

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Northpoint Charter School	LEA: Northpoint Charter School
School Leader: Lisa Mora	Supt/PEC Director: Lisa Mora
SIT-M Leader: Lizette Ridgeway	Date: January 30, 2025

School NM Vistas Designation: CSI - Graduation

School Successes and Celebrations

Northpoint Charter School (NCS) has made significant strides in student support and academic interventions since the start of the school year. The school successfully completed credit recovery meetings with students at risk of failing one or more classes, focusing on building strong relationships with families to gain their support and hold students accountable for their learning. Weekly progress updates from teachers to parents have kept families informed, with at-risk students receiving written notifications and scheduled meetings to develop individualized credit recovery plans. This process has gone well and will continue in the second semester.

Course completion data reflects steady growth over the years. At the end of the first semester, 90% of courses were completed for credit—a significant improvement from 2015, when course completion rates were in the 60s. Most recently, 75% of courses are currently on track for credit, with progress monitored biweekly by the academic dean. Additionally, course completion rates in ELA have improved by 10% compared to the fall of 2023. This increase is attributed to targeted interventions, such as creating a small-group, in-person 9th-grade English class. Students worked on writing essays in a classroom setting to build foundational skills before returning to an online format in 10th grade.

In response to concerns about math performance, NCS implemented more rigorous math assessments this year. Despite the increased rigor, the school observed only a minimal 3% decline in math course completion compared to the previous year. The transition to paper-based math assessments has allowed for greater student engagement, encouraging teacher interaction and allowing students to show their work instead of relying solely on multiple-choice responses.

The school has also made progress in expanding intervention services. Criteria for referring students to tutoring and intervention pathways were established during the fall semester. Although some services were implemented later than anticipated, high-dose tutoring is now offered by invitation, based on short-cycle assessments and teacher observations. Varsity Tutors provide on-demand chat tutoring for all students and targeted high-dose support for identified students. Additionally, after further professional development, the MyPath intervention program is being implemented this semester, with staff identifying students for

participation. As part of ongoing professional development, teachers participate in short-cycle assessment training focusing on identifying missing skills and adjusting instruction accordingly. Following the second assessment cycle, teacher coaching sessions are scheduled to review student data in depth and refine instructional practices.

NCS is currently undergoing Cognia Re-Accreditation. Stakeholder surveys consistently highlight the school's supportive culture, which remains a strong foundation for student success. The school's leadership and staff are committed to continuous improvement, reflected in their data-driven practices and recent successes.

School Progress

Three-year Trend Data

Graduation

4-year

Cohort of 2019 – 58.3%

Cohort of 2020 – 62.8%

Cohort of 2021 – 55.8%

Cohort of 2022 – 61.0%

Cohort of 2023 – 71.9%

Cohort of 2024 Goal – 75.0%

Cohort of 2025 Goal – 82.0%

5-year

Cohort of 2019 – 69.1%

Cohort of 2020 – 69.0%

Cohort of 2021 – 57.0%

Cohort of 2022 – 65.6%

6-year

Cohort of 2019 – 72.7%

Cohort of 2020 – 71.0%

Cohort of 2021 – 68.5%

Specific actions completed and data demonstrating progress since SIT-M BOY

- **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.**

The school is still in the process of ensuring all systems are fully operational. Family outreach and credit recovery managers have been the most effective tools for identifying

and supporting at-risk students. While MyPath and Varsity Tutors are promising interventions, they are in the early stages, making it too soon to determine their full impact. Varsity Tutors participation has been limited, with only two students consistently attending despite 17–20 referrals.

- **They will also have determined scores for identifying students, and the assignment of students to Varsity Tutors and other intervention programs will be complete.** Cut scores have been established, and students are identified for high-dosage tutoring based on NWEA results. However, engagement has been a challenge. There were 12 chat sessions in the last 90 days, with nine students actively participating. To improve participation, the school will shift to family-assigned tutoring, where parents can schedule sessions directly with Varsity Tutors.
- **Credit recovery managers will have held their first round of meetings with families, engaging them in the academic recovery process.** Credit recovery managers have initiated proactive meetings with families for students who fail even one class. The goal is to intervene before the semester ends by creating action plans and holding follow-up meetings in early March to assess progress.
- **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.** The school tracks comprehensive course progress data and disaggregates it by cohort. Graduation progress by cohort is regularly updated and was shared during the meeting. The addition of credit recovery managers has improved how the school monitors and supports at-risk students.
- **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.** Data reflection indicates that credit recovery and course completion tracking have been the most effective interventions. MyPath, which offers individualized learning plans based on NWEA scores, has only recently launched, and its effectiveness is still being evaluated. Incentives have been introduced to encourage student engagement and mastery.
- **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.** Professional development in short-cycle assessment data analysis was provided in September 2024. Staff now use these data protocols to 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.**

Weekly progress updates have been implemented, and parent conferences are held to review student performance. Students at risk of failing are referred to credit recovery managers for personalized 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.**

Students have been assigned to intervention groups based on NWEA scores. MyPath interventions are now running, offering individualized learning paths to address skill gaps. PLC time is used to review student progress and adjust interventions as needed.

- **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.**

Credit recovery managers actively meet with students identified as at risk, mail letters to parents, and develop individualized plans to support course completion. While participation in Varsity Tutors remains low, MyPath interventions are gaining momentum, with increased engagement expected in the next cycle.

Graduation Projections

- For the 2025 cohort, 30 of 34 students (88.2%) are on track to graduate.
- Of students enrolled all four years, 94% are on track to graduate.
- Of students who joined as seniors, 69% are on track to graduate.
- For the 2026 cohort, 41 of 44 students (93.2%) are on track to graduate.

Summary of Progress

Based on the data shared during the MOY visit, the school demonstrates strong progress toward meeting its improvement goals. Graduation projections indicate that most students are on track to graduate, with particularly high success rates for students enrolled there for multiple years. Interventions such as credit recovery management, targeted tutoring programs, and professional development in data-driven instruction are beginning to show positive results. Given the continued implementation of these supports, it is likely that the school will meet the necessary criteria to exit its designation in the Fall of 2025.

Next Steps

- Northpoint will build on its fall strategies to maintain its upward trajectory. The school will continue professional development efforts, with the next data coaching session scheduled for February 7, 2025, to reinforce targeted reading and math interventions. Credit recovery managers will remain a vital resource, engaging with families and supporting students on their path to graduation.
- The spring semester is off to the strongest start in six years, with 75% of courses on track for completion based on data shared during the meeting. Northpoint will monitor the redesigned Varsity Tutors program to assess whether the changes increase student participation. It will also focus on fully implementing MyPath interventions and evaluating their effectiveness.
- The school continues to prioritize improving its internal culture, ensuring that the credit recovery program is perceived as a supportive resource rather than a "last chance" option. Recent Cognia evaluation results highlighted Northpoint's "supportive culture," the school will maintain its focus on fostering a positive, encouraging environment for students.
- Ongoing efforts to enhance family outreach and strengthen communication will help drive student success. The school remains committed to creating a greater sense of urgency around "graduating on time" while ensuring students feel fully supported in their journey to reach this milestone.