Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Concordia Charter School
School Name: Concordia Charter School, Concordia Charter School - Navajo Mission

Site Visit Date: February 5, 2015
Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses **The documents provided demonstrate evidence of the following:** • The Charter Holder utilizes CK chapter tests, STAR benchmark testing, AIMS, and Stanford 10 scores.
[A.2]	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided do not demonstrate evidence of the following:** • The Charter Holder's process for designing or selecting the assessment system. **The documents provided do not demonstrate evidence of the described processes because:** the charter holder relies on the curriculum based assessments and selected Renaissance assessment years ago. The charter holder did not provide any documentation to demonstrate how this was selected, nor was the charter holder able to provide documentation or information about recent changes to the testing system that were implemented.
[A.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • The charter holder relies on the curriculum based assessments for formative assessments. • The benchmark assessments are aligned to the standards. • Star testing provides instructional reports after each benchmark. **The documents provided do not demonstrate evidence of the following:** • Star testing instructional reports are used to adjust instructional methodology.

	The documents provided do not demonstrate evidence of the described processes because: the charter holder cannot provide documentation of these processes, and states that they function very informally.
[A.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments **The documents provided demonstrate evidence of the following:** • Formative assessments are scheduled within the scripted curriculum. • The charter holder utilizes Star assessments multiple times each year. **The documents provided do not demonstrate evidence of the following:** • The charter holder administers the Star assessments or Benchmark assessments at set intervals. **The documents provided do not demonstrate evidence of the described processes because:** the charter holder does not necessary test every month at the NM site, because of challenges with access to the internet. Additionally, the Mesa site did not administer tests every month in every grade level, teachers in each grade determine when assessments are given.

[A.5]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided demonstrate evidence of the following:** • The Star assessment program provides reports regarding individual student scores and class average scores. • The NM site provides notes of meetings with the principal and teachers that reflect agendas items including "what testing were you able to do with students" • The Star assessment program provides reports regarding individual student scores and class average scores. • The NM site provides notes of meetings with the principal and teachers that reflect agendas items including "what testing were you able to do with students" • In the pre-service, the agenda included "Data dialogue: 2013/2014 test results; 2014/2015 planning and improving results discussion" • In other meeting schedules we see items including "work in your rooms on lesson plans and test data planning" , "Benchmark data planning for January and February", Finish Data information for trimester 1" • A "Data Driven Dialogue Predictions" template is available. **The documents provided do not demonstrate evidence of the following:** • Use of the "Data Driven Dialogue Predictions" template to analyze data. • How the assessment system provides for analysis of assessment data, rather than simply review of the data. **The documents provided do not demonstrate evidence of the described processes because:** while the agendas indicate data is discussed there is no evidence to demonstrate what is discussed about the data or how those discussions incorporate analysis of the data.

[A.6]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness **The documents provided demonstrate evidence of the following:** • The Star assessment program provides reports regarding individual student scores and class average scores. • The NM site provides notes of meetings with the principal and teachers that reflect agendas items including "what testing were you able to do with students" • The Star assessment program provides reports regarding individual student scores and class average scores. • The NM site provides notes of meetings with the principal and teachers that reflect agendas items including "what testing were you able to do with students" • In the pre-service, the agenda included "Data dialogue: 2013/2014 test results; 2014/2015 planning and improving results discussion" • In other meeting schedules we see items including "work in your rooms on lesson plans and test data planning" , "Benchmark data planning for January and February", Finish Data information for trimester 1" • A "Data Driven Dialogue Predictions" template is available. **The documents provided do not demonstrate evidence of the following:** • how analysis is used to evaluate instructional and curricular effectiveness **The documents provided do not demonstrate evidence of the described processes because:** while the agendas indicate data is discussed there is no evidence to demonstrate what is discussed about the data or how those discussions incorporate analysis of the data regarding curriculum and instructional effectiveness.

[A.7]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction **The documents provided demonstrate evidence of the following:** • The Star assessment program provides reports regarding individual student scores and class average scores. • The NM site provides notes of meetings with the principal and teachers that reflect agendas items including "what testing were you able to do with students" • The Star assessment program provides reports regarding individual student scores and class average scores. • The NM site provides notes of meetings with the principal and teachers that reflect agendas items including "what testing were you able to do with students" • In the pre-service, the agenda included "Data dialogue: 2013/2014 test results; 2014/2015 planning and improving results discussion" • In other meeting schedules we see items including "work in your rooms on lesson plans and test data planning" , "Benchmark data planning for January and February", Finish Data information for trimester 1" • A "Data Driven Dialogue Predictions" template is available. **The documents provided do not demonstrate evidence of the following:** • How the analysis is used to adjust curriculum and instruction in a timely manner • What intervals are used to adjust curriculum and instruction **The documents provided do not demonstrate evidence of the described processes because:** while the agendas indicate data is discussed there is no evidence to demonstrate what is discussed or what actions come from those discussions that may be used to adjust curriculum and instruction.

[A.8]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided o not demonstrate evidence of the following:** • how the assessment system is used to assess students with proficiency in the bottom 25% on supplemental or differentiated instruction.
[A.9]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided do not demonstrate evidence of the following:** • The ILLPs for ELLs are monitored on a quarterly basis to assess the success in meeting ILLP goals through the supplemental/differentiated instruction that is provided. **The documents provided do not demonstrate evidence of the described processes because:** the documents demonstrate that the goals were set, but not any monitoring of the progress toward meeting the goals.
[A.10]	**N/A**
[A.11]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided demonstrate evidence of the following:** • The IEPs for students with disabilities are monitored on a quarterly basis to assess the success in meeting IEP goals through the supplemental/differentiated instruction that is provided.

I, Theresa Esposito, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 5, 2015. Theresa A Esposito

I, Margaret Roush-Meier, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 5, 2015. M Roush-Meier