Demonstration of Sufficient Progress

DSP Report

Charter Holder Name:
School(s):
Date Submitted:
Purpose of Demonstration of Sufficient Progress *(check one):*

- ☐ Annual Monitoring
- ☐ Interval Review
- ☒ Renewal
- ☐ Failing School
- ☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

- ☒ FY2013
- ☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the “For Charter School Operators” section in the middle of the page.
   iii. Select the “Performance Expectations & Reviews” link.
   iv. Select the “Academic Interventions” tab.
   v. Scroll down to the “Demonstration of Sufficient Progress” section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: ____Primavera Online___

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☒	☐	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☒	☐	☒	☐	☐
Improvement – Reading (Alternative High Schools Only)	☒	☐	☒	☐	☐
Percent Passing – Math	☒	☐	☒	☐	☐
Percent Passing – Reading	☒	☐	☒	☐	☐
Subgroup, ELL – Math	☐	☒	☒	☐	☒
Subgroup, ELL – Reading	☐	☒	☒	☐	☒
Subgroup, FRL – Math	☒	☐	☒	☐	☐
Subgroup, FRL – Reading	☒	☐	☒	☐	☐
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☒	☐	☒

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☒	☒	☐	☒
Academic Persistence (Alternative Schools Only)	☐	☒	☒	☐	☒

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

*All data for 2014-2015 supplied by Primavera Online is based on one half the school year. Primavera Online 9-12+ grades may be referred to as POHS and Primavera Online 6th-8th grades may be referred to as POMS. Middle school represents grades 6-8 and high school represents grades 9-12.

Student Median Growth Percentile (SGP) – Math

		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	20	25	7.5	26	25	10	22.5	25	7.5

The following are Final Exam average grades in each course imparted for Mathematics. All grade levels are included with labels, and Primavera Online 6th-8th grades.

- The darker shade of orange represents the school year with the highest results.

Primavera Online 9-12+ grades (POHS)

Discipline/Course	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
Mathematics	**64.39**	**64.39**	**65.51**	**62.20**
Math Essentials A PR			71.75	
Math Essentials B PR			69.13	
Algebra Readiness 1A PR			74.43	
Algebra Readiness 1B PR			63.87	
Algebra 1A	71.43	72.50	69.97	65.44
Algebra 1B	71.52	74.33	67.22	68.31
Math Standards A		56.71	68.12	54.93
Math Standards B		51.04	61.70	63.68
Geometry A	60.18	64.80	68.75	54.10
Geometry B	59.71	61.27	66.49	66.02
AIMS Math	54.23			
Integrated Math A PR			55.74	
Integrated Math B PR			51.52	
Algebra 2A	62.96	61.89	68.70	62.98
Algebra 2B	58.08	59.56	61.50	53.86
Business Math A	68.11	72.73	72.62	73.13
Business Math B	69.07	64.09	68.91	70.50
Advanced Math A	64.51	66.94	73.37	72.27
Advanced Math B	77.17	77.77	82.76	84.95

Primavera Online 6th-8th grades (POMS)

Discipline/Course	11/12 POMS	12/13 POMS	13/14 POMS	14/15 POMS
Mathematics	**67.15**	**68.88**	**65.36**	**69.24**
Middle School Math Readiness		58.85		
Math 6A		76.73	68.12	76.05
Math 6B		70.80	61.61	
Math 7A	71.85	66.10	66.64	72.16
Math 7B	62.50	68.81	59.44	68.97
Math 8A	71.34	74.30	72.94	65.83
Math 8B	61.96	66.77	59.04	70.64
Algebra 1A	80.58	77.06		
Algebra 1B	85.33	80.00		82.00

Math has been an overall area of need for students at Primavera Online. This was evident through our AIMS assessments and final exam scores in our courses. In the 11/12 school year, students who performed poorly in math were placed in Pre-Algebra and Math Basics with the intention to prepare them for Algebra 1 and Geometry courses. Primavera was in need of a different approach to the decline in math scores on AIMS as well as final exam results of courses Primavera Online offered. Revising the 2012-2013 courses to adjust for Primavera Online's student needs would be a long and lengthy process to ensure proper alignment and inclusion of Arizona College and Career Readiness standards, Primavera Online opted to review curriculum from ALEKS. ALEKS could offer more courses to support lower level math. In the 13/14 school year lower level math courses were offered and the data showed that students who were taking these courses were challenged with the structure of the learning. The implementation of new Math curriculum is results of the data reviewed in Primavera Online's dashboard, AIMS data, and Final exams. ALEKS curriculum is used to improve learning outcomes through the delivery of artificially intelligent learning and assessments that continually adapts to the unique needs of each student. ALEKS precisely and comprehensively assesses each student's knowledge, and delivers targeted instruction on the individual topics that each student is most ready to learn. In 2012-2013, ALEKS was used as a supplement, once new leadership was establish a full ALEK implementation was executed in 2013-2014. Currently, Primavera Online is in Year Two of the implementation.

With the addition of new Math Curriculum, Primavera Online was able to offer more courses to meet the specific needs of students. As seen by the Final Exam grades on each of the courses imparted for Mathematics Discipline, there were six new classes (Math Essentials A and B, Algebra Readiness A and B, and Integrated Math A and B) offered with a change in curriculum for the six other courses (Algebra 1A and B, Math Standards A and B, Geometry A and B). ALEKS math courses added significant rigor during changing the way students are taught through the integrated course player. Much of the new courses are based on AzCCRS with a teacher and student module that is flexible for the student, provides an initial assessment placing the student were ready to learn, assesses regularly, progress monitors concept mastery, and models problem solving for all item within the ALEKS program. The data shows an increase

in student learning which may be due to appropriate placement in courses. With the addition on new curriculum followed new procedures and instructional strategies. Substantive feedback and grading practices of instructor we outlined and developed for consistency. Tutoring for any student is available daily by qualified tutors and/or highly qualified math instructors. These instructors require students to participate in synchronous sessions weekly to reinforce the concepts they are taught through the ALEKS program. Final exam scores appeared to dip with the change in curriculum and math program in SY 2013-2014, it is assumed to be a transition year in which students and instructors are working with the artificial intelligence program, with no multiple choice options removing guessing during assessments. There seems to a trend upward for the 2014-2015 SY final exam scores.

Primavera Online 6th-8th grader's experience is similar to the high school in which the data reported on AIMS for these student did not align with what student were learning in math courses. After a thorough review of the middle school math curriculum, the same need was identified for implementation of new middle school math curriculum. In the middle of 2013-2014 ALEKS math program was implemented with increased rigor and alignment to AzCCRS in grades 6-8. The final exam scores could be a result of mid-year implementation and increased rigor. However, in the first half of 2014-2015 final exam scores are improving.

Student Median Growth Percentile (SGP) – Reading

		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Reading	42	50	7.5	39.5	50	10	39	50	7.5

The following is the average Final Exam grade on each of the courses in the English Disciplines.

- The darker shade of orange represents the school year with the highest results.

Primavera Online 9-12+ grades (POHS)

Discipline/Course	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
English	**76.43**	**75.91**	**74.88**	**70.82**
English 9A	69.52	69.29	63.87	64.00
English 9B	72.61	72.19	75.65	75.42
English 10A	79.33	71.70	63.67	55.18
English 10B	82.17	83.11	84.33	85.26
English 11A	72.64	72.94	74.96	57.06
English 11B	76.07	76.78	72.14	66.01
English 12A	76.16	74.31	77.16	74.98
English 12B	81.56	82.90	83.11	82.15

Primavera Online 6th-8th grades (POMS)

Discipline/Course	11/12 POMS	12/13 POMS	13/14 POMS	14/15 POMS
English	**61.74**	**68.80**	**72.44**	**70.04**
English 6A		69.77	66.60	73.03
English 6B		61.59	72.86	78.00
English 7A	79.29	75.49	79.84	78.29
English 7B	69.40	67.95	73.79	73.31
English 8A	44.68	53.89	58.25	61.63
English 8B	59.40	79.22	82.62	82.91
English 9A		77.00		

The academic success of students in high school English has shown overall improvement from the 2011/2012 school year to the current school year. All English courses were updated to meet Arizona

Career and College Readiness Standards during 2012-2013 which mainly focused on including ELA close reading lessons, activities, and group projects. While collaborative committees of instructors, curriculum developers, and subject matter experts worked on these new activities, committee members identified several needs: linking standards inside of the LMS, increased rigor of level 1, 2, and 3 Depth of Knowledge questions, need for more individual practice through courses. During the 2013-2014, several courses were reviewed and addressed (English 9A, English 10A, and English 11B (mid-year publish). Due to the increased rigor, standard alignment to assessments, enhancements to the courses providing rich media and multiple learning opportunities for students, resulted the decreasing scores on the final exams in these courses. During the summer session of 2014-2015, Primavera Online instructors collaborated with Flipswitch developers to see additional course were addressed (English 9B and English 11A). The final exam results for the first half of 2014-2015 is evidence of increasing the rigor of the new course releases. By the end of 2014-2015 all course revisions will be address for all English courses for grades 9-12. This will include additional revisions for the implementation of Levels 1-3 of Depth of Knowledge.

As a result of increased rigor, final exam scores have declined. To mitigate further decrease in Reading achievement, Primavera Online has implemented interventions for all students, including 11th and 12th+ graders who FFB and Approached on AIMS to include tutoring support. Primavera Online has mirrored the math coaching (tutoring) model and has provided support for all student in ELA courses, offering free remote tutoring M-F 8a-8p. All tutors have a minimum of 15 credits of higher education in core content areas. These tutor are extensively trained similar to Primavera Online's instructors.

Middle school students in grades 6th-8th have differing results in final exams scores. Middle school grades 6-8 were added to the Primavera Technical Learning Center in 2011-2012. Since the inception the curriculum has not been revisited. There was a major factor of a consistent language arts instructor throughout the middle school language arts courses. Through the past 1.5 school years Primavera Online's language arts instructor has developed assessments, aligned lessons and activities that meet the AzCCRS. The instructor has had experience to provide students with additional supplemental material and use data to interpret the needs of Primavera middle school students. Through the 2014-2015 SY, Primavera Online instructors have collaborated with Flipswitch developers the need for specific revisions to middle school courses, increasing the rigor and develop assessments ensuring students will be prepared for EOC exams.

Through the evaluation of data for courses and high stakes assessment, Primavera Online is piloting Read 180 and Math 180 in the Blended Learning Center. These have both proven to be successful, increasing students reading levels and comprehension for both middle and high school students. This program is effective in a traditional brick and mortar environment is reviewing further online intervention programs to support student in the online learning environment.

In addition to Read 180, Primavera Online is piloting Scholastic Reading Inventory. The purpose of this pilot is to determine if the idea to use these two diagnostic assessments is functionally doable. Primavera Online hopes to be able to use the data from these assessments to accomplish one or all of the following in the future.

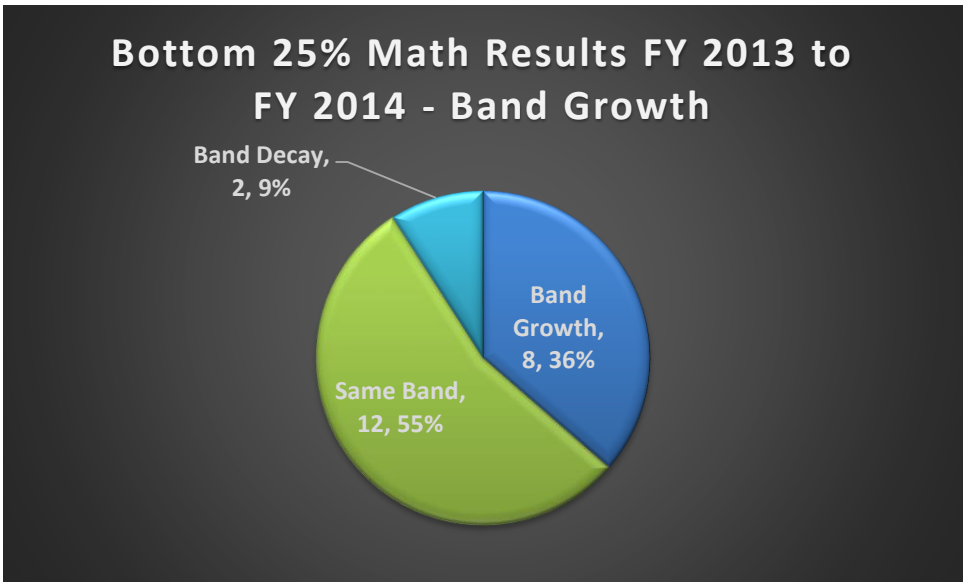
1. Pre-/Post-Assessment data to demonstrate growth of student in reading and math as a result of the Primavera Online curriculum
2. Immediate diagnostic information in reading and math for the teacher within two weeks of the first course at Primavera Online
3. Developmental course sequencing for students demonstrating areas of need. The pilot will begins in February of 2015. Results of this pilot will be considered to fully implement for all middle and high school students.

Student Median Growth Percentile (SGP), Bottom 25%- Math

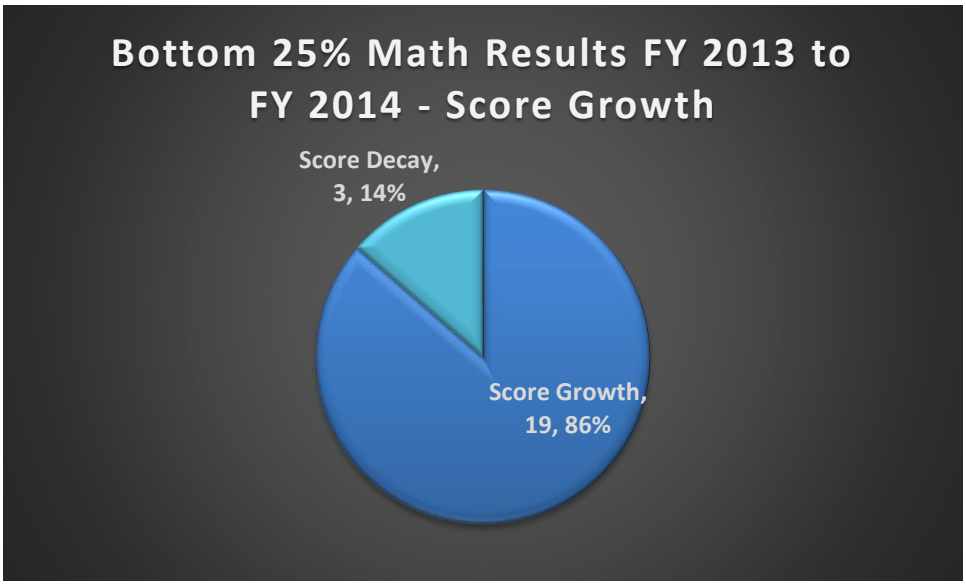
		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
1b. SGP Bottom 25%	**Math**	25.5	25	6.25	41.5	50	10	41.5	75	6.25

In FY 2013 there were 57 students categorized as Bottom 25% for AIMS Math. Out of those 57, 22 tested again with us in FY 2014. The results of the 22 are broken down below:

This graph shows student's moving from one performance band to the next. For example, going from FFB to Approaches, or from Approaches to Meets; as well as if students jumped down from Approaches to FFB:



The graph below shows students' scale score growth or decay. There were 11 student whose scale score improved but not enough to get them over to the next performance band. Likewise, there was 1 student whose score went down but not enough to jump down a performance band.



The average scale score growth was 16.4 points, and the average scale score decay was 12.0 points.

Math Courses Scheduled for the Bottom 25%

AIMS Math Summary Bottom 25%	# of Students	Average # of courses taken between 2013 and 2014
Total students (All FAY)	57	2.68
Total # of 2013 students who retested in 2014	22	3.36
Total # of students with 1 or more Band Growth	8	4
Total # of students who did not grow a band but improved	11	3.82
Total # of students who did not grow or regressed	3	3.82

The above data table show the number of bottom 25% who tested and the number of courses scheduled between SY2013 and SY2014. The implementation of priority scheduling of courses in Math may have contributed to the growth of the bottom 25%. We had less than half our student retest in 2014. However, the scheduling of appropriate ALEKS courses may have contributed to this growth. The number of Math courses these students had prior to retesting was 3.6-4 courses for all students. 36% of the student grew one or more band, these students were place in 4 courses on average between test dates. 50% of the student grew within the existing band, these students were place in 3.82 course on average between test dates.

Of FAY in 2013, 61% of the student did not retest with Primavera Online. This is a large number us student which could show the implementation of course scheduling to meet students Math deficiency may contribute to growth.

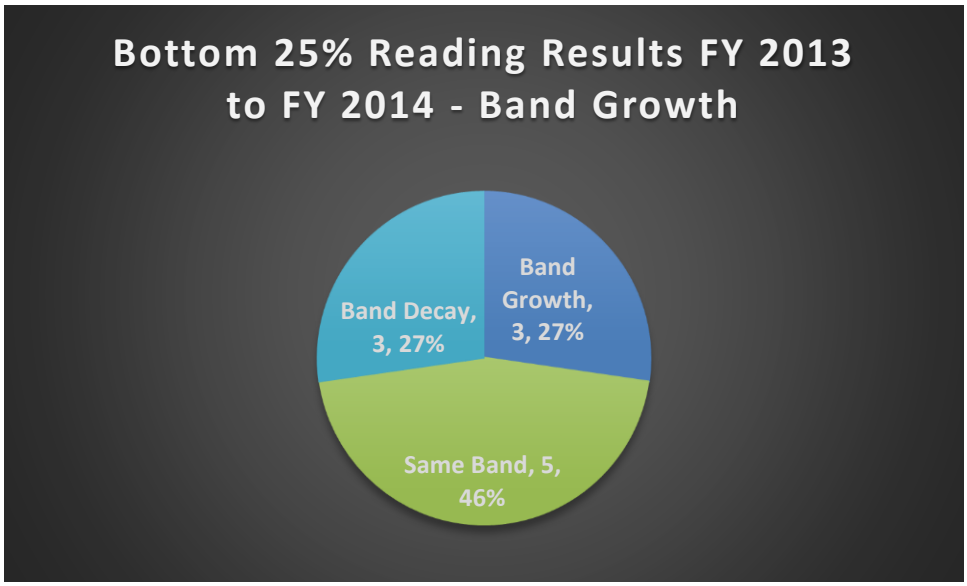
Tutoring is offered to all student at Primavera Online, these students are targeted to receive this intervention.

Student Median Growth Percentile (SGP), Bottom 25% - Reading data

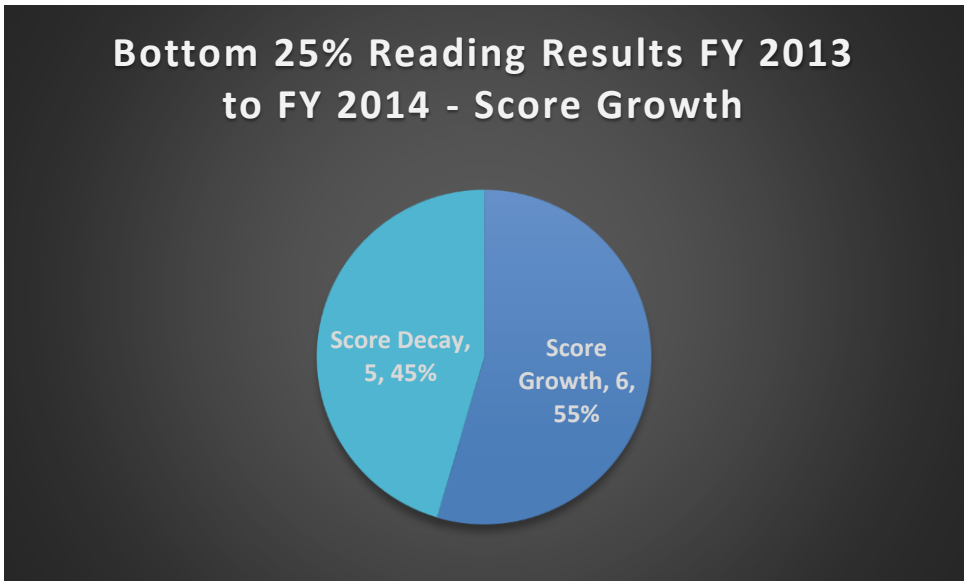
		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
1. Growth		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
1b. SGP Bottom 25%	**Reading**	45	50	6.25	43	50	10	43	50	6.25

In FY 2013 there were 60 students categorized as Bottom 25% for AIMS Reading. Out of those 60, only 11 tested again with us in FY 2014. The results of the 11 are broken down below:

This graph shows student's jumping from one performance band to the next. For example, going from FFB to Approaches, or from Approaches to Meets; as well as if students jumped down from Approaches to FFB:



The graph below shows students' scale score growth or decay. There were 3 student whose scale score improved but not enough to get them over to the next performance band. Likewise, there were 2 students whose scores went down but not enough to jump down a performance band.



The average scale score growth was 34.5 points, and the average scale score decay was 15.8 points.

Language Arts Courses Scheduled for the Bottom 25%

AIMS Reading Summary Bottom 25%	# of Students	Average # of courses taken between 2013 and 2014
Total Students (All FAY)	60	1.32
FAY 2013 students who retested in 2014	11	2.91
1 or more Band Growth	3	2.33
Students who did not grow a band but improved	3	3.33
Students who did not grow or regressed	5	3.33

The above data table show the number of bottom 25% on AIMS Reading who tested and the number of courses scheduled between SY2013 and SY2014. The implementation of priority scheduling of courses in Reading is limited compared to our Math courses, however this was not a significant need, as 25% of the 60 student met on AIMS Reading in SY2013, yet fell in the bottom 25%. We had 18% of our students retest in 2014. However, the scheduling of additional Language Arts courses may have contributed to this growth. The number of Language Arts courses these students had prior to retesting was 2.3-3.3 courses for all students. 27% of the student grew one or more band. 27% of the student grew within the existing band, these students were place in 3.3 course on average between test dates.

Of FAY in 2013, 81% of the student did not retest AIMS Reading with Primavera Online. This is a large number of students which could show the implementation of course scheduling to meet students

Reading deficiency may contribute to growth. Tutoring is offered to all student at Primavera Online, these students are targeted to receive this intervention.

Subgroup, ELL – Math:

		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2c. Subgroup ELL	**Math**	13.3 / 19.9	50	5	35.3 / 45.7	50	2.5	35.3 / 21.3	75	1.7

Students with ELL – Primavera Online 9-12+ grades (POHS)

Discipline	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
English	63.81	65.62	55.08	80.56
Mathematics	51.96	56.94	59.59	38.68

Students with ELL – Primavera Online 6th-8th grades (POMS)

Discipline	11/12 POMS	12/13 POMS	13/14 POMS	14/15 POMS
English	18.00	25.00	55.70	74.80
Mathematics		44.78	55.01	29.56

State ELL Data

School Year	Total Number of FAY and Non-FAY Students	95% Tested	Reclassification (FAY)
	6	100%	0%
2011-2012		(4 Students)	(0/2 Students)
	11	100%	0%
2012-2013		(10 students)	(0/1 student)
	71	88%	50%
2013-2014		(28/32 students)	(5/10 students)

The overall population of ELL students has risen over the last three school years. In the 11/12 school year just 6 students received ELL services while only 2 reached the total minutes to be classified as Full Academic Year (FAY). In the 12/13 school year that number increased to 11 total students and 1 FAY student. In both the 11/12 and 12/13 school years no students were reclassified from ELL to Fluent English Proficient (FEP). However, in the 13/14 school year 71 students received ELL services at some point throughout the year and 10 reached FAY. Of those 10, 5 reclassified to FEP.

When a school reaches 30 or more students who require ELL service they must develop Sheltered English Immerging (SEI) classrooms to teach students English. Primavera Online's population of students with ELL needs grew dramatically between the 12/13 and 13/14 school years, causing an SEI program to be developed quickly. Students who had previously been participating in general education English courses were moved to SEI courses before taking regular English. Overall, the increase from 0% reclassifying to 50% reclassifying in 1 year shows dramatic growth.

As students learn the English language they are more able to work through other courses, such as math. It is not a surprise that ELL students did not perform well on final exams in the 12/13 and 13/14 school years given that in the 12/13 school year students did not receive SEI curriculum, the ALEKS math curriculum was newly introduced with increased rigor, and all students at Primavera Online were experiencing difficulties in math.

In the current school year, 14/15, new SEI curriculum is in development. Curriculum from Language Live was purchased and is in the process of integrating in Flipswitch's course player. This curriculum was just introduced in December of 2014, and the data and classroom procedures are closely monitored by the ELL team and the Director of Exceptional Student Services.

Subgroup, ELL – Reading:

		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2c. Subgroup ELL	**Reading**	NR / 0	0	0	81.8 / 64.2	75	2.5	81.8 / 53	75	1.7

Students with ELL – Primavera Online 9-12+ grades (POHS)

Discipline	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
English	63.81	65.62	55.08	80.56
Mathematics	51.96	56.94	59.59	38.68

ELD Courses	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
ELD Basic Reading			68.36	64.67
ELD Intermediate A	77.24	68.52	73.88	88.00
ELD Intermediate B			47.09	

Students with ELL – Primavera Online 6th-8th grades (POMS)

Discipline	11/12 POMS	12/13 POMS	13/14 POMS	14/15 POMS
English	18.00	25.00	55.70	74.80
Mathematics		44.78	55.01	29.56

ELD Courses	13/14 POMS
ELD Basic Reading	52.00
ELD Intermediate A	63.20
ELD Intermediate B	45.00

The overall population of ELL students has risen over the last three school years. In the 11/12 school year just 6 students received ELL services while only 2 reached the total minutes to be classified as Full Academic Year (FAY). In the 12/13 school year that number increased to 11 total students and 1 FAY student. In both the 11/12 and 12/13 school years no students were reclassified from ELL to Fluent English Proficient (FEP). However, in the 13/14 school year 71 students received ELL services at some point throughout the year and 10 reached FAY. Of those 10, 5 reclassified to FEP.

When a school reaches 30 or more students who require ELL service they must develop Sheltered English Immerging (SEI) classrooms to teach students English. Primavera Online's population of students with ELL needs grew dramatically between the 12/13 and 13/14 school years, causing an SEI program to

be developed quickly. Students who had previously been participating in general education English courses were moved to SEI courses before taking regular English. Overall, the increase from 0% reclassifying to 50% reclassifying in 1 year shows dramatic growth.

As students learn the English language they are more able to work through other courses, such as math. It is not a surprise that ELL students did not perform well on final exams in the 12/13 and 13/14 school years given that in the 12/13 school year students did not receive SEI curriculum, the ALEKS math curriculum was newly introduced with increased rigor, and all students at Primavera Online were experiencing difficulties in math.

In the current school year, 14/15, new SEI curriculum is in development. Curriculum from Language Live was purchased and is in the process of integrating in Flipswitch's course player. This curriculum was just introduced in December of 2014, and the data and classroom procedures are closely monitored by the ELL team and the Director of Exceptional Student Services.

Subgroup, students with disabilities – Math data:

		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2c. Subgroup SPED	**Math**	NR / 0	0	0	5.7 / 15.4	50	2.5	5.7 / 8.2	50	1.7

Students with IEP – Primavera Online 9-12+ grades (POHS)

Discipline	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
English	70.17	67.58	65.85	66.05
Mathematics	65.74	65.05	59.80	58.36

Students who have an IEP in Primavera Online 9-12+ grades (POHS) – Math

Math has been an overall area of need for students at Primavera Online, including students who have disabilities. This was evident through our AIMS assessments and final exam scores in our courses. In the 11/12 school year, students who had IEP's that indicated specialized instruction for math were placed in lower level math courses such as Pre-Algebra and Math Basics with the intention to prepare them for Algebra and Geometry course material. As Primavera Online began revising courses to include the Arizona College and Career Readiness standards courses to support lower level math through the ALEKS program were created, including Integrated Math, Math Essentials and Algebra Readiness. In the 12/13 school year students with IEP's began taking Math Standards with moderate results of final exam grades 67.16 percent and 66.5 percent. In the subsequent school year, the final exam grades in these courses declined to 53.31 percent and 58.8 percent.

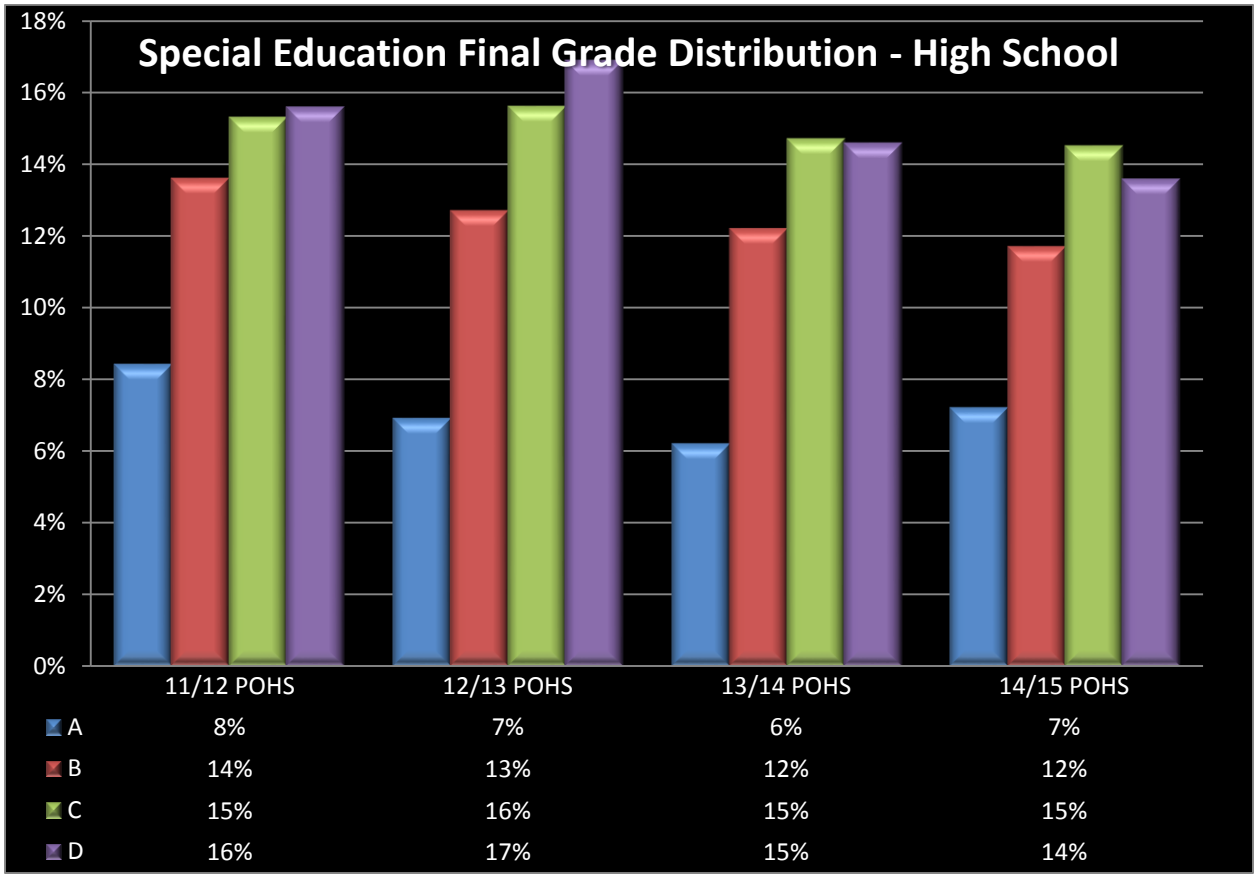
In the 13/14 school year all lower level math courses were offered and the data showed that students who were taking these courses were not moving closer to successful completion of the minimum math standards needed for graduation. These courses were also provided only for students who had IEP's, taught by a Special Education Teacher highly qualified in math. When final exam scores were reviewed for the 13/14 school year no growth occurred and some courses showed a decrease. However, all math courses were moved to the ALEKS math program during the school year and the rigor increased and instructional delivery was new to students.

As a result of the decline in math scores new procedures and instructional strategies were developed for the 14/15 school year to increase the progress students who have IEP's make toward meeting math graduation requirements. First, lower level math courses are no longer routinely offered to students who have IEP's. Students who require more intensive specialized instruction in math take the

appropriate high school level math course with either a special education teacher and a highly qualified math teacher or a special education teacher who is highly qualified in math. These instructors require students to participate in synchronous sessions daily to reinforce the concepts they are taught through the ALEKS program. The teacher also provides one-on-one instructions and students also have access to a special education paraprofessional for additional daily support. So far the results are promising. The final exam grades of these students has increased in all but 3 courses for students who have IEP's. This instructional model will continue to be monitored.

Students with IEP – Primavera Online 6th-8th grades (POMS)

Discipline	11/12 POMS	12/13 POMS	13/14 POMS	14/15 POMS
English	57.45	61.64	58.94	64.43
Mathematics	62.12	67.04	55.82	54.26



Students who have an IEP in Primavera Online 6th-8th grades (POMS)- Math

The academic success of middle school students in Math has been varied throughout the last 3 school years. Some of this variance can be contributed to the increased in students who enrolled during these

years and to the variance of management of scheduling and course work that is typical of newly introduced grade levels and curriculum practices.

Similar to the high school, the math curriculum has been revised since the 11/12 school year. However, the ALEKS math program was not fully implemented in Primavera Online 6th-8th grades until the 14/15 school year. The data of final exam scores for all grades, with the exception of math 7A, decreased from the 12/13 school year to the 13/14. This was in part due to the rise in the student population between this time and the lack of clear scheduling procedures. However, in the 14/15 school year, ALEKS has been fully implemented and all math scores have increased. This may be contributed to a change of middle school math instructors and because of the scheduling that is allowing instructors to focus on one single course as opposed to many. This increase will continue to be monitored as decisions for the 15/16 school year are made.

Subgroup, students with disabilities – Reading:

		2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
2. Proficiency		**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
2c. Subgroup SPED	**Reading**	NR / 0	0	0	55.1 / 40.8	75	2.5	55.1 / 33.1	75	1.7

Students with IEP – Primavera Online 9-12+ grades (POHS)

Discipline	11/12 POHS	12/13 POHS	13/14 POHS	14/15 POHS
English	70.17	67.58	65.85	66.05
Mathematics	65.74	65.05	59.80	58.36

Students who have an IEP in Primavera Online 9-12+ grades (POHS) – English

The academic successes of students who have disabilities in high school English has shown overall improvement from the 2011/2012 school year to the current school year. All English courses were updated to meet Arizona Career and College Readiness Standards, which included the introduction of Close Reading Projects. Many students found these projects and the intensified rigor of the courses particularly challenging. Students who have disabilities demonstrated the need for more explicit instruction on the concept of close reading and the tools and strategies to support their success with the model. Often because of their disabilities, these student required more instruction than students who did not have disabilities.

To support this need:

- Professional development was provided to special education instructors to support their abilities to collaborate with general education instructors
- 5 paraprofessionals were added to tutoring and provide one-on-one support to students
- Some special education instructors, who are highly qualified in English, began teaching some sections of English courses to support students with more significant needs.

As a result of this increase in specialized instruction, final exam scores for student who have IEP's has increased in all English courses except for English 11. This is consistent with students who do not have IEP's across the school.

Students with IEP – Primavera Online 6th-8th grades (POMS)

Discipline	11/12 POMS	12/13 POMS	13/14 POMS	14/15 POMS
English	57.45	61.64	58.94	64.43
Mathematics	62.12	67.04	55.82	54.26

Students who have an IEP in Primavera Online 6th-8th grades – English

The academic success of middle school students in English has been varied throughout the last 3 school years. Some of this variance can be contributed to the increased in students who enrolled during these years and to the variance of management of scheduling and course work that is typical of newly introduced grade levels and curriculum practices.

As Primavera Online 6th-8th grades has grown and procedures have been solidified, the instructional strategies of instructors have also grown. One observation in In the 13/14 school year a special education teacher was assigned to manage only students who had IEP's within those grade levels, allowing time to be focused solely on these student's needs, as the needs of middle school students are different than the needs of high school students.

The English curriculum for the middle school has also been revised since the 11/12 school year to incorporate the Arizona Career and College Readiness standards. The increase in rigor has had an effect on all students, even students who have IEP's. However, the decreases and variance found in the 12/13 school year lead to promising increase in the first half of the 13/14 school year. This can be attributed to the dedicated support of one special education teacher, the more structured scheduling of all students, which has allowed instructors to focus on particular courses instead of many, and the more structured management of theses grades as a whole.

High School Graduation Rate data:

	2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
4. Graduation	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
4a. Graduation	NR	0	0	77	50	15	NR	0	0

Graduation Rate and Dropout Rate

	2011-12		2012-13		2013-14	
Cohort	**Primavera**	**State**	**Primavera**	**State**	**Primavera**	**State**
4 Year	67.0%	78%	73%	77%	77%	75%
5 Year	77.0%	82%	75%	81%	79%	80%
6 Year	80.0%	82%	80%	83%	78%	82%
7 Year	92.0%	81%	81%	82%	80%	83%
Dropout Rate	0.4%	3.7%	0.1%	3.5%	0.2%	3.2%

The above chart shows graduation rate comparisons for Primavera Online compared to the State. Primavera Online's graduation rate is calculated each year, regardless A-F Accountability Framework of Alternative, AOI schools. Students who are on track to graduation in the 4 year cohort is higher than State graduation rates. For the 4 and 5 year cohorts, the graduation rate has improved year over year. In the 6 and 7 year cohorts graduation rate has slightly decreased year over year. Primavera Online's demographics show 28% of he enrolled students are in the 4 year cohort indicating growth in the largest cohort group of Primavera Online. The 5, 6, and 7 year cohorts comprise of 24% of student enrollment. This data shows we have increased the number of students who fall in a 4 year cohort.

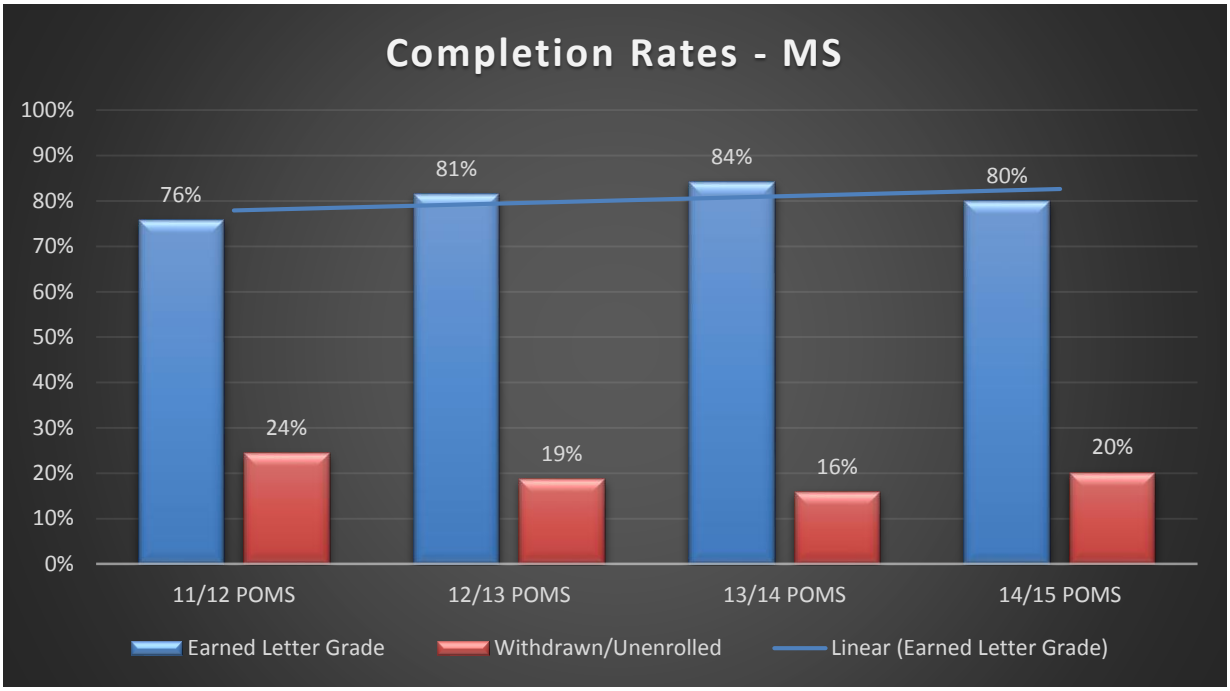
Completion Rates by Term:

- Students that earned a letter grade per term divided over students assigned to that term.

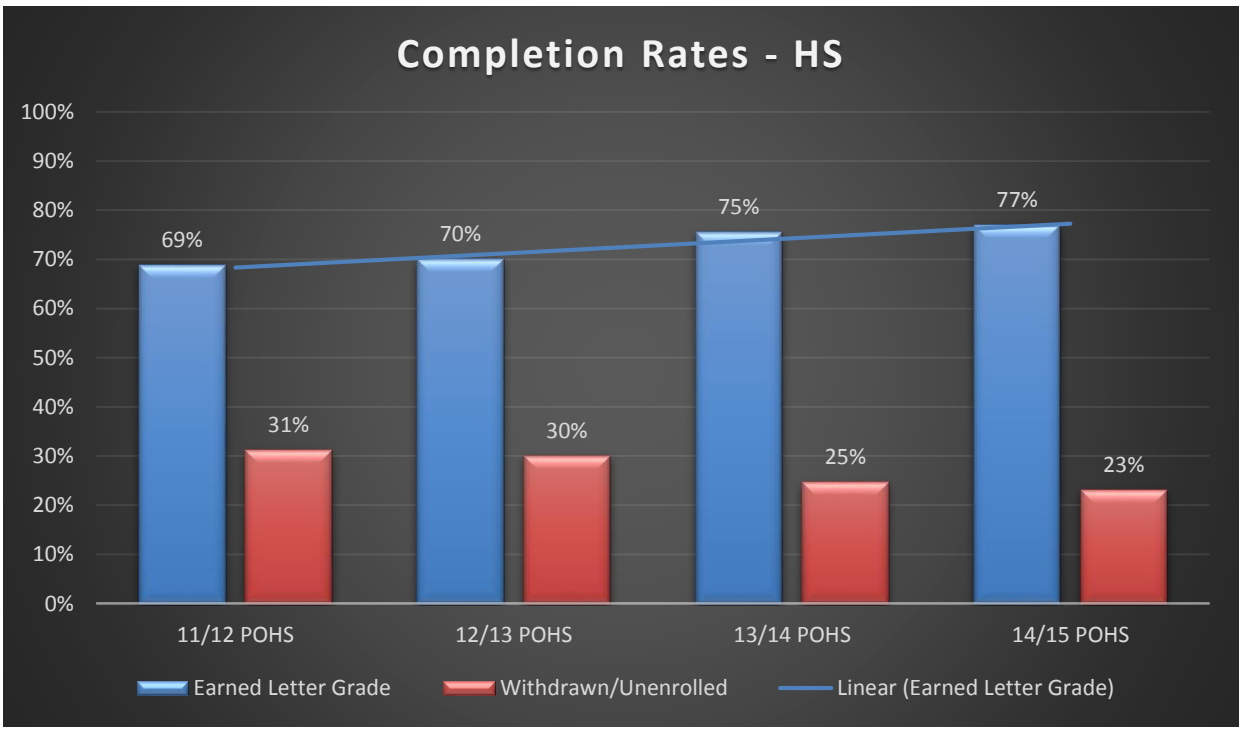
	2013/2014			2014/2015		
BLOCK	Assigned	Earned Grade	%	Assigned	Earned Grade	%
A1	3661	2524	69%	3380	2469	73%
B1	1494	1176	79%	1552	1382	89%
C1	846	687	81%	1019	758	74%
A2	3308	2512	76%	2680	2279	85%
B2	1684	1302	77%	1764	1312	74%
C2	1088	790	73%	1147	883	77%
A3	3475	2371	68%	2921	2436	83%
B3	1626	1148	71%			
C3	1051	694	66%			
A4	2717	1993	73%			
B4	1782	1178	66%			
C4	1078	777	72%			
A5	2288	1759	77%			
B5	1806	1360	75%			
C5	1201	817	68%			
A6	2096	1629	78%			
B6	1504	1079	72%			
C6	1031	689	67%			

Primavera Online has shown progress in course completer's year over year. In 2013-2014 completion rates were identifies has student who earned a letter grade per term, the rate was calculated by dividing student who earned a letter grade by all students who were assigned a course during each specific term. Comparing year over year completion rates for 2013-2014 to 2014-3015 there is an overall increase to student completing courses.

Completion Rate by School Year – Primavera Online 6th-8th grades (POMS)



Completion Rate by School Year – Primavera Online 9-12+ grades (POHS)



The above middle and high school completion rates both show an increase in completion rates for the past 3.5 school years. With an increase in course completion the trend shows a decrease in the percent of students who are withdrawn or unenrolled from Primavera Online.

Academic Persistence data: (Alternative Schools Only)

	2013 Alternative K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)			2014 Alternative K-12 School (6 to 12)		
4. Graduation	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**	**Measure**	**Points Assigned**	**Weight**
4b. Academic Persistence	46	25	30	NR	0	0	77	75	30

Retention of Primavera Students year over year

POHS Retention		
	2013-14	**2014-15**
Including Summer	44%	**50%**
Not Including Summer	50%	**62%**

POMS Retention		
	2013-14	**2014-15**
Including Summer	31%	**35%**
Not Including Summer	30%	**34%**

Retention Data is defined by students enrolled in A6, B6, and C6 and SS1, if present in any term prior to Oct 1- Student enrolled in Primavera Online grades 6-12 during the 2nd business quarter or 4th quarter of the school year who attend Primavera Online the following school year, has increased from 2013-2014 by 4% and 6% respectively. Regular school year kids come back at higher rate compared to those who took summer school. In addition, many students who start Primavera Online in the summer tend to re-enroll the next school year. With the above data, Primavera Online has looked at internal persistence term over term. Below are some data points tracked to see we are supporting students, reducing student drop-out rate.

		2014 - 15 Engagement Tracker																								
		A Track					B Track					C Track					MS					Total				
Weekday	Date	Enrolled	System	%	Courses	%	Enrolled	System	%	Courses	%	Enrolled	System	%	Courses	%	Enrolled	System	%	Courses	%	Enrolled	System	%	Courses	%
Tue	8/26	2567	1698	66%			1519	1097	72%								230	194	84%			4316	2989	69%		
Wed	8/27	2513	1657	66%			1512	1057	70%								229	192	84%			4254	2906	68%		
Thu	8/28	2427	1616	67%			1507	996	66%								229	189	83%			4163	2801	67%		
Fri	8/29	2424	1387	57%			1502	871	58%								226	172	76%			4152	2430	59%		
Sat	8/30	2416	809	33%			1497	415	28%								224	65	29%			4137	1289	31%		
Sun	8/31	2416	844	35%			1497	444	30%								224	63	28%			4137	1351	33%		
Mon	9/1	2416	1266	52%			1497	689	46%			C1					224	140	63%			4137	2095	51%		
Tue	9/2	2416	1674	69%			1497	986	66%			903	808	89%			224	186	83%			5040	3654	73%		
Wed	9/3	2412	1617	67%			1419	985	69%			1006	770	77%			224	185	83%			5061	3557	70%		
Thu	9/4	2404	1623	68%			1413	973	69%			1008	726	72%			223	185	83%			5048	3507	69%		
Fri	9/5	2401	1414	59%			1410	799	57%			1007	633	63%			222	165	74%			5040	3011	60%		
Sat	9/6	2395	980	41%			1404	473	34%			1004	399	40%			222	86	39%			5025	1938	39%		
Sun	9/7	2395	1125	47%			1404	534	38%			1004	421	42%			222	88	40%			5025	2168	43%		
Mon	9/8	2395	1664	69%			1404	925	66%			1004	655	65%			222	175	79%			5025	3419	68%		
Tue	9/9	2381	1670	70%			1404	925	66%			998	630	63%			222	181	82%			5005	3406	68%		
Wed	9/10	2366	1671	71%			1402	892	64%			989	652	66%			222	178	80%			4979	3393	68%		
Thu	9/11	2364	1714	73%			1400	861	62%			985	636	65%			220	180	82%			4969	3391	68%		

Primavera Online's data in the engagement tracker report indicates the number of students logging into the Parent Student Portal (PSP). This is a direct reflection of a heat chart which identified the number of student in the PSP and the time and day of the week student are accessing and active in the course player. Based on this data, Primavera Online shifted employees work schedules to be accessible to student during the high times in which student were in the PSP. The above are results of the Engagement Tracker-during the 2014-2015 academic year. This application allows Primavera Online to identify active students in the PSP and/or course player daily. While the heat chart allows the school to better determine the amount of students per hour of the day, the Engagement Tracker identifies the percentage of students that log into our student portal and the percentage of students that travel further to participate in the LMS. With this new data, Primavera Online is working on increasing student/teacher interaction and accessibility to meet more individual needs, in turn, increasing persistence.

An Instructional Snapshot has also been developed to investigate the activities of our students. This report drills down to the student level to determine a teacher and student individual effort based on academic growth. By observing these data points, instructors and staff can intervene as needed and develop academic interventions for students.

Valid and Reliable Data

2. How does the Charter Holder know that the data described above is valid and reliable?

Answer (suggested word count is 400 words):

To ensure the validity and reliability of the about data, measures for each assessment have been addressed and are consistent year over year. The follow assessments and measures addressed are as follows:

Each of the assessment types, formative and/or summative such as Final Exams, Unit Exams, Read 180, Math 180, Checkpoints, and Projects are assessment type within Primavera Online's curriculum.

Several factors ensure the validity and reliability of data:

- Most student counts are significantly high enough to say the data is a valid representation of Primavera Online's instructional practice.
- Assessments are aligned to the AzCCRS. Arizona adopted the more rigorous Common Core standards in 2010, which prompted changes to Primavera Online's curriculum through 2012-2013 SY, Curriculum was aligned to the CCSS, renamed AzCCRS.
- All instructors are trained with consistency of Professional Development, Administrators, and Instructional Coaches.
- Delivery of assessment and grading practices are consistent and delivered to all instructors.
- All instructors were trained for proctoring AIMS with the proper procedure and guidelines for administering the assessments.
- Computer based assessments are secure within Primavera Online's LMS. In addition, the assessment types can be randomized.
- Math curriculum is adaptive to students readiness, assessments are a given at specific learning interval, concepts mastery are assessed for all students in any given course.
- Programs such as Turnitin are used to prevent Plagiarism.

Impacts on reliability and validity of the data:

- High turnover of instructors during 2013-2014 SY
- Leadership changes in 2013-2014 SY
- Restructure and Growth of Exceptional Student Services and Guidance Departments in 2013-2014 SY
- Publishing of new/revised courses including but not limited to increased rigor, standards alignment and exam revisions.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):
*All data for 2014-2015 supplied by Primavera Online is based on one half the school year.

Student Median Growth Percentile (SGP) – Math

Math has been an overall area of need for students at Primavera Online. This was evident through our AIMS assessments and final exam scores in our courses. In the 11/12 school year, students who performed poorly in math were placed in Pre-Algebra and Math Basics with the intention to prepare them for Algebra 1 and Geometry courses. Primavera Online was in need of a different approach to the decline in math scores on AIMS as well as final exam results of courses Primavera Online offered. Revising the 2012-2013 courses to adjust for Primavera Online's student needs would be a long and lengthy process to ensure proper alignment and inclusion of Arizona College and Career Readiness standards, Primavera Online opted to review curriculum from ALEKS. ALEKS could offer more courses to support lower level math. In the 13/14 school year lower level math courses were offered and the data showed that students who were taking these courses were challenged with the structure of the learning. The implementation of new Math curriculum is results of the data reviewed in Primavera Online's dashboard, AIMS data, and Final exams. ALEKS curriculum is used to improve learning outcomes through the delivery of artificially intelligent learning and assessments that continually adapts to the unique needs of each student. ALEKS precisely and comprehensively assesses each student's knowledge, and delivers targeted instruction on the individual topics that each student is most ready to learn. In 2012-2013, ALEKS was used as a supplement, once new leadership was establish a full ALEK implementation was executed in 2013-2014. Currently, Primavera Online is in Year Two of the implementation.

With the addition of new Math Curriculum, Primavera Online was able to offer more courses to meet the specific needs of students. As seen by the Final Exam grades on each of the courses imparted for Mathematics Discipline, there were six new classes (Math Essentials A and B, Algebra Readiness A and B, and Integrated Math A and B) offered with a change in curriculum for the six other courses (Algebra 1A and B, Math Standards A and B, Geometry A and B). ALEKS math courses added significant rigor during changing the way students are taught through the integrated course player. Much of the new courses are based on AzCCRS with a teacher and student module that is flexible for the student, provides an initial assessment placing the student were ready to learn, assesses regularly, progress monitors concept mastery, and models problem solving for all item within the ALEKS program. The data shows an increase in student learning which may be due to appropriate placement in courses. With the addition on new curriculum followed new procedures and instructional strategies. Substantive feedback and grading practices of instructor we outlined and developed for consistency. Tutoring for any student is available daily by qualified tutors and/or highly qualified math instructors. These instructors require students to participate in synchronous sessions weekly to reinforce the concepts they are taught through the ALEKS program. Final exam scores appeared to dip with the change in curriculum and math program in SY 2013-2014, it is assumed to be a transition year in which students and instructors are working with the artificial intelligence program, with no multiple choice options removing guessing during assessments. There seems to a trend upward for the 2014-2015 SY final exam scores.

Primavera Online 6th-8th graders experience is similar to the high school in which the data reported on AIMS for these student did not align with what student were learning in math courses. After a thorough review of the middle school math curriculum, the same need was identified for implementation of new middle school math curriculum. In the middle of 2013-2014 ALEKS math program was implemented with increased rigor and alignment to AzCCRS in grades 6-8. The final exam scores could be a result of mid-year implementation and increased rigor. However, in the first half of 2014-2015 final exam scores are improving.

Student Median Growth Percentile (SGP) – Reading

The academic success of students in high school English has shown overall improvement from the 2011/2012 school year to the current school year. All English courses were updated to meet Arizona Career and College Readiness Standards during 2012-2013 which mainly focused on including ELA close reading lessons, activities, and group projects. While collaborative committees of instructors, curriculum developers, and subject matter experts worked on these new activities, committee members identified several needs: linking standards inside of the LMS, increased rigor of level 1, 2, and 3 Depth of Knowledge questions, need for more individual practice through courses. During the 2013-2014, several courses were reviewed and addressed (English 9A, English 10A, and English 11B (mid-year publish). Due to the increased rigor, standard alignment to assessments, enhancements to the courses providing rich media and multiple learning opportunities for students, resulted the decreasing scores on the final exams in these courses. During the summer session of 2014-2015, Primavera Online instructors collaborated with Flipswitch developers to see additional course were addressed (English 9B and English 11A). The final exam results for the first half of 2014-2015 is evidence of increasing the rigor of the new course releases. By the end of 2014-2015 all course revisions will be address for all English courses for grades 9-12. This will include additional revisions for the implementation of Levels 1-3 of Depth of Knowledge.

As a result of increased rigor, final exam scores have declined. To mitigate further decrease in Reading achievement, Primavera Online has implemented interventions for all students, including 11th and 12th+ graders who FFB and Approached on AIMS to include tutoring support. Primavera Online has mirrored the math coaching (tutoring) model and has provided support for all student in ELA courses, offering free remote tutoring M-F 8a-8p. All tutors have a minimum of 15 credits of higher education in core content areas. These tutor are extensively trained similar to Primavera Online's instructors.

Primavera Online 6th-8th graders have differing results in final exams scores. Middle school grades 6-8 were added in 2011-2012. Since the inception the curriculum has not been revisited. There was a major factor of a consistent language arts instructor throughout the middle school language arts courses. Through the past 1.5 school years Primavera Online's Language Arts Instructor has developed assessments, aligned lessons and activities that meet the AzCCRS. The instructor has had experience to provide students with additional supplemental material and use data to interpret the needs of Primavera Online 6th-8th grade students. Through the 2014-2015 SY, Primavera Online instructors have collaborated with Flipswitch developers the need for specific revisions to middle school courses, increasing the rigor and develop assessments ensuring students will be prepared for EOC exams.

Through the evaluation of data for courses and high stakes assessment, Primavera Online is piloting Read 180 and Math 180 in the Blended Learning Center. These have both proven to be successful,

increasing students reading levels and comprehension for both middle and high school students. This program is effective in a traditional brick and mortar environment is reviewing further online intervention programs to support student in the online learning environment.

In addition to Read 180, Primavera Online is piloting Scholastic Reading Inventory. The purpose of this pilot is to determine if the idea to use these two diagnostic assessments is functionally doable. Primavera Online hopes to be able to use the data from these assessments to accomplish one or all of the following in the future.

1. Pre-/Post-Assessment data to demonstrate growth of student in reading and math as a result of the Primavera Online curriculum
2. Immediate diagnostic information in reading and math for the teacher within two weeks of the first course at Primavera Online
3. Developmental course sequencing for students demonstrating areas of need. The pilot will begins in February of 2015. Results of this pilot will be considered to fully implement for all middle and high school students.

Student Median Growth Percentile (SGP), Bottom 25%- Math
The above data table show the number of bottom 25% who tested and the number of courses scheduled between SY2013 and SY2014. The implementation of priority scheduling of courses in Math may have contributed to the growth of the bottom 25%. We had less than half our students retest in 2014. However, the scheduling of appropriate ALEKS courses may have contributed to this growth. The number of Math courses these students had prior to retesting was 3.6-4 courses for all students. 36% of the students grew one or more band, these students were place in 4 courses on average between test dates. 50% of the students grew within the existing band, these students were place in 3.82 course on average between test dates.

Of FAY in 2013, 61% of the students did not retest with Primavera Online. This is a large number of students which could show the implementation of course scheduling to meet students Math deficiency may contribute to growth.

Tutoring is offered to all students at Primavera Online, these students are targeted to receive this intervention. However, Primavera Online will be looking at the number of hours students received the tutoring intervention, determining if this data too, is a part of growth.

Student Median Growth Percentile (SGP), Bottom 25% - Reading
The above data table show the number of bottom 25% on AIMS Reading who tested and the number of courses scheduled between SY2013 and SY2014. The implementation of priority scheduling of courses in Reading is limited compared to our Math courses, however this was not a significant need, as 25% of the 60 student met on AIMS Reading in SY2013, yet fell in the bottom 25%. We had 18% of our students retest in 2014. However, the scheduling of additional Language Arts courses may have contributed to this growth. The number of Language Arts courses these students had prior to retesting was 2.3-3.3 courses for all students. 27% of the student grew one or more band. 27% of the student grew within the existing band, these students were place in 3.3 course on average between test dates.

Of FAY in 2013, 81% of the student did not retest AIMS Reading with Primavera Online. This is a large number of students which could show the implementation of course scheduling to meet students Reading deficiency may contribute to growth. Tutoring is offered to all student at Primavera Online, these students are targeted to receive this intervention.

Subgroup, ELL – Math

The overall population of ELL students has risen over the last three school years. In the 11/12 school year just 6 students received ELL services while only 2 reached the total minutes to be classified as Full Academic Year (FAY). In the 12/13 school year that number increased to 11 total students and 1 FAY student. In both the 11/12 and 12/13 school years no students were reclassified from ELL to Fluent English Proficient (FEP). However, in the 13/14 school year 71 students received ELL services at some point throughout the year and 10 reached FAY. Of those 10, 5 reclassified to FEP.

When a school reaches 30 or more students who require ELL service they must develop Sheltered English Immerging (SEI) classrooms to teach students English. Primavera Online's population of students with ELL needs grew dramatically between the 12/13 and 13/14 school years, causing an SEI program to be developed quickly. Students who had previously been participating in general education English courses were moved to SEI courses before taking regular English. Overall, the increase from 0% reclassifying to 50% reclassifying in 1 year shows dramatic growth.

As students learn the English language they are more able to work through other courses, such as math. It is not a surprise that ELL students did not perform well on final exams in the 12/13 and 13/14 school years given that in the 12/13 school year students did not receive SEI curriculum, the ALEKS math curriculum was newly introduced with increased rigor, and all students at Primavera Online were experiencing difficulties in math.

In the current school year, 14/15, new SEI curriculum is in development. Curriculum from Language Live was purchased and is in the process of integrating in Flipswitch's course player. This curriculum was just introduced in December of 2014, and the data and classroom procedures are closely monitored by the ELL team and the Director of Exceptional Student Services.

Subgroup, ELL – Reading:

The overall population of ELL students has risen over the last three school years. In the 11/12 school year just 6 students received ELL services while only 2 reached the total minutes to be classified as Full Academic Year (FAY). In the 12/13 school year that number increased to 11 total students and 1 FAY student. In both the 11/12 and 12/13 school years no students were reclassified from ELL to Fluent English Proficient (FEP). However, in the 13/14 school year 71 students received ELL services at some point throughout the year and 10 reached FAY. Of those 10, 5 reclassified to FEP.

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Students who have an IEP in Primavera Online 9-12+ grades (POHS) – Math
Math has been an overall area of need for students at Primavera Online, including students who have disabilities. This was evident through our AIMS assessments and final exam scores in our courses. In the 11/12 school year, students who had IEP's that indicated specialized instruction for math were placed in lower level math courses such as Pre-Algebra and Math Basics with the intention to prepare them for Algebra and Geometry course material. As Primavera Online began revising courses to include the Arizona College and Career Readiness standards courses to support lower level math through the ALEKS program were created, including Integrated Math, Math Essentials and Algebra Readiness. In the 12/13 school year students with IEP's began taking Math Standards with moderate results of final exam grades 67.16 percent and 66.5 percent. In the subsequent school year, the final exam grades in these courses declined to 53.31 percent and 58.8 percent.

In the 13/14 school year all lower level math courses were offered and the data showed that students who were taking these courses were not moving closer to successful completion of the minimum math standards needed for graduation. These courses were also provided only for students who had IEP's, taught by a Special Education Teacher highly qualified in math. When final exam scores were reviewed for the 13/14 school year no growth occurred and some courses showed a decrease. However, all math courses were moved to the ALEKS math program during the school year and the rigor increased and instructional delivery was new to students.

As a result of the decline in math scores new procedures and instructional strategies were developed for the 14/15 school year to increase the progress students who have IEP's make toward meeting math graduation requirements. First, lower level math courses are no longer routinely offered to students who have IEP's. Students who require more intensive specialized instruction in math take the appropriate high school level math course with either a special education teacher and a highly qualified math teacher or a special education teacher who is highly qualified in math. These instructors require students to participate in synchronous sessions daily to reinforce the concepts they are taught through the ALEKS program. The teacher also provides one-on-one instructions and students also have access to a special education paraprofessional for additional daily support. So far the results are promising. The final exam grades of these students has increased in all but 3 courses for students who have IEP's. This instructional model will continue to be monitored.

Students who have an IEP in Primavera Online 6th-8th grades - Math
The academic success of middle school students in Math has been varied throughout the last 3 school years. Some of this variance can be contributed to the increased in students who enrolled during these years and to the variance of management of scheduling and course work that is typical of newly introduced grade levels and curriculum practices.

Similar to the high school, the math curriculum has been revised since the 11/12 school year. However, the ALEKS math program was not fully implemented in the middle school until the 14/15 school year. The data of final exam scores for all grades, with the exception of math 7A, decreased from the 12/13 school year to the 13/14. This was in part due to the rise in the student population between this time and the lack of clear scheduling procedures. However, in the 14/15 school year, ALEKS has been fully implemented and all math scores have increased. This may be contributed to a change of middle school math instructors and because of the scheduling that is allowing instructors to

focus on one single course as opposed to many. This increase will continue to be monitored as decisions for the 15/16 school year are made.

Subgroup, students with disabilities – Reading

Students who have an IEP in Primavera Online 9-12+ grades (POHS)
– English

The academic successes of students who have disabilities in high school English has shown overall improvement from the 2011/2012 school year to the current school year. All English courses were updated to meet Arizona Career and College Readiness Standards, which included the introduction of Close Reading Projects. Many students found these projects and the intensified rigor of the courses particularly challenging. Students who have disabilities demonstrated the need for more explicit instruction on the concept of close reading and the tools and strategies to support their success with the model. Often because of their disabilities, these student required more instruction than students who did not have disabilities.

To support this need:
•Professional development was provided to special education instructors to support their abilities to collaborate with general education instructors
•5 paraprofessionals were added to tutoring and provide one-on-one support to students
•Some special education instructors, who are highly qualified in English, began teaching some sections of English courses to support students with more significant needs.

As a result of this increase in specialized instruction, final exam scores for student who have IEP's has increased in all English courses except for English 11. This is consistent with students who do not have IEP's across the school.

Students who have an IEP in Primavera Online 6th-8th grades – English
The academic success of middle school students in English has been varied throughout the last 3 school years. Some of this variance can be contributed to the increased in students who enrolled during these years and to the variance of management of scheduling and course work that is typical of newly introduced grade levels and curriculum practices.

As the middle school has grown and procedures have been solidified, the instructional strategies of instructors have also grown. One observation in In the 13/14 school year a special education teacher was assigned to manage only students who had IEP's within those grade levels, allowing time to be focused solely on these student's needs, as the needs of middle school students are different than the needs of high school students.
The English curriculum for the middle school has also been revised since the 11/12 school year to incorporate the Arizona Career and College Readiness standards. The increase in rigor has had an effect on all students, even students who have IEP's. However, the decreases and variance found in the 12/13 school year lead to promising increase in the first half of the 13/14 school year. This can be attributed to the dedicated support of one special education teacher, the more structured scheduling of all students, which has allowed instructors to focus on particular courses instead of many, and the more structured management of theses grades as a whole.

High School Graduation Rate
The above chart shows graduation rate comparisons for Primavera Online compared to the State. Primavera Online's graduation rate is calculated each year, regardless A-F Accountability Framework of Alternative, AOI schools. Students who are on track to graduation in the 4 year cohort is higher than State graduation rates. For the 4 and 5 year cohorts, the graduation rate has improved year over year. In the 6 and 7 year cohorts graduation rate has slightly decreased year over year. Primavera Online's demographics show 28% of he enrolled students are in the 4 year cohort indicating growth in the largest cohort group of Primavera Online. The 5, 6, and 7 year cohorts comprise of 24% of student enrollment. This data shows we have increased the number of students who fall in a 4 year cohort.

Completion Rates by Term
Primavera Online has shown progress in course completer's year over year. In 2013-2014 completion rates were identifies has student who earned a letter grade per term, the rate was calculated by dividing student who earned a letter grade by all students who were assigned a course during each specific term. Comparing year over year completion rates for 2013-2014 to 2014-3015 there is an overall increase to student completing courses.

The above middle and high school completion rates both show an increase in completion rates for the past 3.5 school years. With an increase in course completion the trend shows a decrease in the percent of students who are withdrawn or unenrolled from Primavera Online.

Academic Persistence data: (Alternative Schools Only)-Retention of Primavera Students year over year
Retention Data is defined by students enrolled in A6, B6, and C6 and SS1, if present in any term prior to Oct 1- Student enrolled in Primavera Online grades 6-12 during the 2nd business quarter or 4th quarter of the school year who attend Primavera the following school year, has increased from 2013-2014 by 4% and 6% respectively. Regular school year kids come back at higher rate compared to those who took summer school. In addition, many students who start Primavera Online in the summer tend to re-enroll the next school year. With the above data, Primavera Online has looked at internal persistence term over term. Below are some data points tracked to see we are supporting students, reducing student drop-out rate.

Primavera Online's data in the engagement tracker report indicates the number of students logging into the Parent Student Portal (PSP). This is a direct reflection of a heat chart which identified the number of student in the PSP and the time and day of the week student are accessing and active in the course player. Based on this data, Primavera Online shifted employees work schedules to be accessible to student during the high times in which student were in the PSP. The above are results of the Engagement Tracker-during the 2014-2015 academic year. This application allows Primavera Online to identify active students in the PSP and/or course player daily. While the heat chart allows the school to better determine the amount of students per hour of the day, the Engagement Tracker identifies the percentage of students that log into our student portal and the percentage of students that travel further to participate in the LMS. With this new data, Primavera Online is working on increasing student/teacher interaction and accessibility to meet more individual needs, in turn, increasing persistence.

An Instructional Snapshot has also been developed to investigate the activities of our students. This report drills down to the student level to determine a teacher and student individual effort based on academic growth. By observing these data points, instructors and staff can intervene as needed and develop academic interventions for students.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): 1. Each month Primavera Online content specific instructors collaborate with content and curriculum developers evaluating courses offered by FlipSwitch. The following is the process used to evaluate courses: • Courses are reviewed on a continuous basis • 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. (Additional working is starting based on the AzMerit EOC, Depth of Knowledge Levels 1-4.) • Quality assurance teams review the final products of unit and final exams, along with new and revised content. The QA process ensures content is accessible to all students including ELL, students with disabilities. (Closed captions, screen reader capability, and audio components) Rich media is also incorporated into the LMS. Instructional design is reviewed. • Each rubric category for curriculum development is identifies as "Meets" or "Does not meet" the QA criterion. All notes are reviewed and revisions begin again. 2. On an as needed basis, instructors and students have access to evaluate content	List documents that serve as evidence of implementation of this process: • Professional Learning Communities • Meeting Agenda • Meeting Minutes • Action Items and Publish dates of revision for the 2013-2014 SY • Curriculum Maps with AzCCRS • QA Rubrics • Multiple Choice Assessment Writing, Math Formative and Summative Assessments • Screen Shot of feedback tab- reports from FS • Help desk ticketing systems

and courses. There is a feedback tab, students use to identify errors in content. 3. 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. Ticket are assess and prioritized and delivered to FS for further action.	
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): 1. Gaps in curriculum are identified by reviewing the course content and reviewing standards. Assessments and content that are not aligned are listed. Individuals and small teams are tasked out what the next steps are to meeting to filling the gaps and due dates of the products. Synchronous sessions, rewrites, supplemental resources, etc. 2. Assessments data is used to identify friction points in which curriculum may need to be address. Identifying non passing and low scores on exams are reviewed and evaluated to identify accurate alignment of content within the Unit. 3. Additional processes are in place with reviewing end of course surveys. These surveys are reviewed by instructional staff and administration. 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. 4. In addition, 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. The friction points are evaluated	List documents that serve as evidence of implementation of this process: • Adobe designed based on filling the gap in curriculum • Synchronous presentations • Assessment Results • EOC survey • Friction reports • Ticketing processes for Primavera Online and FS • LMS Teacher notes • PLC Kickoff meetings and minutes (2013-2014) Collaboration with FS • Item Analysis Report

to identify if all contents and standards are addressed through the course. Lessons and activities in which alignment is correct, instructor look for prior knowledge gaps in student learning that should be addressed. Instructor create synchronous and asynchronous session to provide students with the knowledge necessary to master the learning objective. Instructor also utilize customizable teacher notes to clarify any misconceptions. 5. Item Analysis Reports have recently been released, providing instructors the ability to review assessment results. This report allows teacher to identify critical issues students may have in mastering skills or concepts in the course player. Instructors can use this data to revise curriculum, readdress students with any misconceptions, reteach, and reassess the students. In addition, this would also give instructors a point for self-reflection of their instructional practices.	
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): Step One- Needs Assessment and Adoption 1. Grade level instructors will begin the curriculum adoption process by identifying key concepts and standards which need to be taught and hold students accountable to learn. These local curriculum standards (AzCCRS) will also include state and federal standards. 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. 2. The proposed curriculum will be presented to the school staff and/or administration. After approval of the	List documents that serve as evidence of implementation of this process: • Process on curriculum selection doc • Curriculum adoption check sheet • Google Docs Feedback forms • Friction Point Analysis • ALEKS Implementation Plan • ALEKS meeting and minutes

instruction and administration, they will be presented by the superintendent. 3. If the standards meet the boards' approval, they will be adopted as the curriculum standards for that specific subject/content area. Upon completion of this approval, step two continues. Step Two (Review of materials, approval, and acquisition) 1. Materials will be obtained (i.e. sample texts, videos, supplemental materials, webinars, etc.) for review by the instructors expected to teach the curriculum standards in phase I. All instructors will review the proposed materials to determine whether they will be effective in order to meet the approved district curriculum standards. 2. Instructors may pilot some or all of the sample materials throughout the review period with approval of the Superintendent. 3. Instructors expected to teach to the curriculum standards will meet and discuss materials. After review, recommendations will be made to administrators and Superintendent which materials will best support the adopted curriculum standards and what additional material may be needed to meet standards and instructional design of online courses. 4. If approved, the process of purchasing the adopted curriculum and supplemental materials will be completed. Step Three (Staff Training, Curriculum and Material Implementation) 1. Training will be offered to instructors if and when needed. (ALEKS) 2. Curriculum standards and materials will be implemented in the classroom. Additional supplemental content or delivery method will be developed and added to the online course.	

3. Opportunities for instructors to discuss/review the new curriculum standards and materials will be provided and facilitated by the building principals and assistant superintendent. Step Four (Curriculum and Materials Evaluation) 1. 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. 2. Recommendations will be solicited from instructors and students in regards to additions and/or deletions to the curriculum standards and materials. 3. The instructors and administration will then report final findings to the Superintendent for review. 4. If needed, modifications to the curriculum standards and materials will be approved by the Superintendent.	
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Individual titles and roles for adopting and revising curriculum: • Instructors- Identifies standards, grade and age appropriate, and identifies gaps and prior knowledge. (ESS- Special Education, ELL compliant or accommodations- adaptability • IT Department Rep- Identifies SSO capabilities and technology requirements. • Content experts- Ensures content is appropriate for specific courses and standards, bridges any gaps in the curriculum for course content. • Instructional designers- appropriate syntax • Administrators- facilitate review process, scheduling, and accountability. • Director of Curriculum, Instruction, and Assessment- Identify needs,	List documents that serve as evidence of implementation of this process: • PLC minutes and agendas • Survey Results from students • Standards alignment and maps for grade levels and content • Criterion for ELL and ESS • Technology requirements • Helpdesk tickets and reports

communicate, develop action plan to implementation • Data analysts- Validate appropriate data points are available for analysis student academic performance. • Students- Provide feedback from EOC surveys, ticketing (Helpdesk), feedback to instructors.	
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): The following questions are used in evaluating curriculum options: 1. Does the curriculum meet state and federal laws? 2. Does the curriculum meeting the goals and objectives of the Primavera Online 3. Is the curriculum comprehensive? 4. Does the student learn without instructor, is their learning taking place during independent time for the students? 5. Is there a variety of instructional approaches? For example, visual, auditory, linguistic, etc. 6. Is the curriculum developmentally appropriate? 7. Is it adaptive? 8. Is the curriculum research and theory based? 9. Is there evidence the curriculum is effective? 10. Does the curriculum integrate into our existing platform? 11. Will this curriculum require extensive training? 12. Will this curriculum require any hardware upgrades, plugins, or downloads for the student? 13. Does the curriculum meet the needs of our student's technology requirements? 14. Will the vendor provide the impact cost on scheduling?	List documents that serve as evidence of implementation of this process: • Score card for selecting curriculum

15. Does provide valid and reliable assessment questions?	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): 1. Beginning the implementation process of curriculum, instructors attend in-service on expectations and guidelines: synchronous sessions, grading, time engaged with students, communications and feedback. 2. Through the process of instructor evaluations and online walk through. The curriculum implementation is reviewed based on based on the following checks and balances. i. Assessed standards in synchronous sessions ii. Lesson plan development is aligned with the curriculum iii. Structure of (a)synchronous sessions iv. Comparison of results by instructors to determine any discrepancies in delivery, grading practices, and development of teacher created assessments v. Consistency vi. Structure of Synchronous sessions vii. Accountability 3. Curriculum implementation at Primavera Online has several key components which are the focal points during the evaluation process. This process holds instructors accountable for the expectations of course delivery, asynchronous and synchronous expectations of content and delivery, and checks and balances of	List documents that serve as evidence of implementation of this process: • Teacher Evaluation Tool • Online Walk Through Checklist • Teacher Expectations and Guidelines • TT100 Course (New Teacher Training Course) • Lesson Plans • Hiring Highly Qualified/Certified instructors

appropriate standards to content and assess student on the expected learning outcomes. 4. Primavera Online provides appropriate and timely communications and trainings regarding new curriculum and revisions of curriculum to instructions. 5. Primavera Online's Instructional Coaching program develops a highly-effective instructional staff. One facet of Instructional coaches is the training of new instructional staff members, includes five phases of rigorous training to prepare instructors for virtual teaching. Another focus of the Instructional Coaching program is to mentor veteran instructors, providing them with best practices and strategies to increase virtual skills. Through this program, Primavera Online aims to see higher student achievement, retention, and completion rates. Once training is completed, instructors have time for review.	
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): • Curriculum is aligned through our content provider inside of our Learning Management System. Content within our core course where AzCCRS apply are link to lessons, activities and assessment items. • 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. Each	List documents that serve as evidence of implementation of this process: • Standards- Curriculum Maps (FS) • Standards Alignment by Course Lesson and Activities (Sample ENG12A and ENG12B) • Scope and Sequence in Teacher Resource Guide • Units addressed each week • Pacing guide • Teacher Expectation and Guidelines • Lesson plans • Course plans

online course is divided into 6 units, each unit includes standards in 5 lessons with a Unit Exam. Each lesson is guided by specific learning objectives and including a pacing guide throughout the course. Once standards are taught synchronously and/or asynchronously, Final exams assess students overall mastery on the course. • For the second half of 2014-2015 Primavera Online middle grades 6th-8th will be piloting an 8 week session, changing the duration of time students will have to interact and engage with instructors in courses. This was communicated through Mail Chimp and through our internal messages system to all MS students. The Enrollment and guidance department have common scripting to communicate student expectations with the change in calendar. This schedule change is directly related to student and parent response to the length of time student have to complete a 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. • AzCCRS are also a guide for instructors to fill any gaps in the course players. • Scheduling assistance by the Guidance department provide each student with a course plan toward promotion or graduation.	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	

Answer (suggested word count is 400 words): At the start of each course instructors have an outline of the content in the course. 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. Content of theses training include use of syllabi, course expectations for students, pacing calendar/guide for courses. 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. These expectation are communicated to students through the course player pacing guide, teacher notes, and syllabi. Communication to instructors of these expectations occur through in-services, onboarding processes and kickoff meetings held at the beginning and mid-year.	List documents that serve as evidence of implementation of this process: • Instructors Expectations and Guidelines • TT100 • Collaborative meetings on results • Guidance Handbook • Task workflow system • Evaluation of employees • PPT Presentations
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Primavera Online's course player has the ability for instructors to provide notes, pacing guides (written in teacher's notes, or within the course contents per lesson. Standards are mapped with the course player by content and curriculum developers, this is evident in each lesson of the course. Recorded synchronous and asynchronous sessions of teacher's are used to determine the pace and learning of student during that moment in time. Those sessions correspond to the content and pacing in the course.	List documents that serve as evidence of implementation of this process: • Sample teacher notes • Recorded sessions • Walkthrough feedback/forms • Show course player

Weekly lesson plan reviews, walk through/observations and bi-annual evaluations monitor the progress of instructor's use of these tools.	
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): Primavera Online's curriculum providers are required to demonstrate alignment to the standards. During the review process, Primavera Online instructors and leadership have access to review the materials. Curriculum maps aligning the courses to AzCCRS are provided by the curriculum providers.	List documents that serve as evidence of implementation of this process: • Curriculum maps • Syllabi
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Math curriculum provided by ALEKS is adaptive to the student's ability using an initial assessments. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS provides instructions on the topics students are most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Other courses such Concept cources provide the same content as a regular course however, it does not include some enrichment activities. This allows more time to focus on foundations students much learn. 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. All students including the bottom 25% are encouraged to attend free tutoring small group or	List documents that serve as evidence of implementation of this process: • ALEKS Math curriculum development structure • Concepts course • Adobe recording of target concept for grade levels • Remedial courses serve as electives • Extensions report in SIS • Tutoring program for Math and Language Arts • # of attempts

1:1 support. These students are targeted for implementing additional interventions in Math and Language Arts. Instructors have the ability to reteach student who are low performing giving option for authentic assessments, redo's, retakes, and do-overs. Professional development throughout the year addresses training on identifying the challenges for bottom 25%/non-proficient students and teaching strategies for lesson plan integration.	
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Primavera Online ensures that curriculum addresses the needs of English Language Learners by following the same processes and procedures for curriculum development and quality assurance as is used for all other curriculum matters (Score Card). ELD curriculum is in development to incorporate the use of the curriculum purchased through Language Live into Flipswitch courses. The following process was used to ensure that the curriculum addresses the needs of English Language Leaners. • Identify several interactive and engaging online providers of ELD curriculum • Review curriculum to ensure reading, writing, grammar, and speaking components meet student needs and state requirements • Assess curriculum using score card for initial implementation • Monthly curriculum meetings to review student achievement data and to ensure compliance with state and federal ELL requirements	List documents that serve as evidence of implementation of this process: • Curriculum score card • Walkthrough • ELD Training in TT100 and TT101

During the teacher evaluation process, the classroom walkthrough is used to determine how effectively the ELL instructor is adhering to the curriculum and to identify areas of needed professional development. This process ensures that the curriculum is taught with fidelity. The ELL Coordinator informs instruction of ELL procedures and state requirements. All instructors at Primavera Online are provided ELL professional development TT100 and TT101. These online courses have modules which provide training in best practices for instructing students who are learning English.	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Similarly to the bottom 25%, students who are categorized by FRL have similar access to curriculum: Math curriculum provided by ALEKS is adaptive to the students “ready to learn” ability using an initial assessments. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS provides instructions on the topics students are most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Other courses such Concepts provide the same content as a regular course, however, it does not include some enrichment activities. This allows instructors and students to focus on the foundations necessary. 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. All students including FRL students encouraged to	List documents that serve as evidence of implementation of this process: • ALEKS Math curriculum development structure • Concepts course • Adobe recording of target concept for grade levels • Remedial courses serve as electives • Extensions report in SIS • Tutoring program for Math and Language Arts • # of attempts

attend free tutoring small group or 1:1 support. These students are targeted for implementing additional interventions in Math and Language Arts. Instructors have the ability to reteach students and give option for authentic assessments, redo's, retakes, and do-overs. Professional development throughout the year addresses training on identifying the challenges of FRL students. In addition, Primavera Online has a computer loan program for students in need.	
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Primavera Online ensures that curriculum addresses the needs of students who have disabilities by following the same processes and procedures for curriculum development and quality assurance as is used for all other curriculum matters. 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. When students who have disabilities require multiple modifications of curriculum materials they are placed into courses with other students who have disabilities. 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.	List documents that serve as evidence of implementation of this process: • ESS Handbook • Walkthrough • TT100 and TT101

All instructors at Primavera Online are provided professional development to support best practices for instructing students who have disabilities through TT100 and TT101. These online courses have modules which provide training in best practices for instructing students who have varying disabilities specific to the online environment.	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): Primavera Online has several types of assessment in use. Below is the type and label of assessment. Diagnostic- Piloting 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, ALEKS weekly assessment Summative-Unit and Final Exams throughout the course player, ALEKS final exam Primavera Online acknowledges the need to do further benchmarking. Based on our model, six week courses, benchmarking has been limited to check points and workbooks throughout the course and lessons. Instructors reteach skills and concepts and provide feedback to students on a regular basis through substantive feedback, discussions, and synchronous sessions. Students have the ability to reassess after additional instruction takes place.	List documents that serve as evidence of implementation of this process: • Scholastic Read 180 Reports • Scholastic Math 180 Reports • ALEKS Initial Assessment Data Report • Check Points • Final Exam
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): The process for selecting an assessment system is a two parts response: Refining current assessment system and selecting new assessment system. Process for Refining Current Assessment Process-	List documents that serve as evidence of implementation of this process: • Systems Request Form • Assessment System Criteria

Process for refining current assessment has been established with FlipSwitch's System. Development Request form is used to establish the need for Primavera Online assessment needs, such as benchmark tracking for all workbooks and checkpoints, linkage to standards, and an item analysis for all assessment in the course player. Selecting New Assessment System New purchases of assessment systems must meet the following criteria. Items to include are: • Provide concise visual information about student results of AzCCRS for all grades and subjects • Accessible for all students, including students with disabilities and students with limited English proficiency • 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 • Ability to disaggregate	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Assessments were revised during the 2014-2015 school year to incorporate addition DOK's Level 1, 2, and 3 questions. Instructional team identified specific essential standards that were vital for student progress and achievement at each grade level in language arts and mathematics. Assessments have been revised based on the standards.	List documents that serve as evidence of implementation of this process: • PLC Letter to Instructors

With the new AzMerit state assessments we are continuously updating to meet Depth of Knowledge, level 1, 2 and 3 questions. The items included the item bank have been tested and are proving to be valid and reliable based on FlipSwitch accountability systems.	
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Answer (suggested word count is 400 words): Daily Formative-reviews with instructors during live sessions, discussions, workbooks and checkpoints. Weekly Formative-unit exams and projects End of Course Summative Final Exams Annual Summative AIMS (2014-2015) AzMerit End of Course FlipSwitch offer multiple assessment types, including checkpoints, skills challenge, practice builder, workbooks, projects, unit exams and final exams. Many Flipswitch courses allow for students to self-remediate prior to taking summative assessments through Skills Challenge and Practice Builder in the LMS. 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.	List documents that serve as evidence of implementation of this process: • Daily Review • Discussion Questions • Adobe Quizzes • Essay Question • Project • Unit Exams • Final Exam • ALEKS Test Schedule • Academic Intervention Plan • Skills Challenge in Course Player • Practice Builder in Course Player

Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): Currently, Primavera Online is piloting a diagnostic assessment for reading, Scholastic Reading Inventory. This pilot will extend through the spring semesters to identify if current technology solutions will support the online assessment for all students at Primavera Online. 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. This is currently being delivered, prior instructors had to manually identify through each student. This will give significant time and feedback to teacher to support student academic achievement. Primavera Online has the opportunity to access data instantly through an item analysis report this allows instructors to identify student needs based on standards. In addition, it allows instructors to identify gaps in instruction, identify academic deficiencies to provide interventions for students. 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. Primavera Online uses computer based assessments provided by FlipSwitch, ALEKS, Read 180, and Math 180 assessment systems. Each of these assessment system provide an analysis at the individual student level. The system provides benchmark and formative assessments for ELA and Math that are standards-based and aligned to AzCCRS.	List documents that serve as evidence of implementation of this process: • Assessment Analysis Report

With Primavera Online's unique scheduling of courses, data is review 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.	
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): 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. The item analysis report stated above provide standards-based mastery which include: • Identifying each student's performance on the standard and item. • Displays how many questions were related to that standard. • Show students overall score on the assessment. • Identifies most commonly chosen answer in missed answers questions. • Provides a complete analysis of item response. The data available to instructors through their online SIS allows instructors quick access to information in order to guide their instruction. Identify strengths and instructional practices based on assessment results is a reflection of using data in our online environment. As leadership progress monitors instruction, data is distributed by administrative teams to show strengths and areas of weakness. On a daily basis, instructors can pull reports to identify areas of strength and areas of focus. Friction Point reports identify areas were students stop activity within the course. These friction points (lessons and activities) are	List documents that serve as evidence of implementation of this process: • Ticketing system • Reteach during Adobe sessions • Curriculum maps • Teacher Notes • Friction Point Analysis • Item Analysis

carefully reviewed seeking answers for, why students stop working this moment. Feedback is provided by the instructor on gaps in instruction such as, confusing directions, programming errors, etc. These are all ways to enhance, modify, and improve curriculum and instruction.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): Data analysis is used to adjust curriculum if it impacts learning or grades, immediately. If the issue identified doesn't impact learning outcomes, adjustments are made through FlipSwitch ticketing system with a republish data assigned. 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. Any major concerns are addressed with the instructor. Addition performance reviews address critical concerns of ineffective instruction. These are performed twice a year. Instructors have the ability to communicate with students any changes needed to complete the lesson or activity. In addition, Instructors and Curriculum Developers continuously review and improve courses based on teacher and student feedback, surveys, data analysis, and enhancements requests.	List documents that serve as evidence of implementation of this process: • Curriculum ticket log • Walkthrough feedback form • Performance Evaluation Rating and Feedback • Performance Improvement Plan • Curriculum PLC's • Kick Off Meetings Presentation • Minutes and Action Plan

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Students are able to retake and reattempt assessments once a teacher identified needs and student has attempted remediation with the instructor. Tutoring is available for students. In addition, there is a group projects which can be utilized as peer tutoring or additional lesson activities can be provided as needed.	List documents that serve as evidence of implementation of this process: • Tutoring Schedule • LMS attempts • Project Upload
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Primavera Online's assessment system is adapted to meet the needs of ELL students in the following ways: • Providing professional development in best practices for meeting the needs of ELL students • Supporting authentic assessment strategies, i.e. verbal assessment, to ensure validity of ELL assessment results. • Offering face-to-face tutoring to any student who has an identified ELL need • Traveling to students to provide AZELLA placement and reassessment testing All students who have ELL needs are assessed using Flipswitch assessment systems, Language Live assessments through the ELD Curriculum, and with the AZELLA as required by the state of Arizona. All end of course assessments designed by Flipswitch follow quality assurance procedures designed to support the needs of all students, including students who are learning the English language. During end of course exams instructors	List documents that serve as evidence of implementation of this process: • English Language Learner Process Chart • ESS Handbook • ELL Reclassification Data • Last year's tutoring schedule

ensure that students are demonstrating what they know effectively by discussing assessments with students and allowing them to use authentic assessment, i.e. verbal assessments. Assessing ELL students for placement in the ELD program and to reassess during the spring testing window requires face-to-face assessments. To do this, Primavera Online employs an ELL Testing Coordinator whose focus is to meet students across the state and administer the AZELLA. This requires the coordination of meeting places and scheduling of mutually agreed upon testing times. All placement assessments are conducted within 30 days of the student's enrollment and reassessments occur during the state designated reassessment window. To prepare for the reassessment window the ELD teacher and ELD Coordinator travel across the state to provide face-to-face tutoring to students. This tutoring supports development of relationships and fosters the growth in learning English that is necessary to ensure students are successful on the AZELLA reassessment as well as when taking the AIMS or AzMERIT.	
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Students are able to retake and reattempt assessments once a teacher identified needs and student has attempted remediation with the instructor. Tutoring is available for students. In addition, there is a group projects which can be utilized as peer tutoring or additional lesson activities can be provided as needed.	List documents that serve as evidence of implementation of this process: • Tutoring Schedule • LMS attempts • Project Upload
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
Primavera Online's assessment systems are adapted to meet the needs of students who have disabilities in the following ways: • IEP and 504 teams determine student's testing needs accommodations and modifications. All instructors have access to this information. • Providing professional development in best practices for supporting students who have disabilities • Collaboration between general education and special education instructors to ensure individualized needs of students are met. Students who have disabilities are assessed using Flipswitch assessment systems and by the evaluation tools decided upon for special education evaluations. Each student's needs on end of course assessments is evaluated by their IEP teams and documented in the IEP. All instructors have access to the assessment accommodations or modifications through the link established between e-IEPPro and the SIS provided by Flipswitch. Additionally, each student's case manager and general education teacher collaborate to ensure the individual needs of students are met to allow students to demonstrate their learning in the most appropriate way.	• ESS Handbook • Paul PD • TT100 and TT101

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words): Instructors are required to post standards and learning outcome in online session, on supplemental resources. Through the Performance Evaluation process, which occurs two times a year, monthly walkthroughs integration of standards is monitored. In addition, Instructional Coach checkups, Primavera Online administration and Director of Curriculum, Instruction, and Assessment monitors' standards integration in classroom instruction. Much of this integration is delivery in Primavera Online's LMS.	List documents that serve as evidence of implementation of this process: • Teacher Performance Profile Rating • Teacher Performance Profile Rating Rubric • Teacher Evaluation Feedback • Walk-through Form • Teacher Expectation and Guidelines • Lesson Plan
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): Primavera Online monitors the effectiveness of standard based instruction through assessments teachers incorporate into synchronous sessions, observing and evaluating assessment date, and results of final exams and standardized assessments. These are reviewed and analyzed during walkthrough feedback, observation, Performance Profile Ratings, and Item Analysis reports.	List documents that serve as evidence of implementation of this process: • Walk through Form • Observations • Performance Profile Rating • Final Exam Item Analysis Report
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Through a collaborative effort involving instructors, principals, curriculum and instruction specialist, professional development leaders, and research and evaluation staff members, Primavera Online developed a teacher evaluation system that aligns to the state framework. The new teacher evaluation system, which includes measurements of teaching performance, student academic progress, and continued school improvement, is designed to enhance teaching and student achievement to target professional development and data-informed decision-making. • providing a common school-district/wide definition of effective teaching, • embracing meaningful discussion collaboration about teaching practices, • focusing on continuous growth for all instructors, and • identify and emphasize strategies that have the greatest impact on student learning. Evaluators are required to conduct a minimum of two formative observations and a minimum of one summative observation for each fulltime teacher. Formative observations must be completed in an uninterrupted lesson within 60 calendar days between visits. At least one of the formative observations must be announced. During the pre- and post-observation conferences, instructors must prepare to discuss the questions outlined in the protocol for pre- and post-observation conferences. Following each formative observation, instructors will be required to submit to their evaluators self-review for their performance. Within 10 business days after each formative observation, the self-review and post-observation conference must be completed and the evaluator must provide written feedback to the teacher. Instructors will evaluate on each of the Five Domains based on the evidence collected and observed from pre- , observation, and post-observation conferences.	• Performance Profile Rating • Performance Profile Rating Rubric • PIP Template • Pre-observation form • Post-observation form • XLS ratings by domain and subcategory • Walkthrough form • Instructional Coach checkup

After the review of all teaching performance evidence, the teacher will receive a final summative teacher performance evaluation that will be used to determine teaching performance profile rating. The teacher performance component of the evaluation system will count for 50% of the teacher's final evaluation rate. The levels of performance are defined as below: Highly Effective There is evidence of high levels of knowledge, implementation, and integration of performance standards, along with the evidence of leadership initiatives and willingness to model and serve as a mentor for college. This rating refers to professional teaching that innovatively involves all students in the learning process and community of learners. Instructors performing at this level are master instructors and leaders in the field both inside and outside of their school. Effective There is no evidence of increased knowledge, implementation, and integration of performance standards, but teacher is clearly proficient and has performance skills. This rating refers to successful professional teaching that consists of high-level effectiveness. It is expected that most experienced instructors frequently perform at this level. Developing There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has necessary knowledge and skills to be effective, but the application of those skills is inconsistent. Ineffective There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimum performance standards and needs substantial improvement. This rating refers to instructors that do not	

convey an understanding of concepts underlying the component. This level performance is hindering learning or is doing harm in the classroom. Professional Improvement Plan A professional improvement plan will be established for every teacher who receives any Ineffective rating or four or more Developing ratings on either of the formative evaluations for spring and fall. Teacher performance evaluations are recorded on the teacher performance profile. In the event an instructor is ineffective, The evaluator, in collaboration with the teacher, will develop a plan to target areas for refinements and/or of deficiency. The plan will include a goal, strategies, and action steps. The professional remediation plan must run for minimum of 45 days. Timeline- • 1st month for the school year, instructors have an evaluation orientation to provide an overview of the evaluation system • New employees receive the same orientation during new hire training throughout the year • Conference with teacher to review each academic progress profile and continuous school improvement profile rating from the past year, identify individual goals based on school wide and individual instructor data • Identify the student academic achievement assessment to be used for the new school year and record the assessment and academic progress profile rating • Schedule Pre-Conference, Observation, and Post Conference. This occurs twice a year. • Review and sign final teacher evaluation rating	
4. How does this process identify individual strengths, weaknesses, and needs?	

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
Through the teacher evaluation process, ratings recorded based on the teacher evaluation rubric, artifacts received, student academic data, teacher dashboards strengths and weaknesses are identified. The evaluation performance profile rating is used to rate each domain and subcategory as highly effective, effective, developing, and ineffective. All instructors performance profile rating are entered into a data table in which all domains and subcategories of the evaluation are sorted by strengths and areas of focus. Further analysis of the tool allow for identifying individual teachers area to focus on for professional development. In addition, as a school, we can identify school wide Professional Development needs. Individual goals and school wide goals are 50% of the teacher evaluation. Each school wide goal is set based on the prior year's data. Individual teacher goals are set based on data retrieved from individual results. These goals are reviewed by the teacher to progress monitor their practices.	• Data point on individual teacher goals • Individual Performance Profile Rating and feedback
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): Post conferences are scheduled after the observation of teacher performance. At this time the evaluator reviews the Performance Profile Rating and rubric with the teachers. During the post conference meeting the evaluator identifies strengths, weaknesses, and learning needs both quantitatively and qualitatively. The rating 0-3 are sorted providing the teacher with the greatest strength and critical focal points.	List documents that serve as evidence of implementation of this process: • Post Conferences Invites • Performance Profile Rating • Post Conference Form • End of Course Surveys

Students are provided with an end of course survey. These results are provided to the teacher review for identifying individual student perceptions about teaching and learning with that one specific teacher and course.	
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): Post conferences are scheduled after the observation of teacher performance. At this time the evaluator reviews the Performance Profile Rating and rubric with the teachers. During the post conference meeting the evaluator identifies strengths, weaknesses, and learning needs both quantitatively and qualitatively. The rating 0-3 are sorted providing the teacher with the greatest strength and critical focal points. The data on quality of instruction has changed over the course of two years due to a new evaluation tool and a high number of teacher turnover in the 2013-2014 SY. In 2012-2013, over 85% of the instructors were evaluated as Highly Effective. With these results, one would expect our student to be performing at a much higher rate. With the new evaluation tool, leadership, and evaluators, there is a need to establish our current performance ratings. Currently, our data for Fall of 2014 is being reviewed to identify Professional Development for Spring 2015.	List documents that serve as evidence of implementation of this process: • XLS Ratings • PD planning • Performance Improvement Plan
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The teacher evaluation tool and walk through is designed to support each content area of instruction, including bottom 25%/non proficient. This allows the evaluator to support each teacher's unique content using the same tool. All teachers are evaluated using the same rubrics	List documents that serve as evidence of implementation of this process: • Performance Profile Rating • Performance Profile Rating Rubric • Pre-observation form • Post-observation form

and held to the same school wide and individual goal. Each of the following subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs, including bottom 25% student needs. • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessment • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	• Walkthrough form
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The teacher evaluation tool and walk through is designed to support each content area of instruction, including English Language Development. This allows the evaluator to support each teacher's unique content using the same tool. The ELD teacher is evaluated using the same rubrics as other content area instructors and is held to the same school wide and individual goal. Each of the following subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs, including ELL needs. • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students	List documents that serve as evidence of implementation of this process: • Performance Profile Rating • Performance Profile Rating Rubric • Pre-observation form • Post-observation form • Walkthrough form

• 1e: Designing Coherent Instruction • 1f: Designing Student Assessment • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The teacher evaluation tool and walk through is designed to support each content area of instruction, including Free and Reduced Lunch (FRL) students. This allows the evaluator to support each teacher's unique content using the same tool. All teachers are evaluated using the same rubrics and held to the same school wide and individual goal. Each of the following subdomains on the Teaching Performance Profile and Rating rubric identify how well the teacher responds to individual student learning needs, including FRL student needs. • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessment • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	List documents that serve as evidence of implementation of this process: • Performance Profile Rating • Performance Profile Rating Rubric • Pre-observation form • Post-observation form • Walkthrough form

10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): The teacher evaluation tool and walk through is designed to support each content area of instruction, including Special Education. Special education instructors are also evaluated on their ability to hold collaborative and concise IEP meeting and their ability to maintain compliance to state a federal special education laws. The following are added to the teacher evaluation process for special education instructors: • Observation of IEP meeting using the meeting agenda • Randomized review of IEP documents • IEP Mini Audit used to evaluation IEP criteria and adherence to timelines Each of these tools supports the Special Education Teacher's rating in the following subdomains of the Teaching Performance Profile and Rating; • 1a. Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessment • 1e. Conducting Individualized Education Plan (IEP) meetings • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4f: Showing Professionalism. All general education instructors are evaluated on instructional practices that support students who have disabilities using the Teacher Performance and Rating Rubric. This tool provides the means for evaluating how well all instructors respond and instruct to meet individualized needs of all learners. The following subdomains on the rubric address this: • 1a: Demonstrating Knowledge of Content and Pedagogy	List documents that serve as evidence of implementation of this process • Performance Profile Rating • Performance Profile Rating Rubric • Pre-observation form • Post-observation form • Walkthrough form • IEP Mini Audit • Meeting agenda's

• 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessment • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): The professional development plan was created based on the purpose and definition of our school-wide goals aligned to student academic achievement. The organization and structure of professional development in the district is based on the evaluation, interpretation, and use of data. The plan is to foster continual professional improvement. The professional development needs of the instructional staff are assessed via surveys and instructor evaluations. **Introduction and Purpose** Our professional development plan is derived from Learning Forward's Standards for Professional Learning in conjunction with our school-wide goals relating to student academic achievement. Primavera Online's mission is to provide a rigorous and personalized education in a highly interactive virtual learning environment. As an	List documents that serve as evidence of implementation of this process: • Professional Development Action Plan • Professional Development Session and Topic • Meeting minutes

alternative school, we are committed to educating all Arizona students seeking an accredited high school diploma and helping them prepare for life after high school. **Development Process** Each professional learning session ties the standards for professional learning to our school-wide goal of increasing student academic achievement. • Sessions are developed and delivered by support staff, instructional staff, and administration. **Components** 1. Planning: need is identified 2. Learning: learning outcomes are discussed 3. Implementing: monitoring takes place via course walk-throughs and instructor evaluations 4. Evaluating: each session is evaluated by the learners 5. Master Plan for In-service Activities 6. Individual Professional Development Plans: Individual goal sheets are given and monitored 7. In-service Activities for School Administrative Personnel: Leadership Retreats 8. Systematic Consultation: each session is consulted with our superintendent and delivered systemically 9. Funding: departmental budgeting is in progress. In 2013-2014 SY Primavera Online began the process of formalizing professional development opportunities. During the school year a Professional Development Department required hiring of a Profession Development Coordinator and Director of Curriculum, Instruction and Assessment. At the start of the school year all staff were asked to complete professional development needs assessment. Due to high turnover, the professional development plan	

changed to support a large number of new employees at Primavera Online during 2014-2015 school year. However, school academic progress data has been included regardless of the number of returning instructors. The use of the teacher evaluation tool provides data to support where professional development will focus. As a part of the Pay-for-Performance Plan, each individual teacher will be evaluated to determine areas of strength and areas of development. With this data instructors will create individual professional development plans. These plans will be reviewed twice a year during the evaluation process.	
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): Components of the Professional Development Plan: 1. Planning 2. Learning 3. Implementing 4. Evaluating 5. Master Plan for In-service Activities 6. Individual Professional Development Plans 7. In-service Activities for School Administrative Personnel 8. Systematic Consultation 9. Funding Professional Development needs were identified by analyzing and interpreting data in collaboration with support staff, instructional staff, and administration. The professional development plan was developed by using the data from previous year's teacher evaluation tools, teacher individual needs, stake-holder surveys, and assessment data such as AIMS and Course Final Exams. The plan was also based on Primavera Online's school wide goals.	List documents that serve as evidence of implementation of this process: • Collection of data/artifacts • Performance Profile Rating • Student academic results • School-wide goals

3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): The professional development plan aligns with instructional staff learning needs by implementing sessions derived from feedback via surveys and evaluations, including the use on school wide goals.	List documents that serve as evidence of implementation of this process: • Performance Profile Rating • Surveys • School-wide data
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): The areas of high importance are identified as they relate to student academic achievement, including persistence and retention. The professional development plan addresses these areas of high importance in relation to the standards for professional learning. Primavera Online's professional development plan is to create and promote a positive school culture with high academic expectations. The individual responsibility of each teacher is held accountable through the teacher evaluation tool. Primavera Online was in need of change as shown by the leadership changes that occurred in 2013. The restructuring of the school has provided opportunity to strengthen the professional development plan for Primavera Online focusing on student academic achievement. The professional development plan encompasses professional development training and leadership conference throughout the year. The professional development plan also was created in areas where we noticed deficiencies in our instruction and academic achievement. The major areas we focus on are: low scores on the teacher evaluation tool, increase math achievement in the online environment, effective engagement strategies in the online environment.	List documents that serve as evidence of implementation of this process: • Standard of Professional Learning • Training Web 2.0 • List of Professional Development with alignment to goals and accountability

Changing the professional development department to include instructional coaches has provided an opportunity for all instructors to seek out support based on their evaluation tool results. In addition, workshops and trainings offered by instructional coaches provide tools to support the online learning environment. As a result of the new AzMerit EOC assessments for 2014-2015 our professional development plan will include preparing teachers and student for a new accountability measure. Through working with teachers this past year, we recognize online learning looks different for each learner; from the tools they use to communicate, time or hours of the day dedicated to school, motivation level, and reasons for attending Primavera Online. These are all critical factors to learn more about as Primavera Online offers and provides professional development.	
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): High quality implementation of the strategies learned in professional development sessions are supported via Instructional Coaches and monitored via classroom walk-throughs and evaluations. In order to ensure the implementation of the strategies learned in the professional development session, practices have been implemented. After every professional development opportunity for Primavera Online participants are required to complete a survey, within the survey, teachers address the “how” they will implement the strategies and outcomes of the professional development session. After professional development at Primavera Online teachers are given an application assignment in	List documents that serve as evidence of implementation of this process: • Teach-show-follow-up (I do, you do, we do) Modeling Adobe • Performance Profile Rating • Walk-throughs • Meeting Minutes • Primavera University • PPT Presentation • Sign in Sheets

which they share the results of applying what they've learned with their colleagues. Through Primavera Online University, instructors share out best practices in the online environment. The evaluators determine if the strategies are being used with fidelity and as they are performed formally and informally during walk-throughs.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): Primavera Online has a department budget. This budget is allocated based on high need resources to improve student academics, graduation rate, persistence, and teacher performance. Any and all allocated funds for Professional Development is best practice and research based in the online environment. Additional resources for high quality implementation are provided by Instructional Coaches and Administration. Weebly is an outsourced website Primavera Online uses to house all instructional resources as a 'best practices' library.	List documents that serve as evidence of implementation of this process: • Instructional Coach Program Description Weebly • IC checks and feedback forms
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The implementation of the strategies learned in professional development sessions is monitored by instructional coaches and administration via classroom walk-throughs, observations, and feedback forms. Other ways Primavera Online ensures the implementation of the strategies are Follow-up meetings between the administrators and instructors instructional coaches to discuss implementation of professional development.	List documents that serve as evidence of implementation of this process: • Goal setting worksheet • Performance Profile Rating • web 2.0 tools • walk-throughs • show-n-tell • Primavera University Action Plan

Instructors are invited to come back to their instructional coaches to receive feedback on strategies implemented. The instructional coaches also participate and share instructional insights with instructors. Continued conversations about professional development implementation occur between administration and the Professional Development Coordinator. Primavera Online University is the collective whole of Instructors, Instructional Coaches, the Principal and the Director of Curriculum, Instruction and Assessment meets once a month to evaluate effectiveness and promote increased professional development throughout the school year.	
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): In order to support and develop implementation of the strategies learned in professional development sessions, instructional staff are monitored by instructional coaches and followed up with their administration. After formal and informal walk-throughs and a formal observation taking place, evaluators have a post conference or a follow-up meeting with instructors to discuss other observations and suggestions. Included in the meeting is acknowledgement of professional development strategies noticed, review of teacher lesson plans and evidence of professional development application.	List documents that serve as evidence of implementation of this process: • Instructional Coach Check ups • Performance Profile Rating • Walk though Form
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

In order to ensure that instructional staff receives the type of professional development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students, meetings are held to identify these students. At times, professional development has been outsourced. The professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students since the Professional Development budget is first allocated towards Math and Reading achievement opportunities. These are the two most critical areas where our students overall are low performing. To do this the following process is followed: • Academic data for bottom 25% is monitored and analyze to determine areas of strength and deficit. • The teacher evaluation outcomes, in connection to academic data, and current trends, best practices, and legislative updates determine areas of needed development • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • Instructional coaches support ongoing professional growth in new areas. • Teacher evaluators monitor successful implementation of new strategies taught through professional development to refine and revisit areas of need.	• ALEKS Training Meeting and Minutes • Math and Language Arts Tutoring Programs • Primavera University: Relevance, Rigor, and Relationships which research shows aides our at-risk population

10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Primavera Online's professional development plan ensures that instructional staff receives the type of professional development necessary to meet the needs of ELL students by first evaluating student needs and then matching those needs to instructor needs. To do this the following process is followed: • Academic data for ELL students is monitored and analyze to determine areas of strength and deficit. • The teacher evaluation outcomes, in connection to academic data, and current trends, best practices, and legislative updates determine areas of needed development • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • Instructional coaches support ongoing professional growth in new areas. • Teacher evaluators monitor successful implementation of new strategies taught through professional development to refine and revisit areas of need.	List documents that serve as evidence of implementation of this process: • TT100 and TT101 • Performance Profile Rating • Conference Agendas from ELL and SPED PD ADE
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): In order to ensure that instructional staff receives the type of professional development required to meet the needs of Free and Reduced Lunch	List documents that serve as evidence of implementation of this process: • ALEKS Training Meeting and Minutes • Math and Language Arts Tutoring Programs

students, meetings are held to identify these students. The professional development plan ensures that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch students, since the Professional Development budget is first allocated towards supporting FRL student in with academic achievement. The professional development plan ensures that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch students since the Professional Development budget is first allocated towards Math and Reading achievement opportunities. These are the two most critical areas where our students overall are low performing. To do this the following process is followed: • Academic data for FRL students is monitored and analyze to determine areas of strength and deficit. • The teacher evaluation outcomes, in connection to academic data, and current trends, best practices, and legislative updates determine areas of needed development • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • Instructional coaches support ongoing professional growth in new areas. • Teacher evaluators monitor successful implementation of new strategies taught through professional development to refine and revisit areas of need.	• Primavera University: Relevance, Rigor, and Relationships which research shows aides our at-risk population

12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): Primavera Online's professional development plan ensures that instructional staff receives the type of professional development necessary to meet the needs of students who have disabilities by first evaluating student needs and then matching those needs to instructor needs. To do this the following process is followed: • Academic data for students with disabilities is monitored and analyze to determine areas of strength and deficit. • The teacher evaluation outcomes, in connection to academic data, and current trends, best practices, and legislative updates determine areas of needed development • Highly qualified, expert staff are recruited to develop and provide professional development sessions. • Instructional coaches support ongoing professional growth in new areas. • Teacher evaluators monitor successful implementation of new strategies taught through professional development to refine and revisit areas of need. The Exceptional Student Services Professional Development Plan supports the development of all staff who work with students who have disabilities or those students who may have a disability. New instructional staff to Primavera Online are provided professional development on how to identify to students who have IEP's and 504 plans with best practices to support these students in their classrooms. Additionally, all staff are provided online training on how to refer students who may have disabilities to the Student Study Team using the Academic Referral and 45 Day Screenings. All staff	List documents that serve as evidence of implementation of this process: • ESS PLC Meetings and Minutes • TT100 and TT101 • Conference agendas

are provided these trainings online at the beginning of each school year. Special Education staff participate in Professional Learning Communities that are designed to provide development in Best Practices for delivery of specialized instruction and state and federal compliance. Special Education instructors are provided annual training on the evaluation process and in how to work collaboratively with special education paraprofessionals. Biannual training in Best Practices in IEP Writing and Implementation are also provided by the Special Education Supervisor. Special Education instructors are also provided the opportunity to participate in professional development opportunities outside of Primavera Online, such as the annual Transition Conference and recently Best Practices in Transition. Special Education instructors also have access to the Special Education Supervisor who coaches them and collaborates with the Instructional Coaches to support the ongoing development and collaboration between general education and special education to support all students within the least restrictive environment.	

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): Primavera Online monitors the progress toward graduation is by accessing specific reports. Reports used to monitor students' progress toward graduations are: Graduation Progress Report, Student Grade Progress and Final Grade by Term identifying students that are not progressing, and custom reports of students with consecutive terms with failing grades. In addition to the process of monitoring student progress, Primavera Online has implemented an ECAP plan. The required ECAP component have been published through one of our courses; My Success 2.0. ECAP Implementation Primavera Online meets the state mandated ECAP requirements as follows: Academic and Post-Secondary: • Students' transcripts are entered and reviewed in their first 6 week term • Graduation progress is documented and students/parents are able to view their progress in their individual student account • Guidance Para-professionals and Guidance counselors engage in one-on-one discussions (phone and/or email) regarding post-secondary plans • Student progress is reviewed each 6 weeks to determine whether interventions or advisements are needed • The Student Information System has a section for Career and Action Plans – Post secondary education goals are documented in this section for each student • Guidance Counselors hold weekly, live Adobe presentations on Graduation	List documents that serve as evidence of implementation of this process: • Graduation Progress Report • Student Grade Progress • Final Grade by Term • Academic>Courses>Enrollment AzCIS Portfolios and Career Plans • Student Information System – Career and Action Planning section • Notes on file documenting phone conversations • Parent/Student fillable 4 year planning tool

Requirements and post high school educational opportunities and Financial Assistance resources • Guidance Counselors work with students individually to assist with admissions requirements, financial assistance plans, ACT/SAT registration, military requirements and other post-secondary pursuits Career: • All new students are enrolled in the My Success course in their first term. This course utilizes AzCIS and requires students to complete a portfolio and their Career Action Plan • Continuing students hold regular discussions with Guidance Para-professionals and Guidance Counselors involving career opportunities and resources • Guidance Counselors hold weekly, live Adobe presentations on Career Planning and Career Opportunities Extra-Curricular: • Guidance Counselors offer Work Based and Service Learning opportunities when appropriate • Guidance Counselors encourage student participation in one of the many clubs offered through Primavera Online or other outside organization during individual conversations and in weekly, live Adobe presentations If a Guidance Counselor or Guidance Paraprofessional identify a student could possibly graduate this school year, a graduation task is created. This task is addressed every two weeks to review and monitor students' progress. The student's scheduled courses and file is reviewed to determine their final block and confirm courses that are assigned are correct and student is on target to graduate.	

This process with repeat through each term, the close the student's completion date the more task for review are created. In our SIS under Guidance/SPED is "Graduation Readiness", which is used to tracking our graduates. Academic>Courses>Enrollment We use the Enrollment section to track current progress, identify students that are struggling and coach students on completing on time Academic>Courses>Scheduling The scheduling section to add appropriate courses to the student schedule. This section also identifies duplicate courses to ensure correct scheduling. Academic>Courses>Past Enrollment The past enrollment section gives a snapshot overview of the students recently completed courses. This allows guidance to identify students that are not making satisfactory academic progress and determine areas where students struggle, referring these students to the Academic Intervention Team or Student Study Team Academic>Transcript View/Entry Student transcripts are reviewed. This identifies courses remaining towards graduation and identify problem areas for students so that interventions can be provided. Academic> Transcript Evaluation/Graduation Progress The transcript evaluation /graduation progress area is an all-encompassing evaluation tool that allows shows the entire graduation picture. At a glance we can view the diploma type, remaining credits, remaining AIMS exams as well as an indicator of deficient coursework.	

Academic> Course Notes Course Notes is an area used which affects student services. Specific instructions on course assignment which will be different from student to student as all students have a personalized education plan. Guidance/SPED>Screening The screening area is utilized to identify any struggles the student may have in the areas of vision, hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help skills within 45 days of enrollment. Guidance/SPED>Career and Action Planning This section (commonly referred to as the ECAP), directly aligns with graduation as during the ECAP process each year, discuss not only HS completion plans but also post-secondary plans which are required by the Department of Education. Guidance/SPED>Guidance Notes This is a confidential area where a student's personal/medical or sensitive information can be housed and referred to in order to assist in planning a schedule that is attainable for the student to be successful. Guidance/EVIT or Jted The JTED areas allows monitoring of students that are attending vocational schools as well as Primavera Online to ensure the student plan correctly reflects transferring of elective credits as well as some core credits based on the students JTED program. This section is also used for course placement, for example, elective credits will be fulfilled the JTED, schedule core courses. Guidance/SPED>Graduation Readiness This area is specific to our graduation goal. Once a student has met graduation requirements the	

information is entered here and can be pulled on a report to show data on graduates.	
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words): Primavera Online monitors progress toward promotion or graduation by accessing specific reports. These reports include the Graduation Progress Report, Student Grade Progress and Final Grade by Term to help identify students that are not progressing. Custom reports such as students with consecutive terms with failing grades is also used to identify these student.	List documents that serve as evidence of implementation of this process: Data reports
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	

Answer (suggested word count is 400 words):
 	
A welcome team of Guidance counselors and paraprofessional work with incoming students. The team will review each student files. This team is responsible for the following:
• Evaluate Grad Ready Status– exit reason will assign the student work flow to the Graduation team to follow up if student can graduate in this school year
• Identification of At Risk Students – students will be welcomed, walked to class and monitored through the first 2 blocks
  ○ If concerns after 1st block, student will remain with Welcome team
  ○ If progressing after 1st block, student will move to regular Guidance team
  ○ If concerns after 2nd block, student may be referred to Student Intervention team
• Ensure all transcripts are received , entered and mapped accurately
	List documents that serve as evidence of implementation of this process:
	
	• SST
	• 45 day screening
	• Welcome team (Guidance)
	• Tutoring Communication
	• Remedial Courses
	• Preparation Courses
	• My Success Course

• Assign first set of courses • Welcome students to first block with live contact (email if unable to reach) • Determine whether all transcripts are on file and follow up if not • Refer students of concern to counselors, teachers and/or intervention team The intervention team would with cluster groups of student who fall into specific academic ranges (0-10%, 11-25%, 25-50%, etc.) and communication tools are accessible by the student to the intervention team member and instructors. • Tutoring options for all students. • Referral to the Student Study Team. • Extensions of courses • Offer flexible scheduling (1,2,or 3 courses at a time)	
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): Much of the retention strategies shifted this year with new proposal to increase persistence toward meeting graduation requirement. The number of SST referrals is very few with such a high population of academically deficient student, Primavera Online would likely have student who need to be referred to the SST. This indicated a need to establish clear factors when a teacher should refer students. An academic intervention team is another product of referring students in the past, who are not good candidates for the SST process, but are academically behind in there courses. Data to support the effectiveness would be course completion rates, number of student who fall in the academically at risk and who are place	List documents that serve as evidence of implementation of this process: • Leadership vision for academic intervention team • Report identify our cluster groups for interventions • Criterion for SST Referral • Criterion for academic intervention team • My Success Passing Rates

with the intervention team with a breakdown of passing grades, referred to SST or other program, and number of student who complete tutoring programs.	

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	

Answer (suggested word count is 400 words):
 	
A welcome team of Guidance counselors and paraprofessional work with incoming students. The team will review each student files. This team is responsible for the following:
• Evaluate Grad Ready Status– exit reason will assign the student work flow to the Graduation team to follow up if student can graduate in this school year
• Identification of At Risk Students – students will be welcomed, walked to class and monitored through the first 2 blocks
  ○ If concerns after 1st block, student will remain with Welcome team
  ○ If progressing after 1st block, student will move to regular Guidance team
  ○ If concerns after 2nd block, student may be referred to Student Intervention team
• Ensure all transcripts are received , entered and mapped accurately
• Assign first set of courses
• Welcome students to first block with live contact (email if unable to reach)
• Determine whether all transcripts are on file and follow up if not
 	
Returning student identified as at risk of dropping out or failing by reviewing documents and reports such as: graduation plan, credit deficient report, AIMs data (soon to be AzMerit EOC's), and inactivity in the course player, engagement reports and student exported work.
.
	List documents that serve as evidence of implementation of this process:
	
	• Completion Rates by Final Grade earned Report
	• Graduation Plan
	• Course Completion
	• Non start report
	• Consecutive F's report 2 or more terms

2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	

Primavera Online has intervention and retention strategies. Below is a list of supporting students who are challenges to completing/continue their education.
• option for students to receive extension and the teacher's discretion and extended amounts of time with administrative approval.
• audit a course to improve skills toward mastery prior to taking high stakes assessments.
• Tutoring is available, small group or 1:1
• Reopen student courses to complete once closed
• Student Support Services and Guidance focused on helping new and re-enrolling students begin their classes
  ○ Welcome calls and live adobe style orientations
  ○ answer questions from students and parents new to online learning
• Video Messages from the Principal
• BLC Open Houses
• Constructive and timely teacher feedback (24 hours)
• Increased teacher live sessions
• Reduction in student teacher ratio's
• Math and Language Arts Coaches
• Student Study Team
• 45 Day Screening/Universal Screening
• Guidance counselor group sessions
• Street Team events
• Read 180 and Math 180 labs (pilot)
• Guidance counselor monitor students to ensure graduation requirements are met
	List documents that serve as evidence of implementation of this process:
	• Tutoring communications
	• SIS usability
	• SA Scripting
	• Task Logs
	• Promotional Marketing for different clubs and events
	• BLC invites
	• Read 180 assessments and results
	• Blended center locations
	• EVIT partners labs

• Weekly meetings to monitor students who were retained in middle school and to support students at risk of retention • Professional development to support data-based decision making • Career Action Planning through ECAP activities • Guidance counselors support individual student course scheduling needs • Promotion of JTED programs • Guidance counselor Adobe meetings, i.e. Girls Empowerment • Student Clubs	
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words): Evaluating these strategies through a magnitude of feedback: • Completion reports • Student survey results • Attendance in adobes • Attendance at events	List documents that serve as evidence of implementation of this process: • Adobe reports • Persistence reports • Completion reports • Survey Results