Section 1: Introduction	Not Met	Partially Met	Met
Needs Analysis	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:			Thorough description of the population that Fifth Arrow will serve, which includes a specific geographical area (central/east Phx.), At-Risk and disconnected youth. Data was provided on the prevalence of these students within the community and state.
	0	**0**	**1**
Educational Philosophy	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:			The explanation of the school's name is an integral part of the school's philosophy of education. The narrative identifies a number of instructional approaches that will support a blended learning environment as well as meet the needs of the target population.
	0	**0**	**1**
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.	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:			The PLATO PLE instructional delivery model was described in detail. Course offerings range from Advancement placement courses to remedial courses along with electives and employment readiness courses.
	0	**0**	**1**
Implementation	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:			The introduction explains how students may be referred for the online school. It also addresses how the online courses will be included in the student's academic plan. More details should have been included about sharing resources (physical and staff), participation in extracurricular activities, etc.
	0	**0**	**1**
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.	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:			Leadership roles and those acting in those roles were thoroughly presented. It was unclear though whether or not these leaders would facilitate the operations on a day to day basis in Phoenix (at a facility) or at a distance.
	0	**0**	**1**

Accessibility	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:			It is clear that Fifth Arrow will ensure accessibility to their online learning program, (lap tops as needed, free internet locations, and various community partners); however, bandwidth requirements were not included. Supplemental information to support bandwidth was emailed immediately after the demonstration. Therefore, the rubric score was moved from Partially Met to Met.
	0	**0**	**1**
Enrollment	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:			The introduction does state that students will have to show proof of Arizona residency. A compliance coordinator will serve as the registrar who will receive documents such as transcripts, place students in the correct Supplemental information was supplied during the demonstration of all administration which will work onsite at the Phoenix location. Therefore, the rubric score was moved from Partially Met to Met.
	0	**0**	**1**

Section 1: Totals (7 items)	**0**	**0**	**7**

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:			The narrative presents the core course list that will be required of students to ensure that they will meet the minimum 22 credit requirement to graduate from high school in Arizona. Within these 22 credits, the school maintains Arizona's requirement related to the number of credits for English, math, etc.
	0	0	1
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.
Comments:			The narrative provides specific details about the AP courses and Dual enrollment courses that will be offered. Concurrent and Honors are not addressed.
	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:			Curriculum is aligned with ACCRS and current graduation requirements. A comprehensive curriculum planning document was provided with the standard, course description, strand, method of delivery, and assessments.
	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:			All of the items mentioned are addressed in the curriculum planning documents, but the concern is that the documents are very similar. The curriculum planning documents have not really been designed to address the individual content/needs of each course. i.e. How are the kids being heard speaking in World Language?, Include more course specific information. Supplemental information that Google Translator, Collaborative learning sessions, and meeting with the onsite instructor would be utilized. Therefore, the rubric score was moved from Partially Met to Met.
	0	**0**	**1**
Section 2: Totals (4 items)	**0**	**0**	**4**
A list of course offering with descriptions must be included as an appendix.			

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:			The narrative identifies and explains the following educational delivery methodologies: "computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities".
	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:			The narrative discusses learning styles and specifically identifies auditory, visual, and kinesthetic learners with examples on how to meet the needs of each learning style.
	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:			The narrative identifies that teachers can modify the program to "suit individual student learning needs". Specifically identified is the ability to create classes, modify and deactivate assignments as well as pacing content or activities to meet individual student needs.
	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:			The narrative lists both synchronous (web conferencing, videochat, chat, IM) and asynchronous tools (slide shows, videos, libraries, discussion board and blogs) that will be used.
	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:			The narrative references INACOL practices under best practices and discusses 13 specific best practices.
	0	**0**	**1**
Section 3: Totals (5 items)	**0**	**0**	**5**

Section 4: Safeguards	Not Met	Partially Met	Met
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:			The narrative identifies that the LMS is password protected and the administrator will issue unique passwords to students.
	0	0	1
The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			The narrative identifies that the LMS has few external links and all links are vetted and approved by the content developers. Staff will review and approve supplemental links.
	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:			The narrative identifies the process to report broken links for both students and staff.
	0	0	1
Section 4: Totals (3 items)	**0**	**0**	**3**

Section 5: Safe Research	Not Met	Partially Met	Met
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:			The narrative identified that all students must complete a Computer User Agreement and that all students will have internet safety explained during orientation. Administrators will also conduct a mini course on Internet safety. However, the process and overview of the actual content for this course was not provided. During demo, the full process/content for teaching Internet safety was reviewed. Therefore, score moved from Partially Met to 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:			The narrative identifies that Dropbox will be used for assignments outside of the LMS. All assignments uploaded to Dropbox will be authorized by the program Administrator of representative. Section 3 of the narrative identifies that teachers will provide external links as needed and these links must be approved by the Principal.
	0	**0**	**1**
Section 5: Totals (2 Items)	**0**	**0**	**2**

Section 6: Confidentiality	Not Met	Partially Met	Met
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:			The narrative explains that the internal messaging system is only accessible by login and is only accessible by teachers, students, staff and other authorized stakeholders.
	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:			The narrative states that all communication within the LMS is secure and logged.
	0	**0**	**1**
Section 6: Totals (2 items)	**0**	**0**	**2**

Section 7: Teacher Selection and Training	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:			The narrative discusses using iNACOl resources as the foundation for professional development. It also addresses recruiting local experts to provide training for the school's teachers.
	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:			The narrative explains that teachers will participate in a two week induction program prior to the start of school. Teachers' mastery of the LMS will be evaluated using a rubric.
	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:		The narrative states that the school will recruit highly qualified teachers, but no plan is identified for how that status will be verified. No mention is made of fingerprints, AEPE/NES scores, etc. Supplemental information that fingerprints will be completed onsite by only authorized personnel and the attestation will be filed with the DOE. Therefore, the rubric score was moved from Not Met to Partially Met.	
	0	**1**	**0**
Section 7: Totals (3 items)	**0**	**1**	**2**

Section 8: Community Partnerships	Not Met	Partially Met	Met
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:			The narrative mentions partnerships with post secondary institutions and the College Depot to help students to prepare to transition to college. Dual enrollment will help students earn college credits before they leave high school. Both universities and community colleges are mentioned. The JTED partnership will support the students who wish to pursue their educations at a vocational/technical school.
	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:			Partnerships with organizations like Disconnected Youth and ReEngage Phoenix should help provide the types of supports that the target population for this school might need. Also reaching out to locate childcare will be very beneficial for many of the students at this school.
	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:			The benefits from these community partnership is adequately described.

	0	0	1
Section 8: Totals (3 items)	0	0	3

Section 9: Disabled Services	Not Met	Partially Met	Met
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:			The Child Find process which includes the 45 day screener which identifies students that may possibly need additional services is identified. A Student Study Team is in place during the pre-referral process.
	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:			An extensive and appropriate list of accommodations/modifications were provided.
	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 will be provided by a certified special education teacher as well as related service providers in order to support the student in attaining IEP goals.
	0	0	1
Section 9 Totals (3 items)	**0**	**0**	**3**

Section 10: Policies and Procedures	Not Met	Partially Met	Met
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:			The narrative explains that for students who are not making satisfactory academic progress the instructor will meet with the parents and then develop an Academic Improvement Plan. Students who still show a lack of progress will have to participate in an evaluate meeting with the administration to determine if this is the best placement.
	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:			An RTI process, formative assessments, Academic Plans are in place for monitoring student progress, throughout the year.
	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:			Included in curriculum planning guide documents.
	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:			State exams and summative course exams are proctored.
	0	**0**	**0**
Section 10 Totals (4 items)	**0**	**0**	**3**

Demonstration 1- Learning Management System	Not Met	Partially Met	Met
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual of on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			In demonstration, the school showed their private domain, login process, password protection, internal messaging system and external email system (Google). They also reviewed the Help Desk process (internal staff, support line, flex hours) and explained that tutoring will be handled via Adobe Connect and time blocked in teacher's schedule for tutoring.
	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:			Several Curriculum Planning items were shared at the demonstration including; Edmentum LMS (PLATO Courseware) modules, Chemistry and additional support features including Adobe Connect, Student led instructional groups and E-backpack.
	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:			In demonstration, the school showed a variety of ways that content can be modified
	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:			During demonstration, the school showed both synchronous (Adobe Connect and Collaboration Tool used for instruction, tutoring and study groups) and asynchronous tools (chat, messaging, email, online lessons, and alerts).
	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:			During demonstration, the school extensively explained three best practices: (1) Communicating goal and objectives for each lesson and activities; (2) Providing student progress reports every 2 weeks to empower student's to monitor their progress, and (3) Structure lessons so students can ask questions during virtual classrooms.
	0	**0**	**1**
Demonstration 1 Totals (5 items)	**0**	**0**	**5**

Demonstration 2 - Safe Research	Not Met		Met
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:			During demonstration, the school explained and provided a link to their online Internet Safety material (ISTE Digital Citizenship Website). This training will be required of all students during orientation and review again later if needed.
	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:			During demonstration, the school reviewed the variety of ways students will be supported in online research: Pre-written dropbox activities, e-textbooks, Lit to Go, iTunes U, Google PlayBooks, Google Scholar as well as allowing students some independent research and reviewing their work to assist them in learning best practices in online research.
	0	0	1
Demonstration 2 Totals (2 items)	**0**	**0**	**2**

Evaluation Criteria	Not Met	Partially Met	Met
Section 1: Introduction	0	0	7
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	1	2
Section 8: Community Partnerships	0	0	3
Section 9: Disabled Services	0	0	3
Section 10: Policies and Procedures	0	0	3
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
Totals	**0**	**1**	**41**

Total Number of Items	**42**	*Unless an item was purposely skipped, this should be 42*

97.62%	% of criteria at "Met"	*To pass, this must be 95%*

0	Sections with more than one score of "Not Met" or "Partially Met"	*To pass, this cannot be greater than 1*

0	Total number of "Not Met" scores	*To pass, this cannot be greater than 1*