LIGHTHOUSE ACADEMY (SDA)

REAUTHORIZATION REVIEW
November 5-6, 2012

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 Growth to Standard student achievement rubric	Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office rubrics	Achieving 100% compliance on all reporting requirements (AOIS)	Meeting all contractual obligations and the requirements of law

CORE VALUES

We value a <u>collaborative and supportive</u> working environment,
as demonstrated by our commitment to –
- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value <u>providing opportunities</u> for those who
don't have many, as reflected in our –
- Compassion
- Valuing of diversity
- Humaneness

We value <u>continuous improvement</u>, 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 <u>integrity and trust</u>, demonstrated by our –
- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

FERRIS STATE UNIVERSITY
Charter Schools Office (CSO)

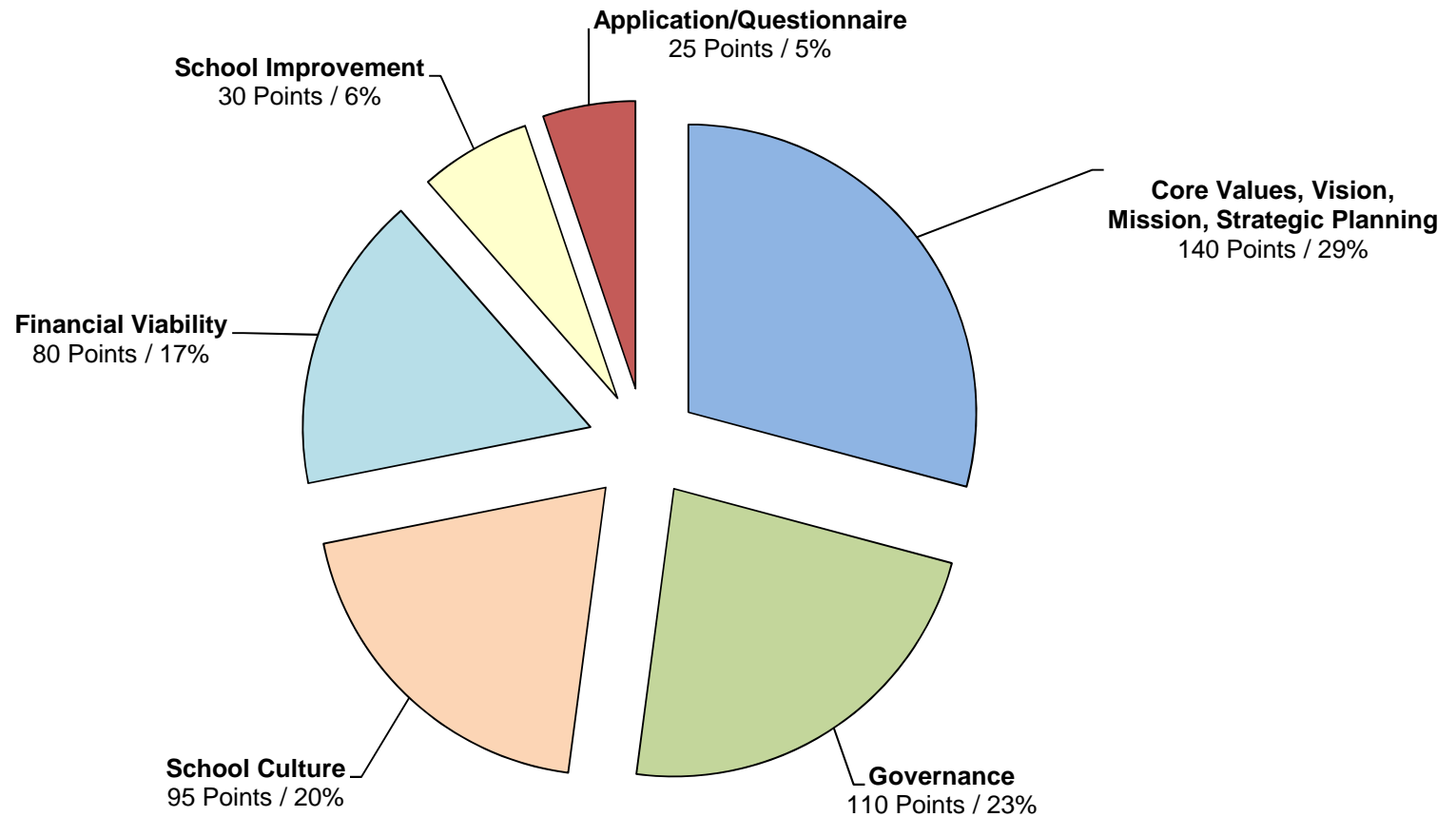Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:

1. **Annual Academic Performance Report.**   All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.

2. **Mid-Contract Review or Reauthorization Review.**   All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review,* takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review,* is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

Mid-Contract/Reauthorization Review: Formula 2012-13

Application/Questionnaire
25 Points / 5%

**Core Values, Vision,
Mission, Strategic Planning**
140 Points / 29%

School Improvement
30 Points / 6%

Financial Viability
80 Points / 17%

School Culture
95 Points / 20%

Governance
110 Points / 23%

Total Score

Maximum: 480 points

382 - 480	Exceeds Standards	90%+
360 - 481	Meets Standards	75% - 89%
288 - 359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2012-13

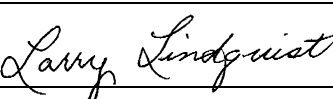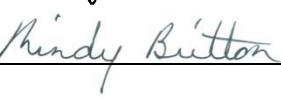Academy Name: **Lighthouse Academy (SDA)**   Dates of Visit: **November 5-6, 2012**

Status: <mark>**Exceeds Standards**</mark>   Overall Percentage: **90.36%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	140	134	95.71	Exceeds Standards
Governance	110	86.75	78.86	Meets Standards
School Culture	95	95	100	Meets Standards
Financial Viability	80	76	95	Exceeds Standards
School Improvement	30	23.75	79.16	Meets Standards
Application/Questionnaire	25	18.25	73	Needs Improvement
Total Score:	**480**	**433.75**	**90.36**	**Exceeds Standards**

Visiting Team Members

Name: Jim Rikkers   Signature: _James H. Rikkers_

Name: Dr. Bob Hamet   Signature: _Robert Hamet_

Name: Larry Lindquist   Signature: _Larry Lindquist_

Name: Mindy Britton   Signature: _Mindy Britton_

Team Chair: Jim Rikkers

Total Score

maximum: 480 points

432-480	Exceeds Standards	90%+
360-431	Meets Standards	75% - 89%
288-359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: **Met Goals**

Monitoring Status: **General Monitoring**

LIGHTHOUSE ACADEMY REAUTHORIZATION REVIEW

EXECUTIVE SUMMARY

NOVEMBER 5-6, 2012

INTRODUCTION

The Reauthorization Review Team has compiled the results of its visitation notes and findings. We commend all stakeholders for their commitment to the success of Lighthouse Academy, and are pleased to report a very positive summary of accomplishments and encouraging indicators for the future of the Academy. Our general observations include an exceptionally professional staff at all levels that is committed to the success of students with special needs reflected in the enrollment of a strict discipline academy. It is obvious that the primary factor for the success of the Lighthouse family of programs is found in the dedication and professional preparation of staff members at all levels of the organization. This begins with the board and extends throughout the staff and others associated with students outside the formal school setting.

The materials provided to the Reauthorization Team before and during our visit were very well organized, and provided a clear picture of the Academy's current status and future plans. The NCA documentation was very informative.

REVIEW RESULTS

The Reauthorization Review Team considered the evaluation criteria included in the Reauthorization Review Model and determined an overall performance score. Scores earned in each of the categories, combined with the reauthorization application score, results in an overall rubric score of 433.75 points out of a possible 480 points. This is a level of 90.36% of total possible points, which is just at the *EXCEEDS STANDARDS* category of the reauthorization rubric. Congratulations on this level of performance!

As you know, the reauthorization review does not include an examination of student achievement. Those results are reported separately by the Charter School Office. However, the Review Team recognizes that the Academy has met or exceeded the student achievement goals established to reflect the unique challenges of this strict discipline environment.

COMMENTS AND RECOMMENDATION

Our review revealed many commendable strengths and notable achievements. The following are highlights of those discoveries:

- Planning and Program Implementation: Lighthouse Academy is a mission driven school with a clear focus on academic success and creative approaches to the overall well being of its students. Appropriate, challenging academic standards are in place throughout the curriculum.
- School Improvement: There is wide participation in school improvement efforts. Of special note are the efforts to coordinate planning efforts through PLC meetings and looping feedback. The commitment of School Improvement Team members and other staff members to the mission of the Academy was clearly demonstrated in all of our interviews and reviews of documents provided. Coordination of school improvement efforts between the various sites is provided for through school wide team meetings and routine communications.
- Governance: The Lighthouse Academy board demonstrates a steadfast commitment to the success of the Academy. This is evidenced by its attention to the challenges of recent expansion of the program while maintaining a clear focus on the mission of the school.
- School Culture: A spirit of support, encouragement and recognition of individual student needs was evident throughout the reviewers' interviews and materials reviewed. It is obvious that the success of each student and the recognition of the special demands of the high needs environment of the school are of primary importance in the work of teachers, support staff, administrators and board members. There is a true "family atmosphere" of support and mutual commitment on the part of all staff members. Creative approaches to providing behavior management tools to students are also commendable.
- Accreditation: The recent NCA review reflects outstanding results, with several scores in the Highly Functional category and none below Operational.

The Review team was very impressed with all aspects of the Academy's operations. However, the Review Team offers the following suggestions for growth or development:

- As a strict discipline academy, the development of contractual goals is a joint process involving Academy leaders and representatives of the Charter School Office. We encourage the school's continued participation in these planning activities that have been successful in guiding the oversight activities to date.
- Management of the Academy's growth continues to be an issue that requires attention of the staff, administration and board members. While Lighthouse continues to be viewed as a model of success throughout the greater

education community, it is important that the mission and vision of the school continue to guide expansion in a very controlled manner. The continued development of the educational culture in the recent additions to the program also needs to be a priority.

- Effective communications with residential agency staff and other partners continues to warrant attention.
- Post-secondary planning and workforce entry support has been identified by the Academy as opportunities for improvement.
- Along with preserving academic quality with growth, compliance quality also needs to be improved as well. The Academy has taken steps to improve compliance and should continue to monitor the progress.

CONCLUSION AND RECOMMENDATION

We noted that the Academy continues to show consistent progress and demonstrates significant capacity for future success. Based on our findings, the Review Team recommends that the Academy be granted a five year contract reauthorization.

The Charter School Office and members of the Review Team thank all Lighthouse Academy stakeholders who were involved in the outstanding hospitality offered during our visit. We also recognize and commend the efforts of all who are involved in working toward the success of the Academy.

James Rikkers, Review Team Chair

Criterion:
Core Values, Vision, Mission, and Strategic Planning

Points Possible	Points Achieved
140	**134**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		• In collaboration with the Academy's stakeholders, the Board has developed Core Values • The Core Values are the foundation for the Academy's Vision and Mission statements	• The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders • The Core Values do not serve as the foundation for the Academy's Vision and Mission statements	• The Board has no discernable Core Values identified	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	10/10	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	5/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		• 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	• In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future • The Vision Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernable Vision Statement identified without links to the Core Values	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	10/10	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	10/10		• 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	• 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	• The Board does not have a method in place for evaluating the Academy's Vision	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	5/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		• In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role • The Mission Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role • The Mission Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernable Mission Statement identified without links to the Core Values	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	10/10	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	10/10		• The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission • 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	• 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	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	5/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	10/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	20 points	12 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	20/20		• The Board has developed a written comprehensive Strategic Plan and actively pursues it • Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan • The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings	• The Board has developed a written Strategic Plan • However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan • The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings	• The Board has no discernable Strategic Plan in place	
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	9/15		• The Board's written Strategic Plan has been communicated to all stakeholders • Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy	• The Board's written Strategic Plan has not been well communicated to most stakeholders • There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy	• There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders	

Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	134/140	95.71%	Exceeds Standards	

Criterion:
Governance (as reflected in Board minutes and observations)

	Points Possible	Points Achieved
	110	**86.75**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	5/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
Leadership: Monthly quorums	3.75/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	
Point distribution		n/a	10 points	7.5 points	0 points	
Leadership: Monthly progress reports	10/10		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement • occasionally engages in discussion about these reports	As evidenced by Board minutes the Board: • does not receive detailed monthly reports on student achievement • rarely discusses student academic achievement	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points		0 points	
Leadership: Management Company Evaluation	10/10		There is a correlation between the Board's annual evaluation(s) of the Management Company that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company and the academy's academic achievement status and progress along with the provided business services	Business services should be better aligned with school functions.
Point distribution		n/a	5 points	n/a	0 points	
Administrator Continuing Education Unit(CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting AOIS: accurate and complete	3/5	All documents submitted to AOIS are marked "accurate and complete" (a blemish-free record)	95-99% of all documents submitted to AOIS are marked "accurate and complete"	90-94% of all documents submitted to AOIS are marked "accurate and complete"	89% or fewer of all documents submitted to AOIS are marked "accurate and complete"	94%
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting AOIS: rate	0/5		The Academy meets the CSO percentage requirement for AOIS reporting		The Academy does not meet the CSO percentage requirement for AOIS reporting	98% 2010-2011 95% 2011-2012

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Compliance: Transparency Reporting	0/5		The Academy website meets requirements for transparency reporting		The Academy website does not meet requirements for transparency reporting	No evidence of March 2012 MDE memos are found
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Professional participation	5/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	
Point distribution		n/a	10 points	n/a	0 points	
Academy updates	0/10		Board minutes reflect that the Board receives monthly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals		The Board minutes do not reflect that the Board receives monthly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals	
Point distribution		n/a	5 points	n/a	0 points	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Timeliness	5/5		The Board begins its meetings within 15 minutes of the posted time		The Board does not begin its meetings within 15 minutes of the posted time	Suggest posting meetings for a time that accommodates lunch

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	10 points	6 points	0 points	
Physical facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance:
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	86.75/110	78.86%	Meets Standards	

Criterion:
School Culture

	Points Possible 95	Points Achieved **95**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: • create a safe and orderly academic environment • are conducive to learning	Academy staff & the Board have developed behavioral expectations and implemented systems, however: • they are not consistently enforced • the academic environment is not always conducive to learning	Little or no evidence exists that the Academy & the Board: • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning	
Safe & orderly environment: Safety plan	10/10		The Academy has: • a comprehensive safety plan in place and there is evidence that it is known by staff • 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 • implemented some safety and security measures into daily operations	The Academy: • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		• Staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy		• Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	10/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	

School Culture: Total score for all competencies				
Total Points Achieved	95/95	Percentage Achieved 100%	Category Achieved Meets Standards	

Criterion:
Financial Viability

		Points Possible	Points Achieved
		80	**76**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	10/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		• The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy • Budgeted amounts are consistent with the Board's overall strategic plan	• The Academy's budget appears inconsistent with the school improvement plan • Budgeted amounts are not consistent with the Board's overall strategic plan	• The Academy's budget does not take school improvement into consideration • Budgeted amounts are not consistent with the Board's overall strategic plan	
Point distribution		n/a	5 points	3 points	0 points	
Access to monthly financial statements	5/5		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: • the Academy's audit was completed in a timely manner • submitted to the State by or before October 31 results were shared with • the Board of Directors in advance of the public presentation	During this review period: • the Academy's audit was performed within the specified timeframe • the Board of Directors did not receive it in advance of meeting for review	During this review period: • the Academy's audit was not performed within the specified timeframe	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		10 points	7.5 points	6 points	0 points	
Fund balance	6/10	The Board maintains a fund balance: • of at least 10% of general revenue	The Board maintains a fund balance: • within 3% -9.9% of general revenue	The Board maintains a fund balance: • within 1% - 2.9% of general revenue	The Board maintains a fund balance: • of less than 1% of general revenue	2.4%
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	5/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	Long-range plans should be developed when fund balance warrants

Financial Viability:
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	76/80	95%	Exceeds Standards	

Criterion:
School Improvement – NCA VERSION

Points Possible	Points Achieved
30	**23.75**

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Standard I: Vision and Purpose	5/5	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.	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.	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.	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.	
Point distribution		4 points	3 points	2.4 points	0 points	
Standard II: Governance and Leadership	3/4	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.	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.	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.	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.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
Standard III: Teaching and Learning	3/4	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.	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.	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.	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.	
Point distribution		5 points	3.75 points	3 points	0 points	
Standard IV: Documenting and Using Results	3.75/5	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.	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.	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.	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.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
Standard V: Resource and Support Systems	3/4	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.	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.	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.	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.	
Standard VI: Stakeholder Communications and Relationships	3/4	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 most stakeholder groups.	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.	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.	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.	
Standard VII: Commitment to Continuous Improvement	3/4	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.	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.	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.	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.	

Total Points Achieved		Percentage Achieved	Category Achieved	
	23.75/30	**79.16%**	**Meets Standards**	

BOARD INTERVIEW SUMMARY

Academy Name: Lighthouse Academy

Date: November 5-6, 2012

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***

   - Steering Committee's focus on serving "throw away kids" and growth of the program to date has been very rewarding.
   - Yes and no – meeting the needs, but Lighthouse Academy still needs to be here.
   - Making progress towards a very hard mission – moving beyond social agency to being a school.

2. ***Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***

   - Students are more proficient when they leave than when they enroll.
   - Strong desire to get beyond academics to employability skills and social skills
   - Need to find the right balance, and we're getting there.
   - Board has much respect for teachers and support staff who work with the students.

3. ***Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?***

   - FSU expects us to be teaching kids;
   - We know we're responsible to the CSO for the operations of the academy
   - Hard to understand the relationship between ESP and superintendent
   - Appreciate the support of the field rep and compliance office in helping us with understanding the contract.

4. ***What are you most proud of at this academy?***

- Passion
- Students' gains in living life well; better able to thrive in the broader society because of education they receive here.
- Administration at the school

What could be improved?

- Better staff compensation
- Attention to academic achievement
- More open communication with public schools
- Concern for whether LA can serve multiple campuses well. Can we duplication all the variables that have made us successful?

5. ***Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?***

- Board has held strategic planning retreats with subcommittees formed and goal areas development, but weren't in the FSU format.   The Board has now used the FSU structure and developed a strategic plan. Intent is for the Board as a whole to endorse and adopt it. Implementation is the key.

6. ***How does the Board determine the allocation of funds for this academy?***

The Board needs to look at priorities rather than using a historical model. Seek grants to supplement funding. The Board has had some discussion about how the budgeting process could be a part of the strategic plan.

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

- Field rep attendance at board meetings for counsel is very helpful
- Webinars for board development are very worthwhile.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **November 5-6, 2012**

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***

   See School Improvement Team Interview

2. ***What are you most proud of at this academy?***
   What could be improved?

   See School Improvement Team Interview

3. ***Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***

   See School Improvement Team Interview

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

   - 6-7 Currently under development at new sites and still forming the culture/climate. The new sites are "guests" in other people's facilities, but we're forming a family. It's where we can hope and expect it to be
   - Under 5 - Rocky start. In collaboration with all sites, culture is starting to grow – now over 5 and gaining as a team.
   - 9-10 Culture is based on the staff and being called here to work with the students.
   - 8 - Stressful environment and can become toxic very quickly.
   - 6-7 Multiple sites raise some questions about infrastructure: how do we keep communication open; have consistency but allow the sites to have their own flair; what are the non-negotiables across all the sites? Need to grow the culture outside of Lighthouse, too, so the communication sees what our kids are about.

5. *What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?*

- Length of stay is a challenge – can only plant a seed.
- Finance and reporting changes on a daily basis –pace is incredible.
- Student discipline – work with each student, rather than just discipline. Working with what's convenient for that student, not for the teacher.
- Student achievement – plan for each student takes time, lesson planning time and understanding of the standards – all in a fast pace and transient environment.
- The truancy/absenteeism challenges; can be disheartening

6. *What do you think about the process used to establish the academic goals? Are the goals working?*

- We felt good about the process. It was a rational discussion with FSU on how to establish the goals.
- Scantron is the standard of success for the kids served by Lighthouse.
- CAFAS is good as a measurement, but doesn't translate to the classroom. More work needs to be done in collaboration with social workers, teachers, probation officers, etc.   Need to measure kids holistically.

7. *Anything for our attention?*

- Appreciate having a "team (FSU)" to get us "out of the mud"

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **November 5-6, 2012**

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***

   - Yes – students come back by choice
   - Yes – we're willing to meet the needs of the kids.
   - Yes – incredible amount of safety and comfort in the classroom in the classroom. RTI and RTC processes are working well.
   - Yes – Scantron shows gains – guides skill development

2. ***What are you most proud of at this academy?***

   - Students motivated by his/her own results
   - Collaboration and relationships between the staff. Frequent collaboration meetings – PLCs, building staff meetings, etc.
   - No one gives up on the kids. We believe in the students so they can believe in themselves.
   - Staff have chosen to be here.
   - Proud of growth in the use of data – need to continue to grow in data use.
   - Trust in administration.

   What could be improved?

   - More use of data beyond where we are. We can get more out of Scantron.
   - Communication between Wedgwood and LA. Finding a common ground with Wedgwood.
   - Student intake process is not written and known. Needs better organization and communication.
   - Special education support

3. **On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**
   a. *Materials and Supplies*
      - 7 – not enough textbooks;
      - 7 – not enough textbooks;
      - 10 – needs met;
      - 9-10 – most needs met;
      - 8 – textbook shortages
   b. *Professional Training*
      - 7 – would be nice to have assistance for additional education; more professional development brought in that could be useful in the classroom;
      - 7 –professional development can be misused – good for who needs them, but why make those who don't need it attend; coverage of classes while gone for professional development is something of a problem
   c. *Clear Description and Understanding of The Expectations For Your Work*
      - all 10s

4. **On a scale of 1-10 (10 Highest), rate the academic culture/climate of this academy.**

   - 9 for residential (incentive to get out with lots of staff support);
   - 9-10 – culture clicked into place this year – we worked hard to get there;
   - 9-10;
   - 9 - students are coming into our culture rather than shaping/shifting it;
   - 7 – grade range is too broad to meet all academic needs

5. **Do you feel the academic expectations here are appropriate for the students who attend this academy?**

   - Yes; recent data dig indicates that high school standards are being used and meeting students at their level and filling the gap
   - Set high expectations for the students but provide the means to get there.
   - We have students who want to help others – want to be a leader/mentor to other students.
   - Expectation that every teacher will meet the students where they're at and have them feel success.

6. **Would you enroll your child at this academy? (if required)**

   - Yes – because they'd receive a quality education
   - Yes – they would have teachers who cared about them

7. *If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)*

- Special education staffing
- Full-size gym
- Space in residential classrooms
- More resources for classrooms – more textbooks, more computer programs; more literature titles
- Technology – ready access for students in each of the classroom – set of laptops in every classroom for every student
- Classroom budget
- Funding for online subscription for resources, etc.
- CI teacher to support classroom teachers
- Reimbursement for additional degrees/certifications.
- Library for reading and research

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **November 5-6, 2012**

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***

   - See School Improvement Team notes

2. ***What are you most proud of at this academy?***

   - Team feeling – not just someone who comes in and works with the students
   - We feel like one unit/one big heart muscle
   - Ability to be transparent with each other
   - No territory – all united
   - The vision of the school is being played out in the programs
   - Relationships between students and staff – this staff cares. All children can learn.
   - Community stakeholders trust us – parents, probation officers, judges, etc.

   What could be improved?

   - More parent participation
   - More partnership with community businesses for basic job skills
   - More connection to truancy issues
   - Overall after-school activities;

3. **On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**
    a. **Materials and Supplies;**
        - 10;
        - 7-8 because of so much growth;
        - 10 - if need is there, all staff have to do is ask;
        - 7-8;
        - 8

    b. **Professional Training;**
        - 10;
        - 10 always encouraged to obtain training;
        - 10;
        - 11;
        - 10

    c. **Clear Description and Understanding of The Expectations For Your Work;**
        - All 10s

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

    - 10-family
    - 10
    - 10 – PLC support
    - 10 - check-in schedule helps support the climate
    - Our job is to make sure the teachers feel supported.

5. **Anything for our attention?**

    - Best school ever
    - FSU questions help us reflect.

PARENT INTERVIEW SUMMARY
(probation officer, parent, case worker)

Academy Name: **Lighthouse Academy**

Date: **November 5-6, 2012**

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

1. *On a scale of 1-10 (10 highest), how satisfied are you with this school?*

    - 10 – the school is always seeking input
    - 10 – the school has kids back on track
    - 9 – still some challenges in residential setting (services, classes, etc.)

2. *How responsive is the school administration, board, or teachers to concerns or complaints?*

    - Receive immediate calls on anything;
    - Have monthly meetings to keep track of student and staff are receptive/supportive of that.
    - Good communication – either by appointment or just popping in.

3. *Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.*

    - Yes; most are behind when the come here – but they're tested to place them appropriately. Pleased to work as part of the team with the teachers; staff make sure the students are accommodated. Meet them where they are.
    - Teachers really believe that all children can learn. Tremendous academic growth
    - Summer program really helped student
    - Graduations are proof.

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

    - Kids say it isn't a real school – but it is.
    - Used to complain about lunch but better this year.   Lunch at Lighthouse North still a concern

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

- Smaller classes
- Basketball program
- Ms. Coleman and teachers are committed to students
- Love it when students say "I never liked _____ class before, but now I do"   Experiencing success

6. ***Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?***

- Good communication
- Newsletter is good, but don't always receive it.
- Online access is helpful (parent portal of PowerSchool)
- Ongoing positive communication. They don't give up on kids.

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

It's wonderful what Lighthouse is doing for kids. Lighthouse is not fearful of finding out what's going so they can help students regardless of problems. They never say no. They really care.

STUDENT INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **November 5-6, 2012**

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

1. ***Do you enjoying attending this school?***

   - Enjoy attending because of all the great staff; more loving; actually show that they care; actually try to help me; enjoy being here every day
   - Yes – teachers are nice; more lenient; help us more; makes us more likely to be successful.
   - Teachers help me; Teachers have a heart for me.

2. ***Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?***

   - Learn a lot in this school; had trouble in classes in old school. All the teachers help you. Enough challenge –
   - Learning a lot. Challenged just enough to learn. I like it. Work is hard, but teachers make it easier to understand
   - Learning at this school; had a hard time learning, but they make school more understandable to me; it's amazing. Regular school with a loving staff. It's a family. Good motivation. Pushing us to be something.
   - Teachers make it fun to learn even though it's really hard.
   - This school inspires me to learn. Teaches leadership.

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

   - Fair – do the "questions" with everyone, don't single out kids.
   - Staff give us chances. Want to keep us in class
   - Help us redirect ourselves. They're very fair.
   - Very patient – down to earth, loving.
   - Staff build a relationship with everyone – don't favor one student over the other.

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

- Math – the teacher brightens up the day. Has fun teaching us
- End of the day – can relax and have fun
- I like the whole day. As soon as I step inside, I feel positive energy. Likes that teachers ask how they're doing.
- basketball at lunch.
- My favorite teacher is Miss Wilson – I will never forget her. She has helped me with so much.
- Favorites are lunch/basketball and art teacher. Likes lunch because of the basketball
- Math – Miss Harris emphasizes the use of math and makes me look at it from a different perspective.

5. *Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?*

- Team leadership
- More girls sports
- Plays/dramas
- Pep rallies
- Homecoming dance, or something similar

6. *Do you feel safe at this school?*

- Every day – procedures in place to keep us safe.
- People here to talk to if I'm having a bad day. People here to protect me. No prejudice.
- Feel really safe here.

7. *Is there anything else you'd like improved?*

- Wish the school was bigger so more can have a Lighthouse experience.

8. *Anything for our attention?*

- Thanks to FSU for starting this school. Proud to represent this school and will tell others about it.
- Went from being a failure to being a superstar
- OT tools are great help

Lighthouse Academy
School Improvement Team Interview
November 5-6, 2012

1. What about Lighthouse Academy are you most proud?

- Surpasses all schools with the attitude and dedication that each child can learn.
- Lighthouse feels different – all staff work above and beyond to ensure that the kids succeed and believe in themselves.
- Everyone recognizes every child has issues but it is never held against them. Kids feel a part of the family.
- Kids are different but are more accepting of each other.
- Relationships with the students developed – someone from the staff relates with each student. Graduates come back and tell us what they've accomplished.
- We plant seeds – students gain from sitting in our classrooms even though we don't see it immediately.
- Students learn to work a plan to improve.

2. What strategies are being implemented to assure board, staff and administration are mission driven and are working on ways to meet the school's vision; are there changes proposed for the vision and mission statements?

- Looping feedback directs actions to focus on mission and vision. Assessments tell us what strategies are working or not.
- Strategies are discussed by the School Improvement Team based on student needs. Responses to students depends on our mission/vision.
- Board helps each other understand that we're here for academic success, balanced with helping students be prepared emotionally to learn
- We're using data much more but still focusing on the person, too.
- Need to be resilient with the vision/mission - keep focus on the students but the way we get there may be changing because of things happening around us.

3. What multiple measures of assessment will be used to monitor progress in achieving the School Improvement Plan?

- No single assessment is the end all. Look at student gaps. School Improvement Plan is based on those gaps and follow up with professional development, pre- and post-tests, CAFAS.
- Younger students tend to make more gains
- Data digs conducted multiple times throughout the year – student plans change based on data digs
- School Improvement Plan was pushed up in order to inform the budget.
- Marzano project is utilized at the juvenile detention center, resulting in fewer expulsions.

4. **Please explain how the school has integrated the use of technology, like computer assisted instruction, to support SIP strategies and action steps.**

- Technology is a weakness – most of the students don't have access to technology outside of the classroom.
- Smart boards are being brought in. Grant/Title funds help us maintain a balance of technology, training and other needs.
- Technology classes are held to build skills and for career planning.

5. **Explain how the school has integrated into the budget needed funding for the School Improvement Plan.**

- See question #3

6. **How is assessment data used to improve student achievement, and what initiatives are being implemented to improve the achievement gaps that exist in the academic content areas?**

- Use Scantron data and resources to focus instruction
- Use data digs to find areas of common need
- Every teacher uses same resource school wide, i.e. "words across the curriculum". Vocabulary sometimes increases Scantron performance.
- District PLCs help to communicate good ideas between sites. Email also helps facilitate communication between sites.

7. **What is being done to assure the school's curriculum will continue to be aligned to the common core?**

- Common core is used to review Scantron.
- Share curriculum mapping district wide
- Will be ready for technology based MEAP

8. **What needs to be improved at Lighthouse Academy?**

- School lunches are better now
- Need to improve job skill experience – shadowing and mentoring experiences
- Making sure we have enough collaboration time and communication protocols
- Grow at a pace that preserves quality
- Athletics and workplace training developed as incentive for academics – identify more opportunities and resources to make it happen

9. Comments and/or questions

- Blessed to work with others that are all committed to the students' and staff success.
- Outstanding talent
- No territorial spirit – always everyone's issue
- We work with what we have, e.g. not many parents. We do all we can to involve parents and try to help them be parents. Teachers are the students' families. We stand in the gap for family
- We're empowered to teach.

1. A. Is the academy making academic progress?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	A
	1A.				C
B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.	1B.				A D E M I

What reviewers will look for:

In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district?   What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

Reviewer Comments:
- *The applicant shows that LA students have made significant gains during this contract period. Most of the other questions are answered satisfactorily, although it is difficult for a SDA such as LA to compare itself with other districts*
- *Minimally answered this section-very little "discussion"*
- *1A was answered and 1B was not.*
- *The academy exceeded its contractual goals.*
- *Two weaknesses were identified.*
- *Cohort students have 100% graduation rate.*
- *The lack of comparison with state and other districts is explained in the application. Identification of weaknesses and approaches to deal with them are explained.*

Total Possible Pts=5

Average Points Awarded=3.62

The vertical text in the right column reads: ACADEMIC PROGRAM

2. A. What progress has been made toward meeting the academy's mission?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	
	2A.				A C A D E M Y M I S S I O N
	2B.				

B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

What reviewers will look for:

What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.

Reviewer Comments:
- *Some statements are made about the connection between vision, mission, and progress being made to meet the ideals expressed in those statements. However, there seems to be one incomplete statement and little specific evidence to affirm that they are meeting the statements. Several ways by which the mission is shared with stakeholders are listed. A comment has been made about decision making, but not necessarily one that addresses the question that was asked about basing decisions on meeting the mission.*
- *Again, minimally answered this section. No discussion on how these documents guide decision making at the academy.*
- *Evidence was provided that progress has been made toward meeting the Academy's mission.*
- *A process is in place to provide continual feedback that can be used to modify the mission and vision.*
- *The application describes continual feedback related to school improvement, but specific changes to the mission or vision statement are not addressed.*

Total Possible Pts=5 | Average Points Awarded=2.62

3. A. Is the academy financially solvent and stable?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	S
					U

What reviewers will look for:

A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.

Reviewer Comments:
- *The applicant does a nice job of responding to most of the questions asked in Part A.*
- *Didn't exactly address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision.*
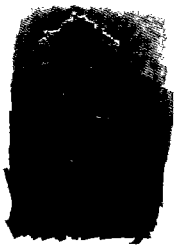- *All parts of question 3A were answered exceedingly well.*

Total Possible Pts=2.5

(Vertical text in right column: S U S T A I N A B I L I T Y)

3. B. Is student enrollment stable and near capacity?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	V I A B I L I T Y

What reviewers will look for:

A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.

Reviewer Comments:
- *Although there is no description of specific enrollment numbers, the applicant does a nice job of describing its enrollment efforts, especially as it relates to the effort made by LA officials to pass legislation that will strengthen the funding stream for all Michigan SDA's. They acknowledge that student turnover is quite high, but also explain the reason for that situation.*
- *Question 3B was answered.*

Total Possible Pts=2.5

Average Points Awarded=4.25

4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.	D E C I S I O N S

What reviewers will look for:

Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?

Reviewer Comments:
- *The applicant identifies itself as a data driven school. Then it goes on to describe the tools it uses to collect, analyze, and share that data. The applicant also states that is uses both internal and external survey instruments to collect data and make program modifications based on that data. The applicant also describes the effort of the school improvement team to analyze the current SIP and construct succeeding SIPs based on survey results.*
- *There is no description of how the board uses assessment data.*
- *A case was made that the academy uses data to drive decision making.*
- *More needed on describing internal and external assessments.*
- *Specific examples would be helpful here.*

Total Possible Pts=5	Average Points Awarded=3.25

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?) B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.	**Did Not Answer** **0 Pts.**	**Somewhat Answered** **1.5 Pts.**	**Answered** **2 Pts.**	**Outstandingly Answered** **2.5 Pts.**	C H A L L E N G E S / O P P O R T U N I T I E S
	5A.				
	5B.				

What reviewers will look for:

There will be narrative that shows long-range planning to address challenges facing the academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

Reviewer Comments:
- *The applicant does a very nice job of identifying its future challenges and its responses to those challenges. The board also provides a great evaluation of how it has grown in its governance responsibilities.*
- *Again, minimally answered this section.*
- *5A question gave evidence of long range planning; more needed on addressing the challenges.*
- *5B answered very well. The board explains how it has worked to be a more effective governing body (well done!)*
- *Reflections of the board are very helpful in describing its growth as a governing body.*

Total Possible Pts=5 | *Average Points Awarded=4.5*

Question	Points Possible	*Average* Points Awarded	
1	5	**3.62**	
2	5	**2.62**	
3	5	**4.25**	
4	5	**3.25**	
5	5	**4.5**	TOTAL SCORE: **18.25**

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August 23, 2012

FSU Reauthorization Application

Academic Program

The trend for LA student achievement is growth.

Please see the following Scantron Gains report for Lighthouse Academy since its charter:

SCHOOL YEAR	READING	MATH
2008-2009	Baseline	Baseline
2009-2010*	38%	47%
2010-2011	65%	62%
2011-2012	74%	75%
2012-2013		

We have had growth each year since our charter contract was granted in 2008 up to last year with 75% and 74% in our performance series testing. We have exceeded our contractual goals for two years in a row since instituting our plan for academic achievement with our student population.

We have identified two weaknesses in our academic program. One is academic accountability of student achievement and classroom instruction. Academic Accountability is connecting teacher instruction to student achievement on the Scantron. Two, truancy has been a big barrier to academic success.

We have a holistic approach as well as concrete procedures to insure a student wants to come to LA as well as to ensure follow up and follow through is available for both parents and school staff. Our cohorts are very small, less than thirty students, however each of our cohorts from the last two years has seen 100% graduation rate and post-secondary placement (work or college). The longer a student stays at our school, the more opportunity we see for them to succeed outside of our school.

We are one of eight strict discipline academies in the state. Comparative data is difficult to come by as each academy is a little different in there make-up and programming. However, we are meeting and exceeding FSU goals and standards. As for the contractual goals:

- Lighthouse Academy has met and exceeded the Performance Series yearly goals.
- We have seen an improvement in student behavioral issues as recorded by a CAFAS, now being scored three times a year.
- The contractual goals do state high standards for LA both academically and behaviorally which fits our holistic approach from our mission.
- We have updated as of 2010-2011, and continually review our curriculum, our academic & support services objectives.
- Our school improvement plan is driven by student needs and staff instruction. It is written by our staff, whom are in contact with students daily and know the need in which to use resources.

Academy Mission

Evidence that LA has met toward its stated mission:
- two years in a row showing school-wide,
- large gains in performance series,
- a lowering of the CAFAS score for students who stay throughout the year,
- students are engaged in and earning pay in work based learning sites in the community.
- We have also recently completed our AdvancED accreditation.

The vision and mission is shared with stakeholders through:
- media,
- surveys,
- parent and community meetings
- personal contact with school staff and students with community businesses, parents, and stakeholders.

Continual feedback loops from students, staff, community, and other stake holders is heard and used in continual school improvement through meetings, planning, and visioning. We have a laser-like focus on academic success while supporting families in attaining a formal education in a holistic manner.

Sustainability & Viability

LA finances have been open and available at our public board meetings and on our website and follows local, state, and federal guidelines. The school board has used its finances effectively to grow from a one site building to a multi-site school within four years. Local donors have fully paid for the LA-Main building before it opened in fall 2008.

The preliminary fund balance as of June 30, 2012 is $459,372 which represents 17% of 2011-2012 expenditures. With the addition of North locations, we are projecting the fund balance as of June 30, 2013 to be $492,130 which is 7.8% of the 2012-2013 planned expenditures. The

drop in the fund balance as a percent of expenditures is the result of first-time costs associated with establishing the new locations.

- Our community partners have grown from one organization to multiple organizations including the juvenile justice department.
- Our facility is kept up yearly through wonderful facilities crews.
- We have upgraded technology as needed and added new technology when possible.
- Staff training includes over 100 hours each year which is driven by our school improvement plan.
- SIP plans and goals are drawn up based on needs prior to setting the budget for the next year.
- Our needs drive the budget, not the other way around with compensatory education funds and professional development funds tied specifically to SIP goals and objectives to meet the most urgent needs.

Our enrollment is tricky as it is based on residential needs of programs and the expulsions of students within our county. To address the fact that the funding did not follow the student who, if expelled, often enrolled after count day, Lighthouse Academy sought the assistance of legislators to pass Bill 691 which since this past school year, has allowed for pro-ration of allocation once expelled students enroll in an SDA. This has helped the budget of LA considerably this past school year and will continue to do so in the future. Lighthouse Academy tries very hard to keep students in the seats and make room when the need arises.

Student turnover is quite large due to the fact a lot of students are discharged from programs and return to their home school. However we do have quite a few students who choose to stay in our schools to complete their academic program. Our demographics match our neighboring school districts and our staff turnover is very low. We have only had 2-5 staff members leave each year out of forty plus staff members.

Decision making

Lighthouse Academy is a school driven by data.
- We have an assessment calendar that we use to get feedback on student achievement throughout the year so that we can make immediate changes and supports for appropriate student needs.
- Internally we have PLC meetings weekly in which academic and support services are analyzed and assessed.
- Externally we use surveys to all of our stakeholders to hear about out achievement on all or our major goals. We use looping feedback cycle that can begin anywhere in the communication chain from students/stakeholders to the school board. It is continual and effective as we have seen in our academic achievement and graduation rates of our seniors.

Overall, LA has a shared leadership model which invites all to the table for assessment and analysis and problem solving. Our school improvement team has school staff, a board member, community partner, and a parent on the team. We analyze and discuss the current school SIP throughout the day. In January and February, the SIP team plans and develops the new SIP plan for the upcoming year the whole time sending and checking school surveys.

Challenges & Opportunities

At the beginning the Board had too little knowledge of the rightful relationship between its management company and the senior staff; now, through good instruction from the Ferris charter office, the Board now operates well with both.

The Board has grown in focusing more on academic outcomes than it did at the founding of this peculiar kind of academy, with its unique clientele of students who have had significant social upheavals in their lives.

The Lighthouse Academy Board held a strategic planning retreat in July 2012 and identified the following three greatest challenges which, if addressed well, could also become its greatest opportunities:

1) Growth while maintaining quality
a) Define protocols and processes of quality and infuse into school operations
b) Recruit/retain knowledgeable leaders in the field
2) Motivation of students
a) Relevant instructional experiences
b) Tie school-to-career/college
3) Recruit, Retain, and Grow high quality staff
a) Evaluate what incentivizes working at Lighthouse Academy for staff
b) Develop professional development programming for staff with specific needs of Lighthouse Academy students/families in mind.

Additional Comments from the School Board:

Our school improvement plan is focused on students-individual, small group, and whole class/building needs. It is reviewed, analyzed, drafted throughout the year with input opportunities from every stakeholder.

We've become more grounded in the mission of Lighthouse Academy and the first and foremost consideration of any decision we make is...Will the results of this decision meet the mission by furthering the education of the children at Lighthouse Academy? Through a focus on Board growth and development, we're learning how a governing body should be functioning and what "to do" and what "not to do" through our continuing education.

We work together with the Administration, Staff and key stakeholders.

We have increased the development of our core values.
We have had retreats, Ferris training conferences and training sessions during meetings in order to keep core values clear.
The board changed education services to better serve our kids and our board.
We get reports of testing so that we can monitor the achievement and growth of students.
Had strategic planning meetings with board, staff and other key leaders of the community to clarify and build our program.
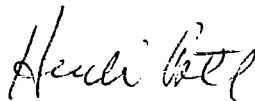We grew in the ability to focus on the outcomes rather than the administrative details of the Academy.
We are more analytic of reports on student achievement, finances and administration/staff growth.

We continue to work hard to understand and work as a board that governs but does not micro-manage or get entangled in the day to day details of management. We also have come a long way in understanding the relationship between the service provider and Board and superintendent and staff. We continue also to grow in the mutual respect we have for each other as a board.

Dan Vanderark
School Board President

Heidi Cate
Superintendent

Alan Carter
Principal