Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Primavera Technical Learning Center
School Name: Primavera Online
Site Visit Date: April 28, 2015

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.E.1] **- Professional Learning communities** **- Meeting Agenda** **- Meeting Minutes** **- Action Items and Publish dates of revision for the 2013-2014 SY (1)** **- Curriculum Maps with AzCCRS** **- QA Rubrics** **- Multiple Choice Assessment Writing, Math Formative and Summative Assessments** **- Reports form FlipSwitch** **- Screen Shot of Feedback Tab** **- Help Desk Ticketing Systems**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • Each year Primavera Online conducts two curriculum revision sessions lasting several months. These working sessions identify areas of focus based on school wide goals, changes in standards, student needs, and course data review. • Curriculum content is checked for alignment on unit and final exams to AzCCRS. • Quality assurance teams review the final products of unit and final exams, along with new and revised content…Each rubric category for curriculum development identifies as “Meets” of “DNM” in the QA criterion. All notes are reviewed and revisions begin again. • On an as needed basis, instructors and students have access to evaluate content and courses. There is a feedback tab students use to identify errors in content. • Primavera Online has a ticketing system allowing instructors to submit tickets related to content error, question error, and/or other content related issues that could impact student learning. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.E.2] **- Adobe Designed based on filing the gap in curriculum** **- Synchronous presentation** **- Assessment Results** **- EOC Surveys** **- Friction Reports.pdf** **- Friction Reports.xlsx** **- Friction Report Point**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • Gaps in curriculum are identified by reviewing the course content and reviewing standards. Assessments and content that are not aligned are listed. • Assessment data is used to identify friction points in which curriculum may need to be addressed. Identifying non passing and low scores on exams are reviewed and evaluated to identify accurate alignment of content within	

Leadership Synthesis (2) **- Ticketing Processes for Primavera and FS.2.pdf** **- Ticketing Processes for Primavera and FS.docx** **- LMS Teacher Notes** **- PLC Kickoff Meeting and Minutes (2013-2014) Collaboration with FlipSwitch** **- Item Analysis Report** **- Student Friction Point 1** **- Student Friction Point 2**	the Unit. • Additional processes are in place with reviewing end of course surveys. These identify gaps and are relayed to FS content developers. These gaps are reviewed for validity and place in a queue to correct, if efforts to close the gap. • Reports are used to identify the friction points in courses in which students stop working in the course. Lesson and activities are identified with significant number of students who stop working. Reports are provided as instructor feedback down to the objectives that might be most problematic. • Item Analysis Report: This report allows teachers to identify critical issues students may have in mastering skills or concepts in the course player. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.3] **- Process on Curriculum Selection** **- Curriculum Adoption Check Sheet** **- Google Docs Feedback Forms** **- Friction Point Analysis** **- ALEKS Implementation Plan** **- ALEKS Meeting and Minutes** **- Student Friction Point 1** **- Student Friction Point 2** **- Final Exam Item Analysis Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • Grade level instructors will begin by identifying key concepts and standards which need to be taught and hold students accountable to learn. Clear learning outcomes should be developed referencing what students need to know and what they will be able to do by the end of each course section. • All instructors will review the proposed materials to determine whether they will be effective in order to meet the approved district curriculum standards. After review, recommendations will be made to administrators and Superintendent. • Administration and instructors evaluate student results based on standards at the end of each course taught to determine the effectiveness of the adopted curriculum standards and materials. • Recommendations will be solicited from instructors and students in regards to additions and/or deletions to the curriculum standards and materials. • The instructors and administrations will then report final findings to the Superintendent for review. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.A.4] **- PLC Minutes and Agendas** **- Survey Results From Students** **- Standards Alignment and Maps for Grade Levels and Content 1** **- Standards Alignment and Maps** **- Criterion for ELL and ESS** **- Technology Requirements** **- Helpdesk Tickets and Reports** **- Highly Qualified Certified Instructors**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • Instructors, IT Department Rep, content experts, instructional designers, administrators, Director of Curriculum, Instruction, and Assessment, data analysts, and students. (see page 45-46 of DSP Report for responsibilities) **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.5] **- Score Card for Selecting Curriculum**	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • 15 questions were presented in the DSP report to evaluate curriculum options. (see page 46). The evidence is listed as "Score card for selecting curriculum". **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.I.6] **- Teacher Evaluation Tool** **- Online Walk-Through Checklist** **- Teacher Expectations and Guidelines** **- TT100 Course (New Teacher Training Course)** **- Lesson Plans** **- Hiring Highly Qualified Certified Instructors** **- Email Communication**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • Instructors attend in-service on expectations and guidelines: synchronous sessions, grading, time engaged with students, communications and feedback. • Through the process of instructor evaluations and online walk through, the curriculum implementation is reviewed. This process holds instructors accountable for the expectations of course delivery, asynchronous and synchronous expectations of content and delivery, and checks and balances of appropriate standards to content and assess student on the expected learning outcomes. • Primavera Online provides appropriate and timely communications and trainings regarding new curriculum and revisions of curriculum to instruction. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.I.7] **- Standards-Curriculum Maps** **- Standards Alignment by Course Lesson and Activities** **- Scope and Sequence in Teacher Resource Guide** **- Units addressed Each Week** **- Pacing Guide** **- Teacher Expectation and Guidelines** **- Lesson Plans** **- Course Plans**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Based on the course start and end date, a student is provided a pacing calendar for the curriculum within the course. Curriculum maps used to develop the online course ensures what must be taught and that all academic standards are taught throughout course. • Throughout the course player, instructors and students are informed of the duration a lesson or activity may take to complete, this develops the pacing for the curriculum using the start and end dates on the specific courses. • Scheduling assistance by the Guidance department provide each student with a course plan toward promotion or graduation. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.I.8] **- Instructors Expectations and Guidelines (1)** **- TT100** **- Collaborative Meetings on Results** **- Collaborative meeting on results** **- Guidance Handbook** **- Task Workflow System** **- Evaluation of Employees** **- PPT Presentations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • When a teacher is employed with Primavera Online, there is extensive training on teacher expectations and guidelines. These are delivered live and in synchronous sessions. • Guidance department is expected to complete workflows to include course plans for all FT students. This will provide student with their course pathway leading toward meeting graduation requirements. • Expectations and guidelines are set through a teacher expectations guidelines handbook, reviewed in PLC meetings and supported through PPT presentation trainings. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.I.9] **- LMS Teacher Notes** **- Recorded Sessions** **- Walk Through Feedback** **- Show Course Player** **- Language Live Score Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • Weekly lesson plan reviews, walk through/observations and bi-annual evaluations monitor the progress of instructor's use of these tools. • The Charter Holder can impersonate an instructor in order to ensure that the teacher is using the curriculum maps and pacing guides, and school leaders are able to see what is being used and implemented with a level of transparency in shared digital setting. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.E.10] **- Curriculum Maps** **- Syllabus** **- Alignment binders**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • During the review process, Primavera Online instructors and leadership review the materials and create materials for all staff to reference that demonstrate alignment. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.S.11] - ALEKS Math Curriculum Development Structure - Concepts Course in Catalog - Adobe Recording of Target Concept for Grade Levels - Remedial Courses Serve as Electives (Course Catalog) - Extensions Report in SIS - Tutoring Program for Math and Language Arts 1 - Tutoring Program for Math and Language Arts 2 - # of Attempts	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of non-proficient students. **The documents provided demonstrate evidence of the following:** • ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. • Supplemental resources are provided by instructors to target challenging concepts. • Online courses are self-paced allowing students to take extended time to master the concepts. • Tutoring is available for math and language, in coaching sessions as needed for students **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.S.12] **- Curriculum Score Card** **- Curriculum Score Card Rubric** **- Walk-Through** **- ELD Training in TT100 and TT101** **- Assessment System Criteria**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • ELD curriculum is incorporating Language Live into Flipswitch courses. (page 52 outlines the process) • Concept videos are provided for those learners who need supplemental instruction or remediation. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.S.13] **- ALEKS Math Curriculum Development Structure** **- Concepts Course in Catalog** **- Adobe Recording of Target Concepts for Grade Level** **- Remedial Courses Serve as Electives** **- Extensions Report in SIS** **- Tutoring Program for Math and Language Arts 1** **- Tutoring Program for Math and Language Arts 2** **- # of Attempts**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **The documents provided demonstrate evidence of the following:** • ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. • Supplemental resources are provided by instructors to target challenging concepts. • Online courses are self-paced allowing students to take extended time to master the concepts. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.S.14] **- ESS Handbook** **- Walk-Through** **- T100 AND TT101** **- IEP Audit** **- Performance Profile and Rating**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • Each course is evaluated to ensure compliance with Americans with Disabilities Act (ADA) standards and to meet individual needs of students. • Primavera Online assigns a case manager to each child who has a disability. The case manager collaborates with general education instructors to appropriately accommodate and modify the curriculum in accordance to the students Individual Education Plan. • The teacher evaluation process for special education instructors is used to ensure that these instructors are modifying the curriculum according to each student's IEP. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.