Demonstration of Sufficient Progress

Concordia Charter School – Navajo Mission

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In 2010 Concordia Charter School - Navajo Mission opened on the site of the Navajo Evangelical Lutheran Mission in Rock Point. The mission had run a private Christian school on the site since the late 1950's. The private school was struggling to educate the children at the mission school for at least the last 5 years. The school administration was in disarray and few of the teachers or staff held a bachelor's degree at the time Concordia was asked to take over. The school had never participated in any Arizona testing so the only students who had ever taken AIMS had transferred in. There was no current testing data for any student. 99% of the students are Native American/Navajo.

In the spring of 2010 Concordia was asked to evaluate the conditions of the private school. On the days of the visit only the kindergarten classroom was working on any form of academic instruction. The other classes were playing and doing art throughout most of the days. When interviewing staff about what their curriculum was we were told that they had been given Core Knowledge books to use. They said they had no training or idea what to do with the materials. The principal would bring in new things every month and change things around. The site had an abundance of outdated trade books, all donated by well meaning folks from across the country. The school was not without supplies of pencils, paper, colored prints, markers, construction paper and every type of art supply one could think of. The school had a nice small library of good reading books for children although it was never organized for use.

After meeting with the mission's board of directors it was decided that Concordia Charter School-Navajo Mission would open in August. Working tirelessly from May through August, Concordia cleaned out the school, hired and trained a teaching staff, had a fire alarm system installed, got internet and telephone connectivity, and acquired computers and furniture.

In late July the teachers were brought on for two weeks of training before school began. The mission school had a partnership with Knox College, located in Galesburg, Illinois. The partnership continues with Concordia, both on the reservation school as well as the Mesa site. Knox professors provided invaluable training in classroom management and reading instruction for all teachers. Reading Horizons, Saxon Math and Core Knowledge training was provided also. The site director had extensive training in Core Knowledge and assisted in aligning the school curriculum to the state standards. A curriculum map was created and a full year teaching calendar was provided to each teacher for planning lessons and assessments.

The majority of the students that were enrolled at the mission school continued on when Concordia took over. School opened at the end of August, 2010 with 67 students.

1A Student Median Growth Percentile – Math and Reading

- Starting with the lower grades, we did Reading Horizon. Reading Horizon is a computer based learning program that works to strengthen decoding skills. The skills are designed to create a solid framework to build to greater literacy abilities through the years.
- Kindergarten students scored from 0 to0 .3 which labeled them at risk. The first grade students scored from 0 to 0.5, placing them at risk 66% of the way through the year. 75% of the Kindergarten students became emergent readers by the end of the year. One of the students in this study was run over by a car. The student was out of school for three months and remained at risk.
- 1st grade class - ¼ of the 1st graders tested in the emergent readers range. The rest of the class tested at risk at the beginning of the school year. As the school year progressed they move up to emergent readers.

AIMS Grade 4 looking at 2011 (3rd) 2012 (4th)

Reading:

For our primary form of assessment, we used the AIMS state testing standard for grades third to sixth. For the 2012 4th Grade Class, the class had 66 % of students who Falls far below and 33 % who approached in 2011. Comparing those same students in the fourth grade in 2012, 50% Falls far below making an average point increase of 33 points. 30% approached with point average increases of 25. The last group of 20% students met their AIMS reading with an increased point average of 62.

In our first two years it was our goal to focus on reading and introduce students to Core Knowledge. Core Knowledge gives them a broader knowledge of the world, culture and science at the same time, in order to develop a larger vocabulary. If we had remained at the site for another two years, our projections showed we would have seen an increase in points on average of 25 points per year. It would have been projected that all of our students who were at the 60 % Falls Far Below would be at Meets and the 40% those at Meets would have risen to Exceeding range.

Again, using Core Knowledge in History and Science helped the students' comprehension. This was especially noticed during student discussions and interaction with the teachers. Their reports improved as the explained the purpose of behind historical events showing an increase in language mastery. By following the Core Knowledge outline and introducing students to a rich knowledge of vocabulary increased their reading scores. The native students have limited exposure to the outside world and global view points. Concordia brought in a culturally rich, rigorous academic curriculum that challenged the native students. The material taught exposed the students to the same concepts the majority of non-reservation students are being taught.

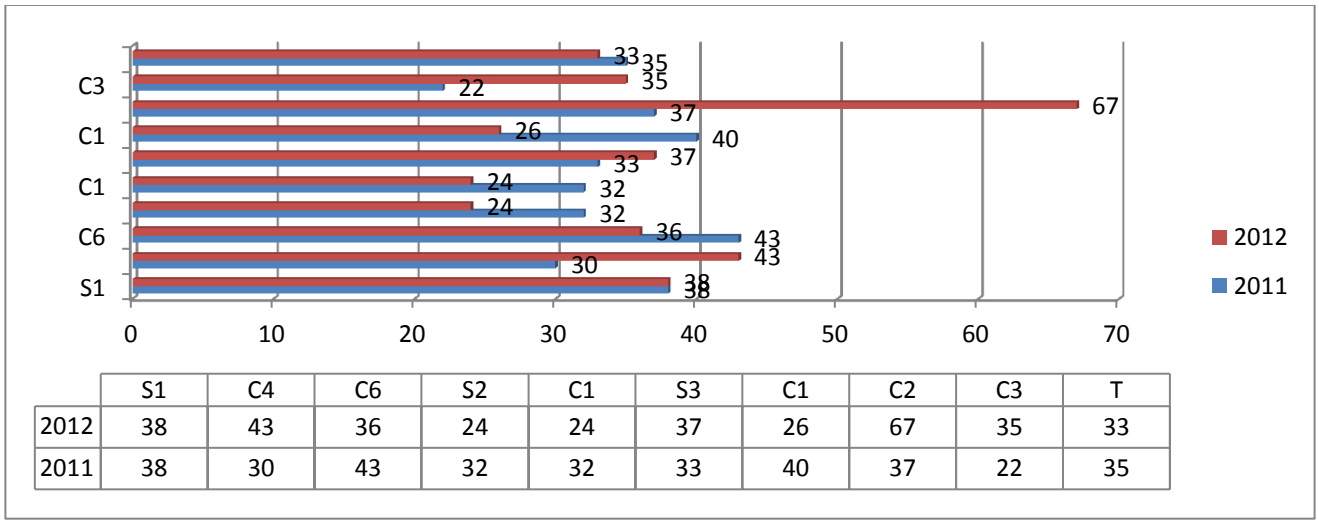
The Core Knowledge curriculum also introduces authentic classic literature. The exposure to classic literature helped the native students develop a more rounded understanding of literature than previously available. Previously the students only had access to easy reading materials. The materials the students had were often 2-3 levels below grade level and rarely challenged the students. The reading material was switched to on grade level materials through Core Knowledge. Making the adjustment to the harder materials took time to scaffold the skills needed to be able to comprehend and comfortably read the new material. The teachers worked with the students to bring their skills up primarily through dialog. The teachers also employed question and answer sessions to provide in depth understanding of the subject matter in the readings. The students at first responded with frustration which changed to a desire to learn. The learning was evident not

only in their increased scores but in their ability to converse on a wider range of subject matter. Having an exposure to science, history and classic literature helped the students' vocabulary grow. Not only did their vocabulary grow but their understanding of how to use that vocabulary also grew. Our students were able to have discussions and talk about what they were learning, they gained a better understanding of the world around them and they used the newly learned vocabulary in written and oral work.

In the first year of testing, the two SPED students Falls Far Below. In the second year of testing, one student Approached and one Falls Far Below. Those students made a minimum of a 36 points growth.

The students' vocabulary percentage grew on average 11%. A few students grew as much as 33%. The largest growth was a student who increased 46% overall.

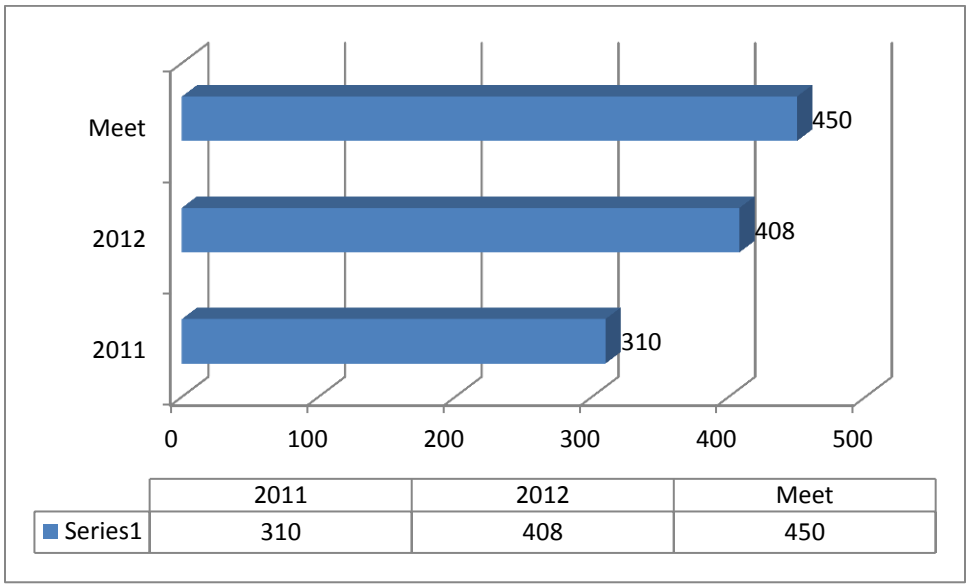
Graph 1: AIMS Reading 2011 and 2012
Strands/Concept Results
2011 3rd Graders to the same student in 2012 as 4th Graders



	S1	C4	C6	S2	C1	S3	C1	C2	C3	T
2012	38	43	36	24	24	37	26	67	35	33
2011	38	30	43	32	32	33	40	37	22	35

Graph 2:

Standards Based Results AIMS 3rd Grade 2011 and 4th Grade 2012



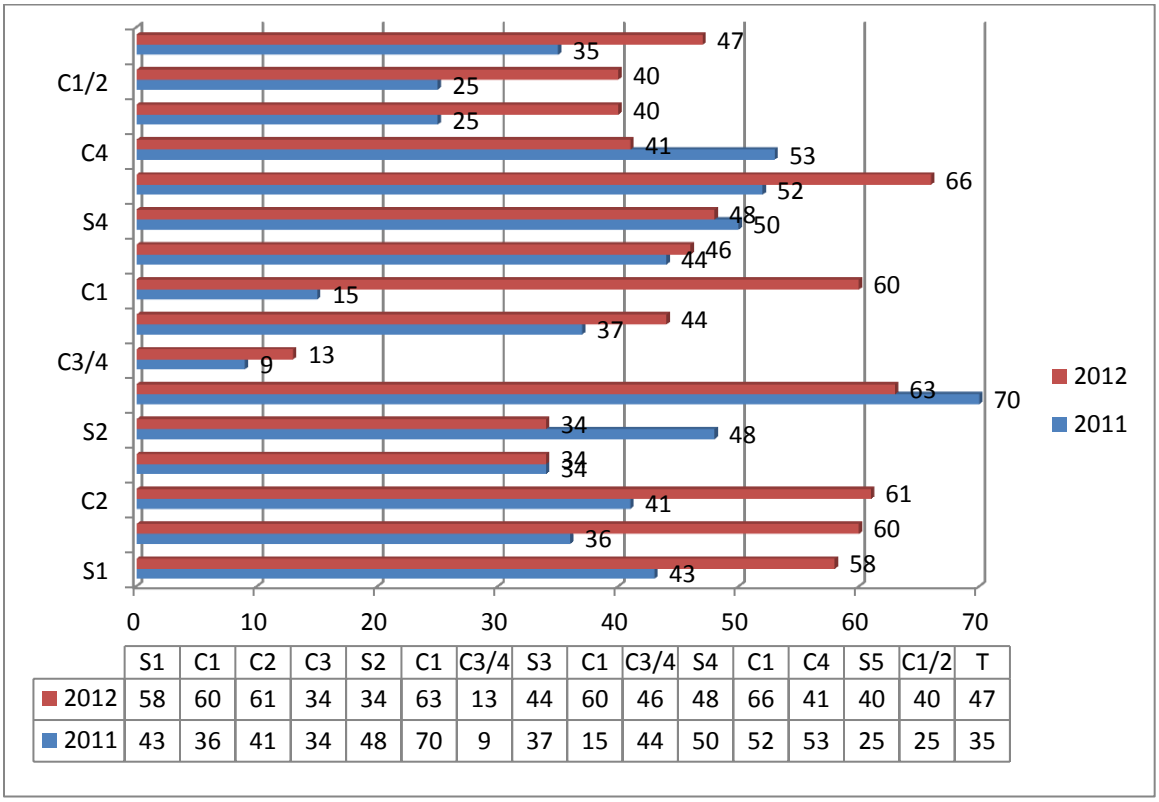
	2011	2012	Meet
Series1	310	408	450

Math scores - 80% of the students in the third grade year Falls Far Below with 20% of the students approaching in their first year. In their second year (as fourth graders) 70% of the students Falls far below with 30% approaching. The average percentage of growth from one year to the next was 10% per student. The highest percentage of growth was 38%.

Our main focus for the two years was to focus on Reading which also impacted Math scores and their growth in comprehension especially of story problems. Understanding how to follow directions carried over into their Math knowledge and their ability to follow the directions given in Math problems.

Concordia Charter School uses Saxon Math. An advantage of using Saxon Math is its spiraling curriculum. If a student has missed a concept in a lower grade, a teacher can easily identify and work to bring up a specific concept/skill when it is reintroduced in lesson later in the year or in a future grade.

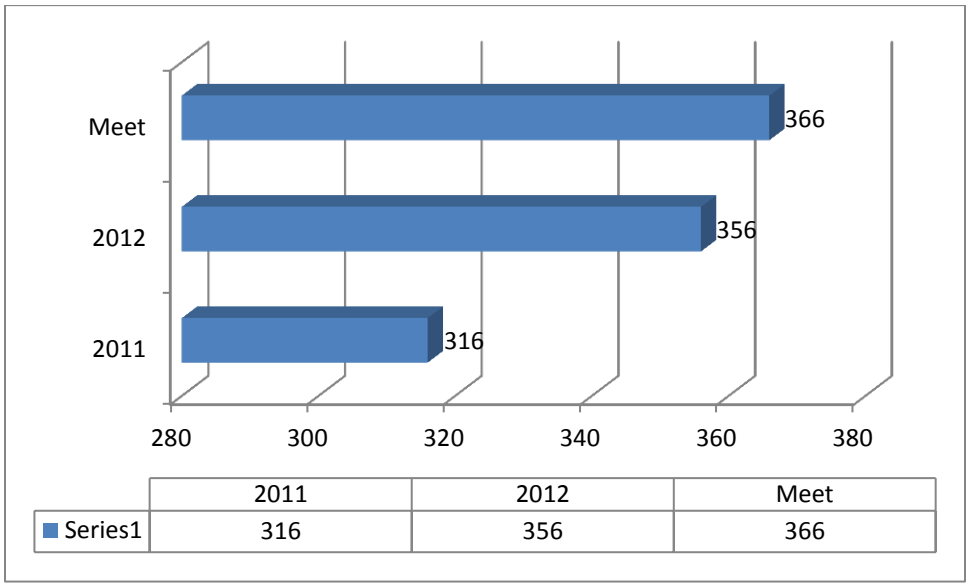
Graph 3: AIMS 4th Mathematics Strands/Concept Results
2011 3rd Graders to the same student in 2012 as 4th Graders



	S1	C1	C2	C3	S2	C1	C3/4	S3	C1	C3/4	S4	C1	C4	S5	C1/2	T
2012	58	60	61	34	34	63	13	44	60	46	48	66	41	40	40	47
2011	43	36	41	34	48	70	9	37	15	44	50	52	53	25	25	35

Standards Based Results Mathematics

Graph 4: 2011 3rd Graders to the same student in 2012 as 4th Graders



<u>Grade 5 - 2011 (4th) as 2012 (5th)</u>

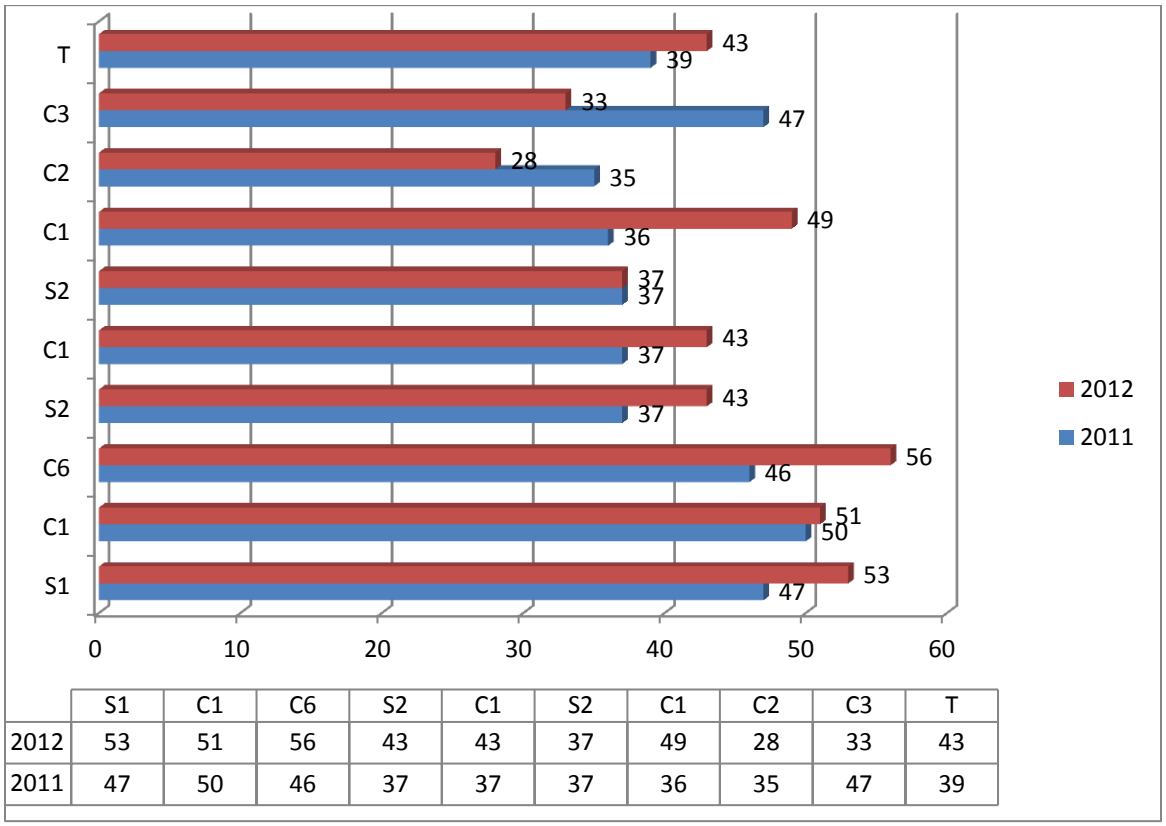
<u>Reading</u>

Of the students we followed for two years, 33% of the students Met the goal. 66% of the students were Approaching the goal. There was a gain of 30% in their Reading scores. The 33% who Met on AIMS gained an average of 29 points growth in their Reading scores.

As we focused on Core Knowledge, classic literature, history and science, the students understanding of Expository Text grew. Teaching students to identify and analyze what they read became an important part of the day. The students were older, so more focus was placed on the structure and elements of expository text. This focus was evident with most students rising to 50% from 24% in the 1st year of testing. At the same time, their vocabulary and word usage grew. Students were more able to put what they learned into sentences. The students demonstrated comprehension. The primary difference was in the students' ability to relate meanings of words to already learned vocabulary. This became evident in their AIMS scores vocabulary skills in Strand1 Concept 4. The scores rose to an average of 42% from 29% previously.

Graph 5: AIMS 5th Strands/Concept Results Reading

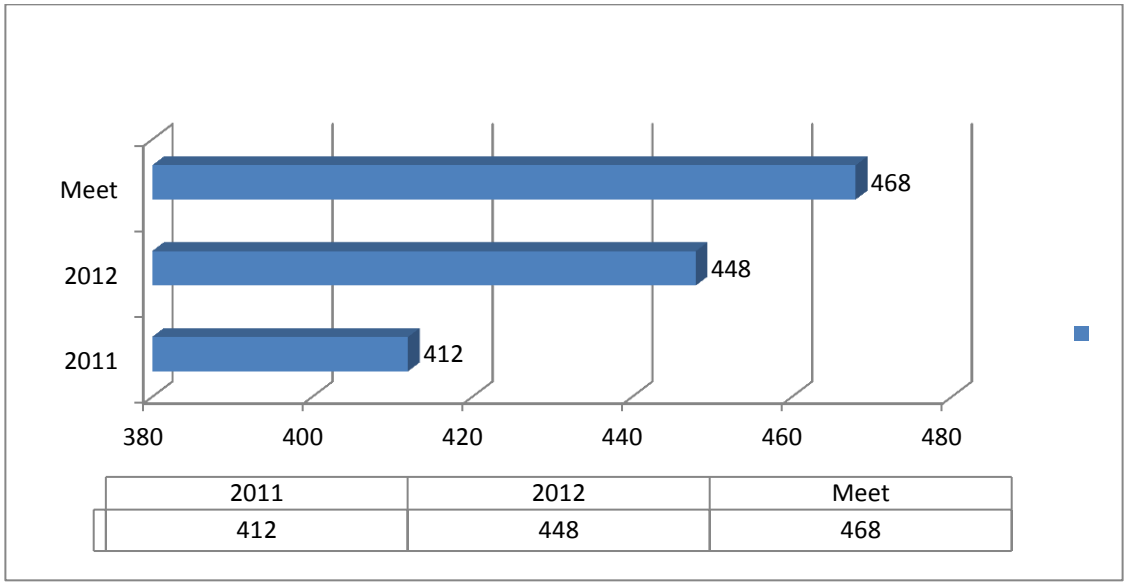
2011 4th Graders to the same student in 2012 as 5th Graders



	S1	C1	C6	S2	C1	S2	C1	C2	C3	T
2012	53	51	56	43	43	37	49	28	33	43
2011	47	50	46	37	37	37	36	35	47	39

Graph 6: Standards Based Results AIMS Reading

2011 4th Graders to the same student in 2012 as 5th Graders

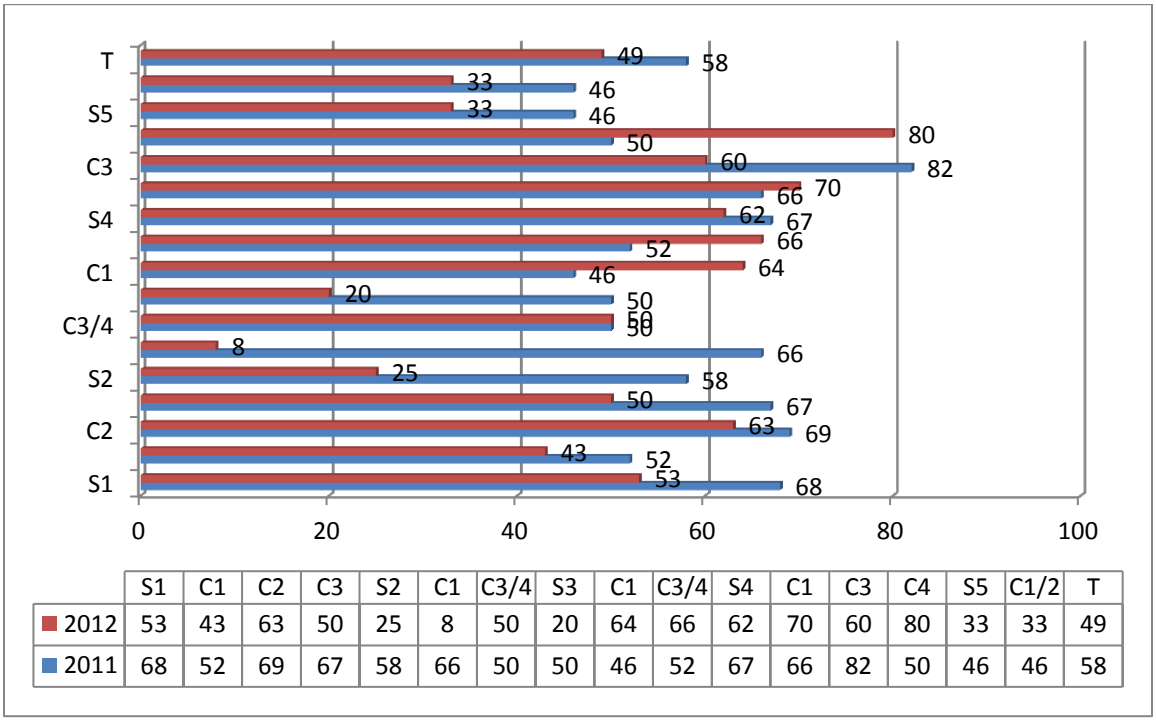


2011	2012	Meet
412	448	468

Math: Fifth grade Math - 33% of the students were at Falls Far Below, 33% of the students were Approaching and 33% of the students Met the goal. In the second year the students remained with 33% in each category remaining the same. The big difference came in how many points they increased and how close they came to the next level. The average point gain was 36 points bringing them from the bottom of the levels closer to the top of making the next level.

Graph 7: AIMS 5th Strands/Concept Results

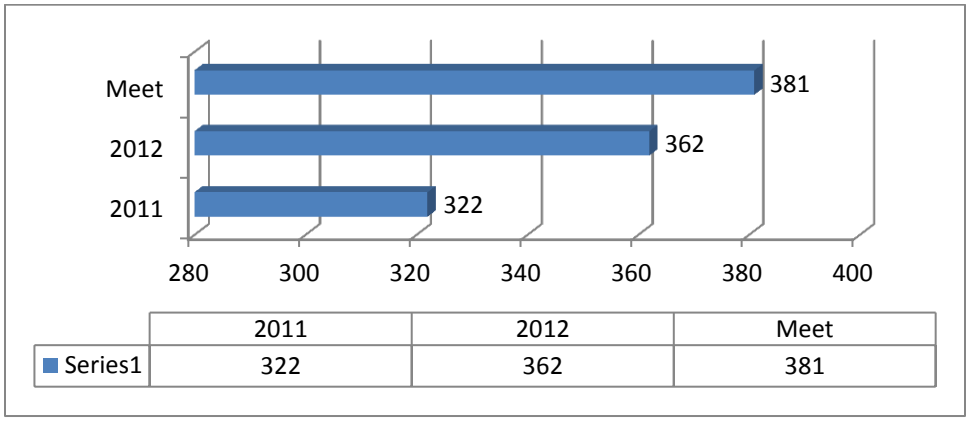
2011 4th Graders to the same student in 2012 as 5th Graders



	S1	C1	C2	C3	S2	C1	C3/4	S3	C1	C3/4	S4	C1	C3	C4	S5	C1/2	T
2012	53	43	63	50	25	8	50	20	64	66	62	70	60	80	33	33	49
2011	68	52	69	67	58	66	50	50	46	52	67	66	82	50	46	46	58

Graph 8: Standards Based Results Mathematics 2011 and 2012

2011 4th Graders to the same student in 2012 as 5th Graders



	2011	2012	Meet
Series1	322	362	381

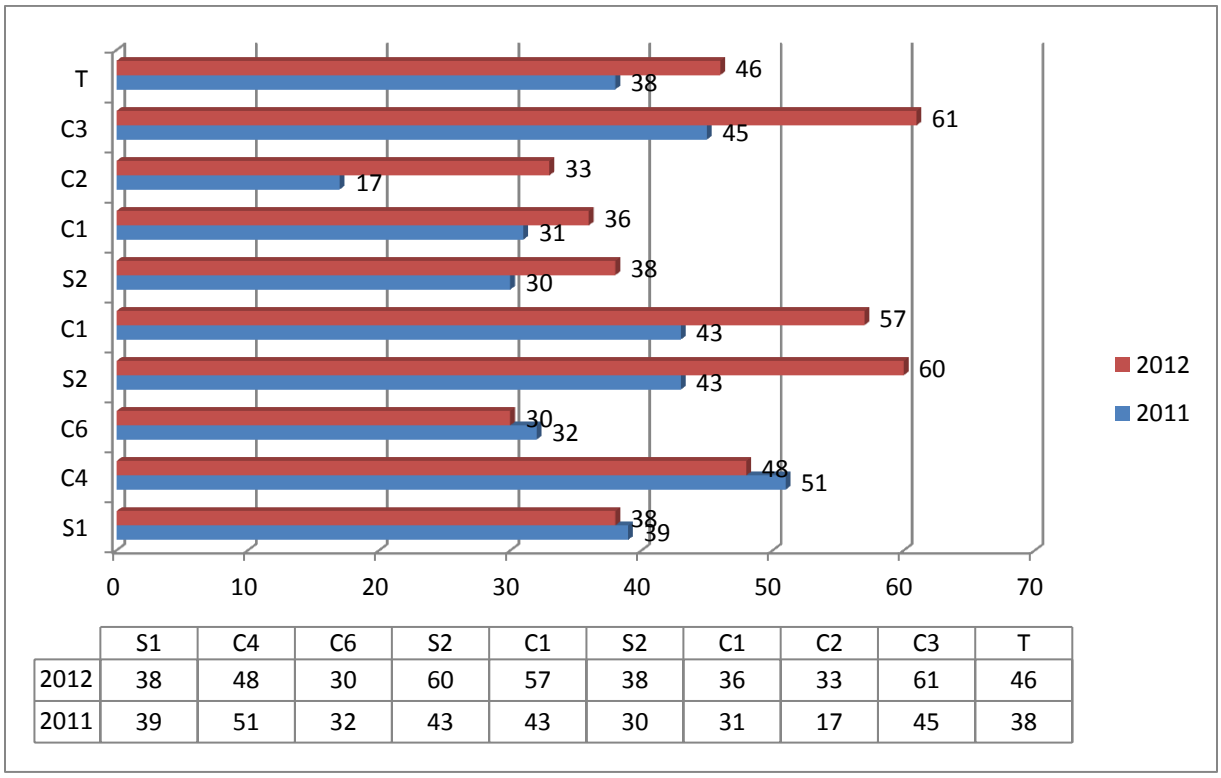
Grade 6 2001 (5th) as 2012 (6th)

33% of the students Approached in their first year, 66% of the students were Falls Far Below. In the second year 66% of the students Approached and 33% Meet the goal. The students had an average point growth of 35 points.

Of our sixth-grade students, 66% Falls Far Below the average. 33% of the students who Approached. In the second year of testing, 33% Falls Far Below, 33% Approached and 33% Met the standard.

Graph 9: AIMS 6th Strands/Concept Results Reading

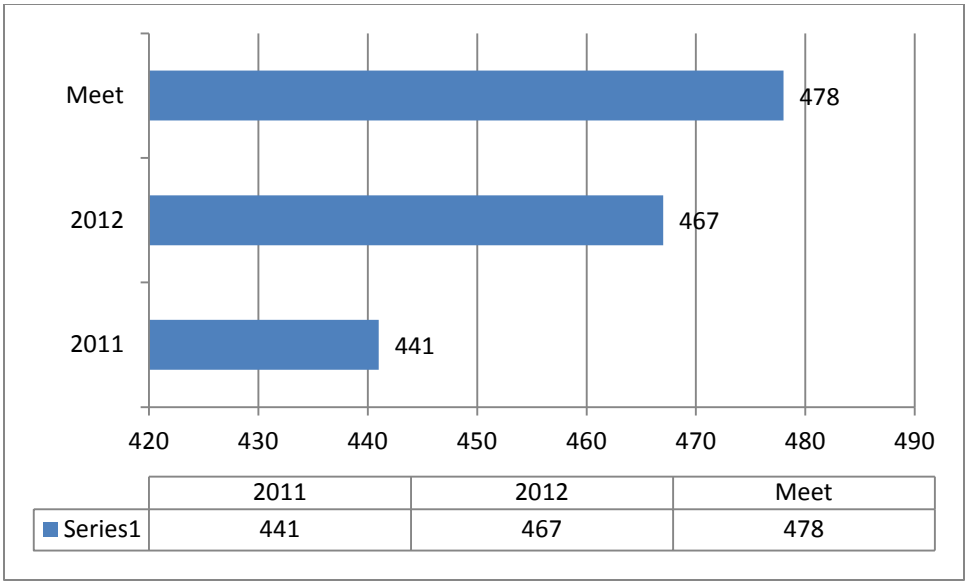
2011 5th Graders to the same student in 2012 as 6th Graders



	S1	C4	C6	S2	C1	S2	C1	C2	C3	T
2012	38	48	30	60	57	38	36	33	61	46
2011	39	51	32	43	43	30	31	17	45	38

Graph 10: Standards Based Results Reading

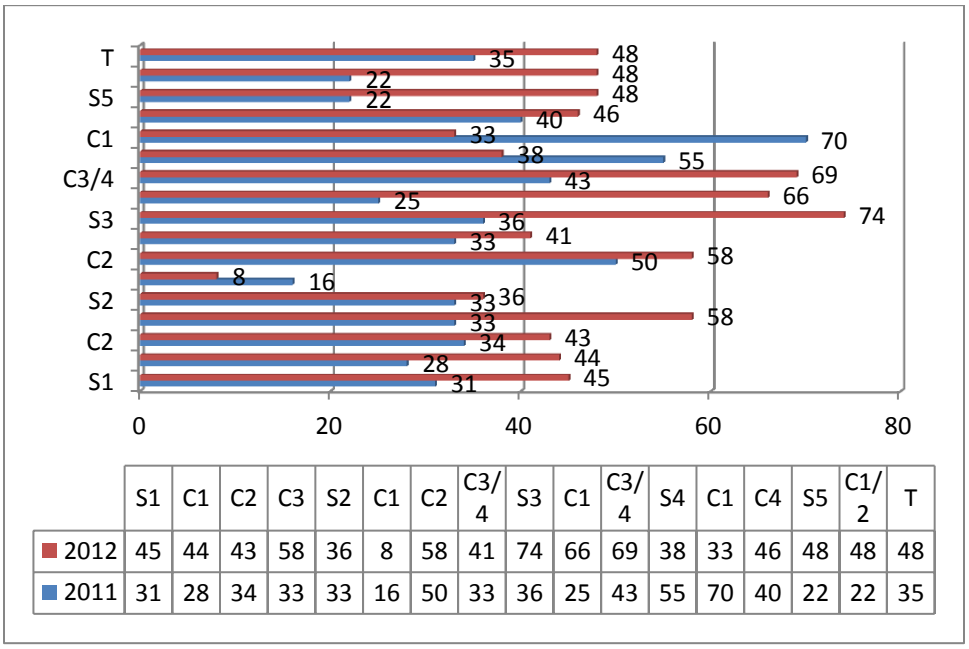
2011 5th Graders to the same student in 2012 as 6th Graders



	2011	2012	Meet
Series1	441	467	478

Graph 11: AIMS 6th Strands/Concept Results Mathematics

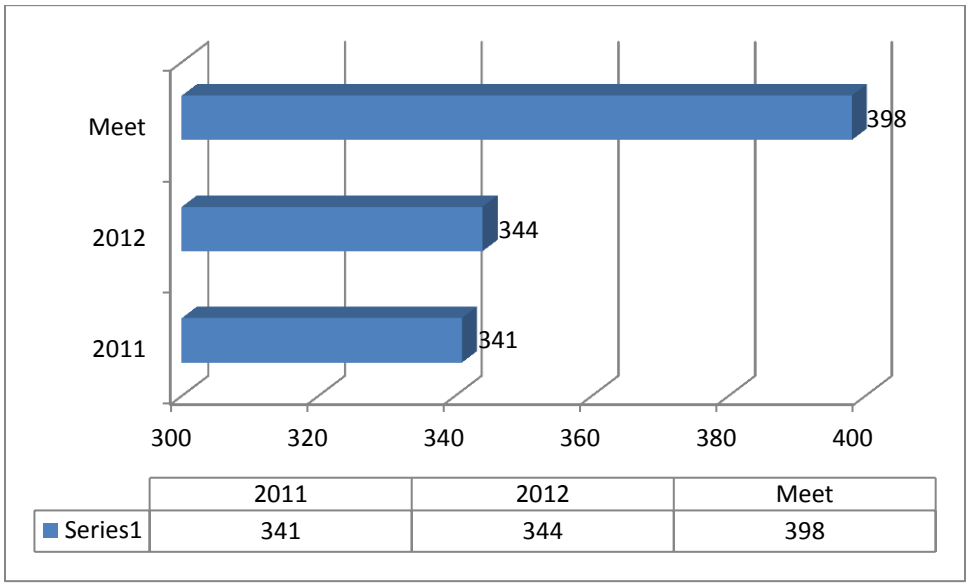
2011 5th Graders to the same student in 2012 as 6th Graders



	S1	C1	C2	C3	S2	C1	C2	C3/4	S3	C1	C3/4	S4	C1	C4	S5	C1/2	T
2012	45	44	43	58	36	8	58	41	74	66	69	38	33	46	48	48	48
2011	31	28	34	33	33	16	50	33	36	25	43	55	70	40	22	22	35

Graph 12: Standards Based Results Mathematics

2011 5th Graders to the same student in 2012 as 6th Graders



1b SGP Bottom 25%, 2a Percent Passing, 2b Composite School Comparison

See Section 1a SGP

2c Subgroup ELL

English is the primary language for all of our students.

2c Subgroup FRL

100% of our students are Free and Reduced Lunch. Please see section 1a for intervention used.

2c Subgroup SPED

The majority of the SPED students had been enrolled in the private mission school for most of their academic years. Special Education services were provided sporadically over the years by the local public school district. There were no Special Education records available for any student. Since all students enrolled were far below grade level, it took most of the first school year to sufficiently assess students with special needs. By the end of the first year, two students were referred for further evaluation and one student was identified with severe visual impairment. Services were coordinated through the Northern Arizona consortium to begin providing services for this student. The second year the two students that had been referred qualified to receive special

education services. They were both 4th graders. In Reading, the first year, one of the newly identified SPED students received Falls Far Below. In the 4th grade year, the other student received Approaching. Both students each made at least 36 points growth. The student who received Falls Far Below came within four points of Approaching. The areas we worked on with these students was Strand 1 Reading Process, Concept 4 Vocabulary, Strand 3 Concept 2, Functional Text, which is following directions, stopping to think before you write, slowing down to take time to do what the writer wants you to do. Learn to answer questions and not just guess at them.

3a State Accountability and Overall Rating

By introducing Core Knowledge, classic literature, history and science, along with a good K-2 phonics program allowed students to grow academically. Their scores reflected the growth. The exposure to good educational material helped develop the students. The student gained equally in both knowledge and understanding. In the past, the students had only been given remediation to catch up. Instead of focusing on remediation, we brought in a solid curriculum rich in content. The students at the Navajo school grew overall in all areas.

The most exciting outcome of Concordia's two years at Navajo Mission was the professional and personal growth of the Navajo teachers. All of them stated that they had never in all their teaching or their own education been taught so much about history, science and classic literature. The teachers were also learning more. They wanted to close their own knowledge gaps as they helped the native students understand the world and the past. The teachers took time to study and relate the lessons to the native culture.

During Concordia's two years at Navajo Mission, three of our teachers passed the AEPA and two others were going to take the test this year. The two teachers needed to retake the exam. They had failed the history part of the test. Both commented they were going to go study all the Core Knowledge grade levels because they had learned so much just from the grade they taught. They knew if they would study all the grades then they would be able to pass this year.