>	100	85.00	Meets Standards
<b>Total Score:</b>	<b>425</b>	<b>352.90</b>	<b>Meets Standards</b>

## Visitation Team Members


Name: Dr. Robert Hamet

Signature: 

Name: Rebecca Shankland

Signature: 

Name: Jimmie Rodgers

Signature: 

Team Chair: Dr. Robert Hamet

<b><u>TOTAL SCORE</u></b>		
382.5 - 425	Exceeds Standards	90%+
318.7 - 382.4	Meets Standards	75% - 89%
255 - 318.6	Needs Improvement	60% - 74%
254.9 & Below	Deficient	Below 60%
 <b>425 Points Maximum</b> 		

## Executive Summary – Lighthouse Academy Mid-Contract Review

This executive summary is a review of the findings of the Ferris State University Charter Schools Office (CSO) Visitation Team during a recent review of Lighthouse Academy conducted on April 25-26, 2011.

The Mid-Contract Review included interviews with the leadership team, students, parents, support staff, teachers, administrators, and Board members. Also, many documents were analyzed including the following: 1) Board of Directors meeting minutes; 2) school improvement plan; 3) annual report; 4) student achievement data; 5) operational budget; 6) Advanced ED self-assessment; and 7) a binder of substantive information prepared by the Academy administration. The team also conducted a facilities walk-through and visited classrooms during the visit.

The Mid-Contract Review rubrics were numerically rated and are included in this document consisting of the following categories: value-added achievement; school improvement; financial viability; governance; school culture; and core values/vision/ mission and strategic planning.

After the visitation team considered the Academy's performance on the rubrics, the Academy achieved a score of **352.90 points** out of 425 possible points. This score falls squarely in the *Meets Standards* category on the rubric rating scale. The Visitation Team congratulates all stakeholders involved with Lighthouse Academy for their obvious commitment to student success. There is no question that the success of every student is the focus of the Academy. Lighthouse students are welcome, safe, cared for, nurtured, and are also engaged in the learning process.

There were many positives observed by the Visitation Team, and the following are especially notable:

### 1. School Culture

- The staff articulate and demonstrate a high level of caring and willingness to take students from “where they are,” and teach the skills the students need.
- Staff state they are “there for each other” and are willing to assume assignments beyond their own responsibilities.
- Students and staff indicated there is a true “family atmosphere” of support for each other.
- The parents who were interviewed were very positive about the education their children are receiving, and are also positive about the staff and administration who they said is responsive to parent questions and concerns.

## **2. Leadership and Governance**

- The Academy is well-managed and provided visionary leadership by the administration. The administrators are skilled and respected by parents, staff, and students.
- The Board appears to be appropriately engaged in governance and spends time in Board meetings discussing student achievement, budget development, policy review, board development activities, school improvement, vision/mission review, and strategic planning.

As with all organizations, there is always room for improvement as well. The team respectfully makes the following observations:

### **1. Student Assessment & Contractual Goals**

- Many students are transient which makes it difficult to determine an acceptable way to uniformly report individual student achievement. The administration is committed to finding ways to help students achieve and ways to report those results in a meaningful way. It is recommended the Academy administration continue to work with staff from the CSO to develop a reporting system appropriate to this population.

### **2. Strategic Planning**

- A strategic planning process is operational, and components appear to be in place (i.e. core values/vision/ and mission). It is recommended the Academy administration and Board now develop a strategic plan that meets all the requirements of the CSO Definition of Quality and is in the SMART goal format.

### **3. Transportation**

- Parents and students frequently mentioned access to transportation as a difficulty. The administration and Board have discussed the issue a number of times; however, there has been no clear consensus to remedy the transportation problem. The Team suggests that the Board continue to look for innovative ways to offer transportation to students so parents will continue to maintain enrollment after the student has met their Academy obligation due to suspension, etc.

In conclusion, the Visitation Team thanks everyone at Lighthouse Academy for their hospitality and help in completing the review. The team was impressed with the broad based collaboration of all stakeholders. You are commended for the excellent services you are providing for Lighthouse students.



Dr. Robert Hamet, Review Chair

## Value-Added Achievement

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
The Academy submitted a testing schedule by September 7, 2010.	10/10		YES		NO	
The Academy followed the testing schedule submitted to the CSO.	10/10		YES		NO	
Completed and Submitted Detailed Gains Report On Time	20/20		YES		NO	
		<b>&gt;65%</b>	<b>56-65%</b>	<b>40-55%</b>	<b>&lt;40%</b>	
<b>MATH</b>	<b>0/30</b>	More than 65% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	55-65% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	40-55% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	Less than 40% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	
<b>READING</b>	<b>18.5/30</b>	65-100% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	55-65% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	40-55% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	Less than 40% of students made gains greater than the <i>Standard Error of Measurement (SEM)</i> as defined by the Scantron Performance Series during the most recent testing period.	
<b>Total Points Earned</b>	<b>58.50/100</b>					



## School Improvement NCA VERSION

Total Possible Points: 25

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p><b><u>Standard I:</u></b></p> <p><b>Vision and Purpose</b></p>	<p>The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;"><b>0 Points</b></p>	<p>The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;"><b>2.4 Points</b></p>	<p>The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;"><b>3 Points</b></p>	<p>The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;"><b>4 Points</b></p>	<p><b>SCORE</b> <b>3/4</b></p>
<p><b><u>Standard II:</u></b></p> <p><b>Governance and Leadership</b></p>	<p>The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p> <p style="text-align: center;"><b>0 Points</b></p>	<p>The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.</p> <p style="text-align: center;"><b>1.8 Points</b></p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.</p> <p style="text-align: center;"><b>2.25 Points</b></p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.</p> <p style="text-align: center;"><b>3 Points</b></p>	<p><b>SCORE</b> <b>2.25/3</b></p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p><b>Standard III:</b></p> <p><b>Teaching and Learning</b></p>	<p>The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p> <p align="center"><b>0 Points</b></p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p> <p align="center"><b>1.8 Points</b></p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p> <p align="center"><b>2.25 Points</b></p>	<p>The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p> <p align="center"><b>3 Points</b></p>	<p align="right"><b>SCORE</b> <b>2.25/3</b></p>
<p><b>Standard IV:</b></p> <p><b>Documenting and Using Results</b></p>	<p>The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p align="center"><b>0 Points</b></p>	<p>The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p align="center"><b>2.4 Points</b></p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p align="center"><b>3 Points</b></p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p> <p align="center"><b>4 Points</b></p>	<p align="right"><b>SCORE</b> <b>3/4</b></p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p><b>Standard V:</b></p> <p><b>Resource and Support Systems</b></p>	<p>The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p><b>0 Points</b></p>	<p>The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p><b>1.8 Points</b></p>	<p>The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p><b>2.25 Points</b></p>	<p>The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p><b>3 Points</b></p>	<p><b>SCORE</b> <b>2.25/3</b></p>
<p><b>Standard VI:</b></p> <p><b>Stakeholder Communications and Relationships</b></p>	<p>The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p> <p><b>0 Points</b></p>	<p>The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p> <p><b>2.4 Points</b></p>	<p>The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p> <p><b>3 Points</b></p>	<p>The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.</p> <p><b>4 Points</b></p>	<p><b>SCORE</b> <b>3/4</b></p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p><b>Standard VII:</b></p> <p><b>Commitment to Continuous Improvement</b></p>	<p>The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.</p> <p><b>0 Points</b></p>	<p>The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.</p> <p><b>2.4 Points</b></p>	<p>The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.</p> <p><b>3 Points</b></p>	<p>The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.</p> <p><b>4 Points</b></p>	<p><b>SCORE</b> <b>3/4</b></p>
<p><b>Total Points Earned</b></p>					<p><b>18.75 /25</b></p>

## Financial Viability

Total Points: 50

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Budget Development</b>	<b>10/10</b>		Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process two times or more prior to budget adoption.  <b>10 Points</b>	Board meeting minutes document that budget development appears on a regular Board meeting agenda only once prior to budget adoption.  <b>6 Points</b>	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process.  <b>0 Points</b>	
	<b>8/8</b>		The Academy's budget reflects and supports the school improvement plan with budget allotment amounts for each strategy. The budgeted amounts are consistent with the Board's overall strategic plan.  <b>8 Points</b>	The Academy's budget appears inconsistent with the school improvement plan. The budgeted amounts are not consistent with the Board's overall strategic plan.  <b>4.8 Points</b>	The Academy's budget does not take school improvement into consideration. The budgeted amounts are not consistent with the Board's overall strategic plan.  <b>0 Points</b>	Budgeted, but not in line item format
	<b>6/6</b>		Each member of the Board receives monthly financial statements prior to each regularly scheduled Board meeting.  <b>6 Points</b>	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly scheduled meeting.  <b>3.6 Points</b>	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly scheduled meetings.  <b>0 Points</b>	
<b>Audit/Fund Balances</b>	<b>5/5</b>		The Board requests RFPs for external auditing services no less than every three 3 years.  <b>5 Points</b>		The Board does not request RFPs for external auditing services every three 3 years.  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Academy's audit was completed in a timely manner, was submitted to the State by or before October 31, and results were shared with the Board of Directors in advance of the public presentation. <b>5 Points</b>	The Academy's audit was performed within the specified timeframe, but Board of Directors did not receive it in advance of meeting for review. <b>3 Points</b>	The Academy had a qualified audit with a management letter and a Board response within the last 3 years. <b>0 Points</b>	
	5/5		The Academy's audit was unqualified with no reportable conditions within the last 3 years. <b>5 Points</b>	The Academy's audit was unqualified with some reportable conditions within the last 3 years. <b>3 Points</b>	The Academy's audit was qualified with a management letter and board response. <b>0 Points</b>	
	3/4	The Board maintains a fund balance of at least 10% of general revenue. <b>4 Points</b>	The Board maintains a fund balance within 3%-9.9% of general revenue. <b>3 Points</b>	The Board maintains a fund balance within 1%-2.9% of general revenue. <b>2.4 Points</b>	The Board maintains a fund balance of less than 1% of general revenue. <b>0 Points</b>	
	4.2/7		The Board has an identifiable long-range plan for fund balances. There are no needs in the general budget that go underfunded to maintain the fund balance. <b>7 Points</b>	The Board has no identifiable long-range plan for fund balances. There are needs in the general budget going underfunded in order to maintain the fund balance. <b>4.2 Points</b>		
<b>Total Points Earned</b>	<b>46.20/50</b>					

## Governance

(As Reflected in Board Minutes and Observations) Total Possible Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>4 Points</b>	<b>3 Points</b>	<b>2.4 Points</b>	<b>0 Points</b>	
<b>Leadership</b>	<b>4/4</b>	The Board of Directors has all relevant policies in place in accordance with State and federal laws and references those policies for decision making at Board meetings.	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them.	The Board of Directors has all relevant policies in place in accordance with State and federal law but is unfamiliar with those policies.	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated.	
	<b>2.4/4</b>	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy.	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file.	The Board of Directors only solicits applications when it anticipates a vacancy.		
	<b>4/4</b>	The Board of Directors asks for, and receives, detailed monthly progress reports on student academic achievement. The Board regularly engages in discussion about these reports.	The Board of Directors receives a monthly report from its administrative staff on student academic achievement. The Board occasionally engages in discussion about these reports.	The Board of Directors does not receive monthly student achievement reports. Little or no discussion regarding student achievement takes place at Board meetings.	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports. Student academic achievement is rarely discussed by the Board.	
	<b>2.4/4</b>	The Board of Directors has not cancelled a meeting in the past review period due to lack of quorum.	The Board of Directors has not cancelled more than one meeting during the review period due to a lack of quorum.	The Board of Directors has cancelled 2 to 3 meetings during the review period due to a lack of quorum.	The Board of Directors has cancelled more than 3 meetings due to a lack of quorum.	7/22/2008 1/26/2010  Lack of agenda items

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	<b>2.4/4</b>	The Board of Directors has not rescheduled any meetings during the review period.  <b>4 Points</b>	The Board of Directors has held no more than one rescheduled meeting per year in the review period.  <b>3 Points</b>	The Board of Directors has held 2-3 rescheduled meetings per year in the review period.  <b>2.4 Points</b>	The Board of Directors has held more than 3 rescheduled meetings per year in the review period.  <b>0 Points</b>	May 2009 June 2009
	<b>4/4</b>		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning.  <b>4 Points</b>	The physical facility is not always inviting, attractive, clean, well-maintained, and conducive to safety and learning.  <b>2.4 Points</b>	The physical facility is not inviting, attractive, clean, well-maintained, and conducive to safety and learning.  <b>0 Points</b>	
<b>Technology</b>			The Board insures there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan.  <b>5 Points</b>	The Board does not insure there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan.  <b>3 Points</b>	The technology and infrastructure in the Academy does not provide for the minimal standards of a modern Academy.  <b>0 Points</b>	
	<b>5/5</b>					
	<b>5/5</b>	The Board demonstrates its commitment to the Academy's technology and school improvement plan by insuring there is a high ratio of technology available per student.  <b>5 Points</b>	The Board demonstrates its commitment to the Academy's technology and school improvement plan by insuring there is an acceptable ratio of technology per student.  <b>3.75 Points</b>	The Board demonstrates its lack of commitment to the Academy's technology and school improvement plan by underfunding support for adequate technological resources for students.  <b>3 Points</b>	The technology within the Academy does not meet the minimal standards of a modern Academy.  <b>0 Points</b>	



Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Professional Development</b>	<b>4/4</b>	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually.  <b>4 Points</b>	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board members participate annually.  <b>3 Points</b>	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development.  <b>2.4 Points</b>		
<b>Professional Participation</b>	<b>4/4</b>		The Board has strong representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference.  <b>4 Points</b>	The Board has some representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference.  <b>2.4 Points</b>	The Board has little or no representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference.  <b>0 Points</b>	5 Board members has attended full Board leadership conference at least once
<b>Compliance Reporting (AOIS)-Rate</b>	<b>3/3</b>	The Academy meets the CSO percentage requirement for AOIS reporting.  <b>YES 3 Points</b>			The Academy does not meet the CSO percentage requirement for AOIS reporting.  <b>NO 0 Points</b>	2008-2009=97%  2009-2010=98%
<b>Compliance Reporting (AOIS)-Accuracy</b>	<b>2.25/3</b>	All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record)  <b>3 Points</b>	95-99% of all documents submitted to AOIS are marked "accurate and complete".  <b>2.25 Points</b>	90-94% of all documents submitted to AOIS are marked "accurate and complete".  <b>1.8 Points</b>	89% or fewer of all documents submitted to AOIS are marked "accurate and complete".  <b>0 Points</b>	96%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Administrator Continuing Education Credits</b>	<b>3/3</b>		All Administrators meet CEU requirements.  <b>3 Points</b>		Not all administrators meet CEU requirements.  <b>0 Points</b>	
<b>Special Education/504-Delivery of Services</b>	<b>3/3</b>		The Academy's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services.  <b>3 Points</b>	The Academy is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students.  <b>1.8 Points</b>	The Academy's Special Education program is not in compliance with the state and federal regulations.  <b>0 Points</b>	
<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
The Board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees.	<b>3/3</b>	<b>3 Points</b>			<b>0 Points</b>	
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	<b>3/3</b>	<b>3 Points</b>			<b>0 Points</b>	

<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
Board minutes reflect that the Board receives periodic updates on the Academy's progress towards its school improvement plan and academic contractual goals.	<b>7/7</b>	<b>7 Points</b>			<b>0 Points</b>	
The Board begins its meetings at the posted time.	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
The Board posts timely notices of its annual meeting schedule and all regular and special meetings.	<b>4/4</b>	<b>4 Points</b>			<b>0 Points</b>	
<b>Total Points Earned</b>	<b>69.45/75</b>					

## School Culture

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			<b>8 Points</b>	<b>4.8 Points</b>	<b>0 Points</b>	
<b>Safe &amp; Orderly Environment</b>	<b>8/8</b>		Academy staff members and the Board have developed behavioral expectations and implemented systems that create a safe and orderly academic environment that is conducive to learning.	The Academy and the Board have developed behavioral expectations and implemented systems for students but they are not consistently enforced. The academic environment is not always conducive to learning.	Little or no evidence exists that the Academy has developed behavioral expectations or systems that are consistently enforced. The academic environment is not conducive to learning.	
	<b>8/8</b>		Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the academy.	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the academy.	Little or no evidence exists that staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the academy.	
	<b>8/8</b>		The Academy has a comprehensive safety plan in place and has implemented safety and security measures into daily operations.	The Academy has a comprehensive safety plan in place; however, it does not seem to be known by staff. The Academy has implemented some safety and security measures into daily operations.	The Academy does not have a comprehensive safety plan in place. The Academy has not implemented safety and security measures into daily operations.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			<b>6 Points</b>	<b>3.6 Points</b>	<b>0 Points</b>	
<b>Staff Stability</b>	<b>6/6</b>		There has been minimal building administrator turnover (2 or less) in the past 5 years.		There has been significant building administrator turnover (3 or more) in the past 5 years.	
	<b>6/6</b>		40% or less of the teaching staff has turned over during the past 5 years.		More than 40% of the teaching staff has turned over during the past 5 years.	
<b>Site and Facilities</b>	<b>6/6</b>		All emergency systems are operational, well-maintained, and inspected on a regular basis.	Some emergency systems are in working order and are inspected on a regular basis.	Little or no evidence that emergency systems are in working order and inspected on a regular basis.	
	<b>6/6</b>		All hazardous chemicals and cleaners are properly labeled and safely secured.	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured.	Hazardous chemicals and cleaners are not properly labeled or safely secured.	
	<b>6/6</b>		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Some areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Ventilation and heating/cooling are not suitable for the working/learning environment.	
	<b>6/6</b>		Restrooms and other public areas are well-maintained, clean, and inviting.	Restrooms and other public areas are not always well-maintained, clean, or inviting.	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6/6		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning. <b>6 Points</b>	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning. <b>3.6 Points</b>	There are some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning. <b>0 Points</b>	
<b>Parent/Family Involvement and Communication</b>	3/3		The Academy uses a variety of strategies to facilitate communication with its parents/families, paying particular attention to the economic and cultural aspects of the population it serves. <b>3 Points</b>	The primary focus of the Academy's communication is one way with little consideration to the economic and cultural aspects of the population it serves. <b>1.8 Points</b>	No evidence of a formalized communication strategy or consideration to the economic and cultural aspects of the population it serves. <b>0 Points</b>	
		<b>YES</b>		<b>NO</b>		
	3/3		In general, parents are actively engaged in academic and/or social activities or committees with the Academy as evidenced by participation in those activities. <b>3 Points</b>	Little or no evidence to suggest that parents are actively engaged in academic and/or social activities or committees with the Academy as evidenced by participation in those activities. <b>0 Points</b>		
<b>Community Involvement</b>	3/3		The Academy has established partnerships (where appropriate or practical) with business or community agencies to supplement comprehensive health and human services to students and families. <b>3 Points</b>	The Academy has not established partnerships (where appropriate or practical) with business and community agencies to supplement comprehensive health and human services to students and families. <b>0 Points</b>		
<b>Total Points Earned</b>	<b>75.00/75</b>					

## Core Values/Vision/Mission/Strategic Planning

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Core Values (25 Points)</b>	<b>12/12</b>		In collaboration with the Academy's stakeholders, the Board has developed Core Values that are the basis and foundation for the Academy's Vision and Mission Statements.  <b>12 Points</b>	The Board has identified some Core Values, but there does not appear to be collaboration with the Academy's stakeholders nor do the Core Values appear to serve as the foundation and basis for the Academy's Vision and Mission Statements.  <b>7.2 Points</b>	The Board has no discernable Core Values identified.  <b>0 Points</b>	
	<b>8/8</b>	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.  <b>8 Points</b>	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.  <b>6 Points</b>	The Board's Core Values appear to have been sporadically communicated to stakeholders.  <b>4.8 Points</b>	There is no evidence to show that the Academy's Core Values have been communicated to stakeholders.  <b>0 Points</b>	
	<b>5/5</b>	Board minutes and/or other documents clearly indicate that the Academy's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings.  <b>5 Points</b>	Board minutes and/or other documents indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years.  <b>3.75 Points</b>	Board minutes and/or other documents do not indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years.  <b>3 Points</b>		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Vision (25 Points)</b>	<b>10/10</b>		In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future. The Vision Statement is clearly linked to the Academy's stated Core Values.  <b>10 Points</b>	The Board has identified a Vision Statement; however, the statement appears to be a somewhat unrealistic view of what it desires the Academy to become in the future. There appears to have been minimal collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values.  <b>6 Points</b>	The Board has no discernable Vision Statement identified.  <b>0 Points</b>	
	<b>5/5</b>	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.  <b>5 Points</b>	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.  <b>3.75 Points</b>	The Academy's Vision Statement appears to have been sporadically communicated to stakeholders.  <b>3 Points</b>	There is no evidence to show that the Academy's Vision Statement has been communicated to stakeholders.  <b>0 Points</b>	
	<b>3/5</b>		The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place. The plan evaluates both long- and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision.  <b>5 Points</b>	The Board has a method of evaluating the achievement of the Academy's Vision in place; however, it is not well defined. The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision.  <b>3 Points</b>	The Board does not appear to have a method in place for evaluating the Academy's Vision.  <b>0 Points</b>	



Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		Board minutes and/or other documents clearly indicate that the Academy's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings.	Board minutes and/or other documents indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years.	Board minutes and/or other documents do not indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years.		
	<b>5/5</b>	<b>5 Points</b>	<b>3.75 Points</b>	<b>3 Points</b>		
<b>Mission (25 Points)</b>			In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's purpose. The Mission Statement is clearly linked to the Academy's stated Core Values.	The Board has identified a Mission Statement; however, the statement appears to be a somewhat unrealistic view of the Academy's purpose and does not appear to have been formed in collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values.	The Board has no discernable Mission Statement identified.	
	<b>10/10</b>		<b>10 Points</b>	<b>6 Points</b>	<b>0 Points</b>	
		The Academy's Mission Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.	The Academy's Mission Statement has been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.	The Academy's Mission Statement appears to have been sporadically communicated to stakeholders.	There is no evidence to show that the Academy's Mission Statement has been communicated to stakeholders.	
	<b>5/5</b>	<b>5 Points</b>	<b>3.75 Points</b>	<b>3 Points</b>	<b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	<b>3/5</b>		The Board has a clear and rigorous method of evaluating the achievement of the Academy's mission in place. The plan evaluates both long- and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated mission.  <b>5 Points</b>	The Board has a method of evaluating the achievement of the Academy's mission in place; however, it is not well defined. The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated mission.  <b>3 Points</b>	The Board does not appear to have a method in place for evaluating the Academy's mission.  <b>0 Points</b>	
	<b>5/5</b>	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings.	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years.  <b>3.75 Points</b>	Board minutes and/or other documents do not indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years.  <b>3 Points</b>		
<b>Strategic Planning (25 Points)</b>	<b>7/7</b>		The Board has developed a comprehensive strategic plan and actively pursues it. Board minutes reflect that the Board frequently discusses progress towards accomplishing its plan. The Academy's strategic plan has been updated or reaffirmed on a continuous basis at Board retreats and meetings.  <b>7 Points</b>	The Board has developed a strategic plan; however, Board minutes reflect that the Board does not or rarely discusses progress towards accomplishing its plan.  <b>4.2 Points</b>	The Board has no discernable strategic plan in place.  <b>0 Points</b>	All components present, however, the strategic plan should also be put in writing

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	7/7		The Board's strategic plan has been communicated to stakeholders and tools for measurement of progress towards the accomplishment of the plan have been developed and implemented throughout the Academy.  <b>7 Points</b>	The Board's strategic plan has not been well-communicated to stakeholders. No evidence suggests that tools for measuring the accomplishment of the plan exist or have been communicated throughout the Academy.  <b>4.2 Points</b>	There is no evidence to suggest that the Board's strategic plan has been communicated to stakeholders.  <b>0 Points</b>	
	0/11		The Board's strategic plan meets all the requirements of the CSO Definition of Quality and is in the SMART goal format.  <b>11 Points</b>	The Board's strategic plan meets at least 4 of the requirements of the CSO Definition of Quality and is in the SMART goal format.  <b>6.6 Points</b>	The Board's strategic plan meets less than 4 of the requirements of the CSO Definition of Quality and is not in the SMART goal format.  <b>0 Points</b>	
<b>Total Points Earned</b>	<b>85.00/100</b>					

**LIGHTHOUSE ACADEMY**  
**BOARD INTERVIEW SUMMARY**  
**April 25-26, 2011**

The following is a summary of responses, and is not intended to be all-inclusive.

***1. What are you most proud of at Lighthouse Academy?***

- students are getting academic and personal help
- graduation numbers are growing—15 grads in 2009-2010, 20 grads in 2010-2011
- kids learn there is a correlation between learning and good behavior
- students learn hope here—academic and social, how to live in society
- staff is helping make a difference in students' lives

***2. What could be improved?***

- under-staffed
- need more funding
- transportation, bussing (committee has studied the issue)

***3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?***

- 7 - could get more on student achievement, not enough on academics and the student body
- 9 - well informed, never feel like things are withheld

***4. How would you describe the role of the Board in ensuring the success of Lighthouse Academy?***

- Board members work on committees
- getting Board members more involved with different aspects of the school
- this school is unique in getting information to the Board due to the transient nature of students
- finding the means of measurement that accurately depicts student achievement—still finding the way to having the needed data and ways to report it

***5. Tell about an experience that demonstrates the Board's support of the Lighthouse Academy mission.***

- have students make presentations or speak to the Board
- increasing graduation numbers
- student educational exhibits—one way to measure student growth
- take students where they are academically and progress forward, supported by the Board
- need to following graduates (possibly use Student Tracker)

***6. How do you determine the allocation of funds?***

- Board reviews recommended budget and discusses how and why allocations are made—at almost every Board meeting

***7. Describe the Board's role in strategic planning and goal setting.***

- the Board has an annual strategic planning session (of 2-3 hours) looking at mission and goals
- the Board could be more specific in its strategies and expectations, haven't set concrete strategies in place
- do not have deficiencies

# **LIGHTHOUSE ACADEMY**

## **ADMINISTRATIVE INTERVIEW SUMMARY**

### **April 25-26, 2011**

The following is a summary of responses, and is not intended to be all-inclusive.

#### ***1. What are you most proud of at Lighthouse Academy?***

- level of caring and willingness of staff to work with students where they are
- ability of staff to teach the skills the students need
- working directly with students is top priority
- Heidi and AI are always there for staff and students
- culture between staff and students (flexibility and creativity)
- students have so much working against them and hard for them to sit through class, but they do it
- students care for each other
- safe environment for students and staff
- staff don't give up on kids and staff support each other
- staff influence students to make correct decisions
- have passion for the school and love all the students the same
- wonderful teachers
- staying power and attitude of staff, to adapt and change
- staff help each other (i.e., use planning time to teach a class)
- there is no complacency among staff, always have to be at their best
- students demonstrate positive behavior
- staff have a true sense of mission and a very positive reputation
- excited about Kellogg Foundation grant

**2. *What areas do you feel could be improved (what keeps you up at night?)***

- internal communication—always opportunities to improve
- improve implementation practices—too many channels at times, miscommunication

**3. *On a scale of 1-10 (10 highest), rate the culture/climate of this academy.***

- all voted “eight”
- at times it dips down to “seven”—around Count Day it is the most stressful
- Heidi says “eight or nine” overall with relationships—very safe environment

**4. *What does Lighthouse Academy offer that is unique from the local districts? How do you know it is unique?***

- students drive what we do differently than traditional public schools
- every staff member has a relationship with the students—even paraprofessionals and office staff
- treat the whole child

**5. *What are the top TWO things that Lighthouse Academy needs to do for its long term health and longevity?***

- start diving into assessment process to improve scores—that includes professional development
- using book “Driven by Data”
- Three-year Kellogg grant to bring in experts on how to assess students in academics, character development operations
- continue to focus on the needs of students, developing the whole student
- improve relationships with community businesses, stabilized image within the community
- interim assessment

6. *What is the one phrase that parents might use to describe Lighthouse Academy? Why do you think so?*

- “Opportunity”—i.e. second chance
- Open and Involved
- thankful and relieved that Lighthouse will take their child
- “In the midst of the storm, Lighthouse was there”
- initial cynicism, subsequent excitement
- “Good luck with this kid”

7. *Anything for our attention?*

- 

8. *Questions for the interviewer?*

-



**LIGHTHOUSE ACADEMY**  
**TEACHING STAFF INTERVIEW SUMMARY**  
**April 25-26, 2011**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *What are you most proud of at Lighthouse Academy?***

- staff are a community—we carry that community in to our students and classroom
- incredible support system for everyone—staff and students
- staff has a sense of purpose—they know this is where they are supposed to be—“we always come back”

**2. *What could be improved?***

- Using Scantron to drive instruction with data—work in progress
- more cross-curricular coordination, planning
- increase the relevancy of curriculum to students’ lives

**3. *On a scale of 1-10, how would you rate the culture/climate of Lighthouse Academy?***

- 10 - culture and climate, open and inviting
- culture for teachers is good—but culture with students is different (i.e. work on swearing and bad behavior)
- 9 - climate
- 7/8 - climate, a lot of transient students—not yet motivated intrinsically
- 8 - culture, work in progress

4. *Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?*

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> <li>• yes</li> <li>• want to help us</li> <li>• open to suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• yes</li> <li>• have taken our suggestions and acted on them</li> <li>• proud of school</li> <li>• shared purpose</li> </ul>	<ul style="list-style-type: none"> <li>• yes</li> <li>• it keeps me coming back</li> <li>• one thing that makes our school different</li> </ul>	<ul style="list-style-type: none"> <li>• residential— little or no parent contact or interaction</li> </ul>

5. *Would you enroll your child at this academy?*

- yes—wonderful support system
- any one of these teachers could teach my children
- small class sizes, teachers can see when a child is struggling
- yes—we give the students here the skills I would want my children to have
- students don't get lost in the shuffle

6. *If you could choose only ONE thing from this list, what would it be?*

- More pay
  - More planning time
  - More autonomy
  - More recognition
- 
- 3 - More pay

- More planning time—would be nice
- More planning time, More autonomy, More recognition—we have all of these
- “I could not ask for a better place to teach”

7. *Anything else for our attention?*

-

# **LIGHTHOUSE ACADEMY**

## **SUPPORT STAFF INTERVIEW SUMMARY**

**April 25-26, 2011**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *What are you most proud of at Lighthouse Academy?***

- every day is a new day, start over fresh
- we don't give up
- sense of peaceful place—even with a cop car outside
- haven't had to use the pod lockdown
- level of availability of staff to students—people are here for more than just teaching
- staff support each other
- staff have a voice
- staff is willing to help everybody and anybody

**2. *What could be improved?***

- use available resources more efficiently (social workers, counselors, transitions coordinator, etc.)
- cross-training in areas of expertise
- figure out a way to have students experience extra-curricular activities (expand for a “real” high school experience)
- drama, music

**3. *On a scale of 1-10, how would you rate the culture/climate of Lighthouse Academy?***

- 9/10 - all agreed

- teachers and staff feel as though they have a voice
- positive response from staff and students
- high morale affects how education is delivered and received

4. *Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?*

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> <li>• yes</li> <li>• respond to requests</li> </ul>	<ul style="list-style-type: none"> <li>• yes</li> <li>• “I think they appreciate/support what we’re doing here”</li> <li>• students feel comfortable with Board</li> </ul>	<ul style="list-style-type: none"> <li>• yes</li> </ul>	<ul style="list-style-type: none"> <li>• yes, by working with the parents as part of a team</li> <li>• when involved, yes</li> <li>• when not involved, more resistance</li> </ul>

5. *Would you enroll your child at this academy?*

- if it were a public school academy, yes
- yes

6. *If you could choose only ONE thing from this list, what would it be?*

- More pay
- More planning time
- More autonomy
- More recognition

- all voted for “More pay”
- one said none of the above, more community relations instead

**7. *Anything else for our attention?***

- appreciate that this review is not an “I gotcha” review
- learn more about scholarship process

# **LIGHTHOUSE ACADEMY**

## **PARENT INTERVIEW SUMMARY**

**April 25-26, 2011**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *Why did you choose to have your child(ren) attend Lighthouse Academy?***

- felt it would be the best fit
- no one else would take my child
- daughter was expelled and didn't have many choices--not first choice but now very satisfied—Lighthouse became a “family thing”

**2. *On a scale of 1-10 (10 highest), rate the culture/climate of Lighthouse Academy?***

- 10
- in the beginning, a “two”—now, a “ten”

**3. *How responsive is the school administration/board to concerns or complains?***

- quick, supportive response
- instant response to issues

**4. *What is the number one complaint your child has about attending school here?***

- hearing about gang and party activities he does not want to be part of
- son very smart—“almost too smart for where he is at”
- everyone likes Mrs. Coleman

**5. *What is the number one thing your child really seems to enjoy?***

- Ms. Coleman gets very high praise!
- my child now wants to come to school
- smaller classes
- teachers and staff will always try to help
- Mrs. Newburg's hot chocolate is great!
- parents get calls about good things as well as problems

**6. *Are you satisfied with the rigor of the classes and curriculum?***

- yes--students are placed in classes that fit their ability

**7. *Anything for our attention?***

- transportation is an issue—some kids drop out due to lack of transportation
- positive comments about Heidi Cate (school leader)

**8. *Questions for the interviewer.***

-



# LIGHTHOUSE ACADEMY

## STUDENT INTERVIEW SUMMARY

April 25-26, 2011

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *What is your favorite part of the school day?***

- Advisory class—free time, work, socialize, group activities (complete missing work)
- “Big family”

**2. *Do you feel that overall, the adults here at this Academy are fair to students?***

- yes, they are nice
- one on one attention
- care about students

**3. *On a scale of 1-10, how do you feel about being here at this Academy? Do you feel: Wanted? Safe, Protected? Picked-on?***

- 20
- 7
- 10+
- 9 - don't like uniform
- very safe—i.e. doors locked, cameras
- don't feel picked on
- not worried about safety
- no bullying—just “fun”

**4. *If you could change ONE thing about Lighthouse Academy, what would it be?***

- lunch—not healthy, not the best, more selections
- want snack machines
- lunch—don't like the food except pizza, need more selections

**5. *Do you feel your classes are not challenging enough, too challenging, or just right?***

- “not challenging enough”
- “just right”

**6. *Would or do you recommend Lighthouse Academy to your friends who do not go here? If you had a choice independent of your parents, would you continue to go here? Why or why not?***

- “Yes, I get better grades than in regular school—more attention”
- “I chose to stay”
- “I've been here for four years because of the grades I've been getting”

**7. *What is the one phrase you would use to describe attending school at Lighthouse Academy?***

- very helpful and respectful
- they are like my family
- “Too many nice things to say!”

**8. *Anything for our attention?***

- should have vending machines
- needs more school pride activities, such as banquets, dances, sports