

# **APPENDIX C**

**AOI Rubric**

**School Name:** Valor Preparatory Academy

**Reviewers:** Stratton, Krauss, Wilson, Hoffman, Castellano

Section 1: Introduction	Not Met	Partially Met	Met
<b>Needs Analysis</b>	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:			<b>Detailed information about the population that will be served by the school was included. Comprehensive research has been conducted about the community and local schools to ensure that the charter school will meet a need in the community. Not only is the target population included, but also a map with nearby schools identified. Valor's blended, flipped classroom approach is unique to its surrounding community.</b>
	0	0	2
<b>Educational Philosophy</b>	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:			VPA will prepare students to become responsible citizens and contribute to the community. Students will utilize high quality digital curriculum in an online setting. The StrongMind curriculum is rigorous and engaging. With the teachers assistance students will learn how to develop grit. VPA's statement clearly states their mission, vision and values.
	0	0	2
<b>Summary of Instructional Program</b>	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:			<p>The introduction includes detailed information about the instructional program. This information includes instructional methodology (flipped learning, blended learning model, mastery learning), design of courses (digital curriculum, technology integration, incorporation of the Arizona Academic Standards), and course offerings (web design, photography, Spanish). The narrative also states that building traits such as grit will be emphasized.</p>
	0	0	2
<b>Implementation</b>	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:			<p>The introduction states that students will work in a blended model and that every student will participate in some on-site, face-to-face instruction each week. The number of on-site hours will be determined based on the group the student was placed in after initial assessments. The goal is for the AOI school to be viewed as an additional program, but not a separate program.</p>
	0	0	2
<b>Leadership</b>	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:		A detailed list of the leadership roles and responsibilities are included for the principal role (a list of over 15 bulleted responsibilities), however, no other leadership roles have been identified.	During the in-person demonstration, VPA described the various leadership roles and the evolution of those roles in the 2nd year. A teacher led model will be implemented. Other than the principal and teachers, VPA will have on staff an enrollment specialist, counselor, psychologist, tech support, and special education teacher. They will add a Vice Principal in their 2nd year of operation. This earned them a maximum score on this indicator.
	0	0	2
<b>Accessibility</b>	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:		Student's computers need access to Java and Flash players. Other specific information is included for required software/devices, etc. or recommended. Student access if they do not have the required computer, software etc. is not included. Will students that don't a computer device, have access to a computer lab or be able to check out a computer? Is this the student's issue to solve?	During the in-person demonstration, VPA explained how students would be able to check out a laptop or use the in-person computer lab if they do not have access to a computer. Web cams and microphones are also available for check-out. This earned them a maximum score on this indicator.

	0	0	2
<b>Enrollment</b>	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:		Proof of residency is required and a list of what could be used was included. VPA is for full time students. Concurrent students will not be enrolled. What process is in place to ensure a student is not concurrently enrolled?	During the in-person demonstration, VPA described how the enrollment specialist would, upon enrolling a student, cross-reference the student's enrollment with ADE Connect to ensure no more than a 1.0 apportionment. This earned them a maximum score on this indicator.
	0	0	2
<b>Section 1: Totals (7 items)</b>	<b>0</b>	<b>0</b>	<b>14</b>

<b>Section 2: Curriculum Choices</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
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 very detailed curriculum is showcased including a table which compares the credits that Valor required for graduation against the Arizona University Entrance Requirements. All area aligned except that Valor requires 2 additional elective credits and 30 service learning hours.
	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 narrative includes the honors courses offered and at least one course will be offered as a dual enrollment class.
	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 explains that the graduation requirements and variety of course work offered prepare students for the world of work or post secondary education. It also explains that the hours of service learning will prepare students for future volunteerism.
	0	0	2
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.	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.	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.	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.
Comments:			A detailed curriculum planning document with all of this information was included as an attachment for each course offered.
	0	0	2
<b>Section 2: Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>**A list of course offering with descriptions must be included as an appendix.**</b>			
<b>Section 3: Educational Methodologies</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>

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:			<b>The narrative describes their educational methodology and how they would address all</b>
	0	0	2
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:			<b>The narrative describes their educational methodology and how they would address all</b>
	0	0	2
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:			<b>Narrative explain the type of modications they can make based on student progress.</b>
	0	0	2
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:			<b>Adobe Connect will be used..</b>
	0	0	2
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 slightly explains best practices but does not give specific details into what those are.	During the in-person demonstration, VPA identified and demonstrated 5 core best practices that they designed their program around. This earned them a maximum score on this indicator.
	0	0	2
<b>Section 3: Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>8</b>

<b>Section 4: Safeguards</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The provisions of the Learning Management Systems (LMS) and	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			LMS is a secure system.
	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:			Narrative limits external links.
	0	0	2
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:			Will handle all problems on the same day or sooner.
	0	0	2
<b>Section 4: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>5</b>

<b>Section 5: Safe Research</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
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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:			<b>Narrative explains the Internet Safety procedure and use of Digital Driver's License.</b>
	0	0	2
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
Comments:			<b>Narrative explains the process and resources available to students.</b>
	0	0	2
<b>Section 5: Totals (2 Items)</b>	<b>0</b>	<b>0</b>	<b>4</b>

<b>Section 6: Confidentiality</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
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:			<b>Narrative explains their process.</b>
	0	0	2
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:			<b>Narrative explains their procedure.</b>
	0	0	2
<b>Section 6: Totals (2 items)</b>	<b>0</b>	<b>0</b>	<b>4</b>

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:		The narrative states that teachers will meet on a daily basis with their collaborative teams using a PLC model. Teachers will also participate in peer observation. No mention was made about the monitoring of this professional development.	During the in-person demonstration, VPA described how the daily PLC model would lend itself to professional development. Walkthroughs (in-person & online) will be conducted periodically to ensure effective use of the LMS. This earned them a maximum score on this indicator.
	0	0	2
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:			Teachers will demonstrate competency using the MLS in a variety of ways. They will have a 2 day in person training, work with a mentor, complete an online training course and begin working in courses with a gradual release to full teaching independence.
	0	0	2
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:		The narrative states that all teaching certificates will be verified through the Arizona Department of Education and the HOUSSE rubric will be used to verify that the the teacher meets the requirement of NCLB. No mention is made of the fingerprint clearance card. <i>Do you check for the teacher's IVP fingerprint clearance card?</i>	During the in-person demonstration, the VPA team confirmed that IVP Fingerprint Clearance Cards were required for teacher hire.. This earned them a maximum score on this indicator.
	0	0	2
<b>Section 7: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>6</b>

<b>Section 8: Community Partnerships</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
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:		A general description of community partnerships is present, including a reference to the City of Goodyear, the extent of this particular partnership and its benefit to the school is not clear. The narrative refers to the value of service learning and the importance of community partnerships as part of that learning, but limited details are provided.	During the in-person demonstration, VPA described a variety of available partners. Besides the City of Goodyear, Estrella Community College, ASU, UofA, and GCU were identified for Dual and Concurrent Enrollment opportunities. WMEC will also be utilized. Each student is required to participate in 30 Service Learning Hours. It is the intent of VPA to align with various community businesses to serve this purpose. This earned them a maximum score on this indicator.
	0	0	2
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:		A general description of community partnerships is present, including a reference to the City of Goodyear, the extent of this particular partnership and its benefit to the school is not clear.	During the in-person demonstration, VPA described a variety of available partners. Besides the City of Goodyear, Estrella Community College, ASU, UofA, and GCU were identified for Dual and Concurrent Enrollment opportunities. WMEC will also be utilized. Each student is required to participate in 30 Service Learning Hours. It is the intent of VPA to align with various community businesses to serve this purpose. This earned them a maximum score on this indicator.
	0	0	2
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.		The narrative fully describes how partnerships will enhance the school experience.
Comments:			Several research studies, citing the benefit of community partnerships, are highlighted and demonstrate its value with regard to the school experience (especially as it relates to the service learning hours).
	0	0	2
<b>Section 8: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>6</b>

	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
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:			<b>The narrative addresses the entire process for identifying special education students including the 45-day screening, the Student Study Team and the referral for a special education evaluation.</b>
	0	0	2
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:			<b>The narrative describes a variety of ways in which the content can be modified ranging from closed captioning and transcripts to additional attempts and retakes. The narrative also mentions a variety of instructional approaches, which include co-taught classrooms, pull-out services and resource classrooms. One question for clarification - how would these services be handled for the AOI school? During the in-person group time? During the in-person demonstration, VPA described how they would group students along a continuum based on the individual needs of the student. Students have required face-to-face time on</b>
	0	0	2
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:			The narrative states that students will receive services during their time on-site and through contracted providers for required services (OT/PT/Speech Language).
	0	0	2
<b>Section 9 Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>6</b>

<b>Section 10: Policies and Procedures</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
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:			Valor will evaluate for at least one year's growth annually (Galileo system and LMS reports). Multi-tiered system of support and Student Study Team were also mentioned as supports.
	0	0	2

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:			The AOI school will use a variety of tools to monitor student progress for at least one year's growth annually. These tools include: benchmark tests, Galileo data, course passing rates, AzMerit scores, etc.
	0	0	2
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:			The narrative does describe a plan that provides for formative assessment of student competency. All courses offered include several forms of formative assessment. Curriculum plan includes for course evidence of mastery (discussion boards, unit exams, projects). Diagnostic and embedded end of course assessments through the Galileo assessment system is utilized.
	0	0	2
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:			The narrative states that students will have to use Turnitin to prevent plagiarism. Students' work will also be monitored by their teachers as it is turned in. Benchmark assessments along with final exams. Galileo standards mastery data report to evaluate mastery of content standards per course. At the end of the year course passing rates, AZMerit achievement levels and Galileo growth will be
	0	0	2
<b>Demonstration 1- Learning Management System</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>

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.
			<b>VPA demonstrated the various aspects of their LMS thoughtfully and confidently. A secure login and email system, using gmail, was highlighted. Student and Teacher dashboards were explained thoroughly.</b>
	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:			<b>VPA clearly demonstrated the various curriculum options to actively engage their students in learning such as: labs, projects, wet lab on site, virtual camera, and a virtual reality component. Project and labs provide students with a step-by-step visual (video) and uses affordable materials.</b>
	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:			<b>VPA demonstrated how the teachers can make accommodations for students and modify the curriculum to meet their individual needs. Closed captioning, transcripts of videos, and text to speech capabilities are conveniently accessible to instructors to meet the needs of students with disabilities.</b>
	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:			A variety of Synchronous and asynchronous methods were demonstrated and are available to support students learning. Synchronous opportunities are made available through weekly face-to-face meetings, and through one-on-one video-conferencing. The LMS provides the asynchronous experience.
	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:			VPA has made a sincere effort to align their school with core online teaching practices including: be present at the course site, provide informational feedback, provide both synchronous and asynchronous experiences, provide a nurturing online environment. They team clearly demonstrated this intent.
	0	0	1
<b>Demonstration 1 Totals (5 items)</b>	0	0	5

<b>Demonstration 2 - Safe Research</b>	<b>Not Met</b>		<b>Met</b>
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:			Each VPA student will attend an orientation upon enrollment. They will also need to sign-off on a digital citizenship certificate and earn their digital driver's license (self-paced module). The ISTE standards are aligned to the curriculum and kept in the forefront of instruction and operations.
	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:			VPA students have a library on site for the purpose of research as well as being able to access the Digital AZ Library. VPA also utilized Turn -It-In through their LMS to ensure assignment integrity. Research instruction is embedded in each course
	0	0	1
<b>Demonstration 2 Totals (2 items)</b>	<b>0</b>		<b>2</b>
<b>Evaluation Criteria</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
Section 1: Introduction	0	0	14
Section 2: Curriculum Choices	0	0	6
Section 3: Educational Methodologies	0	0	8
Section 4: Safeguards	0	0	5
Section 5: Safe Research	0	0	4
Section 6: Confidentiality	0	0	4
Section 7: Teacher Selection & Training	0	0	6
Section 8: Community Partnerships	0	0	6
Section 9: Disabled Services	0	0	6
Section 10: Policies and Procedures	0	0	8
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>74</b>

Total Number of Items	<b>74</b>	
<b>100.00%</b>	% of criteria at "Met"	<i>To pass, this must be 95%</i>
0	Sections with more than one score of "Not Met" or "Partially Met"	<i>To pass, this cannot be greater than 1</i>
0	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>