

Arizona State Board for Charter Schools  
Arizona State Board of Education  
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MAR 31 2011

ARIZONA ONLINE INSTRUCTION  
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

New World Educational Center 078760001  
(Charter Holder Name) (CTDS)  
1313 N. 2nd Street Suite 200 Phoenix, AZ 85004  
(Charter Holder Mailing Address) (City, State) (Zip)  
Gordon F. Ilstrup 602-238-9577 602-238-9210  
(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 planned or established 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 Gordon F. Ilstrup (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 29 day of March, 2011, 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.

Gordon F. Ilstrup  
Charter Representative Signature

\_\_\_\_\_  
Representative Signature for the Arizona State Board for Charter Schools

NEW WORLD EDUCATIONAL CENTER CHARTER SCHOOL  
PUBLIC MEETING & EXECUTIVE SESSION  
HELD IN THE SCHOOL'S MEDIA CENTER  
1313 N. 2<sup>nd</sup> STREET, PHOENIX, AZ 85004  
Monday, March 28th, 2011 @ 4:00 PM

MEETING MINUTES

A public meeting of the New World Educational center Charter School was convened on Monday, March 28th, 2011 @ 4:00 PM. Present at the meeting was the following members of the New World Educational Center Charter School Governing Board: Joseph Snyder, Jesse Armenta Sr., Gordon Ilstrup, Lisa Langston.

Administration present: Jesus Armenta Jr., Latisha Sam & EdVantage Partners: Robin Klung

The following matters were discussed, considered and decided/approved at the meeting.

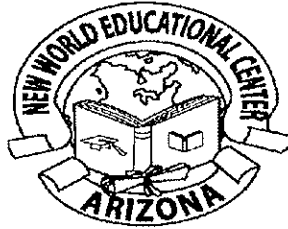
1. Call to Order/Roll Call: 4:10 PM\*
2. Approval of the Agenda: \* Motion for approval was made by Jesus Armenta Sr., seconded by Lisa Langston. Vote to approve was unanimous.
3. Approvals of minutes of the February 22<sup>nd</sup>, 2011 meeting: \* A motion was made by Lisa Langston and Seconded by Jesse Armenta, Sr. Vote to approve was unanimous.
4. Committee Reports:
  - A. Principal: Mr. Armenta presented information on the current enrollment at 256 students, and also the preparation that the students and teachers are taking to prepare for the AIMS testing.
  - B. Financial: Robin reminded the board and administration that the final/revised 2010-2011 budget would have to be completed and approved by the board by the submission deadline of May 15<sup>th</sup>, 2011.
5. Call to Public. No comments from the public.
6. After Jesus Armenta presented and explained the documents needed to make the change to include New World's AOI (Virtual High School) to the board a motion was made by Gordon Ilstrup to make application to the Arizona State Board for Charters Schools to make those changes and seconded by Jesse Armenta. Vote to approve was unanimous.
7. Mr. Bill Williams explained to the board the current status of work on the 5818 project including the need to press forward with pulling a demolition permit and proceed with that portion of the work. Resulting from that discussion Joseph Snyder made a motion to accept Kennedy Design's proposal to move forward. Second was made by Lisa Langston. Vote to approve was unanimous.
8. Mr. Jesus Armenta brought the board up to date regarding the primary loan with Chase Bank indicating that there were to be two separate loans, one for the building itself and the second as a construction loan both with an approximate loan value of

\$1,400,000.00. Joseph Snyder made a motion to accept their terms and move forward with getting the loan funded. Second made by Lisa Langston. Vote to approve was unanimous. Next Jesus explained the terms of the second lender, Charter School Development Corporation and that he was gathering a few documents to send to them and that loan was approved by them and ready for closure. That loan being 20% of the overall purchase and remodel of 5818 property. A motion was made by Joseph Snyder to accept terms of the second lender Charter School Development Corporation. Seconded by Jesse Armenta. Vote to approve was unanimous.

9. After discussion relative to signatures on the documents to purchase of the 5818 property. Joseph Snyder made a motion approving Jesus Armenta, Principal and President of the Corporation and Gordon Ilstrup, Board Chairperson to sign the docs.
10. Consent agenda: Vouchers # 18,20,22, 1085-1087, 1091-1095, 1098 & 1099 were signed.
11. Board Members Comments: Mr. Ilstrup thanked everyone present for all their hard work, making the purchase of the new facility possible.
12. Executive Session: The board chose not to go into executive session.
13. Announcements: Next board meeting date: Monday, April 25<sup>th</sup>, 2011 @ 4:00PM.
14. Adjournment\*: A motion made by Gordon Ilstrup. Second by Jesse Armenta. Vote to approve was unanimous. The meeting was adjourned at 6:25 PM.

\*Denotes Board Action Item.

**ARIZONA ONLINE INSTRUCTION  
PROGRAM OF INSTRUCTION AMENDMENT REQUEST**



**New World Educational Center**

**Name of Charter Holder:** New World Educational Center

**Name of proposed AOI School or Program:** New World Educational Center

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

**Name of AOI School or Program administrator:** Jesus Armenta

**Email Address:** jarmenta@nweccharter.com

**AOI School or Program Information:**

**Address:** 1313 N. 2<sup>nd</sup> Street, Suite 200

**Phoenix, Arizona 85004**

**Phone:** 602-238-9577

**Fax:** 602-238-9210

## **Section 1 - Introduction**

**Needs Analysis:** New World Educational Center (NWECE) serves students in grades K-12 in an enriched learning environment. We have a student population of approximately 76% Latino, 14% white and 10% African American. We at NWECE are proud of the growth we have seen in all of our students. We have found, however, that our high school students need something extra, something new and stimulating. Many of our high school students are coming to NWECE because the large traditional schools feel unsafe, or they feel they are only a “number.” The need for this program at NWECE is twofold: more individualization of curriculum and instruction and more academic options.

**Individualizing:** Our educators have found that they need to be able to individualize the high school students’ learning; in order to accelerate the student who is motivated to go on to college and who can work independently and conversely, to help those who need more time, support and motivation.

**Options:** As important to our mission as a safe learning environment, is our philosophy to provide as many course options as possible. New World’s vision is to imbue in its young people the idea that with hard work, victory is certain, despite the challenges many of these students may be facing.

**Educational Philosophy:** The concepts fundamental to the NWECE AOI program are personalized support, dual enrollment and expanded options.

**Personalized Support:** Many of the students who will enroll in NWECE online program are those who are not succeeding in the traditional school setting. The NWECE online program alternative allows student access to one-on-one instruction from AZ certified NCLB highly qualified

teachers from Monday 7 A.M. through 7 P.M. (MST) Friday evening, via phone, email, and live chat. Students will be able to access AZ NCLB highly qualified staff located at resource centers throughout the state. They will receive support via tutoring and small group instruction, as the growth of our student population increases.

NWEC has chosen this specific online curriculum provider, Advanced Academics Inc. (AAI) over other companies because it provides a unique online program with significant levels of teacher-to-student personal interaction. This allows them to truly get to know the students.

**Dual Enrollment:** The NWEC AOI program will focus on giving students skills to succeed and encourage them to enroll in online and on-site college classes through a dual enrollment articulation.

**Expanded Options:** The online learning program will also allow all students to take courses they would not normally have access to such as Art History, Anthropology, Graphic Arts, AP courses, Music Theory, Career and Technical Skills.

**Summary of Instructional Program:** NWEC reviewed numerous online curriculum provider companies. We chose to work this year with Advanced Academics Inc.(AAI) due to their rigorous courses, their significant amount of teacher support, their methods of instructional delivery, their flexibility and their alignment to AZ state content standards. Each course begins with a syllabus that includes course and unit objectives, assessments and their relative weights, and a suggested timeline for course completion. Students are taken through each unit of study linearly beginning with unit objectives, key concepts, and key questions or practice problems. Each lesson that follows includes an online text and may also include videos, images, and/or interactive media. After a series of lessons, students will complete assignments such as written

papers and other file-based products (e.g. PowerPoint presentation or excel spreadsheet). Each unit covered in a course ends with a unit exam, and each course also includes a midterm and a final exam.

**Implementation:** NWEA has contracted with the online curriculum provider, AAI. We have implemented this online curriculum with our site-based program this year and have experienced firsthand the outstanding curriculum, teachers, support and overall strength of the program. NWEA will offer as appropriate the online option to our current on-site students.

**Leadership:** The responsibility of oversight, development and accountability will lie with the Principal, Curriculum Director, Exceptional Student Services Director and Governing Board. The Principal will be responsible for ensuring that on-site staff are implementing the program as designed and have the training they need to service the students. The Principal, Curriculum Director, and Exceptional Student Services Director will also maintain consistent communications with the curriculum provider to ensure that NWEA students are progressing and receiving the support that they need. The Principal and the Governing Board will make the ultimate determination as to the success and continued use of the chosen online curriculum. The online curriculum provider will continue to be responsible for ensuring that the Online Teachers hold Arizona credentials and are providing a quality online experience for our students.

**Accessibility:** Students will be able to access their courses wherever there is internet access with a 256 kbps download and upload rate. Through our contract with AAI, we are able to loan computers and provide internet service to students who qualify for assistance.

New World Educational Center  
Charter

Section 1: Introduction	Not Met	Partially Met	Met
<b>Needs Analysis</b>	The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.
Comments:			Clear description of the population to be served. Meeting the needs of students not successful in the traditional school.
	0	0	1
<b>Educational Philosophy</b>	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies.
Comments:			A focus on personalized support for expanded options for students. Addressed in Needs Analysis.
	0	0	1
<b>Summary of Instructional Program</b>	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.
Comments:			Detailed description on description of design of courses.
	0	0	1
<b>Implementation</b>	The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system.	On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system.	The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system.



Comments:		Currently there are students taking a portion of the online classes with NWLC. More details necessary on implementation in the AOI school.	
	0	1	0
<b>Leadership</b>	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.
Comments:		In general roles and responsibilities included but the experience of those not included.	
	0	1	0
<b>Accessibility</b>	The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included.	On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included.	The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included.
Comments:			Moved per demonstration: Bandwidth and necessary software not discussed. Description of support services not provided for AOI or Brick and Mortar school. Technology support services are available 24 hours a day 5 days a week. All necessary software will be provided for students.
	0	0	1
<b>Enrollment</b>	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included.	On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis.	The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described.

Comments:			Moved per demonstration: Requirements for enrollment were provided, however, a process for monitoring shared apportionment was not addressed. The principals assistant will handle the enrollment process. More clearly identified during demonstration
	0	0	1
Section 1: Totals (7 items)	0	2	5

Section 2: Curriculum Choices	Not Met	Partially Met	Met
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population.	The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.		The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.
Comments:			Comprehension description of graduation requirements. Courses included.
	0	0	1
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.
Comments:			Detailed description for concurrent, dual, honors and AP credit.
	0	0	1
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.
Comments:			Moved per demonstration: The narrative discussed dual enrollment options but vocational and technical options for students were not addressed. More clearly identified during demonstration
	0	0	1

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

Section 3: Educational Methodologies	Not Met	Partially Met	Met
The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe any educational methodologies.	On a limited basis (four or less methods), the narrative describes educational methodologies.	The narrative fully describes five or more educational methodologies.
Comments:			Narrative: delivery methods are described including: chat, email, virtual classrooms, online help, and tutoring.
	0	0	1
Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified.	The narrative does not describe how learning style needs will be met through online learning.	On a limited basis, the narrative describes how learning style needs will be met through online learning.	The narrative fully describes how learning style needs will be met through online learning.
Comments:			Narrative: specific examples are provided for addressing various learning styles including: visual aids, charts, tables, graphs, video presentations, streaming audio, and hands-on labs.
	0	0	1
A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided.	The narrative does not describe the modifications that are available to meet individual student needs.	On a limited basis, the narrative describes the modifications that are available to meet individual student needs.	The narrative fully describes the modifications that are available to meet individual student needs.
Comments:			Narrative: Section 9 identifies numerous available modifications and articulates a clear support structure for implementation of modifications.
	0	0	1
Support through both synchronous and asynchronous methods is available to AOI students.	The narrative does not identify synchronous or asynchronous methods to support students.	On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students.	The narrative fully identified both synchronous and asynchronous methods available to support students.

Comments:			Narrative: identifies and describes both synchronous and asynchronous methods.
	0	0	1
Identify at least three "best practices" in online instruction and explain how this practice will be implemented.	The narrative does not identify implementation plans for online "best practices".	On a limited basis, the narrative identifies implementation plans for online "best practices".	The narrative fully identifies implementation plans for online "best practices".
Comments:			Narrative: Mentioned best practices but did not identify specific practices nor describe how practices will be implemented. Demonstration identified and discussed best practices. Score moved up one level from Partially Met to Met.
	0	0	1
<b>Section 3: Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>5</b>

<b>Section 4: Safeguards</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The provisions of the Learning Management Systems (LMS) and Content Delivery Systems (CDS) to ensure user security through password protected access are described.	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			Narrative: identifies password protection provisions.
	0		1
The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			Narrative: alludes to ongoing quality assurance, but does not specify process used. Demonstration clearly identified process. Score moved up one level from Partially Met to Met
	0	0	1
The process for students to report technical issues is identified.	The narrative does not identify the process for students to report technical issues.	On a limited basis, the narrative identifies the process for students to report technical issues.	The narrative fully identified the process for students to report technical issues.
Comments:			Narrative: fully identifies the process for students to report technical issues through telephone, instant chat or "classmail".
	0	0	1
<b>Section 4: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

<b>Section 5: Safe Research</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The process to teach Internet Safety to students is identified and explained.	The narrative does not identify the process to teach Internet Safety.	On a limited basis, the narrative identifies the process to teach Internet Safety.	The narrative fully explains the process to teach Internet Safety.
Comments:		Narrative: no plan for teaching Internet safety is evident. Demonstration identified the use of the iSafe curriculum. Score moved up one level from Net Met to Partially Met.	
	0	0	1
Identify the process and resources available to support any research, which requires a student to research outside of the course management system.	The narrative does not identify the process or resources available to support research.	On a limited basis, the narrative identifies the process and/or resources available to support research.	The narrative fully identifies the process and/or resources available to support research.
Comments:			Narrative: identifies a limited number of resources. It provides no detail of processes involved. Demonstration explained process. Score moved up one level from Partially Met to Met
	0	0	1
<b>Section 5: Totals (2 Items)</b>	0	0	2



<b>Section 6: Confidentiality</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not identify an internal email communication system.	On a limited basis, the narratives identified an internal email system.	The narrative fully identifies the provisions of an internal email system.
Comments:			Narrative: fully describes secured internal email system "ClassMail".
	0	0	1
The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress).	The narrative does not address security or logging of key communication.	On a limited basis, the school has the capacity to secure and log key communication.	The school has the full capacity to secure and log key communication.
Comments:			Narrative: indicates sufficient capacity and procedures to log all types of communication including "ClassMail", instant chat, discussion threads and phone calls.
	0	0	1
<b>Section 6: Totals (2 items)</b>	<b>0</b>	<b>0</b>	<b>2</b>

Section 7: Teacher Selection and Training	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:			Ongoing professional development in the form of monthly staff meetings, one-on-ones, webinars, in-house trainings and quarterly quantitative and qualitative assessments of instructor effectiveness was described in detail
	0	0	1
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS.	On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS.	The narrative fully describes how teachers are required to exhibit competency in the use of the LMS.
Comments:			Moved per demonstration: Mentorship in the online environment and on the LMS was apparent. No specific information on how the teacher will exhibit competency. More clearly identified in demonstration
	0	0	1
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AFPA, attestation, etc.).	The narrative does not identify a plan for ensuring how teachers are required to be highly qualified.	On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area.	The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area.
Comments:			Moved per demonstration: Teachers required to be highly qualified and certified in content area. No mention on how this will be monitored and no mention of attestation. All teachers are AZ certified with an attestation on file
	0	0	1
<b>Section 7: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

<b>Section 8: Community Partnerships</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade	The narrative does not describe any community partnerships.	On a limited basis, the narrative describes planned and established community partnerships.	The narrative fully describes planned and established community partnerships.
Comments:			A variety of vocational education, and college partnerships have been established and planned that provide students with experience and knowledge related to post-secondary life.
	0	0	1
Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established	The narrative does not describe any partnerships.	On a limited basis, the narrative describes planned and established partnerships.	The narrative fully describes planned and established partnerships.
Comments:			Planned and established partnerships apparent.
	0	0	1
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.	On a limited basis, the narrative describes partnerships.	The narrative fully describes how partnerships will enhance the school experience.
Comments:			Specific benefits to students and their future goals addressed.
	0	0	1
<b>Section 8: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

<b>Section 9: Disabled Services</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with varying disability categories.	The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
Comments:			Identification of students under IDEA has been met.
	0	0	1
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.
Comments:			Modification of content and content delivery has been met.
	0	0	1
Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate, as described.	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate.	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.
Comments:			Onsite support present for students with varying abilities.
	0	0	1
<b>Section 9 Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

<b>Section 10: Policies and Procedures</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
Comments:			Detailed process for monitoring academic achievement was outline.
	0	0	1
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually.	On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually.	The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually.
Comments:			Detailed process for monitoring students academic progress for one years growth included.
	0	0	1
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency.	The narrative fully describes an assessment plan that provides for formative assessment of student competency.
Comments:			It is evident the formative assessments of student competency is ongoing and embedded into individual courses.
	0	0	1
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering.	On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering.	The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering.
Comments:			Strict security password is in place. All assessments and assignments are stored in LMS.
	0	0	1
<b>Section 10 Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>4</b>

<b>Demonstration 1- Learning Management System</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual or on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			The school demonstrated the login process, secure email system, "talk to teacher" feature for tutoring, and explained tech support will be handled through 800 number and chat.
	0	0	1
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document.	The demonstration showed all selected items from the Curriculum Planning Document.
Comments:			New World Educational Center clearly demonstrated: Multimedia Interactive Lessons, a Gizmo lab experiment and a Portfolio.
	0	0	1
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			The school demonstrated modifications such as: strike assessments, adjusting skin, adjust mastery, omit lessons, and modifying content at course level.
	0	0	1
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.

Comments:			The school demonstrated both synchronous and asynchronous tools including: course content, email, discussion boards, chat rooms and phone conversations.
	0	0	1
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.
Comments:			The school discussed best practices including: Authentic assessment (rubrics, immediate feedback, and virtual teacher); Creating a Positive Climate (safety, no bias, no competition between students); and The Environment for Student Learning (objectives, opening, symbols, guided practice).
	0	0	1
<b>Demonstration 1 Totals (5 items)</b>	0	0	5

<b>Demonstration 2 - Safe Research</b>	<b>Not Met</b>		<b>Met</b>
The School demonstrated and explained the process by which students will be taught Internet Safety.	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.
Comments:			The school discussed their plans to integrate the safe curriculum into their LMS as a required class.
	0	0	1
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			The school demonstrated the inclusion of research sites (Britannica, Ensco, World Data) inside the LMS. Additional links will be determined using the InaCom standards and will always be previewed by teachers.
	0	0	1
<b>Demonstration 2 Totals (2 items)</b>	<b>0</b>		<b>2</b>



Evaluation Criteria	Not Met	Partially Met	Met
Section 1: Introduction	0	2	5
Section 2: Curriculum Choices	0	0	4
Section 3: Educational Methodologies	0	0	5
Section 4: Safeguards	0	0	3
Section 5: Safe Research	0	0	2
Section 6: Confidentiality	0	0	2
Section 7: Teacher Selection & Training	0	0	3
Section 8: Community Partnerships	0	0	3
Section 9: Disabled Services	0	0	3
Section 10: Policies and Procedures	0	0	4
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
<b>Totals</b>	<b>0</b>	<b>2</b>	<b>41</b>

Total Number of Items	<b>43</b>	<i>Unless an item was purposely skipped, this should be 43</i>
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<b>95.35%</b>	% of criteria at "Met"	<i>To pass, this must be 95%</i>
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<b>1</b>	Sections with more than one score of "Not Met" or "Partially Met"	<i>To pass, this cannot be greater than 1</i>
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<b>0</b>	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>
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