Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: New World Educational Center
School Name: New World Educational Center
Date Submitted: 3/29/13

Required for: Renewal

Evaluation Completed: 4/30/13; revised 5/23/13

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

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** The narrative describes the beginning stages of developing a school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **After further review at the site visit a curriculum that contributes to increased student growth in Math was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Professional Development:** The narrative describes the beginning stage of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student growth in Math.** Very limited data was provided. **Based on review of documentation, Math assessment data demonstrated improved student growth for students in grades K-8. For grades 9-12 insufficient data was provided to demonstrate improved student growth in Math.**

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative describes the beginning stages of developing a school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **After further review at the site visit a curriculum that contributes to increased student growth in Reading was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Professional Development:** The narrative describes the beginning stage of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student growth in Reading.** Very limited data was provided. **Based on review of documentation, Reading assessment data demonstrated improved student growth for students in grades K-8. For grades 9-12 insufficient data was provided to demonstrate improved student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** The narrative describes the beginning stages of developing a school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math. **After further review at the site visit a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in Math. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math.** Very limited data provided. **Based on review of documentation Math assessment data demonstrated improved student growth for students in the lowest 25% in Math for grades K-8. For grades 9-12 insufficient data was provided to demonstrate improved student growth for students in the lowest 25% in Math.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum:** The narrative describes the beginning stages of developing a school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **After further review at the site visit a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in Reading. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading.** Very limited data provided. **Based on a review of documentation Reading assessment data demonstrated improved student growth for students in the lowest 25% in Reading for grades K-8. For grades 9-12 insufficient data was provided to demonstrate improved student growth for students in the lowest 25% in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*		**I/S**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math. **After further review at the site visit a plan for monitoring and documenting increases in student proficiency in Math was demonstrated for K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Math.** Very limited data provided. **Based on review of documentation Math assessment data demonstrated improved student proficiency for grades K-8. For grades 9-12 insufficient data was provided to demonstrate improved student proficiency in Math.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create implement, evaluate, and revise school curriculum aligned with the Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **After further review at the site visit a curriculum that contributes to increased student proficiency in Reading was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading. **After further review at the site visit a plan for monitoring and documenting increases in student proficiency in Reading was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Reading.** Very limited data provided. **Based on review of documentation Reading assessment data demonstrated improved student proficiency for grades K-8. For grades 9-12 insufficient data was provided to demonstrate improved student proficiency in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		**I/S**	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities. **After further review at the site visit a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Math for ELL students, FRL students, and students with disabilities.** No data was provided. **Based on review of documentation data for Math demonstrated improved student proficiency in Math for ELL students, FRL students, and students with disabilities for grades K-8. No Math data for grades 9-12 was provided for ELL students, FRL students, and students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*		**I/S**	Not Addressed. **Curriculum: After further review at the site visit a curriculum that contributes to increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities was demonstrated.** **Instruction: Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment: After further review at the site visit a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development: Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities.** **Based on review of documentation data for Reading demonstrated improved student proficiency in Reading for ELL students, FRL students, and students with disabilities for grades K-8. No Reading data for grades 9-12 was provided for ELL students, FRL students, and students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		I/S	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Math for ELL students was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students. **After further review at the site visit a plan for monitoring and documenting student proficiency in Math for ELL students was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Math for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		I/S	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Reading for ELL students was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students. **After further review a plan for monitoring and documenting student proficiency in Reading for ELL students was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Reading for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for FRL students. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Math for FRL students was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for FRL students. **After further review at the site visit a plan for monitoring and documenting student proficiency in Math for FRL students was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Math for FRL students.** No data was provided. **Based on review of documentation Math assessment data demonstrated improved proficiency for FRL students in grades K-8. No Math data for grades 9-12 was provided for FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Reading for FRL students was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for FRL students. **After further review at the site visit a plan for monitoring and documenting student proficiency in Reading for FRL students was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Reading for FRL students.** No data was provided. **Based on review of documentation Reading assessment data demonstrated improved student proficiency in Reading for FRL students in grades K-8. No Reading data for grades 9-12 was provided for FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for students with disabilities. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Math for students with disabilities was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for students with disabilities. **After further review at the site visit a plan for monitoring and documenting student proficiency in Math for students with disabilities was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Math for students with disabilities.** No data was provided. **Based on review of documentation Math assessment data demonstrated improved student proficiency in Math for students with disabilities for grades K-8. No Math data for grades 9-12 was provided for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** The narrative describes the beginning stages of a school curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities. **After further review at the site visit a curriculum that contributes to increasing student proficiency in Reading for students with disabilities was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for students with disabilities. **After further review at the site visit a plan for monitoring and documenting student proficiency in Reading for student with disabilities was demonstrated for grades K-8. No documentation was provided for grades 9-12.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Minimal documentation was provided that demonstrated the beginning stages of developing a professional development plan that contributes to increased student proficiency in Reading for students with disabilities.** No data was provided. **Based on review of documentation Reading assessment data demonstrated improved proficiency in Reading for students with disabilities for grades K-8. No data for grades 9-12 was provided for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
3a. A-F Letter Grade State Accountability System	**I/S**		
4a. High School Graduation Rate ***(Traditional and Small Schools)***	**I/S**		