

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

RECEIVED

JUL 01 2010

HL

ARIZONA ONLINE INSTRUCTION
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

____ Lifelong Learning Research Institute, Inc. _____ 108708001 _____
(Charter Holder Name) (CTDS)
____ PO Box 36045 _____ Tucson, AZ _____ 85740 _____
(Charter Holder Mailing Address) (City, State) (Zip)
____ Mary Lou Klem _____ (520) 219-4383 x2 _____ NONE _____
(Charter Representative's Name) (Phone Number) (Fax Number)

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 __Lifelong Learning Research Institute, Inc.__(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 __K through 8__ (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 ____ day of _____, 201__, 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

Open Public Meeting
June 25, 2010
5:00 pm

Roll Call:

Board Members Present: Carlin, R.Klem, ML Klem, Williamson

Not in attendance: K Hill

Pledge of Allegiance

Moment of Silence

Call to the Public – NO Participants

Board Discussion Items:

Amend Lifelong Learning Academy's current delivery of instruction and curriculum to include an ON-LINE instructional choice for parents. All guidelines needed from the Authorizer will be met. On-line curriculum will be added to LLA for use in its On-Line instruction. LLA will use K12 curriculum and teacher services in FY 11.

A new charter application will be submitted on July 2, 2010 for a 9-12 Charter (online) Az. School under the corporate organization of Lifelong Learning Research Institute, Inc. and Az non-profit organization.

Shirley Williamson moved to provide more school choice for parents at LLA per board discussion by adding an online school and an online delivery system for students in K-8 for FY 11 and to support all efforts in establishing a 9-12 new charter for FY 12.

Robert Klem seconded the motion.

Passed

The new guidelines from the state special education department were discussed. Board felt that the policies in place at LLRI were more encompassing and provided more compassionate services to our special needs children. Board discussion was with Kathleen Angelo, Master Degree in Special Education. It was brought up that in our review this year, we were awarded a certificate of excellence for the outstanding work done with special education students at our school. Parent review surveys were turned into Kathy Gray and surveys were noted as very good by her department.

Mary Lou Klem moved to review special education policies annually as LLRI has done since FY03 and to continue with the child find and support services we offer now. We will stay with our special education policies and be open to new and better ideas if they occurred.

Seconded by Shirley Williamson

Passed

Adjournment

Shirley Williamson moved to adjourn the meeting.

Robert Klem seconded.

Passed.

Rubric	Lifelong Final 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	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	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	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	
Comments:				Interest is addressed. Related to parents request for online institute. Detailed explanation.	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:			Narrative provides a description of the principles and concepts. An Exceeds score provides detailed reference to instructional strategy, individualized instruction and benchmarks.		2

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:			AZ standards set the benchmark for design of courses. Needed more detail regarding range of courses offered. Narrative did not discuss courses beyond core requirement however documentation in appendix supports a Meets criteria given that this is a K 8 school.		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:			Special education services were mentioned along with site services. Blended model referring to was assumed by writer but needed to be explained. Good description of community partnerships and accessibility options.		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:				A detailed plan was in place. Initial contracting in place until transition can occur. Rules of governing body, certified teachers and administrators was provided. Included expertise in the curriculum and online assessment.	3
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	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	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:				Detailed explanation and information in appendix supports accessibility information.	3
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	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	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	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	
Comments:				Enrollment was clearly explained. Documents needed were discussed.	3
Section 1 Total:					18

	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	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:				AZ standards and onsite traditional campus activities with cohort peer group. Detailed program based on already in place onsite K-12 program. Extends beyond the general minimum course of study and competency requirements.	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:				K-12 software includes all of the courses needed for K-8. Detailed description. AOI is aligned to state standards while meeting the individual needs of students.	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,	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,	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	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	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,	
Comments:				Covered in appendix with curriculum planning document. Aligned with Arizona Standards.	3

Section 2 Total: 9

****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	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,	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,	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	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	
Comments:				Page 12. Eight methodologies are described.	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. Good description of content, process, assignment and learning style variation.	3
Modifications to content delivery by course or by lesson can be made.	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:			Page 14. Modifications to pace (acceleration/remediation) are described. Not a lot of detail or descriptions of other ways that delivery can be modified.		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:			Page 14. Tools to support synchronous and asynchronous instruction are described. Not described in great detail.		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:			Page 14. Support systems, like Elluminate Live are described.		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:				Page 14-15. Description of K12's role in online education.	3
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:				Page 16. Fully explains secure login system including: passwords, IP address recognition, password complexity standards and attempted account access recognition.	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 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:				Page 18. Fully explains all internal links approved and vetted by K12. Accessing links outside the K12 system relies on supervision and knowledge students gain in online learning course: TCH010 - Computer Literacy I.	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:				Page 17. All content issues reported via a Feedback button located on every content page.	3
Section 4 Total:					9
	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:				Page 18. There is a course for students in the middle grades to teach them how to research online and stay safe. The course description is provided.	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 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:				Page 18. TCH010: Computer Literacy I is a course for students in the middle grades to teach them how to research online and stay safe. This course is administered in middle grades. Prior to this course, students are coached by parent or mentor.	3
Section 5 Total:					6
	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	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	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	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:				Page 20. Good description of the provide email system within K12: Kmail.	3

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:				Page 20. Good description "permanent record of electronic messages and notes regarding phone conversations".	3
Section 6 Total:					6
	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:			Narrative describes a basic system of ongoing professional development and monitoring. 80 hours of professional development is stated. Referenced in appendix about Elluminate.		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 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:				Teacher effectiveness training in appendix spelled everything out in detail. Monitored by program directors observations.	3
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:			Stated in narrative was that all would be highly qualified.		2
Section 7 Total:					7
	0	1	2	3	
Section 8: Community Partnerships	F	A	M	E	
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:			Variety of partnerships were described. Included outside of online environment. YMCA, Trunk or Treat, Pima Community College. Elaboration of these for an Exceeds score.		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:				Explained how it would enhance the AOI. Pima/BYU relationship was good for students to do open enrollment for students as young as 14 years old. Cohort model is supportive.	3
Section 8 Total:					5
	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:			Narrative outlined the IEP, special education process.		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 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:		LLA has limited strategies in place to meet the needs of their special education population. Narrative was not as detailed as needed for a meets. REVIEWED: Upon further review, the final paragraph of the narrative included statements about how the content and content delivery system could be modified.	REVIEWED: SCORED "Meets".		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:			Narrative states that identified students will receive onsite support at "convenient location".		2
Section 9 Total:					6
	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:			Narrative describes conference calls from teacher to student. Progress reports. Additional detail on policies and procedures, steps to occur at what point and at what point are parents contacted would have moved scores to Exceeds.		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:				Exited outcomes, 100% mastery of outcome. Teacher will help plan out courses for next academic year if student completes 85% of core courses.	3
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:			Courses offered exhibited formative assessment. A more detailed description of examples of assessments would be an Exceeds.		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:				Yes, detailed exit outcomes. LLA requires 100% mastery to move to next level. 85% of core lessons must be completed. Ensures academic integrity.	3
Section 10 Total:					10
	0	1	2	3	
Demonstration 1- Educational Methodologies	F	A	M	E	
<ul style="list-style-type: none"> The AOI School/Program's educational methodology includes: <ul style="list-style-type: none"> -computer assisted learning systems -virtual classrooms -virtual laboratories -electronic field trips -electronic mail, virtual tutoring, online help desk 	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	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,	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	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	
Comments:			Demonstration showed computer assisted learning center, virtual classroom (Elluminate), email, online help desk and non-computer based activities. Demonstration discussed virtual fieldtrips, virtual labs, group chat and virtual tutoring - but did not demonstrate. Also discussed offline labs and in person field trips.		2
The various learning styles are addressed in the delivery methods.	Various learning styles are not addressed in the delivery methods, as seen 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 stated 3 learning styles and briefly discussed some activities like: offline labs and activities for kinesthetic, graphics and video for visual		2

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.	
Original Comment: Demonstration stated that no real modifications can be made to the system and teachers do not have the ability to change content. However, teachers can allow students to move non-linearly, skip lessons or access other grade level content. Demonstration stated that teachers may "modify" by pulling students into an Elluminate session. REVIEWED: Upon review, it was determine this item should not have been scored since school stated no real modifications can be made to the system.					NS
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 Kmail, and Synchronous tools within Elluminate.		2
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 and discussed: Kmail, Elluminate, 800# manned 24/7 and teachers available during school hours.		2
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 (but did not really show in detail) Mastery, Blended model, Flexibility, Non linear model and Individualized Learning Plan.		2
Demonstration 1 Total:					10
	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 password login, including access as teacher, student and administrator.		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	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	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	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: This item purposely not scored as the program does not include external links. Further, external links are not really recommended during research projects.					NS
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: Since external links are not incorporated into the program, this item was purposely not scored. However, other issues are reported through course feedback button or 800#.					NS
Demonstration 2 Total:					2
	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:		The demonstration stated no formal process is in place at the K-8 level. The HS includes a course on safe research. However, if teachers do assign research which includes Internet searching, they provide safe instructions. Recommend a more formal process (regardless of research requirements) since students will be on Internet accessible workstations. REVIEWED: Deficiencies remain.			1
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 two research tools available to students. However, the amount of "research required" in the course appears quite limited outside of material already provided.		2
Demonstration 3 Total:					3
	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 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	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	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 internal email (Kmail) system, which is totally housed within program. System only available to staff, students and "learning coach". System also includes reporting tools and progress alerts.	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 copied to learning coach. Phone calls can also be logged with system as alerts. Elluminate sessions can be recorded.		2
Demonstration 4 Total:					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:				Teachers are required to complete 40-50 hours of teacher training done on Elluminate. Training included moderator training and advanced training. Forming a Teacher Efficiency division that will monitor teachers performance online.	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, as seen	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, as seen through the demonstration.	
Comments:			Competency seen through professional development training. Plan is there but not in detail. Consider how you will evaluate teachers. What will be your instrument?		2
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:			When prompted was told attestation form will be completed by each teacher and filed with the Arizona State Department of Education.	2
-----------	--	--	---	---

Demonstration 5 Total: 7

Grand Total: 118

Evaluation Criteria	Evaluation Score
Section 1: Introduction	18
Section 2: Curriculum Choices	9
Section 3: Educational Methodologies	15
Section 4: Safeguards	9
Section 5: Safe Research	6
Section 6: Confidentiality	6
Section 7: Teacher Selection and Training	7
Section 8: Community Partnerships	5
Section 9: Disabled Services	6
Section 10: Policies and Procedures	10
Demonstration 1- Educational Methodologies	10
Demonstration 2 - Safeguards	2
Demonstration 3 - Safe Research	3
Demonstration 4- Confidentiality	5
Demonstration 5- Teacher Selection and Training	7
Grand Total	118

Note: 1 item intentionally not scored
Note: 2 items intentionally not scored

Yes 95% of criteria scoring Meets or Exceeds

1 at Approaches, 47 items met/exceed out of 48 = 98%

No More than one Approaches in each section

No Falls Below