Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Concordia Charter School, Inc
School(s): Concordia Charter School – Navajo Mission
Date Submitted: 01/07/15
Purpose of Demonstration of Sufficient Progress *(check one):*

X Annual Monitoring
☐ Interval Review
☐ Renewal
☐ Failing School
☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

☐ FY2013
X FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
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d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

Concordia Charter Navajo Mission

		2012 Small Elementary School (K-6)			2014 Small Elementary School (K to 3)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
1a. SGP	**Math**	19	25	25	19	25	25
	Reading	39	50	25	39.5	50	25
1b. SGP Bottom 25%	**Math**	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	13 / 50	50	7.5	23.1 / 52.1	25	7.5
	Reading	9 / 66.4	50	7.5	15.4 / 70.7	25	7.5
2b. Composite School Comparison	**Math**	-36.5	25	7.5	-31.7	25	7.5
	Reading	-60.1	25	7.5	-59	25	7.5
2c. Subgroup ELL	**Math**	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	**Math**	12 / 42.1	50	7.5	20.8 / 46.4	50	7.5
	Reading	7 / 61.3	50	7.5	12.5 / 63.8	25	7.5
2c. Subgroup SPED	**Math**	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability		D	25	5	D	25	5
Overall Rating		**Overall Rating**			**Overall Rating**		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		38.75		100	33.12		100

Area I: Data

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Only 1 student tested in 2014 so no comparative data is available.

Valid and Reliable Data

2. **How does the Charter Holder know that the data described above is valid and reliable?**

Student performance data is gathered from AIMS/Stanford testing, STAR Math and Reading benchmark assessments and local classroom testing. Our data is compiled and compared to assure reliable data. As areas of weakness are identified they are used to adjust strategies to improve performance.

Conclusions Drawn From Data

3. **What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?**

Analysis of the 2014 Spring AIMS by the team identified continued improvement in reading, and a small improvement in Math. Staff spent time using the breakdown to do a student by student analysis of the concept results to identify particular weakness by grade and by student. Staffing shifts resulted to strengthen the math instruction and additional one on one/small group instruction was added to the schedule.

Area II: Curriculum

Evaluating Curriculum	
1. 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?	
CCS uses the award winning Core Knowledge Sequencethat aligns with Common Core and the effective implementation of our continuous improvement plan. The principal collects and reviews lesson plans to ensure compliance. Curriculum maps, pacing guides and standards checklists are updated based on data results. Changes are made to insure implementation.	List documents that serve as evidence of implementation of this process: 1. Daily/weekly lesson plans 2. Curriculum maps 3. Pacing guides 4. Formative assessment 5. Summative assessment
2. How does the Charter Holder identify gaps in the curriculum?	
Using classroom observation and benchmark testing when areas of weakness are identified, they are used to create goals and strategies to improve performance. Plans are adjusted accordingly.	List documents that serve as evidence of implementation of this process: 1. Pop in observations 2. Data discussions 3. Benchmark testing results
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Core Knowledge and Saxton Math are defined in our charter contract. We do not change our curriculum, only refine our strategies. Using end of year data results, the classroom schedule and pull out programs, strategies are adjusted to reflect areas that need improvement.	List documents that serve as evidence of implementation of this process: 1. Charter Contract 2. Core Knowledge &Saxton Math schedule 3. Staffing needs
4. Who is involved in the process for adopting or revising curriculum?	
Core Knowledge and Saxton Math are defined in our charter contract so only strategies are revised. Administrative team with input from teachers/aides and parents.	List documents that serve as evidence of implementation of this process: 1. Data review 2. Staff survey results 3. Parent survey results

5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Concordia Charter School has adopted Core Knowledge and Saxon Math as the basis of our curriculum and are defined in our contract.	List documents that serve as evidence of implementation of this process: 1. CCS Charter Contract
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): Both schools (Mesa and Navajo Mission) are consistent and supported in development and use of the adopted curriculum along with charter contract.	List documents that serve as evidence of implementation of this process: **1.** Charter Contract **2.** Core Knowledge &Saxton Math schedule **3.** Staffing Needs
7. 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?	
Core Knowledge and Saxon Math are a completely scripted program with lesson plans, pacing guide and maps that address state standards and Common Core. Core Knowledge language arts integrates science and social studies throughout their language arts curriculum. Principal visits and observations ensure compliance and testing data verifies the effectiveness of the instruction.	List documents that serve as evidence of implementation of this process: 1. Standards and Common Core are listed on daily lesson plans and in the guide books 2. End of the unit Assessments Core Knowledge 3. Every 10 lesson Assessment in Saxon
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
The principal reviews lesson plans and they are included in the informal and formal classroom observations. The expectations are part of the new school year in-service and staff meetings on a regular basis. Fidelity in using CK and Saxon Math is required.	List documents that serve as evidence of implementation of this process: 1. In-service training 2. Evaluation tool 3. Classroom observation
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment	

with instruction?	
Each teacher is expected to do lesson plans and curriculum mapping. Those are evaluated by the principle to ensure fidelity. Data dialogue discussions evaluate end of unit assessment results,	List documents that serve as evidence of implementation of this process: 1. Lesson plans daily and weekly 2. Curriculum maps 3. End of the unit Assessments Core Knowledge 4. Every 10 lesson Assessment in Saxon
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Core Knowledge program suggested lesson plans show alignment to standards and teachers align lessons in Saxon Math to reflect ACCRS alignment.	List documents that serve as evidence of implementation of this process: 1. Program on line lesson plans 2. ADE web site
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Concordia Charter School, using data from multiple sources writes the classroom schedule to reflect and address the needs of all students especially the lower 25%. Pull out programs are also written to address these students	List documents that serve as evidence of implementation of this process: 1. 2014/15 Instructional Schedule 2. SPED programs development
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
According to our PHOTE we have no students this year who would meet the ELL/SEL instruction model.	n/a
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Our population is 92% FRL students so all of our decisions address their needs. Students are in class with less than 15 students and ability grouped to insure their needs are being meet.	List documents that serve as evidence of implementation of this process: 1. Sample of instruction 2. Student schedules

14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Concordia Charter has the services of a SPED contractor who works with our population. She assures services are provided and instructional programs meet the needs of each student.	List documents that serve as evidence of implementation of this process: 1. Updates IEP 2. Instructional materials 3. Parent/teacher meetings

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Student performance data is the driving force for our assessment systems. CK chapter tests, STAR benchmark testing, AIMS, and Stanford 10 scores, SPED membership, Socio/Ethnic and parent background are all part of the process. Gender, attendance and time at CCS are also factors. Gaps are identified by results and instruction is adjusted to bridge these gaps. Results from last year's STAR testing mirrored our AIMS resulting showing strong fidelity.	List documents that serve as evidence of implementation of this process: 1. Saxon Unit test results 2. Core Knowledge Unit testing results 3. Star Testing 4. Feedback from SPED and classroom 5. Data Dialogue meetings
2. What was the process for designing or selecting the assessment system?	
Student performance data is the driving force for our assessment system. CK chapter tests, Saxon Math assessments, STAR benchmark testing, AIMs, and Stanford 10.	List documents that serve as evidence of implementation of this process: 1. Mandated tests 2. Research based school benchmark testing 3. End of chapter testing in CK and Saxon
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Both curriculum and instruction follow the Core 'Knowledge and Saxon format. All school assessments reflect the fidelity to both.	List documents that serve as evidence of implementation of this process: 1. Benchmark tests 2. Classroom testing 3. CK/Saxon testing
4. 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?	
All data from assessments are addressed monthly directly with teachers using a data dialogue format as suggested by ASCD model. Reports are generated by trimester for students and parents. The expectation is for monthly STAR reading and math assessments with 3 benchmarks per year.	List documents that serve as evidence of implementation of this process: 1. STAR reading testing and data 2. STAR math testing and data 3. AIMS spring test results 4. Classroom formative and summative test

State testing data is collected annually.	results weekly.
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
STAR benchmark testing produces feedback with individual results, areas of strength and areas of weakness for additional instruction and plans.	List documents that serve as evidence of implementation of this process: 1. STAR results vs AIMS standard 2. Annual growth report 3. Student Diagnostic Report
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Using the Student Diagnostic Report, pull out groups are adjusted 3 times per year and staff may suggest individual work by students.	List documents that serve as evidence of implementation of this process: 1. Staff assignments 2. Teacher grouping list
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Results are analyzed by the principal monthly and instruction is adjusted 3 times per year as needed to meet the needs of the students and to align with the school improvement plan.	List documents that serve as evidence of implementation of this process: 1. Staff professional development 2. Data Discussion/planning
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
All students who perform below grade level are given 30-45 minutes daily in small groups (3 or less) by certified teachers on staff. Students' weaknesses are identified by multiple testing formats and instruction is driven by those results.	List documents that serve as evidence of implementation of this process: ~~1.~~ List of students who qualify for pull out or small group extra instructions. 2. Samples of instructional materials for the

All instruction is aligned to the state standards.	identified group.
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
According to our PHOTEs we have no students this year who would meet the ELL/SEL instruction	n/a
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
All but two students at CCNM is FRL so all instruction and assessment reflects that dynamic.	No additional identification requirements
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Contracted SPED director assures that teachers are accommodating special needs students and adheres to IEP restraints and needs.	List documents that serve as evidence of implementation of this process: 1. SPED and IEP identified to all teachers. 2. Pull out program and calendar.

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. 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?	
Answer (suggested word count is 400 words): Expectations are for the classroom teacher to produce weekly lesson plans that shows the state standards and are aligned with Core Knowledge and Saxon Math. Curriculum maps and standards checklists are monitored regularly.	List documents that serve as evidence of implementation of this process: 1. Principal will check documents on a regular basis and will monitor expectations on each classroom observation 2. Annual evaluations reflect use of standards based criteria and best practice in relation to standards based instruction.
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Monitoring of the effectiveness of our programs is	List documents that serve as evidence of

accomplished throughout the school years with formative and summative assessment, STAR benchmark testing and state mandated testing. Classroom observation and teacher input are also considered.	implementation of this process: 1. Testing data results 2. Informal observation feedback 3. Formal evaluations
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
CCS has a formal teacher evaluation and observation program. We rate teachers using the FAME scale. Any teacher that receives a Falls Far below will be put on an improvement plan to improve instruction. Two main areas of evaluation are Effective Instruction and Instructional practice.	List documents that serve as evidence of implementation of this process: 1. CCS Observation and Evaluation Form
4. How does this process identify individual strengths, weaknesses, and needs?	
A. Designing and Planning Effective Instruction B. Teacher Instructional Practice C. Student Achievement and Growth	List documents that serve as evidence of implementation of this process: 1. CCS Observation and Evaluation Form
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Teachers will have regularly scheduled meetings with the principal and a formal meeting after formal evaluation is complete. During these sessions teachers will explore and define identifiable behaviors that are indicators of success. In addition they review achievement data, assess plans for student success, set goals and monitor student progress.	List documents that serve as evidence of implementation of this process: 1. Formal and informal observation feedback
6. How does the 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?	
Professional development is developed and implemented on a regular basis. Every Friday is early release so staff can discuss and plan and changes or improvement to instruction.	List documents that serve as evidence of implementation of this process: 1. Friday professional development calendar

Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. 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?	
All students who perform below grade level are given 30-45 minutes daily in small groups (3 or less) by certified teachers on staff. Student's weaknesses are identified by multiple testing formats and instruction is driven by those results. All instruction is aligned to the state standards.	List documents that serve as evidence of implementation of this process: ~~1.~~ List of students groupings 2. Samples of instructional materials for the identified group.
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
According to our PHOTEs we have no students this year who would meet the ELL/SEL instruction	n/a
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
All but two students at CCNM is FRL so all instruction and assessment reflects that dynamic.	No additional documents required.
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Contracted SPED director assures that teachers are accommodating special needs students and adheres to IEP restraints and needs.	List documents that serve as evidence of implementation of this process: 1. SPED and IEP identified to all teachers. 2. Pull out program and calendar.

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Each school year begins with a full week on pre-service developed by the principal in response to the data collected from the previous school year using all available resources. In addition most Friday afternoons include current needs professional development.	List documents that serve as evidence of implementation of this process: 1. Calendar of 2014/15 Pre-service 2. Calendar of PD during current year
2. How was the professional development plan developed?	
Professional development is based on the	List documents that serve as evidence of

comprehensive needs assessment using student data and the results of the staff survey at the end of the previous year. While each staff member has individualized goals based on their student performance, group PD could include strategies, planning and improved instructional methodology.	implementation of this process: 1. PD planning calendar
3. How is the professional development plan aligned with instructional staff learning needs?	
Using formal and informal observations and evaluation, the principal develops a PD plan that meets the needs of the staff and also adherence to the school improvement plan. PD is fluid and is adjusted to reflect current data review that would suggest a needs change.	List documents that serve as evidence of implementation of this process: 1. Data review 2. PD calendar
4. How does this professional development plan address areas of high importance?	
Using current data and research on best practices, PD is adjusted to follow current needs assessment.	List documents that serve as evidence of implementation of this process: 1. Data review 2. PD calendar 3. Current best practice
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Principal (as professional development trainer) supports the strategies by classroom observations and teacher meetings. Pop in paper supports the previous training session's lessons.	List documents that serve as evidence of implementation of this process: 1. PD calendar 2. Pop In observation form
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
CCS has budgeted for Professional Development and has several donors that support PD needs financially.	List documents that serve as evidence of implementation of this process: 1. Annual budget allocation 2. Outside donor list 3. Conference attendance for staff
Monitoring Implementation	

7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Professional development is based on the comprehensive needs assessment using student data and the results of the staff survey at the end of the previous year. While each staff member has individual goals based on their student performance, group PD could include strategies, planning and improved instructional methodology.	List documents that serve as evidence of implementation of this process: 1. One on one observation follow up 2. Data review 3. Staff evaluation tools
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Using formal and informal observations and evaluation, the principal develops a PD plan that meets the needs of the staff and also adheres to the school improvement plan. PD is fluid and is adjusted to reflect current data review that would suggest a needs change.	List documents that serve as evidence of implementation of this process: 1. PD calendar 2. Pop in observations
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. 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?	
All students who perform below grade level are given 30-45 minutes daily in small groups (3 or less) by certified teachers on staff. Students'weaknesses are identified by multiple testing formats and instruction is driven by those results. All instruction is aligned to the state	List documents that serve as evidence of implementation of this process: 1. List of students groupings 2. Samples of instructional materials for the identified group.
10. 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)?	
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12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
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Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Concordia Charter School
School(s): Mesa
Date Submitted: 1/7/2015
Purpose of Demonstration of Sufficient Progress *(check one):*

X Annual Monitoring
☐ Interval Review
☐ Renewal
☐ Failing School
☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

X FY2013
X FY2014

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Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: ____Concordia Charter School _____

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	X	☐	X	☐
Student Median Growth Percentile (SGP) – Reading	☐	X	X	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☐	☐	☐	X
Student Median Growth Percentile (SGP), Bottom 25%,-	☐	☐	☐	☐	X

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

Reading					
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	X
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	X
Percent Passing – Math	☐	X	☐	X	☐
Percent Passing – Reading	☐	X	☐	X	☐
Subgroup, ELL – Math	☐	X	☐	X	☐
Subgroup, ELL – Reading	☐	X	☐	X	☐
Subgroup, FRL – Math	☐	X	☐	X	☐
Subgroup, FRL – Reading	☐	X	☐	X	☐
Subgroup, students with disabilities – Math	☐	☐	☐	☐	X
Subgroup, students with disabilities – Reading	☐	☐	☐	☐	X

Concordia Charter School

		2012 Small Elementary School (K-5)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
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	Reading	NR	0	0	NR	0	0	NR	0	0
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2a. Percent Passing	**Math**	36 / 51.2	50	7.5	20.5 / 65.9	25	7.5	25.6 / 63.9	25	7.5
	Reading	51 / 66.1	50	7.5	69.2 / 77	50	7.5	65.1 / 77.7	50	7.5
2b. Composite School Comparison	**Math**	-8.6	50	7.5	-31	25	7.5	-21.7	25	7.5
	Reading	-7.8	50	7.5	7.1	75	7.5	3.1	75	7.5
2c. Subgroup ELL	**Math**	17 / 30.2	50	3.75	5.9 / 45.8	25	3.75	10.5 / 37.4	25	3.75
	Reading	42 / 37.7	75	3.75	52.9 / 53.2	50	3.75	47.4 / 49.6	50	3.75
2c. Subgroup FRL	**Math**	31 / 43.3	50	3.75	14.7 / 57	25	3.75	25.6 / 53.8	25	3.75
	Reading	51 / 61.7	50	3.75	67.6 / 69.3	50	3.75	65.1 / 69.6	50	3.75
2c. Subgroup SPED	**Math**	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0

	2012 Small Elementary School (K-5)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
3. State Accountability	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
3a. State Accountability	C	50	5	D	25	5	D	25	5
Overall Rating	**Overall Rating**			**Overall Rating**			**Overall Rating**		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard	57.19		100	38.75		100	45		100

Area I: Data

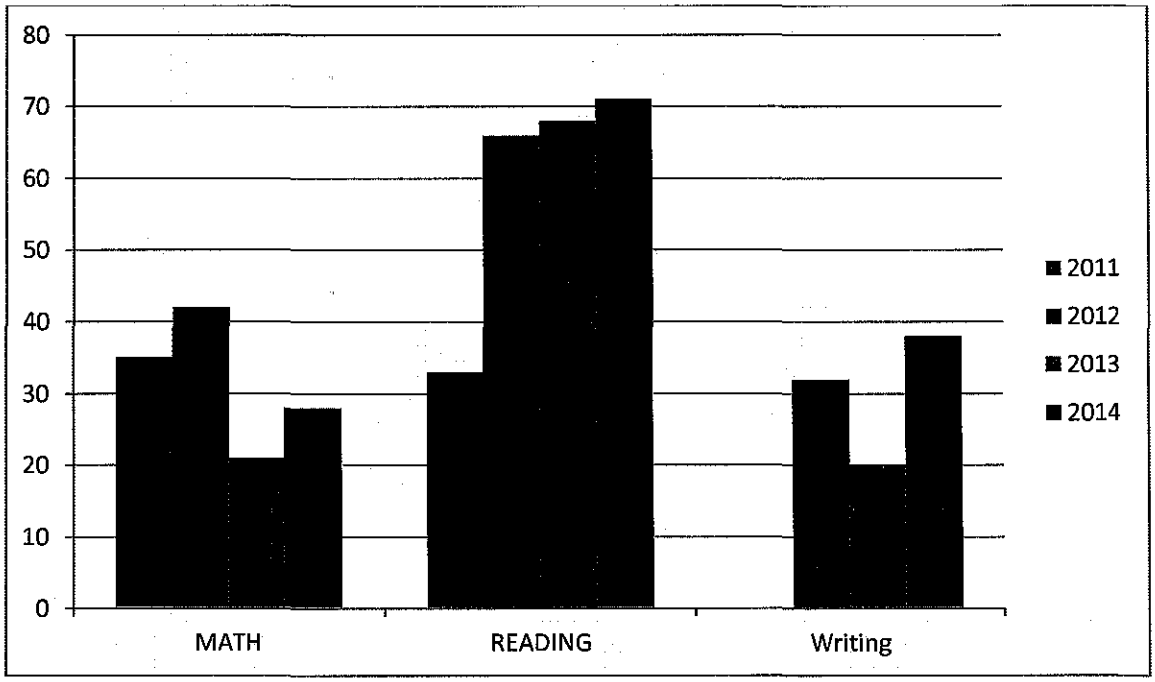
Data for All Applicable Measures and Subgroups
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.** Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data

for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert data here: * Unable to import data from AZ Dash school site.

1. AZ Dash reports to include all data needed to assess current teaching and learning goals
2. Star Reading and Math (example data below) to include monthly classroom and benchmark testing with diagnostic information on each student.
3. AZ Dash Teacher AIMS Dashboards.
4. Section of teacher evaluation includes data and assessment results.
5. 2014 AIMS Results



State Performance Report - Class
Arizona AIMS

Printed Tuesday, January 7, 2014 5:26:09 PM

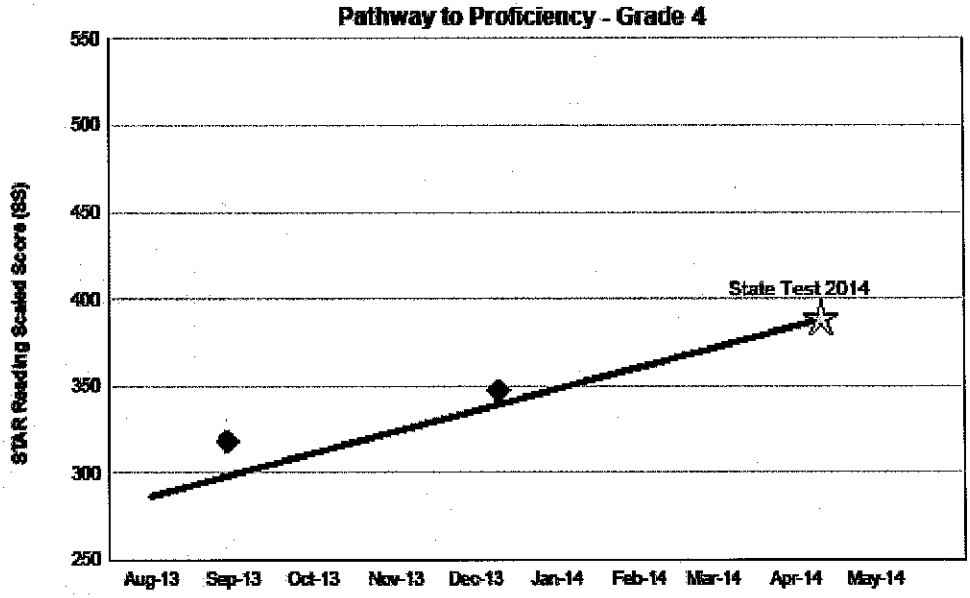
School: Concordia Charter School-Mesa

Reporting Period: 8/6/2013 - 5/23/2014

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Scaled Score (Descending)

Class: Bachman 4th Grade

Teacher: Bachman, Lisa
Grade: 4



◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.

▬ **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.

☆ **State Test 2014** is the STAR Reading score (388 SS) that is approximately equivalent to the proficiency threshold (Meets Standard) on the AIMS given in spring.

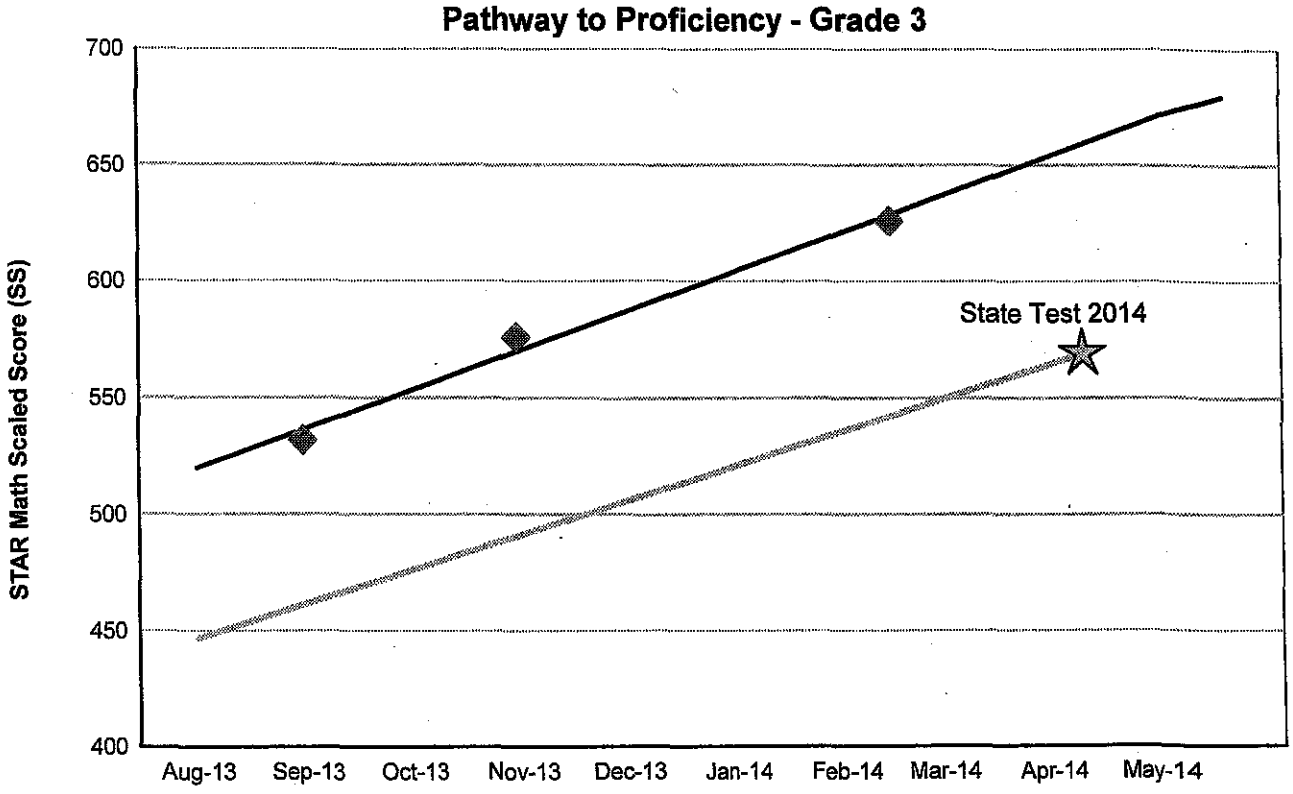
▬ **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the AIMS. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Research linking STAR to the AIMS was last updated on June 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when the state test changes, see Interpreting Performance Reports under STAR resources.

Class: Brown 3rd Grade

Teacher: Brown, Michael

Grade: 3



◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.

▬ **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.

☆ **State Test 2014** is the STAR Math score (569 SS) that is approximately equivalent to the proficiency threshold (Meets Standard) on the AIMS given in spring.

▒ **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the AIMS. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

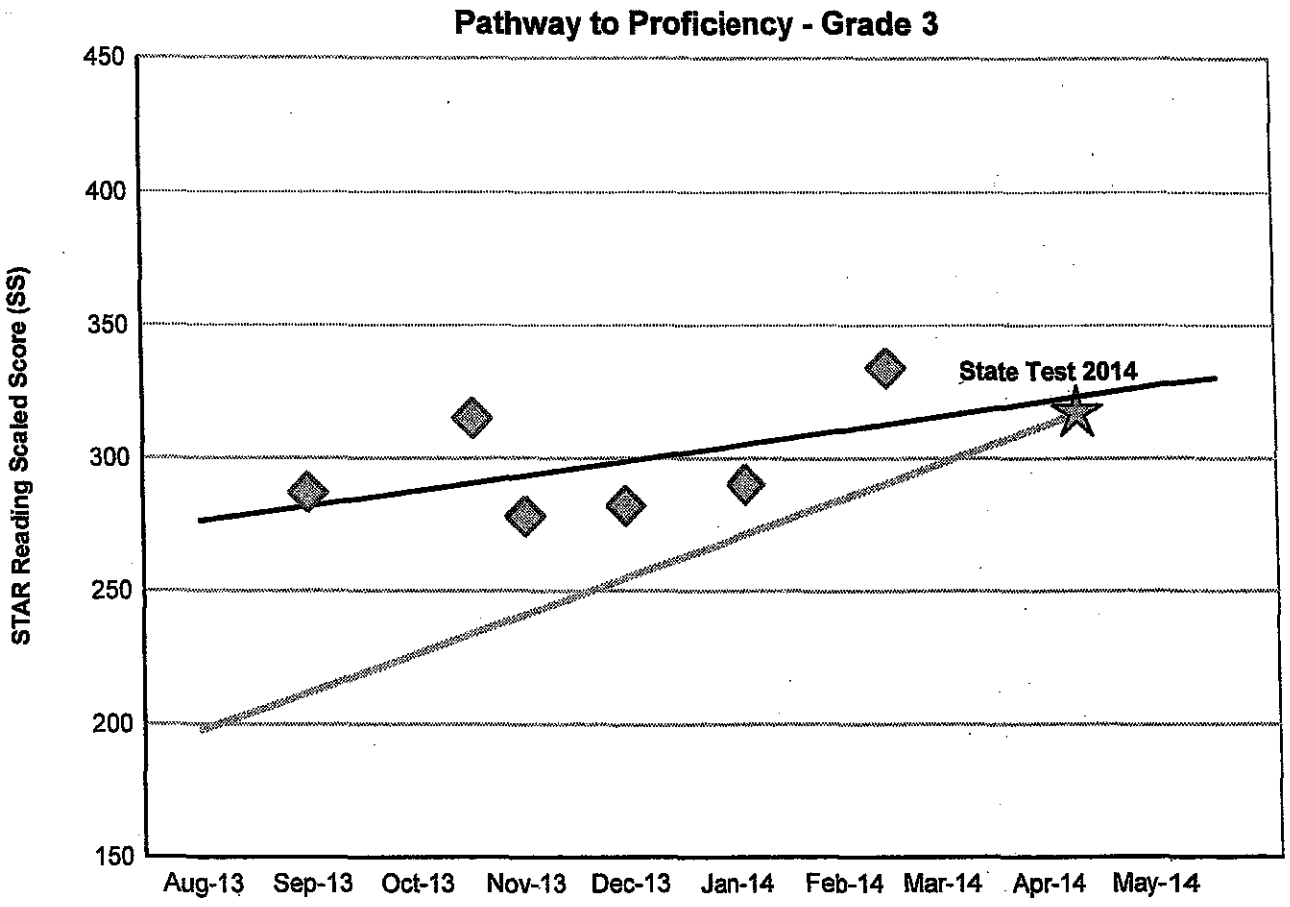
(School Year)

[redacted]

Grade: 3

[redacted]

Teacher: Brown, M.
Class: Brown 3rd Grade



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2014 is the STAR Reading score (317 SS) that is approximately equivalent to the proficiency threshold (Meets Standard) on the 2014 AIMS given in the spring.

Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the AIMS. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

School: Concordia Charter School-Mesa

Test Date: February 19, 2014 1:14 PM
Test Time: 18 minutes 25 seconds

Report Options
Use Trend Score: Use trend score for student's suggested skills

[redacted]
Grade: 3

Class: Brown 3rd Grade
Teacher: M. Brown

Arizona AIMS - Grade 3

Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard

STAR Reading Scores	
SS: 334 (Scaled Score) ■ Meets Standard	[redacted] Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 32 (Percentile Rank)	[redacted] scored greater than 32% of students nationally in the same grade.
GE: 2.8 (Grade Equivalent)	[redacted] test performance is comparable to that of an average second grader after the eighth month of the school year.
IRL: 2.8 (Instructional Reading Level)	[redacted] would be best served by instructional materials prepared at the second grade level.
Est. ORF: 78 (Estimated Oral Reading Fluency)	[redacted] can likely read 78 words per minute correctly on grade level appropriate text.

Domain Scores	
Reading: Foundational Skills Phonics and Word Recognition: 78 **Reading: Literature** Key Ideas and Details: 71 Craft and Structure: 77 Range of Reading and Level of Text Complexity: 66 **Reading: Informational Text** Key Ideas and Details: 69 Craft and Structure: 74 Range of Reading and Level of Text Complexity: 66 **Language** Vocabulary Acquisition and Use: 76	Domain scores, ranging from 0-100, estimate Neri's percent of mastery on skills in each domain at a third grade level.

Reading Recommendation	
ZPD: 2.5-3.5 (Zone of Proximal Development)	[redacted] ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Neri's ZPD in www.ARBookFind.com to find appropriate books.

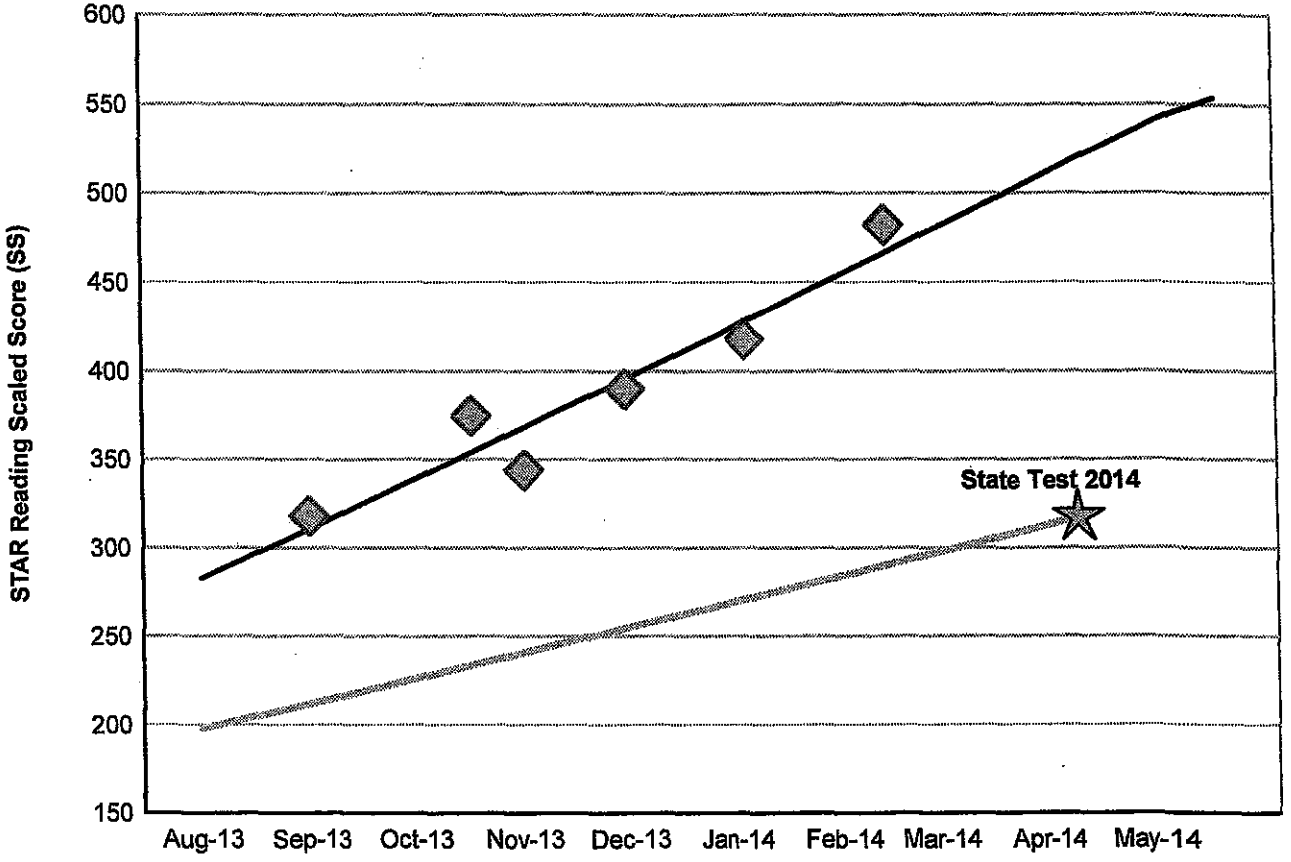
[redacted]

Grade: 3

[redacted]

Teacher: Brown, M.
Class: Brown 3rd Grade

Pathway to Proficiency - Grade 3



◆ **Enterprise Test**

— **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.

☆ **State Test 2014** is the STAR Reading score (317 SS) that is approximately equivalent to the proficiency threshold (Meets Standard) on the 2014 AIMS given in the spring.

— **Pathway to Proficiency** represents typical growth for a student who minimally achieves proficiency on the AIMS. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

Test Time: 18 minutes 6 seconds

Report Options
Use Trend Score: Use trend score for student's suggested skills

[redacted]
Grade: 3

Class: Brown 3rd Grade
Teacher: M. Brown

Arizona AIMS - Grade 3

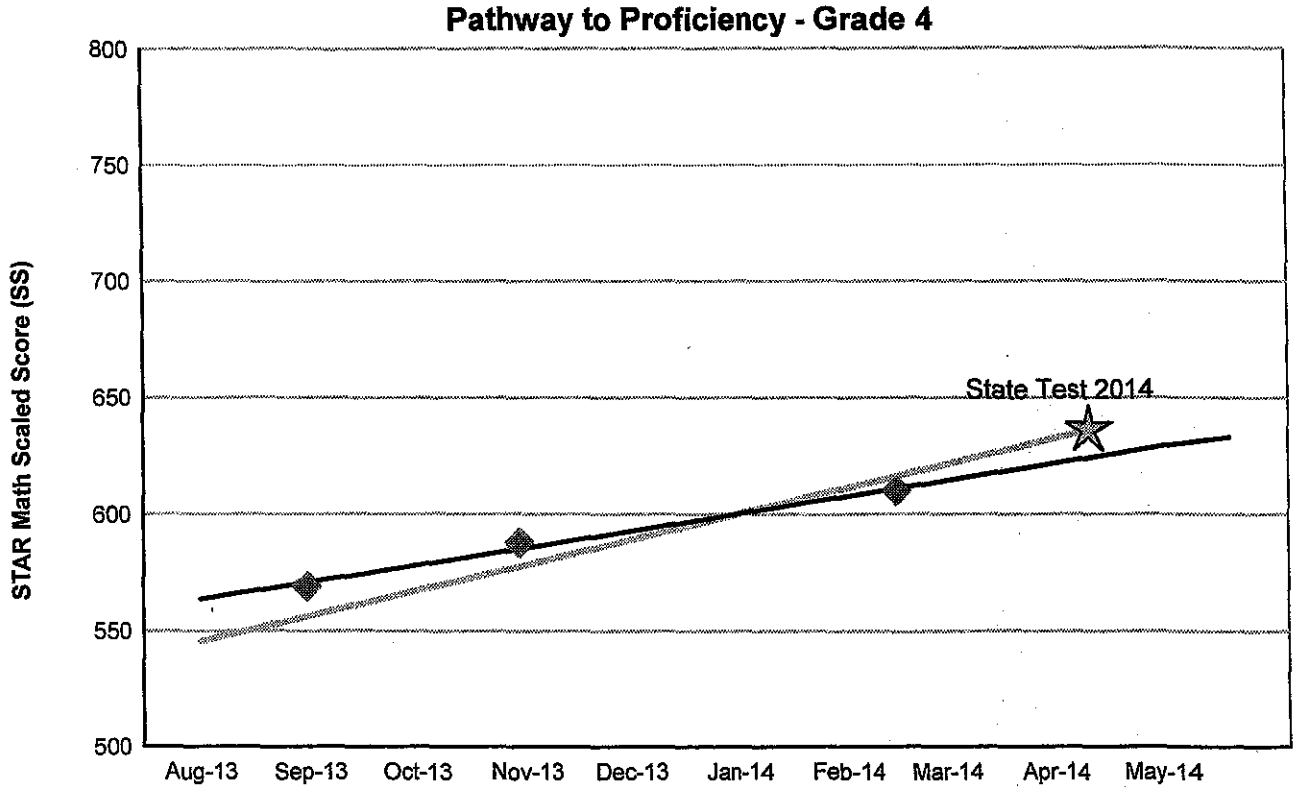
Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard

STAR Reading Scores	
SS: 482 (Scaled Score) Meets Standard	[redacted] Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 71 (Percentile Rank)	[redacted] scored greater than 71% of students nationally in the same grade.
GE: 4.4 (Grade Equivalent)	[redacted] test performance is comparable to that of an average fourth grader after the fourth month of the school year.
IRL: 4.0 (Instructional Reading Level)	[redacted] would be best served by instructional materials prepared at the fourth grade level.
Est. ORF: 115 (Estimated Oral Reading Fluency)	[redacted] can likely read 115 words per minute correctly on grade level appropriate text.
Domain Scores	
Reading: Foundational Skills Phonics and Word Recognition: 94 **Reading: Literature** Key Ideas and Details: 91 Craft and Structure: 93 Range of Reading and Level of Text Complexity: 89 **Reading: Informational Text** Key Ideas and Details: 91 Craft and Structure: 92 Range of Reading and Level of Text Complexity: 89 **Language** Vocabulary Acquisition and Use: 93	Domain scores, ranging from 0-100, estimate Ruby's percent of mastery on skills in each domain at a third grade level.
Reading Recommendation	
ZPD: 3.2-4.9 (Zone of Proximal Development)	[redacted] ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Ruby's ZPD in www.ARBookFind.com to find appropriate books.

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Bachman 4th Grade

Teacher: Bachman, Lisa
Grade: 4



Average Scaled Scores (SS) include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

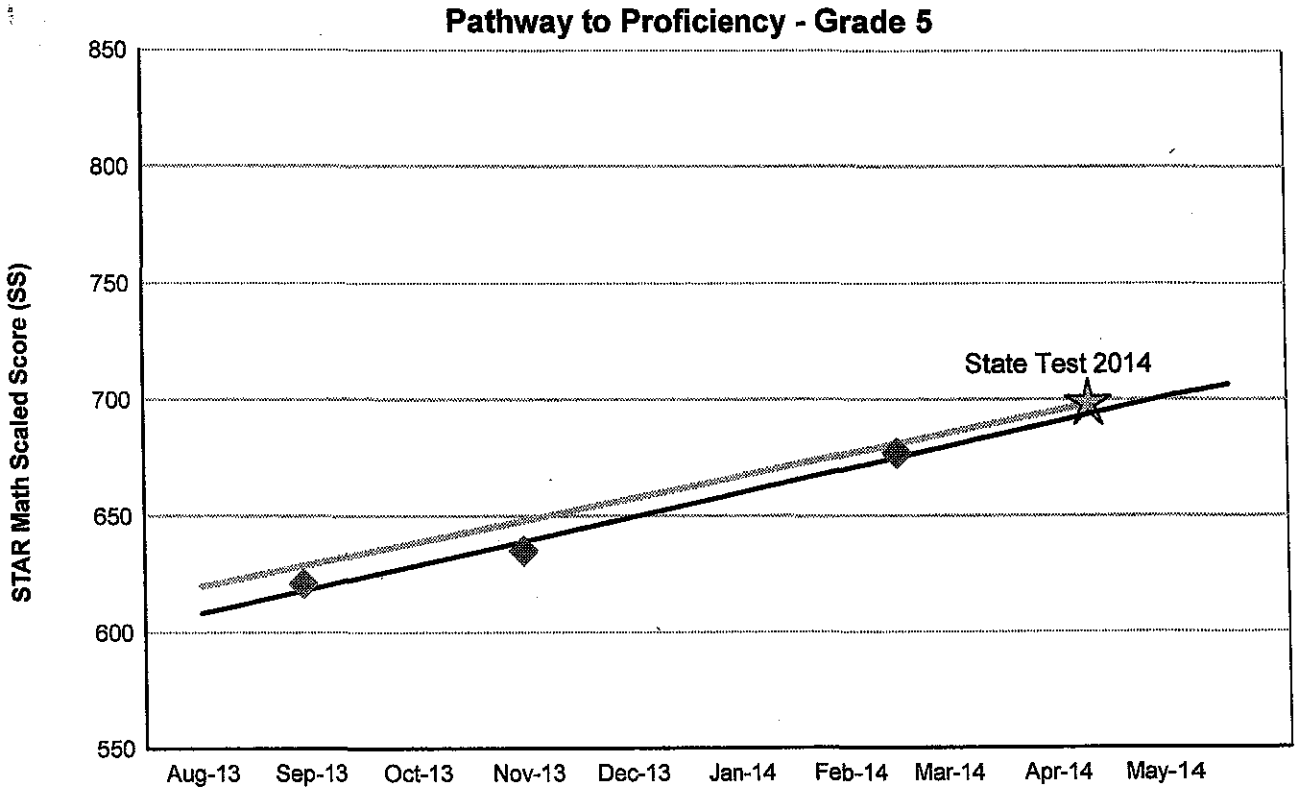
State Test 2014 is the STAR Math score (636 SS) that is approximately equivalent to the proficiency threshold (Meets Standard) on the AIMS given in spring.

Pathway to Proficiency shows typical growth for students who minimally achieve proficiency on the AIMS. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Class: San Juan 5th/6th Grades

Teacher: San Juan, Jesus

Grade: 5



Average Scaled Scores (SS) include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2014 is the STAR Math score (698 SS) that is approximately equivalent to the proficiency threshold (Meets Standard) on the AIMS given in spring.

Pathway to Proficiency shows typical growth for students who minimally achieve proficiency on the AIMS. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Insert Improvement – Math data here:
(Alternative High Schools Only)

Insert Improvement – Reading date here:
(Alternative High Schools Only

Insert Academic Persistence data here:
(Alternative Schools Only)

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Answer (suggested word count is 400 words): Student performance data is gathered from AIMS/Azella/Stanford testing, STAR Math and Reading benchmark assessments and local classroom testing. Our data is compiled and compared to assure reliable data. As areas of weakness are identified they are used to adjust strategies to improve performance.

Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?
Answer (suggested word count is 400 words): Analysis of the 2014 Spring AIMS by the team identified continued improvement in reading, and a small improvement in Math. Staff spent time using the breakdown to do a student by student analysis of the concept results to identify particular weakness by grade and by student. Staffing shifts resulted to strengthen the math instruction and additional one on one instruction/tutoring was added to the schedule.

Area II: Curriculum

Evaluating Curriculum	
1. 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?	
Answer (suggested word count is 400 words): CCS uses the award winning Core Knowledge sequence that aligns with Common Core and the effective implementation of our continuous improvement plan. The principal collects and reviews lesson plans to ensure compliance. Curriculum maps, pacing guides and standards checklists are updated based on data results. Changes are made to insure implementation.	List documents that serve as evidence of implementation of this process: 1. Daily/weekly lesson plans 2. Curriculum maps 3. Pacing guides 4. Formative assessment 5. Summative assessment
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): Using classroom observation and benchmark testing when areas of weakness are identified, they are used to create goals and strategies to improve individual student performance. Plans are adjusted accordingly.	List documents that serve as evidence of implementation of this process: 1. Pop in observations 2. Data discussions 3. Benchmark testing results 4. State testing results
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): Core Knowledge and Saxon Math are defined in our charter agreement. We do not change our curriculum, only refine our strategies. Using end of year data results, the classroom schedule and pull out programs strategies are adjusted to reflect areas that need improvement.	List documents that serve as evidence of implementation of this process: 1. Charter Contract 2. Core Knowledge schedule 3. Staffing needs
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Core Knowledge and Saxon Math are defined in our charter so only strategies are revised. Administrative team with input from teachers/aides and parents.	List documents that serve as evidence of implementation of this process: 1. Data review 2. Staff survey results 3. Parent survey results

5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): Concordia Charter School has adopted Core Knowledge and Saxon Math as the basis of our curriculum and are defined in our contract.	List documents that serve as evidence of implementation of this process: 1. CCS charter contract
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): Both schools (Mesa and Navajo Mission) are consistent and supported in development and use of the adopted curriculum.	List documents that serve as evidence of implementation of this process: 1. Daily/weekly lesson plan 2. Observations 3. Testing results 4. Data discussions
7. 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?	
Answer (suggested word count is 400 words): Core Knowledge/Saxon Math are a completely scripted program with lesson plans, pacing guide and maps that address state standards and common core. CK language arts integrates science and social studies throughout their language arts curriculum. Principal visits and classroom observations ensure compliance and testing data verifies the effectiveness of the instruction.	List documents that serve as evidence of implementation of this process: 1. Standards and Common Core are listed on daily lesson plans and in the guide books 2. CK end of unit assessments 3. Saxon 10 lesson assessments
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): The principal reviews lesson plans and they are included in the informal and formal classroom observations. The expectations are part of the new school year in-service and staff meetings on a regular basis. Fidelity in using CK and Saxon Math	List documents that serve as evidence of implementation of this process: 1. In-service training 2. Evaluation tool 3. Classroom observation

9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Each teacher is expected to do lesson plans and curriculum maps. Data dialogue discussions to evaluate end of unit assessment results.	List documents that serve as evidence of implementation of this process: 1. Lesson plans daily and weekly 2. Curriculum maps 3. End of unit CK assessments 4. Saxon 10 lessons assessment
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): Core Knowledge program suggested lesson plans show alignment to standards and teachers align lessons in Saxon Math to reflect ACCRS alignment.	List documents that serve as evidence of implementation of this process: 1. Program on line lesson plans 2. ADE web site
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Concordia Charter School, using data from multiple sources writes the classroom schedule to reflect and address the needs of all students especially the lower 25%. Pull out programs are also written to address these students.	List documents that serve as evidence of implementation of this process: 1. 2014/15 Instructional Schedule 2. ELL/SPED programs development 3. ASPIRE after School PRgram
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Using the ADE template for ELL/SEL instruction, our schedule reflects the additional time required for our language learners.	List documents that serve as evidence of implementation of this process: 1. Feedback from ELL monitoring visit from spring 2014 2. Revised 2014/15 schedule

13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Our population is 98% FRL students so all of our decisions address their needs. Over 50% of our students are given additional reading or math instruction using pull outs, either small group or one on one.	List documents that serve as evidence of implementation of this process: 1. List of students receiving additional time 2. Schedule of pull outs 3. Sample of instruction
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Concordia Charter has the services of a SPED contractor who works with our population. She assures services are provided and instructional programs meet the needs of each student.	List documents that serve as evidence of implementation of this process: 1. Updates IEP 2. Instructional materials 3. Parent/teacher meetings I

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): Answer (suggested word count is 400 words): Student performance data is the driving force for our assessment system. CK chapter tests, STAR benchmark testing, AIMS, Stanford 10 and Azella scores, ELL and SPED membership, Socio/Ethnic and parent background are all part of the process. Gender, attendance and time at CCS are also factors. Gaps are identified by results and instruction is adjusted to bridge these gaps. Results from last year's STAR testing mirrored our AIMS results showing strong fidelity.	List documents that serve as evidence of implementation of this process: List documents that serve as evidence of implementation of this process: 1. Test results 2. Classroom testing results 3. Feedback from SPED and classroom 4. Data Dialogue meetings
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): Student performance data is the driving force for our assessment system. CK chapter tests,Saxon Math assessments, STAR benchmark testing, AIMS, Stanford 10 and Azella.	List documents that serve as evidence of implementation of this process: 1. Mandated tests 2. Research based school benchmark testing 3. End of chapter testing in CK and Saxon
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Both curriculum and instruction follow the Core Knowledge and Saxon Math format. All school assessments reflect the fidelity to both.	List documents that serve as evidence of implementation of this process: 1. Benchmark tests 2. Classroom testing 3. CK/Saxon testing
4. 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?	
Answer (suggested word count is 400 words): All data from assessments are addressed monthly directly with teachers using a data dialogue format	List documents that serve as evidence of implementation of this process: 1. STAR reading testing and data

as suggested by ASCD model. Reports are generated by trimester for students and parents. The expectation is for monthly STAR reading and math assessments with 3 benchmarks per year. State testing data is collected annually.	2. STAR math testing and data 3. AIMS spring test results 4. Classroom formative and summative test results weekly.

Analyzing Assessment Data

5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?

Answer (suggested word count is 400 words): STAR benchmark testing produces feedback with individual results, areas of strength and areas of weakness for additional instruction and plans.	List documents that serve as evidence of implementation of this process: 1. STAR results vs AIMS standard 2. Annual growth report 3. Student Diagnostic Report

6. How is the analysis used to evaluate instructional and curricular effectiveness?

Answer (suggested word count is 400 words):Using the Student Diagnostic Report, pull out groups are adjusted 3 times per year and staff may suggest individual work by students. After school program focus is changed to meet the current needs and the Improvement plan is evaluated annually.	List documents that serve as evidence of implementation of this process: 1. Staff assignments 2. After school program focus 3. Schedule changes

7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?

Answer (suggested word count is 400 words): Results are analyzed by the principal monthly and instruction is adjusted 3 times per year as needed to meet the needs of the students and to align with the school improvement plan.	List documents that serve as evidence of implementation of this process: 1. Staff professional development 2. Data Discussion/planning

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*

8. How is the assessment system adapted to meet the assessment needs of students with

proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): All students who perform below grade level are given 30-45 minutes daily in individual or small groups (3 or less) by certified teachers on staff. Student weaknesses are identified by multiple testing formats and instruction is driven by those results. All instruction is aligned to the state standards.	List documents that serve as evidence of implementation of this process: 1. List of students who qualify for pull out or small group extra instructions. 2. Samples of instructional materials for the identified group.
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Students identified as ELL are given additional times on instruction using the ADE SEI model. This instruction focuses on vocabulary, grammar, conversation and reading.	List documents that serve as evidence of implementation of this process: 1. Schedule reflects SEI model 2. ILLP sheets on all eligible students
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): All but one student at CCS is FRL so all instruction and assessment reflects that dynamic.	List documents that serve as evidence of implementation of this process: N/A
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): Contracted SPED director assures that teachers are accommodating special needs students and adheres to IEP restraints and needs.	List documents that serve as evidence of implementation of this process: 1. SPED and IEP identified to all teachers. 2. Pull out program and calendar.

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. 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?	
Answer (suggested word count is 400 words): Expectations are for the classroom teacher to produce weekly lesson plans that shows the state	List documents that serve as evidence of implementation of this process: 1. Principal will check documents on a

standards and is aligned with CitySuxon Math and its alignment with Common Core. Curriculum maps and standards checklists are monitored regularly.	regular basis and will monitor expectations on each classroom observation 2. Annual evaluations reflect use of standards based criteria and best practice in relation to standards based instruction.
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): Monitoring of the effectiveness of our programs is accomplished throughout the school years with formative and summative assessment, STAR benchmark testing and state mandated testing. Classroom observation and teacher input are also considered.	List documents that serve as evidence of implementation of this process: 1. Testing data results 2. Informal observation feedback 3. Formal evaluations
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): CCS has a formal teacher evaluation and observation program. We rate teachers using the FAME scale. Any teacher that receives a Falls Far below will be put on an improvement plan to improve instruction. Two main areas of evaluation are Effective Instruction and Instructional practice.	List documents that serve as evidence of implementation of this process: 1. CCS Observation and Evaluation Form
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): A. Designing and Planning Effective Instruction B. Teacher Instructional Practice C. Student Achievement and Growth	List documents that serve as evidence of implementation of this process: 1. CCS Observation and Evaluation Form
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	

words):Teachers will have regularly scheduled meetings with the principal and a formal meeting after formal evaluation is complete. During these sessions teachers will explore and define identifiable behaviors that are indicators of success. In addition they review achievement data, assess plans for student success, set goals and monitor student progress.	implementation of this process: 1. Formal and informal observation feedback
6. How does the 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?	
Answer (suggested word count is 400 words): Professional development is developed and implemented on a regular basis. Every Friday is early release so staff can discuss and plan and changes or improvement to instruction.	List documents that serve as evidence of implementation of this process: 1. Friday professional development calendar
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. 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?	
Answer (suggested word count is 400 words): All students who perform below grade level are given 30-45 minutes daily in individual or small groups (3 or less) by certified teachers on staff. Students weaknesses are identified by multiple testing formats and instruction is driven by those results. All instruction is aligned to the state standards.	List documents that serve as evidence of implementation of this process: 1. List of students who qualify for pull out or small group extra instructions. 2. Samples of instructional materials for the identified group.
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Students identified as ELL are given additional times on instruction using the ADE SEI model. This instruction focuses on vocabulary, grammar, conversation and reading.	List documents that serve as evidence of implementation of this process: 1. Schedule reflects SEI model 2. ILLP sheets on all eligible students
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Our population is 98% FRL students so all of our decisions address their needs. Over 50% of our	List documents that serve as evidence of implementation of this process:

students are given additional reading or math instruction using pull outs, either small group or one on one.	1. List of identified students 2. Pull out and small group schedule
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): Contracted SPED director assures that teachers are accommodating special needs students and adheres to IEP restraints and needs.	List documents that serve as evidence of implementation of this process: 1. SPED and IEP identified to all teachers. 2. Pull out program and calendar.

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): Each school year begins with a full week on pre-service developed by the principal in response to the data collected from the previous school year using all available resources. In addition most Friday afternoons include current needs professional development.	List documents that serve as evidence of implementation of this process: 1. Calendar of 2014/15 Pre-service 2. Calendar of PD during current year
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): Professional development is based on the comprehensive needs assessment using student data and the results of the staff survey at the end of the previous year. While each staff member has individualized goals based on their student performance, group PD could include strategies, planning and improved instructional methodology.	List documents that serve as evidence of implementation of this process: 1. PD planning calendar
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): Using formal and informal observations and evaluation, the principal develops a PD plan that meets the needs of the staff and also adherence to the school improvement plan. PD is fluid and is adjusted to reflect current data review that would suggest a needs change.	List documents that serve as evidence of implementation of this process: 1. Data review 2. PD calendar
4. How does this professional development plan address areas of high importance?	

Using current data and research on best practices, PD is adjusted to follow current needs assessment.	implementation of this process: 1. Data review 2. PD calendar 3. Current best practice
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Principal (as professional development trainer) supports the strategies by classroom observations and teacher meetings. Pop in paper supports the previous training sessions lessons.	List documents that serve as evidence of implementation of this process: 1. PD calendar 2. Pop In observation form
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): CCS has budgeted for Professional Development and has several donors that support PD needs financially.	List documents that serve as evidence of implementation of this process: 1. Annual budget allocation 2. Outside donor list 3. Conference attendance for staff
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Professional development is based on the comprehensive needs assessment using student data and the results of the staff survey at the end of the previous year. While each staff member has individualized goals based on their student performance, group PD could include strategies, planning and improved instructional methodology	List documents that serve as evidence of implementation of this process: 1. One on one observation follow up 2. Data review 3. Staff evaluation tools
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): Using formal and informal observations and	List documents that serve as evidence of implementation of this process:

evaluation, the principal develops a PD plan that meets the needs of the staff and also adheres to the school improvement plan. PD is fluid and is adjusted to reflect current data review that would suggest a needs change.	1. PD calendar 2. Pop in observations

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*

9. 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?	
Answer (suggested word count is 400 words): All students who perform below grade level are given 30-45 minutes daily in individual or small groups (3 or less) by certified teachers on staff. Student weaknesses are identified by multiple testing formats and instruction is driven by those results. All instruction is aligned to the state standards.	List documents that serve as evidence of implementation of this process: 1. List of students who qualify for pull out or small group extra instructions. 2. Samples of instructional materials for the identified group.

10. 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)?	
Answer (suggested word count is 400 words): Students identified as ELL are given additional times on instruction using the ADE SEI model. This instruction focuses on vocabulary, grammar, conversation and reading.	List documents that serve as evidence of implementation of this process: 1. Schedule reflects SEI model 2. ILLP sheets on all eligible students

11. 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?	
Answer (suggested word count is 400 words): Our population is 98% FRL students so all of our decisions address their needs. Over 50% of our students are given additional reading or math instruction using pull outs, either small group or one on one.	List documents that serve as evidence of implementation of this process: N/A

12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?

Contracted SPED director assures that teachers are accommodating special needs students and adheres to IEP restraints and needs.	implementation of this p... 1. SPED and IEP identified to all teachers. 2. Pull out program and calendar.

Area VI: Graduation Rate (applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process: