Arizona State Board for Charter Schools
Arizona State Board of Education
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ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

Carpe Diem Collegiate High School		148761-202
(Charter Holder Name)		(CTDS)
PO Box 6502	Yuma, AZ	85366
(Charter Holder Mailing Address)	(City, State)	(Zip)
Rick Ogston	928-317-3113	928-783-3473
(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 Carpe Diem Collegiate High School (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: **X**   **The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels 7-12, (as approved in the charter).**

　　　　X   **The addition of online courses under A.R.S. §15-808 in the content areas of Math, Science, Language Arts, Social Studies plus Electives, for grade levels 7-12 (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 23rd day of June, 2010, and the State Board for Charter Schools has signed this contract amendment as of this _____ day of _____, 201__, to take effect at such time as it is signed by both parties.

_____
Charter Representative Signature

_____
Representative Signature for the Arizona State Board for Charter Schools

7-12 Rubric

Section 1: Introduction (Charter Board Review)	0 F	1 A	2 M	3 E	
Needs Analysis	The introduction does not provide an explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the AOI School/Program.	The introduction provides a limited explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the AOI School/Program.	The introduction provides an explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the AOI School/Program.	The introduction provides a detailed explanation of the need or interest for the proposed AOI School/Program's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the AOI School/Program.	
Comments:				Supported alternative pathways based on a variety of student needs. Met ADE standards and foundation for college.	3
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a limited description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction provides a detailed description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	
Comments:				Empower students through mastery of content, connectivity between student and teacher, individualized and flexible curriculum, applied technology, immediate intervention	3
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.	The introduction provides a limited description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction provides a detailed description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	

Comments:				Contains research based curriculum aligned with AZ state standards, Universal Design for Learning, Bloom's Taxonomy, behavioral/cognitive/and social learning theories, and community partnerships that provide variety of internship and mentorship opportunities.	**3**
Implementation	The introduction does not provide a description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a limited description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a description of how the AOI School/Program will be integrated within the current school system.	The introduction provides a detailed description of how the AOI School/Program will be integrated within the current school system.	
Comments:				Alternative to brick and mortar. Carpe Diem already offers an online program and this is an extension of that.	**3**
Governance and Leadership	The introduction does not provide a description of how roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program are identified.	The introduction provides a limited description of how roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program are identified.	The introduction provides a description of how roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program are identified.	The introduction provides a detailed of description of how roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program are identified.	
Comments:				Carpe Diem does have a detailed plan in place when it comes to the roles and responsibilities of the people who fill the various leadership positions.	**3**
Accessibility	The introduction does not provide a description of the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements.	The introduction provides a limited description of the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements.	The introduction provides a description of the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements.	The introduction provides a detailed description of the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements.	
Comments:				Detailed technology system requirements. Easily accessed from anywhere as long as they have high speed Internet.	**3**

Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. Describe how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0.	The introduction provides a limited description of what measures will be taken to ensure all enrolled students reside in Arizona. Describe how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0.	The introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. Describe how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0.	The introduction provides a detailed description of what measures will be taken to ensure all enrolled students reside in Arizona. Describe how the AOI School/Program will monitor students concurrently enrolled in AOI and another school and what the AOI School/Program will do to ensure a shared apportionment of no more than 1.0.	
Comments:			Provides a description of enrollment measures. Same documentation as for any other school. Narrative doesn't discuss specific differences, if any, for current co-concurrent enrollment in on-ground public schools. Only AOI schools.		**2**
				Section 1 Total:	**20**
	0	1	2	3	
Section 2: Curriculum Choices	F	A	M	E	
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The narrative does not describe how the AOI School/Program will offer a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The narrative describes on a limited basis how the AOI School/Program will offer an academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The AOI School/Program offers a detailed comprehensive academic program that provides beyond the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	
Comments:				This narrative does offer a detailed academic program that exceeds the minimum requirements. Appendix A offers a detailed description of the course and another appendix aligns all of the courses with the state standards.	**3**

The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The narrative does not describe how the AOI School/Program will offer a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The narrative describes the AOI School/ Program which offers a limited number of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	The AOI School/Program offers a wide variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	
Comments:				As noted above, appendix B showcases a Curriculum Planning Document which lays out, in detail, the course title, State strand, concept, specific lessons, educational delivery methodologies, and evidence of mastery.	**3**
The AOI School/Program offer concurrent, dual, Honors, or AP credit.	The narrative does not describe how the AOI School/Program will offer concurrent, dual, Honors, or AP credit.	The narrative describes the AOI School/Program which offers a limited number of concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a minimal program of study for concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a variety of concurrent, dual, Honors, or AP credit.	
Comments:			CDCHS offers AP coursework and dual enrollment opportunities through AZ Western College. Additional courses may be added in the near future, after College Board approval. A list of AP or Dual enrollment courses was not provided.		**2**
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	The narrative describes the course offerings/content which vaguely references how to prepare students for post-secondary success in the world of work, technical school or college.	The course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	The course offerings/content describe in detail how to prepare students for post-secondary success in the world of work, technical school or college.	

Comments:				A extensive list of opportunities for post-secondary success are listed, including ACT and SAT prep courses, interest internships, custom courses and vocational test prep can also be developed. Student maintains electronic portfolio with evidence of mastery work, vocational interest and planning information. Practice with resumes and applications during internships.	3
The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Course Topics, Activities, and Alignment to Academic K-12 Standards.	The narrative does not describe how the AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document was either not included or failed to address two or more of the following: Course Topics, Activities, and Alignment to Academic K-12 Standards.	The narrative describes the AOI School/Program which offers limited curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document included explain in too little detail or failed to address two or more of the following: Course Topics, Activities, and Alignment to Academic K-12 Standards.	The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document included: Course Topics, Activities, and Alignment to Academic K-12 Standards.	The AOI School/Program offers detailed curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document included a detailed plan including: Course Topics, Activities, and Alignment to Academic K-12 Standards.	
Comments:				The accompanied Appendix B shows all the evidence of course topics, objectives, activities and the alignment with AZ academic standards.	3
				Section 2 Total:	**14**
A list of course offering with descriptions must be included as an appendix.					
	0	1	2	3	
Section 3: Educational Methodologies	F	A	M	E	

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 how the AOI School/Program's educational methodology include 5 or more of the following: 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 describes how the AOI School/Program's educational methodology does not include 4 or more of the following: 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 AOI School/Program's educational methodology includes 5 or more of the following: 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 AOI School/Program's educational methodology includes 6 or more of the following: 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.	
Comments:				Page 12-13 - specific lists computer assisted learning, virtual classrooms, virtual labs, electronic field trips, email, virtual tutoring, online help desk group chat and non-computer based activities	**3**
Various learning styles are addressed in the delivery methods.	The narrative does not describe how various learning styles are addressed in the delivery methods.	The narrative vaguely describes various learning styles which are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods in specific detail.	
Comments:			Page 13 - "variety of activities that reach every student no matter their preferred learning style or learning disability." Pg 15 - Discusses UDL, Quality Standards and Bloom's Taxonomy with regard to learning styles but does not specifically discuss each learning style.		**2**
Modifications to content delivery by course or by lesson can be made.	The narrative does not describe how modifications to content delivery by course or by lesson can be made.	The narrative describes modifications to content delivery by course or by lesson which can be made on a limited basis.	Modifications to content delivery by course or by lesson can be made.	Modifications to content delivery by course or by lesson can be made easily and quickly.	
Comments:				Pg 16 - Modifications can be made by Web Administrator. Can customize at student level by teachers. Examples included.	**3**

Methods provide synchronous and asynchronous support to AOI students.	The narrative does not describe how methods provide synchronous and asynchronous support to AOI students.	The narrative describes methods which provide either synchronous or asynchronous support to AOI students, but not both.	Methods provide synchronous and asynchronous support to AOI students.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access.	
Comments:				Pg 14 - Virtual Classroom includes email, chat and whiteboard. Teachers also have announcements. "Teachers can implement a whiteboard option for more detailed instruction." Pg 17 - "review student assessments, progress and time on task for timely feedback." Live report system available to parents and students.	**3**
Learner support systems with methods of communication are included.	The narrative does not describe how learner support systems with methods of communication are included.	The narrative describes on a limited basis, learner support systems with methods of communication.	Learner support systems with methods of communication are included.	Learner support systems with methods of communication are included and exceed expectations.	
Comments:			Pg 9 - mentions ongoing communication to support students; Pg 14 - Chat and Whiteboard to support students		**2**
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative does not describe how selected methodologies are included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative describes selected methodologies which are included but are limited to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	
Comments:			Pg 17 - Accredited by Advanced; AZLearns Excelling school. Curriculum developed and revised based on constant feedback loop over 12 yrs. Identified iNACOL and SREB - but does not really discuss online best practices.		**2**
				Section 3 Total:	**15**
	0	1	2	3	
Section 4: Safeguards	F	A	M	E	

The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access.	The narrative inadequately describes the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access..	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.	
Comments:				Pg 19 - Logins and password required and computer authentication required. Explains additional safeguards including pass code and retinal scan security at the server level	3
The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The narrative does not describe the type and quantity of external links used in the course content, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The narrative describes on a limited basis the type and quantity of external links used in the course content are, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are described in detail, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	
Comments:			Pg 19 - "online resources are selected to reinforce each lesson." Selection by teachers during curriculum development. Does not identify specific selection/screening process or quantity.		2
A means for students to identify and report problems with external links.	The narrative does not describe a means for students to identify and report problems with external links.	The narrative describes a means for students to identify and report problems with external links is included but limited in scope.	A means for students to identify and report problems with external links.	A means for students to identify and report problems with external links is included and exceeds expectations.	
Comments:				Pg 20 - links tests through automated process on a daily basis. Issues processed by curriculum staff to resolution (including replacement site).	3
				Section 4 Total:	**8**
	0	1	2	3	
Section 5: Safe Research	F	A	M	E	

The AOI School/Program identifies safe research practices for the student.	The narrative does not describe how the AOI School/Program identifies safe research practices for the student.	The narrative describes the AOI School/Program which identifies in limited detail safe research practices for the student.	The AOI School/Program identifies safe research practices for the student.	The AOI School/Program identifies in detail, appropriate, safe research practices for the student.	
Comments:			Pg 20 - Virtual Classroom includes a web content filtering system. Sites are accessed through proxy by students, which filters advertisements and prevents movement outside of site. Does not address safety if student is outside of online school system.		**2**
The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The narrative does not describe how the AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The narrative describes the AOI School/Program which makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program , in detail, makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	
Comments:		Pg 20 - "internal email system that allows teachers to create and send additional activities, resources, web links, book titles, and other information to assist the student conducting research for an assignment". Does not identify "various avenues" or how such research projects are supported.			**1**
				Section 5 Total:	**3**
	0	1	2	3	
Section 6: Confidentiality	F	A	M	E	

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 describe if 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 describes the AOI School/Program which has a limited 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 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 AOI School/Program describes in detail the 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.	
Comments:			Pg 21 - self contained email system. Pg 21 - states "that play an integral part in monitoring and supporting the success of the student." Pg 22 - ongoing performance reviews conducted by teachers. Pg 14 - students can monitor their progress.		2
Any communications between staff, student, and parents is logged and secure.	The narrative does not describe how communications between staff, student, and parents is logged and/or secure.	The narrative describes communications between staff, student, and parents is on a limited basis logged and/or secure.	Communications between staff, student, and parents is logged and/or secure.	Communications between staff, student, and parents is logged and/or secure, as described in detail.	
Comments:			Pg 15 - All email stored within system. System automatically stores copy of all chat sessions. No indication of any tracking for phone/written communication.		2
				Section 6 Total:	**4**
	0	1	2	3	
Section 7: Teacher Selection and Training	F	A	M	E	
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 how the AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative describes the AOI School/Program which has established a limited system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a basic system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment.	

Comments:				Orientation but no description. What does orientation include? What does online expertise mean? Needs description.	**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 so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative describes teachers who are required on a limited basis 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.	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.	Teachers are required to fully exhibit competency in the use of the LMS in a detailed way so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	
Comments:				Simply states teachers' hired to implement the ischool 2020 must meet the NCLB requirements as well as have excellent technology training….by what standards?	**2**
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative does not describe how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a plan in limited detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a plan in as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies in specific detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	
Comments:				Highly Qualified Teachers with classroom teaching experience and online teaching experience.	**3**
				Section 7 Total:	**7**
	0	1	2	3	
Section 8: Community Partnerships	F	A	M	E	

	0	1	2	3	
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.	The narrative does not describe how community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.	The narrative describes community partnerships on a limited basis encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.	Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.	Community partnerships, in detail, encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.	
Comments:			CDCHS has a working partnership with Arizona Western College, Northern Arizona University, and (potentially) ASU. While this narrative refers to affiliations to several colleges, the references to private businesses and community organizations is too general.		2
Community partnerships have been established.	The narrative does not describe how community partnerships have been established.	The narrative describes community partnerships which have been established on a limited basis.	Community partnerships have been established.	Community partnerships have been established and described in detail.	
Comments:			Partnerships have been established with colleges, but references to local businesses and community organizations need greater detail to be an Exceeds.		2
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience for AOI students as described or have not been described at all.	The narrative describes partnerships which will enhance the school experience for AOI students as minimally described.	Partnerships will enhance the school experience for AOI students as described.	Partnerships will enhance the school experience for AOI students as described in detail.	
Comments:			The partnerships with Arizona colleges will certainly enhance the student experience.		2
				Section 8 Totals:	6
	0	1	2	3	

Section 9: Disabled Services	F	A	M	E	
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The narrative does not describe how the AOI School/Program identifies special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	The narrative describes the AOI School/Program which identifies special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The AOI School/Program identifies special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The AOI School/Program identifies special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) as described in detail.	
Comments:			Narrative states they will meet needs of all qualifying individuals. An Exceeds response would include items such as description of 45 day screenings, or Child Find. Also, considerations for what type of pre-referral process will you be using?		2
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative does not describe how the content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative describes the content and the content delivery system which can be modified on a limited basis to meet the accommodation and modification requirements for identified students.	The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students as described in detail.	
Comments:			Content and delivery system can be modified and accomodated by items such as ewriting, web reader education and on demand text reader will meet some of the special needs students. An Exceeds response would have included provisions for OT/PT and adaptations used to incorporate students that have limited physical access to the keyboard (ie: Touch Screens, alternative keyboards, or communication devices)		2
Identified students will receive onsite support when appropriate.	The narrative does not describe how students are identified to receive onsite support, when appropriate, as described.	The narrative describes how identified students will receive limited onsite support, when appropriate, as described.	Identified students will receive onsite support, when appropriate, as described.	Identified students will receive onsite support, when appropriate, as described in detail.	

Comments:		Narrative states in a limited manner that assistance will be prearranged. A Meets or Exceeds score would include detail such as how will they accomodate students with physical disabilities? How will related services be provided. (ie: speech/language, OT, PT, etc…) and by whom will they be provided.			1
5				**Section 9 Totals:**	**5**
	0	1	2	3	
Section 10: Policies and Procedures	F	A	M	E	
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 policies and procedures which 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 describes policies and procedures, which on a limited basis, establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	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.	Policies and procedures are described in detail to establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	
Comments:			**Immediate intervention is needed at all levels. Mostly left up to the instructors to keep the communication line open with students, parents and counselors. Timelines are created and attendance will show minimal effort. Appropriate actions will be taken, but an Exceeds response would have outlined more here.**		2
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative describes vaguely how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes how it will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes, in detail, how it will ensure/monitor student progress for at least one year's growth annually.	

Comments:			Student growth is measured in increments…weekly, monthly, and yearly. What do you consider adequate student progress? (ie: 80% mastery of lesson content in 5 out of 6 courses taken within 1 semester)		2
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	The narrative describes courses offered, on a limited basis, exhibit formative assessment of student competency.	Courses offered exhibit formative assessment of student competency.	Courses offered are described in detail in how they will exhibit formative assessment of student competency.	
Comments:			Courses offered exhibit formative assessment. An Exceeds score would have provided greater detail regarding basing student competency on any other standardized assessments (ie: AIMS)?		2
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative describes how the AOI School/Program will on a limited basis ensure academic integrity for exit outcomes for each course/grade offering.	The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering, as described in detail.	
Comments:			Exam testing centers will be established would like more information. Carpe Diem will use the Virtual Classroom/Web Administrator to ensure data integrity within the system. Reports are accessible 24/7. As stated earlier, the curriculum is aligned to the AZ standards.		2
				Section 10 Totals:	8
	0	1	2	3	
Demonstration 1- Educational Methodologies	F	A	M	E	

The AOI 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 -non-computer based activities	The AOI program's educational methodology does not include 5 or more of the following: 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, as seen through the demonstration.	The AOI program's educational methodology does not include 4 or more of the following: 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, as seen through the demonstration.	The AOI program's educational methodology includes 5 or more of the following: 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, as seen through the demonstration.	The AOI program's educational methodology includes 6 or more of the following: 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, as seen through the demonstration.	
Comments:				Demonstration included discussion of at least 6 educational methodologies.	**3**
The various learning styles are addressed in the delivery methods.	Various learning styles are not addressed in the delivery methods, as seem through the demonstration.	Various learning styles are vaguely addressed in the delivery methods, as seen through the demonstration.	Various learning styles are addressed in the delivery methods, as seen through the demonstration.	Various learning styles are addressed in the delivery methods in specific detail, as seen through the demonstration.	
Comments:				Demonstration included discussion of 3 learning styles and specific ways to accommodate such as: Kinesthetic-interactive activities, and note taking; Auditory-web reader; Visual-video introduction and graphics and adjusting text size and color.	**3**
Modifications to content delivery by course or by lesson can be made.	Modifications to content delivery by course or by lesson can not be made, as seen through the demonstration.	Modifications to content delivery by course or by lesson can be made on a limited basis, as seen through the demonstration. .	Modifications to content delivery by course or by lesson can be made, as seen through the demonstration.	Modifications to content delivery by course or by lesson can be made easily and quickly, as seen through the demonstration.	
Comments:			Demonstration showed modifications at course, lesson or student level can be made by deselecting lesson components. Actually altering (including adding) to the content requires review and approval from the content provider.		**2**

Methods provide synchronous and asynchronous support to AOI students.	Methods do not provide synchronous and asynchronous support to AOI students, as seen through the demonstration.	Methods provide either synchronous or asynchronous support to AOI students, but not both, as seen through the demonstration.	Methods provide synchronous and asynchronous support to AOI students, as seen through the demonstration.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access, as seen through the demonstration.	
Comments:				Demonstration showed chat, email and announcements easily accessible from inside system.	**3**
Learner support systems with methods of communication are included.	Learner support systems with methods of communication are not included, as seen through the demonstration.	Learner support systems with methods of communication are included but are limited, as seen through the demonstration.	Learner support systems with methods of communication are included, as seen through the demonstration.	Learner support systems with methods of communication are included and exceed expectations, as seen through the demonstration.	
Comments:				Demonstration showed Chat, Email and Announcements available. System allows teacher to set frequency of communication to parents and quickly review progress reports.	**3**
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are not included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are included but are limited to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	
Comments:			Demonstration discussed the Dashboard (and corresponding tools) as one best practice to quickly monitor student progress and adjust appropriately. System provides internal resources for staff and additional staff development will be offered in person and via webinars. Did not specifically discuss what best practices will be covered in staff development		**2**
				Demonstration 1 Total:	**16**
	0	1	2	3	
Demonstration 2 - Safeguards	F	A	M	E	

The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are not seen through the demonstration.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are seen minimally through the demonstration.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described, as seen through the demonstration.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail, as seen through the demonstration.	
Comments:				Demonstration discussed logins unique to users and tied to access. Also "Secure Station" authenticated at the workstation level. Students who want to access from more than 1 workstation must request access from their instructor. Can also set access for "where" students can take exams.	**3**
The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are not seen through the demonstration, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are seen on a limited basis through the demonstration, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are seen through the demonstration, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	The type and quantity of external links used in the course content are seen in detail through the demonstration, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	
Comments:				Demonstration showed Google type search from inside program, which results in pre-screened weblinks. These links are all internal to the system, since they are cached. Teachers can request additional links - but request must be reviewed/approved at vendor level.	**3**
A means for students to identify and report problems with external links.	A means for students to identify and report problems with external links is not seen through the demonstration.	A means for students to identify and report problems with external links is seen through the demonstration but is limited in scope.	A means for students to identify and report problems with external links, is seen through the demonstration.	A means for students to identify and report problems with external links is included and exceeds expectations, is seen through the demonstration.	

	0	1	2	3	
Comments:			Demonstration showed students would email or chat to report issues. No real "tech support" or formal process in place.		**2**
				Demonstration 2 Total:	**8**
	0	1	2	3	
Demonstration 3 - Safe Research	F	A	M	E	
The AOI School/Program identifies safe research practices for the student.	The AOI School/Program does not identify safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies in limited detail safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies safe research practices for the student, as seen through the demonstration.	The AOI School/Program identifies in detail, appropriate, safe research practices for the student, , as seen through the demonstration.	
Comments:				Demonstration showed two means of safety: (1) links referenced in program are cached and internal to the system; (2) all students are required to complete "Strategies for Academic Success" - a course which includes Internal safety lessons.	**3**
The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program does not makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	The AOI School/Program, in detail, makes various avenues available to AOI students to support research requirements included in the course content and course requirements, as seen through the demonstration.	
Comments:			Demonstration showed links are embedded into the system for most activities. When questioned, some "external" links may be utilized fro research type projects. However, that option was not discussed in detail.		**2**
				Demonstration 3 Total:	**5**
	0	1	2	3	
Demonstration 4 - Confidentiality	F	A	M	E	

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 AOI School/Program does not have 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, as seen through the demonstration.	The AOI School/Program has a limited 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, as seen through the demonstration.	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, as seen through the demonstration.	The AOI School/Program describes in detail the 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, as seen through the demonstration.	
Comments:				Demonstration showed that the Communication Section is totally internal to the system and includes Student to Staff and Student to Student communication capabilities. Configuration settings include how frequently to send progress reports to parent/guardian. Teachers can also email staff from secure system.	3
Any communications between staff, student, and parents is logged and secure.	Communications between staff, student, and parents is not logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is on a limited basis logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is logged and/or secure, as seen through the demonstration.	Communications between staff, student, and parents is logged and/or secure, as described in detail, as seen through the demonstration.	
Comments:				Demonstration showed all email and chat logged. Also, "recent activity" is tracked at the teacher level and can be reviewed for staff development opportunities.	3
				Demonstration 4:	6
	0	1	2	3	
Demonstration 5 - Teacher Selection and Training	F	A	M	E	

The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The narrative describes how the AOI School/Program has on a limited basis established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment, as seen through the demonstration.	
Comments:				AOI school/program has established a detailed system of professional development through tier 1 and tier 2 training. Monthly trainings are held to train teachers on use of student data from within the system.	**3**
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.	Teachers are not 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, as seen through the demonstration.	Teachers are on a limited basis 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, as seen through the demonstration.	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, as seen through the demonstration.	Teachers are required in detail 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, as seen through the demonstration.	
Comments:				Reports are monitored in the system to track teachers hours online, work with students, customization, etc. Person assigned to work with teachers as needed.	**3**
Teachers will be minimally highly qualified as defined by NCLB for charter holders and must also be appropriately certified for school districts.	Teachers are not required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies a plan in limited detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies a plan in as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	The description identifies in specific detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	
Comments:				Attestation was shown. Each teacher completes and must be highly qualified.	**3**
				Demonstration 5 Total:	**9**

				Grant Total:	**134**

Evaluation Criteria		Evaluation Score	

Section 1: Introduction	20
Section 2: Curriculum Choices	14
Section 3: Educational Methodologies	15
Section 4: Safeguards	8
Section 5: Safe Research	3
Section 6: Confidentiality	4
Section 7: Teacher Selection and Training	7
Section 8: Community Partnerships	6
Section 9: Disabled Services	5
Section 10: Policies and Procedures	8
Demonstration 1- Educational Methodologies	16
Demonstration 2 - Safeguards	8
Demonstration 3 - Safe Research	5
Demonstration 4- Confidentiality	6
Demonstration 5- Teacher Selection and Training	9
Grand Total	134

Yes   95% of criteria scoring Meets or Exceeds   2 at Approaches, 52 items met/exceed out of 54 = 96%

No   More than one Approaches in each section

No   Falls Below