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: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.AS.1] **Assessment Types with Results for Core Content (1)** **Assessment Types with Results for Core Content (2)** **SRI** **Plan for SRI SMI integration**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses **The documents provided demonstrate evidence of the following:** • Diagnostic - Scholastic Reading Inventory for online modality, ALEKS Adaptive Initial Assessment. • Benchmarks – Course player has check points and workbooks indicating student mastery of skill or concept. • Formative – Checkpoints and workbooks throughout the course player Adobe Quizzes, ALEKS weekly assessment. • Summative – Unit and Final Exams throughout the course player, ALEKS final exam every six weeks at the end of course exams. **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.
[A.AS.2] **System Request Process** **System Request Form** **Assessment System Criteria**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided demonstrate evidence of the following:** • Development request form is used to establish the need for Primavera Online assessment needs, such as benchmark tracing for all workbooks and checkpoints, linkage to standards, and an item analysis for all assessment in the course player. • New purchases of assessment systems must meet the following criteria: Provide concise visual information about student results of AzCCRS for all grades and subjects; Accessible for all students; Meet technical quality and requirements of Primavera Online integrated solution; Involve multiple measure, including Depth of Knowledge Level 1, 2, and 3 question types; Objectively measure academic achievement, knowledge, and skills; Produce individual student reports, itemized score analyses; and ability to disaggregate. **Final Evaluation:**	
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	processes, and thus are evaluated as sufficient.	elements, and thus are evaluated as insufficient.
[A.AS.3] **Daily Review** **Discussion Questions** **Adobe Quizzes** **Essay Question** **Project** **Unit Exams** **Final Exams Example Questions** **ALEKS Test Schedule** **Academic Intervention Plan** **Academic Intervention Plan-1** **Skills Challenge in Course Player** **Practice Builder in Course Player**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • Assessments were revised during the 2014-2015 school year to incorporate addition of DOK's Level 1, 2, and 3 questions. • Assessments have been revised based on the standards. • Formative assessments are embedded into the curriculum and lessons. Weekly formal unit exams and projects are integrated into the curriculum to align with instruction. • Summative end of course exams are given every six weeks and assess the students on the standards addressed for each course they are enrolled in.	
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[A.AS.4] **Daily Review** **Discussion Questions** **Adobe Quizzes** **Essay Question** **Project** **Unit Exams** **Final Exams Example Questions** **ALEKS Test Schedule** **Academic Intervention Plan** **Academic Intervention Plan-1** **Skills Challenge in Course Player** **Practice Builder in Course Player**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments **The documents provided demonstrate evidence of the following:** • Daily, formative-reviews with instructors during live sessions, discussions, workbooks and checkpoints. • Weekly, formative- unit exams and projects. • End of course, summative final exams every six weeks. • FlipSwitch offer multiple assessment types, including checkpoints, skills challenge, practice builder, workbooks, projects, unit exams and final exams. • ALEKS provides diagnostic, formative, benchmark and summative assessments through initial assessments, concept mastery, weekly progress, exams and final exams are additional type of assessments in a different assessment system. **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.

[A.AN.5] **Data Reports** **SRI** **Plan for SRI SMI integration** **ALEKS Test Schedule**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided demonstrate evidence of the following:** • An item analysis tool was developed which allows instructors to review and look at each item identify standard assessed, right/wrong responses, most frequently answered items, which identify areas for improvement for the student and/or the teacher instruction. • Assessment data is analyzed on a regular basis; daily, weekly, and at the end of each session. For example, at each of these assessment points in the course, student information is analyzed by the leadership team as well as instruction. • Each of these assessment systems provide an analysis at the individual student level. • With Primavera Online's unique scheduling of courses, data is reviewed by individual teachers on a daily basis for specific students, most formative data is reviewed weekly by instructors and evaluators. • Intervals of assessment analysis by course is done at the teacher level every six weeks. **Final Evaluation:**	
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[A.AN.6] **Sheet** **Ticket System** **Re-teaching During Adobe Sessions** **Operation Manual** **Curriculum Maps** **Teacher Notes** **Friction Point Leadership Synthesis (2)** **Item Analysis Report** **Math301Assement AZCCRS Alignment**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness **The documents provided demonstrate evidence of the following:** • Computer-based assessment systems use of data on an item analysis level to identify gaps in curriculum alignment to standard and/or poor instructional delivery. Identify strengths and instructional practices based on assessment results are a reflection of using data in our online environment. • The data available to instructors through their online SIS allows instructors quick access to information in order to guide their instruction. • As leadership progress monitors instruction, data is distributed by administrative teams to show strengths and are areas of weakness. On a daily basis, instructors can pull reports to identify areas of strength and areas of focus. • Friction point analysis is used to identify areas in the curriculum where students are halting in their progress. Analysis of this data is used to evaluate curriculum effectiveness. • Teacher use item analysis to create instructional concept videos to address identified areas of need based on the analysis of assessment data. **Final Evaluation:**	
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[A.ADJ.7] **Curriculum Ticket log** **Teacher Notes** **Walk-Through Feedback Form** **Walk Through Samples** **Performance Evaluation Rating and Feedback** **Performance Improvement Plan** **Curriculum PLC's** **Kick Off Meetings Presentation** **Minutes and Action Plan**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction **The documents provided demonstrate evidence of the following:** • Data analysis is used to adjust curriculum if it impacts learning or grades, immediately. Instruction is adjusted immediately, once identified it is an instructional issue. Administration does informal walkthrough monthly reviewing individual instructor's data, this is compared weekly with other instructors of the same course. • Addition performance reviews addresses critical concerns of ineffective instruction. These are performed twice a year. • Teachers analyze student responses to assessment items to identify trends and areas that require re-teaching or additional instruction. Information can be used to create additional instructional resources for small groups of students or additional whole class lessons if needed. **Final Evaluation:**	

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[A.S.8] **Tutoring Schedule** **LMS Attempts** **Project Upload** **Tutoring Schedule 1** **Tutoring Schedule 2** **Tutoring Schedule 3** **Tutoring Schedule 4** **Daily Review** **Discussion Questions** **Adobe Quizzes** **Essay Question** **Project** **Unit Exams** **Final Exams Example Questions** **ALEKS Test Schedule** **Academic Intervention Plan** **Academic Intervention Plan-1** **Skills Challenge in Course Player** **Practice Builder in Course Player**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of non-proficient students. **The documents provided demonstrate evidence of the following:** • Student pacing through courses is individualized allowing students to be assessed at appropriate intervals based on their progress through courses. • Teachers analyze student responses to assessment items to identify trends and areas that require re-teaching or additional instruction. Information can be used to create additional instructional resources for small groups of students or additional whole class lessons if needed. • Instructional coaches and tutors work with students individually and evaluate progress on an individual basis during instructional time with students. • Students enrolled in remedial courses are assessed consistently with the school-wide assessment plan to monitor student progress in remedial courses. **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.
[A.S.9] **English Language Learner Process Chart** **ESS Handbook** **ELL Reclassification Data** **Last Year's Tutoring Schedule** **ELD Assessments** **Language Live Scores Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • All students who have ELL needs are assessed using Flipswitch assessment systems, Language Live assessment through the ELD Curriculum. • All ELL students are enrolled in an ELD course which incorporates courses assessments consistent with the school-wide assessment plan. Assessment evaluate student progress toward mastery of ELD standards. **Final Evaluation:**	
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[A.S.10] **Tutoring Schedule 1** **Tutoring Schedule 2** **Tutoring Schedule 3** **Tutoring Schedule 4** **LMS Attempts** **Project Upload** **Daily Review** **Discussion Questions** **Adobe Quizzes** **Essay Question** **Project** **Unit Exams** **Final Exams Example Questions** **ALEKS Test Schedule** **Academic Intervention Plan** **Academic Intervention Plan-1** **Skills Challenge in Course Player** **Practice Builder in Course Player**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students **The documents provided demonstrate evidence of the following:** • Student pacing through courses is individualized allowing students to be assessed at appropriate intervals based on their progress through courses. • Teachers analyze student responses to assessment items to identify trends and areas that require re-teaching or additional instruction. Information can be used to create additional instructional resources for small groups of students or additional whole class lessons if needed. • Instructional coaches and tutors work with students individually and evaluate progress on an individual basis during instructional time with students. • Students enrolled in remedial courses are assessed consistently with the school-wide assessment plan to monitor student progress in remedial courses. **Final Evaluation:**	
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[A.S.11] **ESSA Handbook** **Paul PD** **TT100 AND TT101** **Assessment Accommodations for SWD** **Special Education Evaluation Tools**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided demonstrate evidence of the following:** • Students who have disabilities are assessed using Flipswitch assessment systems and by the evaluation tools decided upon for special education evaluations. • IEP documents include student annual goals and include the results of assessments monitoring student progress toward meeting the annual goal. IEPs show multiple progress checks toward the goal during the school year. **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.