Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: New Visions Academy, Inc.
School Name: New Visions Academy_St. John's Campus
Date Submitted: 8/30/2013

Required for: Review - Annual Report

Evaluation Completed: 9/20/13; 1/6/14

I = Result after initial evaluation
S = Result after evaluation of information collected from the site visit

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create and implement school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **At the site visit, the school provided curriculum maps, which included pacing guides, for math. The maps were created prior to adoption of Arizona's College and Career Ready Standards and do not include the new standards. No evidence of data review teams meeting to analyze achievement results was provided.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **The school was trained during the summer for integrating Arizona's College and Career Ready Standards into lesson plans but no documentation was provided to demonstrate this was occurring. The school provided forms used by administration to evaluating the lesson plans as well as the implementation of lesson plans in the classroom but no completed forms were provided. At the time of the site visit, the school had not conducted formal teacher evaluations.** **Assessment:** The narrative describes a school that has not developed a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Math. **At the site visit, the school provided reports of AIMS results comparing New Visions Academy and New Visions Academy-St. John's Campus but no other data of formative or summative**

			assessments, benchmark assessments, or evidence of instructional decisions based upon assessment results was provided. **Professional Development:** The narrative describes an approach to professional development that is not comprehensive and lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math**. At the site visit, the school provided a professional development calendar for 2013-2014 with a focus on lesson planning and curriculum development to incorporate Arizona's College and Career Ready Standards as well as documentation of a two-day pre-school workshop focusing on lesson planning with the new standards.** Limited data was provided.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create and implement school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **At the site visit, the school provided curriculum maps, which included pacing guides, for reading. The maps were created prior to adoption of Arizona's College and Career Ready Standards and do not include the new standards.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **The school was trained during the summer for integrating Arizona's College and Career Ready Standards into lesson plans but no documentation was provided to demonstrate this was occurring. The school provided forms used by administration to evaluating the lesson plans as well as the implementation of lesson plans in the classroom but no completed forms were provided. At the time of the site visit, the school had not conducted formal teacher evaluations.** **Assessment:** The narrative describes a school that has not developed a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading. **At the site visit, the school provided reports of AIMS results comparing New Visions Academy and New Visions Academy-St. John's Campus but no other data of formative or summative**

			assessments, benchmark assessments, or evidence of instructional decisions based upon assessment results was provided. **Professional Development:** The narrative describes an approach to professional development that is not comprehensive and lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **At the site visit, the school provided a professional development calendar for 2013-2014 with a focus on lesson planning and curriculum development to incorporate Arizona's College and Career Ready Standards as well as documentation of a two-day pre-school workshop focusing on lesson planning with the new standards.** Limited data was provided.
1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create and implement school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math. **At the site visit, the school provided curriculum maps, which included pacing guides, for math. The maps were created prior to adoption of Arizona's College and Career Ready Standards and do not include the new standards. The school uses the computer-based A+ curriculum to provide intervention to students not meeting performance expectations.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **The school was trained during the summer for integrating Arizona's College and Career Ready Standards into lesson plans but no documentation was provided to demonstrate this was occurring. The school provided forms used by administration to evaluating the lesson plans as well as the implementation of lesson plans in the classroom but no completed forms were provided. At the time of the site visit, the school had not conducted formal teacher evaluations.** **Assessment:** The narrative describes a school that has not developed a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student performance of non-proficient students in Math. **At**

			the site visit, the school provided reports of AIMS results comparing New Visions Academy and New Visions Academy-St. John's Campus but no other data of formative or summative assessments, benchmark assessments, or evidence of instructional decisions based upon assessment results was provided. **Professional Development:** The narrative describes an approach to professional development that is not comprehensive and lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Math. **At the site visit, the school provided a professional development calendar for 2013-2014 with a focus on lesson planning and curriculum development to incorporate Arizona's College and Career Ready Standards as well as documentation of a two-day pre-school workshop focusing on lesson planning with the new standards.** Limited data was provided.
1b. Improvement (*Alternative High Schools only*) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create and implement school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient student in Reading. **At the site visit, the school provided curriculum maps, which included pacing guides, for reading. The maps were created prior to adoption of Arizona's College and Career Ready Standards and do not include the new standards. The school uses the computer-based A+ curriculum to provide intervention to students not meeting performance expectations.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **The school was trained during the summer for integrating Arizona's College and Career Ready Standards into lesson plans but no documentation was provided to demonstrate this was occurring. The school provided forms used by administration to evaluating the lesson plans as well as the implementation of lesson plans in the classroom but no completed forms were provided. At the time of the site visit, the school had not conducted formal teacher evaluations.** **Assessment:** The narrative describes a school that has not developed a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided

			did not demonstrate that the school implemented a system for monitoring and documenting increases in student performance of non-proficient students in Reading. **At the site visit, the school provided reports of AIMS results comparing New Visions Academy and New Visions Academy-St. John's Campus but no other data of formative or summative assessments, benchmark assessments, or evidence of instructional decisions based upon assessment results was provided.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive and lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **At the site visit, the school provided a professional development calendar for 2013-2014 with a focus on lesson planning and curriculum development to incorporate Arizona's College and Career Ready Standards as well as documentation of a two-day pre-school workshop focusing on lesson planning with the new standards.** Limited data was provided.
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create and implement school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **At the site visit, the school provided curriculum maps, which included pacing guides, for reading. The maps were created prior to adoption of Arizona's College and Career Ready Standards and do not include the new standards.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **The school was trained during the summer for integrating Arizona's College and Career Ready Standards into lesson plans but no documentation was provided to demonstrate this was occurring. The school provided forms used by administration to evaluating the lesson plans as well as the implementation of lesson plans in the classroom but no completed forms were provided. At the time of the site visit, the school had not conducted formal teacher evaluations.** **Assessment:** The narrative describes a school that has not developed a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided

			did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading. **At the site visit, the school provided reports of AIMS results comparing New Visions Academy and New Visions Academy-St. John's Campus but no other data of formative or summative assessments, benchmark assessments, or evidence of instructional decisions based upon assessment results was provided.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive and lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **At the site visit, the school provided a professional development calendar for 2013-2014 with a focus on lesson planning and curriculum development to incorporate Arizona's College and Career Ready Standards as well as documentation of a two-day pre-school workshop focusing on lesson planning with the new standards.** Limited data was provided.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		**I/S**	**The narrative provided did not address this measure. At the site visit, the school stated that it rarely has ELLS and did not identify any specific efforts in place to address ELL students.** **No data was provided specific to this measure.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		**I/S**	**The narrative provided did not address this measure. At the site visit, the school stated that it rarely has ELLS and did not identify any specific efforts in place to address ELL students.** **No data was provided specific to this measure.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**The narrative provided did not address this measure. At the site visit, the school stated that it has a special education consultant that works with a school coordinator to ensure each student's IEP is being met.** **No data was provided specific to this measure.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**The narrative provided did not address this measure. At the site visit, the school stated that it has a special education consultant that works with a school coordinator to ensure each student's IEP is being met.** **No data was provided specific to this measure.**

3a. A-F Letter Grade State Accountability System		**I/S**	The narrative and data provided did not demonstrate that the school is increasing student growth and proficiency or meeting targets as described in the A-F Letter Grade Model. **At the site visit, no additional information was provided.**
4a. High School Graduation Rate ***(Alternative Schools)***		**I/S**	The narrative describes limited efforts on the part of the school to implement strategies to ensure students in grades 9-12 graduate on time. **At the site visit, the school provided evidence of Education and Career Action Plans (ECAPs) for students as well as a schedule for advisory activities to monitor and support the plans. No data or evidence was provided to link implementation of the plans to improved graduation rate.** No data was provided for this measure.