

School Improvement and Transformation Monitoring Visit Summary Report Beginning of Year (SITM–BOY)

School: Northpoint Charter School

LEA: Northpoint Charter School

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School Description

Northpoint Charter School (NCS), previously Southwest Secondary Learning Center, is a state-charter school serving 145 students in grades 9-12. The mission of Northpoint Charter School is to empower all students to perform at their optimal level in a blended learning environment that is individualized, self-directed, and flexible to produce future-ready graduates. The school has utilized a blended learning model of in-person support and an online Edgenuity curricular program since its inception in 2001. The population is 53% male, 47% female, 53% Caucasian, 34% Hispanic, 8% Native American, 3% Black, and 2% Asian. They have 33% of the population classified in Special Education (including 11% Gifted), 35% Economically Disadvantaged (Free or Reduced Lunch Status), and 6% English Learners (ELs).

NCS underwent a significant rebranding initiative. The rebranding was driven by the school's governing council and supported by a partnership with a consulting company that conducted extensive community engagement and customer research. This process allowed NCS to examine its identity and aspirations deeply, culminating in a clear vision for its future. The school's rebranding has been positively received by students, staff, and the broader community. The school's new mascot, the Voyager, symbolizes its forward-thinking and student-centered approach.

NCS focuses on providing flexible, customizable education solutions that empower students to reach their full potential. The school's rebranding reflects a commitment to continuously evolve and meet the needs of its community while guiding students toward long-term success.

School Successes and Celebrations

Northpoint Charter School achieved significant milestones in the 2023 school year, particularly in data accuracy and student success. One of the school's significant accomplishments involved correcting erroneous data from the 2021-2022 academic year. Initially, NCS's data reflected an inaccurate graduation rate of 16%, but after thorough validation in 2023, this figure was corrected to 61%. Further validation of the school's most recent, yet embargoed, data from May 2023 shows a graduation rate of 71%, which aligns more closely with their expectations and reflects the school's progress toward achieving a consistent 75% on-time graduation rate.

A remarkable success story from last year includes the graduation of all students classified as seniors, including several who had experienced significant setbacks. Among them were a

5th-year and a 7th-year senior and a student who joined NCS a year behind schedule but graduated in December. This student shared her story at the school's renewal hearing, expressing her gratitude to NCS for helping her achieve graduation despite nearly giving up hope.

Regarding academic performance, the school closely monitors proficiency levels in math and reading, as both subjects were below state average in 2023. However, in science, NCS outperformed the state average. The school has already seen an 11% growth in proficiency for 2024, especially in reading, with math gradually improving.

NCS integrated the Northwest Evaluation Association (NWEA) short-cycle assessments into its evaluation with the Public Education Commission (PEC). Last year, 91.86% of students scored proficient or advanced or met their growth goals on the NWEA assessment. All students participated in the testing, which reflects the school's commitment to comprehensive academic progress monitoring.

NM DASH Development and Implementation

A few weeks before the school improvement and transformation monitoring beginning of the year (SITM-BOY) visit, NCS received feedback that their DASH plan would require revisions. Specifically, they were informed that some plan areas needed more granularity, as several critical issues were grouped under a few root causes. The New Mexico Public Education Department (NM PED) and Public School Bureau (PSB) will provide additional training before schools are asked to make the necessary adjustments. This guidance will ensure that the revised plan is more detailed and accurately reflects the root causes and necessary actions for each performance challenge.

The current DASH plan includes the following graduation and academic goals:

Graduation: Northpoint Charter School strives to increase its 4-year graduation rate by 10%. By the end of the first semester, 80% of core courses should be completed for credit by graduating students.

Science: The school aims to improve proficiency on the 11th grade NM-ASR by 5% for the 2024-2025 school year. By the end of the first semester, 70% of 11th graders are expected to complete a science course with a grade of 70% or better.

Mathematics (9-12): The goal is to increase proficiency in the SAT math section by 8% for the 2024-2025 school year. By the end of the first semester, 50% of 11th-grade students should complete a math course with a grade of 70% or better.

English Language Arts (9-12): NCS aims to improve proficiency on the SAT ELA section by 5% for 2024-2025. At least 60% of 11th-grade students are expected to complete an English Language Arts course with a grade of 70% or better by the end of the first semester.

English Language Proficiency: The school is working to improve proficiency growth on the

ACCESS test for English Learners (ELs) by 10%. By mid-October, 50% of ELs should be within two weeks of expected progress in an ELA course with a grade of 70% or better.

Northpoint Charter School's overarching strategy focuses on enhancing interventions for struggling students while fostering stronger engagement with families to ensure students stay on track academically. Recognizing that effective support begins with timely, targeted interventions, the school has committed to improving resources for both English and math, where proficiency gaps are most evident. Additionally, for English Learners (ELs), the school plans to introduce more tailored interventions to address specific learning needs. Professional development for instructional staff will play a key role in addressing student learning gaps, with intervention groups and programs like MyPath and high-dosage tutoring forming the core of their support strategy.

A critical component of this plan is improving communication with families, particularly for students who are at risk of falling behind. The school identified that many families do not fully understand the impact of failed courses on their child's graduation trajectory. To address this, Northpoint has outlined actions that include weekly progress updates and personal conferences between teachers and families. Students at risk of failing will also meet with credit recovery managers to develop individualized plans. Focusing on academic support and family engagement directly addresses the root causes identified in their performance challenges.

The critical actions and benchmarks for the first semester include:

- From August to September 2024, 100% of instructional staff will receive professional development training on short-cycle assessment data analysis. This training will help staff identify criteria for forming intervention groups.
- By the end of September, teachers will send weekly progress updates to families and hold at least one personal conference to review student progress. Additionally, students at risk of failing will be referred to credit recovery managers for individualized support.
- By October 2024, all students identified for intervention will be placed in appropriate groups, receiving either tutoring or support through MyPath. Sponsor teachers will use Professional Learning Community (PLC) time to track the progress of these interventions and make necessary adjustments for the second semester.
- By December 2024, 100% of students identified as at risk will meet with credit recovery managers to assess their progress and develop a plan to stay on track for graduation. At least 60% of students involved in intervention programs will have completed one full support cycle through MyPath or high-dosage tutoring.

School Progress

External Partnerships

NCS has entered critical partnerships with external groups to support student achievement and graduation. One partnership focuses on deep data analysis using NWEA assessments. This external team conducts comprehensive reviews of student data, guiding the school in identifying trends and instructional gaps. Based on the data, the group leads Northpoint educators through targeted instructional revisions and provides professional development for staff, visiting the school three times a year to offer continued support.

In addition, Northpoint has partnered with Varsity Tutors to provide students with free, on-demand tutoring services available 24/7. This includes writing support, where students can receive feedback on written assignments, and high-dosage tutoring for reading and math. The program offers 10-week live, online tutoring sessions to close learning gaps and boost comprehension. For students needing more generalized academic support, Varsity Tutors also provides longer-term tutoring options. Each student is paired with a dedicated tutor, and their progress is closely monitored and documented throughout their engagement.

Baseline Data

Northpoint Charter School's baseline data for the beginning of the year (BOY) reflects varying levels of proficiency in reading and math across all students. In reading, 36% of students are at the beginning level, 8% are near proficient, 42% are proficient, and 14% are advanced. In math, 40% of students are at the beginning level, 12% near proficient, 26% proficient, and 22% advanced.

Significant differences emerge across grade levels in student growth from fall 2023 to fall 2024. For 9th grade, the growth rates are 47% in reading and 69% in math. In 10th grade, the growth is 33% in reading and 59% in math. For 11th grade, reading growth reaches 60%, with math at 54%, while for 12th grade, reading growth remains at 60%, but math drops to 33%.

Focus on Course Completion

NCS has made course completion a central focus of its academic monitoring and believes it is a strong indicator of potential graduation rate improvement. The Executive Director and the Academic Dean closely track course credits, with the Academic Dean monitoring progress bi-weekly throughout the year. For years, she has disaggregated the data by subgroups and compared trends across different student populations, providing insight into which students are on track or off track for graduation. This close monitoring has contributed to solid growth in course completion rates.

In particular, 92% of students participating in the remote learning program during 2023 completed their courses for credit by the end of the semester. In contrast, in-person students showed more variability, with some not earning credit in one or more classes. For in-person learners, data reflected that 120 students earned credit in all their classes, while a smaller group did not earn credit in specific courses, with some students missing credit in as many as four or more classes.

Course completion rates have steadily improved, from 82% in 2021 to 92% in 2024. The Academic Dean's data, which includes 140 student records and 559 total classes, indicates that 92% of classes resulted in credit granted, while 8% of courses had no credit received. By analyzing trends in core subjects like English Language Arts (ELA), where challenges were identified, the school introduced new interventions and intensive support to address areas of concern. The overall upward trend in course completion has been a positive indicator. However, the school anticipates a slight decline this year due to the introduction of more rigorous math written assessments and ELA writing requirements for 9th-grade students, which will require an adjustment period for students.

This close tracking of course progress is an essential element of Northpoint's strategy, with

regular updates discussed during staff and PLC meetings to identify trends early and intervene as necessary.

The school did not share cohort data but shared the following graduation rate data trends:

- 4-year % Grad Rate
 - 21/22: 61%
 - 22/23: 72%
 - 24/25 Goal: 75%
- 5-year % Grad Rate
 - 21/22: 58%
 - 22/23: 66%
 - 24/25 Goal: 75%
- 6-year % Grad Rate
 - 21/22: 71%
 - 22/23: 69%
 - 24/25 Goal: 75%

School Leader's Next Steps

By mid-year, the conversation will focus on assessing the implementation and impact of the interventions the school has invested in. At that point, the school leader expects all systems to be fully operational, including identifying students for intervention, building rosters, and assigning them to the appropriate support groups. They will also have determined scores for identifying students, and the assignment of students to Varsity Tutors and other intervention programs will be complete.

Credit recovery managers will have held their first round of meetings with families, engaging them in the academic recovery process. The school plans to have student progress data, specifically tracking those on track for graduation by cohort year. Additionally, they can disaggregate course completion rates by cohort and monitor how each student progresses toward graduation. By mid-year, the school expects a clear view of how well the interventions are working and whether all support systems are addressing the needs of students at risk of falling behind.