

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](http://www.asbcs.az.gov)

RECEIVED

FEB 11 2011

ARIZONA ONLINE INSTRUCTION  
PROGRAM OF INSTRUCTION AMENDMENT REQUEST

<u>Pillar Charter School, Inc.</u>	<u>07-85-04-000</u>
(Charter Holder Name)	(CTDS)
<u>2400 West Dunlap Avenue – Suite #150</u>	<u>Phoenix, Arizona 85021</u>
(Charter Holder Mailing Address)	(City, State) (Zip)
<u>Richard Hay</u>	<u>(602) 920-8253 (602) 944-4533</u>
(Charter Representative's Name)	(Phone Number) (Fax Number)

**Failure to submit all required documentation and meet all eligibility requirements will result in the Amendment Request being returned and the processing fee being forfeited. Original documents must be provided.**

- Changes in delivery method to include the provision of specific online courses or the provision of a comprehensive offering of courses that would constitute an online school under A.R.S. §15-808 for grade levels currently approved in the charter. Full details of the amendment requirements including the process, required fees, submission requirements and evaluation criteria are provided on the subsequent pages.

The following required amendment materials are included with this form:

- Board minutes approving the change (minutes must comply with Open Meeting Law A.R.S. §38-431.01)
- Cover Page
- Introduction
- Description of the depth and breadth of curriculum choices and a list of course offerings.
- Description of the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.
- Description of the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.
- Description of the availability of filtered research access to the Internet.
- Description of the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information.
- Description of the selection and training for online teachers.
- Description of the school's current partnerships with universities, community colleges and private businesses.
- Description of the services offered to developmentally disabled populations.
- Description of the policies and procedures to ensure the academic integrity of the AOI School/Program.

The Arizona State Board for Charter Schools and Pillar Charter School, 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 09 - 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 8th day of February, 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.

  
Charter Representative Signature

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

# Pillar Charter School

INCORPORATED

## MINUTES OF REGULAR PUBLIC MEETING

Wednesday, February 02, 2011

**Members Present:** Curtis Porter, Richard Hay *(telephonically)*, James Sexton *(telephonically)*, Marv Lamer *(telephonically)*

**Members Absent:**

### 1. Call to Order

*The President will call the meeting to order.*

Richard Hay called the meeting to order at 3:30 PM

### 2. Adoption of Agenda

*The Board will now approve the formal agenda.*

Marv Lamer moved to adopt the agenda.  
Curt Porter seconded the motion.

**MOTION PASSES UNANIMOUSLY**

### 3. Audience of Citizens – Legal A.R.S. §38-431.02 G & H

*At this time, the President of the Board will ask members of the audience if they would like to speak regarding any issue before the Board. No formal action may be taken on any issue unless the item appears on the Agenda. Members of the public wishing to comment on an agenda item may do so at the time the item appears on the agenda. Items not on the agenda may be addressed during the "Audience of Citizens". The Board may respond to criticism, ask that staff review a matter, or place an item on future agenda.*

No requests to speak were made.

### 4. Executive Session

*A.R.S. § 38-431.03 permits an executive session or closed meeting to be held for discussion and consideration of any of seven particular subjects. A majority of the members of the Governing Board must vote to convene an executive session during a public meeting held prior to the executive session. The general public is properly excluded from such a session. Only those individuals necessary to the conduct of such a meeting may be present. All matters discussed in an executive session must be kept confidential by those attending. No vote may be taken during an executive session. Any final action on an item discussed in an executive session must be taken during a public meeting. A.R.S. § 38-431.03.*

No requests for Executive Session.

*The purposes for which an executive session discussion may be held are the following:*

- A. *Personnel matters involving a specific individual.*
- B. *Confidential records.*
- C. *Student discipline matters.*
- D. *Legal advice provided by the public body's attorney.*
- E. *Discussion of pending or contemplated litigation with the public body's attorney.*
- F. *Instruction of designated representatives concerning negotiations with employee organizations.*
- G. *International and interstate negotiations and negotiations by a city or town with a tribal council.*
- H. *Instruction of designated representatives concerning negotiations for the purchase of real property.*

**5. Review, Discussion & Possible Action: ASBCS/PCS Charter Contract Amendment: Arizona Online Instruction Program**

- A. Discuss, review and possible approval of the AOI Amendment to the ASBCS/PCS Charter Contract.

Richard Hay reported that on July 12, 2010, the Board granted approval to develop and submit the require AOI Amendment Application on behalf of the organization.

Board members received a draft copy of the Amendment Application on January 27, 2011.

Marv Lamer moved to approve the AOI Amendment Application as presented to the Board.  
Curt Porter seconded the motion.

**MOTION PASSES UNANIMOUSLY**

**6. Report: Budget & Finance Update**

Curt Porter provided an overview of the current financial and budget reports.

**7. Report: Attendance & Enrollment Update**

Richard Hay provided a summary of the school's enrollment (currently 28 students; ADM/YTD 24.89; ABS/YTD 3.37%)

**8. Report: Impact Aid 2012 Application Submission**

Richard Hay reported the SY 2012 Federal Impact Aid Application was submitted on January 28, 2011 and the required documents were faxed to US DOE.

Richard Hay informed the Board this year's payment has been moved up after several email to US DOE inquiring about the delays, lack of communication and lack of consistency by US DOE staff.

**9. Report: AIMS & Assessment Update**

Jim Sexton and Richard Hay provided a brief update about the Spring AIMS preparation.

**10. Report: Special Education Program Update**

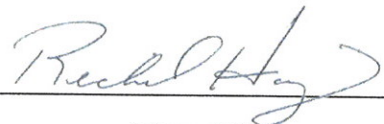
Dr. Marv Lamer provided a brief update regarding current Special Education services.

**11. Adjournment**

Curt Porter moved to adjourn the meeting at 3:57 PM.  
Jim Sexton seconded the motion.

**MOTION PASSES UNANIMOUSLY**

Minutes submitted by:



Date submitted:

February 2, 2011

### **Issue**

Pillar Charter School, a non-profit entity, submitted a complete Arizona Online Instruction Amendment Request for the addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels 9-12. The scoring rubric demonstrating the charter holder met the scoring criteria for the amendment materials is found in Appendix A.

As stated in Board policy, prior to a charter school being placed on an agenda, staff conducts a compliance check as part of the amendment approval process. This compliance check included an assessment of whether Pillar Academy of Business and Finance met or demonstrated sufficient progress toward the Board's level of adequate academic performance.

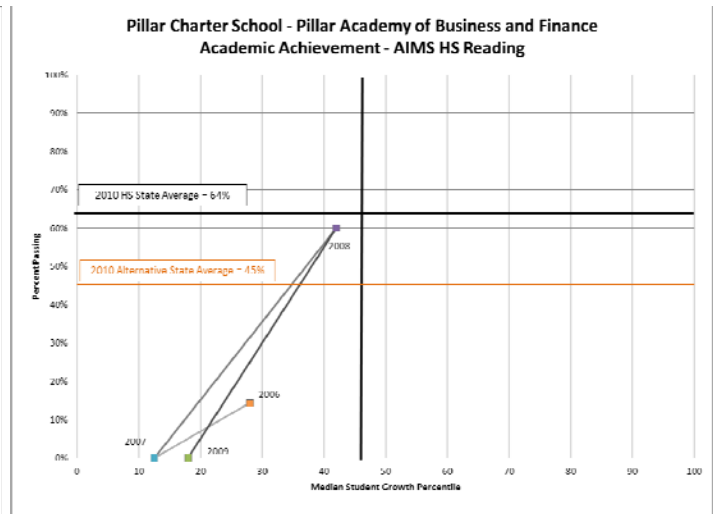
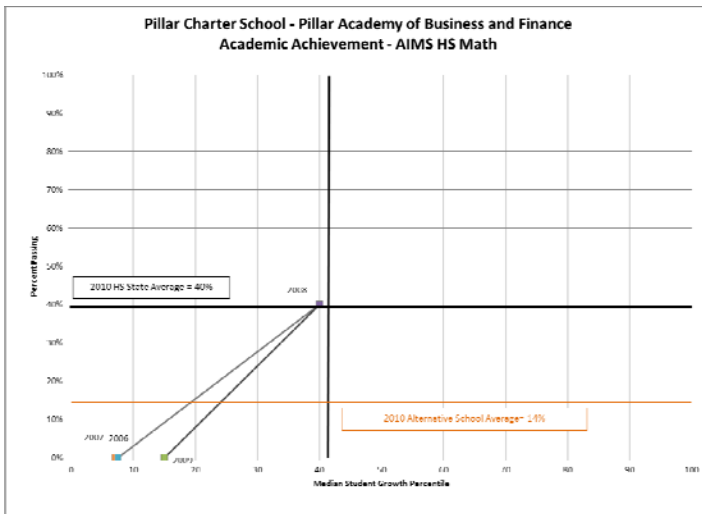
As shown in the graphs that follow, Pillar Academy of Business and Finance has not met or demonstrated sufficient progress toward the Board's level of adequate academic performance. The charter holder is compliant in all other areas.

In Appendix B, the charter holder describes the school's academic improvement during the past school year which is consistent with its implementation of the school's Performance Management Plan. The school has targeted 30% of its students to make a 2.0+ grade level equivalent (GLE) gain by the end of the 2012 school year. According to the charter holder by the end of the 2011 school year 39% of students met the goal in Math and 17% met the goal in Reading.

### **Background**

Pillar Charter School was granted a charter in 2004 and opened Pillar Academy of Business and Finance in 2005. The Arizona Department of Education has approved Pillar Charter School as an Alternative school. According to its mission, Pillar Academy for Business and Finance, is dedicated to providing quality educational programs and services to students in grades nine (9) through twelve (12) who have dropped out of school or are at risk of dropping out and demonstrate an interest in an alternative educational setting emphasizing business and finance skills necessary to enter the corporate environment and/or continue on to studies at a post-secondary institution. The charter holder has provided a narrative and documents to support their case for amending the charter which can be found in Appendix B.

Within the AOI Amendment Request narrative, the charter holder describes partnerships and collaborations with several community partners. These include Valley Academy for Career and Technology Education (VACTE) and the Fort Mojave Indian Tribe. VACTE provides vocational training to students in grades 9-12. Pillar Academy Online will accept transfer credits for elective courses completed through VACTE. The Fort Mojave Indian Tribe will identify those students who have dropped out of high school or who are at risk of dropping out. The charter holder clearly states that the AOI amendment is not an expansion of the current alternative high school program but for the addition of a probationary online school for students enrolled in Joint Technology Education District career and technology related programs and Career Technical Education courses that need additional options for completing graduation requirements beyond the regular school day. The narrative describing the AOI school is included in Appendix C.



Note: No 10<sup>th</sup> grade scores for AIMS 2010 are available due to the low number of students tested.

## Board Options

1. Approve the amendment to add a probationary online school to the Pillar Charter School charter.
2. Deny the amendment to the Pillar Charter School charter.

## Staff Recommendation

Option 1. This is supported by the following:

1. The narrative describes the school's academic improvement during the past school year which is consistent with its implementation of the school's Performance Management Plan.
2. The charter holder has also provided information that the AOI amendment is not an expansion of the current alternative high school program but for the addition of a probationary online school for students enrolled in Joint Technology Education District career and technology related programs and Career Technical Education courses who need additional options for completing graduation requirements beyond the regular school day.

## APPENDIX A

## Pillar Charter School, Inc.

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 and thorough description of the targeted population, and the benefits of those services.
	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:			Concise and complete philosophy statement. The 3 areas of focus were clearly delineated.
	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:			A wide variety of courses beyond the core subjects are provided. Course content, activities, and assessments based on Bloom's Taxonomy. Courses are aligned with state standards, and are research based.
	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.

Pillar

Comments:			The AOI school/program will be an extension of the brick and mortar charter school. Students will be referred from the charter school and they will have access to all of the resources of the brick and mortar charter school.
	0	0	1
<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:			Complete description of leadership roles as well as their experience included.
	0	0	1
<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:			Web system with access 24 hours a day, 7 days a week. Students need access to the internet and a few basic open source software items. Basic laptops would be available for checkout.
	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.



Pillar

Comments:			A step-by-step process was provided to ensure residency and proper apportionment. The faculty position responsible for ascertaining this information was also included.
	0	0	1
Section 1: Totals (7 items)	0	0	7

Pillar

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:			Thorough description of the core courses within the program. Courses are aligned with state standards per Appendix. Course descriptions were also provided.
	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:			A program of study for Dual, Honors, and AP credit were clearly described.
	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:			It was evident that the program focuses on a smooth transition from High School to a variety of post-secondary paths.
	0	0	1

Pillar

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:			Curriculum is aligned with state standards and methodologies are evident.
	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 includes information on Computer Assisted Learning, Virtual Classrooms, Virtual Labs, Electronic Field Trips, Email, Virtual Tutoring, Online Help Desk, Group Chat, 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 includes: Reading online or printing material, using a screen reader, translation programs, access to Pillar Academy (brick and mortar). The demonstration went into more depth on meeting different learning styles. Score moved from Partially Met to Met.
	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.

Pillar

Comments:			The narrative includes: font size, interface style, content adjustments - all lesson to only one lesson. Portions can be unassigned or inactivated. Teachers monitor pace, remediation, sequence and tempo.
	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 asynchronous options, synchronous office hours, and synchronous tutoring through Elluminate.
	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 identifies Response to Intervention (RTI) - using formative and summative assessment tools and discussed real-time assessment.	
	0	1	0
<b>Section 3: Totals (4 items)</b>	<b>0</b>	<b>1</b>	<b>4</b>

Pillar

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:			Narrative includes information on secure login password process and levels of access.
	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:			Narrative includes all links approved/screened and students are limited to external links from within CMS. Selected resources (dictionary, thesaurus, etc.) provided through High School Ace
	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 identified: internal content forum, email, or help desk can be used to report issues with links.
	0	0	1
<b>Section 4: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

Pillar

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:			Narrative includes information on filtering and firewalls. CyberSafe course required of all students.
	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 includes teachers can develop and issue research-based assignments and explained the process.
	0	0	1
<b>Section 5: Totals (2 Items)</b>	0	0	2

Pillar

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:			Narrative includes information on internal email system - limited to enrolled students and appropriate 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:			Narrative includes information on storing email and transcripts of Elluminate sessions for at least 18 months. Non-electronic communications will be logged and submitted weekly
	0	0	1
<b>Section 6: Totals (2 items)</b>	<b>0</b>	<b>0</b>	<b>2</b>



Pillar

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:			An extensive system of ongoing professional development and monitoring of online instructors is delineated and includes an initial internship with a experienced highly qualified seasoned online instructor.
	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:			Teachers will be required to demonstrate competency In the use of the LMS through administrator observation on site and via computer shadowing.
	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:			Each teacher will be highly qualified and appropriately certified. The Executive Director will be responsible for completing and maintaining written documentation for ADE.
	0	0	1
<b>Section 7: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

Pillar

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:		Variety of community partnerships were included but not specific about universities and community colleges.	
	0	1	0
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 the Arizona Charter Schools Association, the Governor's P-20 Coordinating Council of Arizona, the Fort Mohave Indian Tribe and Spalding International are discussed.
	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 benefit of these identified partnerships and student success were noted.
	0	0	1
<b>Section 8: Totals (3 items)</b>	<b>0</b>	<b>1</b>	<b>2</b>

Pillar

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:			Direct reference to IDEA 2004, Section 504, FAPE and Child Find were made. A 45 day screening process is in place.
	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:			A variety of accommodations and modifications examples for online learners 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 is in place per IEP.
	0	0	1
<b>Section 9 Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

Pillar

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:			A specific process was outlined for evaluating students success in the program. A step-by-step plan of improvement is in place, that includes follow up documentation.
	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:			A thorough description of how adequate progress will be measured, both quantitatively and qualitatively was present.
	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:			Formative assessments are imbedded in each course.
	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:			Minimum benchmarks, 80% exam requirement, TurnItIn.com, proctored exams were noted.
	0	0	1
<b>Section 10 Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>4</b>

Pillar

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.
			The demonstration showed the process of account login, and showed the internal email system. Tutoring will be handled through School Fusion and Elluminate. Help Desk will include access to forums, teacher office hours and tech support contracted through an outside vendor.
	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:			Fully demonstrated: Web Portfolios, Service Learning Projects and Virtual Field Trips.
	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 demonstration showed that teachers can unassign and/or inactivate content at the student level based on diagnostics, pacing, or IEP requirements. Font/font size and/or homepage look can be customized by student.
	0	0	1

Pillar

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 demonstration showed both synchronous and asynchronous tools. Synchronous: feedback within course and tools in Elluminate. Asynchronous: email, discussion boards, and tools in School Fusion.
	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 demonstration discussed 3 best practices: (1) Student Centered instruction: Focus on collaboration, creating sense of community, grouping by subject, virtual and live meetings. (2) Timely/Purposeful Feedback: Feedback within 24/48 hours and beyond 'good job'. (3) Training and Development of Staff: Content and Tech knowledge before hiring, 30 day probation period, Mentoring program.
	0	0	1
<b>Demonstration 1 Totals (5 items)</b>	0	0	5

Pillar

<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 demonstration discussed the use of Cyber Safe Curriculum. At enrollment, the school will provide live training for parents and students. Students joining mid semester will be provided training through a facilitated process.
	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 demonstration discussed the use of School Fusion to provide prescreen/preapproved links to students when course projects are assigned. At the student level, links will be provided by teachers to students through email.
	0	0	1
<b>Demonstration 2 Totals (2 items)</b>	<b>0</b>		<b>2</b>

Pillar

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	1	4
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	1	2
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>
-----------------------	-----------	--

<b>95.35%</b>	% of criteria at "Met"	<i>To pass, this must be 95%</i>
---------------	------------------------	----------------------------------

0	Sections with more than one score of "Not Met" or "Partially Met"	<i>To pass, this cannot be greater than 1</i>
---	---	---

0	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>
---	----------------------------------	---



## APPENDIX B



May 31, 2011

Arizona State Board for Charter Schools  
DeAnna Rowe, Executive Director  
1700 West Washington  
Suite 164  
Phoenix, Arizona 85007

RE: Pillar Charter School AOI Amendment Application

Dear Mrs. Rowe:

We have received your email notification regarding the June 13th ASBCS meeting and our organization's AOI amendment application. It is our understanding the AOI amendment will be placed on the agenda as a non-consent item. Although our amendment met all the required scoring criteria, as an alternative high school serving a very small and highly concentrated at-risk student population, we understand the need to review our school's Performance Management Plan (PMP) and address the uniqueness of our student population as it relates to meeting the Board's Level of Adequate Academic Performance.

Please understand that we are fully supportive of the ASBCS' Level of Adequate Academic Performance (LAAP) requirement for amendment requests and embrace the accountability function of the Board. To our knowledge, the only issue separating our amendment request is the LAAP. We do ask that the Board consider our amendment application for approval based on the exemplary evaluation and the procedural/statistical difficulty we have encountered as a very small alternative high school program.

Furthermore, it is noteworthy that the AOI amendment under consideration is for the addition of a probationary online school and not an expansion of the current alternative high school program. The AOI amendment application has targeted a separate student population and will emphasize CTE/JTED programs. While some of our existing students may benefit from this program, the students targeted for the AOI program are very different from those targeted in the existing program. Had there been the option to apply as a new charter school with an AOI program, we would have selected that route. However, because the current regulations require an existing "brick-and-mortar" school in order to apply, we were required to submit an amendment for and additional school as part of our alternative high school charter contract.

Below are a few facts about Pillar Academy:

- Pillar Academy is recognized as an Alternative High School by ADE.
- Pillar Academy has made AYP each year since opening in 2005/06 and has been labeled as *Performing* each year.
- Pillar Academy serves on average 25 highly at-risk Native American students.
- By design, the Academy seeks students who have dropped out of school; are close to dropping out of school; have become pregnant; are referred from Juvenile court; or have been referred by the Tribal Education Office or Family Services Department.
- On average, less than 70% of the Academy's students are enrolled for an entire school year.
- Diagnostic assessment data indicate the average GLE for students enrolling in the Academy for SY 2010/11 was 5.0 (mathematics) and 6.6 (reading) – well below the requirement to enter high school.

Although Pillar Academy is labeled as a *Performing* school and has made AYP every year, there is statistical quandary when applying the LAAP. Last year, we met with ASBCS staff and reviewed the LAAP Growth Matrix to discuss the inability to accurately predict trends based on the dramatic data shifts observed on the chart. For example, one year the school makes dramatic gains and even meets the LAAP requirement and the next year, there is a shift downward. Furthermore, due to the limited enrollment at the Academy (25-30 students), there is not a plot for 2010 due to the statistical limitations of the number of students assessed. The sharp spikes from year-to-year are an indicator of the unreliability of the data due to the small number students enrolled at the Academy. A 20-30% gain or drop from one year to the next could be the result of only one or two students.

At the beginning of the 2010/11 academic school year, the Academy developed and submitted a Performance Management Plan (PMP) in recognition that the Academy's alternative student population and small enrollment could not provide a valid statistical analysis of the Academy's academic performance. The PMP has allowed the Academy to consider the extreme academic and social deficiencies many of our students have at the time they enroll in Pillar Academy. Our PMP incorporates all AIMS assessment data and includes monthly benchmark assessments (i.e., STAR Math & Reading) to monitor student growth based on baseline testing and to customize each student's program to ensure they are best prepared to meet proficiency requirements.

We have completed our initial review of the current AIMS test scores (still embargoed) and our monthly Benchmark results. **We are pleased to report that we have exceeded our targeted Mathematic benchmark goal for 2012 and are statistically on target for meeting our 2012 Reading goal as stated in our PMP.** The Academy had targeted 30% of its students (enrolled for one full academic year) to make a 2.0+ GLE gain by the end of the 2012 school year. At the conclusion of the 2011 school year, 39% of Academy students met the 2012 goal in Mathematics (9% higher than the stated 2012 target) and 17% in Reading – more than half the predicted growth to achieve the 2012 goal.

*Background Information*

The Pillar Academy of Business and Finance is dedicated to providing quality educational programs and services to students in grades nine (9) through twelve (12) who have dropped out of school or are at risk of dropping out and demonstrate an interest in an alternative educational setting emphasizing business and finance skills necessary to enter the corporate environment and/or continue on to studies at a post-secondary institution.

Consistent with the Academy's mission statement, the school actively seeks and encourages eligible students who have left the educational system to return to high school and begin an individualized program leading to their successful completion of the Arizona AIMS and ultimately high school graduation.

Pillar Academy's Aha Macav Campus is located on the Fort Mojave Indian Reservation and is located in proximity to Bullhead City, Lake Havasu City, and Needles. The Academy works closely with the Fort Mojave Indian Tribe's Education Department to identify those students who have dropped out of high school or who are at risk of dropping out.

The Fort Mojave Indian Reservation is an Indian reservation along the Colorado River, currently encompassing 23,669 acres in Arizona, 12,633 acres in California, and 5,582 acres in Nevada. The reservation was originally established in 1870 and is now home to approximately 1,100 members of the Mohave Tribe of Native Americans.

Similar to many urban centers, the Fort Mojave Indian Tribe continuously works to address the needs of their most at-risk populations. Faced with serious social issues such as poverty, teen-pregnancy, alcoholism, domestic violence and gang affiliations, the Tribe believes that education is the most important element when addressing the issues faced by its members.

Therefore, the Pillar Academy has dedicated itself to working side-by-side with the Fort Mojave Indian Tribe to meet the needs of its members, promote life-long learning and prepare its youngest members for post-secondary education, vocation, and an awareness of personal responsibility in today's society.

Thank you in advance for your consideration of our AOI amendment application.

On behalf of the Board of Directors,

A handwritten signature in black ink, appearing to read "Richard Hay", written in a cursive style.

Richard Hay  
Authorized Representative

## APPENDIX C

# ARIZONA ONLINE INSTRUCTION SCHOOL AND PROGRAM AMENDMENT

## COVER PAGE

**Name of Proposed AOI School:** Pillar Academy Online

**Proposed Grade Levels:** Grades 09-12

**Name of AOI Administrator:** Richard D. Hay, Executive Director

**Contact Information:** 2400 West Dunlap Avenue  
Suite #150  
Phoenix, Arizona 85021  
Phone: (602) 920-8253  
Fax: (602) 944-4533  
[rhay@pillaracademy.com](mailto:rhay@pillaracademy.com)

### **AOI Program Mission:**

The Pillar Academy Online is dedicated to providing quality educational programs and services to students in grades nine (9) through twelve (12) who demonstrate an interest in an alternative educational setting emphasizing college preparatory and vocational skills necessary to enter a variety of work environments and/or continue on to studies at a post-secondary institution. Pillar Academy Online will provide highly individualized learning programs utilizing a blended approach which incorporates computer-assisted technologies and traditional instruction facilitated and managed by highly qualified and Arizona certified teachers. Pillar Academy Online promotes access to educational technology that increase and optimize the performance of students, teachers, schools, and learning communities. Pillar Academy Online is committed to providing academic excellence and promoting lifelong learning through its existing Pillar Academy of Business & Finance and in partnership with the various Arizona Joint Technology Education Districts (JTEDs).

## **SECTION 1: INTRODUCTION**

**1.1 Needs Analysis:** During the 2010 school year, the Pillar Academy of Business & Finance served grade nine to twelve students residing primarily on the Fort Mojave Indian Reservation. Recently, the leadership team for Pillar Charter School was approached by Joint Technology Education District (JTED) representatives regarding recent challenges some of their students were experiencing due to rigid and inflexible master schedules and increased high school graduation requirements. Many JTED superintendents expressed their concerns about student completion of JTED programs due to increased course requirements and scheduling conflicts.

Pillar Academy Online will expand educational opportunities for Arizona high school students currently enrolled in various JTED career and technology related programs. The Pillar Academy Online program will support full-time virtual school students as well as blended delivery options, and modified schedules and calendars. Therefore, the program is a needed alternative for those students unable to fully explore and complete their specialized JTED program(s). The larger educational community will benefit from an AOI program that provides diverse delivery options because Pillar Academy will be able to serve more students.

Additionally, the Pillar Academy Online Program provides options for students to recover content/credits outside the school day. It can be used to supplement schedules for students enrolled in rigorous JTED career-based programs, working, going to another vocational school or attending the local community college. Pillar Academy Online will allow the LEA (Pillar Charter School, Inc.) to provide quality educational services to the school community in situations and locations not possible in the past.

**1.2 Educational Philosophy:** The knowledge, skills and competencies required to be an “educated person” in the twenty-first century continues to increase as our society and global community expand. Dramatic changes in industries that drive our challenged economy require a skilled, well-trained, and different workforce than past generations.

In order to be competitive in today's work market, individuals need to acquire knowledge and skills in more than one discipline, whereas competency in a single discipline was sufficient in the past.

Acquiring skills and the ability think creatively is increasing in demand. Today's educated person needs to be literate with the ability to communicate and interpret information; communicate ideas both orally and in writing; resolve complex issues creatively and collaboratively; work well with diverse populations; provide leadership that fosters innovation, ingenuity, and visionary thinking.

A well-developed and aligned instructional design combined with career-centered skills training and internship opportunities will help students succeed academically and become lifelong learners who contribute positively to their community and society. The Pillar Academy Online program is committed to academic excellence. The Academy's goal is to help students become academically successful while being accountable for their decisions. The Academy is dedicated to providing students a safe learning environment, mutual respect for self and others, and instill a desire for life-long learning and 21st Century skills.

**1.3 Summary of Instructional Program:** Pillar Academy Online courses will be provided through a partnership with the existing Pillar Academy of Business & Finance and the EdOptions STARS Suite™ Content Delivery System. The Pillar Academy is a performing alternative Arizona charter school achieving AYP status each of the five (5) it has been in operation. The Academy is currently seeking North Central Accreditation (AdvanED) and shall include the online program in its application when approved by the Arizona State Board for Charter Schools (ASBCS). Courses are developed using a stringent, research-based development process that starts with a review of the Arizona Academic Standards to determine required learning outcomes. The EdOptions STARS Suite™ online courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams that are based on Bloom's Taxonomy, ensuring that



students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards.

The Academy will provide online courses that meet the core graduation requirements and will exceed these requirements by offering a variety of course offerings designed to extend the breadth of student interest in history, literature, arts, technology, and vocational/career studies. In addition, qualified students may enroll in selected community college online or brick-and-mortar courses designed to meet the individual student's interests.

**1.4 Implementation:** Pillar Academy of Business & Finance is located in Mohave Valley, Arizona and is the physical location of the charter school. The Online Academy would be an extension of that program. Students will be referred to the Pillar Academy Online program through the existing school's registrar, counselor, or administrator. Students may be referred to Pillar Academy Online by the various JTED administrators and superintendents. All assigned Pillar Academy Online courses and JTED courses (if applicable) will be added to the student's schedule and included in the student's individualized overall graduation plan. Student progress will be regularly reviewed to determine if Pillar Academy Online is an appropriate educational placement.

Participation in the Academy's online program will be determined on an individual student basis. An assessment of the student's learning needs and their potential to succeed in an online learning environment will be considered. Additionally, students will have access to tutors, instructors, and other support staff at the Pillar Academy of Business & Finance, Learning Centers that will be located strategically by region (i.e., Cottonwood is targeted for the first Learning Center due to its proximity to VACTE students).

**1.5 Governance and Leadership:** Ultimate responsibility for policy and implementation rests with the Pillar Charter School, Inc. Governing Board of Directors. The Pillar Academy Online program will adhere to the established policies and procedures that govern the current Pillar Academy of Business & Finance. New and unique policy that is specific and unique to the Pillar

Academy Online program may be required during and after implementation. The development and implementation of the Pillar Academy Online program will be directed by a team of highly qualified administrators and highly qualified teaching staff with numerous years of online content delivery, teaching, and administration experience. The Academy's Executive Director, Richard Hay, will serve as the lead during the development and implementation of the Pillar Academy Online program. The Academy's Governing Board<sup>1</sup> is comprised of four individuals with diverse backgrounds including: superintendent, curriculum director, principal, district business services director and commercial loan officer.

**1.6 Accessibility:** The Content Delivery System and Learning Management System is a web-delivered program that allows access to all assigned courses 24 hours a day, seven days a week, and 365 days a year. Students enrolled in the Pillar Academy Online program will only need a computer, access to the Internet, and a few basic open source software items such as Adobe Reader™ and Adobe Flash™ to participate in the Pillar Academy Online program<sup>2</sup>.

The content is delivered in a low-bandwidth format that enables students even on a 56K modem to efficiently and effectively access their courses. As there is no requirement for supplemental text, students can be enrolled in courses through the web and provided extensive instructional support, as required, through the systems secure internal email system.

The Pillar Academy Online staff and leadership team will have basic laptop computers in inventory to loan to students while enrolled in the Pillar Academy Online program. Equipment loan and usage agreements will be required and the Academy may charge the parents (or student if 18 years old or older) if the computer is lost, stolen or damaged. The Pillar Academy Online work with the local education communities including community organizations, business partners, and post-secondary school institutions to provide computer and internet access outside the student's home and the Pillar Academy and Learning Center campus(es). These organizations may also be

---

<sup>1</sup> Reference: Appendix E

<sup>2</sup> Reference: Appendix D

solicited to provide extended campus and academic support to Pillar Academy Online students. Students will have access to a technical support staff 60 hours per week to support their technical needs and ensure access is maintained.

**1.7 Enrollment:** Students requesting enrollment will adhere to current Pillar Academy policy. Strict enrollment procedures ensuring an Online Academy participant's Arizona residence will be adhered to. Students enrolling in the Academy will need to complete a registration form, provide proof of residency (i.e., current utility bill, rent/mortgage payment, etc.). In addition to the required documents (including birth certificate, immunization records) and in order to ensure proper placement, the student is encouraged to provide an official transcript or a promotion certificate from the previous school. These documents shall be presented by the student and parent to the school's registrar. The registrar will request official transcripts on each student enrolled to determine correct placement, any concurrent enrollments, and ensure that the student is not apportioned at more than 1.0 for full equivalent funding (FTE). The student's Arizona SAIS identification number will be used to verify that the 1.0 FTE is not exceeded.

The Pillar Academy currently has an open enrollment policy. Consistent with ARS § 15-808, Sec. B, enrollment provisions for Arizona's Online Instruction (AOI) Program also allow open enrollment of AOI students statewide. Nonresident students will not be considered for enrollment in the Pillar Academy Online program.

## **SECTION 2: CURRICULUM CHOICES**

**2.1 Comprehensive Academic Program:** The Pillar Academy Online is prepared to offer a comprehensive online program of study that meets graduation requirements for cohort 2011, 2012, 2013, and beyond. A variety of thirty four one-year, two semester courses and eleven half-year, one semester courses are available for students through EdOptions STARS Suite™ program.<sup>3</sup>

---

<sup>3</sup> Reference: Appendix A