AGENDA ITEM: Request to Expand Charter School Operations—Pinnacle Education-WMCB, Inc.

Issue

Pinnacle Education-WMCB, Inc. (Pinnacle) submitted an Arizona Online Instruction Program of Instruction Amendment Request (AOI) on May 25, 2016 to add a probationary online school under A.R.S. 15-808.

Summary of Introduction Provided

Rationale for Expansion Request

According to its introduction (presented in Appendix: A. Expansion Request Materials), Pinnacle plans to serve its student population in the following manner: "Pinnacle Education is dedicated to bringing a high quality alternative education to the at-risk student population that promotes the empowerment of the student, and involvement of their families. We do this by providing an individualized, personal learning program in a safe friendly atmosphere. By serving the needs of the students and their families our students are able to become high functioning members in their communities. By adding an AOI component we will be able to inspire the enjoyment of learning and self-reliance for these students, and thus, allow our faculty to raise expectations that form an integral part of their methods of instruction."

Supporting Information

The Charter Holder submitted an administratively complete request that was reviewed by Board staff. The AOI portion was evaluated by Rio Salado College. The scoring results of the AOI submission for Pinnacle Education-WMCB, Inc. met the 95% criteria. Pinnacle Education-WMCB, Inc. received a score of 97.67%, meeting 42 out of 43 criteria (presented in Appendix B: AOI Final Rubric).
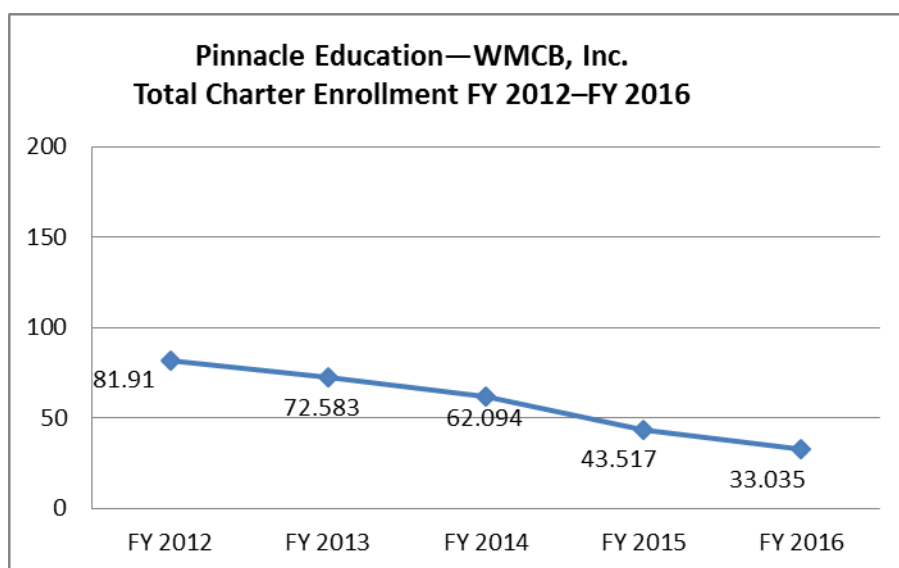
I. Background

Pinnacle was granted a charter in 2001, which is currently approved for grades 9–12. Pinnacle operates one school. See table below.
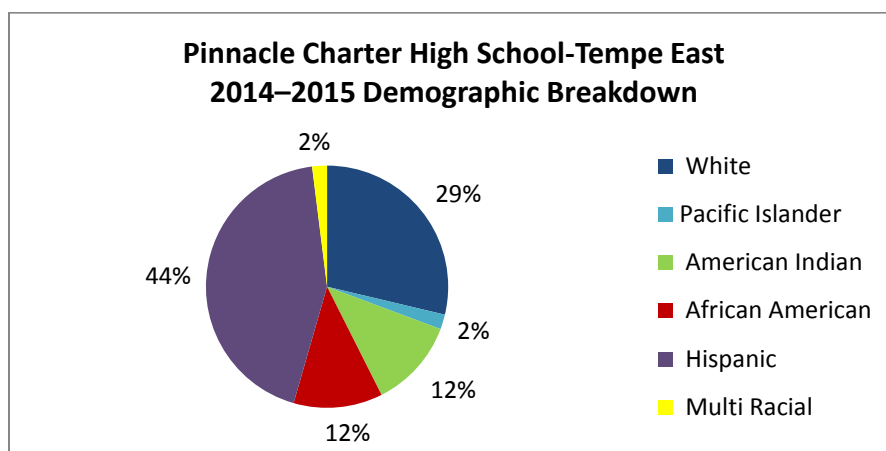
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Pinnacle Charter High School-Tempe East	August 2003	Tempe	9–12	33.734	144

The Charter Holder's mission indicates it "will provide a flexible, coordinated, individualized program of study, targeting high school dropouts and other special populations of students, designed to promote competence in core academic subjects, personal and social skill development and workplace readiness, utilizing a strong emphasis on on-line learning."

The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016.

Pinnacle Education—WMCB, Inc.
Total Charter Enrollment FY 2012–FY 2016

81.91
72.583
62.094
43.517
33.035

FY 2012   FY 2013   FY 2014   FY 2015   FY 2016

The demographic data for Pinnacle Charter High School-Tempe East from the 2014–2015 school year is represented in the chart below.[1]

Pinnacle Charter High School-Tempe East
2014–2015 Demographic Breakdown

2%
29%
2%
12%
12%
44%

- White
- Pacific Islander
- American Indian
- African American
- Hispanic
- Multi Racial

The percentage of students served by Pinnacle Charter High School-Tempe East in the 2014–2015 school year who are classified as eligible for Free or Reduced Price Lunch (FRL), English Language Learners (ELL), or classified as students with disabilities is represented in the table below. [2]

School Name	FRL	ELL	Students with Disabilities
Pinnacle Charter High School-Tempe East	*	*	25%

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[1] Information provided by the Research and Evaluation Division of the Arizona Department of Education (ADE).

[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the expansion approval process. The Charter Holder is in compliance in all areas and has not been before the Board in the last 12 months.

II. Academic Performance

A Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Pinnacle Charter High School-Tempe East for fiscal years 2012–2014 is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Pinnacle Charter High School-Tempe East	August 2003	9–12	67.5/ B-ALT	53.75/ D-ALT	53.75/ C-ALT

Due to the absence of Academic Dashboards for FY 2015, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by Pinnacle.

III. FY 2015 and FY 2016 Internal Benchmarking Data

Pinnacle was required to submit internal benchmarking data for FY 2015 and FY 2016 with the expansion request because the school operated by the Charter Holder, Pinnacle Charter High School-Tempe East, did not meet the academic standard set forth by the Board.

Pinnacle submitted internal benchmarking data for FY 2015 and FY 2016 with this request. Staff conducted a desk audit to review the internal benchmarking data submitted. Comparable data was not available as the Charter Holder changed the tool used for benchmark assessments.

IV. Board Options

Board Options

Option 1: The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to amend the charter contract of Pinnacle Education-WMCB, Inc. to add a probationary online school under A.R.S. 15-808.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to amend the charter contract of Pinnacle Education-WMCB, Inc. to add a probationary online school under A.R.S. 15-808,for the reason(s) that: (Board member may specify additional reasons the Board found during its consideration.)

APPENDIX A

Expansion Request Materials

Arizona Online Instruction Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
Pinnacle Education - WMCB, Inc.

CTDS:
07-89-20-000

Mailing Address:
2224 W. Southern Ave.
Suite 1
Tempe, AZ 85282
> View detailed info

Representative

Name:
Muhammad Padela

Phone Number:
480-755-8222

Fax Number:
480-755-8111

Downloads

Download all files

Program of Instruction

Change From
The operation of a school within the confines of an approved facility at a previously disclosed location.

Change To
The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels as approved in the charter and specified on the Cover Page.

Course Content Areas

High School - Language Arts
High School - Math
High School - Science
High School - Social Studies

Cover Page

Name of Proposed AOI School or Program
Pinnacle Online - WMCB

Proposed Grade Levels of AOI School or Program

9th Grade
10th Grade
11th Grade
12th Grade

Name of AOI School or Program Administrator
Muhammad Padela

Administrator's Email Address
Muhammad.Padela@mgrm.com

Mailing Address
1712 E Guadalupe Rd
Suite 101
Tempe, AZ 85203

Phone Number
480-785-7776

Fax Number
480-785-7778

Physical Location
If participation in the AOI School or Program will require the student to appear physically and on a regular basis to a facility for the purpose of completing AOI coursework, please provide the information specified below for the physical (brick-and-mortar) location.

Physical Address
1712 E Guadalupe Rd
Suite 101
Tempe, AZ 85203

Phone Number
480-785-7776

Fax Number
08/01/2016

Physical Location Approval

Download File — Fire Safety Report
Download File — Certificate of Occupancy

Attachments

Section 1 - Introduction — Download File

Section 2 - Curriculum Choices

Download File — Curriculum Choices
Download File — ELA
Download File — Math
Download File — Science
Download File — Social Studies
Download File — Course Catalog

Section 3 - Educational Delivery Methodologies — Download File

Section 4 - Safeguards — Download File

Section 5 - Safe Research — Download File

Section 6 - Confidentiality — Download File

Section 7 - Teacher Selection and Training — Download File

Section 8 - Community Partnerships — Download File

Section 9 - Disabled Services — Download File

Section 10 - Policies and Procedures — Download File

Appendix
No documents were uploaded.

Board Minutes — Download File

Additional Information*
No documents were uploaded.

Signature

Charter Representative Signature
Muhammad Padela 05/25/2016

MINUTES OF THE GOVERNING BOARD

OF

PINNACLE EDUCATION-WMCB, INC.

Pursuant to A.R.S 38-431.02, notice is hereby given to members of the School Governing Board and to the general public that the Board of Directors will hold a meeting open to the public on Wednesday, April 27, 2016 at 11:00 AM (Eastern Standard Time) at 20 Broad Street New York, NY 10005 and 9:00 AM (Arizona Time) at 2224 West Southern Avenue, Suite 1, Tempe, AZ 85282. As indicated in the following agenda, the Board of Directors may vote to go into executive session, which will not be open to the public, to discuss certain matters.

Present: Muhammad Padela, Board Member

                                    Alok Gupta, Board Member

                                    Komanduri Venkataramanamurthy, Board Member

Excused Absence: Teh-Yuan Wan

                                    James Knoll

Others Present: None

I   Call to Order: The meeting was called to order at 11:00 a.m. EST / 9:00 AM AZ Time on April 27, 2016 by Mr. Padela

II   Call to the Public: Consideration and discussion of comments from the public. Those wishing to address the Board of Directors need not request to do so in advance. Action taken in result of public comment will be limited to directing staff to study the

matter or rescheduling the matter for further consideration and decision at a later date.

Mr. Padela asked if there were any public comments. With no comments or presentations from Public the Board moved on, and passed the floor to Mr. Muhammad Padela.

III   Operational Items:

Approval Items:

1. Agenda of the meeting. Approved unanimously by the Board
2. Review and discussion of financial statements.

Discussion Items:

1. The Board was presented with the plan to add an AOI program at Pinnacle Education, Inc. – WMCB to begin serving students on July 1, 2016 or as soon as approval is received from the Arizona State Board for Charter Schools by Mr. Muhammad Padela. Mr. Alok Gupta motioned that Pinnacle Education, Inc. WMCB, apply for the AOI component and institute it as soon as approved. Mr. Venkataramanamurthy seconded the motion. Approved unanimously by the Board.

IV   Announcement:

There were no announcements

V. Adjournment

No other matters were presented, meeting adjourned.

A copy of the agenda background material provided to School Governing Board members (with the exception of material relating to possible executive sessions) is available for public inspection at MGRM Pinnacle business office at 2224 W. Southern Ave., Ste. 1, Tempe, Arizona.

Needs Analysis:

In reviewing the current student population, our students come to us with conditions which make normal full time attendance difficult. Many of our students have jobs and are supporting family. The jobs frequently affect the ability to attend consistently. Students have connected with the school and faculty but for their circumstances they would not have to drop from school or enroll in a different online program where they have to start all over again. Since students attend a school for convenience, being near a school for assistance and guidance is critical. This does not always occur when involved in an Online Program. A hybrid model affords ongoing support, familiarity, continuity, flexibility, convenience and allows for a sense of community.

By adding an online component to the Charter, we can better maintain a strong academic focus through our ACCRS aligned, computer education. It also enables the student and parents to maintain the positive relationship which has been built while enabling a program which "fits" the student. We strongly believe that although educational requirements are the same, the ability to modify education to meet the student's needs has the greatest likelihood of success.

The Pinnacle Education core values are to prepare today's students to achieve personal goals and be ready for college or the workplace by the time they graduate. We also strive to make each students a lifelong learner by providing a personalized one-on-one learning program which fosters critical thinking skills, responsibility and personal ownership for success. We believe that adding the AOI component gives students an opportunity to complete their education.

The students who tend to benefit the most from the AOI environment are those who have not fared well in a traditional setting. To succeed in this independent environment however necessitates support and access to assistance whether in person or through other means of communication. The built relationship with the location only enhances the options available to make the program tailored to the student. These student are also ones that have been affected by life events that have been mentioned earlier. Finally, the students will be those that have an activity or other circumstance that prevents them from attending a traditional brick and mortar school. These students will have an individualized, engaging curriculum delivered in a system that is flexible to work with the life events the students are dealing with. The AOI environment will allow each student a better living situation as well as well as prepare them for post high school life.

Educational Philosophy

Pinnacle Education is dedicated to bringing a high quality alternative education to the at-risk student population that promotes the empowerment of the student, and involvement of their families. We do this by providing an individualized, personal learning program in a safe friendly atmosphere. By servicing the needs of the students and their families our students are able to become high functioning members in their communities. By adding an AOI component we will be able to inspire the enjoyment of learning and self-reliance for these students, and thus, allow our faculty to raise expectations that form an integral part of their methods of instruction.

All students can meet high expectations when placed in a positive and supportive environment. Our online curriculum allows individually based skill mastery. Students receive one-on-one tutoring or assistance, group learning sessions and peer help to assist understanding. Students that master the standards quickly are able to move more quickly to the next standard.

Pinnacle Education uses FYI Online curriculum which includes over 100 semester-based online high school courses in core, honors, credit recovery, ESOL and diverse elective subject areas. Built to meet and/or exceed AZCCRS, FYI Online curriculum is designed for today's generation of students expecting their coursework to provide rigor, depth, social connection, and relevance to the 21st century. All courses in the catalogue share a research-based design philosophy meant to stimulate prior knowledge, activate real world experience, engage students through interactivity, blogging, and kinesthetic learning while ensuring the basic skills of critical thinking needed to prosper beyond high school.

Guided by Gagne's Nine Events of Instruction, each lesson stimulates recall by providing thought-provoking questions, connections to real-world events, and/or engaging case studies.

Summary of Instructional Program

FYI Online courses follow a consistent instructional design framework, creating continuity throughout the lessons. This framework is Prepare, Deliver, Practice, Summarize and Assess. When a student's log into a class they are presented with the objective and some reflective questions or thoughts to get them to access previous knowledge.

As the material is presented, the learning is guided by a reflective method of questioning, note-taking, and web-based research activities. Students are directed to respond and reflect on ideas and questions in their embedded notes tool, allowing them to remain engaged in course content while saving their notes directly to their desktops.

Content is chunked into smaller pieces and supplemented with exciting video, interactive tutorials, web explorations, and guiding questions. All supplemental resources and third-party content is introduced and explained as students encounter them. FYI Online content leads the student in and out of difficult concepts while allowing for independent exploration to further the depth of knowledge.

Math and English courses have an initial assessment which allows instructors to identify individual student's needs. Even if there is no pre-test, teachers adapt their teaching strategies to meet the learning needs of the students. Students that have failed a particular assessment in the past are then made priority students which are targeted for online or personal tutoring sessions. Teachers have also created tutorial videos and presentations that can be placed in the class or sent to students to give them a step by step process on how to approach the lesson. The student can save the presentation and refer back to it as much as needed. Every student is contacted every week, with some getting multiple contacts in the week for tutoring, assistance or support and encouragement. Students are also able to go to the site, there the lab instructor's offer personalized teaching and assistance based on the students Personalized Learning Plans.

All core classes (ELA, math, social studies and science) have the option of honors level. The designated honors lessons will incorporate the following strategies: higher level questioning, critical reading, complex analysis, real world connections, research based components, and multiple opportunities for active participation through analytical note taking. Students will often be asked to research additional topics or look with more depth at an existing concept, and then synthesize their research in order to draw conclusions and support their points of view.

Non-core courses that are offered include:

Foreign Language - Spanish 1 and 2

Health and Fitness - Health Life Management, Personal Fitness, Physical Education

Fine Arts - Art History 1 & 2, Digital Art, Music History

CTE – Business Communication, Essentials of Business, Financial Literacy

Other Electives – Anthropology, Creative Writing, Ethics, Geography, Media Studies, Psychology, Research

There are also ECAP sessions offered to complete information on AZCIS

Implementation

Currently, all students of Pinnacle – WMCB are fulltime students in attendance at the site located in East part of Tempe. The AOI program will allow students who have life events, transportation issues or a diverse work schedule be able to complete their education without getting behind their peers or worse, dropping out. Students will still be able to come to the site for assistance, computer use or even just encouragement. This also means that the instructors and staff that they have built a relationship with will still be available to them in the AOI environment, which promotes comfort which leads to success.

Leadership

The AOI will be supported by Pinnacle Education's administration, staff and faculty. Pinnacle Education's Director and Governing Board will oversee the AOI School. Our in-house accounting department will oversee the finances and bookkeeping for the school. On a yearly basis an external accounting firm is brought in to audit all financial statements, compliance matters and internal controls.

Muhammad Padela

Mr. Padela is a qualified Certified Public Accountant who has over thirty years' experience. He is a Certified Fraud Examiner, a Certified Information Technology Professional, a Certified Forensic Fraud Examiner and a Charter Global Management Accountant. He has also served as an acting member of the Public School Committee for the State of New York from 200 to 2002. He completed his Masters in Science from the University of Long Island. Mr Padela will be responsible for the overall management and procedural aspects of the AOI program. Specific responsibilities will include:

- To develop plans for implementation and operations for the AOI
- To disseminate information about the AOI to parents, interested citizens and community partners.
- To coordinate all staff
- To assist in the preparation of all required Charter Board and Department of Education reports associated with the AOI.
- To assist in the projecting and financial reporting for the AOI
- To monitor compliance for the AOI
- To promote, elicit and enhance the level of community involvement and partnerships.
- To serve as the representative for the AOI
- To instruct other staff and administration regarding recruitment efforts
- To supervise personnel, conduct annual reviews and make recommendations for appropriate employment action.
- To keep current and knowledgeable of all annual legislative updates and report their impact to affected staff.

Michael Reimann

Mr. Reimann graduated from Berkeley and then received his Masters in Public Administration from Cornell. He also holds a Juris Doctorate. For over 15 years Mr. Reimann has been involved in school finance, accounting, general administration, internal auditing and compliance reporting.   Mr. Reimann will oversee all financial duties for the school as well as the internal auditing of the program.

Molly Ryan-Smith

Mrs. Ryan-Smith holds both a bachelors and master's degree in education. She has been working in education for 14 years and holds a principal certificate as well as a K-12 teaching

endorsement and a Special Education. She has a wealth of experience in teaching, school administration and leadership. Currently her title is Director of Special Education for all Pinnacle Education schools. She will continue in that role and begin to oversee the Special Educational needs of the students at the new AOI, along with her team.

Richard Hinkle

Mr. Hinkle holds a bachelor's degree in communications and was the valedictorian in his Educational Design and Technology master's program. Mr. Hinkle started teaching fourteen years ago after several years in private business. He currently holds the position of Director of Compliance and Manager of Online Schools. Mr. Hinkle will oversee the management of the teaching staff for the AOI and also oversee the running of the AOI program.

Naresh Dihman

Mrs. Dihman has several degrees in mathematics, and a Ph.D. in solar technology. She has vast experience in database management, System Administration and software development. She has been working for MGRM and Pinnacle Education for 14 years doing business analysis and is currently the IT & Support manager. She and her team will oversee the maintenance of the M-Star curriculum delivery system, the Student Information System, the servers at the data center and the phone systems so that students have uninterrupted access to their classes and teachers.

Kristopher Dosela

Kristopher Dosela has over 8 years of experience in the IT field as Desktop support, Computer Technician, IT Help Desk, NOC Engineer, and Senior IT Support. He has received certifications in Computer Hardware & Desktop Support and in Linux Professional. Mr. Dosela's first position in IT was when he became a Native American Intern for a 3 year Apprenticeship program with Lockheed Martin. After completing the 3 year apprenticeship as Desktop Support/ Network support he received 2 certifications as an "Internetworking Technician" one from the US Department of Labor and the other from the State of Arizona. He has also acquired his Dell Desktop & Laptop Hardware Configuration marking his 5th IT Certification. Mr. Dosela has experience with and is knowledgeable in Computer Hardware & software, Servers, Networking, and basic IT Security for both Microsoft and Apple products. Currently he handles all IT related issues for all staff and both onsite and online students. He also has a lead role in completing IT projects for all MGRM Pinnacle school locations throughout the state of AZ consisting of more than 500 computers, and seven servers.

Accessibility

Students attending the AOI will need and internet-connected device that is flash enabled. Students will connect through a web browser (Mozilla Firefox preferred) using a desktop, laptop, tablet, modern gaming device or even a smartphone. An office program with word processing and presentation programs are also required. These can be Microsoft Office, or Open Office which is free. Some lessons will need Adobe Reader to access certain reading materials like the

books in the English classes which are provided with no charge to the student in a .PDF format. A headset with a microphone are optional but make tutorial sessions over Adobe Connect more convenient. However a phone call will work just as well.

Enrollment

Prior to enrollment at the AOI the legal guardian must submit a completed Arizona Department of Education Arizona Residency Documentation Form with one of the forms of proof as listed on the form attached.

When a student that is enrolled with another school district regular or charter and also participates an Arizona online instruction, that student will be marked as concurrent in the Education Management System (i.e. Synergy, etc.) The student will then show concurrent on all reports so that enrollment, student services and instructional staff will be able to monitor and assist the student. Also, when placed in the Education Management System as concurrent, the shared apportionment automatically is set as .75, therefore assuring that it will not be more than 1.0.

APPENDIX B

AOI Final Rubric

Pinnacle Education, Inc. – WMCB (AOI 7-12) AOI Final Rubric

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:			**Clearly identified the "non-traditional" student that would be attending and benefiting from this online program.**
	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 narrative addresses the FYI online curriculum that will be used. The school will provide and individualized learning program for at-risk students. The courses are designed to provide coursework that is rigorous and relevant.**
	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:			**Thoroughly summarized how the LMS "FYI", which is aligned to the ACCRS is organized to offer students a full range of learning opportunities.**
	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:			**Information is limited, students will be able to use the "Brick and Mortar" school. Will there be a resource room available? A teacher available to work with AOI students on site? In demonstration, the school clarified Yes, there will be a classroom on each of the 5 locations for students to attend in person. A teacher will be available at all times for the AOI student on Adobe Connect. Therefore, the rubric score was moved one level from partially met to met.**
	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:			**Full description of the roles and responsibilities of those that will be overseeing this online program.**
	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:			Hardware and software requirements were clearly addressed in this section, along with auxiliary accessories to support the LMS. Bandwidth, however, was not mentioned. How will you handle technology issues? Will a computer be available if they do not have one? In demonstration, the school clarified technology support is available to the students. They report any problems with the counselor who will immediately have technology support address. No computer will be available to students, however they are able to attend in-person at one of the 5 brick and motor locations if they are not able to get on at home. Therefore, the rubric score was moved one level 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:			**Proof of AZ residency is required upon enrollment, at which time the apportionment of no more than 1.0 is cross-checked.**
	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:			**Well organized section that clearly states how Pinnacle Education offers the Arizona State Board of Education high school graduation requirements.**
	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:			**Courses for dual, concurrent, honors and AP are included.**
	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:			**The course offerings/content are in alignment with the ACCRS and appear to prepare students adequately for post-secondary success in work or college.**
	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:			Thorough curriculum planning documents were attached that describe how curriculum is aligned to ACCRS, are being delivered , and evidence of mastery is being measured.
	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: M-Star Learning platform (IM, email, and forums), interactive lessons, virtual labs and field trips, support provided through adobe connect, phone and google voice, ebooks and non-computer based 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, and kinesthetic and visual 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 meet reading issues, math issues, attention issues, processing issues, or motor control issues as well as ways the learning system can be modified.**
	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 (phone, Adobe Connect, IM and Google Voice) and asynchronous tools (e-mail, discussion forums, voice mail and videos) 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 multiple best practices: Clear Goals and Expectations, Multiple Learning Modes, Feedback to assist students in being successful, Rigor, Relevance, Relationships, Reflection, and teaching Life Long Learning to assist students in being successful.**
	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 M-Star system is password protected and passwords require four elements: capital letter, lowercase letter, number and/or symbols.**
	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 M-Star system has external links selected by the curriculum provider. Staff at Pinnacle review the links annually.**
	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 are counseled at orientation on internet safety. Specific topics were identified, however the process for providing the information to students is not really explained. In demonstration, the process for mandatory training was identified. Therefore, the rubric score was moved one level 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 links to research resources are provided in some online lessons. Students are also encouraged to use other Internet resources keeping in mind safety rules and evaluating sites for timeliness, bias, reliability, and validity.**
	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 identifies that Pinnacle has a private internet email system built into the learning platform available only to staff members and students.**
	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 identified that all progress reports and instruction are housed on a password protected server. Teachers only have access to their own information.**
	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:			**A general description was provided regarding the dates and topics of professional development, however, a detailed plan for monitoring teacher's performance was not included. How will the school document teacher participation so that hours can be used for recertification? What happens if they miss? In demonstration, the school clarified the human resources department will track all professional development for teachers. If they are unable to attend there is a alternative training offered to ensure all teachers are accountable for trainings. Therefore, the rubric score was moved one level from partially met to met.**
	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:			**A two day training and shadowing a teacher are both opportunities in which a new teacher becomes familiar with the technology.**
	0	0	1
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AEPA, 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:			All teachers hired are highly qualified, degreed in their content area, and working towards a teaching certificate, however a specific plan was not identified for ensuring each teacher is highly qualified. What about fingerprint clearance card? Attestation? In demonstration, the school clarified that all teachers are required to give their fingerprint clearance at the time of hire. All required paperwork including attestation will be filed through the Department of Education. Therefore, the rubric score was moved one level from partially met to met.
	0	0	1
Section 7: Totals (3 items)	0	0	3

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:			**Partnerships with a number of universities, community colleges and technical schools are already in place and the school is seeking out additional partnerships.**
	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:			**The narrative identifies a wide variety of community partnerships that are already in place. These vary from local businesses that hire the school's students to partnerships that provide additional support for students such as Early Head Start for students with children.**
	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 narrative explains that the partnerships in conjunction with the students' personalized education and career action plans will help the students plan for post high school success.**
	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:			**Basic description of how a child is identified for needing special education service. 45 day screener was mentioned however a vague description was provided regarding the pre-referral stage. What are the multiple tiers of support provided for a struggling student? In demonstration, the school clarified the Special Education Team will review each IEP to identify how all goals will be met within the online classroom. The team will also determine if the student will be able to self-monitor coursework. One on one tutoring is always available via Adobe Connect. Therefore, the rubric score was moved one level from partially met to met.**
	0	0	1
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.

Comments:			Specific accommodations for delivery of content were included in the narrative, and it was stated that the content could be modified, but specifics were not provided. What will you do with the content to meet individual learner needs? In demonstration, the school clarified the teacher, counselor, and Special Education Team will be able to modify and/or edit content in all courses (add/delete quiz and/or test questions, change point scale, etc.) Therefore, the rubric score was moved one level from partially met to met.
	0	0	1
Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate, as described.	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate.	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.
Comments:		Support seems to only be provided upon student request. What about services that need to be provided onsite as directed by the IEP? In demonstration, the school clarified that all services (OT, PT, etc.) identified will be available online through Adobe Connect or available at all of the 5 brick and mortar locations. Therefore, the rubric score was moved one level from not met to partially	
	0	1	0
Section 9 Totals (3 items)	0	1	2

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 general process seems to be in place, but it's ambiguous as to who is responsible for these decisions. Who is going to monitor the intervention process? In demonstration, the school clarified the teachers are responsibility for monitoring the tier of interventions. They also call each student every week to check in and/or talk with the parents if there are any concerns. Therefore, the rubric score was moved one level from partially met to met.**
	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:			**The narrative clearly indicates how a student's on-going progress is monitored in a course, but a system/process was not identified for measuring one year's growth annually. What is the process for measuring one year's growth? In demonstration, the school clarified students will take a pre/post test to ensure they have made the 10% growth required each school year. Therefore, the rubric score was moved one level from partially met to met.**
	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:		Specific information not included. What formative assessments will be used?	**Specific information not included. What formative assessments will be used? In demonstration, the school clarified student will take a quiz and/or oral demonstration to ensure they have met competencies. Therefore, the rubric score was moved one level from partially met to met.**
	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:			**A number of processes are in place to insure academic integrity, however specific exit outcomes were not identified. What specific exit outcomes are in place? In demonstration, the school clarified Each course will have a final exam to ensure that all competencies have been met and the curriculum team will look at all data to ensure that a student has met the exit requirements. Therefore, the rubric score was moved one level from partially met to met.**
	0	0	1
Section 10 Totals (4 items)	**0**	**0**	**4**

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 login process, email, and help desk procedure were demonstrated. Tutoring is available both on-site and virtually using Adobe Connect of phone.
	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:			**The demonstration showed selected items from the curriculum planning document including virtual labs, video presentations and text lessons.**
	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, modifications were explained and/or demonstrated including: adjusting assignment content and adding assignments. A library of Historical course modifications was also shown.**
	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:			**In demonstration, both synchronous tools (chat, Adobe Connect, phone and Google Voice) and asynchronous tools (course content, email, and discussion forums,) were demonstrated and discussed.**
	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:			**In demonstration, the school identified and discussed several best practices including: Focus on multiple learning modes, providing extensive/timely feedback to students and fostering positive feedback with students.**
	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:			**In demonstration, the school identified that students must complete a mandatory Internet Safety Class prior to gaining access to the online system. The class is held either in-person or via phone using PowerPoint. Topics are: staying safe online, social networking, cyberbullying, and solutions and strategies**
	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:			**In demonstration, the school discussed the research process. Many recommended external links are captured within course content. The content also includes links to some research tools. Teachers also emphasize how to evaluate websites during welcome phone calls or if a student uses a site that isn't credible.**
	0	0	1
Demonstration 2 Totals (2 items)	**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	0	3
Section 8: Community Partnerships	0	0	3
Section 9: Disabled Services	0	1	2
Section 10: Policies and Procedures	0	0	4
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
Totals	**0**	**1**	**42**

Total Number of Items	43	*Unless an item was purposely skipped, this should be 42*

97.67%	% of criteria at "Met"	*To pass, this must be 95%*

	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*