

Arizona State Board for Charter Schools
Arizona State Board of Education
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MAY 27 2011

ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

Ahwatukee Foothills Prep Early College High School(AFP) _____ 07-85-82-000 _____
(Charter Holder Name) (CTDS)
10210 South 50th Place _____ Phoenix, AZ _____ 85044 _____
(Charter Holder Mailing Address) (City, State) (Zip)
Leanne Bowley _____ 480.763.5101 _____ 480.763.5107 _____
(Charter Representative's Name) (Phone Number) (Fax Number)

Failure to submit all required documentation and meet all eligibility requirements will result in the Amendment Request being returned and the processing fee being forfeited. Original documents must be provided.

Changes in delivery method to include the provision of specific online courses or the provision of a comprehensive offering of courses that would constitute an online school under A.R.S. §15-808 for grade levels currently approved in the charter. Full details of the amendment requirements including the process, required fees, submission requirements and evaluation criteria are provided on the subsequent pages.

The following required amendment materials are included with this form:

- Board minutes approving the change (minutes must comply with Open Meeting Law A.R.S. §38-431.01)
- Cover Page
- Introduction
- Description of the depth and breadth of curriculum choices and a list of course offerings.
- Description of the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.
- Description of the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.
- Description of the availability of filtered research access to the Internet.
- Description of the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.
- Description of the selection and training for online teachers.
- Description of the school's current partnerships with universities, community colleges and private businesses.
- Description of the services offered to developmentally disabled populations.
- Description of the policies and procedures to ensure the academic integrity of the AOI School/Program.

The Arizona State Board for Charter Schools and Ahwatukee Foothills Prep (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM: The operation of a school within the confines of an approved facility at a previously disclosed location.

- TO:**
- **The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels 9-12 (as approved in the charter).**
 - **The addition of online courses under A.R.S. §15-808 in the content areas of _____, for grade levels _____ (as approved in the charter), each of which satisfies a minimum competency requirement (elementary school) or a credit toward graduation (high school).**

In witness whereof, Charter Holder has signed this contract amendment as of this 15th day of March, 2011, and the State Board for Charter Schools has signed this contract amendment as of this _____ day of _____, 2011, to take effect at such time as it is signed by both parties.

Charter Representative Signature

Leanne Bowley

Representative Signature for the Arizona State Board for Charter Schools

**Ahwatukee Foothills Prep Early College High School
March 18, 2011
Ahwatukee Foothill Prep
10210 South 50th Place
Phoenix, Arizona 85044
Regional Vice President's Office**

Members Present:

Patricia Rourke
Robert Franciosi
Thamilla Galbraith
Mary Gifford

Members Absent:

None

All Members attended the meeting telephonically

Meeting began at 7:52am

Agenda Item A. Call to Order

Agenda Item B. Roll Call

Leanne Bowley called the roll and confirmed a quorum.

Agenda Item C. Consideration, discussion and possible action to approve the January 10, 2011 minutes.

MOTION

Mary Gifford made a motion to approve the January 10, 2011. Pat Rourke seconded the motion.

Motion passes unanimously

Agenda D. Call to the Public

None

Agenda Item E.

1. Review, discussion and possible action to approve the amendment for the Ahwatukee Foothills Prep Early College High School Charter. (Presentation by Jamie Sachs)

MOTION

Mary Gifford made a motion to approve the Ahwatukee Foothills Prep Early College High School Charter amendment. Mary Gifford seconded the motion.

Motions Passes by Majority Vote

**Pat Rourke- Aye
Mary Gifford – Aye
Thamilla Galbraith – Aye
Robert Franciosi - Nay**

Agenda Item G. Future Business

The board directed AFPHS to bring additional information and budget detail to the May 9, 2011 meeting regarding MOA.

Agenda Item H. Next Meeting/Adjournment

MOTION

Motion made by Robert Franciosi to adjourn the meeting. Thamilla Galbraith seconded the motion.

Motion passes unanimously

Meeting adjourned at approximately 7:57AM

Signature

Date

Arizona Online Instruction (AOI) School and Program Amendment

Cover Page

Name of proposed AOI Program: Mercury Online Academy of Arizona

Proposed grade levels of AOI School or Program: 9-12

Name of AOI School or Program administrator: Howard Brown, CAO

Contact information to include mailing address,
phone number and email address: 10210 S. 50th Place
Phoenix, AZ 85044
480-763-5101 (office)
480-763-5107 (fax)

Mission of the proposed AOI Program:

The mission of Mercury Online Academy of Arizona (MOA-AFPECHS) is to utilize the best aspects of online and classroom learning to provide a rigorous 9-12 academic program that will prepare students for college and engender in them a lifelong love of learning. Mercury Online Academy has set clear, measurable goals along with strategies and interventions in the instructional program section of this application. Several performance indicators, including standardized test and state assessments will be used to determine the level of success in student achievement and in reaching the Academy's goals for improved student learning.

Ahwatukee Foothills Prep Early
College High School

Section 1: Introduction	Not Met	Partially Met	Met
Needs Analysis	The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.
Comments:			The introduction includes current research about the demand for online education. It also states that this school is not designed for a specific demographic because the school hopes to serve students state-wide who have selected online education for any number of listed reasons. The school's goal is to help students reach their academic goals.
	0	0	1
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies.
Comments:			It is clearly evident that AFPOHS is focused on delivering a high quality online/hybrid learning format that addresses the needs of a variety of students , providing them with a college prep model that is synchronous and asynchronous.
	0	0	1
Summary of Instructional Program	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.

Comments:			Moved per demonstration: The narrative does state that the courses are college-preparatory in nature, rigorous, relevant, but courses offering beyond core requirements are not fully described. Clairification: Foreign language, humanities and paragon were described to meet this item.
	0	0	1
Implementation	The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system.	On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system.	The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system.
Comments:			Moved per demonstration: The introduction states that the AOI School will be integrated with the brick and mortar school by offering current brick and mortar students the opportunity to take advanced classes, to take classes for credit recovery, and to take AP classes. No other discussion of integration of the two schools was offered. Clairification: The Design of courses and delivery methods were fully described. Integration includes classes available at the brick and mortar school, 4+1 blended model (4 days at home, 1 day in physical classroom), Mercury Center (classroom setting) and online.
	0	0	1
Leadership	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.
Comments:			Summary on the three people that would be in leadership roles. Each summary includes specific background including their years experience and teaching/leadership information

	0	0	1
Accessibility	The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included.	On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included.	The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included.
Comments:			Moved per demonstration: Minimum hardware requirements included. How students that don't have access to a computer or the internet was not included. Clairification: AFEC will provide internet if students are unable
	0	0	1
Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included.	On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis.	The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described.
Comments:			Moved per demonstration: The narrative states that students will have to prove residency and that no student will be enrolled more than 1.0, but no details are offered as to what documents will be needed to prove residency or how 1.0 enrollment will be monitored. Clairification: The registrar will utilize SAIS and Powerschool.
	0	0	1
Section 1: Totals (7 items)	0	0	7

Section 2: Curriculum Choices	Not Met	Partially Met	Met
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population.	The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.		The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.
Comments:			A detailed description of the academic program and how it aligns with state and national standards was provided.
	0	0	1
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.
Comments:			The program offers concurrent, dual, Honors and AP credit. Courses that have an honors option are listed in the Appendix.
	0	0	1
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.
Comments:			The narrative described the skills that students will gain in using technology, problem solving and research.
	0	0	1

<p>The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.</p>	<p>The narrative does not describe a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.</p>	<p>On a limited basis, the narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.</p>	<p>The narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.</p>
<p>Comments:</p>			<p>The narrative describes a curriculum that is aligned to Arizona's Academic K-12 Standards. The narrative addressed each of the components mentioned.</p>
	0	0	1
<p>Section 2: Totals (4 items)</p>	0	0	4
<p>**A list of course offering with descriptions must be included as an appendix.**</p>			

Section 3: Educational Methodologies	Not Met	Partially Met	Met
The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe any educational methodologies.	On a limited basis (four or less methods), the narrative describes educational methodologies.	The narrative fully describes five or more educational methodologies.
Comments:			Narrative identifies tutoring, email, chat, and help desk. Under Curriculum Overview - some items are mentioned, including: students virtually explore museums", and "videoconferencing"
	0	0	1
Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified.	The narrative does not describe how learning style needs will be met through online learning.	On a limited basis, the narrative describes how learning style needs will be met through online learning.	The narrative fully describes how learning style needs will be met through online learning.
Comments:			The narrative explains how various learned styles can be accommodated including: individual pace, online, print, auditory assistance, concepts repeated, visual enhancements, graphic organizers, activities, and multimedia
	0	0	1
A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided.	The narrative does not describe the modifications that are available to meet individual student needs.	On a limited basis, the narrative describes the modifications that are available to meet individual student needs.	The narrative fully describes the modifications that are available to meet individual student needs.
Comments:			Narrative identifies course sequencing can be modified, assessments provide placement assistance, and adjustments can be made at the sub-content level - not just course level.
	0	0	1

Support through both synchronous and asynchronous methods is available to AOI students.	The narrative does not identify synchronous or asynchronous methods to support students.	On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students.	The narrative fully identified both synchronous and asynchronous methods available to support students.
Comments:			Narrative identifies both synchronous and asynchronous methods/tools including: online content, webinars, and Elluminate (whiteboard, chat, voice chat, webcams).
	0	0	1
Identify at least three "best practices" in online instruction and explain how this practice will be implemented.	The narrative does not identify implementation plans for online "best practices".	On a limited basis, the narrative identifies implementation plans for online "best practices".	The narrative fully identifies implementation plans for online "best practices".
Comments:			The narrative identifies project-based learning, STEM guides, collaboration between students, and diagnostic-prescriptive capabilities.
	0	0	1
Section 3: Totals (5 items)	0	0	5

Section 4: Safeguards	Not Met	Partially Met	Met
The provisions of the Learning Management Systems (LMS) and Content Delivery Systems (CDS) to ensure user security through password protected access are described.	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			The narrative identifies security is through password protected access.
	0	0	1
The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			The narrative identifies external links are selected based on content validity, objectivity, authority, authenticity, reliability, format and presentation, and accessibility. Links are reviewed 4 times per year by subject area teacher
	0	0	1
The process for students to report technical issues is identified.	The narrative does not identify the process for students to report technical issues.	On a limited basis, the narrative identifies the process for students to report technical issues.	The narrative fully identified the process for students to report technical issues.
Comments:			The narrative identifies students should first report issues to their teacher. There is also a tech support link on the home page. Also, a widget runs each day to identify problem links. Mercury also offers 24/7 through a toll free number and email.
	0	0	1
Section 4: Totals (3 items)	0	0	3

Section 5: Safe Research	Not Met	Partially Met	Met
The process to teach Internet Safety to students is identified and explained.	The narrative does not identify the process to teach Internet Safety.	On a limited basis, the narrative identifies the process to teach Internet Safety.	The narrative fully explains the process to teach Internet Safety.
Comments:			The narrative identifies that all students participate in Internet Safety lessons as part of student orientation. Lesson content is outlined.
	0	0	1
Identify the process and resources available to support any research, which requires a student to research outside of the course management system.	The narrative does not identify the process or resources available to support research.	On a limited basis, the narrative identifies the process and/or resources available to support research.	The narrative fully identifies the process and/or resources available to support research.
Comments:			The narrative identifies that students are provided resource suggestions through instructors and Resources widgets on their course homepage. Also, students are taught research skills to assist them in locating resources.
	0	0	1
Section 5: Totals (2 Items)	0	0	2

Section 6: Confidentiality	Not Met	Partially Met	Met
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not identify an internal email communication system.	On a limited basis, the narratives identified an internal email system.	The narrative fully identifies the provisions of an internal email system.
Comments:			The narrative identifies an internal email system available only to students, staff and stakeholders.
	0	0	1
The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress).	The narrative does not address security or logging of key communication.	On a limited basis, the school has the capacity to secure and log key communication.	The school has the full capacity to secure and log key communication.
Comments:			The narrative identifies capabilities for logging of key communication including: email, chat, and Elluminate sessions.
	0	0	1
Section 6: Totals (2 items)	0	0	2

Section 7: Teacher Selection and Training	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:			Moved per demonstration: Professional Development courses are offered and outlined in the narrative, however, an ongoing process for monitoring teacher performance was absent. Clairification: Evaluations will be conducted using "virtual" walk through.
	0	0	1
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS.	On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS.	The narrative fully describes how teachers are required to exhibit competency in the use of the LMS.
Comments:			Moved per demonstration: Teachers must complete several levels of training in the use of the LMS, but no mention is made of how they will demonstrate their competency. Clairification: There is a 2 week training facilitated by an administrator and competency will be ensured through the use of a rubric.
	0	0	1
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AEPA, attestation, etc.).	The narrative does not identify a plan for ensuring how teachers are required to be highly qualified.	On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area.	The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area.

Comments:			Moved per demonstration: The narrative states that all teachers will be highly qualified according to NCLB and that parents have a right to request information about the qualifications of their children's teachers at any time. No mention is made of fingerprints, AEPA, the attestation form, etc. Clairification: An attestation will be filed with the state department.
	0	0	1
Section 7: Totals (3 items)	0	0	3

Section 8: Community Partnerships	Not Met	Partially Met	Met
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade	The narrative does not describe any community partnerships.	On a limited basis, the narrative describes planned and established community partnerships.	The narrative fully describes planned and established community partnerships.
Comments:			Partnerships with MCCCC (dual enrollment) and ASU have been established and others are planned. These partnerships should provide assistance to students with post secondary transitioning.
	0	0	1
Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established	The narrative does not describe any partnerships.	On a limited basis, the narrative describes planned and established partnerships.	The narrative fully describes planned and established partnerships.
Comments:			Established partnerships with Camp Sombrero, Clarion Hotel, M&I bank, Boys & Girls Club, Junior Achievements, and 3 other charter schools have been implemented. Others are in the planning stages.
	0	0	1
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.	On a limited basis, the narrative describes partnerships.	The narrative fully describes how partnerships will enhance the school experience.
Comments:			The narrative states that partnerships will be crucial to the community based school in order to be successful and enlist area organizations and business insights.
	0	0	1
Section 8: Totals (3 items)	0	0	3

Section 9: Disabled Services	Not Met	Partially Met	Met
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with varying disability categories.	The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
Comments:			Pre-referral interventions are in place to ensure the identification of students needing special education services, as prescribed by IDEA 2004.
	0	0	1
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.
Comments:			Moved per demonstration: The narrative discusses approaches such as early intervention services and response to intervention, but no specific modifications are mentioned. Clarification: Assignments can be shortened, more time given to complete tests and font size can be changed in the courses.
	0	0	1
Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate, as described.	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate.	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.
Comments:			Moved per demonstration: The narrative explains that related services will be contracted out, but how and where these services will be provided was not addressed. Clarification: There are onsite OT, PT, special education services for those local students. For those students who need it the school will contract out for these services.
	0	0	1
Section 9 Totals (3 items)	0	0	3

Section 10: Policies and Procedures	Not Met	Partially Met	Met
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
Comments:			The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
	0	0	1
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually.	On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually.	The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually.
Comments:			A Personalized Student Achievement Plan is monitored and revised quarterly based on the student's progress, and a 5 step procedure is in place to follow students that are declining academically.
	0	0	1
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency.	The narrative fully describes an assessment plan that provides for formative assessment of student competency.
Comments:			A detailed list of the types of formative assessments that will be used is included in the narrative.
	0	0	1
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering.	On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering.	The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering.
Comments:			Courses are reviewed and critiqued bi-weekly, through lead teachers and administrators. Course areas to be reviewed are listed.
	0	0	1

Section 10 Totals (4 items)	0	0	4
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Demonstration 1- Learning Management System	Not Met	Partially Met	Met
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual or on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			The demonstration showed the login process, email system, tools available for tutoring (Elluminate), and help desk levels (teacher, helpdesk ticket, 800 #).
	0	0	1
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document.	The demonstration showed all selected items from the Curriculum Planning Document.
Comments:			Ahwatukee Foothills Early College successfully demonstrated the selected items including: synchronous chats in Elluminate, Compass Odyssey exercises and virtual labs in Gizmos.
	0	0	1
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			The demonstration provided a handout of the potential modifications with the LMS.
	0	0	1
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.

Comments:			The demonstration identified both synchronous (Elluminate, Page, whiteboard, Application sharing) and asynchronous tools (content, email, discussion board, dropbox).
	0	0	1
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.
Comments:			The demonstration provided a handout and discussion of best practices.
	0	0	1
Demonstration 1 Totals (5 items)	0	0	5

Demonstration 2 - Safe Research	Not Met		Met
The School demonstrated and explained the process by which students will be taught Internet Safety.	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.
Comments:			The demonstration provided a handout of the required Internet Safety course and showed a sample Internet Safety video.
	0	0	1
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			The demonstration identified that students will be provided instruction in how to research appropriately.
	0	0	1
Demonstration 2 Totals (2 items)	0		2

Evaluation Criteria	Not Met	Partially Met	Met
Section 1: Introduction	0	0	7
Section 2: Curriculum Choices	0	0	4
Section 3: Educational Methodologies	0	0	5
Section 4: Safeguards	0	0	3
Section 5: Safe Research	0	0	2
Section 6: Confidentiality	0	0	2
Section 7: Teacher Selection & Training	0	0	3
Section 8: Community Partnerships	0	0	3
Section 9: Disabled Services	0	0	3
Section 10: Policies and Procedures	0	0	4
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
Totals	0	0	43

Total Number of Items	43	<i>Unless an item was purposely skipped, this should be 43</i>
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100.00%	% of criteria at "Met"	<i>To pass, this must be 95%</i>
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	Sections with more than one score of "Not Met" or "Partially Met"	<i>To pass, this cannot be greater than 1</i>
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0	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>
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