Demonstration of Sufficient Progress Final Report

Charter Holder Name: Concordia Charter School

School Name: Concordia Charter School – Navajo Mission

Required for: 4th Year Review

Final Report Completed: September 12, 2014

Academic Dashboard: FY13

Overview:

The academic performance of Concordia Charter School (CCS) did not meet the Board's academic performance expectations set forth in the performance framework adopted by the Board. A Demonstration of Sufficient Progress (DSP) was submitted by the charter representative on December 13, 2013.

Following a preliminary evaluation of the DSP, staff conducted a site visit on March 6, 2014 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
Esther Davis	Site Administrator
Margaret Roush-Meier	Charter Representative

The DSP submitted by Concordia Charter School for Concordia Charter School – Navajo Mission (NM) was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the Charter Holder was required to provide a response. The Charter Holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The Charter Holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the Charter Holder has not provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready (ACCR) Standards into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, or implementation of a professional development plan that contributed to increased student growth and proficiency.

As the school had suspended operation for FY2013, the Charter Holder was not able to demonstrate improved student performance compared to the prior year, but the Charter Holder provided data and analysis that demonstrates academic performance including student proficiency meeting standards based on data generated from valid and reliable assessment sources. The Charter Holder provided reports from the STAR Reading and STAR Math benchmark assessments from February 2014 showing 9 of 9 students in grades 1-3 meet standard in Math, and 8 of 9 students meet standard in Reading.

The Charter Holder stated that school currently serves no ELL students and that 100% of students qualify for free or reduced-price lunch.

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.

A description of the findings for each required area as evaluated is provided below:

Curriculum:

In the area of curriculum, the DSP for Concordia Charter School – Navajo Mission was evaluated as "Approaches."

The Charter Holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards (ACCR Standards), evidenced by pacing guides aligned to ACCR Standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. The Charter Holder's DSP in the area of curriculum is not acceptable.

- The Charter Holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The Charter Holder provided "Curriculum Map" documents for the K-1 and 2-3 classrooms, which serve as pacing guides and lesson plans. These documents identify ACCR Standards for Saxon Math lessons and for Core Knowledge ELA units and lessons, and daily schedules, but do not demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process. The Charter Holder described creating these documents and having teachers use standards alignment documents from the textbook publishers to ensure standards alignment during the summer in-service week, as evidenced by the "Teacher Training Week back to school" document, but was not able to provide further evidence of the process used to create these maps. These documents demonstrate an approach to creating curriculum that lacks cohesiveness or alignment to other school improvement efforts.
    - The Charter Holder provided "Teacher Training Week back to school." This document provides an agenda for an undated 5 day period, including sessions on Core Knowledge, Saxon Math, Special Education, and Renaissance Place (STAR Math, STAR Reading). The sessions on Core Knowledge and Saxon Math include guiding questions to help teachers understand expectations for using the "Curriculum Map" and implementing the curriculum, but do not provide evidence that the curriculum maps were created or adopted during the sessions. The Charter Holder stated that teachers were not required to sign in, so this document does not provide evidence regarding who is involved in the curriculum adoption process. This document, with the "Curriculum Map" documents, demonstrates an approach to creating curriculum that lacks cohesiveness or alignment to other school improvement efforts.
    - The Charter Holder was not able to provide any evidence regarding the adoption of Core Knowledge ELA, Saxon Math, and ALEKS Math curriculum, but indicated that they have

used the same curriculum at the Mesa site for many years. This does not provide any evidence regarding a system to adopt curriculum.

- The Charter Holder must provide evidence that the school has a system in place for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
    - The Charter Holder provided "Curriculum Map" documents, which serve as pacing guides and lesson planning documents. These documents identify ACCR Standards for Saxon Math lessons and for Core Knowledge ELA units and lessons, with daily class schedules for the multi-age classrooms. The document provided covers 13 weeks of lessons. The Charter Holder stated that both Saxon Math and Core Knowledge were highly scripted curriculum, so the identification of a specific Saxon Math lesson or Core Knowledge chapter indicates the methods and activities to be used in the classroom using the curricular text. The "Curriculum Map" documents combined with documents from the "Core Knowledge Units 3-4,"provide evidence that the school utilizes tools that communicate expectations to teachers, which are monitored through the use of the "Informal Classroom Observation" forms described below. These documents demonstrate evidence of a system to implement curriculum consistently across the school.
    - The Charter Holder provided documents from the teacher edition of "Core Knowledge Unit 3-4" for grade 3. These documents include lesson strategies, methods, and activities, including formative and summative assessments, as well as providing alignment between lesson objectives and ACCR Standards. When combined with the "Curriculum Map" documents described above, these documents show that the school uses tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. These documents demonstrate evidence of a system to implement curriculum consistently across the school.
    - The Charter Holder provided "Informal Observation Forms" demonstrating monthly observations of teacher instructional practice. These documents include items indicating "Pertinence – following daily curriculum map." These documents provide evidence that school leaders monitored consistent implementation of the curriculum. When combined with the "Curriculum Map" and the "Core Knowledge Units 3-4," these documents demonstrate evidence of a system to implement curriculum consistently across the school.
- The Charter Holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
    - The Charter Holder was not able to provide any evidence regarding the evaluation and revision of curriculum, but indicated that they have changed the Core Knowledge curricular materials to the new Core Knowledge ELA materials after piloting them for several years at the Mesa site, and changed the computer-based supplemental curriculum used at the Navajo Mission site to align to the curriculum used at the Mesa

site due to increased internet bandwidth availability. This does not provide any evidence regarding a system to evaluate and revise curriculum.

- The Charter Holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The Charter Holder provided "Curriculum Map" documents, which serve as pacing guides and lesson plans. These documents identify ACCR Standards for Saxon Math lessons and for Core Knowledge ELA units and lessons, with daily class schedules for the multi-age classrooms. These documents demonstrate evidence of implementation of a curriculum aligned to ACCR Standards.
    - The Charter Holder provided documents from the teacher edition of "Core Knowledge Unit 3-4" for grade 3. These documents provide alignment between lesson objectives and ACCR Standards. These documents, when combined with the "Curriculum Map," demonstrate implementation of a curriculum aligned to ACCR Standards.
- The Charter Holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
    - The Charter Holder provided "STAR Reading Instructional Planning Report" for a student in grade 2 for December 10, 2013. This document provides the benchmark assessment scale score, whether the score meets standard, the projected results for this student, grade level equivalencies for key skills aligned to ACCR Standard domains. The document also identifies focus skills for intervention. The Charter Holder stated that one-on-one and small group instruction is provided based on the Instructional Planning Report. This document provides evidence that there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups. These documents demonstrate evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.
    - The Charter Holder provided "ALEKS Pie Report for a Single Student" for October 2013 and February 2014. These online reports list sequential online assignments in a specific math domain aligned to the ACCR Standards based on assessed needs. The program does not permit the student to access a lesson unless the student has mastered the prior one, or the teacher assigns it. The Charter Holder stated that site leaders review these documents about every ten days to ensure students are making progress on math. These documents provide evidence that students were given opportunities to engage in individualized computer-based curriculum aligned to assessed learning needs. These documents demonstrate evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.
    - The Charter Holder provided "Curriculum Map" documents, which include daily schedules. The schedules show times for direct instruction of each grade in the K-1 and 2-3 classrooms. The Charter Holder stated that when students from one grade level are receiving direct instruction, students from the other grade level are participating in differentiated one-on-one or small group instruction, or provided opportunities to engage in individualized computer-based curriculum aligned to assessed learning needs. These documents, when combined with the "STAR Reading Instructional Planning

Report" and the "ALEKS Pie Report for a Single Student," demonstrate evidence of implementation of a curriculum adapted to meet the needs of subgroup populations.

Monitoring Instruction:

In the area of monitoring instruction, the DSP for Concordia Charter School – Navajo Mission was evaluated as "Approaches."

The Charter Holder provided evidence of monitoring the integration of ACCR Standards into instruction and evaluating the instructional practices of teachers through monitoring daily pacing guides aligned to ACCR Standards and informal classroom observations, but did not provide evidence of a sustained improvement plan that provides for some analysis and feedback to further develop the system. Rather, the Charter Holder provided evidence of an approach to monitoring the integration of ACCR Standards into instruction and evaluating the instructional practices of teachers. The Charter Holder's DSP in the area of monitoring instruction is not acceptable.

- The Charter Holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The Charter Holder provided "Informal Evaluation Form" for both K-3 instructional staff members starting in October 2013. This document is a checklist with columns for monthly documented teacher observations, and rows for rating 31 areas of instructional practice. These documents include an item "Pertinence – following daily curriculum map." The item was completed monthly for both teachers staring in October. This document provides evidence that the school leader monitored teachers' adherence to the "Curriculum Map" document described below. These documents demonstrate evidence of a system to monitor the integration of ACCR Standards into instruction.
    - The Charter Holder provided "Curriculum Map" documents, which serve as pacing guides and lesson plans. These documents identify ACCR Standards for Saxon Math lessons and for Core Knowledge ELA units and lessons, and daily schedules. These documents present expectations for teachers regarding implementation of curriculum, and, when combined with the "Informal Evaluation Form" described above, provide evidence that the school ensures that teachers implement an ACCR Standards-aligned curriculum with fidelity. These documents demonstrate evidence of a system to monitor the integration of ACCR Standards into instruction.
    - The Charter Holder was not able to provide evidence that the school ensures all grade level standards are taught within the school year in all classrooms. The Charter Holder stated that the teachers had used standards-alignment documents from textbook publishers Saxon Math and Core Knowledge in the preparation of the "Curriculum Map" documents described above, but had not prepared documents (e.g. standards checklist) to ensure that all grade level standards for both grades taught in the mixed-grade classrooms were included in these documents. This does not provide any evidence regarding a system to monitor the integration of ACCR Standards into instruction.
- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.

- The Charter Holder provided "Informal Evaluation Form" for both K-3 instructional staff members starting in October 2013. This document is a checklist with columns for monthly documented teacher observations, and rows for rating 31 areas of instructional practice. On each of these 31 areas, the documents provides columns for the site leader to indicate, by month, whether the teacher was rated as acceptable or needs improvement, or whether that practice was not observed during the observation. These documents included evidence of progressive improvement month by month of identified learning needs, and provided evidence that the school leader monitored instructional practices of teachers. However, the document did not provide a rating scale to indicate what level of performance constituted an acceptable level; the school leader stated that she determined whether a teacher's performance was acceptable or needed improvement based on her experience. These documents demonstrate an approach to evaluating the quality of instruction and identifying the strengths, weaknesses, and learning needs of teachers.
- The Charter Holder provided a blank copy of the "Teacher Appraisal" form, and stated that the site visit had occurred before the first of two annual formal teacher evaluations had been conducted. The document included many areas addressing the instructional practices of teachers, and provided a rating scale for evaluating the quality of instruction and identifying the strengths, weaknesses, and learning needs of teachers. This document demonstrates that the school is at the beginning stages of implementing a system for evaluating the quality of instruction and identifying the strengths, weaknesses, and learning needs of teachers. The school has created tools, which if implemented correctly, would provide a process or system for evaluating the instructional practices of teachers, but did not provide evidence of the implementation of these tools.

- The Charter Holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
  - The Charter Holder provided "Informal Evaluation Form" for both K-3 instructional staff members starting in October 2013. This document is a checklist with columns for monthly documented teacher observations, and rows for rating 31 areas of instructional practice. On each of these 31 areas, the documents provides columns for the site leader to indicate, by month, whether the teacher was rated as acceptable or needs improvement, or whether that practice was not observed during the observation. However, the Charter Holder was not able to provide evidence that teachers received feedback based on the informal observations; the site leader said that feedback was provided verbally. These documents do not provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system.
  - The Charter Holder provided "Staff In-Service Sign-In Sheets" for 14 dates in the 2013-2014 school year listing the topic covered on that date. The topics identify streaming video lessons available from teachingchannel.org. The Charter Holder stated that the many topics were chosen based on teacher learning needs identified through the informal evaluation form, but did not provide evidence linking specific trainings to identified teacher learning needs. These documents provide evidence of the beginning stages of ensuring that teachers have access to resources necessary to address

identified weaknesses and learning needs, and that the school ensures teacher development is ongoing.

- The Charter Holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
    - The Charter Holder provided "Informal Evaluation Form" and "Teacher Appraisal" to provide evidence of the implemented system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. However, none of the assessment areas on either document differentiate between the needs of students within subgroups and the needs of students outside of subgroups. These documents do not provide sufficient evidence to demonstrate implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students in subgroups.

Assessment:

In the area of Assessment, the DSP for Concordia Charter School – Navajo Mission was evaluated as "Meets."

The Charter Holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the Charter Holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. The Charter Holder's DSP in the area of assessment is acceptable.

- The Charter Holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The Charter Holder provided "STAR Reading Student Report" and "STAR Math Student Report." These documents show 5 testing dates between October 2013 and February 2014. The Charter Holder stated that students are assessed every three weeks, which is confirmed by the dates listed on the reports. The reports included individual student grade level equivalency for skills aligned to specific ACCR Standard domains, and, for Reading, oral reading fluency. These documents provide evidence that demonstrates the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress These documents demonstrate evidence of the implementation of a comprehensive assessment system.
    - The Charter Holder provided "STAR Math Screening Report Arizona AIMS" and "STAR Reading Screening Report Arizona AIMS" documents for grades 1, 2, and 3 for December 2013 and February 2014. These documents provide a graphic representation of each student's performance on a specified benchmark assessment as compared to a cut score that indicates expected progress towards meeting the state assessment standard. The document also provided each student's scale score, whether that score exceeded, met, approached, or fell far below the benchmark cut score, and the predicted

benchmark score at the time of the state test. The Charter Holder stated that they used these reports to identify students who need intervention. These documents demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress. These documents demonstrate evidence of the implementation of a comprehensive assessment system.

  - The Charter Holder provided "Weekly Unit Assessments – CKLA" for grades 2-3, Unit 3, lessons 1-15. This document is a spreadsheet including individual student scores on curricular assessments in reading, writing, and spelling. This document identifies rubric scores for curricular assessments from the Core Knowledge ELA curriculum, with a rubric score of 5 indicating mastery. These documents provide evidence that demonstrates data collection from multiple assessments. This document demonstrates evidence of the implementation of a comprehensive assessment system.
  - The Charter Holder provided "Saxon Math Assessments" for grades 2-3. This document is a spreadsheet providing rubric scores for curricular assessments from the Saxon Math curriculum, with a rubric score of 5 indicating mastery. These documents provide evidence that demonstrates data collection from multiple assessments. This document demonstrates evidence of the implementation of a comprehensive assessment system.

- The Charter Holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
  - The Charter Holder provided "STAR Reading Student Report" and "STAR Math Student Report" documents showing 5 testing dates between October 2013 and February 2014. The site leader stated that she reviews these reports with the two classroom teachers. The reports included individual student grade level equivalency for skills aligned to specific ACCR Standard domains, and, for Reading, oral reading fluency. These documents demonstrate the process of how and when the school analyzes assessment data.
  - The Charter Holder provided "STAR Reading Instructional Planning Report" for one 2nd grade student. The document identifies ACCR Standards in ELA by grade level equivalency, and indicates focus standards for intervention. The Charter Holder described using the assessment data to form small groups for differentiated instruction, and that the groups are formed as needed. This document demonstrates what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
  - The Charter Holder provided "ALEKS Pie Report for a Single Student" for one 2nd grade student for October 2013 and February 2014. This document identifies areas in which the program diagnosed math learning needs, and indicated the student's progress in addressing those needs over time. The documents identify a sequence of lessons in 6 conceptual domains, in which the student must achieve mastery level on a lesson before being able to move to the next lesson addressing that domain. The graphic indicator and list of lessons allow teachers to monitor progress in areas of assessed need. The Charter Holder stated that these reports are monitored every ten days. This document demonstrates how and when the school analyzes assessment data, what findings the

school makes from assessment data, and how that analysis is used to inform and adapt instruction.

- The Charter Holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
    - The Charter Holder provided "STAR Reading Instructional Planning Report" for a student in grade 2 for December 10, 2013. This document provides the benchmark assessment scale score, whether the score meets standard, the projected results for this student, grade level equivalencies for key skills aligned to ACCR Standard domains. The document also identified focus skill for intervention. The Charter Holder stated that one-on-one and small group instruction is provided based on the Instructional Planning Report. This document provided evidence that there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups. This document demonstrates how the assessment system assesses students within the subgroups according to their needs.
    - The Charter Holder provided "ALEKS Pie Report for a Single Student" for one 2nd grade student for October 2013 and February 2014. This document identifies areas in which the program diagnosed math learning needs, and indicated the student's progress in addressing those needs over time. The documents identify a sequence of lessons in 6 conceptual domains, in which the student must achieve mastery level on a lesson before being able to move to the next lesson addressing that domain. The graphic indicator and list of lessons allow teachers to monitor progress in areas of assessed need. The Charter Holder stated that these reports are monitored every ten days. This document demonstrates how the assessment system assesses students within the subgroups according to their needs.

Professional Development:

In the area of professional development he DSP for Concordia Charter School – Navajo Mission was evaluated as "Falls Far Below."

The Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan based on identified teacher learning needs. Rather, the Charter Holder provided evidence of the beginning stages of a professional development plan that is usually external and determined without regard to an overall school plan. The Charter Holder's DSP in the area of professional development is not acceptable.

- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The Charter Holder provided "Staff In-Service Sign-In Sheets" for 14 dates in the 2013-2014 school year listing the topic covered on that date. The topics identify streaming video lessons available from teachingchannel.org. The Charter Holder stated that the many topics were chosen based on teacher learning needs identified through the informal evaluation form, but did not provide evidence linking specific trainings to identified teacher learning needs. These documents indicate that professional development is usually external and determined without regard to an overall school

plan. These documents do not provide sufficient evidence to demonstrate that the plan was developed to address teacher learning needs and areas of high importance.

  - The Charter Holder provided "Teacher Training Week back to school," which provides an agenda for an undated 5 day period. The document includes guiding questions used during the training sessions on Core Knowledge and Saxon Math, but do not provide information on what material was covered. Sessions on Special Education and Renaissance Place (STAR Math, STAR Reading) were identified, but no guiding questions were provided. The Charter Holder stated that teachers were not required to sign in, and that curricular materials and technology were used in the training, but no materials were provided for review. This document does not provide sufficient evidence to demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
  - The Charter Holder stated that one teacher had been sent to a Core Knowledge conference in Phoenix during the summer of 2013, but did not provide any evidence to support this. This does not provide any evidence regarding the implementation of a comprehensive professional development plan.

- The Charter Holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.
  - The Charter Holder provided "Staff In-Service Sign-In Sheets" for 14 dates in the 2013-2014 school year listing the topic covered on that date. The topics identify streaming video lessons available from teachingchannel.org. The Charter Holder stated that the many topics were chosen based on teacher learning needs identified through the informal evaluation form, but did not provide evidence linking specific trainings to identified teacher learning needs. These documents indicate that professional development is usually external and determined without regard to an overall school plan. These documents do not provide sufficient evidence to demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies.
  - The Charter Holder provided "Teacher Training Week back to school," which provides an agenda for an undated 5 day period. The document includes guiding questions used during the training sessions on Core Knowledge and Saxon Math, but do not provide information on what material was covered. Sessions on Special Education and Renaissance Place (STAR Math, STAR Reading) were identified, but no guiding questions were provided. The Charter Holder stated that teachers were not required to sign in, and that curricular materials and technology were used in the training, but no materials were provided for review. This document does not provide sufficient evidence to demonstrate how the Charter Holder provides access to resources necessary to implement the information and strategies.
- The Charter Holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and

evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.

  - The Charter Holder did not provide any evidence to demonstrate a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.

- The Charter Holder must provide evidence of implementation of a comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.

  - The Charter Holder provided "Teacher Training Week back to school," which provides an agenda for an undated 5 day period, including a session on Special Education. The documents identifies that the training will cover "records and requirements" for Special Education Reports, but does not provide information regarding how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. This document does not provide evidence of implementation of a comprehensive professional development plan that meets the needs of students within the subgroups.

Data:

Concordia Charter School – Navajo Mission provided data and analysis that demonstrates academic performance including student proficiency meeting standards based on data generated from valid and reliable assessment sources. As the school had suspended operation during FY2013, the school was not able to demonstrate increased growth and proficiency compared to prior years. However, Concordia Charter School – Navajo Mission did provide evidence of student proficiency in meeting performance standards benchmarked by the assessment vendor to statewide AIMS performance levels for all students in Math and 8 of 9 students in Reading, including students in subgroups.

The Charter Holder's DSP in the area of data is acceptable.

- The Charter Holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate the school's performance on the AIMS assessment, as reflected in the dashboard, is and will continue to improve as compared to prior years.

  - The Charter Holder provided "STAR Math Screening Report Arizona AIMS" and "STAR Reading Screening Report Arizona AIMS" documents for grades 1, 2, and 3 for December 2013 and February 2014. These documents provide a graphic representation of each student's performance on a specified benchmark assessment as compared to a cut score that indicates expected progress towards meeting the state assessment standard. The document also provided each student's scale score, whether that score exceeded, met, approached, or fell far below the benchmark cut score, and the predicted benchmark score at the time of the state test. The reports showed that all students in Math and 8 of 9 students in Reading had met benchmarked standards, and a comparison of the two showed that all had made appropriate growth during the school year, including the one student approaching in Reading. These documents demonstrate the effectiveness of their systems in each of the areas discussed above through the

presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency.