Demonstration of Sufficient Progress

Prepared by
New World Educational Center Administration

Submitted to
Arizona State Board for Charter Schools

March 28, 2013

New World Educational Center (NWEC) was approved in 1999 to provide instruction for students in grades K-12. The charter established two separate high school focuses, one on career and one on college preparatory curriculum content. Over the years, the program has changed to meet the needs of the students and also provide a strong focus on attainment of the skills needed to be successful in today's world.

In 2009, the NWEC School Board of Directors decided to make a more innovative change to the leadership role and structure of the school. With this change came more structure and focus on data driven decisions. The goal of the school has always been to be a small and comfortable learning environment, which has allowed our school to be truly student focused. Due to the fact that we have created an environment to help all students feel accepted, we concentrated on academics and not on extra-curricular activities.

N.W.E.C. serves students from all areas of the Phoenix Metropolitan area. The location has changed throughout the years, but N.W.E.C. now has its own building which can now present more stability for our families. Being in uptown Phoenix allows our facility to be in the center of where our families are located.

Our Mission

The mission of New World Educational Center is:

Creating lifelong learners within a comfortable, safe, and trusting environment.

Training students to use Cooperative Learning strategies to increase their ability to communicate and work well with others is an effective way to adhere to our mission. This allows the learning environment to feel comfortable enough for students to express themselves and to build on their strengths.

Families-Students Served

Demographic data over the past five years demonstrates that we serve, on average, 81% of low socio-economic status (SES) families. Historically, SES families have a more difficult time succeeding in school and require more academic support. In 2011, NWEC purchased a new building in a new location causing our enrollment to drop by 40 students. Enrollment steadily increased, but new enrollees were not necessarily as academically prepared as the students we lost. Our goal has always been for each student to make consistent growth and we are working diligently to reach that goal.

Academic Performance Rating FY 2012

1. **1a. Student Median Growth Percentage (SGP):**

Mathematics:

In order for New World Educational Center (NWEC) to be effective in decision-making, we must analyze and reflect on prior year's AIMS Mathematics testing data, together with school assessments that are administered throughout the school year. Student growth is very important because, we must to be able to demonstrate that NWEC students are learning. Analyzing data is important in determining effective and ineffective interventions to improve Student Growth Percentile (SGP). As demonstrated in Chart 1.1, 58% of third through tenth grade students are making positive growth. This growth has occurred due to the efforts that New World has put forth with curriculum, matching curriculum to the Arizona Standards and tracking student progress towards meeting the standards, and creating opportunities for more effective professional development.

Curriculum

As a school, we have seen the importance of how curriculum plays a key role with increasing student growth. Recognizing the need for such a program, NWEC implemented Saxon and Prentice-Hall mathematics, provided training for teachers, and emphasized the need for daily and weekly in-class assessments. According to Chart 1.1, it demonstrates that student academic achievement falls short of state expectations. However, Chart 1.1 also indicates that our students are demonstrating growth, but at a lower rate than might be anticipated. In response to these findings, we must proactively look for ways to increase student mastery of standards. This can be accomplished by making certain that all teachers are adhering to the integrity of the adopted curriculum. In order to monitor this process, administration will improve the informal and formal observation tools. As a supplemental program to the existing mathematics curriculum, we plan on purchasing a site license for a mathematics fact practice program and adopting it as a school wide program that can assist students that are in need. Many of the students are demonstrating a need to master fact families, which will truly help with the other sub skills that they have to master.

Since 2010, our high school curriculum has provided classes in mathematics through an on-line curriculum provider with on-line teachers, as well as, on-site teachers. This program was less successful than we anticipated and we plan to return to a more traditional setting next year. Although the math curriculum is not selected at this time, new curriculum will be purchased prior the beginning of the next school year.

Arizona Standards

A plan to monitor the integration of the Arizona Academic Standards into the instruction of all grades is also very important to SGP. Every school year K-12th grade teachers must submit a pacing guide, per subject, for the Arizona Academic Standards. The pacing guides must show specific standards divided into weeks, months, and/or quarters. Also, kindergarten through eighth grade teachers are required to turn in weekly lesson planners demonstrating which standards they are covering each day. Teachers are required to turn in monthly lesson planners, also showing coverage of standards. As for the ninth through twelfth grades, the courses have been aligned to Arizona Academic Standards for each core-credited class and paced accordingly.

Administration noticed that the classes that were having the most difficulty in student growth needed more direction with their pacing guides. Also, some classes were not following the curriculum script and missing various components of the curriculum, and we have experienced in the past that when teachers use the mathematics curriculum correctly students master more objectives. To address this issue, we have created a mathematics committee to help build a pacing map that will be broken down to what standards should be taught each week. As part of the informal observation tool, we will also include a portion to observe the correct use of the mathematics curriculum and monitor that the teacher is on pace.

Measuring Student Growth

In order for data to be available to monitor and document increases in student growth, New World began using 4-Sight assessments for third through eighth grades and AIMSWeb for Kindergarten through eighth grades. AIMS and Stanford 10 test results are also used for second through twelfth grades to monitor and document student growth. Data meetings are conducted between administration and teachers on an individual basis to discuss and reflect on student growth and how interventions can be used to help in the areas of need. New World is in its first year in the Quality Schools program and we believe that this will contribute to our continual growth because of the approach of analyzing school data and responding to it through interventions (RTI). This 3-year program has and will continue to give our school a clear objective of how to analyze the school data and create more opportunities to use effective interventions.

New World Educational Center's 4-Sight testing data for Mathematics indicates that NWEC students are making progress each time that an assessment is given as shown in Chart 1.2. Across all grades it was noticed that the sub skill that needed to be addressed was Numbers and Operations (NO). With the assistance of the Quality School Program, the staff was able to create interventions to progress monitor the students' performance. The positive growth that is observed proves that what the teachers are doing now is effective and will continue to improve. In Chart 1.3, AIMSWeb data shows that an average 76% of our students are scoring higher than most Arizona students.

Professional Development

The Quality School Program plays an important role in our professional development. Teachers, together with Administration, should be very familiar with the RTI process, and data should drive all decision-making. This program has allowed our staff to learn the necessary skills to improve student achievement. New World will continue to include Kagan Cooperative Learning and the use of Thinking Maps as the school's adopted instructional strategies. Research shows that when student engagement increases, student achievement does as well. Kagan Cooperative Learning structures have a profound impact on what is learned because their positive educational outcomes are a function of changing not what we teach, but <u>how</u> we teach. These structures are tools that can be used with any existing program to efficiently deliver it. Thinking Maps were adopted as part of our school culture to develop cognitive skills in kindergarten through twelfth grades. They are eight visual-verbal learning tools, each based on a fundamental thinking process and presented together as a set of tools for showing relationships. This allows the students to become independent, reflective problem solvers and learners. Monitoring the use of Kagan structures and Thinking Maps is needed for administration to effectively assure that these strategies are being

used. When informal and formal observations are made, data will be collectively used to reflect on how to dictate future professional development.

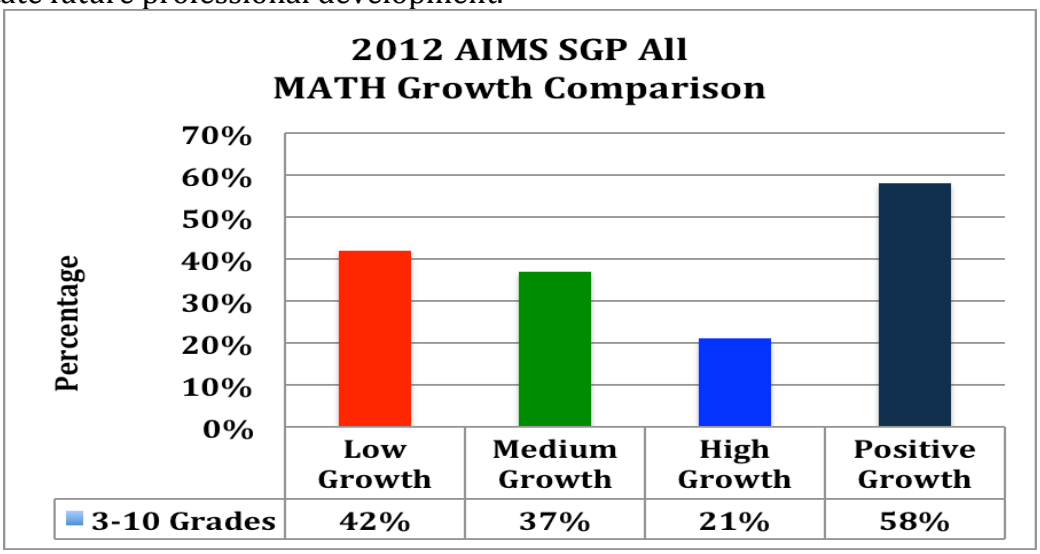


Chart 1.1

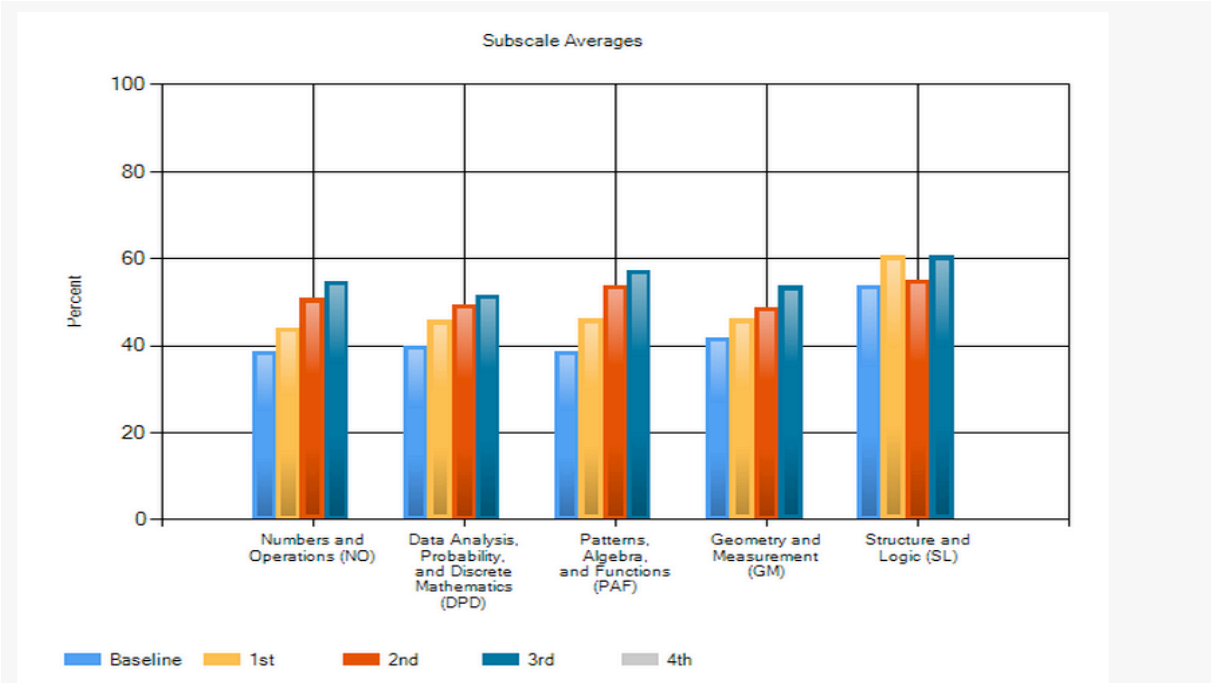


Chart 1.2

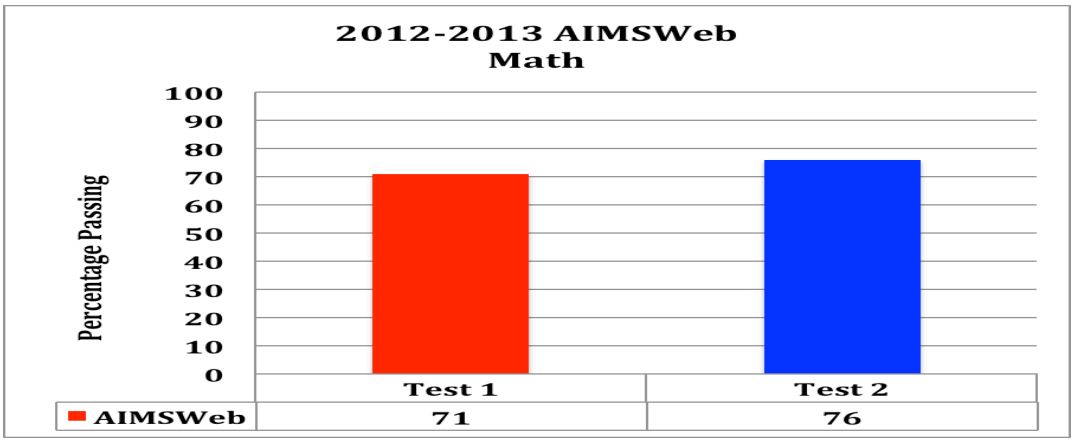


Chart 1.3

Reading:

In order for New World Educational Center (NWEC) to be effective in decision-making, we must analyze and reflect on prior year's AIMS Reading testing data, together with school assessments that are administered throughout the school year. Student growth is very important because, we must to be able to demonstrate that NWEC students are learning. Analyzing data is important in determining effective and ineffective interventions to improve Student Growth Percentile (SGP). As demonstrated in Chart 1.4, 68% of third through tenth grade students are making positive growth. This growth has occurred due to the efforts that New World has put forth with curriculum, matching curriculum to the Arizona Standards and tracking student progress towards meeting the standards, and creating opportunities for more effective professional development.

Curriculum

As stated before curriculum plays a key role with increasing student growth. As we look at our results for state and school testing, an increase to our student growth in reading was needed. We recognized that kindergarten through third grades required a new curriculum, called Literacy by Design, to address the need of student growth in reading and to develop our K-3 Literacy Plan. Currently the reading curriculum for fourth and fifth grades is Open Court Reading and Writing but we plan to purchase Literacy by Design next year to keep the instruction consistent for kindergarten through fifth grades. This curriculum gives importance to each component of reading and provides the tools to progress monitor the students to adjust instruction when needed. The sixth through eighth grade reading curriculum is based on a variety of books and activities lending to the Arizona Common Core Standards for English Language Arts. The teacher differentiates her teaching to reach the majority of the students by reading different genres and motivating students to read outside of class by requiring students to conduct "Book Talks" which is a creative and interactive way of doing book reports. There is also a heavy focus on vocabulary, which is drawn from the reading material used in class.

Since 2010, our high school curriculum has provided classes in reading through an on-line curriculum provider with on-line teachers, as well as, on-site teachers. This program was less successful than we anticipated and we plan to return to a more traditional setting next year.

Arizona Standards:

Together with curriculum changes comes a plan to monitor the integration of the Arizona Academic Standards into the instruction of all grades. As part of our improvement plan all K-12th grade teachers must follow the adopted pacing guide for Language Arts. All teachers will be required to turn in weekly lesson planners demonstrating which standards are covering each lesson. On a rotation basis, grades K-5 grades are given a short literacy class with our Title I paraprofessional. High School courses have been aligned to Arizona Academic Standards and a pacing guide that addresses the standards.

Student Growth

In order for data to be available to monitor and document increases in student growth, New World began using 4-Sight assessments for third through eighth grades and AIMSWeb for Kindergarten through eighth grades. AIMS and Stanford 10 test results are also used for second through twelfth grades to monitor and document student growth. Data meetings are conducted between administration and teachers on an individual basis to discuss and reflect on student growth and

how interventions can be used to help in the areas of need. New World is in its first year in the Quality Schools program and we believe that this will contribute to our continual growth because of the approach of analyzing school data and responding to it through interventions (RTI). This 3-year program has and will continue to give our school a clear objective of how to analyze the school data and create more opportunities to use effective interventions.

NWEC's 4-Sight testing data for Reading indicates that NWEC students are making progress each time that an assessment is given as shown in Chart 1.5. Across all grades it was noticed that the sub skill that needed to be addressed was Comprehending Informational Text (CIT). With the assistance of the Quality School Program, the staff was able to create interventions to progress monitor the students' performance on this sub skill. The positive growth that is observed proves that what the teachers are doing now is effective and will continue to improve. In Chart1.6, AIMSWeb data shows that an average of 79% of our students are scoring higher than most students. It is very notable that in certain grades there are significant drops in the percentages, which allows for our teachers to discuss what is and is not working through our effective PLC meetings. Each year the progress that the school demonstrates are due to various factors, which includes improving the use of effective curriculum, the monitoring of integrating the Arizona Academic Standards into our instruction, monitoring and documenting student growth, and creating ways to provide professional development that contributes to student growth.

Professional Development

Teachers, together with Administration, should be very familiar with the RTI process, and data should drive all decision-making. With the assistance of the Quality Schools Program this has allowed our staff to learn the necessary skills to improve student achievement. Also Kagan Cooperative Learning structures and the use of Thinking Maps are school adopted instructional strategies because research has shown that when student engagement increases, so does student achievement. Kagan Cooperative Learning structures have a profound impact on what is learned because it does not change what we teach, but <u>how</u> we teach. These structures are tools that can be used with any existing program to efficiently deliver it. Thinking Maps is an adopted tool to develop cognitive skills in kindergarten through twelfth grades. Eight visual-verbal learning tools that are based on the fundamental thinking process and together as a set of tools for showing relationships. With Thinking Maps students become independent, reflective problem solvers and learners. Monitoring the use of Kagan structures and Thinking Maps is needed for administration to effectively assure that these effective strategies are being used. When informal and formal observations are made, data will be collectively used to reflect on how to dictate future professional development.

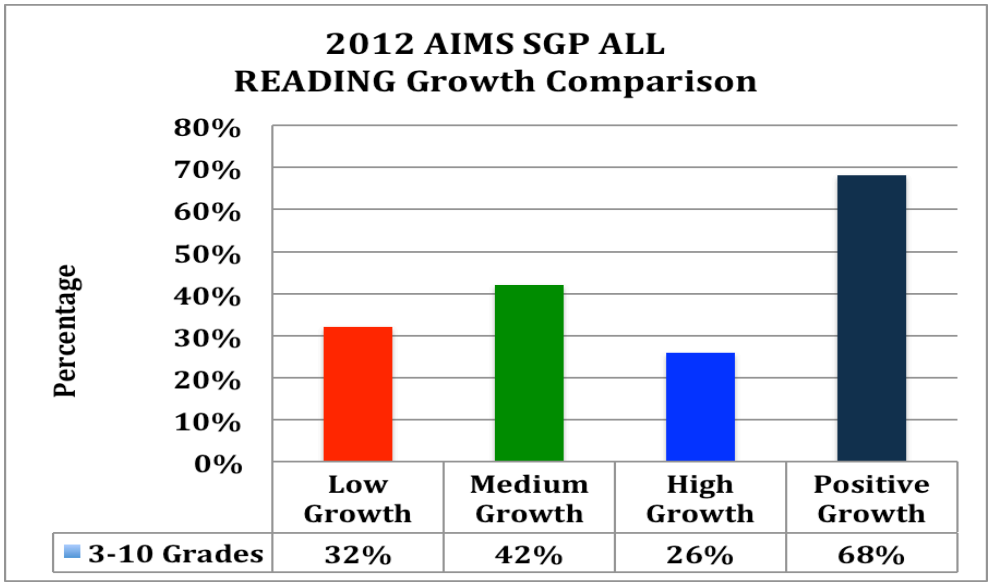


Chart 1.4

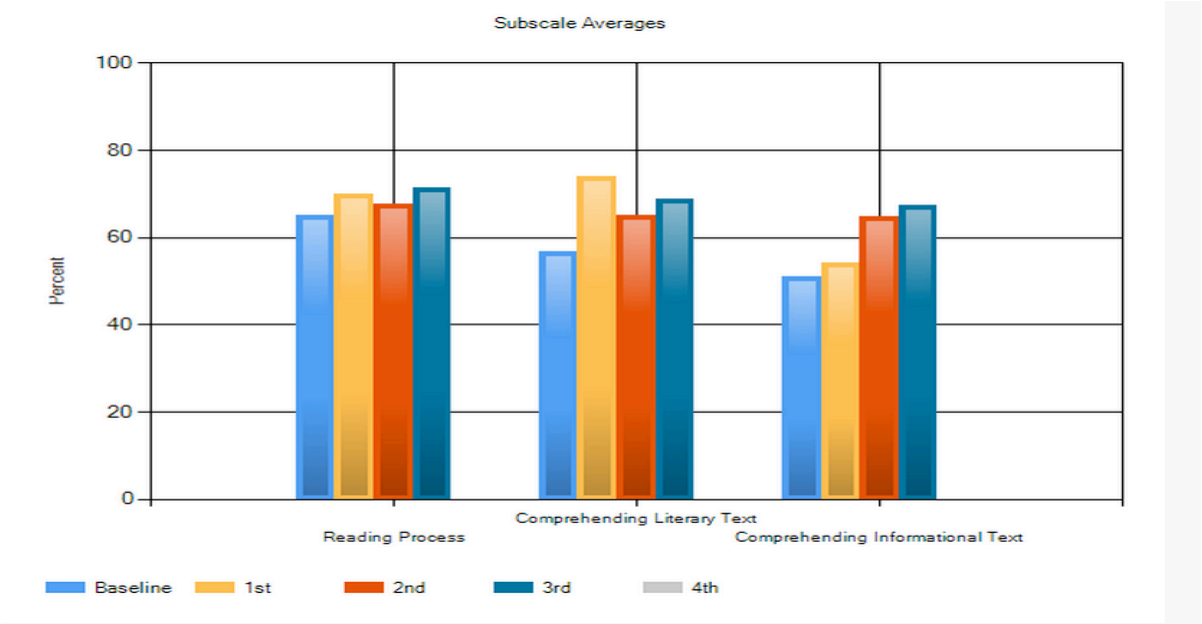


Chart 1.5

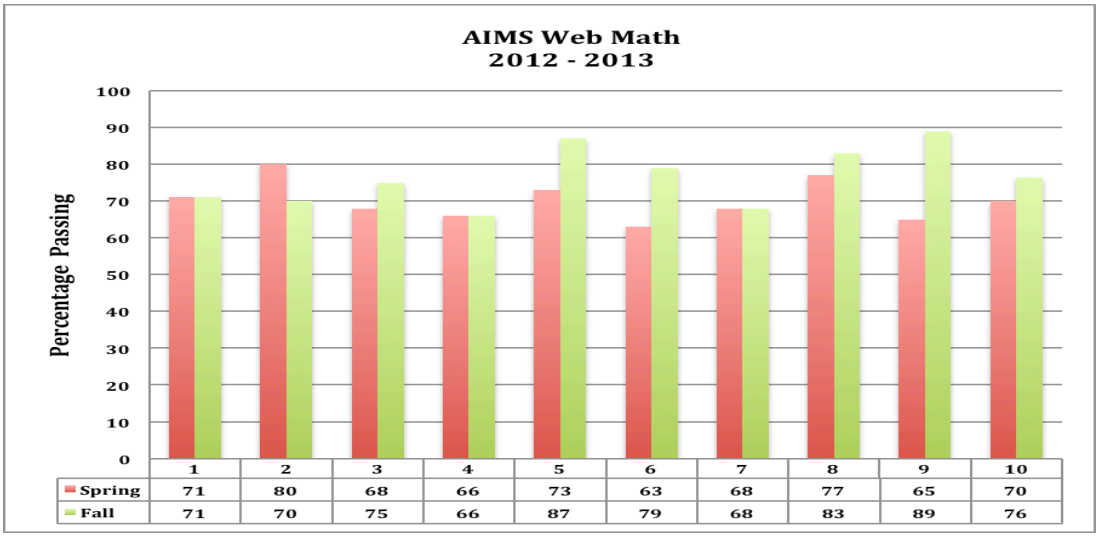


Chart 1.6

1b. Student Median Growth Percentage (SGP) Bottom 25%:
Mathematics:

In order to assist students that are performing at the bottom 25% of our school we need to recognize what difficulties they are experiencing. Most students that are identified in this group are students that have learning and/or language difficulties. Some of the students fall under a low socio-economic status, which can contribute to difficulty in academic progress. New World believes that all students can learn, which include our bottom 25% performing students. Due to our small class population the performance of even one student can make a significant difference in our data. Using AIMS data from the 2012 school year 72% of New World students demonstrated typical or high growth from the prior year as illustrated in Chart 1.7. In order to demonstrate that our low socio-economic students are demonstrating growth the 4-Sight assessment data that's illustrated in Chart 1.8 increases by sub skills. Each category shows growth with each assessment.

Curriculum

Giving importance to the curriculum plays a key role with increasing student growth. For grades Kindergarten through Seventh grade, Saxon Mathematics is used as the adopted mathematics curriculum. In the kindergarten through fourth grades Saxon Mathematics is scripted which allows teachers to teach all the important components of mathematics. Eighth grade students use the Prentice Hall Pre-Algebra textbook because we believe that it prepares our students for AIMS and high school. For the high school grades the use of an online curriculum provider began in 2010. Due to our need to help our students in mathematics, all teachers were trained to use the mathematics curriculum to assure that all components in the curriculum are used. As a supplemental program to the existing mathematics curriculum, we plan on purchasing a site license for a mathematics fact practice program and adopting it as a school wide program that can assist students that are in need. Many of the students are demonstrating a need to master fact families, which will truly help with the other sub skills that they have to master. Helping students that are in the bottom 25% it is important to get extra assistance from our support service teachers. Most students at this level are struggling due to missing foundational skills, therefore the students are helped with those skills using this supplemental curriculum provided by the school. Also, the teachers constantly look for outside resources to help our students.

Arizona Standards

A plan to monitor the integration of the Arizona Academic Standards into the instruction of all grades is necessary. Every school year kindergarten through twelfth grade teachers must submit a pacing guide, per subject, based on Arizona Academic Standards. The pacing guides must show specific standards divided into weeks, months, and/or quarters. Also, kindergarten through eighth grade teachers are required to turn in weekly lesson planners demonstrating which standards they are covering each day or lesson. Teachers are required to turn in monthly lesson planners, also showing coverage of standards. As for the ninth through twelfth grades, the courses have been aligned to Arizona Academic Standards for each class. A committee was created this year to build pacing guides for all grades in the summer. This was done, not only to assist the teachers, but also to help the support staff and administration to monitor if the standards are being taught on time. This also creates consistency throughout the school and gives an expectation to all of the staff. Using the suggestion from the Quality Schools Program, we plan to create a system to have each classroom teacher maintain a file on each student and within the file is an Arizona Academic Standards Checklist. This new procedure allows teachers to assure that

the standard has been taught to students. The form used also allows us to (1) determine if the standard has been taught before, (2) indicate using a code the level of success the student achieved on this lesson, and (3) allows time to come back to that standard after a reasonable time to review and reteach if necessary. New World is also in the process of designing a curriculum guide (Summer 2013) that will be used school wide to determine which standards are being taught and when they will be taught within the school year.

Student Growth

Throughout the school year 4-Sight assessments for third through eighth grades and AIMSWeb for Kindergarten through eighth grades are used. AIMS and Stanford 10 tests are used for second through twelfth grades to monitor and document student growth. Administration conducts data meetings with each individual teacher to discuss and reflect on student growth and how interventions can be used to help in the areas of need. An additional way to monitor student growth teachers can track progress using the supplemental program to determine student progress on fact practice. Although New World is in the first year in the Quality Schools program, we believe that this will contribute to our continual growth. The concepts of Professional Learning Communities (PLC) were adopted and meetings are conducted on a monthly basis, which include data analysis and reflection, and gives teachers an opportunity to share ideas and intervention. In order to make sure that the bottom 25% students are also helped, we have included our support service teachers to be part of the PLC meetings. This allows them to hear the successes and struggles with the students, and they can look for ways to instruct the students that are having difficulty.

Professional Development

It is known that when student engagement increases so does student achievement. At New World we have adopted the use of Kagan Cooperative Learning structures to do just that. This allows our students to interactively learn objectives that are presented in each classroom. When these structures are used correctly and consistently we have seen students learn. This especially helps the students that are having difficulty in demonstrating student growth. When all students, including the bottom 25%, are engaged, they are learning more and therefore can master objectives that will be found on school and state assessments. Thinking Maps were adopted in 2011 as part of our school culture to develop and promote reflective thinking, concept development, clarity of communication, and continuous cognitive development. Thinking Maps is a great tool for our Bottom 25% students because it allows them to organize their thoughts and is helpful for students to help develop mathematical concepts.

4-Sight testing data for Mathematics indicates that NWEC students are making progress and demonstrate growth each time that an assessment is given as shown in Chart 1.8. Positive growth proves that what the teachers are doing now is effective and will continue to improve. In order to monitor how our students are doing compared to other students we use AIMSWeb, a norm-referenced test. In Chart 1.9 we can see that 76% of our students are scoring higher than most students. Each year the progress that the school demonstrates are due to various factors, which includes improving the use of effective curriculum, the monitoring of integrating the Arizona Academic Standards into our instruction, monitoring and documenting student growth, and creating ways to provide professional development that contributes to student growth.

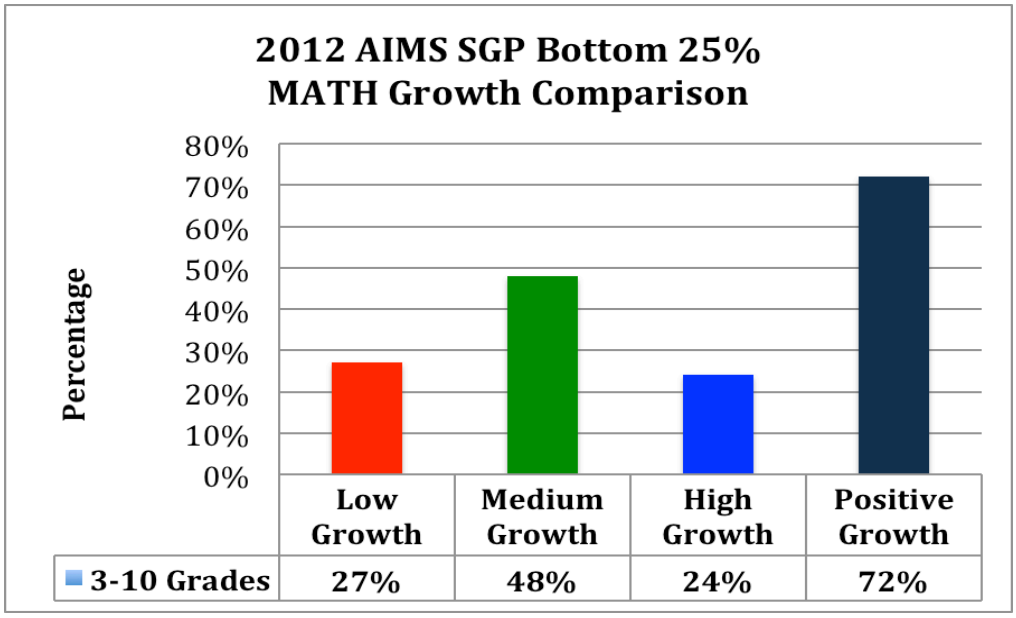


Chart 1.7

Chart 1.8

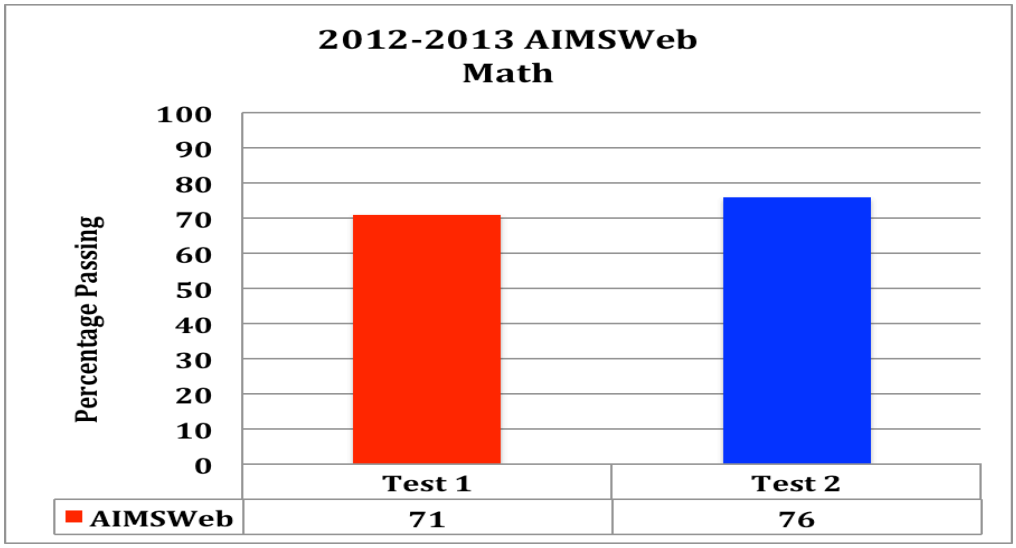


Chart 1.9

Reading:

New World believes that all students can learn, which include our bottom 25% performing students. Most students that are identified in this group are students that have learning and/or language difficulties, and come from a low socio-economic status. Due to the make-up of our small class setting, one or two students can make a large impact on our school testing data. The 2012 Reading AIMS data tells us that 72% of the bottom 25% of students demonstrated typical or high growth from the prior year as illustrated in Chart 1.10. In order to demonstrate that our low socio-economic students are demonstrating growth the 4Sight assessment data that's illustrated in Chart 1.11 increases by sub skills. Each category shows growth with each assessment. This growth has occurred due to the efforts that New World has put forth with curriculum, teaching Arizona Standards, and creating opportunities for more effective professional development.

As mentioned before, the students who are normally found in the bottom 25% are the Free-Reduce Lunch, Special Needs, and/or English Language Learners students. At New World we have a highly qualified teacher for each of the services mentioned and they are able to support classroom teachers. Through their PLC meetings, which New World's highly qualified servicing teachers attend as well, are geared toward finding interventions according to school assessment data. With the assistance of the Quality Schools Program, and the use of Kagan Cooperative Learning structures and Thinking Maps, interventions can be created to monitor the students' growth and assure that our students continue to grow in mathematics

Curriculum

As we look at our results for state and school testing, an increase to our student growth in reading was needed. As referenced previously in section SGP reading, our kindergarten through twelfth grade, reading curriculum addresses the Arizona Common Core Language Arts Standards. As a supplemental program, grades K-5 grades are given a short literacy class with our Title I paraprofessional. The paraprofessional covers standards in an informal setting and selects reading materials and skills according to the grade level. Classroom teachers, the Title I teacher, and the curriculum director are consulted by the paraprofessional for guidance with the activities. Also, another supplemental curriculum, called Read Naturally, is used to instruct struggling students with specific needs. Our high school curriculum has provided classes in Reading through an on-line curriculum provider but at the same time of offering on-line teachers, there are on-site teachers available to get one-on-one assistance. Due to other concerns for our High School, we plan to return to a more traditional setting because we found it to be more successful with this age group. To address the concern of helping our students pass AIMS we provide in- school, before and after school tutoring, and also tutoring during fall, winter and spring breaks.

Arizona Standards

Monitoring the integration of the Arizona Common Core Standards into the instruction of all grades is very important to New World, especially to assist our 25% students who may have gaps. As mentioned previously, NWEC monitors the use of standards by providing pacing guides to all teachers. In order for NWEC to monitor the supplemental program addressing language arts a pre-test and a posttest can be created. The Read Naturally supplemental curriculum has the ability to track students by the completion of tests. This tool can evaluate student achievement due to the interventions used.

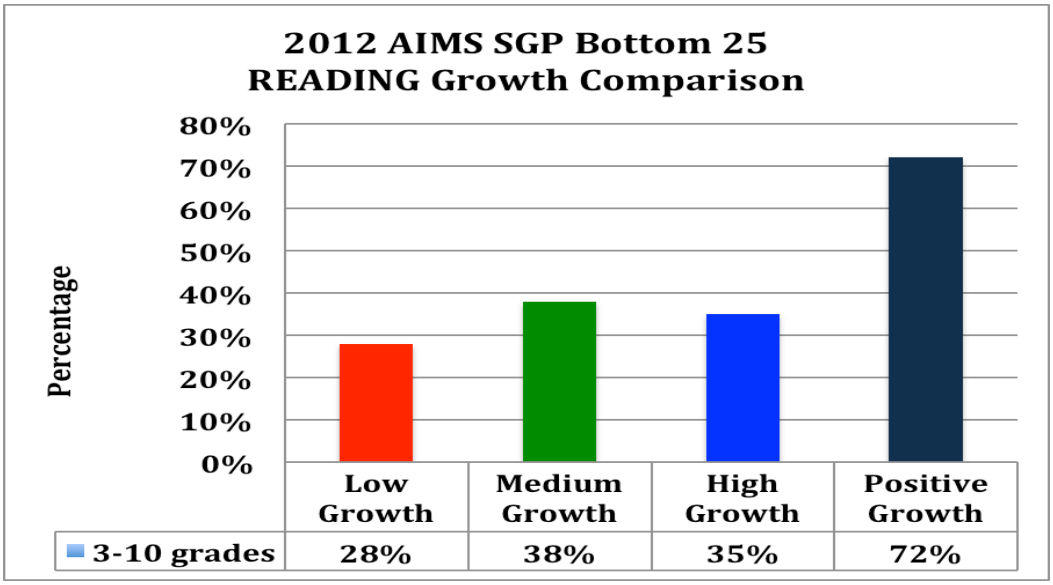
Student Growth

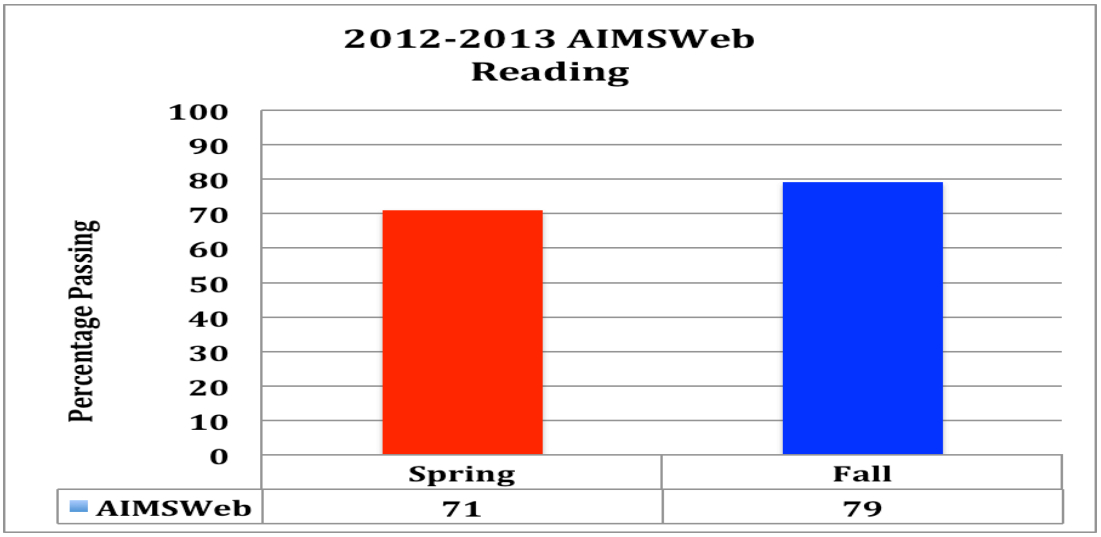
As mentioned before NWEC uses various forms of assessments to monitor and document students growth for the bottom 25%. Data meetings are conducted with the administration with each individual general education teacher to discuss and reflect on student growth and how interventions can be used to help in the areas of need. Being in the first year of the Quality Schools program, we believe that this will contribute to our continual growth due to the approach of analyzing school data, and responding to it with interventions (RTI). In this process we are able to identify the bottom 25% students, also referred to as Tier I, and provide them with specific interventions that they may need. The supplemental curriculum provides reading level proficiency that and if the students are increasing their reading level and vocabulary. This information can demonstrate for teachers the effectiveness of the curriculum.

Professional Development

Across all grades it was noticed that the sub skill that needed to be addressed was Comprehending Informational Text (CIT). With the assistance of the Quality School Program, the staff was able to create interventions to progress monitor the students' performance on this sub skill. The positive growth that is observed proves that what the teachers are doing now is effective and will continue to improve. The support service teachers contribute to the growth of the students because of their interaction with the teachers and being part of the data analysis. In Chart 1.11, AIMSWeb data shows that an average of 79% of our students are scoring higher than most students. It is very notable that in certain grades there are significant drops in the percentages, which allows for our teachers to discuss what is effective during PLC meetings.

Teachers, together with Administration, should be very familiar with the RTI process, and data should drive all decision-making with the assistance of the Quality Schools Program. This program has allowed our staff to learn the necessary skills to improve student achievement. In order for the Read Naturally curriculum to be used efficiently with the bottom 25% students we must train our staff in guided reading strategies utilizing the provided books.


2012 AIMS SGP Bottom 25
READING Growth Comparison
Percentage
80%
70%
60%
50%
40%
30%
20%
10%
0%
Low Growth
Medium Growth
High Growth
Positive Growth
3-10 grades
28%
38%
35%
72%


2012-2013 AIMSWeb
Reading
Percentage Passing
100
90
80
70
60
50
40
30
20
10
0
Spring
Fall
AIMSWeb
71
79

2a. Percent Passing

Mathematics:

New World students have had a steady decrease of percent passing on the AIMS Math assessment since 2010. Although the decrease can be contributed to various reasons, we have found in the most recent years that we must react with interventions that will affect the percentage of students passing AIMS Mathematics and then monitoring the success of the interventions chosen (RTI). Through reflection and data analysis there is evidence that our students are progressing enough to help increase the percentage passing. Observations of our school testing data has led New World to make positive changes to our curriculum, align to Arizona Common Core Mathematics Standards, and adapt professional development to our needs. This approach will continue to help our students achieve success.

Student Proficiency

The school assessment that is used at New World is 4-Sight which has been created to give a predicted score to AIMS Mathematics. This allows the administration to see how the entire school has progressed from one test to another as demonstrated in Chart 2.1. We also find it important to monitor how each PLC is performing on this Assessment and also AIMSWeb. For example, the 3rd - 5th grade PLC has demonstrated to be very effective in their approach on how to assist our students to be proficient on the mathematics school assessment. As a school it is good to reflect on this to allow for teachers to see what is working, share and can then take it back to their rooms. This is done at staff meetings, teacher in-service meetings, PLC meetings, and quarterly data meetings.

When analyzing data for each grade, the total percentage passing is calculated. The students are then identified as high, medium and low groups depending on their score. The medium students are the ones that either just made the benchmark or just missed it. And the low students are ones that fall far below the benchmark. All students receive interventions, but the medium students are the students that receive more intensive instruction. The rationale of this approach is because these students are the ones that can make the biggest impact on the percentage passing because if one or two questions are correct the student has the possibility to remain on Meets or move up in performance level. The high students are the ones that need more enrichment in order to sustain their score or better it. And for the low students we focus on the foundational skills and instruct those students on higher weighted sections of the test. This will give students the opportunity to increase their scores. Some of the interventions that have been effective are in school and after school tutoring, and creating opportunities for students to master instructional objectives using systematic review.

As noted in Chart 2.1, the amount of students that are passing the 4-Sight Mathematics assessment is increasing at the end of each quarter which is more than years passed. With this constant increase we are on track for our percentage passing to be higher than last year. As we prepare the grounds for the next school year we have made a plan to conduct summer school for students that are struggling to pass the 4-Sight Math test. Also, we want to offer enrichment classes to our high school students to better prepare them for passing AIMS Mathematics.

Curriculum

As previously noted NWEC uses Saxon and Prentice-Hall mathematics curriculum. Within this curriculum there are resources that assist teacher to provide more enrichment toward mastery of standards. This in turn helps students increase their score with the possibility of passing. As the 2012 AIMS Mathematics school results were reviewed it was very evident that a change was needed to address low academic achievement. New World is in the process of amending the charter to become a more traditional high school setting. With this upcoming change we will prepare the purchase of new curriculum and make sure that it lends to the needs of our students and also aligns to the Arizona Common Core Math Standards. We plan on still offering some courses from an on-line curriculum provider, as either a credit recovery course or a way to advance in completing the credits necessary to graduate. This change in delivery of instruction will help high school students perform better on AIMS mathematics.

As a supplement program to the existing mathematics curriculum, we plan on purchasing a site license for a mathematics fact practice program and adopting it as a school wide program that can assist students that are in need. Many of the students are demonstrating a need to master fact families, which will truly help with the other sub skills that they have to master. In order for our staff to deliver any program, Kagan Cooperative Learning and Thinking Maps will help to increase student engagement.

Arizona Standards

Every summer prior to the school year starting, New World administration requires for all classroom teachers to create a pacing map that demonstrates how and when all Arizona Academic Mathematics Common Core Standards will be taught before April. Lesson planners are required to be turned in to administration and must list mathematics standards being taught for every week. This allows for the teacher and administration to monitor that the standards are taught in a timely manner.

As a refinement to our plan to integrate the Arizona Common Core Standards the previous year's AIMS mathematics results will be analyzed by strand to identify areas of need. This information will be shared with all teachers in order to be used for lesson planning and systematic review. A member of administration will be assigned to coordinate the process.

Professional Development:

The Quality Schools Program has demonstrated to be very effective to New World. This has allowed our staff to collaborate to determine what professional development would be most effective to increase student proficiency. The staff will be trained to effectively use the process of identifying the students according to levels and create interventions to help each level. Opportunities will be given to share ideas on how to help all students. Additionally, with the use of different technology teachers will find useful ways to assist students.

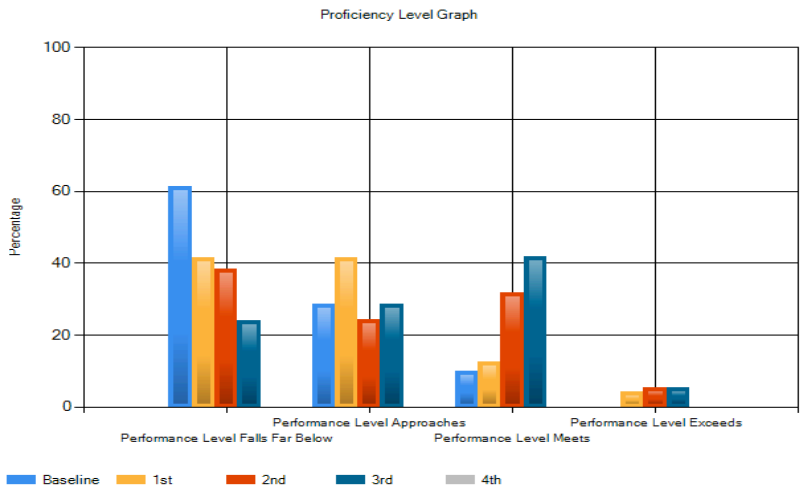

Proficiency Level Graph
100
80
60
40
20
0
Percentage
Performance Level Falls Far Below
Performance Level Approaches
Performance Level Meets
Performance Level Exceeds
Baseline
1st
2nd
3rd
4th

Chart 2.1

Reading:

New World students have had a steady decrease of percent passing the AIMS Reading assessment since 2010 dropping 6% since then. Regardless of the reason for the drop, we must react with interventions that will positively affect the percentage of students passing AIMS Reading. The interventions implemented will be monitored for success (RTI). Through reflection and data analysis there is evidence that our students are progressing enough to help increase the percentage passing in the future. New World has made positive changes due to observations of our school testing data to our curriculum, alignment of the Arizona Academic Standards, and professional development has adapted to these needs. This approach will continue to help our students achieve success.

Student Proficiency

4-Sight data predicts AIMS Reading scores, which allows the administration to see how the entire school has progressed from one test to another, as demonstrated in Chart 2.2. As a school it is good to reflect on this to allow teachers to see what is working and use it in their own classrooms. This is done at staff meetings, teacher in-service meetings, PLC meetings, and quarterly data meetings. Teachers follow the previously outlined grouping strategy to address the needs in reading. Some interventions are in-school and after school tutoring, and creating opportunities for students to master instructional objectives using systematic review.

As noted in Chart 2.2 , the amount of students that are passing the 4-Sight Reading assessment is increasing at the end of each quarter which is more than other years. With this constant increase we are on track for our percentage passing to be higher than last year. As we prepare the grounds for next school year we have made a plan to conduct summer school for students that are struggling to pass the 4-Sight Reading test. Also, we want to offer enrichment classes to our high school students to better prepare them for passing AIMS Reading.

Curriculum

As referred to earlier, NWEC general reading curriculum provides all the necessary components of language arts. The teachers must use the supplemental resources within that curriculum to reinforce standards already taught, to help students reach mastery. Students that demonstrate mastery will perform effectively on school and state assessments. Using a systematic review, teachers will reteach previously taught standards that have not been fully developed.

Using the supplemental reading curriculum, teachers will reinforce reading strategies. Also, the students can improve in their reading fluency and decoding skills to increase comprehension.

Arizona Standards

Every summer prior to the school year starting New World administration requires for all classroom teachers to create a pacing map that demonstrates all Arizona Academic Language Arts Common Core Standards are taught before April. Lesson planners are required to be turned in to administration and must list mathematics standards being taught for every week. This allows for the teacher and administration to monitor that the standards are taught in a timely manner.

As a refinement to our plan to integrate the Arizona Academic Standards we have planned a session in the summer where a committee consisting of teachers and administration to map out all

the standards for every grade. The map that will be provided will consist of a weekly list of standards that must be taught be a specific date. The list will also include a way to systematically review the standards and provide a way to better prepare our students for AIMS Reading. Then standards will also be grouped according to the sub skills that are on the AIMS test in order for teachers to refer to them as a resource to teach a specific sub skill. This mapping also provides an excellent guide for support service teachers to refer to and find the need to assist for the weekly standards.

Professional Development:

The Quality Schools Program has demonstrated to be a very effective to New World. Although this is our first year in the program, it will assist the school to become a more data driven school. Since the administration is part of the program as well, it allows them to be more analytical toward what professional development is needed. New World will continue with the Quality Schools Program to refine the process and allow our school to demonstrate progress through the different strategies that are offered through this program. Our teachers are working better with each other because they have clear direction on what is expected of them. Administration will continue to offer professional development for Kagan Cooperative Learning and Thinking Maps that will help students be more engaged and master more learning objectives. For the upcoming year, professional development will be provided on the proper use of the supplemental fact practice program called Rocket Math. In order for the administration to be more analytical on what is working, we will create a monitoring system with our informal observation form to provide data on the use of the above tools for teachers. This will allow administration to display data to the staff and prove how they create success. Interventions are very important in the process of teachers improving students passing the AIMS test. Administration will offer opportunities to different teachers that have effective interventions to the entire staff and teach how to use them in their classroom.

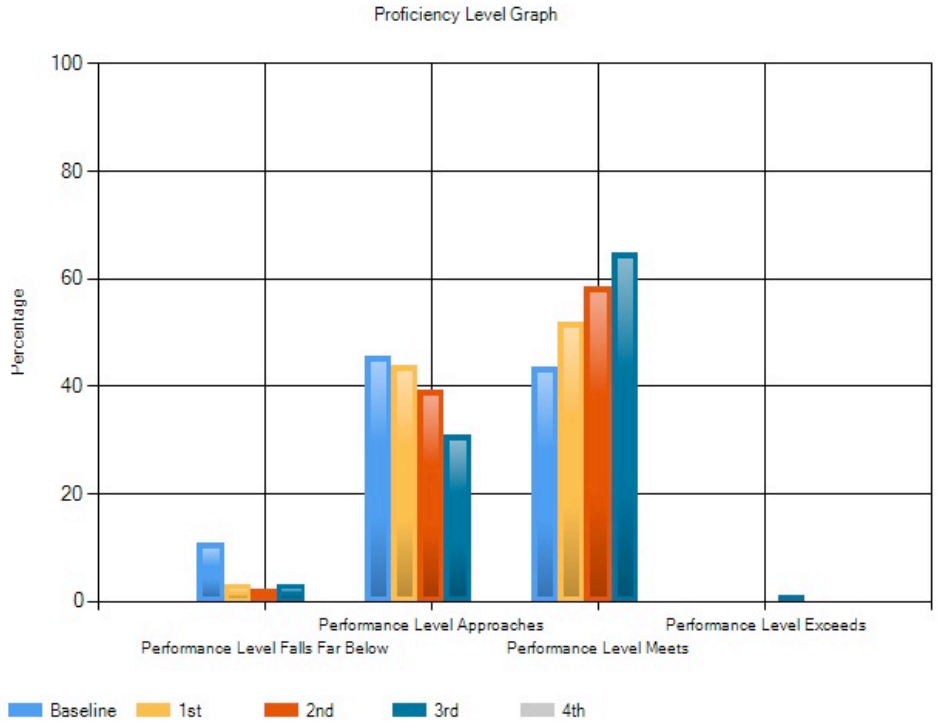


Chart 2.2

2b. Composite School

Mathematics:

New World can improve the overall student proficiency by focusing on the largest group of at-risk students. The average percentage of students that are Free/Reduced Lunch (FRL) is 81%. Students that are FRL have many factors that can affect their ability to demonstrate proficiency on state and school assessments, but the school can become the stability that many of these students need. Also, FRL students are able to receive more support through additional funding and school support services to help them demonstrate more success.

Student Proficiency

The school assessment that is used at New World is 4-Sight which has been created to give a predicted score for AIMS Math. This allows the administration to see how the entire school has progressed from one test to another as demonstrated in Chart. This information can be utilized during Parent Meetings to show how students are progressing and discuss what can be done at home. Encouraging teachers to adapt the idea of the importance of parent involvement is a good intervention that can be used as well. Parent Make-It, Take-It workshops can be very beneficial to the students and be reflected on school assessment data.

Administration, together with staff, must come up with innovative ideas that create a large impact on student achievement. We must make sure to provide all the necessary resources and material

for this to happen. And with school assessment data the staff must demonstrate with increased growth what interventions are working and which ones are not.

Curriculum

The mathematics curriculum that is used at New World is primarily Saxon Math for grades kindergarten through seventh grade. Prentice-Hall is used for the eighth grade through the 8th grade due to some concerns with gaps in the alignment of the Arizona Academic Common Core Standards and the ability to prepare our students for high school. In 2010, the high school grades began to offer courses through an online curriculum provider where certified mathematics teachers were available to instruct on one-on-one basis. There is also a mathematics teacher on-site available for tutoring when needed and also to teach AIMS preparation courses when needed. As the 2012 AIMS Math school results were reviewed it was very evident that a change was needed to address some of the concerns. New World is in the process of amending the charter to become a more traditional high school setting. With this upcoming change we will prepare the purchase of new curriculum and make sure that it is appropriate to the needs of our students and also aligns to the Arizona Academic Math Common Core Standards. We plan to continuing offering some courses from an on-line curriculum provider, as either a credit recovery course or a way to advance in completing the credits necessary to graduate.

As a supplement to the existing mathematics curriculum, we plan on purchasing a site license for a mathematics fact practice and adopting it as a school wide program that can assist students that are in need. Many of our students are demonstrating a need to master fact families, which will help with the other sub skills that they have to master. In order for our staff to deliver any program, Kagan Cooperative Learning, and Thinking Maps will help with this because student engagement will increase.

Arizona Standards

This year the staff will be provided a curriculum map that will be tracked by school administration who will guarantee that each of the standards are taught during the appropriate time of the year. All math standards will be taught prior to the end of March to assure time to review prior to AIMS and assure student success on AIMS. Lesson plans are required to be turned in to administration and must list mathematics standards being taught for every week.

As NWEC integrates the Arizona Academic Standards we have planned a session in the summer where a committee consisting of teachers and administration will map out all the standards for every grade. The curriculum map that will be designed will consist of a weekly list of standards that must be taught in each grade for each month. The guide will also include a way to systematically gage student success on the standards and assure student success on the AIMS mathematics assessment. Then standards will be grouped according to the sub skills that are on the AIMS test in order for teachers to refer to them as a resource while teaching specific sub skills. This curriculum guide also provides an excellent resource for support service teachers as they assist teachers in teaching the weekly standards.

Professional Development:

The Quality Schools Program has been very effective to New World. Although this is our first year in the program, it will assist the school in becomming a more data driven school. Since the administration is part of the program, it allows them to be more analytical toward what

professional development is needed. New World will continue to refine the strategies that are offered through this program and refine the process. These efforts will allow our school to demonstrate progress. Because of the strategies taught in Quality Schools, our teachers are working better with each other because they know the direction they are going and the timeline necessary to achieve success. Administration will also continue to offer professional development for Kagan Cooperative Learning and Thinking Maps which will help students be more engaged and master more learning objectives. During the upcoming year, professional development will be provided on the proper use of the supplemental fact practice program called Rocket Math. In order for the administration to be more analytical on what is working, we will create a monitoring system within our informal observation form to provide data on the use of the above tools for teachers. This will allow administration to display staff with data and provide direction for success. Interventions are very important in the process of teachers improving students success on the AIMS assessment. Administration will offer those teachers who have shown successful use of interventions the opportunity to share those interventions and strategies with the staff.

2c. Subgroup Comparison

English Language Learners

Mathematics:

The purpose of the ELL department is to focus on building language skills necessary for students to be fluent English speakers. Mathematics, in particular concepts such as numerical processes, algebra, and geometry, are not explicitly taught under the English Language Development umbrella. Recognizing the need to improve ELL student math scores, the ELL department is expanding its responsibilities into the area of mathematics. In order to improve ELL mathematics scores, the ELL department is implementing a new way to approach the ELL-Mainstream Classroom ILLP teacher partnership, which is currently being referred to as M3: Meet, Model, and Monitor.

Student Proficiency

According to 2012 AIMS Math scores for FAY ELL students, 42% of ELL students are "Approaches", 42% "Fall Far Below", and 14% "Meet" (see Figure 2). Looking at scaled scores, these students also score lower in Math than on AIMS Reading. These ELLs have been in ELL for several years and are "stuck Intermediates" whose language acquisition and performance on English language assessments has slowed. Looking at the most recent 2013 4Sight Math scores for ELL students, 36% of ELL students are "Approaches", 36% "Meet", and 27% "Fall Far Below" (Benchmark: 100% at Falls Far Below) (see Figure 4). Reacting to the difficulty ELL students are having achieving growth in math, measures are being taken to structure mathematics curriculum into a format more accessible to ELLs. A new comprehensive program currently referred to as M3 involves three core steps: Meet, Model, and Monitor. There will be frequent meetings (a minimum of one per quarter per class) with teachers to discuss the progress of ELL students in the area of math, along with strategies that can be implemented to improve student scores. The Individualized Language Learner Plan (ILLP) will be used to document these meetings. The Model step involves the ELL Coordinator or another "coaching" educator (Principal, Curriculum Director, Title One Coordinator) modeling a sample math lesson while implementing proven English Language Development and Structured English Immersion strategies in order to meet the diverse needs of English Language Learners. The Monitor step would include student progress being monitored quarterly, with teachers documenting progress on the ILLP. In addition, teachers themselves would be monitored with a form used exclusively for monitoring teachers with ELL students on ILLPs in the mainstream classroom. The results of the monitoring would be reviewed during the next meeting with the ELL Coordinator. Areas of strength and weakness regarding how teachers address ELLs within the classroom, including how often ELL students speak, or how often the teacher clarifies information, would be addressed.

Curriculum

The current targeted English Language Development (ELD) curriculum has not traditionally included mathematics instruction. ELL students receive mathematics instruction within the mainstream classroom. Teachers use Structured English Immersion strategies to make the mainstream mathematics curriculum (Saxon, Prentice-Hall, or Advanced Academics) approachable by ELL students. Teacher resources, such as "Reteach" blackline masters found in the Saxon math curriculum, are utilized when required by ELL students. Reflecting on how many

ELLs were not making sufficient progress in math, a math tutoring ELD concept has been tested with middle school, which has shown a good measure of success (See Figure 1). The class involved an in-depth explanation of mathematics concepts students had not mastered, combined with skill drills for basic skills that students had not yet mastered. Previous 4Sight results were used to determine the content of the class, and it was conducted in a systematic way that involved daily practice of mathematics concepts. The proven best practices from this class will be part of the "ELD Strategies for Math Class" professional development.

Arizona Standards

Previously, the ELL department has not focused on math classes or standards, beyond standards such as math vocabulary and solving story problems. ELL students were instructed within the context of the mainstream mathematics classes. However, with the new M3 (Meet, Model, Monitor) ELL program, math will become more closely integrated with the ELD ILLP program as ELL students are monitored on their progress in Math on standardized assessments (including Math 4Sight and AIMSWeb). Student progress regarding mastery of the Arizona Common Core math standards will be addressed in the quarterly monitoring meetings.

Professional Development:

Previous professional development by the ELL department has primarily addressed making the mainstream classroom curriculum accessible to ELL students. Teachers have been encouraged to use SEI strategies within math. Future planned professional development topics include topics such as "English Language Development Strategies for 5 to 10 Minutes Makes the Difference" (spending a small amount of time implementing SEI strategies, scaffolding instruction, and checking for understanding with ELL students on ILLPs in the mainstream classroom) and "English Language Development Strategies for Math Class" (a multiple session training utilizing ADE's document of the same name, as well as other proven strategies). In addition, math class and departmentalized math teachers will be a key part of the new M3 program that will assist teachers in meeting ELL students' needs within the classroom. This will give teachers mentoring and resources on how to successfully teach ELL students' math standards.

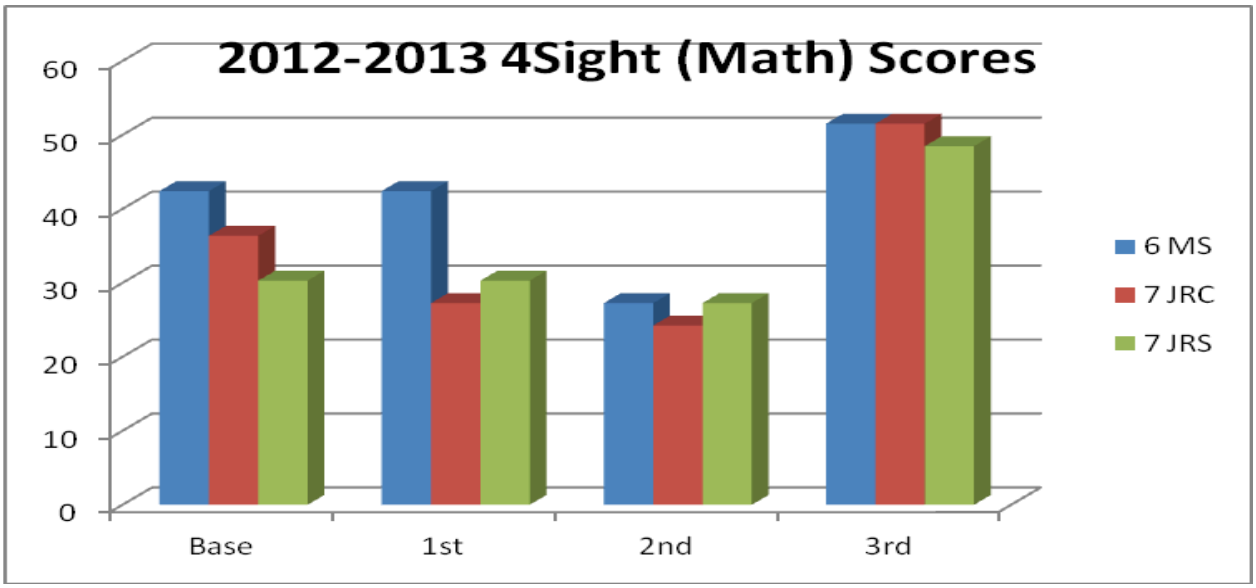


Figure 1: Evidence of Success with Math Tutoring ELD Concept (growth between 2nd and 3rd tests)

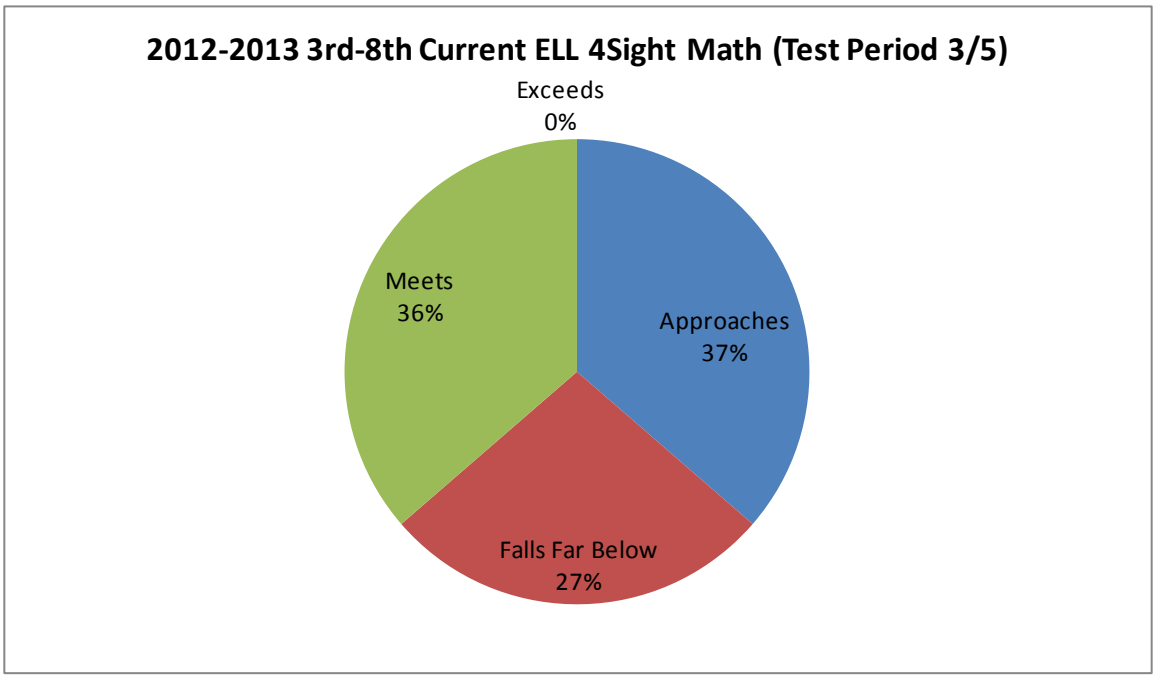


Figure 2: 2012-2013 3rd-8th Current ELL 4 Sight Math

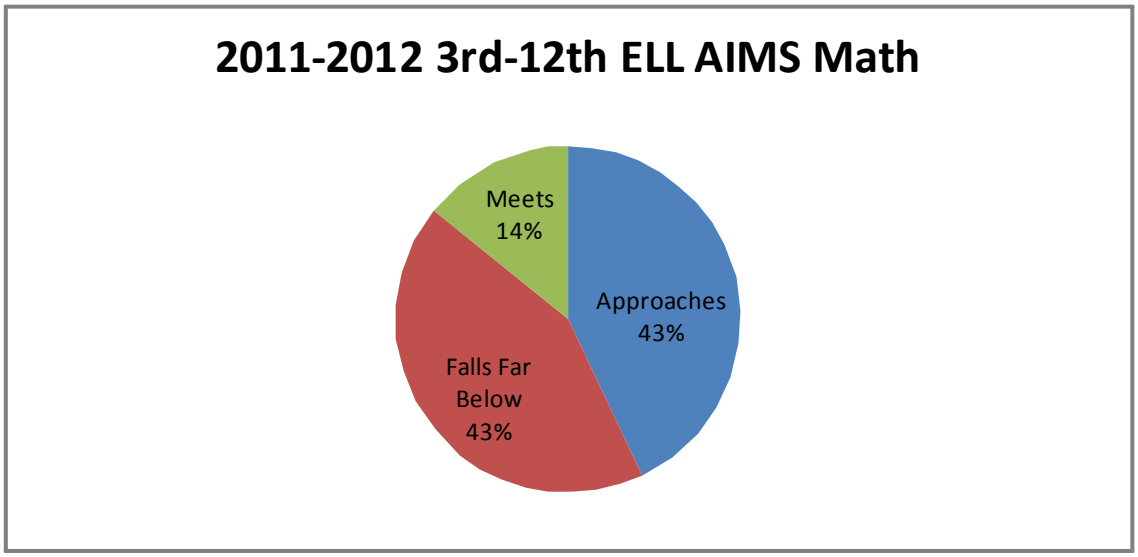


Figure 3: 2011-2012 AIMS Math Scores for FAY ELLs

Reading:

New World Educational Center has historically demonstrated success with English Language Learners, as demonstrated by successfully "meeting Annual Measurable Achievable Objectives" (AMAOs). This success had been achieved through the efforts of our ELL Coordinator/Teacher who has analyzed and broken down the Arizona English Language Proficiency (ELP) standards, and communicated the learning requirements to ILLP teachers. The results of the annual Arizona English Language Learner Assessment (AZELLA) are analyzed and the data is shared with ILLP teachers and school administration. The ELL Coordinator has also provided professional development in areas such as Structured English Immersion strategies that assist teachers in the classrooms with addressing the needs of English Language Learners.

Student Proficiency

According to 2012 AIMS Reading scores for ( ) FAY ELL students, 86% of ELL students are "Approaches" and 14% "Meet" (see Figure 3). Reflecting the ELL department focus on language, scaled scores for Reading are higher than those of Math, and no ELL students "Fall Far Below". All of these ELLs have been in ELL for several years and are "stuck Intermediates" whose language acquisition and performance on English language assessments has slowed. Looking at the most recent 2013 4Sight Reading scores for ELL students, 64% of ELL students are "Approaches", 18% "Meet", and 18% "Fall Far Below" (Benchmark: 60% "Approaches", 40% "Falls Far Below") (see Figure 5). As noted in the previous student proficiency section for mathematics, the new comprehensive program currently referred to as M3: Meet, Model, and Monitor will address the need to improve student scores. The same steps will be taken as noted in the mathematics, but with a focus on reading.

Curriculum

ELL students are primarily instructed in the mainstream classroom, with supplementary targeted English Language Development instruction from the ELL Coordinator. A new, more effective reading/language arts curriculum that better addresses students' needs is being rolled out. It offers an improved structure that better addresses all areas of language (including grammar, vocabulary, spelling, communication, comprehension, etc), and includes ELL teaching strategies. Targeted ELD includes a mix of authentic assessment projects and skill drills. To further improve students' performance, the ILLP process will be further refined to more accurately determine which ELP standards will have the greatest positive impact on students. In addition, the new M3 plan for the ELL department will strengthen the tie between students' performance on 4Sight/AIMSWeb and classroom instruction, as students' ILLPs will be amended based off of what English Language Proficiency and Arizona Common Core Language Arts standards they have mastered so far.

Arizona Standards

Arizona's English Language Proficiency (ELP) standards (which are linked to the Arizona Common Core Language Arts standards) form the basis of instruction. ELP standards are chosen for inclusion in students' Individualized Language Learner Plans (ILLPs). The ELP standards compliment grade-level Language Arts standards, while putting a greater focus on areas that ELL students need to work on (such as grammar, vocabulary, or oral communication). Every ILLP

teacher is responsible for teaching their students ELP and Language Arts standards that the student has not mastered. One important change that will be made in order to have greater student success is for teachers to shoulder more responsibility in selecting and implementing ELP standards for ILLP students. This will be complimented by the ELL Coordinator's "M3" plan: Meet, Model, and Monitor.

Professional Development:

Previous data (primarily AZELLA results) has led to the ELL Coordinator training teachers on core Structured English Immersion (SEI) strategies and other best practices. For example, in order to increase students' performance on their speaking tests, strategies such as "Always speak in complete sentences" and "The 50/50 rule: Students should be speaking half of the time" were included as part of professional development. This has led to an increase in students' conversational abilities, especially students who previously had very limited English conversational ability. Further, more frequent professional development focused on ELL students will help increase student academic performance. In addition to the future planned professional development topics noted in the Mathematics section, training to refresh and expand on teachers' Structured English Immersion teaching methods will be implemented, with topics being expanded to include success stories in areas such as guided reading.

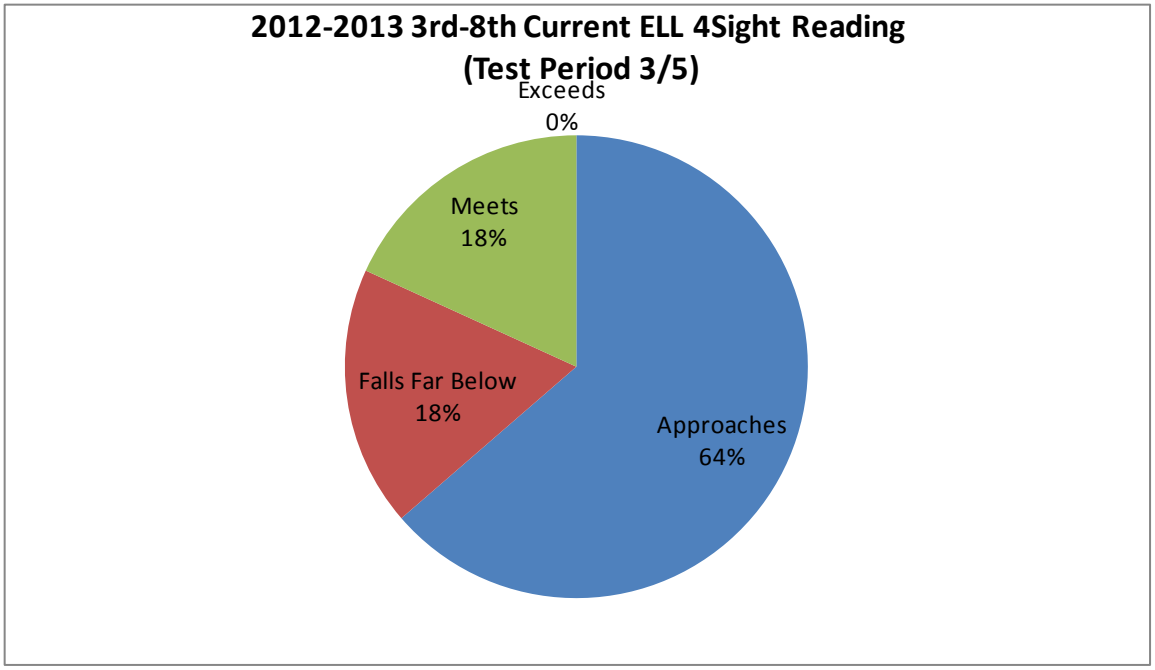


Figure 4: 2012-2013 3rd-8th Current ELL 4Sight Reading

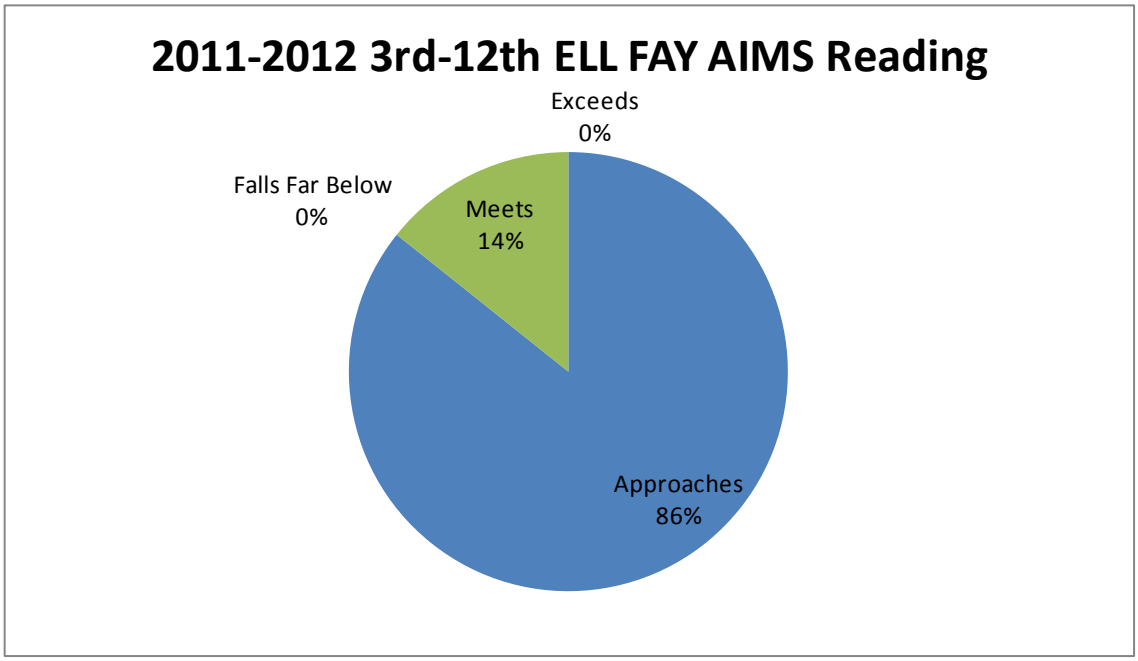


Figure 5: 2011-2012 AIMS Reading Scores for FAY ELLs

Free-Reduced Lunch

Mathematics

Student Growth

During this current year (2013), students who are categorized as Free and Reduced Lunch (FRL) at New World Educational Center (N.W.E.C.) have made progress. Approximately 81% of our FRL students are eligible for Title I, and many who also qualify for ELL services, are progressing academically. In the past year, all students at New World (grades 2-8) have been given the 4Sight assessment four times a year to track their progress. This fall the baseline for FRL students in the performance levels "Meets and Exceeds" increased from 10 students to 43 students, an increase of 35%. Another example of progress made by our students is their progress over the past three years on the AIMS Mathematics assessment. During the past three years, our students have demonstrated growth according to the mean scaled score, as well as the performance levels: approaches, meets, and exceeds. The progress has been the result of solid pedagogical standards. Administration analyzes school assessment data to determine student need. The data is used school wide by special education, ELL, classroom teachers, and especially the Title I teacher. The Title I teacher uses test results to determine which students need help, where the help should be given, and the method of assistance that would be most effective. We also used a standard form of lesson plan that help students understand the stated objective.

Curriculum

The math curriculum that NWEC uses is Saxon and Prentice-Hall. For the primary grades, Saxon mathematics helps our FRL students because it is structured and provides systemic review. Prentice-Hall mathematics provides a well developed Scope and Sequence for Arizona Common Core Standards. The success of our FRL students is the result of good curriculum, solid teaching strategies, and consistent effort. The Title I teacher uses the same mathematic curriculum that is used in the classrooms. Saxon classroom assessments are used to determine which students need the additional help of the Title I teacher and assistants. Remedial lessons taught by Title I are often revised lessons found in the Saxon materials. Additionally, there was a realization last year that many students were failing mathematics because they lacked the addition, subtraction, multiplication, and division facts that provide a solid base for many mathematical functions. To resolve this problem, Title 1 began using the curriculum used in Rocket Math to improve student skills—and the instruction has helped. Along with good curriculum, Title I has also maintained good teaching strategies within our program. We use Thinking Maps, Kagan Structures, and directed lessons. Our lessons are based on the Common Core standards, Madeline Hunter lesson plans, and hands-on manipulatives. The Title I staff is well supplied with materials that allow for teaching students who may have difficulties. We often find it necessary to leave the abstract and return to the concrete in order to help students understand concepts. Such activities help students find success on the AIMS assessments, because they have a deeper understanding of concepts. We continue to use a pullout program, and have for several years. However this year, we have also developed a plan for sending the assistant and teacher into the classroom where they can work with FRL students in the classroom. The regular classroom teachers have responded positively to this idea and often ask for suggestions on classroom instruction and strategies.

Arizona Standards:

The Arizona Common Core standards are the roadmaps that New World uses to guide instruction. Research shows that FRL students face different challenges that can prevent them from demonstrating proficiency. The state standards for mathematics are used as a roadmap to determine what the student needs to learn. Within the Title I classroom there is a file maintained on each student and within the file is an Arizona State Standards Checklist. This new procedure allows Title I teachers to assure that the standard being taught to students matches the state standard. The form used also allows us to (1) determine if the standard has been taught before, (2) indicate using a code the level of success the student achieved on this lesson, and (3) allows time to come back to that standard after a reasonable time to review and reteach if necessary. New World is also in the process of designing a curriculum guide (Summer 2013) that will be used school wide to determine which standards are being taught and when they will be taught within the school year. The Curriculum Guide will assist teachers in pacing their instruction, and will also help administration to track teacher performance and assure that they are on target for successful instruction. The support staff will utilize this curriculum guide to determine what standards to teach in support of the classroom teacher.

Professional Development

The need for professional development at New World is developed in several ways. First, the administrators frequently make formal and informal daily visits to classrooms to get "snapshot" ideas of where students are academically and how the classroom teacher is performing. Such visits frequently lead to suggestions regarding staff development. However, teachers at New World are also encouraged to ask for help or make suggestions on what would make our students more successful and such requests are nearly always acted upon. Last, we assess students four times a year with 4Sight and AIMSWeb. The results of both appraisals are scrutinized for areas of weakness and staff development is suggested to repair minor or more significant difficulties. This year many of our teachers took part in a three-day, Title II funded, Kagan in-service that provided instructional strategies to make classroom time more productive and keeping students motivated and engaged. The Title I teacher plays a crucial part in assisting our FRL students and families by creating opportunities for parents to be more involved. Through professional development the Title I teacher will instruct classroom teachers about the importance of parental involvement and how that is tied to student achievement. The classroom teachers will be able to create innovative and creative workshops to spark interest in our parents to help their children with math at home..

Reading:

Student Growth

This year, (2013) those students who are categorized as Free and Reduced Lunch (FRL) at New World Educational Center have made significant improvement in reading. Approximately 81% of our FRL students are eligible for Title I and are successfully progressing academically. In the past year all students at New World (grades 2-8) have been given the 4Sight assessment four times a year to track their progress. At the beginning of the year, only 40 of our grades 2 – 8 students were within the 4Sight predictors for Meets or Exceeds. However, as of the most recent assessments, 62 of our 2 – 8 students were within the Meets or Exceeds, a 55% improvement. Additionally, in 2012 on the Arizona State AIMS assessment 69% of our students were in the Meets or Exceeds range. The progress has been the result of solid pedagogical standards. The Title I team has used consistent assessments and the results to determine which students need help,

where the help should be given, and the method of assistance that would be most effective. We use RTI successfully to place students within levels representing a grouping of students whose differing needs are met with more intensive instructional approaches. We have also used a standard form of lesson plan (Madeline Hunter) that helps students understand the stated objective for each lesson.

Curriculum

Traditionally, our students have been successful in the area of reading and language arts. This year is no exception. The factors involved in our Title 1 student successes are brought about by good curriculum, solid teaching strategies, and consistent effort. We also carefully track our students as we provide instruction using RTI techniques. Also important in student success is the use the same reading and language arts curriculum that is used in the classrooms. Remedial lessons taught by Title I are often revised lessons found in the Houghton Mifflin Literacy by Design, a state of the art instructional program that is aligned with the new state common core standards. : Along with good curriculum, Title I has also maintained good teaching strategies within our program. We use Thinking Maps, Kagan Structures, and directed lessons. Our lessons are based on the Common Core standards, Madeline Hunter lesson plans, and hands-on activities. The Title I staff is well supplied with materials that allows teaching students who may have difficulties. We often find it necessary to leave the abstract and return to the concrete in order to help students understand concepts. Such activities help students find success on the AIMS assessments, because they have a deeper understanding of concepts. We continue to use a pullout program, and have for several years. However this year, we have also developed a plan for sending the assistant and teacher into the classroom where they can work with Title I students and others in the classroom as well. Having the Title I teacher in the classroom has been well received by the classroom teachers and students.

Arizona Standards

The Arizona state standards are the roadmaps that Title I and New World use to guide instruction. When students come to us for help, we use state standards for reading as a roadmap to determine what the student needs to learn. Within the Title I classroom there is a file maintained on each student and within the file is an Arizona State Standards Checklist. This new procedure allows Title I teachers to assure that the standard being taught to students matches the state standard. The form that we use also allows us to (1) determine if the standard has been taught before, (2) indicate using a code the level of success the student achieved on this lesson, and (3) allows us to come back to that standard after a reasonable time to review and reteach if necessary. We are in the process now of adding all of the new Common Core standards to the checklist as the new curriculum replaces the old standards. As described earlier, New World is also in the process now of designing a curriculum guide (Summer, 2013) that will be used school wide to determine which standards are being taught and when they will be taught within the school year. The guide will be aligned to the curriculum used within the school. The Curriculum Guide will assist teachers in pacing their instruction, and will also help administration to track teachers and assure that they are on target for successful instruction.

Professional Development

The need for professional development at New World is developed in several ways. First, the administrators frequently make formal and informal daily visits to classrooms to get "snapshot"

ideas of where students are academically and how the classroom teacher is doing. Such visits often lead to suggestions regarding staff development. However, teachers at New World are also encouraged to ask for help or make suggestions on what would make our students more successful and such requests are nearly always acted upon. Last, we assess students four times a year with 4Sight and AIMSWeb. The results of both appraisals are scrutinized for areas of weakness and staff development is suggested to repair minor or more significant difficulties. This year many of our teachers took part in a three-day Title II funded Kagan in-service that provided them with ideas and strategies for making their teaching time more productive and keeping students motivated and engaged in both reading and math. Also, the Arizona Charter School Board presented the effective use of standardized testing to the total staff in a five-session in-service. This Quality Schools in-service taught the staff the effective use of standardized testing for curriculum development for students.

Students With Disabilities

Mathematics

The Special Education Department at New World Educational Center has implemented many programs to help our student to reach proficiency level in the areas of mathematics and reading on state and school assessments. The primary programs or that have been implemented within the past few years are 4Sight Testing and progress monitoring, additional small group tutoring for the students, IEP goals written to enhance student proficiency, IEP goals incorporated with Common Core Standards which strengthens student weaknesses, and helps students become successful in grade level curriculums. This year (2013) NWEC's professional development programs have focused more on data analysis and progress monitoring. This allows the teachers to develop and implement a corrective action plan to enhance student learning and ability levels in reading and mathematics.

Student Proficiency

Out of the 29 special education students who took the AIMS Mathematics assessments, 19% reached the proficiency level. The remaining 81% demonstrated growth on the AIMS Mathematics assessment. The largest factor that may have contributed to the low proficiency level is that many special education students perform two to five years below grade level. For example, some of the students who demonstrate low proficiency may not qualify to take the AIMS A Mathematics assessment due a high adaptive behavior score. Such students would normally perform enough to show growth on this assessment. All special education students demonstrated growth in the area of mathematics. As NWEC continues to consider the curriculum currently being used, incorporate multiple Arizona/Common Core standards in each lesson, and provide professional development training courses that are data driven; we will certainly see continued growth on the AIMS Mathematics assessment for our special education population.

Curriculum

To help special education students demonstrate growth in the area of mathematics, N.W.E.C.'s special education teachers began to implement grade level curriculum when working on the student's IEP goals. In addition, the special education department took advantage of using AIMSWeb and 4Sight Math assessment results to determine a baseline for students and then monitored the student's progress. The 4Sight assessment is a useful data collection tool because it breaks the data down into many subgroup areas. The school then uses this data to evaluate and develop an action plan to assist the students in becoming more successful on assessments. In addition to the two assessments tools, the special education department also uses Math IXL and technology, such as iPads, to give students additional

practice with basic mathematical skills. In the future, we will be incorporating parent workshops to instruct parents in how to use the Math IXL program and additional web based programs to assist students in learning the basic skills they are missing. Furthermore, additional mathematics curriculum will be purchased to address the specific needs of special education students. For example, Prentice-Hall Math and Focus Math curriculum, are aligned to the Arizona State standards, and it incorporates adapted material that enhances vocabulary, study skills, and provides additional practice in an easy to understand manner.

Arizona Standards

Teaching the Arizona/Common core standards has the potential to greatly increase student performance on the AIMS Mathematic assessment. In the past, Special Education Teachers focused on the student IEP goals, which may be a needed skill several years below the student's grade level. However, incorporating what the student needs, while at the same time exposing them to the grade level standards, allows them to address both standards and IEP goals. The direct instruction method is provided in a small group setting. In preparation for teaching a content area, it is always beneficial to understand the student's needs and adjust your teaching style to include those needs. For example, if I have a student who has not developed a foundation for learning mathematics, because they are unable to decode the mathematics vocabulary, the teacher can teach the lesson and work on needed vocabulary. Such a lesson would include the definition of an unknown word, an audio pronunciation of the word, the word broken into syllables, and a pronunciation key. Therefore, by incorporating these additional stratigies a solid foundation is laid for future learning. To help the students obtain more success on the AIMS assessment, the special education department needs to adopt and incorporate this approach (catering to the student's individual needs) when working on IEP goals for special education students.

Professional Development

Professional development training provided by the Quality Schools Program has experienced tremendous success this year in helping all teachers to analyze 4Sight and Aims Web testing data. In addition, to gaining a clearer understanding of how this data can drive the classroom instruction, the teachers also learned how to identify problematic areas, and within their PLC they develop a corrective action plan with the purpose of increasing student proficiency and success on assessments. Another area that was addressed this year was intervention and enrichment strategies. Once these newly introduced concepts have been fully integrated into the general classroom settings, we are certain to see positive results in our testing data. The special education department will conduct workshops for classroom teachers to identify problematic areas in the 4Sight and AIMSWeb assessments for special education students. Next, a plan will be developed to incorporate every student's unique learning style that can be used in the general education classrooms. During the PLC meetings, a special education teacher will attend to include more detailed interventions to instruct special education students.

3a. A-F Letter Grade State Accountability System

Improvement Plan

It is the intention of NWEC to make significant growth this year in the area of A-F Accountability. The first priority for New World would be to improve the percent passing scores our students have achieved on the AIMS assessment. This can be accomplished in several ways. First, our score, in order to achieve a higher number of points would be to improve our dropout rate. This year, many of our high school students were lacking in the number of credits needed for graduation. This situation was primarily the result of our on-line curriculum where students needed to go on line, work with an on-line teacher, and do rigorous assignments of reading with little teacher support. Many students were not comfortable with utilizing the services provided by teachers who were far away and unknown to the students except for brief on-line discussions. There were no face-to-face contacts with teachers, even though we openly invite all students to come to our brick and mortar school for support. Many of our students expressed dissatisfaction with this system—seeming to prefer a more personal approach. Next year, NWEC will implement a more traditional setting for curriculum delivery. We will have some students who will still find some classes on the computer, but core instruction will be provided by teachers who will be in the classroom and able to work with students, develop personal relationships, and give immediate feedback to students for work completed. This change is partly the result of suggestions from the high school students who were in attendance at NWEC this year. The administration and staff believe that this change will cause a significant number of students to increase their satisfaction level with school and subsequently graduate.

It is also our belief that more students in the general populations will pass the AIMS assessment in the future. This will be the result of the aforementioned methods that we are now using to assess students during the year and use those results to track probable success on AIMS. Additionally, we are implementing an incentive program for teachers that will be paid from Title II funds (Improving Teacher Performance) that will reward teachers with higher growth/passing percentages with more money. It is possible that a teacher with higher growth or passing percentages on the 4Sight, AIMSWeb, and AIMS could make significantly more money than a counterpart of poor results in the same areas.

Another approach that should help to improve Student Growth Percentage (SGP) and percent passing is our renewed commitment to classroom walkthroughs, informal and formal evaluations. Although this strategy has been discussed previously, it is still of significant value in helping teachers to become more successful. The plan includes having administrators use computers or tablets when visiting classroom and to note, (1) what is happening, (2) what the teacher is doing successfully, and (3) suggestions for improvement. On the next visit, the information from the previous visit will be at hand and available to form a quick analysis of whether or not the previous visit suggestions have been implemented. Along with our new curriculum guides that will illuminate for the administrator what should be happening, it is predicted that this should be a very successful program—leading to higher student achievement.
Additionally, additional points could be obtained by having more ELL students reclassified as proficient on the AZELLA. Success will come in this area if we improve the English Language Development services targeted toward intermediate and high intermediate students. We need to better serve all ELL students with all students receiving equal time, rather than giving lower students a disproportionate amount of time.

Last, we will improve the success rate for our bottom 25% students. In order to help these students find success we will offer them the opportunity to attend summer school at NWEC. This year summer school will be offered from the end of June through the middle of July. The curriculum for the summer school will include reading and math that will be geared to the levels of the 25% students. Teacher will give a priority to these students and lessons will be appropriate for these students to find success. Although the same text used in the regular classroom will be used, the information will be put in a more palatable form that should motivate our students. These are the methods, strategies, and techniques that we firmly believe will raise our letter grade and make our students more successful.

4a. High School Graduation Rate

New World Educational Center has demonstrated in years past that our school was very effective in meeting the required graduation rate. In 2010 and 2011, NWEC was able to prepare 100% of the students to graduate on time. 2012's graduation rate demonstrated a dramatic decrease, and immediate changes are being made to address this.

Changes are being implemented now, with more to come. Although charter schools are not required to take part of the Education and Career Action Plan (ECAP), NWEC has decided that this tool is well organized and necessary for students to graduate on time. ECAP will be implemented in the middle school grades starting in the 2014 school year.

ECAP: The Education and Career Action Plan (ECAP) is a guide that teachers, students, and parents can use to make sure the student is on track for graduation and receiving support for post-secondary plans. The teacher and student conference together quarterly and plan the core and elective classes that will be taken. As each quarter ends, teachers and students update the ECAP, reviewing the classes and final grades/credits awarded. Teachers and students then plan for the next quarter. During Parent-Teacher conferences, teachers meet with the parents and student to review the ECAP, set goals, and address concerns. At the beginning of the year, students will take a Career Assessment to determine possible careers. Students will research and narrow down the results of the assessment and begin to plan for post-secondary intent.

Our high school will transition back to a more traditional setting. During the three years of implementing our high school with an online curriculum led to more negative than positive experiences, and the evidence was clear that we had to reverse course.

The elimination of the mentor teacher program two years ago contributed negatively to our graduation rate, so class advisors are being restored. A mentor teacher builds a strong relationship with their assigned cohort students, which allows the mentor teacher to encourage and motivate the students to complete the necessary courses needed to graduate. Mentors also advise students regarding post-graduation plans.

The following section summarizes efforts made within the past school years to increase student graduation rate:

2012-2013: This is our second year with NWOC. We had refined our enrollment process, screening the students properly before accepting them. We still accepted students that were deficient in credits, because we knew that it was possible to make credit recovery. We still had students struggling with minimum online hours and the online curriculum. In a new provision,

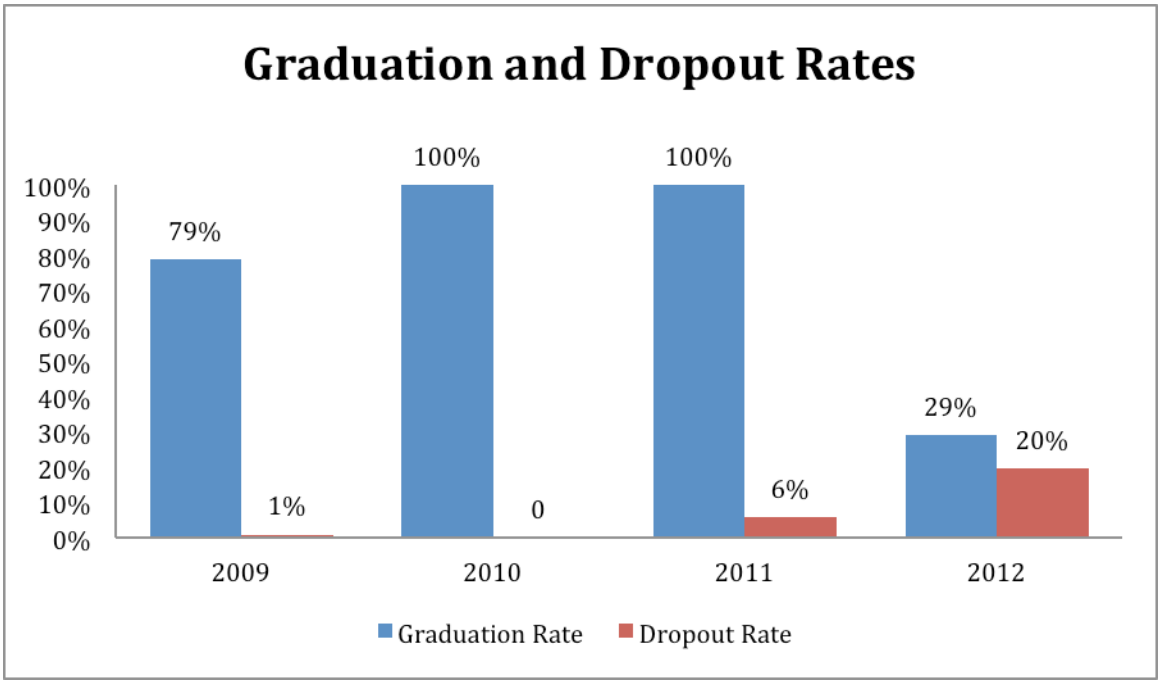
the students that needed extra support were able to come on-site so that our teachers could assist them in-person. A secondary Mathematics teacher and a secondary English teacher were assigned to the high school on-site computer lab. Even with these on-site supports, and the support of the online teachers, it was still a struggle for both our virtual and on-site students. This is what led to the decision to implement ECAP.

We had made enough adjustments and gave the online curriculum enough time to prove its effectiveness. This method of delivery has proven ineffective for our student population. We need to change our setting for our students in order for them to experience success again. For them to earn credits, meet on the AIMS, graduate, and to be prepared for success after leaving high school, we have determined that we need to return to the traditional way of teaching our core classes. Electives and credit recovery could still be done online. ECAP will continue. We have started planning for our next school year.

2011-2012: This was our first year with NWOC, and the second year of problems with the online curriculum. Incoming students were already credit deficient and did not meet with success with the online curriculum program. Students were reluctant to come on-site for additional support. They were not spending enough time online to be successful either, and the time tracked did not meet the minimum "seat time" required. Class assignments were not completed, mid-terms and finals were not taken, and credits were lost (due to both incomplete classes and completed but failed classes), widening credit deficiencies. The truancy officer was called in due to the attendance issue. It was difficult to maintain clear communication with the virtual students, and some did not appear for AIMS testing. Students that should have graduated did not, due to not meeting the credit requirements. Online teachers were available and on-site proctors were present in the computer labs. We also had in place on-site qualified secondary teachers to assist students in English Language Arts, Mathematics, and Science during the teachers' planning hours. An on-site high school Mathematics teacher was hired. Plans were made to hire secondary Mathematics and English teachers for the next school year (instead of proctors).

2010-2011, First year with on-site online curriculum: The new computer labs were equipped with two proctors (9th and 10th in Lab 1, 11th and 12th in Lab 2). The online curriculum came with teachers online that were available to chat and instruct when needed. The online assistant principal came on-site to assist our students in making the transition. We found that the online method did not properly prepare our students for the AIMS, so we put other supports in place. We made sure that the students had access to on-site qualified secondary teachers, with at least one teacher being available every hour of the school day. The students had difficulty working through the online curriculum. A portion of our students did not earn the credits needed, despite classes being extended.

2009-2010, Traditional classes: Highly qualified secondary teachers taught core (English Language Arts, Mathematics, Science, Social Studies) as well as elective courses (Computer, Foreign Language, Health, and Art). Our graduation rate was high at this time. The majority of our students experienced success in their classes, earned credit, and met on the AIMS. The teachers were proactive in preparing the students for AIMS and Stanford testing. Some struggling students had difficulty earning credit or were deficient in credits, so teachers held extra classes (during summer or during planning hours) to assist these students. The only drawback to this format was the fact that due to our small number of students, we could not offer more elective credit classes. In order to expand student class choices, the decision was made to transition to an online high school curriculum.


Graduation and Dropout Rates
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
79%
1%
100%
0
100%
6%
29%
20%
2009
2010
2011
2012
Graduation Rate
Dropout Rate