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: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided do not demonstrate evidence of the following:** • The Charter Holder's process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder chose CKLA based on a suggestion from the ADE website, but they have not formally implemented an evaluation process to ensure the curriculum's effectiveness, and have no evidence to show an evaluation process.
[C.2] **Star reports**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • The Charter Holder has access to Star reports which give information about the mastery of standards. **The documents provided do not demonstrate evidence of the following:** • The Charter Holder's process for identifying gaps in the curriculum. **The documents provided do not demonstrate evidence of the described processes because:** While the Charter Holder indicates that Star reports could be used to identify standards that are not mastered, there is no evidence of the Charter Holder using this information in a formalized process that would identify gaps in the curriculum. The Charter Holder stated that they are confident that Core Knowledge is completely aligned to the current state standards and that there are no gaps in the curriculum.

[C.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided do not demonstrate evidence of the following:** • The Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided do not demonstrate evidence of the described processes because:** Because we did not see evidence of a process, there can be no adoption or revisions based on the processes. The Charter Holder has identified that the curriculum was adopted prior to receiving the Charter.
[C.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided do not demonstrate evidence of the following:** • Who is involved in the process for adopting or revising curriculum. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder indicated that they will not adopt new curriculum and they do not revise their curriculum, so there is no evidence of this process.
[C.5]	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided do not demonstrate evidence of the following:** • The Charter Holder's process for evaluating curriculum options to determine what to adopt. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder indicated that they will not adopt new curriculum and they do not revise their curriculum, so there is no evidence of this process.
[C.6] **Teacher Observation and Evaluation Instrument** **Pop in papers**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • The Charter Holder indicates that they use formal observations and evaluations of teachers, as well as "pop in" observations in order to monitor whether or not the teacher is implementing the curriculum in accordance with the standards and relative to the expected pacing guides.

[C.7] **Pacing guides** **CKLA website** **Scripted lesson plans** **Observations and Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • The Charter Holder uses the CKLA website, pacing guides and other materials provided by the publisher to guide what must be taught and when it must be delivered. • Scripted lesson plans are given to set the expectations of what must be taught. • Observations and evaluations of teachers ensure that teachers are teaching the standards when they must be delivered.
[C.8] **Pre-service** **Weekly staff meeting notes** **Engage New York meetings**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • Weekly staff meetings reflect communication between administration and teachers regarding expectations about aligning lesson plans to curriculum. • Twelve of the weekly meetings reflected training the teachers to ensure proper usage of the curriculum tools through Engage New York.
[C.9] **Staff meetings** **Observations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • Weekly staff meetings reflect communication between administration and teachers regarding expectations about aligning lesson plans to curriculum. • Teacher observations are utilized to ensure usage of the tools in alignment with instruction.

[C.10] **CKLA checklist**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • Core Knowledge provides a checklist that shows alignment between curriculum and state standards. **The documents provided do not demonstrate evidence of the following:** • The Charter Holder stated that they are confident that Core Knowledge is completely aligned to the current state standards and that there are no gaps in the curriculum. **The documents provided do not demonstrate evidence of the described processes because:** There is no process to reflect how the Charter Holder knows that Core Knowledge is completely aligned to the current state standards.
[C.11] **Small group lessons** **Daily pull out schedule**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students. **The documents provided demonstrate/do not demonstrate evidence of the following:** • Students who are identified in the bottom 25% receive instruction in smaller settings and the content is adjusted to meet their learning needs.
[C.12] **ILLP model** **Daily pull out schedule** ***Sample ILLP***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • An ILLP model has been incorporated into the school schedule. • Based on their ILLP, qualifying students receive extra vocabulary, reading, grammar, etc. during the instructional day.
[C.13]	**N/A**

[C.14] ***IEP samples*** **Pull out schedule**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate/do not demonstrate evidence of the following:** • SPED Contractor works with students who have an IEP, and assures services are provided and instructional programs meet the needs of each student. • There is a pull out schedule to accommodate extra time for the students with disabilities to receive instruction in smaller settings.

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 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