AGENDA ITEM: Academic Performance Reviews – DSP Demonstrating Fragmented Systems

I. Issue

Concordia Charter School, a non-profit organization that operates Concordia Charter School and Concordia Charter School - Navajo Mission, failed to demonstrate sufficient progress toward the Board's Academic Performance Expectations and is not in compliance with its charter.

Background Information

A.R.S. § 15-183.R requires the Board to ground its action in evidence of the Charter Holder's performance in accordance with the Performance Framework, which includes the Academic Performance Expectations of the charter school and the measurement of sufficient progress toward the Academic Performance Expectations. The Board's Academic Performance Framework and Guidance document includes an Academic Intervention Schedule that requires the submission of required documents when the Charter Holder fails to meet the Board's Academic Performance Expectations.

Charter holders that failed to meet the Board's academic performance standards based on FY2014 performance data and who operate one or more schools that were assigned a FY2014 letter grade of D as reported by the Arizona Department of Education were required to submit a Demonstration of Sufficient Progress (DSP) on January 7, 2015 and complete a DSP site visit. A DSP is used by the Board to determine whether a Charter Holder that fails to meet the Board's academic expectations has demonstrated sufficient progress toward the Academic Performance Expectations. Through the DSP Report and site visit, Concordia Charter School has failed to demonstrate it is making sufficient progress toward meeting the Board's the Academic Performance Expectations.

A.R.S. § 15-183.I.3 states, in part, that the Board may revoke a charter at any time if the charter school fails to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework.

II. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	☐	☒
Financial Framework	☒	☐
Operational Framework	Not Yet Rated See Section VIII	Not Yet Rated See Section VIII

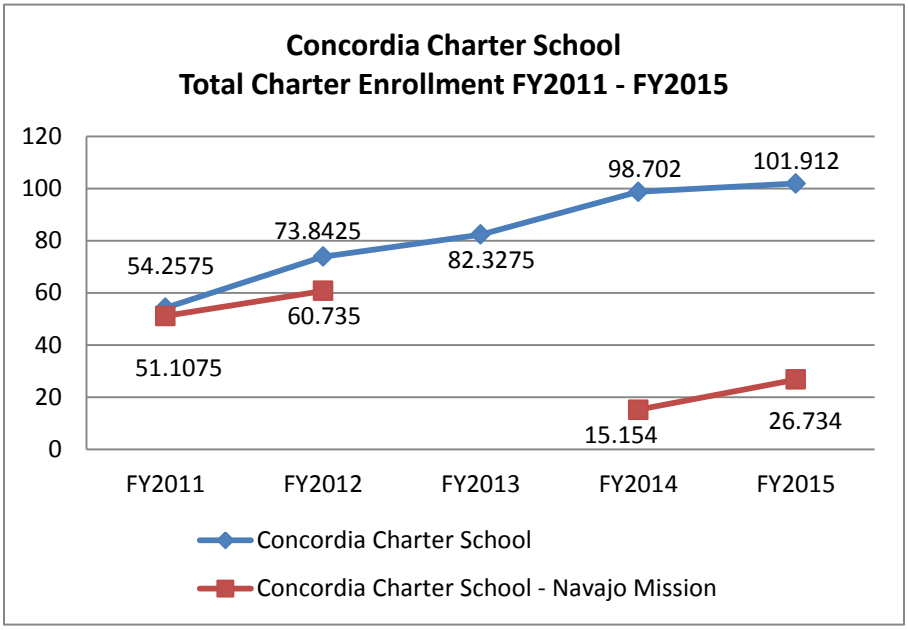
During the five-year interval review of the charter, Concordia Charter School was required to submit a Performance Management Plan as an intervention because Concordia Charter School and Concordia Charter School - Navajo Mission operated by the Charter Holder did not meet the Academic Performance Expectations set forth by the Board. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Concordia Charter School received an overall rating of "Does Not Meet" the Board's academic standards. Concordia Charter School - Navajo Mission received an overall rating of "Falls Far Below" the Board's academic standards.

The Charter Holder meets the Board's Financial Performance Expectations.

The Charter Holder does not have compliance matters, as described in the "Adherence to the Terms of the Charter" section of this report.

III. Profile

Concordia Charter School operates two schools, Concordia Charter School and Concordia Charter School - Navajo Mission, serving grades K-6 in Mesa and K-3 in Round Rock. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.



The academic performance of Concordia Charter School and Concordia Charter School - Navajo Mission is represented in the table below. Academic Dashboards for each school can be seen in the portfolio: c. Academic Dashboards, i. Academic Dashboard – Concordia Charter School and ii. Academic Dashboard – Concordia Charter School - Navajo Mission.

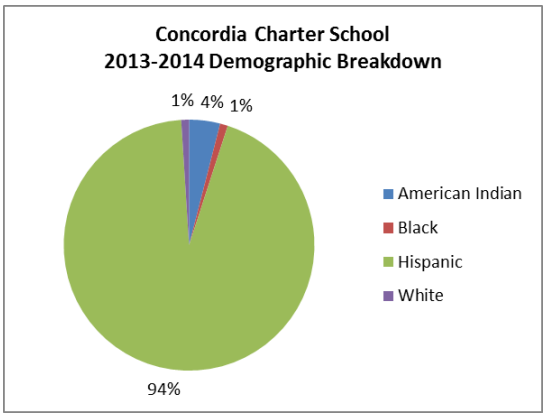
School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Concordia Charter School	07/01/2007	K – 6	57.19 / C	38.75 / D	45.00 / D
Concordia Charter School - Navajo Mission	08/23/2010	K – 3	38.75 / D	N/A	33.12 / D

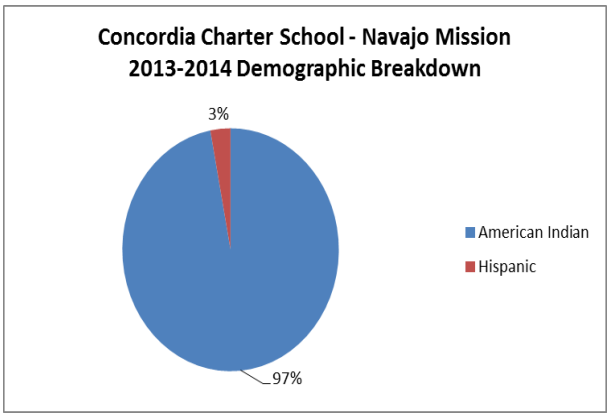
Concordia Charter School, Inc.'s mission for its charter states, "The mission of Concordia Charter School (CCS) is to provide families with a choice for high quality educational opportunities for their children in a caring, nurturing environment." The Charter Holder's website indicates its mission is to provide educational excellence and equity to the most vulnerable children in Arizona. The website further indicates that "Concordia Charter School, Inc., founded in 2004, was established as a K-8 public charter school to provide parents in disadvantaged communities with the choice of a high quality education for their children in a small, safe and nurturing environment."

Concordia Charter School – Navajo Mission served grades K-6 in Rock Point from 2010 to 2012, and was not in operation for FY 2013. The school currently serves approximately 25 grade K-3 students in Round Rock. According to the Charter Holder, a private school had been operated by the Navajo Evangelical

Lutheran Mission for over 50 years when Concordia was asked to operate a charter school on the site in 2010. On November 16, 2012, the Charter Holder sent a letter to the Board requesting a temporary suspension of operation Concordia Charter School – Navajo Mission during FY2013, as the executive director of the Navajo Evangelical Lutheran Mission had decided to return the school site to private status, which remains operational today. The Charter Holder identified a site that could be ready for operation in the summer of 2013. The school resumed operation on September 4, 2013 serving grades K-3.

The demographic data for Concordia Charter School and Concordia Charter School - Navajo Mission from the 2014-2015 school year is represented in the charts below.[1]





The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.[2]

Category	Concordia Charter School	Concordia Charter School – Navajo Mission
Free and Reduced Lunch (FRL)	94%	70%
English Language Learners (ELLs)	37%	*
Special Education	11%	3%

IV. Additional School Choices

Concordia Charter School is located in Mesa near Country Club Drive and Main Street. There are 68 public schools serving grades K-6 within a five mile radius of Concordia Charter School.

The following information identifies additional public schools within a five mile radius of Concordia Charter School and the academic performance of those schools. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic

[1] Information provided by the Research and Evaluation Division of the ADE.
[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group was redacted.

performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

Concordia Charter School				94%	37%	11%
Letter Grade	**Within 5 miles**	**Charter Schools**	**Meets Board's Standard**	**Comparable FRL (± 5%)**	**Comparable ELL (± 5%)**	**Comparable SPED (± 5%)**
A	18	6	6	0	0	12
B	20	3	2	0	0	13
C	26	8	0	2	4	22
D	4	2	0	0	1	2

Concordia Charter School - Navajo Mission is located in Round Rock, Arizona. Because there are no public schools within a five mile radius of Concordia Charter School - Navajo Mission, no analysis of nearby schools was completed.

V. Success of the Academic Program

For the past three years both schools operated by Concordia Charter School have not met the Board's academic standards. Both schools have been rated as D by ADE for the two most recent years for which data is available.

From FY2012, when the school's academic performance was evaluated as a "small school" using three years of pooled student data, to FY2013, when the school's academic performance was evaluated as a "traditional school" using only current year data, Concordia Charter School's Overall Rating points declined by 18.44 points. This decline in points resulted in Concordia Charter School's rating category falling from "Does Not Meet" to "Falls Far Below" the Board's academic performance standard. From FY2013 to FY2014 Concordia Charter School improved its Overall Rating by 6.25 points, which resulted in the school improving its rating category from "Falls Far Below" back to "Does Not Meet" the Board's academic performance standard. For FY2013 and FY2014 the school was evaluated as Falls Far Below in six of eleven measures for which data was available.

Concordia Charter School – Navajo Mission was closed for FY2013, so only data from FY2012 and FY2014 are included in this analysis. In both years, the school has been classified as a "small school". This classification means that for FY2014 the school's academic performance was evaluated using pooled student data from both of the years in which the school was in operation. The performance of Concordia Charter School – Navajo Mission is "Falls Far Below" the Board's academic performance standards for both FY2012 and FY2014. The Overall Rating points have decreased from .25 away from being evaluated as "Does Not Meet" the Board's academic performance standards in FY2012 to 5.88 points away from being evaluated as "Does Not Meet" the Board's academic performance standards in FY2014. For FY2014 the school was evaluated as Falls Far Below in seven of nine measures for which pooled academic data is available.

The following is a timeline of activities that have occurred related to the academic performance of Concordia Charter School:

[3] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group was redacted.

May, 2011: Concordia Charter School was notified that the Charter Holder was required to submit a Performance Management Plan on or before September 1, 2011 for the five-year interval review because Concordia Charter School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

August, 2011: Concordia Charter School timely submitted a Performance Management Plan (portfolio: g. Prior Academic Intervention Submissions and Evaluations - i. Performance Management Plan).

February, 2013: The Board released FY2012 Academic Dashboards; Concordia Charter School received an overall rating of "Does Not Meet" and Concordia Charter School - Navajo Mission received an overall rating of "Falls Far Below" the Board's academic standards and both schools did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Concordia Charter School and Concordia Charter School - Navajo Mission as part of an annual reporting requirement (g. Prior Academic Intervention Submissions and Evaluations – iv. FY2013 DSP Submission).

July, 2013: Following a preliminary evaluation of the FY2013 DSP, Board staff conducted a site visit on July 10, 2013 to meet with the school's leadership and review all evidence provided by the Charter Holder.

September, 2013: The Board released FY2013 Academic Dashboards; Concordia Charter School received an overall rating of "Falls Far Below" the Board's academic standards and Concordia Charter School - Navajo Mission did not receive an overall rating because the school was not in operation. Concordia Charter School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) as part of an annual reporting requirement (portfolio: g. Prior Academic Intervention Submissions and Evaluations - ii. FY2014 DSP Submission).

February, 2014: Board staff completed a final evaluation (portfolio: iii. FY2013 DSP Final Evaluation) of the Charter Holder's FY2013 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2013 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

March, 2014: Following a preliminary evaluation of the FY2014 DSP, Board staff conducted a site visit on March 6, 2014 to meet with the school's leadership and review all evidence provided by the Charter Holder.

September, 2014: Board staff completed a final evaluation (portfolio: g. Prior Academic Intervention Submissions and Evaluations - i. FY2014 Final Evaluation) of the Charter Holder's FY2014 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2014 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

September, 2014: The Board released FY2014 Academic Dashboards; Concordia Charter School received an overall rating of "Does Not Meet" and Concordia Charter School - Navajo Mission received an overall rating of "Falls Far Below" the Board's academic standards. Therefore, Concordia Charter School did not meet the Board's Academic Performance Expectations.

December, 2014: In accordance with the Board's Academic Intervention Schedule, the Charter Holder was notified of its annual reporting submission requirements including the requirement to submit a Demonstration of Sufficient Progress on or before January 7, 2015.

VI. Demonstration of Sufficient Progress

Concordia Charter School timely submitted a DSP Report on January 7, 2015 (portfolio: f. FY2015 DSP Submission). The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of Concordia Charter School were present at the site visit:

Name	Role
Margaret Roush-Meier	Director- Concordia Charter School
Mike McCarthy	Principal – Mesa Campus
Esther Davis	Site Director – Navajo Mission Campus

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: e. DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: d. FY2015 DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	☐	☐	☒
Curriculum	☐	☒	☐
Assessment	☐	☐	☒
Monitoring Instruction	☐	☒	☐
Professional Development	☐	☐	☒

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did not demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. Additionally, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 10 out of the 10 measures required by the Board, and demonstrated declines in academic performance in some of those measures.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 10 out of the 10 measures required by the Board for Concordia Charter School and 6 out of 6 measures for Concordia Charter School – Navajo Mission, and demonstrated declines in academic performance in some of those measures. For more detailed analysis see Curriculum Inventory (portfolio: e. DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Concordia Charter School

Question	Valid and Reliable Data	Comparative Data provided for Current Fiscal Year	Comparative Data Demonstrates Growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	No	No	No	D1
Student Median Growth Percentile (SGP) – Reading	No	No	No	D2
Student Median Growth Percentile Bottom 25% - Math	No	No	No	D3
Student Median Growth Percentile Bottom 25% - Reading	No	No	No	D4
Percent Passing - Math	No	No	No	D5
Percent Passing - Reading	No	No	No	D6
Subgroup, ELL - Math	No	No	No	D7
Subgroup, ELL - Reading	No	No	No	D8
Subgroup, students with disabilities - Math	No	No	No	D11
Subgroup, students with disabilities - Reading	No	No	No	D12

Concordia Charter School - Navajo Mission

Question	Valid and Reliable Data	Comparative Data provided for Current Fiscal Year	Comparative Data Demonstrates Growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	No	No	No	D1
Student Median Growth Percentile (SGP) - Reading	No	No	No	D2
Student Median Growth Percentile Bottom 25% - Math	No	No	No	D3
Student Median Growth Percentile Bottom 25% - Reading	No	No	No	D4
Percent Passing - Math	No	No	No	D5
Percent Passing - Reading	No	No	No	D6

Curriculum

The area of Curriculum is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated some of the components of these required elements, but failed to sufficiently demonstrate all of the components of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: e. DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	No	C1
How does the Charter Holder identify gaps in the curriculum?	No	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	No	C3
Who is involved in the process for adopting or revising curriculum?"	No	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	No	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	Yes	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	Yes	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Yes	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	No	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	Yes	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	Yes	C14

Assessment

The area of Assessment is evaluated as Falls Far Below. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented fragmented, ad hoc efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts lack intentionality and prior planning, and are not consistently implemented. For more detailed analysis see Assessment Inventory (portfolio: e. DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	No	A2
How is the assessment system aligned to the curriculum and instructional methodology?	No	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	No	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	No	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	No	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	No	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	No	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	No	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated the some of the components of these required elements, but failed to sufficiently demonstrate all components of these required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: e. DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	Yes	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	Yes	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	No	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	No	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	No	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	No	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	No	M10

Professional Development

The area of Professional Development is evaluated as Falls Far Below. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented no efforts to provide professional development that is aligned with instructional staff learning needs, focuses on areas of high importance, addresses the needs of relevant subgroup populations, and supports high quality implementation; and monitoring follow-up to support and develop implementation of the strategies learned. For more detailed analysis see Professional Development Inventory (portfolio: e. DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	Yes	P1
How was the professional development plan developed?	No	P2
How is the professional development plan aligned with instructional staff learning needs?	No	P3
How does this plan address areas of high importance?	No	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	No	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	No	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	No	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	No	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	No	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	No	P10
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	N/A	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	No	P12

VII. Viability of the Organization

The Charter Holder meets the Board's financial performance expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a financial performance response.

VIII. Adherence to the Terms of the Charter

Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?
Yes. Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?
Yes. Based on the available information in the current fiscal year, the Charter Holder adheres with applicable education requirements defined in state and federal law.

Do the Charter Holder's annual audit reporting packages reflect sound operations?
Yes. As reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2014 annual audit reporting package.

Is the Charter Holder administering student admission and attendance appropriately?
Yes. Based on the available information and as reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

Is the Charter Holder transparent in its operations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

Is the Charter Holder complying with its obligations to the Board?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to operational requirements monitored by other entities to which the Charter Holder is accountable.

Is the Charter Holder complying with all other obligations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

IX. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Concordia Charter School on the grounds that the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. Additionally, the Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, a comprehensive assessment system, a comprehensive monitoring instruction system, or a comprehensive professional development system.

All that taken into consideration, the Board directs staff to work with Concordia Charter School to create a Consent Agreement for the purpose of restoring the charter to acceptable performance using the Consent Agreement Template contained in the portfolio. The terms of the consent agreement to be negotiated include only the terms concerning the data that will be reported to the board and the methodology used to calculate that data. All other terms contained in the template must be accepted. Among other terms, these terms require that the Charter Holder shall complete and submit a Performance Management Plan that Meets the Board's evaluation criteria no later than June 30, 2015.

I further move that if the terms of a Consent Agreement cannot be reached by June 30, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 2: The Board may vote to implement heightened monitoring of this Charter Holder. The following language is provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Concordia Charter School on the grounds that the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.

Additionally, the Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, a comprehensive assessment system, a comprehensive monitoring instruction system, or a comprehensive professional development system.

All that taken into consideration, the Board directs staff to implement heightened monitoring of Concordia Charter School. Specifically, the Charter Holder shall 1) submit a revised PMP that Meets the Board's evaluation criteria no later than June 30, 2015, using a template provided by Board staff and 2) submit evidence of the implementation of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system, along with data and analysis to demonstrate changes in academic performance at quarterly intervals (September 15, December 15, March 15, June 15) until the Charter Holder's Academic Dashboards demonstrate improved academic performance or until further consideration of the Charter Holder's academic performance by this Board. If Concordia Charter School does not submit an acceptable PMP, does not submit evidence of the implementation of comprehensive systems at the quarterly monitoring, or if the academic performance of the schools operated by the Charter Holder does not improve as reported at quarterly monitoring or through the Academic Dashboard, the Board will again review the performance of this Charter Holder and may impose disciplinary action at that time.

Option 3: The Board may vote to continue monitoring the Charter Holder through the Academic Intervention Schedule as set out in the Academic Performance Framework and Guidance document. The following language is provided for consideration: I move that the board direct staff to continue monitoring Concordia Charter School through the Academic Intervention Schedule as set out in the Academic Performance Framework and Guidance document. If the academic performance of the schools operated by the Charter Holder, as reported on the Academic Dashboard, does not improve, the Board will again review the performance of this Charter Holder and may impose disciplinary action at that time.