Arizona State Board for Charter Schools
Arizona State Board of Education
1700 W. Washington St., Room 164, Phoenix, AZ 85007
(602) 364-3080   Fax (602) 364-3089
www.asbcs.az.gov

ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

Educational Options Foundation   _078558000_
(Charter Holder Name)   (CTDS)
2150 E. Southern Ave.   Tempe, AZ   85282_
(Charter Holder Mailing Address)   (City, State)   (Zip)
William Jeffrey Sawner   _480-777-7720_   _480-222-7106_
(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 Educational Options Foundation (Charter Holder), herein agree to amend the terms of the charter contract as follows:

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

TO: ☑ **The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels __9-12____ (as approved in the charter).**

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

In witness whereof, Charter Holder has signed this contract amendment as of this first (1) day of July, 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

Arizona Online Instruction (AOI) School and Program Amendment

EdOptions High School
Minutes of the Governing Board Meeting

The EdOptions High School Governing Board convened a board meeting Wednesday, June 30, 2010, in the Educational Options Office at 2150 E Southern Avenue, Tempe, Arizona 85282.

Item A.   Dr. Tom Sawner called the meeting to order at 12:08 p.m.

Item B.   Welcome and Introductions.

Board Members
Present:

Dr. Tom Sawner, Board President	Christopher Rosner
Jeff Sawner	Ken DeMasi

Attendees:

Jim Taylor, Principal	Claudina Douglas, ADI
Elizabeth Duncan, Secretary	

Dr. Tom Sawner welcomed the board members and guests.

Item C.   Dr. Tom Sawner motioned the Governing Board approve the June 30, 2010 agenda as presented. Second by Mr. Chris Rosner. Motion passed.

Item D.   Study and Voting Session

1. Review and consider adoption of SB 1197.
   - Mr. Jeff Sawner made a proposal that Mr. Jim Taylor review SB 1197 to determine if EdOptions High School would adopt SB 1197 as written or recommend changes.
   - Mr. Jim Taylor will review SB 1197 and present recommendation prior to the next regularly scheduled board meeting.

Dr. Tom Sawner motioned the Governing Board accept the proposal to review SB 1197 with recommendations to be presented at the next regularly scheduled board meeting. Second by Mr. Christopher Rosner. Motion passed.

Item E.   Dr. Tom Sawner motioned the Governing Board approve the following consent agenda items. Second by Mr. Ken DeMasi. Motion passed.

1. Consider approving the previous minutes from the Governing Board Meeting of June 16, 2010.
2. Consider approving an amendment to the charter to include, the addition of an online school (AOI) under A. R. S 15-808 providing a comprehensive program of instruction for grade levels 9-12 (as approved in the charter).

Item F.   Call to public.
   - No public present

Item H.   The next meeting date has been set for July 14, 2010 at 12:00 p.m.

There being no further business to come before the Board, Mr. Ken DeMasi motioned the Board Meeting be adjourned at 12:15 p.m. Second by Mr. Jeff Sawner. Motion passed.

GOVERNING BOARD
EdOptions High School
By: Elizabeth Duncan, Assistant to the Governing Board

Minutes of the Governing Board Meeting

The EdOptions High School Governing Board convened a board meeting Wednesday, June 30, 2010, in the Educational Options Foundation Office at 2150 E Southern Avenue, Tempe, Arizona 85282.

Item A.   Dr. Tom Sawner called the meeting to order at 12:20 p.m.

Item B.   Welcome and Introductions.

Board Members
Present: Dr. Tom Sawner, Board President   William Nielson
            Jeff Sawner   Claudina Douglas

Attendees: Ken DeMasi   Elizabeth Duncan, Secretary

Dr. Tom Sawner welcomed the board members and guests.

Item C.   Mr. Jeff Sawner motioned the Governing Board approve the June 30, 2010 agenda as presented. Second by Ms. Claudina Douglas. Motion passed.

Item D.   Study and Voting Session

There are no items to study at this time.

Item E.   Mr. Jeff Sawner motioned the Governing Board approve the following consent agenda items. Second by Mr. William Nielson. Motion passed.

1. Consider approving an amendment to the charter to include, the addition of an online school (AOI) under A. R. S 15-808 providing a comprehensive program of instruction for grade levels 9-12 (as approved in the charter).

Item F.   Call to public.
   • No public present

Item G.   The next meeting date will be determined at a later date.

There being no further business to come before the Board, Dr. Tom Sawner motioned the Board Meeting be adjourned at 12:30 p.m. Second by Mr. Jeff Sawner. Motion passed.

GOVERNING BOARD
EdOptions High School
By: Elizabeth Duncan, Assistant to the Governing Board

Rubric

	0	1	2	3	
Section 1: Introduction	F	A	M	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. 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.	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. 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 provides an explanation of the need or interest for the proposed AOI School/Program's 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.	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 and includes a detailed 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:				Target population identified are students who are unable to re-enroll or participate in brick and mortar due to attendance. The needs include an opportunity to recover credits, to work while going to school, and participate in dual enrollment. Community will benefit from the programs diverse delivery options and the school will be able to serve more students.	**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:				The school is committed to academic excellence. Their goal is to help students become academically successful while being accountable for their decisions. Some other key descriptors were: a safe environment, respect for self and others, zeal for life-long learning and 21st Century skills.	**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:			The application clearly defines how the courses are designed. The delivery method is addressed. Course offerings are not really addressed in the application, but they are addressed in detail in the appendices to the report to support the narrative.		2
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:			The report addresses how the AOI school will be integrated within the current school system in this section of the application. Participation in AOI is determined on individual student need and potential success with online courses. An explanation of a definitive process for integration of in-person and online formats would make this a more detailed description.		2
Governance and Leadership	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction provides a limited description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	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 provides a detailed description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	

Comments:			<mark>The application provides a description of the roles and responsibilities for the leaders of the AOI school. More specific details about the qualifications required for these positions for an Exceeds.</mark>		**2**
Accessibility	The introduction does not provide a description of the accessibility of AOI courses and any limitations in access for the target population. The technology requirements the student will need to access AOI courses including bandwidth requirements were not included.	The introduction provides a limited description of the accessibility of AOI courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access AOI courses including bandwidth requirements were included.	The introduction provides a description of the accessibility of AOI courses and any limitations in access for the target population. Specific technology requirements the student will need to access AOI courses including bandwidth requirements were included.	The introduction provides a detailed description of the accessibility of AOI courses and any limitations in access for the target population. Specific technology requirements the student will need to access AOI courses including bandwidth requirements are detailed.	
Comments:			<mark>Students will only need a minimum of a 56K modem to access their courses. There is a plan to work with community organizations to offer students Internet access outside of their homes. 75 hours per week of technical support staff help will be available.</mark>		**2**
Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description 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 was not included.	The introduction provides a limited description of what measures will be taken to ensure all enrolled students reside in Arizona. A limited description of 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 was included.	The introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona and describes 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 and a detailed description of 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.	

	0	1	2	3	
Comments:			The enrollment process is in place to ensure all students reside in Arizona and no more than a 1.0 apportionment. Description of the strict enrollment procedures would have provided a more detailed description of the process?		**2**
				Section 1 Total:	**16**
	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. Note: Reference to graduation and cohort year applies to high schools only.	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:				The application states that school is prepared to offer students a program of study that will meet the state's graduation requirements for the cohort years 2011, 2012, 2013 and beyond. This statement is supported by the variety of courses listed in the appendices to the application.	**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:				Pre-assessment delivery option for credit recovery students. Independent third-party reviews curriculum to ensure alignment with state standards, Curriculum forums to discuss curriculum issues. The content of courses offered is aligned to the Arizona State Standards to prepare students to meet graduation requirements and to pass the AIMS tests.	**3**
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	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:			The concurrent, dual, and AP enrollment program is still under development pending AOI approval. At this point, 10 courses have been identified for dual credit. The application states that honors courses will be offered.		**2**
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.	The narrative vaguely 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.	The narrative provides a detailed description of offerings/content describe in detail how to prepare students for post-secondary success in the world of work, technical school or college.	

Comments:				The school plans to implement a number of ways to help prepare students for post-secondary success including: dual enrollment courses, college algebra and language arts capstone courses to ease the transition to college, partnering with JAG, and Vocational Career and Technical Education programs.	**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: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative does not describe how the AOI School/Program 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.	The narrative minimally describes how the AOI School/Program 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 how the AOI School/Program 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.	The narrative describes in detail how the AOI School/Program 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, Strands/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	
Comments:			Documents includes course topic, standards, strands (according the ADE), Delivery method and Evidence of Mastery (Mastery of content and Objective) included in the plans. See Appendix B in Curriculum planning documents. The curriculum planning guide is well organized and easy to read. Alignment to the K-12 Standards is thoroughly detailed. Activities are listed in general terms. The format and list of activities is almost the same for each class. More detail by course would have made this an Exceeds.		**2**

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 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 narrative describes how the AOI School/Program's educational methodology includes 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:				Pg 12-13 Computer Assisted Learning, Virtual Classrooms, Virtual Lab, Electronic field trips, Email, Virtual Tutoring, Help Desk, Group Chat and Non - computer activities are all briefly discussed.	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:			Pg 11 - "courses developed with an awareness of the learning styles outlined in the Dimensions of Learning model". Pg 13 - briefly discussed learning styles and accommodations. Pg 27-29 - accommodations possible.		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.	The narrative describe how modifications to content delivery by course or by lesson can be made.	The narrative describes how modifications to content delivery by course or by lesson can be made easily and quickly.	

Comments:			Pg 13-14 - Discusses adjusting font, amount of content, activating lessons and alternate assignments. Pg 28 "The content used for the AOI Program provides extensive tools to modify and accommodate delivery and level of instruction for special needs students. These delivery options empower teachers and administrators with the ability to serve special needs student by enhancing the learning environment, adjusting core curriculum or adjusting the content of the curriculum, delivery method, or location of instruction".		2
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 13 - Synchronous tutoring session via Elluminate. Discussed chat and email tools throughout narrative.		2
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 12 - online help desk and virtual tutoring via email and synchronous sessions. Pg 20 - discusses the use of email 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 21 - teacher selection and training - discussed internship, iNACOL and other training. Pg 4 - discussed course development process (research based) with some specific learning models. Pg 10 - discussed curriculum selection and specific criteria. Pg 11 - discusses "backward design" model.		**2**
				Section 3 Total:	**13**
	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 16 - only accessible via a secure login. Briefly discusses password protocols.		**2**
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 state whether external links are required as part of the content delivery and student learning process or if use is stated, does not discuss how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a limited description of how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a description of how links are chosen, screened, and updated to ensure adequate protection.	The narrative states whether external links are required as part of the content delivery and student learning process and provides a detailed description of how links are chosen, screened, and updated to ensure adequate protection.	
Comments:			Pg 16 - all links screened by content developers. Links only accessed though delivery system. Discussed how to report issues with links - but does not discuss if/how an individual teacher can add links.		**2**

	0	1	2	3	
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 is included.	A means for students to identify and report problems with external links is included and exceeds expectations.	
Comments:			Pg 16-17 - Students report to teacher and teacher to administration through the internal content forum or email. Tech support available 7 eastern to 7 pacific.		2
				Section 4 Total:	**6**
	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 17 - discusses providing guidance and information on internet security to parents and students and school netiquette policy. Pg 18 - discussed safety outside of school environment but not any specific lessons/curriculum which will be offered to students.		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 17 - The system provides links to dictionary, thesaurus, encyclopedia and a resources site. Pg 19 - 'Teachers have the ability to develop and issue additional research-based assignments that enhance the web-based content'. Does not specifically explain how students would support this research via distance.		2
					Section 5 Total:	**4**
	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 14 - briefly discusses monitoring and managing within the system. Pg 20 - discusses internal email system. Administration can monitor all communication, however, it does not state if he/she will monitor.			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:			Original Comment: Email and Chat are within system for security. Pg 20 - Email can be backed up as deemed appropriate by the administration. However, it doesn't not state it will be saved. No mention if chat is logged. **Demonstration 4 did demonstrate this. **REVIEWED: Upon review the score on this item has been moved from Approaches to Meets. The narrative does state that either stored or deleted email "stores a record of the communication in a secure data bank for as long as deemed appropriate by the administration."**			**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:				The school has a comprehensive plan for professional development. Key components of that plan include: an on-site Director of Research, collection of current best practices, *Guidelines for Professional Development of Online Teachers*, 30-day internship with detailed weekly guidelines, and a mentoring program.		**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.	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 how teachers 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.	The narrative describes 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 how 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:			The application states that teachers will be required to demonstrate competency in the use of the LMS, but it does not specify how they will demonstrate that competency, The internship and the professional development will help with these skills, but a specific plan was not included.		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 limited plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter holders.	The narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.	The narrative describes a detailed plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.	
Comments:		The narrative simply states that teachers will be highly qualified, but no plan for verifying that is included. NCLB is not specifically covered. **REVIEWED: Deficiency met. Appeal clarifies original narrative. Scores "Meet"**			2
				Section 7 Total:	7
	0	1	2	3	
Section 8: Community Partnerships	F	A	M	E	

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 or planned partnerships with universities, community colleges, vocational/technical schools that encompass the goals of post secondary transition.	The narrative minimally describes planned and established community partnerships with universities, community colleges, and vocational/technical schools that encompass the goals of post secondary transition.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations have been established.	The narrative describes established community partnerships with 2 or more universities, community colleges, and vocational/technical schools that encompass the goals of post secondary/transition.	
Comments:			The school has developed a number of partnerships to support post secondary transition. These partnerships include partnerships with Rio Salado, JAG, Tempe Chamber Commerce, Tempe Leadership, and East Valley Institute of Technology. The narrative explains how each partnership will benefit the students at Ed Options. The school is also planning to provide practicum placements for Rio's Teacher Prep Program. Needs to pursue university option.		2
Community partnerships have been established with private business, career track organizations, and community organizations have been established.	The narrative does not describe how partnerships with private business, career track organizations, or community organizations have been established.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations will be established.	The narrative describes how at least one partnership with private business, career track organizations, or community organizations have been established.	The narrative describes how two or more partnerships with private business, career track organizations, or community organizations have been established.	
Comments:				The partnerships are described in detail. The partnership with JAG will help prepare the students for the world of work and the partnership with EVIT will allow the students to earn credits for vocational training. Focused on transition.	3

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:			All of the benefits of the partnerships will provide the students with valuable experiences.		**2**
				Section 8 Totals:	**7**
	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 describes how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The AOI School/Program describes in detail how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	
Comments:				All students enrolled in the AOI will be subject to a 45 day screening. Special Education and 504 students will be carefully considered to see if an online format is best for them. If the special education student is placed in the AOI and does not exhibit success , his placement would be reviewed as would any student's. Students who have IEPs would participate in a transfer meeting just as they would if there was a change in the Least Restrictive Environment. An extensive list of accommodations and modifications was included in the narrative. An IEP meeting would be held to determine that the AOI provides the student with a FAPE.	**3**

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 how the content and the content delivery system can be modified on a limited basis to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students.	The narrative describes how the content and the content delivery system can be easily modified to meet the accommodation and modification requirements for identified students.	
Comments:			The AOI program allows for modification and accommodations for delivery and level of instruction for special needs students. Examples of these are included in this report on page 27. The examples are very brief, specifics not included to qualify for an Exceeds. Ability to adjust interface and font, printable materials, ability to reset assignments, lessons can be saved and picked up later, additional time as needed, support for reading comprehension, pre-made notes or study guides and assistance outside the normal contact hours.		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 briefly describes how identified students will receive limited onsite support, when appropriate.	The narrative describes how students will receive onsite support, when appropriate, as described.	The narrative describes in detail how identified students will receive onsite support, when appropriate.	
Comments:			The narrative states that if the IEP team determines that online instruction would not provide students with FAPE, the team must recommend continued placement in the student's current school. Detailed onsite support for special needs student in the online program is not provided to qualify for an Exceeds.		2
				Section 9 Totals:	**7**
	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 describe an established 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 for an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program are described in detail.	
Comments:				A weekly report will be generated for the AOI Administrator which will generate information about participation, performance and attendance. Lack of performance will be reported to the brick and mortar school if the student is concurrently enrolled. Teachers will communicate with parents and try to identify causes for the lack of performance. Teachers will develop improvement plans which will include expected outcomes with a specific time for follow-up review. Students who continue to do poorly will have to attend a formal evaluation meeting with the AOI Director, teacher and parent. There are several options for those students. They might have their AOI course load reduced by returning them to a concurrent placement. If necessary, the student may be returned full to time to a traditional school.	3
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:		The narrative discussed a variety of assessments including formative assessments embedded in the courses. There is no specific discussion of how one year's growth will be evaluated. **REVIEWED: Deficiencies met. Appeal clarifies original narrative. Score "Meet".**			**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 how courses offered, on a limited basis, exhibit formative assessment of student competency.	The narrative describes an assessment plan that provides for formative assessment of student competency.	The narrative describes a detailed assessment plan that provides formative assessment of student competency.	
Comments:			The narrative specifies that formative assessments are embedded in the online courses so that the instructors can offer remediation or enrichment as needed, but not much detail is included. Which formative assessments will determine 1 year's growth?		**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 narrative describes how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative provides a detailed description of how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	
Comments:			Students not meeting minimum requirements will be required to remediate the lesson to the required performance level. Midterms and finals will be proctored at the school or at an approved off campus location. Nothing included about student ethics or plagiarism. What are the minimum scores on lesson assignments, and exams? Percentage?		**2**
				Section 10 Totals:	**9**
	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 narrative does not describe how the AOI program's educational methodology includes 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 narrative describes how the AOI program's educational methodology includes 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 showed/discussed computer assisted learning, virtual classrooms, e field trip, email, virtual tutoring, online help and non-computer based activities. Combination of Ed Options and School Fusion provided a number of 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 discussed: Visual (diagrams, videos); Auditory (School Fusion news, text to speech); Tactile - work on paper, labs and Social (group work, discussions). Discussion board in Group Fusion can be between entire class or just teacher to student.	**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 process to change national curriculum (through forum comments). Approved changes can be made quickly. At local level, instructor can turn lessons on/off, modify assignments, and pull content from other sources (ie School Fusion). Students can adjust "look" of class and adjust font size.	**3**
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/discussed: Alerts, Email, Forums, Office Hours, Phone, Tech Support, On-site, "Cover it Live" (like Elluminate) with raise hand and share screen features.	**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: System notices, Reports (class list by assignment, last login, submissions, audit, today's activities, averages, etc.), Comments on assessments provide specific feedback and all work graded within 24 hours.	**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 a variety of methods/models to continuously evaluate effectiveness of program. Briefly showed models (P3, Data Collection, etc) - but did not specifically detail current online delivery best practices.		**2**
				Demonstration 1 Total:	**17**
	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 narrative does not describe 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 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:			Demonstration showed individual logins with admin issued passwords. Access is Admin/Teacher or Student		**2**
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/or how links are chosen, screened, and updated to ensure adequate protection was not seen through the demonstration.	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/or 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 are seen through demonstration.	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, as well as how links are chosen, screened, and updated to ensure adequate protection.	
Comments:				Demonstration stated Ed Options curriculum has few external links. External links are added via the School Fusion teacher sites, and approval is at the local level. External links may also be sent by teacher through email to specific students.	**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.	
Comments:			Demonstration stated students would use email to report issues. Teachers would use forum. A helpdesk number is also available.		**2**
				Demonstration 2 Total:	**7**
	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 topics of required orientation class, which includes Web safety. Also, parents will be given tools and guidelines on Internet safety.	**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 stated students are encouraged to research for themselves. Avenues discussed were links listed on the School Fusion website.		**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 emphasized internal email system between students and teachers (not parents). Students can only email instructors (teachers can fwd to other students). Within School Fusion - a discussion board is available. Monitoring done primarily through dash board and reporting tools.	**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 stated all email logged and retained as well as alerts, notices, etc. Also logins and corresponding IP numbers are tracked.		**2**
				Demonstration 4:	**5**
	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:				Professional development is on-going. Offers tuition reimbursement, send to outside workshops, etc. Those attending asked to share with staff as to what they learned.	**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:				When hired, teachers participate in training. They are mentored at the beginning of their experience. Monitored daily through email and feedback to students. Teacher are also observed through when using the Elluminate system.	**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:				Require teachers to have Master's degree. Complete attestation and file with state for each teacher.	**3**
				Demonstration 5 Total:	**9**
				Grant Total:	**129**

Evaluation Criteria		Evaluation Score
Section 1: Introduction		16
Section 2: Curriculum Choices		13
Section 3: Educational Methodologies		13
Section 4: Safeguards		6
Section 5: Safe Research		4
Section 6: Confidentiality		4

Section 7: Teacher Selection and Training		7
Section 8: Community Partnerships		7
Section 9: Disabled Services		7
Section 10: Policies and Procedures		9
Demonstration 1- Educational Methodologies		17
Demonstration 2 - Safeguards		7
Demonstration 3 - Safe Research		5
Demonstration 4- Confidentiality		5
Demonstration 5- Teacher Selection and Training		9
Grand Total		129

Yes _____ 95% of criteria scoring Meets or Exceeds   0 at Approaches, 54 items met/exceed out of 54 = 100%

No _____ More than one Approaches in each section

No _____ Falls Below