JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Janet C. Barresi

DATE: April 24, 2014

SUBJECT: Statewide Virtual Charter School Board Appeal Request – ABLE Charter School

Title 70, Section 3-145.3 (F) states in relevant part:

> F. The decision of the Statewide Virtual Charter School Board to deny, nonrenew or terminate the charter contract of a statewide virtual charter school *may be appealed to the State Board of Education within thirty (30) days of the decision by the Statewide Virtual Charter School Board.* The State Board of Education shall act on the appeal within sixty (60) days of receipt of the request from the statewide virtual charter school applicant. *The State Board of Education may reverse the decision of the Statewide Virtual Charter School Board or may remand the matter back to the Statewide Virtual Charter School Board for further proceeding as directed.*

The appeal by ABLE Charter School was filed with the Secretary of the State Board of Education on March 31, 2014. ABLE Charter School has met all requirements related to the submission the appeal and has filed the following documentation for the Board's consideration:
1) Appeal Letter
2) Summary of the Timeline
3) Appeal Addendum
4) OSDE Supplemental Online Course Provider List
5) Edgenuity Awards
6) Revised ABLE Appeal Application
7) Sample Edgenuity Student E-mail Notice

8) Sample Performance Dashboard (In SuccessMaker, by Pearson)
9) News Release (Yukon Alternative Learning Experience –YALE)
10) Statewide Virtual Charter School Board Virtual Charter Application Rubric
11) Witness List
12) Letter of Support from Senator Ralph Shortey

In addition to this information, State Department of Education staff has provided the following supplemental information for the Board's consideration:

1) State Board of Education Notice of Hearing
2) Statewide Virtual Charter School Board Memorandum of Decision
3) A copy of SB 267, which enacted amendments to the Oklahoma Charter Schools Act the establishing the appeal process.
4) Application review process
5) Blank copy of Virtual Charter Application Checklist
6) Blank copy of Rubric
7) Virtual Charter School Application Review Agenda
8) November 1, 2013 Application
9) November 1, 2013 Application Rubric
10) Application rejection letter
11) February 28, 2014 Revised Application (Separate Attachment)
12) February 28, 2014 Revised Application Rubric
13) Recordings of the December 10, 2013, meeting referenced in ABLE Charter School's petition at which their initial application was considered and rejected by the Statewide Virtual Charter School Board.
14) Recordings of the March 11, 2014, meeting at which their revised application was rejected by the Statewide Virtual Charter School Board.

Appeal Letter

Ms. Kalee Isenhour, Secretary of the Board of Education

Oklahoma State Board of Education   31 March 2014
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma

LETTER OF APPEAL

Dear Ms. Isenhour:

ABLE Charter School (ACS) is appealing the 11 March decision by the Oklahoma Statewide Virtual Charter School Board (OSVCSB), in which the OSVCSB rejected the application submitted by ACS to begin operations as a virtual charter school provider in Oklahoma, as stated in Article III-State Department of Education, Section 3-145.3 (F) of the Oklahoma Charter Schools Act. ACS is filing this appeal without receipt of a formal letter of rejection from the OSVCSB.

ACS argues that the decision to reject its application was arbitrary and prejudicial. A covert set of criteria was used to judge the ABLE Charter School application in addition to the rubric that was used to approve the other two applicants. All applicants must be treated the same. Both ACS and Insight Academy received an evaluation score of 84% with "no missing items" on either of their resubmitted applications. Connections Academy, the only other applicant applying for a virtual charter, was approved at the January, 2014, meeting and received an 86% on their first application submission rubric; this is only two percentage points higher than the resubmitted applications for Insight Academy and ACS.

The misinformation communicated during the discussion of the ACS application was unsubstantiated, and based on hearsay. ACS believes that this influenced members of the board and contributed to the rejection of the application. The negative connotation placed on the differences between the first and resubmitted applications, the misinformation that was shared regarding the primary curriculum vendor choice, and the references made regarding K12 and other for-profit companies during the discussion of the ACS application are evidence that the board's decision was based on conjecture and opinion and not on substantiated facts.

ACS is about having an innovative school choice. Oklahoma students deserve a chance to learn and succeed. ACS deserves that same chance to demonstrate that our pedagogical model can provide the rigor and challenges Oklahoma students need to become 21st century learners. ACS has already gained the support of the YMCA of Greater Oklahoma to provide all students with the opportunity to take full advantage of all that the agency has to offer, including its very successful Youth in Government program.

Respectfully submitted,

Kenneth L. Kuczynski, Ph.D.   Tina Barker, M.Ed.

Judith M. Kuczynski, M.S.P.C.   Elizabeth Bley, M.Ed.

Attachments

Summary of the Timeline

ARGUMENTS IN SUPPORT OF THIS APPEAL

SUMMARY OF APPLICATION TIMELINE

The following timeline represents the sequence of events up to and including this Appeal Letter. *(Note: all references to statements made by board members can be verified by listening to the audio of the 11 March 2014 meeting of the Oklahoma State Virtual Charter School Board.)*

1 November 2013	ABLE Charter School "Letter of Intent" submitted to the Oklahoma Statewide Virtual Charter School Board
1 December 2013	ABLE Charter School application submitted to the Oklahoma Statewide Virtual Charter School Board – followed *Application Checklist* supplied at the Oklahoma Charter School Training
10 December 2013	Formal presentation made to the Oklahoma Statewide Virtual Charter School Board by ABLE Charter School
14 January 2014	ABLE Charter School <u>application rejected</u> by the Oklahoma Statewide Virtual Charter School Board – Newly developed *Application Rubric* used to evaluate applications. Score: 43%/5 Missing Items. Insight Academy rejected (Score: 56%/5 missing items) and Connections Academy accepted (Score: 86%)
14 January 2014	**ARGUMENTS:** Changes to the application process that ABLE Charter School was not aware of at the time of application submission: 1) A newly developed *Application Rubric* tool was used to score all applications. The application we submitted was scored on a rubric that did not match the original application checklist. 2) Announcement at the 10 December board meeting that a change was made in the charter school law regarding board governance was now in effect, stating that the Oklahoma Statewide Virtual Charter School Board will no longer serve as the governing board for all virtual charter schools in the state as previously written in the statutes. The change now requires that each virtual charter school have in place its own governing board. 3) Stephanie Moser-Goins apologized for not disseminating this information to ABLE Charter School who was cited for not having a separate governing board identified in its application. 4) ABLE Charter School was provided with the new *Application Rubric* that was used to score the submitted application with evaluator comments to be used as a guide in writing the resubmitted application along with a copy of the Connections Academy application as an example of how to do it right. Instructions received from Sam Duell, "This needs to be perfect."
28 January 2014	Application rejection letter received via Certified Mail
28 February 2014	Revised ABLE Charter School application submitted to Oklahoma Statewide Virtual Charter School Board

	Virtual Charter School Board
11 March 2014	ABLE Charter School application rejected by the Oklahoma Statewide Virtual Charter School Board – Application Rubric score: 84%/No Missing Items. Insight Academy approved – Application Rubric Score: 84%/No Missing Items
11 March 2014	Advised by OSDE Assistant General Counsel Stephanie Moser-Goins to submit Letter of Appeal as soon as possible to be within the statute guidelines of thirty-days (30) from the date of the second rejection (11 March 2014)
?? March 2014	Letter of Appeal submitted to the Oklahoma State Department of Education

ARGUMENTS IN SUPPORT OF THIS APPEAL

1) **The decision by the Oklahoma Statewide Virtual Charter School Board to reject the ABLE Charter School application was arbitrary and prejudicial.**

All virtual charter applications were evaluated using the newly designed *Application Rubric* developed for this purpose. No other written criteria constituting "quality" or an "acceptable" application approval score has been established or communicated. By accepting Connections Academy with an application rubric score of 86%, the precedent for what the board considers to be an acceptable score range has been set. Both ABLE Charter School and Insight Academy scored an 84% on their resubmitted applications; two percentage points less than the eighty-six percent achieved by Connections Academy. Yet, the Insight Academy application was approved and the ABLE Charter School application was rejected.

The OSVCB believed that the newly designed rubric provided an adequate measure for approval of the other two charters; however they used different and covert criteria to evaluate ACS. This hidden criterion was never defined or explained in any measureable way.

ABLE Charter School argues that the decision to approve or reject an applicant by the board is one that is arbitrary and prejudicial and made without having any other written evaluation criteria other than the *Application Rubric*. ACS should be evaluated and treated the same as the other two applicants.

2) **The Oklahoma Statewide Virtual Charter School Board's decision to reject ABLE Charter School's application was influenced by misinformation and based on erroneous information, hear-say, and conjecture.**

During the discussion of the ABLE Charter School application, board member Ms. Vreeland was positioned as being the most knowledgeable in virtual education and curriculum. Ms. Vreeland's focus on this being a "credit recovery" curriculum was based on hearsay, having apparently talked to someone in the northeastern part of the state. Had Ms. Vreeland actually conducted journal research and personally talked with the vendor, she would have learned that the Edgenuity curriculum offers a full range of

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award winning courses and solutions. All courses offered by Edgenuity meet Oklahoma State Academic Standards (OAS) and offer students a full range of general and advanced placement courses, including a STEM track, Oklahoma History, and Financial Literacy, to name a few. Through more thorough research, Ms. Vreeland would have also learned that the Edgenuity online curriculum has earned numerous national awards for quality, content and delivery; many of these same awards have been earned by Connections Academy as well.

ABLE Charter School argues that during the discussion of the application for ABLE Charter School, Ms. Vreeland made several references to K12 and the problems this company was having in other states. This discussion was inappropriate, out of place and confusing to the members of the board, who began referring to ABLE Charter School as a "company" and not the independent, non-profit start-up it truly is.

ABLE Charter School believes that they should be immediately approved, because the decision to reject the application was based on erroneous information regarding the Edgenuity curriculum, hearsay, conjecture, and opinion and not on the academic rigor of the software and how it would be used by students and teachers.

3) **ABLE Charter School argues that the consternation over the differences in the first and second applications submitted was pointless and should not be viewed as a negative.**

ABLE Charter School argues that the submission of a more thorough application is what the board should expect from a group of well-educated academic professionals. Especially given the fact, that a new application rubric was provided. The question of authorship and the differences in quality and content is irrelevant. Both applications were written using a collaborative approach that capitalized on the strengths and expertise of each member of the ABLE team and not a corporate marketing department.

The application written for resubmission which was also a collaborative effort, addressed the deficiencies cited in the rejection letter of January 28th, 2014, including the formation of a governing board and the other items identified on the Application Rubric as either scoring low or where the ABLE team felt additional information was needed. A more detailed explanation of the proposed charter's pedagogical model along with the addition of graphics, charts and tables were included to enhance and support the application and raise the application rubric score from 43% to one that was comparable to Connections Academy (86%).

The board questioned the "authorship" of the resubmitted application and that the fact that the two applications were "vastly" different from one another. When comparing the two applications for appearance and content, a considerable amount of detail was added to the resubmission. By having the Application Rubric with evaluator comments and knowing what the approved Connections Academy application looked like, the ABLE team set out to create the best application possible led by Dr. Kuczynski.

The arguments presented in this Letter of Appeal support ABLE Charter School's request for immediate approval of its virtual charter application by the Oklahoma State Department of Education.

The Oklahoma Statewide Virtual Charter School Board's decision to reject the charter's application based on any criteria other than the applicant's rubric score is arbitrary and prejudicial. Not having a written and approved criteria for defining "quality" or an "acceptable" application approval score, the ABLE Charter School application must be judged as the others and specifically, Insight Academy.

Per the By-laws of the Oklahoma Statewide Virtual Charter School Board, ABLE Charter School has successfully complied with the goals set forth in its Mission Statement. As stated in our application, all four members of the ABLE administrative team have years of previous experience in operating a virtual charter school. We have demonstrated compliance with the Charter School Law by completing the Application Checklist and the Application Rubric with no missing items.

ABLE Charter School deserves a chance to demonstrate to the board and the state that it will serve Oklahoma students virtually throughout the state. ABLE Charter School is not a for-profit corporation as some members of the virtual charter board have categorized the school, but a non-profit grassroots start-up led by dedicated and experienced educators.

Denial of the ABLE Charter School application is a disservice to students in the state seeking an alternative to traditional education, and it goes against the very purpose for the creation of the Oklahoma Statewide Virtual Charter School Board.

ABLE Charter School stands ready to join with the Oklahoma Statewide Virtual Charter School Board by working tirelessly and effectively in support of 70 O.S. §70-3-131 Oklahoma Charter Schools Act to:

1. Improve student learning;
2. Increase learning opportunities for students;
3. Encourage the use of different and innovative teaching methods;
4. Provide additional academic choices for parents and students;
5. Require the measurement of student learning and create different and innovative forms of measuring student learning;
6. Establish new forms of accountability for schools; and
7. Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

Contact Information

Dr. Kenneth L. Kuczynski	612.747.6959
Tina Barker	405.315.6062
Beth Bley	405.401.2310
Judith M. Kuczynski	612.325.4659

APPEAL OF ABLE CHARTER SCHOOL APPLIC ATION

SUMMARY OF PROCEDURAL TIME LINE

The following timeline represents the sequence of events up to and including this Addendum to the Notice of Hearing Letter.

1 November 2013	ABLE Charter School "Letter of Intent" submitted to the Oklahoma State Virtual Charter School Board
1 December 2013	ABLE Charter School application submitted to the Oklahoma State Virtual Charter School Board
10 December 2013	Formal presentation to Oklahoma State Virtual Charter School Board by ABLE Charter School
14 January 2014	ABLE Charter School application rejected by the Oklahoma State Virtual Charter School Board – Application Rubric score: 43%/5 Missing Items
28 January 2014	Application rejection letter received via Certified Mail
28 February 2014	Revised ABLE Charter School application submitted to Oklahoma State Virtual Charter School Board
11 March 2014	ABLE Charter School application rejected by the Oklahoma State Virtual Charter School Board – Application Rubric score: 84%/No Missing Items
11 March 2014	Advised by SDE Assistant General Counsel Stephanie Moser-Goins to submit Letter of Appeal as soon as possible to be within the statute guidelines of thirty-days (30) from the date of the OSVCSB second rejection
31 March 2014	Letter of Appeal submitted to the Oklahoma State Department of Education
8 April 2014	Notice of Hearing Letter Received
15 April 2014	Addendum to Notice of Hearing Letter Submitted

Appeal Addendum

APPEAL ADDENDUM

ABLE Charter School
8720 East Covell Road
Arcadia, OK 73007
Tina Barker
405.315.6062

April 15, 2014

ABLE Charter School (ACS) is submitting the following Addendum to the submitted Letter of Appeal dated 31 March 2014. This Addendum is in response to the Notice of Hearing sent by Stephanie Moser Goins, Assistant General Counsel, Oklahoma State Department of Education dated 8 April 2014 in accordance with the Oklahoma Statewide Charter School Act.

"Grounds for the rejection of the application cited by members of the Board who voted to reject the revised application were as follows:"

1. **System Integration.** "Board members expressed concerns regarding Applicant's piecemeal use of several different learning technologies and online content, such as Edgenuity, SuccessMaker Benchmark Testing Program, and Pearson PowerSchool. Members of the Board expressed concerns about the ability of these various technologies to work together; the interoperability of Edgenuity with the Successm[M]aker Benchmark Testing Program."

Response:

Edgenuity, SuccessMaker and PowerSchool are standalone programs. They are intended to work independently from each other with each having a specific function and purpose. Edgenuity is the core curriculum. SuccessMaker is the benchmark and remediation program. All ABLE Charter School (ACS) students will be enrolled in Edgenuity and SuccessMaker. The teacher records the grades from Edgenuity into PowerSchool as official recorded grades just like any other Oklahoma school using this platform as their Student Information System (SIS). Score reporting from SuccessMaker will be recorded individually or by batch using a CSV file uploaded into PowerSchool under the Benchmark Assessment area. Information from PowerSchool works together with the state department information system (WAVE) to automatically provide the Oklahoma State Department of Education with information about Able Charter School.

The model for ABLE Charter School brings together what we know as "best practices" to increase student learning. Our teachers meet state certification requirements in the subject areas and grade levels they are teaching.

Just like any other Oklahoma Public School System, we believe in the professionalism of certified Oklahoma teachers to do what they have always done best. ABLE Charter School supplies teachers with resources and they use these resources to their full potential in order to provide students with the best possible educational experience.

Board Chairman, John Harrington, explained the ABLE Charter School model well when he stated, "ABLE is proposing a more novel approach . . . it sounds like they are going to take this tool and the teachers are going to use this [these tools] . . ."

The interoperability between Edgenuity, SuccessMaker, and PowerSchool was discussed at the 11 March 2014, meeting of the Oklahoma Statewide Virtual Charter School Board. The LMS platform was also discussed. Board Chairman, John Harrington, expressed his approval of the LMS in our second application in his statement: "This is a very different situation now that certainly gives me a much higher comfort level." (This was in response to the LMS proposed by ABLE Charter School). The revised ABLE Charter School application included information regarding the use of the Edgenuity, SuccessMaker as LMS platforms and PowerSchool as the school's SIS system.

2. **The Applicant's proposed use of Edgenuity as its Learning Management System (LMS).**

   "Board members articulated concerns about the Applicant's proposed use of the online curriculum provider, Edgenuity, to serve as the school's primary LMS and main curriculum provider. In its revised application, the Applicant did not identify any potential limitations to the use of Edgenuity as the Applicant's primary LMS. "

   ABLE is being compared to a for-profit Education Management Organization (EMO). The integrity of our model does not rely on the use of an enterprise solution. Our selection of the LMS, Edgenuity, was based on a proven track record of success and the fact that it provides all of the features necessary for the successful implementation of our innovative school model. Board member Jaared Scott commented that Edgenuity was a "well known" curriculum.

   Two recent examples of the success area schools are having using Edgenuity for first-time instruction is Yukon High School and Mustang High School. Yukon received an A+ on the A-F Report Card and Mustang an A. For this reason, we see no limitations for what we need this software to do as stated in Item 10 of our resubmitted application or limitations to enrollment capacity. This same claim was made by Connections Academy which stated that they had "no limitations to the LMS that will limit or affect enrollment capacity."

3. **Rigor of Edgenuity's rigor and/or content.**

   Edgenuity is on the list of OSDE approved online providers. This means that the vendor has gone through a vetting process whereby they have shown that the curriculum meets Oklahoma state standards for graduation requirements. As such, the OSDE has endorsed its use in Oklahoma public schools as a provider of academic curriculum.

In a 2013 Interactive Educational Systems Design, Inc. (IESD) Foundations Paper, *How Edgenuity Courses Align with Research on Effective Instruction*, the rigor of the instructional design model of Edgenuity is discussed in great detail. The following is an excerpt from that paper.

Course Design Process

"Edgenuity courses are created by cross-functional teams of experienced educators and instructional designers with expertise in curriculum development, instructional technology, and content-area education. To create a new course, the team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses from exemplary, high-performing districts. The scope and sequence is then created and reviewed by domain experts and education practitioners. Using the principles of backward design, the team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks. Prototype lessons are drafted and team-reviewed against research-based best practices, the iNACOL National Standards for Quality Online Courses, and Edgenuity's own development rubrics and guidelines before the remainder of the lessons are created."

Instructional Model

"Edgenuity courses reflect research-based instructional practices to meet the needs of all students. Courses feature rigorous, explicit instruction led by certified on-screen teachers. Motivating media-rich content keeps students engaged, and powerful interactive instructional tools help them build content knowledge and essential skills. Aligned to Common Core and other state standards, Edgenuity's courses include challenging content, relevant activities, adaptable formative and summative assessments, and real-time feedback. On-screen teachers present learning objectives, explain concepts, model strategies, and provide relevant examples that help students transfer knowledge and make real-world connections. Meaningful assignments ensure students master key concepts and develop analytical and critical thinking skills. Students complete a range of tasks—including independent reading, practice, and guided online exploration, as well as projects and performance tasks. Simulations and virtual labs help students make and test predictions, while graphics, images, and animations bring content to life. Targeted writing instruction and practice prepares students for narrative, argumentative, and analytical writing. Each lesson includes assessments to determine whether students have mastered the lesson objectives. Cumulative practice and assessment is included at the end of each unit or topic, as well as at the end of each semester." (pp. 2-3)
http://www.edgenuity.com/Foundations%20Paper.pdf

OSDE Supplemental Online Course Provider List

Supplemental Online Course Providers

The following is a list of providers for online courses who completed the form through the State Department of Education. This list may not include any providers who were added after July 1 of the current school year. (Districts, the official, up-to-date list is in the Supplemental Online Courses link in the Wave.) For contact information and additional information about which courses are available, please contact your local school district and they will have access to this information through the Wave website. Some providers list curriculum-only courses, where the district provides the teacher. Curriculum-only courses are listed as a courtesy so that districts may see all options together.

Providers (listed Alphabetically)
Districts - is one of your providers not listed? See the note below about curriculum-only offerings.

- Advanced Academics
- Apex Learning
- Bridgewater
- Class.com
- CompassLearning
- Connections Education
- Edgenuity Inc.
- Edmentum
- Florida Virtual School
- K12, Inc.
- MUSIVU
- OdysseyWare
- Osage County Interlocal Cooperative
- OSU K12 Distance Learning Academy
- Rider Classroom Spanish, LLC
- The VHS Collaborative

A note about curriculum-only offerings: Curriculum-only providers are NOT required to be registered in Supplemental Online Courses as such offerings are instructional materials, not courses. Districts may choose instructional materials for courses the district teachers teach, including for online courses, following local district policy.

Edgenuity Awards

The Difference»

✕Edgenuity
Solutions
The Experience»
Support»
News + Reviews»
News
Reviews
Awards
References

Edgenuity Awards

The following awards and recognition from the educational community distinguish Edgenuity as an exceptional provider of online-course and virtual-school solutions. Over the past two years, more than a dozen awards or accolades were received for course content developed under the company's original name, Education2020.

These awards highlight Edgenuity's efforts to provide an exceptional online-learning experience that prepares students for graduation and 21st century success.

Awards

2014

- EdTech Digest, Cool Tool Award

  - eLearning Solution Math Finalist — Middle School Common Core Mathematics

2013

- ComputED's 18th Annual Education Software Review Awards

  - Middle School Language Arts Website: Common Core ELA 6-8
  - High School Language Arts Website: Common Core ELA 11
  - High School Biology Website: Biology
  - High School US History Website: Survey of U.S. History

2012

- CODiE Award

  - CODiE Award Finalist, SIIA–Best Virtual School Solution for Students

- Bessie Awards for Best Educational Software

  - MS World Cultures and Geography
  - Geometry
  - Human Geography
  - 3D Art II–Animation
  - English Language Arts 10
  - Computer Science I & II

2011

- CODiE Award

  - CODiE Award Finalist, SIIA–Best Virtual School Solution for Students

- Bessie Awards for Best Educational Software

  - Environmental Science
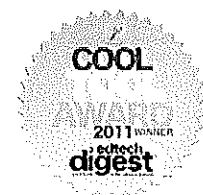
The Difference»
Curriculum + Research»
Solutions»
The Experience»
Support»
News + Reviews»

- o Algebra I
- o English Language Arts 9
- o Middle School Civics, Government, and Economics
- ▫ **USDLA Award**
  - o Bronze Award, United States Distance-Learning Association – Best-Practice for Distance Learning Programming
- ▫ **Tech and Learning Award of Excellence**
  - o Tech and Learning Award of Excellence, New Product – Lesson Search
  - o Tech and Learning Award of Excellence, Best Upgraded Product – Virtual–Classroom Suite
- o **EdTech Digest, Cool Tools Award**
  - o Content Provider Solution – Virtual–Classroom Suite
  - o Content Provider Solution Finalist – Lesson Search
  - o eLearning Solution – Virtual–Classroom Suite
- ▫ **Eddie Award ComputED's 16th Annual Education Software Review Awards**
  - o Middle School Social Studies Website: MS Civics, Government, and Economics
  - o High School Health Website: Foundations of Personal Wellness
- ▫ **District Administration Top 100 Products**

BESSIE AWARDS
Winner of 17TH ANNUAL
ComputED Gazette Carlsbad, CA

//CODiE//
2011 SIIA CODiE FINALIST

BRONZE
Award Winner
United States Distance Learning Association

EDDIE AWARDS
-2011 WINNER-
The Annual
Education Software
Review
COMPUTED GAZETTE
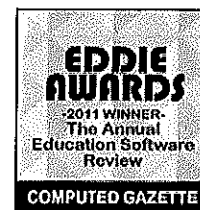
Navigate
The Difference
Curriculum + Research
Solutions
The Experience
Support
News + Reviews

Leadership
the Edge
the Expert Edge
the Leading Edge

Resources
Video Library
Awards
Research Papers
Webinars

About Edgenuity
Edgenuity combines the stability of an established company with the fast-paced, nimble culture of a startup. Our award-winning curriculum has helped more than one million students succeed, and we're proud to partner with schools in all 50 states to improve the quality and equity of education. But we don't stop there. We're always seeking ways to enhance and grow our offerings.

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Revised ABLE Appeal Application

10. TECHNOLOGY CAPACITY

LEARNING MANAGEMENT SYSTEM (LMS) PLATFORM

ACS will use Edgenuity as their primary LMS and main curriculum provider.

Edgenuity provides its comprehensive, interactive curriculum in a virtual learning environment with its proprietary robust learning management system. Supports and scaffolds within the online courseware let students control the pace of instruction, pausing and reviewing as needed or accelerating through content if they have demonstrated mastery. Students also have access to translation tools, read-aloud, captioning, and other supports to ensure all students can be successful.

What's more, robust tools embedded in Edgenuity's learning management system let teachers individualize the student learning experience and make appropriate modifications and accommodations for students, as per their Plan for Active Learning/Contract (PAL/C) and/or Individualized Education Plans (IEPs). Student assignment calendars let students know whether they are on track, and powerful educator dashboards let teachers monitor student achievement. With data at their fingertips and a curated library of re-teaching resources, teachers can maximize their face-to-face time with students.

The learning management system provides administrators and teachers with powerful tools to:

- monitor student progress and performance in real-time

- customize course settings and options to meet student needs

- review and manage grades with the online Gradebook

- view standard alignment documentation

- access the eCommunity teacher resources (on-demand-training)

- utilize the system communication tools including email, threaded discussions, and
  family reports/notifications

The vendor hosted system does not require server installation or networked resources. Edgenuity is a Software as a Service (SaaS) provider of an ASP.NET / SQL application running on a mix of pooled physical and virtual servers. An external link can be provided to the monitoring system. Edgenuity utilizes PRTG, an SNMP monitoring system.

The system supports a batch import of student and teacher data. Edgenuity provides nightly a data refresh with access to transmitted data within 24 hours. Once an account becomes active, an automated nightly transfer process is performed via SFTP or FTP site using a fully customizable interface. ACS would run a scheduled task once a night that would extract the appropriate student information (student ID., name, and site) back into the Student Information System (Pearson PowerSchool). Following FTP or SFTP protocol, ACS would upload this data to the Edgenuity system, which would then automatically import into our system. This process ensures up-to-date data on school enrollment.

POTENTIAL LMS LIMITATIONS

There are no currently identified limitations to the LMS. The LMS courses cover all ACE and CORE graduation requirements, including Oklahoma History and Financial Literacy, and are aligned to Common Core and the OAS.

POTENTIAL LIMITATIONS TO ENROLLMENT CAPACITY

The LMS provided by Edgenuity serves over a million students annually and does not have any limitations to enrollment capacity that would affect ACS.

LMS OUTAGE PROTOCOLS

The LMS has an up time of over 99.5%. Edgenuity's backup systems are built to ensure that there are no prolonged outages.

PROTOCOL COMMUNICATIONS PLAN

ACS will be notified of any changes, upgrades, updates, and scheduled maintenance in the internal announcement section of the learning management system. Maintenance windows for planned events are communicated to customers via email and Website postings two weeks in

advance. Urgent or emergency events are communicated with as much advanced notice as possible. Specific issue notifications are discussed directly with the technical support team and the designated school contact. System status can be viewed at http://status.edgenuity.com

Routine maintenance is conducted in the off hours so as not to disrupt student or teacher activity and does not require the relearning of navigation of software by students and teachers.

Timely curriculum technical support is also available for students and teachers through Edgenuity's Customer support function. "How to get help" and what to do when the technology fails is part of the orientation process and program. Help for students and teachers are also available under the HELP tab on the school Website.

The ACS Administrative Team will lead the staff in support and training efforts by being experts in the use of the LMS, so that the teaching staff is not only well prepared but is also able to reach out for immediate assistance within the organization if needed.

Sample Edgenuity Student E-mail Notice

EMAIL

NAME	DATE
Judith Kuczynski web site	4/14/2014 3:01:38 PM
Judith Kuczynski Intervention	4/14/2014 2:59:43 PM

INBOX

From: Judith Kuczynski
Sent: 4/14/2014 4:59:43 PM
To: Test Student,
Subject: Intervention

It looks like you are having difficulty with equations. Please use your SuccessMaker account to complete 6 sessions of math by the next time we meet.

Go to http://www.successmaker.com
User name: test student
Password: ABLE

Call me if you have any problems or questions. Mrs K: 405-266-3658

COMPOSE   REPLY   FORWARD   RECYCLE
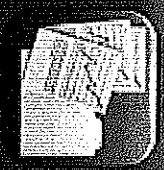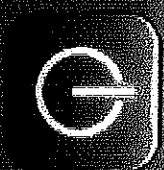
Sample Performance Dashboard

Student Performance

Math

Report Run: 04/14/2014 04:33 PM

School: ▓▓▓▓▓
Teacher: ▓▓▓▓▓
Grade: 6
Group: All

Performance Summary

Cumulative - Since IP	6.00	4.91	4.70	0.21	337	501	67%	92%	43	43	100%

Cumulative - Including IP	71	2	39	3	7:47	20	0:23

Performance by Strand - Cumulative

Addition	4.85	2	2	100%	Applications	4.90	2	2	100%
Decimal	4.85	3	3	100%	Geometry	4.85	1	1	100%
Division	4.80	1	1	100%	Measurement	4.90	4	4	100%
Equation	4.90	2	2	100%	Number Concepts	4.90	4	4	100%
Fraction	4.85	2	2	100%	Probability & Statistics	5.05	4	4	100%
Multiplication	4.90	3	3	100%	Problem Solving	4.73	3	3	100%
Speed Games (Fluency)	5.30	6	6	100%	Science Applications	5.00	2	2	100%
Subtraction	4.90	2	2	100%	Word Problems	4.85	2	2	100%
Totals		**21**	**21**	**100%**	**Totals**		**22**	**22**	**100%**

Areas of Difficulty - No areas of difficulty to report for the recent 4 weeks

Legend:
	IP	Initial Placement
	NA	Not Applicable
	TOP	Topped out
	CRI	Computation Retention Index
	--	Data not available
	‡	Strand is on but level not yet reached

Student Performance

Math

School:	▬▬▬
Teacher:	▬▬▬
Grade:	6
Group:	All

Report Run: 04/14/2014 04:58 PM

Performance Summary

Cumulative - Since IP	6.00	5.51	5.23	0.28	346	542	64%	85%	48	49	98%
Cumulative - Including IP	0	0	0	0	9:36	32	0:18				

Performance by Strand - Cumulative

Addition	5.45	1	1	100%	Applications	5.40	1	1	100%
Decimal	5.45	4	4	100%	Geometry	5.45	3	3	100%
Division	5.40	1	1	100%	Measurement	5.45	3	3	100%
Equation	5.60	5	5	100%	Number Concepts	5.30	2	2	100%
Fraction	5.55	4	4	100%	Probability & Statistics	5.64	5	5	100%
Multiplication	5.50	3	3	100%	Problem Solving	5.40	3	3	100%
Speed Games (Fluency)	5.80	5	6	83%	Science Applications	5.80	2	2	100%
Subtraction	5.30	1	1	100%	Word Problems	5.70	5	5	100%
Totals		**24**	**25**	**96%**	**Totals**		**24**	**24**	**100%**

Areas of Difficulty - No areas of difficulty to report for the recent 4 weeks

Legend:
	IP	Initial Placement
	NA	Not Applicable
	TOP	Topped out
	CRI	Computation Retention Index
	—	Data not available
	‡	Strand is on but level not yet reached

News Release

NEWS AND EVENTS

Yukon Alternative Learning Experience To Receive Alternative Education Award

June 6, 2013

OKLAHOMA CITY – The Oklahoma Foundation for Excellence has named the Yukon Alternative Learning Experience as the recipient of its 2013 Oklahoma Award for Outstanding Achievement in Alternative Education. The $5,000 award will be presented July 10 at the Oklahoma State Department of Education Vision 2020 Conference.

The Yukon Alternative Learning Experience (YALE) was founded in 1998 on the premise that not all students thrive in a traditional school setting. The program serves over 100 students in grades 9 through 12 who have a sincere desire to earn their high school diploma. The school's mission is to "provide students with the skills, knowledge and values to become competent, productive citizens."

"Our philosophy at Yukon Alternative is to find what works for each individual student," said Principal Jody Pendleton. "In order to accomplish this, we implement many strategies that are outside the box."

Patti Mellow (second from left), president of the Oklahoma Foundation for Excellence, presents t. Oklahoma Award for Outstanding Achievement i Alternative Education to YALE - the Yukon Altern Learning Experience. Others participating in the presentation are (from left) YALE teacher's aid F Ward, Yukon Public Schools Assistant Superinte; Sheli McAdoo, Oklahoma Foundation for Excelle: Director Emily Stratton, and YALE teachers Ceci, and Jocelyn Andis. The presentation of the $5,0; took place July 10 at the Oklahoma State Depar Education's VISION 2020 Conference in Oklahor YALE serves more than 100 students in grades ; through 12 who have been unsuccessful in tradi school settings and have a sincere desire to con their high school education.

Among those strategies are flexible scheduling, small class sizes, innova instruction methods, an artist-in-residence program, service-learning opportunities and strong community involvement.

YALE classes are offered Monday through Thursday, with a make-up da scheduled on Friday for students to make up any absences during the w Students are required to call in when they are unable to attend regularly scheduled classes and arrange for make-up work on Fridays. "This initial

dramatically reduced absenteeism, as most of our students actually graduate with perfect attendance," Pendleton said.

Each student attending YALE receives an individual graduation plan with credits and tests needed to complete graduation requirements. The school maintains a low student-to-teacher ratio of five to one to develop productive relationships between students and faculty, who are highly qualified and certified in a variety of subject areas. Instructional methods include small-group classes and computer instruction programs as well as field trips and guest speakers from the community. Through a partnership with the American Legion, the school has brought in a World War II veteran to speak about his experiences being held as a prisoner of war by the Nazis in Germany. Another guest, Yukon business leader John Nail, regularly speaks to the students about goal setting, maintaining academic focus, and being successful in school and in life. Each Thanksgiving, the students are treated to dinner at a local restaurant by businessman Darrel Wilson. The dinner provides the added opportunity for students to learn manners and social skills.

For the past six years, the school has been the recipient of an Oklahoma Arts Council grant to provide art instruction in pottery, fused glass and leather work taught by Trish Winnard, a National Board Certified teacher. "I was astonished the first day I began teaching the class to see the impact that the act of creating art had on these students," Winnard said. "Beyond the instructional process, I gleaned an astute insight to these kids. ... I came to understand the alternative education program as a place where they could be nurtured and thrive."

Yukon Alternative students are encouraged to get involved in their community through service learning experiences. Many students volunteer for the Sunset Therapeutic Riding Center, a facility that provides equine therapy and activities for children with physical limitations. YALE students also participate in food and toy drives and have gathered shoe boxes for art projects for terminally ill children. One year, the students painted a mural at a local elementary school to encourage reading.

Megan Lung, a recent graduate of YALE, said that the school has allowed her to learn at her own pace in her own unique way, bringing her grades up to As and Bs. "I am very grateful Yukon offers this program," she said. "I will be starting nursing school at Redlands Community College in August. I know this would not be possible without the Yukon Alternative Learning Experience or the teachers that make this program great."

The Yukon Alternative Learning Experience reports a graduation rate of 95 percent and has historically received numerous notable ratings on its state alternative education evaluation.

"We believe our accomplishments are a testament to our mission and goals," Pendleton added. "Our number-one priority is to mentor to the totality of a student's maturation process, and we see the positive results as our students graduate and go on to make a better life than they would have had without our support.

The Oklahoma Award for Outstanding Achievement in Alternative Education is one of the many program offerings of the Oklahoma Foundation for Excellence, a statewide nonprofit that recognizes and encourages academic excellence in Oklahoma's public schools.Five outstanding Oklahoma educators and 100 of the state's top public high school seniors will be recognized when OETA premieres its statewide broadcast of the Oklahoma Foundation for Excellence 27th Academic Awards Banquet at 8 p.m. Saturday, May 25.

Oklahoma Foundation for Excellence
120 N Robinson Ave #1420-W
Oklahoma City, OK 73102
Phone: (405) 236-0006

Statewide Virtual Charter School Board Virtual Charter Application Rubric

Virtual Charter Application Rubric 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE
Date Reviewed	12/4/2013
Reviewer	004
Score	53 / 92 = 58 %

Virtual Charter Application Rubric 2013

Mission & Organizational Structure

1. Mission Statement

Score			
2			

4—	3—	2—	1—
The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered. ○ is specific, measurable, achievable, relevant, and timely.	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered.	The mission statement either/or: ○ clearly articulates what the charter will do. ○ is student-centered.	A mission statement is articulated.

Comments

Student-centered, but clarification needed on "Learning by Living" model

2. Description of Organizational Structure

Score			
2			

4—	3—	2—	1—
The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: ○ specifically identifies the positions of leadership within the organization.

Comments

No evaluation for members

Virtual Charter Application Rubric 2013

3. Description of Governing Body

Score	4—	3—	2—	1—
0	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body. o outlines the frequency and number of meetings per year.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members.	The description of the governing body: o clearly outlines the purpose of the governing body.

Comments

Governing body cannot be SVCSB

Virtual Charter Application Rubric | 2013

4. Financial Plan for First Three (3) Years of Operation

Score	4—	3—	2—	1—
4	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ identifies potential revenue sources outside of state aid, like large grants. ○ specifically identifies and addresses large start-up expenditures like technology and contracting. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.
Comments				

Virtual Charter Application Rubric 2013

5. Description of Personnel with Financial Responsibility

Score			
4			

4—	3—	2—	1—
The description of personnel with financial responsibility: o specifically outlines the job descriptions and responsibilities. o lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: o specifically outlines the job descriptions and responsibilities. o lists personnel and their resumes.	The description of personnel with financial responsibility: o specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: o specifically outlines the job descriptions.

Comments

6. Description of Hiring Policy

Score			
4			

4—	3—	2—	1—
o A description of hiring policies is included.			

Comments

7. Name of Applicant

Score			
1			

4—	3—	2—	1—
The name of the applicant is listed along with: o the names of board members. o the names and resumes of school leaders.	The name of the applicant is listed along with: o the names of board members. o the names of school leaders.	The name of the applicant is listed along with: o the names of board members.	The name of the applicant is listed.

Comments

Has name of applicant, but no list of board members

Virtual Charter Application Rubric 2013

8. Description of Facility

Score			
3			

4—	3—	2—	1—
The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	The description of the facility includes: ○ the description of central office space.	A description of the facility is included.

Comments

Online platform? Need more info on statewide testing facilities, although listed under assessment

9. Description of Grades Being Served

Score			
4			

4—	3—	2—	1—
The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	The description of grades being served lists: ○ the grades being served by the school.		

Comments

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
2	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications is included.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed.
Comments	needs more detail on what the LMS does.			

Virtual Charter Application Rubric | 2013

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
1	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Comments
FERPA is missing. And what is the uptime SLA anticipated?

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
2	o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	o A student-to-teacher ratio is clearly identified.	

Comments

Virtual Charter Application Rubric 2013

13. Outline of criteria designed to measure effectiveness of school

Score	4—	3—	2—	1—
2	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included. ○ A description of how progress towards goal fulfillment is regularly monitored and reported to the board.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are aligned to the mission of the organization are outlined.

Comments

How will the goals be used to measure effectiveness, that is, when is it effective and not effective? Perhaps a description would be helpful.

Virtual Charter Application Rubric 2013

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
1	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included. o The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included. o The descriptions are clearly articulated.	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included.	o A description of the criteria for promotion from one grade to the next is included.

Comments

How is course promotion determined? Is there a final project or assessment that students can take, even if developed for each course. Maybe tie this in more with assessments

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score	4—	3—	2—	1—
1	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction. o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school. o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included.

Comments
No drills for assessment listed. Would like to see what nationally normed assessments are under consideration.

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
3	o A description of enrollment procedures is included. o A description of the maximum amount of students is included. o A description of a lottery process is included.	o A description of enrollment procedures is included. o A description of the maximum amount of students is included.	o A description of enrollment procedures is included.	

Comments

Missing lottery process

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
3	o A specific student information system is described that accounts for student attendance. o Attendance policies are clearly outlined. o A description of how attendance will be measured is included.	o A specific student information system is described that accounts for student attendance. o A description of how attendance will be measured is included.		

Comments

Using days instead of hours.

12

Virtual Charter Application Rubric 2013

Community Engagement

18. Demonstration of Support from Residents

Score	4—	3—	2—	1—
1	o Letters or signatures from several parents, teachers, students, and community members are included in the application.	o Letters or signatures from several parents, teachers, and students are included in the application.	o Letters or signatures from several parents and teachers are included in the application.	o Letters or signatures from several parents are included in the application.

Comments

Description of support but confidentially cited for not providing actual copies.

19. Completed Charter School Training

Score	4—	3—	2—	1—
0	o Multiple members of the board and school leadership team have attended charter school training.	o Members of the board and school leadership team have attended charter school training.	o Members of the board have attended charter school training.	o A member of the board has attended charter school training.

Comments

Missing certificates and are required by law, but I know they have attended.

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score	4—	3—	2—	1—
3	o A description of a plan to include and involve parents is outlined. o A detailed plan for training parents about school expectations is outlined.	o A description of a plan to include and involve parents is outlined.	o A description of a plan to include and involve parents is outlined.	

Comments

Virtual Charter Application Rubric | 2013

	Student Services			
	4—	3—	2—	1—
21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how, when, and who will manage the compliance of IEPs.	o A description of how, when, and who will manage the compliance of IEPs.
Score				
2				
Comments				

22. Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?

Score	4—	3—	2—	1—
4	o A description of how and when students, teachers, and staff interact with each other is included. o A plan for ensuring student access to necessary technology is included. o A description of the plan to provide for students with inadequate resources.	o A description of how and when students, teachers, and staff interact with each other is included. o A plan for ensuring student access to necessary technology is included.	o A description of how and when students, teachers, and staff interact with each other is included.	

Comments				

23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?

Score	4—	3—	2—	1—
4	o A clear description of how the school will comply with this statute is included.			

Comments				

Witness List

ABLE CHARTER SCHOOL WITNESS LIST

Senator Ralph Shortey
Oklahoma State Capital
2300 North Lincoln Boulevard
Oklahoma City, OK 73105
(Oklahoma State Senator and Member Education Committee)

Dr. Kenneth L. Kuczynski, PhD
1816 NW 172nd St.
Edmond, OK 73012
(Director of Standards & Assessments)

Judith M. Kuczynski
1816 NW 172nd St.
Edmond, OK 73012
(Director of Learning Environments)

Beth Bley
8802 Darlington
Calumet, OK, 73014
(Director of Curriculum & Instruction)

Yvondra Whitmore
1121 Beachview St.
Apt. 3110
Dallas, TX 75218
(SuccessMaker Consultant)

Dr. Susan Powell
101 Hanna Drive
Ponca City, OK 74604
(Edgenuity Consultant)

Letter of Support from Senator Ralph Shortey

To: Isenhower

Oklahoma State Senate

SENATOR RALPH SHORTEY
District 44
South Oklahoma City
(405) 521-5557

STATE CAPITAL BUILDING
2300 N. LINCOLN BLVD., RM, 521-A
OKLAHOMA CITY, OKLAHOMA 73105
shortey@oksenate.gov

To whom it may concern:

I would like to extend my support toward Able Virtual Charter School in their appeal for consideration to receive approval to operate under the Virtual Charter School Board. As a member of the Senate Education Committee I have looked in depth at alternate opportunities for Oklahoma families in regards to their education choices. As a homeschool parent I appreciate the increased amount of options that those families have.

I have looked at the application for Able Charter Schools and can see no reasonable reason that they would not be approved by the board. I am impressed by their organization and am excited at the opportunity they will provide to Oklahoma. I first became acquainted with this group through the YMCA and know they have a tremendous amount of support throughout organizations like that. I am excited at their plan to incorporate programs like YMCA Youth in Government and their plan to have R.O.T.C. available to these students. They are making every attempt to make this not only a successful charter school but also offer amazing benefits to their students.

I understand they received an 84 on their application score and that the board had approved a previous applicant at the same time which received the same score. I have reviewed the appeal and the reasons for denial and do not understand why the decision was made to reject their application. Although I am not part of the decision making process on the board I do know the intention of the legislature when we created this board. I want to ensure that we have as many of these options available to our children as possible assuming that the group meets the standards and criteria. It is clear that Able Charter Schools meets all the criteria and have even gone above and beyond to have a solid offering for their students. My hope is that their appeal would be approved and that they be allowed to operate in this state.

Respectfully,

Senator Ralph Shortey
State Senate Dist. 44

RECEIVED
STATE BOARD

APR 15 2014

STATE BOARD OF EDUCATION
@ 4:15 pm

State Board of Education
Notice of Hearing

OKLAHOMA STATE BOARD OF EDUCATION

In re   )
)
ABLE CHARTER SCHOOL   )
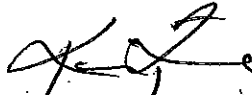APPLICATION FOR SPONSORSHIP   )

NOTICE OF HEARING

To: Ms. Tina Barker
        8720 E. Covell Road
        Arcadia, OK 73007

        Mr. John Harrington, Chairman
        Statewide Virtual Charter School Board
        c/o Oklahoma State Department of Education
        2500 North Lincoln Boulevard, Room 1-18
        Oklahoma City, OK 73105

Notice is hereby given that pursuant to 70 O.S. § 3-145.3(F), an appeal of the attached

decision of the Statewide Virtual Charter School Board to deny the application of Able Charter

School for sponsorship was filed with the Oklahoma State Board of Education on March 31,

2014. A hearing on the appeal will be held at the regular meeting of the State Board of

Education on April 24, 2014 at 1:00 p.m. in the State Board Room located at 2500 North Lincoln

Boulevard, in Oklahoma City, Oklahoma.

A list of all proposed witnesses to provide testimony in support or opposition to the

appeal shall be filed with the State Board of Education at 2500 North Lincoln Boulevard,

Oklahoma City, OK 73105 in writing no later than 4:30 p.m. Tuesday, April 15, 2014 with the

name and address of the desired witness(es). All written documentation or exhibits in support or

in opposition to the appeal shall be filed with the Secretary of the State Board no later than 4:30

p.m. Tuesday, April 15, 2014.

Pursuant to the provisions of 70 O.S. § 3-134.3(F), the Oklahoma State Board of

Education may issue an order to uphold or reverse the decision of the Statewide Virtual Charter

School Board, or may remand the matter back to the Statewide Virtual Charter School Board for

further proceeding as directed.

Kimberly Richey
General Counsel for the Oklahoma State Board of Education

Statewide Virtual Charter School Board Memorandum of Decision

STATEWIDE VIRTUAL CHARTER SCHOOL BOARD

In re   )
)
)
ABLE CHARTER SCHOOL REVISED   )
APPLICATION FOR SPONSORSHIP   )
)
)
)
)
)

MEMORANDUM OF DECISION

On March 11, 2014, the Statewide Virtual Charter School Board (the "Board") issued its decision on the revised application of Abel Charter School ("Applicant"). Applicant's initial application for sponsorship was considered and timely rejected by the Board at a regular meeting of the Board held on January 14, 2014 in accordance with the requirements of the Oklahoma Open Meeting Act. Written notification of the reasons for the Board's rejection of Applicant's initial application was provided to Applicant on January 30, 2014, in accordance with the requirements of the Oklahoma Charter School Act at 70 O.S. 3-134(E). Applicant's revised application was timely filed on February 28, 2014 in accordance with the provisions of the Oklahoma Charter School Act at 70 O.S. § 3-145.3(F).

The Board's deliberation on the Applicant's revised application and vote to decline the revised application occurred during an open meeting of the Board held at 1:00 p.m. on March 11, 2014 at the Hodge Education Building, State Board Room (Room 1-20), 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. Further, advance notice of the meeting was posted with the Secretary of State and a copy of the agenda was posted and provided to the public in compliance with all applicable provisions of the Oklahoma Open Meeting Act.

to Intervention (RtI)/Oklahoma Tiered Intervention System of Support (OTISS) plan mandated by the OSDE. However, the revised application failed to address a plan for interoperability of Edgenuity with the SuccessMaker Benchmark Testing program.

2. **The Applicant's proposed use of Edgenuity as its Learning Management System (LMS)**. Board members articulated concerns about the Applicant's proposed use of the online curriculum provider, Edgenuity, to serve as the school's primary LMS and main curriculum provider. In its revised application, the Applicant did not identify any potential limitations to the use of Edgenuity as the Applicant's primary LMS. Board member Vreeland articulated concerns about the proposed use of Edgenuity in the manner proposed by Applicant and the resubmitted application provided no examples or supporting evidence of successful implementation of Edgenuity as a primary LMS in the manner proposed by Applicant.

3. **Rigor of Engenuity's rigor and/or content**. Board member Vreeland articulated concerns about the rigor of Edgenuity's curriculum/content, noting the reputation of Engenuity as a credit recovery program, rather than as a primary LMS tool in the manner proposed by Applicant.

For the foregoing reasons, the Board has denied the resubmitted application of Able Charter School in accordance with the provisions of the Oklahoma Charter Schools Act at 70 O.S. § 3-145.3.

<div style="text-align: right; margin-top: 4em;">
_____

John Harrington, Chairman
Statewide Virtual Charter School Board
</div>

SB 267

An Act

ENROLLED SENATE
BILL NO. 267

By: Stanislawski of the Senate

and

Quinn and Nelson of the House

An Act relating to schools; amending 70 O.S. 2011,
Sections 3-132 and 3-140, as last amended by Sections
3 and 4 of Enrolled House Bill No. 1385 of the 1st
Session of the 54th Oklahoma Legislature, and 3-142,
which relate to the Oklahoma Charter School Act;
deleting sponsorship of a statewide virtual charter
school by the State Board of Education; deleting
certain obsolete language; deleting certain
construction of language; deleting certain limitation
on enrollment; adding certain statewide virtual
charter schools to process for allocating State Aid
funding; providing for calculation of weighted
average daily membership and State Aid funding for
full-time virtual charter schools; amending Sections
3, 5, 6 and 7, Chapter 367, O.S.L. 2012 (70 O.S.
Supp. 2012, Sections 3-145.1, 3-145.3, 3-145.4 and 3-
145.5), which relate to the Statewide Virtual Charter
School Board; modifying authorization for sponsoring
statewide virtual school schools; clarifying
language; directing the State Department of Education
to provide staff and office space for operations of
the Board; changing powers and duties of the Board;
establishing the geographic boundaries of virtual
charter schools sponsored by the Board; modifying
type of virtual charter schools subject to certain
funding eligibility, State Aid allocation
calculations, and activities participation
requirements; providing procedures for appealing
certain decisions of the Board; changing entity
authorized to promulgate rules; prohibiting school

districts from providing full-time virtual education
to certain students after certain date; deleting
certain reporting requirements; providing for the
succession of certain contractual rights and
responsibilities to the Board after certain date;
providing for the transfer of certain property,
assets and liabilities; requiring the execution of
certain documents; providing for the assumption of
the sponsorship of certain virtual charter schools by
the Board; directing the Board to allow certain
providers to apply to renew the virtual charter
school contract; and providing an effective date.

SUBJECT: Virtual charter schools

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA;

SECTION 1.   AMENDATORY   70 O.S. 2011, Section 3-132, as
last amended by Section 3 of Enrolled House Bill No. 1385 of the 1st
Session of the 54th Oklahoma Legislature, is amended to read as
follows:

Section 3-132. A. The Oklahoma Charter Schools Act shall apply
only to charter schools formed and operated under the provisions of
the act. Charter schools shall be sponsored only as follows:

1. By a school district with an average daily membership of
five thousand (5,000) or more and which all or part of the school
district is located in a county having more than five hundred
thousand (500,000) population according to the latest Federal
Decennial Census;

2. By a school district which has a school site that has been
identified as in need of improvement by the State Board of Education
pursuant to the Elementary and Secondary Education Act of 1965, as
amended or reauthorized;

3. By a technology center school district if the charter school
is located in a school district served by the technology center

school district and the school district has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census;

4. By a technology center school district if the charter school is located in a school district served by the technology center school district and the school district has a school site that has been identified as in need of improvement by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized;

5. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education if the charter school is located in a school district that has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located;

6. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education if the charter school is located in a school district that has a school site that has been identified as in need of improvement by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located;

7. By a federally recognized Indian tribe, operating a high school under the authority of the Bureau of Indian Affairs as of November 1, 2010, if the charter school is for the purpose of demonstrating native language immersion instruction, and is located within its former reservation or treaty area boundaries. For purposes of this paragraph, native language immersion instruction

shall require that educational instruction and other activities conducted at the school site are primarily conducted in the native language; or

8. By the State Board of Education when the applicant of the charter school is the Office of Juvenile Affairs or the applicant has a contract with the Office of Juvenile Affairs to provide a fixed rate level E, D, or D+ group home service and the charter school is for the purpose of providing education services to youth in the custody or supervision of the state. Not more than two charter schools shall be sponsored by the Board as provided for in this paragraph during the period of time beginning July 1, 2010, through July 1, 2016; or

9. By the State Board of Education when the applicant of the charter school is the Statewide Virtual Charter School Board created in Section 3-145.1 of this title and the charter school is for the purpose of establishing a full-time statewide virtual charter school.

B. Any charter or enterprise school operating in the state pursuant to an agreement with the board of education of a school district on July 1, 1999, may continue to operate pursuant to that agreement or may contract with the board of education of the school district pursuant to the Oklahoma Charter Schools Act. Nothing in the Oklahoma Charter Schools Act shall prohibit a school district from applying for exemptions from certain education-related statutory requirements as provided for in the Educational Deregulation Act.

C. For purposes of the Oklahoma Charter Schools Act, "charter school" means a public school established by contract with a board of education of a school district, an area vocational-technical school district, a higher education institution, a federally recognized Indian tribe, or the State Board of Education pursuant to the Oklahoma Charter Schools Act to provide learning that will improve student achievement and as defined in the Elementary and Secondary Education Act of 1965, 20 U.S.C. 8065.

D. C. A charter school may consist of a new school site, new school sites or all or any portion of an existing school site. An entire school district may not become a charter school site.

SECTION 2.   AMENDATORY   70 O.S. 2011, Section 3-140, as last amended by Section 4 of Enrolled House Bill No. 1385 of the 1st Session of the 54th Oklahoma Legislature, is amended to read as follows:

Section 3-140. A. Except for a charter school sponsored by the State Board of Education, a charter school shall enroll those students whose legal residence is within the boundaries of the school district in which the charter school is located and who submit a timely application, or those students who transfer to the district in which the charter school is located in accordance with Section 8-103 or 8-104 of this title, unless the number of applications exceeds the capacity of a program, class, grade level, or building. Students who reside in a school district where a charter school is located shall not be required to obtain a transfer in order to attend a charter school in the school district of residence. If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process. Except for a charter school sponsored by the State Board of Education, a charter school shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located. Except for a charter school sponsored by the State Board of Education, a charter school created after the effective date of this act shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located and who attend a school site that has been identified as in need of improvement by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. A charter school may limit admission to students within a given age group or grade level. A charter school sponsored by the State Board of Education when the applicant of the charter school is the Office of Juvenile Affairs shall limit admission to youth that are in the custody or supervision of the Office of Juvenile Affairs. A charter school sponsored by the State Board of Education when the applicant of the charter school is the Statewide Virtual Charter School Board shall enroll those students who are legal residents of this state and who have been approved for a transfer pursuant to Section 8-103 or 8-104 of this title.

B.   Except for a charter school sponsored by the State Board of Education, a charter school shall admit students who reside in the attendance area of a school or in a school district that is under a court order of desegregation or that is a party to an agreement with the United States Department of Education Office for Civil Rights directed towards mediating alleged or proven racial discrimination unless notice is received from the resident school district that admission of the student would violate the court order or agreement.

C.   A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone and may limit admissions to students who reside within that area.   An academic enterprise zone shall be a geographic area in which sixty percent (60%) or more of the children who reside in the area qualify for the free or reduced school lunch program.

D.   Except as provided in subsections B and C of this section, a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

SECTION 3.   AMENDATORY   70 O.S. 2011, Section 3-142, is amended to read as follows:

Section 3-142.   A.   For purposes of funding, a charter school sponsored by a board of education of a school district shall be considered a site within the school district in which the charter school is located.   The student membership of the charter school shall be considered separate from the student membership of the district in which the charter school is located for the purpose of calculating weighted average daily membership pursuant to Section 18-201.1 of this title and State Aid pursuant to Section 18-200.1 of this title.   For charter schools sponsored by a board of education of a school district, the sum of the separate calculations for the charter school and the school district shall be used to determine the total State Aid allocation for the district in which the charter school is located.   A charter school shall receive from the sponsoring school district, the State Aid allocation and any other state-appropriated revenue generated by its students for the applicable year, less up to five percent (5%) of the State Aid

allocation, which may be retained by the school district as a fee for administrative services rendered. For charter schools sponsored by the board of education of a technology center school district, a higher education institution, the State Board of Education, or a federally recognized Indian tribe and for statewide virtual charter schools sponsored by the Statewide Virtual Charter School Board, the State Aid allocation for the charter school shall be distributed by the State Board of Education and not more than five percent (5%) of the State Aid allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school. The fee for administrative services as authorized in this subsection shall only be assessed on the State Aid allocation amount and shall not be assessed on any other appropriated amounts.

B. 1. The weighted average daily membership for the first year of operation of a charter school shall be determined initially by multiplying the actual enrollment of students as of August 1 by 1.333. The charter school shall receive revenue equal to that which would be generated by the estimated weighted average daily membership calculated pursuant to this ~~subsection~~ paragraph. At midyear, the allocation for the charter school shall be adjusted using the first quarter weighted average daily membership for the charter school calculated pursuant to subsection A of this section.

2. For the purpose of calculating weighted average daily membership pursuant to Section 18-201.1 of this title and State Aid pursuant to Section 18-200.1 of this title, the weighted average daily membership for the first year of operation and each year thereafter of a full-time virtual charter school shall be determined by multiplying the actual enrollment of students as of August 1 by 1.333. The full-time virtual charter school shall receive revenue equal to that which would be generated by the estimated weighted average daily membership calculated pursuant to this paragraph. At midyear, the allocation for the full-time virtual charter school shall be adjusted using the first quarter weighted average daily membership for the virtual charter school calculated pursuant to subsection A of this section.

C. A charter school shall be eligible to receive any other aid, grants or revenues allowed to other schools. A charter school

sponsored by the board of education of a technology center school district, a higher education institution, the State Board of Education, or a federally recognized Indian tribe shall be considered a local education agency for purposes of funding. A charter school sponsored by a board of education of a school district shall be considered a local education agency for purposes of federal funding.

D.   A charter school, in addition to the money received from the state, may receive money from any other source. Any unexpended nonstate funds, excluding local revenue, may be reserved and used for future purposes.

E.   Any charter school which chooses to lease property shall be eligible to receive current government lease rates.

SECTION 4.   AMENDATORY   Section 3, Chapter 367, O.S.L. 2012 (70 O.S. Supp. 2012, Section 3-145.1), is amended to read as follows:

Section 3-145.1 A.   There is hereby created the Statewide Virtual Charter School Board. The Board shall have the sole authority to ~~be an applicant for a full-time~~ authorize and sponsor statewide virtual charter ~~school sponsored by the State Board of Education pursuant to the Oklahoma Charter Schools Act~~ schools in this state. The Board shall be composed of five (5) voting members as follows:

1.   One member appointed by the Governor, who shall be a resident and elector of the Fifth Congressional District;

2.   Two members appointed by the President Pro Tempore of the Senate, one of whom shall be a resident and elector of the First Congressional District and one of whom shall be a resident and elector of the Third Congressional District;

3.   Two members appointed by the Speaker of the House of Representatives, one of whom shall be a resident and elector of the Second Congressional District and one of whom shall be a resident and elector of the Fourth Congressional District; and

4.   The State Superintendent of Public Instruction and the Secretary of Education or their designees shall serve as ex officio nonvoting members, and shall not be counted toward a quorum.

B.   Initial appointments shall be made by August 1, 2012. The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each appoint one member for one (1) year and one member for three (3) years. The Governor shall appoint one member for two (2) years. Members shall serve until their successors are duly appointed for a term of three (3) years. Appointments shall be made by and take effect on November 1 of the year in which the appointment is made. Annually by December 30 the Board shall elect from its membership a chair and vice-chair.

C.   A member may be removed from the Board by the appointing authority for cause which shall include, but not be limited to:

1.   Being found guilty by a court of competent jurisdiction of a felony or any offense involving moral turpitude;

2.   Being found guilty of malfeasance, misfeasance or nonfeasance in relation to Board duties;

3.   Being found mentally incompetent by a court of competent jurisdiction; or

4.   Failing to attend three successive meetings of the Board without just cause, as determined by the Board.

D.   Vacancies shall be filled by the appointing authority.

E.   No member of the Senate or House of Representatives may be appointed to the Board while serving as a member of the Legislature, or for two (2) full years following the expiration of the term of office.

F.   The State Department of Education shall provide staff support to the Board until December 31, 2014, and thereafter the Department shall provide office space for the operation of the Board.

SECTION 5.   AMENDATORY   Section 5, Chapter 367, O.S.L. 2012 (70 O.S. Supp. 2012, Section 3-145.3), is amended to read as follows:

Section 3-145.3 A.   Subject to ~~limitations provided by the State Board of Education and subject to~~ the requirements of the Oklahoma Charter Schools Act, the Statewide Virtual Charter School Board shall:

1.   ~~Be the governing body of the statewide virtual charter school;~~

~~2.~~   Provide oversight of the operations of ~~the~~ statewide virtual charter ~~school~~ schools in this state; and

~~3.   Negotiate and enter into contracts with providers of virtual education to provide academic content and with providers for the management and administration of the statewide virtual charter school;~~

~~4.   Establish policies and procedures for student admissions eligibility, student transfers, approval of online courses, and student enrollment;~~

~~5.   Submit annually, by November 1 of each year, to the Governor, President Pro Tempore of the Senate, and Speaker of the House of Representatives a report on each provider which has entered into a contract with the Board and each provider which has entered into a contract with a local school district to provide full-time virtual instruction to students who do not reside within the school district boundaries, that has detailed data on the performance of students enrolled with the provider through the statewide virtual charter school or school district offering full-time virtual education to students who do not reside within the school district. The report shall be posted on the State Department of Education website.~~

2.   Establish a procedure for accepting, approving and disapproving statewide virtual charter school applications and a process for renewal or revocation of approved charter school contracts which minimally meet the procedures set forth in the Oklahoma Charter Schools Act.

B.   ~~The Statewide Virtual Charter School Board shall have~~
~~authority to issue a diploma to students enrolled in the statewide~~
~~virtual charter school full-time who have completed the curriculum~~
~~requirements for graduation as provided in Section 1210.523 of Title~~
~~70 of the Oklahoma Statutes and as determined by the Board.~~ Each
statewide virtual charter school which has been approved and
sponsored by the Board or any virtual charter school for which the
Board has assumed sponsorship of as provided for in Section 3-145.5
of this title shall be considered a statewide virtual charter school
and the geographic boundaries of each statewide virtual charter
school shall be the borders of the state.

C.   Each ~~provider~~ statewide virtual charter school approved by
the ~~statewide virtual charter school governed by the~~ Statewide
Virtual Charter School Board shall be eligible to receive federal
funds generated by students enrolled in the charter school for the
applicable year.   Each ~~provider~~ statewide virtual charter school
shall be considered a separate ~~school site~~ local education agency
for purposes of reporting and accountability.

D.   As calculated as provided for in Section 3-142 of ~~Title 70~~
~~of the Oklahoma Statutes~~ this title, ~~the Statewide Virtual Charter~~
~~School Board~~ a statewide virtual charter school shall receive the
State Aid allocation and any other state-appropriated revenue
generated by students enrolled in the ~~full-time statewide~~ virtual
charter school for the applicable year, less up to five percent (5%)
of the State Aid allocation, which may be retained by the ~~State~~
~~Board of Education~~ Statewide Virtual Charter School Board for
administrative expenses~~, all other funds shall be passed along to~~
~~the providers~~ and to support the mission of the Board.   ~~The~~ A
statewide virtual charter school shall be eligible for any other
funding any other charter school is eligible for as provided for in
Section 3-142 of ~~Title 70 of the Oklahoma Statutes~~ this title.   Each
~~provider~~ statewide virtual charter school shall be considered a
separate ~~school site~~ local education agency for purposes of
reporting and accountability.

E.   Students enrolled full-time in ~~the~~ a statewide virtual
charter school ~~governed~~ sponsored by the Statewide Virtual Charter
School Board shall not be authorized to participate in any
activities administered by the Oklahoma Secondary Schools Activities

Association. However, the students may participate in intramural activities sponsored by ~~the Virtual Charter School~~ a statewide virtual charter school, an online provider for the charter school or any other outside organization.

F. The decision of the Statewide Virtual Charter School Board to deny, nonrenew or terminate the charter contract of a statewide virtual charter school may be appealed to the State Board of Education within thirty (30) days of the decision by the Statewide Virtual Charter School Board. The State Board of Education shall act on the appeal within sixty (60) days of receipt of the request from the statewide virtual charter school applicant. The State Board of Education may reverse the decision of the Statewide Virtual Charter School Board or may remand the matter back to the Statewide Virtual Charter School Board for further proceeding as directed.

SECTION 6.   AMENDATORY   Section 6, Chapter 367, O.S.L. 2012 (70 O.S. Supp. 2012, Section 3-145.4), is amended to read as follows:

Section 3-145.4 Pursuant to and in compliance with Article I of the Administrative Procedures Act, the ~~State Board of Education~~ Statewide Virtual Charter School Board shall promulgate rules as may be necessary to implement the provisions of this act.

SECTION 7.   AMENDATORY   Section 7, Chapter 367, O.S.L. 2012 (70 O.S. Supp. 2012, Section 3-145.5), is amended to read as follows:

Section 3-145.5 ~~Each~~ A. Notwithstanding any other provision of law, beginning July 1, 2014, no school district ~~which offers~~ shall offer full-time virtual education to students who are not residents of the school district ~~shall submit annually, by October 1 of each year, to the Statewide Virtual Charter School Board, a report on each provider which has entered into a contract with the school district. The report shall contain detailed data on the performance of students enrolled with the district who are receiving full-time instruction through a provider and do not reside within the school district~~ or enter into a virtual charter school contract with a provider to provide full-time virtual education to students who do not reside within the school district boundaries.

B. Effective July 1, 2014, the Statewide Virtual Charter School Board shall succeed to any contractual rights and responsibilities incurred by a school district in a virtual charter school contract executed prior to January 1, 2014, with a provider to provide full-time virtual education to students who do not reside within the school district boundaries. All property, equipment, supplies, records, assets, current and future liability, encumbrances, obligations and indebtedness associated with the contract shall be transferred to the Statewide Virtual Charter School Board. Appropriate conveyances and other documents shall be executed to effectuate the transfer of any property associated with the contract. Upon succession of the contract, the Board shall assume sponsorship of the virtual charter school for the remainder of the term of the contract. Prior to the end of the current term of the contract, the Board shall allow the provider of the virtual charter school to apply for renewal of the contract with the Board in accordance with the renewal procedures established pursuant to Section 3-145.3 of this title.

SECTION 8. This act shall become effective September 1, 2013.

Passed the Senate the 1st day of May, 2013.

_____
Presiding Officer of the Senate

Passed the House of Representatives the 23rd day of April, 2013.

_____
Presiding Officer of the House
of Representatives

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this _____2nd_____

day of ___May___, 20_13_, at _10:10_ o'clock _A_ M.

By: ___Audrey Rockwell___

Approved by the Governor of the State of Oklahoma this _7th_

day of ___May___, 20_13_, at _2:27_ o'clock _P_ M.

_____
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this _7th_

day of ___May___, 20_13_, at _2:58_ o'clock _P._ M.

By: ___Chris Marcum___

Virtual Charter Application Checklist

Statewide Virtual Charter School Board

Oklahoma State Department of Education
Virtual Charter Application Checklist

Virtual Charter Applicant	Reviewed by
Submission Date	
Public Presentation Date	Review date
Board Decision Date	

Item/Question	Satisfactory	Unsatisfactory
Mission & Organizational Structure		
1. Mission Statement		
2. Description of Organizational structure		
3. Description of governing body		
4. Financial plan for first three (3) years of operation		
5. Description of personnel with financial responsibility		
6. Description of hiring policy		
7. Name of applicant		
8. Description of facility		
9. Description of grades being served		
10. **Technology Capacity**—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?		
11. **System Accessibility**—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?		
12. How would you describe your anticipated student-to-teacher ratios?		
Measurement & Accountability		
13. Outline of criteria designed to measure effectiveness of school		
14. **Promotion**—How would you describe the criteria for promotion of students from one grade or course to the next?		
15. **Assessment**—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?		
16. **Enrollment**—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?		
17. **Attendance**—How do you anticipate recording attendance? How would you describe measuring students' attendance?		
Community Engagement		
18. Demonstration of support from residents		
19. Completed Charter School Training		
20. **Parent Education & Engagement**—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?		
Student Services		
21. **Special Education**—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?		
22. **Course Delivery**—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?		
23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?		

Rubric

Virtual Charter Application Rubric | **2013**

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	
Date Reviewed	
Reviewer	
Score	_____ / __92__ = _____ %

Virtual Charter Application Rubric | 2013

Mission & Organizational Structure

1. Mission Statement

Score	4—	3—	2—	1—
	The mission statement: ○ *clearly articulates what the charter school will do.* ○ *is student-centered.* ○ *is specific, measurable, achievable, relevant, and timely.*	*The mission statement:* ○ *clearly articulates what the charter school will do.* ○ *is student-centered.*	*The mission statement either/or:* ○ *clearly articulates what the charter will do.* ○ *is student-centered.*	*A mission statement is articulated.*

Comments

2. Description of Organizational Structure

Score	4—	3—	2—	1—
	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: ○ specifically identifies the positions of leadership within the organization.

Comments

3. Description of Governing Body				
Score	4 —	3 —	2 —	1 —
	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body. ○ outlines the frequency and number of meetings per year.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members.	The description of the governing body: ○ clearly outlines the purpose of the governing body.
Comments				

4. Financial Plan for First Three (3) Years of Operation

Score			
4—	3—	2—	1—
The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ identifies potential revenue sources outside of state aid, like large grants. ○ specifically identifies and addresses large start-up expenditures like technology and contracting. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.

Comments

5. Description of Personnel with Financial Responsibility

Score	4—	3—	2—	1—
	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions.

Comments

6. Description of Hiring Policy

Score	4—	3—	2—	1—
	○ A description of hiring policies is included.			

Comments

7. Name of Applicant

Score	4—	3—	2—	1—
	The name of the applicant is listed along with: ○ the names of board members. ○ the names and resumes of school leaders.	The name of the applicant is listed along with: ○ the names of board members. ○ the names of school leaders.	The name of the applicant is listed along with: ○ the names of board members.	The name of the applicant is listed.

Comments

8. Description of Facility

Score	4—	3—	2—	1—
	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	The description of the facility includes: ○ the description of central office space.	A description of the facility is included.

Comments	

9. Description of Grades Being Served

Score	4—	3—	2—	1—
	The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	The description of grades being served lists: ○ the grades being served by the school.		

Comments	

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications is included.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed.

Comments

Virtual Charter Application Rubric | 2013

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Comments				

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
	o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	o A student-to-teacher ratio is clearly identified.	

Comments				

Measurement & Accountability

13. Outline of criteria designed to measure effectiveness of school

Score	4—	3—	2—	1—
	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are aligned to the mission of the organization are outlined.
	○ A description of how the board will use goals to measure the effectiveness of schools is included.	○ A description of how the board will use goals to measure the effectiveness of schools is included.		
	○ A description of how progress towards goal fulfillment is regularly monitored and reported to the board.			

Comments

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score			
4—	3—	2—	1—
○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.
○ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one course to the next is included.	
○ The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	○ The descriptions are clearly articulated.		

Comments

Virtual Charter Application Rubric | **2013**

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score	4 —	3 —	2 —	1 —
	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included. ○ The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction. ○ An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included. ○ The applicant has named and described the formative (benchmark) assessments for the school. ○ An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included. ○ The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included.
Comments				

11

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
	○ A description of enrollment procedures is included. ○ A description of the maximum amount of students is included. ○ A description of a lottery process is included.	○ A description of enrollment procedures is included. ○ A description of the maximum amount of students is included.	○ A description of enrollment procedures is included.	

Comments	

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
	○ A specific student information system is described that accounts for student attendance. ○ Attendance policies are clearly outlined. ○ A description of how attendance will be measured is included.	○ A specific student information system is described that accounts for student attendance. ○ A description of how attendance will be measured is included.		

Comments	

Community Engagement

18. Demonstration of Support from Residents

Score	4—	3—	2—	1—
	o Letters or signatures from several parents, teachers, students, and community members are included in the application.	o Letters or signatures from several parents, teachers, and students are included in the application.	o Letters or signatures from several parents, teachers are included in the application.	o Letters or signatures from several parents are included in the application.

Comments	

19. Completed Charter School Training

Score	4—	3—	2—	1—
	o Multiple members of the board and school leadership team have attended charter school training.	o Members of the board and school leadership team have attended charter school training.	o Members of the board and attended charter school training.	o A member of the board has attended charter school training.

Comments	

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score	4—	3—	2—	1—
	o A description of a plan to include and involve parents is outlined. o A detailed plan for training parents about school expectations is outlined.	o A description of a plan to include and involve parents is outlined.		

Comments	

Virtual Charter Application Rubric | **2013**

Student Services			
21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?			
Score			
4 —	3 —	2 —	1 —
○ A description of the continuum of services for students with disabilities is clearly outlined in detail. ○ A description of how all students will have access to the general curriculum is included. ○ An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs. ○ A description of how, when, and who will manage the compliance of IEPs.	○ A description of the continuum of services for students with disabilities is clearly outlined in detail. ○ A description of how all students will have access to the general curriculum is included. ○ A description of how, when, and who will manage the compliance of IEPs.	○ A description of the continuum of services for students with disabilities is clearly outlined in detail. ○ A description of how, when, and who will manage the compliance of IEPs.	○ A description of how, when, and who will manage the compliance of IEPs.
Comments			

22. Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?

Score	4—	3—	2—	1—
	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included. ○ A description of the plan to provide for students with inadequate resources.	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included.	○ A description of how and when students, teachers, and staff interact with each other is included.	

Comments

23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?

Score	4—	3—	2—	1—
	○ A clear description of how the school will comply with this statute is included.			

Comments

Virtual Charter School Application Review Agenda

Virtual Charter School Application Review	Agenda	December 4, 2013

Objectives:

1. Panel members will review three virtual charter school applications.
2. Panel members will complete the SVCSB approved application checklist to ensure each application is complete.
3. Panel members will score the application on the associated rubric.
4. Panel members will discuss individual applications.
5. Panel members will develop recommendations for acceptance or rejection for the SVCSB.

Things to bring:

- ✓ Paper for note-taking
- ✓ Pens
- ✓ Laptop (or some other device on which you can read applications)
- ✓ Thoughtfulness
- ✓ Attention to detail
- ✓ Constructiveness

Agenda Item	Description	Location	Time
1. Context and objectives	We will set the context for the day, outlining the objectives to be accomplished. We will walk the panel through the application check-list and the rubric, and he will provide an overview of the agenda.	State Board Room	8:00 am
2. Panel reviews applications	During this time, the panel will review all three applications to ensure they are complete, and to score them on the rubric.	State Board Room	8:15 am
3. Lunch		On your own	11:30 am
4. Panel discussion	The panel will discuss the applications in order to highlight questions, concerns, and comments. Individual applications will be discussed separately, 30 minutes per application.	State Board Room	12:30 pm
5. Panel Recommendations	The panel will develop recommendations for acceptance or rejection. 30 minutes per application.	State Board Room	2:00 pm
6. Next Steps and Closing	The panel will identify the next steps that should be taken and who should take them; they will review how well they met the objectives; and they will provide feedback on the process.	State Board Room	3:30 pm

November 1, 2013
Application

2013

ABLE Charter School: Learning By Living - Differentiated Instruction for All Learners

ABLE Charter School

11/1/2013

Table of Contents

ABLE Charter School

Executive Summary

- Designed with the vision of providing exemplary academic opportunities to students who struggle to thrive in traditional classrooms.

- Developed by four veteran virtual school administrators with a combined total of over 40 years of experience in Education.

- Formed with an emphasis on following strong foundational educational principles and the established guidelines for student success in 21st Century Learning.

- Staffed by dedicated, innovative teachers committed to holding their students accountable for learning in an online model with technology-rich individualized instruction.

- Dedicated to making student-centered decisions and utilizing school resources wisely.

- Committed to becoming the model of excellence for Virtual Charter Schools in Oklahoma.

ABLE Charter School

Mission and Organizational Structure

Mission Statement

ABLE Charter School is based on the premise that having accountability in sound educational best-practices through differentiated instruction ultimately benefits all students by creating a learning environment that is supportive of the unique needs of students in grades 6-12. To that end, ABLE Charter School is a beacon of light that supports Oklahoma's underserved and at-risk youth by breaking down the barriers to educational success by increasing opportunities for 21ST century learners through the use of virtual instruction, technology, and experiential learning.

ABLE Charter School is based on the philosophy that students learn through individualized instruction using real-world applications. The Learning by Living model is authentic and meaningful learning that prepares students to better retain and apply their knowledge while maintaining the freedom to be creative and explore their interests.

Vision Statement

ABLE Charter School has as its vision the empowerment of its diverse student body to succeed academically by providing the education needed to live and work in today's dynamic and ever-changing world by learning 21st century skills in a technology delivered learning environment.

Organizational Structure

Management and Administration of the Charter School

ABLE Charter School will be collaboratively managed by four superintendent-level leaders, serving as directors in the areas of Standards & Assessments, Curriculum & Instruction, Learning Environments, and Operational Accountability. All team members are experienced virtual school administrators and educators who will make management and academic decisions based on their consensus to ensure best-practices for differentiated instruction. The co-leaders each assume direct responsibility for their foundational area, including management of staff members who support the primary functions necessary to meet school goals and operational objectives. Administration of the school will be achieved by maximizing the skills and talents of the directors as well as the faculty and staff members. A team approach to administration of the different grade levels, core and elective subject areas, core and supplemental curriculum products, special activities and other areas identified as needing multiple parties to support successful outcomes will be utilized to ensure that the workload is evenly distributed amongst the key personnel in the district.

ABLE Charter School Administrative Team

- Director of Standards & Assessments – Kenneth L. Kuczynski, PhD
- Director of Curriculum & Instruction – Beth Bley, NBCT, Med
- Director of Learning Environments – Judith M. Kuczynski, MSPC
- Director of Operational Accountability – Tina Barker, Med

ABLE Charter School
Organizational Chart

Director of Standards & Assessments	Director of Curriculum & Instruction	Director of Learning Environments	Director of Operational Accountability
• District Test Coordinator • Data Analyst	• Special Educ. Director • Title I Specialist • Faculty	• Registrar/Enrollment • Counselor(s)	• Treasurer/Finance/HR • Business manager • Technology Specialist
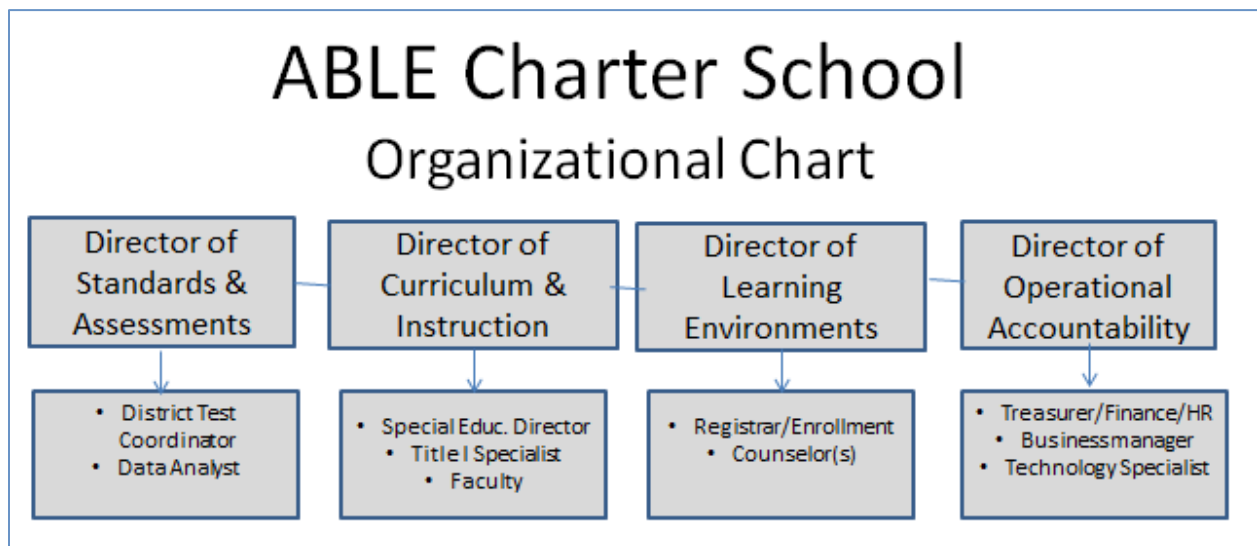
Upon approval to commence ABLE Charter School operations, the Directors will began working to promote enrollment and prepare for a successful first year. Once the number of students enrolled supports adding additional personnel, vacant positions will be filled. Resumes of the Directors can be found in Appendix A.

Governing Board

ABLE Charter School will be governed by the Oklahoma State-wide Virtual Charter School Board.

Term
ABLE Charter School requests to enter into a renewable 5 year in order to ensure that any 9th grade student who starts with the Charter School in its inaugural year is guaranteed at least four years at the same school to complete their high school graduation requirements.

Assumption of Liability
ABLE Charter School assumes all liability for its actions, is considered a separate entity from the sponsor, and shall maintain proper bonding and liability insurance coverage as required by Oklahoma Statutes.

Financial Plan

The ABLE Charter School financial plan for the first three (3) years of operation has been developed on the premise of the school having a first year enrollment of 500 students with standard growth of between 10-12% over the 2nd and 3rd year.

Please view Appendix B for the Three Year Financial Plan.

Financial Responsibility

Ultimate financial responsibility for ABLE Charter School will be under the direction of Tina Barker, as one of the tenets of duty of the Director of Operational Accountability. Tina Barker holds a degree in Business Administration from the Wharton School of Business and has served as President and owner/operator of several established enterprises. Tina Barker will work closely with the school business manager and encumbrance clerk to oversee the fiscal operations of ABLE Charter School. All personnel will work to maintain compliance with Oklahoma Cost Accounting (OCAS) regulations and will attend the required OCAS training.

ABLE Charter School will retain the appropriate legal and tax representation; will maintain the services of a charter school consultant; and will have monthly payroll and accounting services performed by a local certified public accountant.

Hiring Policy

ABLE Charter School will hire all personnel necessary and appropriate to fulfill its mission and vision. Additionally, ABLE Charter School will be an equal opportunity employer and will adopt hiring and personnel policies in compliance with applicable state and federal laws.

- ABLE Charter School will comply with all federal, state, and local regulations, rules and statutes relating to health, safety, civil rights and insurance. The board will also comply with Oklahoma State Department of Education statutes governing Charter Schools.

- The board policy will be to recruit and hire the most qualified staff with no discrimination based on age, gender, race, national origin, citizenship, marital status, or disability. This policy will also extend equal opportunity and treatment in the areas of promotion, training, transfer, layoffs, and termination.

- All employees will be required to complete all necessary financial forms and benefit applications as deemed necessary by the board. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with the school or a prospective employee's likelihood of being hired. All employees will be subject to background checks and employment verification as required by state and federal law.

- ABLE Charter School employees shall participate in the Teachers Retirement System (TRS) of Oklahoma and the OMES: Employees Group Insurance Division.

- ABLE Charter School employees shall be considered at-will employees.

Please view Appendix C for the Equal Education & Employment Opportunity Statement.

Facility

ABLE Charter School will operate from an office location within the Oklahoma City metropolitan area. They will enter into a 2 year lease agreement with favorable terms and the necessary amenities to conduct school business. The office will be location for storing physical records and materials and will serve as a common meeting place. As much as possible, ABLE staff and faculty will also take advantage of technological services to provide exemplary services to students, parents and other staff, thus making having a physical office location less important. ABLE staff will regularly schedule visits to various locations throughout the state to bring the office to our students, families and staff. All ABLE school facilities will be Tobacco and Drug Free, Fire Safe and Handicap Accessible.

Grades Served

ABLE Charter School will support educating students virtually in grades 6-12. As much as is feasible, ABLE Charter School will attempt to balance the number of students in each grade level so that adequate resources and planning can be provided for all students.

ABLE Charter School has based its operating budget on a projection of 500 students for the first school year. (We will have the ability to expand this projected number of students to accommodate a larger student population. Any expansion will include adding appropriate staff in order to ensure that full services can be provided for every student.)

The projected distribution of 500 students for the first year would be as follows:

Grade Level	%	# of Students
Middle School (6-8)	30%	150
High School (9-12)	60%	300
Alternative School (6-12)	10%	50

Technology Capacity

Learning Management System

ABLE Charter School will use as their Learning Management System one of the Student Information System (SIS) products from the Oklahoma SDE approved vendor list. The

SIS will serve as the school's primary platform for transmission of student data to the WAVE and it serve as the central repository of our student demographic data, test results and graduation plans. The SIS will include a gradebook module for ease of communicating student grades and progress in their courses regardless of which curriculum product a student is enrolled in. Students and parents will have access to view their grades and progress whenever they want using a personal and secure login.

Limitations

The LMS/SIS product will not have limitations on enrollment capacity or any other factors. The product will be web-based and available from any internet enabled web browser. Our initial product purchase will be determined by the size of enrollment and can be increased to serve additional students upon request. Careful review will be done with our technical staff to ensure that the LMS/SIS selected will be able to easily integrate data from our other systems. The proper maintenance and upgrade agreements will be purchased to ensure the product is supported on an ongoing basis. Technical support would be able to assist in any outages that might occur or service interruptions. Data would be hosted at the LMS site, and regular backups and security protection would be enforced. If long term problems occurred we would email or call or use our Homeroom teachers to personally notify our families of the correct protocol to follow to ensure that our students are able to continue learning without interruption. Teachers will be trained prior to school starting of the procedures to follow in the event of a system delay or other unforeseen problem so that students can continue to work in alternate programs or with physical materials until issues are corrected.

System Accessibility

Service Level Agreements/SLA

ABLE Charter School will contract with a local internet service provider for a business level service level agreement to ensure that the capacity and infrastructure of network access is available 24/7. The service provider will work closely with our technology coordinator to ensure a secure computing environment with the necessary firewalls and security measures in place to adequately monitor and restrict access to sensitive and confidential information.

Student-To-Teacher Ratio

ABLE Charter School will strive to have 20 teachers for the projected enrollment of 500 students, or one teacher for every 25 students. Even though we are using a virtual model, students will be assigned to a Homeroom teacher who is located in a similar geographic location in the state, so that the teacher and student can form a strong and supportive relationship. Small Foundational Teams made up of a Math, Science, Language Arts and Social Studies teachers will be formed with between 100-125 students, so teachers can concentrate on virtual teaching in their area of expertise while keeping a focus on supporting the specific needs of the students in their teams. In addition to the regular education format, students identified as having special needs will be provided with a special education teacher.

ABLE Charter School

Measurement and Accountability

Measures of Effectiveness

ABLE Charter School will be a safe and supportive environment for its students, with a focus towards serving the unique needs of each child to promote successful academic and personal growth.

Our school-wide accountability measures will make sure that no student falls through the cracks. Below are some of the criteria ABLE Charter School will use to measure the effectiveness of the Charter School's initiatives:

Attendance - Students easily record days they devote to learning during the school year (at least 180 per school year). Attainment of learning objectives is rewarded.(completed before 180 days is allowed and working more than 180 days is also possible).

Coursework is considered completed when a student completes all assignments and demonstrates proficiency of the learning standards for the student's grade level. Students will be assigned a grade-level curriculum but they will be able to demonstrate mastery of standards in a variety of ways. Ongoing online access to grades and progress reports will be available to students and parents.

Pacing - Students will be required to follow a pacing guide to make sure they are on track to learn the standards required for their grade-level. Intervention measures will be taken for students who don't make adequate progress, and

those who do not stay actively engaged will be placed on an alternative education academic intervention plan.

Assessment - students will be given benchmarking assessments at least three times during a school year. Teachers will assess learning using various measures (tests, quizzes, projects, homework, etc) throughout the school year. State testing will provide an additional venue for evaluating student progress. State testing will be mandatory for all students in testing grades.

Promotion

Student promotion from one grade level to the next will be determined by the student meeting the requirements for grade level completion as outlined by the Oklahoma State Department of Education. For students in grades 6-8, this will include the four core subject areas of mathematics, science, history and language arts. High school students (grades 9-12) will be required to complete a minimum of 23 credits in both core as well as elective subject areas. In addition, high school students will also need to pass four of the seven EOI tests to meet state graduation requirements.

The ABLE Charter School ACE Graduation Plan and curriculum will meet requirements as set forth in Title 70 Oklahoma Statutes § 2601, Oklahoma Higher Learning Access Act, also known as Oklahoma's Promise.

Assessment

Student Academic Performance

Academic effectiveness will be measured through a triangulated assessment process that analyzes data obtained through:

- State EOI and OAAP test scores;

- End-of-semester final grades; and,
- Benchmark testing.

Students demonstrating low academic performance will be evaluated to determine what measures will need to be taken including: intervention; remediation; retention; or, the RTI process.

State Testing Process and Procedures

ABLE Charter School will follow the State of Oklahoma Assessment standards and procedures for administration of OCCT and OAAP End of Instruction tests. We will offer our students testing in January, Spring and Summer windows in 6 locations throughout the state of Oklahoma. The locations will be approved testing sites with at least two metro locations, and regional locations offered in the Northeast, Northwest, Southeast and Southwest . Since 6-12th grades have online tests ABLE will ultimately be responsible for approximately 1200 tests (not counting possible retakes). During testing periods tests will be securely stored in our offices and distributed at test sites under the direction of the District Test Coordinator and trained Building Test Coordinators, Test Administrators and Test Monitors. ABLE will strive to have 100% student participation in state tests . Practice tests and test results(reports) provided by the state will be electronically delivered to students within 45 days of receipt .

Every effort will be made to identify students who are designated as having unsatisfactory or limited knowledge in prior year tests as early in the school year as possible in order to provide adequate remedial instruction and curriculum support during the school year.

Formative Assessments

ABLE Charter School will use a nationally normed assessment tool that aligns with Oklahoma State Academic Standards that will be administered at least three times during the academic year as a benchmark measure. This assessment process will provide ongoing feedback that will be used by ABLE faculty to target areas where students can improve their learning and instructors can improve their teaching.

More specifically, this formative assessment process will:

- help students identify their strengths and weaknesses and target areas that need more work; and,
- help faculty recognize where students are struggling and address these problems immediately.

Course-level Assessment

ABLE Charter School students will be given benchmarking assessments at least three times during a school year. Teachers will assess individual student learning using various measures (tests, quizzes, projects, homework, etc) throughout the school year. State testing will provide an additional venue for evaluating student progress. State testing will be mandatory for all students in testing grades 6-12.

Relational Assessments

Teachers will be required to visit their students regularly online using Skype and have at a minimum one face-to-face instructional session every month. Teachers will be required to enter weekly grades for each subject area that are viewable by students, parents and ABLE Charter School administration using the online grade book function of the core curriculum platform. In addition to the required face-to-face student visits, teachers need to make contact with each of their students weekly by phone, email or chat sessions.

Additionally, ABLE Charter School administrators will travel throughout the state on at least a quarterly-basis to visit with teachers and students to ensure that students and families are being serviced adequately and that their academic and special education needs are being met.

Response to Intervention Plan

ABLE Charter School will adopt an intervention plan strategy that will include the training of faculty on early intervention strategies and the effective use of third-party

resources/tools that can be used with students to improve their acquisition of knowledge in those areas where additional work is needed; typically math, reading and language arts. To ensure that each student placed on an intervention plan is successful, ABLE Charter School faculty will be required to meet at a minimum twice a month with each of their students either virtually using Skype interactive technology or face-to-face visits.

Enrollment

Enrollment Process/Procedures

ABLE Charter School will follow state transfer policies allowing students to transfer into the Charter School during the approved open and emergency transfer enrollment periods.

Online enrollment with electronic submission of required enrollment materials (birth certificate, shot records or waiver, proof of residency, and transcripts) will be the primary means of student enrollment. Student enrollment will not be considered complete until all records have been received due to problems involved in placing students into classes without verification of credits received in prior years. Parents will select either the ACE or CORE curriculum graduation plan during the enrollment process; will review and sign the internet use policy and technology responsibility contract; and will confirm compliance with participation, progress and attendance policies.

As part of the enrollment process an online readiness and interest survey will be administered to students for proper placement and to inventory career/college interests. A technology needs survey will also be conducted to determine internet service capacity and equipment needs. A Home Language Survey will also be completed at this time.

ABLE Charter School would like to begin accepting student enrollments during the January 2014 district transfer enrollment period in order to maximize enrollment

numbers and facilitate hiring teachers and purchasing curriculum prior to the commencement of the 2014-15 school year.

School Calendar

ABLE Charter School will follow a 36 week instructional calendar. For the 2014-15 school year, we propose the following calendar.

Instructional Period	Begin	End
1st Nine Weeks	8/4/2014	10/5/2014
2nd Nine Weeks	10/6/2014	12/7/2015
Intersession	12/8/2014	1/11/2015
3rd Nine Weeks	1/12/2015	3/29/2015
4th Nine Weeks	3/30/2015	5/24/2015
Summer Session	6/1/2015	7/3/2015

Attendance

ABLE Charter School students will follow the Oklahoma State Department of Education attendance guidelines and plans to enforce student participation at least 170 days per academic school year. Attendance will be verified using login data, active course participation and documented teacher contact records. A student that does not participate for ten consecutive days will be withdrawn and probationary measures will be initiated that could led to suspension and eventually expulsion from the district. ABLE Charter School faculty and administration will make every effort to determine student status and the reason for non-participation. When all attempts to reengage the student fail, the student will be reported as truant to the proper authorities.

Pacing

One of the major benefits of virtual education is the ability of a student to proceed with learning in a self-paced format, this is ideal, but must be conducted with guidelines in

place that motivate a student towards completion of the required coursework and attainment of proficiency in the subject material. There will be a school-wide progress requirement of 25% of the lessons to be done during each of the 9 week instructional periods. Student progress will be watched carefully during the instructional periods and they will be assisted by their teachers to keep on track. Students who do not achieve the 25% progress goal will be placed on probation and given additional instructional support which may include attending required online classroom sessions with teachers and other students or mandatory face-to-face tutoring.

ABLE Charter School

Community Engagement

ABLE Charter School will work closely with the families of students attending the Charter School to gain further community support and commitment. This may include climate surveys, educational community activities, field trips to local historical sites, etc. ABLE Charter School plans to form supportive community partnerships that foster a continued love for learning and explore new methods of engaging 21st Century learners, one example would be having school-wide events where students and their families participate in a volunteering activity to promote civic responsibility and hands-on service learning. Having school sponsored community gardens, a traveling greenhouse and the ability to participate in selling fruits and vegetables at local farmers markets are other ways we hope to engage our students and foster good community relations.

ABLE Charter School hopes to be considered a collaborative partner with other Oklahoma Schools as a resource and referral opportunity for schools who are seeking alternative placement options for students they are not able to adequately service

Resident Support

Residential support for ABLE Charter School is hard to document, as the school directors have many interested potential students, but without an active charter in place families are hesitant to put their name to an idea, particularly those who area already in online education and do not want to jeapordize their current relationship should ABLE Charter School not receive approval to begin in 2014-2015. Teachers who have expressed an interest in teaching at ABLE Charter School have submitted resumes (with names removed) and have verbally stated they are very interested in our school model, they also have shared that their families treasure their established relationships

with the children they already serve and will "follow' the teacher wherever she/he may go. We felt that asking families at this point was premature and potentially could compromise the teacher's current position or disrupt the student's focus on learning knowing that their teacher might be leaving or is unhappy with the current offering. We anticipate no less than 100 students will enroll at ABLE Charter School based on this "favored teacher" premise alone, once enrollment capability is available.

Additional enrollment potential resides with being the newest virtual school, with limited choices in Oklahoma currently; those who are unsatisfied with their school are seeking a new location in the hopes of finding a good fit for their student(s). ABLE Charter School will be attractive to families that want a more structured educational experience with accountability measures in place but with more flexibility and focus on student learning experiences. While not a school offering "excessive choice", we anticipate that at least 200 families will select ABLE Charter School because they understand that our focus on providing a foundational, standards-based course of instruction will most benefit their student.

Once approved, ABLE Charter School will begin targeted marketing efforts to inform families about our school model and to encourage enrollment. Our school website and other social media channels will promote our growth by word of mouth and personal connections. A state-wide campaign will be started providing informational seminars in public libraries to help families decide if Virtual Education is appropriate for their student(s). We will advertise free online educational resources to showcase our Learning by Living model, we will also offer Parent Education, Teacher Education and other innovative instructional courses to establish relationships with potential students, teachers and community supporters.

Charter School Training

Completed

Dr. Kenneth L. Kuczynski

Tina Barker

Planned

Judy Kuccynski

Beth Bley

Parent Education and Engagement

In addition to the free Parent Education courses we will offer to the community (Bullying, Helping Students with Addiction, Is Online Education Right for My Child?, etc) ABLE Charter Schools will offer enrolled families detailed Orientation explaining how the school works, how they can best assist their students, available school recources and the like. Both student and parent will be encouraged to participate in an online readiness survey and other interactive measures like learning style quizzes or career interest surveys. Open communication between students, parents, teachers and administration will be encouraged. Beginning of the year meetings will explain the school model and outline accountability measures and set parent expectations.

ABLE Charter School

Student Services

ABLE Charter School teachers follow the Universal Design for Learning (UDL) and differentiated instruction for ALL Learners. Our teachers work with their assigned students to ensure mastery of the subjects of Language Arts and Mathematics, Science and Social Studies for 6th-12th grades. ABLE Charter School uses a blended learning model, which includes a license to a core grade-level online curriculum, with the supplemental, special needs, intervention, remediation, counseling or gifted and talented resources need to support a holistic approach to learning. Teachers will assess mastery using either tests/quizzes, teacher observation, projects, written works or other assignments.

Teachers with specific certifications and experience will work with ELL students, special education students, and alternative education students to address their special and unique needs. Teachers will hold weekly meetings with students. Meetings will be held online, via Skype, join.me, or phone. Meetings will be held in public places such as libraries or in partnership with approved facilities appropriate for learning with access to Internet.

ABLE Charter School high school students will be provided with a comprehensive path that helps them to earn the average number of credits needed each school year in order to graduate within the traditional four year schedule, with room to adapt to quicker or slower paced programs, as well as concurrent enrollment, technology center courses, and to earn Learning by Living credit for participation in special activities and hobbies. Students will be provided multiple pathways for taking in information, understanding of ideas, and expressing what they learn. Students will be allowed multiple means of representation, engagement, and expression. Credits earned will be monitored regularly and measures put in place to make sure graduation is attainable.

Graduating seniors must take a course called "Bridge to the World". This class requires a student to demonstrate character education skills and responsibility by working at a job, attending a vocational school, attending concurrent enrollment, or participating in community service.

Learning by Living Philosophy

ABLE Charter School students must participate in the daily submission of a lesson that mets the guidelines for our Learning by Living Electives, whereby students provide their teacher with a summary of something they learned that day. Submissions can be in a variety of formats include typed or handwritten journal entries, essays, book reports, short stories, video blogs, multimedia presentations, artwork, prose, or musical representations. Teachers will grade at least one submission per week and will look for connections with the student that might facilitate special program offerings or recommendations for further exploration. ABLE Charter Schools will offer school-wide seminars via webinar format that all students can attend and use as inspiration for the Learning by Living submissions. The Learning by Living Elective will earn a student a ½ credit each semester and will include lessons designed to cover the Personal Literacy requirements over the course of a school year.

Literacy Track Framework

ABLE Charter School students may select a 21st Century Literacy Track to assist in directing efforts towards student motivation and inspiration for graduation and beyond. Initially the Tracks will involve College, Career and Civic Literacy, but will eventually expand to include developed pathways for STEM initiatives, Agricultural Sciences, and Energy Careers.

Counseling Program

ABLE Charter School will offer a comprehensive counseling program, working to assist students and families in all areas of concern regarding individual development .

Graduation Assistance

Our teachers and counselors are trained to know the specifics courses required to graduate from an Oklahoma school, whether a student chooses the ACE or CCS pathway to graduation.

- Wide variety of courses to choose from to meet the requirements of graduation
- We create solutions for students in all types of situations to be able to graduate
- Evaluation of transcript
- Creation of individual graduation plan based on academic goals
- Fast track and catch up plans
- College, Vo-Tech, Military and Career tracks
- Credit Recovery
- Career Exploration and Planning

Alternative Education Program

Acknowledging the special circumstances some students are experiencing that interfere with educational progress, ABLE Charter School is uniquely qualified to support students who seek online schooling due to health or illness issues, pregnancy, PTSD, tornado victims, or other trauma sensitive conditions. Likewise, special attention is provided to students undergoing addiction recovery programs, those afraid of school violence, and mid-school year transfers from overseas or military backgrounds. Students who have been expelled from their districts, are incarcerated or have a history of violence or mental health conditions are able to attend with valuable boundaries established to elicit ongoing educational progress.

Credit recovery and other systems available to assist students more than one year behind on their graduation plan will be considered on a case by case basis.

Comprehensive Anti-Bullying Program

ABLE Charter School will provide anti-bullying programs for all students.

- Customized program for parents, school personnel and students
- Personal Consultation
- Ongoing review of school climate survey and analysis
- Implement Bullying and Harassment policy and practices
- Follow up on reported incidents
- Partnership with the Power of One Foundation

Safe and Tobacco and Drug Free School

ABLE Charter School will promote a Safe School environment and will enforce a Tobacco and Drug Free Campus. Child abuse and negligence training will be required of all teachers and staff and they will be advised of State Mandated reporting requirements. Special training and procedures will be set forth for what to do when visiting a student and the parent or student appears to be under the influence of a mind-altering substance. Policies will address safety measures (like wearing safety goggles when doing experiments), and we will have well communicated Emergency, Accident & Disaster Plans with drills for what to do in fire, tornados, or lockdown situations. A clear transportation policy will address requirements and restrictions for teachers who may drive with students in their personal vehicles while conducting school business. We will implement a Safe School Committee, a Healthy and Fit School Advisory Committee, a Wellness Policy and have a Healthy Living Incentives Program. Our school health policy will ensure we have access to the services of a school nurse, and we will have an Automated External Defibrillator located in the administrative offices on campus. We will provide AIDS Prevention Education, CPR and Heimlich Maneuver Training, a Diabetes Medical Management Plan, an Inhaled Asthma Medication Self-Administration Policy, and will distribute information on Meningococcal Meningitis.

Special Education

ABLE Charter School will provide all special education services necessary to help students succeed. We provide all services determined necessary for the student by the IEP team. We provide special education teachers and related service providers.

All regular education students and special education students will be enrolled in grade level curriculum. All curriculums will meet state standards. The special education students will have modifications, as determined by the IEP team, to ensure their success with the general education curriculum.

All IEPs will be written in compliance with the Oklahoma State Department of Education (special education) rules and regulations. The IEPs will be monitored by the Special Education Director to ensure that IEPs are written in accordance with special education policies, process guide, and special education handbook.

Gifted and Talented

ABLE Charter school will create and submit to the SDE for approval, a Gifted Education Plan. Once approved, it will be implemented to provide programming and enrichment resources to foster students who meet the qualifying criteria in the Gifted Education Plan.

Course Delivery

Student, Teacher and Staff Interaction

ABLE Charter School follows a Trusted Relationships Model which allows students to a form a strong bond with at least one teacher who is physically located in their geographical area and who they meet with face to face at least one time per month. These homeroom teachers are also available for online sessions and personal phone

calls during regularly established office hours during the week. The Homeroom Teacher is part of a Foundational Team of at least four core subject teachers who are certified in the subjects they teach and who can also be reached during agreed upon office hours. Since online students are less likely to pick up the phone to reach out for help from someone they don't know or someone whom they feel doesn't care about them, our model helps the student to overcome this obstacle since they are able to access help when needed from a familiar group of teachers.

The Foundational Team teachers will meet often to collaborate on student progress in order to provide a team approach to ensuring the academic success of the students. The Learning by Living teachers, Special Education teachers, other Electives teachers and school counselors will also participate in these collaborative sessions so that all parties are able to impart their understanding upon situations that may facilitate better learning experiences for each student.

All Teachers and Staff will meet at least once every nine weeks either in person or virtually to communicate school needs and celebrate accomplishments.

Courseware

ABLE Charter School students will be assigned coursework in one standard platform for all students in grades 6-12. This core curriculum product will be lessons at their grade-level and will be the material used to determine progress for nine week accountability measures; this will be primarily self-paced, student-centered asynchronous courses. As needed, students will be assigned supplemental curriculum products that will often be asynchronous. Other components of our program will be synchronous, as we will have ongoing seminar format offerings covering a multitude of subject areas which students will be able to participate in (or view recorded sessions after the live webinar events). We will also have blended learning formats when teachers do their online sessions or during visits with their students. Our daily Learning by Living Elective provides for experiential learning but allows for students to submit their summary of the learning experience in an asynchronous virtual format.

ABLE Charter Schools proposes to use the following curriculum solutions:

Virtual Curricula:

- GradPoint (Core curricula for grades 6-12)

Intervention/Remediation Curricula

- Think Through Math
- Study Island
- Write to Learn
- SuccessMaker
- *Plus added curriculum as needed.

ABLE Charter School will capitalize on selecting a suite of curriculum products that support our student body attaining credits in classes needed to meet ACE graduation requirements as well as provide a rigorous course offering to 6th-8th grade students. The Pearson product GradPoint offers core and elective courses to meet this requirement, and we will need to select a local vendor to provide a Oklahoma History course. Supplemental software products will also be selected to meet our goals of providing adequate alternative supports for intervention and remediation.

In addition to purchasing curriculum, ABLE Charter School will utilize Google-development tools to create a customized system for collecting student submissions for our Learning by Living school-wide elective offering.

Access to Technology

ABLE Charter School will ensure that each student has access to their online web-based curriculum. Students without computers will be provided a laptop and internet services will be provided if local wifi is not available. Laptops will be leased property and parents will assume responsibility for replacement or repair if needed by signing a contract. An acceptable use internet policy will be distributed to our families, and

signatures of students and family required to ensure all parties understand the guidelines for keeping students safe while using the internet.

Laptops will be distributed and maintenance provided by a reputable service provider.

Compliance with 70 O.S. § 3-136 (A)(1)

ABLE Charter School intends to follow all Oklahoma State Department of Education rules and regulations, including **70 O.S. § 3-136 (A)(1).** We acknowledge that program operations will support answering yes on the School Site Compliance Report for all applicable areas (excluding those not applicable, like Pre-Kindergarten through 5th grade requirements and items involving buses and behind-the-wheel drivers education programs). Our school policies and procedures will address all compliance items and our parent and student handbooks will include the necessary information to support all requirements, rules and laws. Please see Appendix D for the ABLE Charter School Compliance Statement as Set Forth in the Oklahoma Charter Schools Act.

Appendix A – Director Resumes

- Director of Standards & Assessments – Kenneth L. Kuczynski, PhD
- Director of Curriculum & Instruction – Beth Bley, NBCT, Med
- Director of Learning Environments – Judith M. Kuczynski, MSPC
- Director of Operational Accountability – Tina Barker, Med

Appendix B - 3 Year Financials

Detailed Financial Assumptions available upon request.

Appendix C - Equal Education and Employment Opportunity Statement

ABLE Charter School has a commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination.

Association with ABLE Charter School, either as a student, parent, faculty, or staff member, involves participation in a free community where all people are recognized and rewarded on the basis of individual performance rather than personal convictions, appearance, preferences (including sexual or affectional orientation), or happenstance of birth.

We encourage all school stakeholders to support a diverse and inclusive school in which to work, study, teach, research and serve.

No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity or expression, age, disability, or veteran status. ABLE Charter School is an affirmative action/equal opportunity employer.

Concerns and complaints related to equal opportunity in education and in employment based on aspects of diversity protected under federal, state, and local law, including sexual harassment complaints filed by any member of the ABLE Charter School community against an academic or nonacademic staff member, as well as complaints arising under Title IX should be directed to the Director of Operational Accountability.

ABLE Charter School is committed to assisting those persons with disabilities who have special needs related to their educational pursuit or employment. Information on services provided to prospective and current Charter School students with disabilities can be obtained by contacting the school special education director. Current or Prospective employees in need of a workplace accommodation pursuant to the Americans with Disabilities Act or Oklahoma state law should contact the school human resource director.

Appendix D -ABLE Charter School Compliance

and Charter Requirements as Set Forth in the Oklahoma Charter Schools Act

ABLE Charter School shall comply with the charter requirements as required by the Oklahoma Charter School Act which shall include but not be limited to the following:

- ABLE Charter School shall comply with all federal regulations and state and local rules and statutes relating to health, safety, civil rights and insurance. By January 1, 2000, the State Department of Education shall prepare a list of relevant rules and statutes which a Charter School must comply with as required by this paragraph and shall annually provide an update to the list;

- ABLE Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. A sponsor may not authorize a Charter School or program that is affiliated with a nonpublic sectarian school or religious institution;

- ABLE Charter School will provide a comprehensive program of instruction for grades six through twelve. Instruction will be provided to all persons through the age of twenty-one (21) years. ABLE Charter School may offer a curriculum which emphasizes a specific learning philosophy or style or certain subject areas such as mathematics, science, fine arts, performance arts, or foreign language. ABLE Charter School will comply with the graduation requirements established in 70 O.S. §11-103.6.

- ABLE Charter Schools shall be chartered for the purpose of offering a curriculum for deaf or blind students that is the same or similar to the curriculum being provided by or for educating deaf or blind students that are being served by the Oklahoma School for the Blind or the Oklahoma School for the Deaf;

- ABLE Charter School shall participate in the testing as required by the Oklahoma School Testing Program Act and the reporting of test results as is required of a school district. ABLE Charter School shall also provide any necessary data to the Office of Accountability;

- Except as provided for in the Oklahoma Charter Schools Act and its charter, ABLE Charter School shall be exempt from all statutes and rules relating to schools, boards of education, and school districts;

- ABLE Charter School, to the extent possible, shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits. A Charter School shall use the Oklahoma Cost Accounting System to report financial transactions to the sponsoring school district;

- ABLE Charter School shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district;

- ABLE Charter School shall provide for a governing body for the school which shall be responsible for the policies and operational decisions of the Charter School;
- ABLE Charter School shall not be used as a method of generating revenue for students who are being home schooled and are not being educated at an organized Charter School site;
- ABLE Charter School will not charge tuition or fees;
- ABLE Charter School shall provide instruction each year for at least the number of days required in 70 O.S. § 1-109;
- ABLE Charter School shall comply with the student suspension requirements provided for in 70 O.S. § 24-101.3;
- ABLE Charter School shall be considered a school district for purposes of tort liability under The Governmental Tort Claims Act;
- Employees of ABLE Charter School may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable statutes and rules if otherwise allowed pursuant to law;
- ABLE Charter School may participate in all health and related insurance programs available to the employees of the sponsor of the Charter School;
- ABLE Charter School shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act; and
- The governing body of ABLE Charter School shall be subject to the same conflict of interest requirements as a member of a local school board.

B. The charter for ABLE Charter School shall include a description of the personnel policies, personnel qualifications, and method of school governance, and the specific role and duties of the sponsor of the Charter School.

C. The charter of ABLE Charter School may be amended at the request of the governing body of the Charter School and upon the approval of the sponsor.

D. ABLE Charter School may enter into contracts and sue and be sued.

E. The governing body of ABLE Charter School may not levy taxes or issue bonds.

F. The charter of ABLE Charter School shall include a provision specifying the method or methods to be employed for disposing of real and personal property acquired by the Charter School upon expiration or termination of the charter or failure of the Charter School to continue operations. Except as otherwise provided, any real or personal property purchased with state or local funds shall be retained by the sponsoring school district. If ABLE Charter School was previously sponsored by the board of education of a school district continues operation within the school district under a new charter sponsored by an entity authorized pursuant to 70 O.S. §

3-132, the Charter School may retain any personal property purchased with state or local funds for use in the operation of the Charter School until termination of the new charter or failure of the Charter School to continue operations.

Requirements and Procedures for Program and Financial Audits

In accordance with 70 O.S. § 3-142, ABLE Charter School, to the extent possible, shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits of ABLE Charter School as needed. ABLE Charter School shall use the Oklahoma Cost Accounting System to report financial transactions. ABLE Charter School will use the SIS and WAVE system to record and track student data for the Charter School. All Directors of ABLE Charter School are experienced users in both of the SIS and the WAVE systems.

Admission Policies and Procedures

ABLE Charter School shall enroll those students whose legal residence is within the boundaries of the school district in which the Charter School is located and who submit a timely application, or those students who transfer to the district in which the Charter School is located in accordance with 70 O.S. § 8-103 or 8-104, unless the number of applications exceeds the capacity of a program, class, grade level, or building. Students who reside in a school district where a Charter School is located shall not be required to obtain a transfer in order to attend a Charter School in the school district of residence. If capacity is insufficient to enroll all eligible students, the Charter School shall select students through a lottery selection process in accordance with 70 O.S. § 3-140. ABLE Charter School shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, and proficiency in the English language, measures of achievement, aptitude, or athletic ability.

ABLE Charter School
Proposed 3 Year Financial Plan
2014-2017

	FTE	FY 14	FTE	FY 15	FTE	FY 16
Grade 6	2.0	60	3.0	70	3.0	80
Grade 7	3.0	70	3.0	75	3.0	85
Grade 8	3.0	75	3.0	80	4.0	90
Grade 9	3.0	80	3.0	90	4.0	95
Grade 10	3.0	80	4.0	90	4.0	95
Grade 11	3.0	75	3.0	80	4.0	90
Grade 12	2.0	60	2.0	65	3.0	80
Enrollment	19.0	**500**	21.0	**550**	25.0	**615**
ADM		500		550		615
WEIGHTED ADM	1.59	795	1.66	913	1.72	1,058
Growth				10%		10%
Per Pupil Allocation (state aid factors)		3,055		3,060		3,080
Revenue						
Per Pupil Revenue		2,428,685		2,793,780		3,258,024
IDEA Revenue		55,000		55,000		55,000
Title grants		100,000		100,000		100,000
Flexible Benefit Allowance - in lieu of		152,213		148,381		153,777
Start Up Grant-SDE		50,000		-		-
Start Up Grant-Foundations/USDE		150,000		-		-
Interest Income		250		1,000		1,500
Textbooks		6,000		12,000		12,000
Total Revenue		**2,942,148**		**3,110,161**		**3,580,301**
Expenses						
Payroll-Administrative						
Directors	4.0	160,000	4.0	170,000	4.0	182,000
Business Manager	1.0	35,000	1.0	37,000	1.0	39,000
Assessment/Data/Technology Coordinator	0.5	20,000	1.0	35,000	1.0	37,500
Total Payroll-Administrative	5.5	**215,000**	6.0	**242,000**	6.0	**258,500**
Basic Education						
Classroom Teacher Salaries	19.0	712,500	21.0	798,000	25.0	962,500
Salary-Specialists	0.5	18,000	0.5	18,000	1.0	36,000
Total Teaching Salaries	19.5	**730,500**	22	**816,000**	26	**998,500**
Special Education						
Special Education Director	1.0	50,000	1.00	52,500	1.00	55,000
SPED Assistants & Aides	0.5	13,000	0.50	13,000	1.00	26,000
Total Teaching Salaries	1.5	63,000	1.50	65,500	2.00	81,000
Service Providers-Other Staff						
Counselor	0.5	20,000	1.50	60,000	2.00	80,000
Registrar/Enrollment Coordinator	0.5	18,000	1.00	36,000	1.00	37,750
Title I Teacher(s)	0.5	18,000	1.00	36,000	1.00	37,750
Total Service Providers-Other Staff	1.5	**182,000**	4.00	**263,000**	4.00	**317,500**
	28.0	**1,127,500**	33.0	**1,321,000**	38.0	**1,574,500**

ABLE Charter School
Proposed 3 Year Financial Plan
2014-2017

		FY 14		FY 15		FY 16
Taxes & Benefits						
Payroll Taxes	8%	90,200	8%	105,680	8%	125,960
Health Ins./Cash in lieu		152,213		148,381		153,777
Retirement expense	9.5%	107,113	9.5%	125,495	9.5%	149,578
Workers Comp		3,000		3,500		4,000
Total Taxes & Benefits		**352,525**		**383,056**		**433,315**
Staff Development & Recruitment						
Staff Development		10,000		10,000		10,000
Staff Travel		2,500		2,500		2,500
Staff Recruitment		500		500		500
Total Staff Development & Recruitment		**13,000**	-	**13,000**	-	**13,000**
Professional Fees						
Academic and Curriculum Services		700,000		975,000		1,050,000
Reimbursements for travel		5,000		8,000		10,000
Charter Consultant		15,000		15,000		15,000
Authorizer Fee	5%	147,107		155,508		179,015
Treasurer, Encumbrance and Payroll Svcs.		25,000		25,000		30,000
Legal Svcs.		2,000		2,000		2,000
Audit		5,000		5,000		5,000
Technology Contract		5,000		5,000		5,000
Marketing Expense		4,000		4,000		4,000
Supplementary SPED Contracts OT/PT/ST		50,000		55,000		60,000
Assessment and Data Service		12,000		12,000		12,000
Total Professional Fees		**970,107**	-	**1,261,508**	-	**1,372,015**
Supplies						
Classroom Supplies		70,000		12,000		18,000
Textbooks		6,000		12,000		12,000
Office Supplies		8,000		9,000		10,000
Total Supplies		**84,000**	-	**33,000**	-	**40,000**
Occupancy						
Rent		50,000		50,000		50,000
Cleaning		9,000		10,000		12,000
Telecommunications		6,000		8,000		8,000
Total Occupancy		**65,000**	-	**68,000**	-	**70,000**
Other Expenses						
Board training		500		-		-
Bank Charges		500		500		500
Dues & Subscriptions		750		750		750
Insurance		15,000		15,000		15,000
Field Trips		1,000		1,000		1,000
Copying & Printing		4,000		4,500		5,000
Postage & Shipping		1,200		1,400		1,600
Total Other Expenses		**22,950**	-	**23,150**	-	**23,850**
Total Expenses		**2,635,082**		**3,102,714**		**3,526,680**
Operating Income (Revenue)		**307,065**		**7,447**		**53,621**
Net Surplus (Deficit)		**307,065**		**7,447**		**53,621**
Beginning Balance		**-**		**307,065**		**314,512**
Ending Balance/ Reserve		$ **307,065**		$ **314,512**		$ **368,134**

Elizabeth Bley

Contact

Tel : 405-401-2310
e-mail : bethbley@gmail.com

Address

8820 Darlington Road NW, Calumet, Oklahoma, 73014

Key Skills

I have experience in the following areas:

I have worked 30 years as a teacher in an elementary school. I have worked with all elementary grade levels. **I have been a special education director for 2 year.**	**I have been a technology leader in many capacities. I teach others how to use technology as an instructional tool. I was a presenter at the OTA Conference in Oklahoma City. I have served on schoolwide and districtwide technology committees.**	**I have a masters degree. I have certification in elementary education, early childhood education, education administration, and special education. I am a reading specialist. I am National Board Certified.**	**I have had training in the methods of Marzano, Bell, Forget, and Dufour.**

Education

1982	**Bachelor degree from Southern Nazarene University**
1987	**Master degree from Southern Nazarene University**
2008	**Administration Certification from University of Central Oklahoma**

Work Experience

Putnam City Public Schools **Taught all grades in regular classroom settings and after school settings**	**Elementary education teacher** **August 1982 to May 2008**
El Reno Public Schools **I taught special needs students** **I was also the "site tech" for the school**	**Special education teacher** **August 2008- 2012**
El Reno Public Schools **I directed the afterschool programs at three elementary schools**	**Director of After School Programs** **August 2008-2012**
EPIC Charter Schools (Virtual School)	**Special Education Director** **Virtual School Teacher** **2011-current**

Languages

My first language is English. I also speak basic conversational Spanish.

Judith M. Kuczynski
1816 NW 172nd Street, Edmond, OK 73012, 612.325.4859, judy.cihs@gmail.com

Education	2001-2003	Capella University, Minneapolis, MN

Masters of Science in Human Services/Professional Counseling

1969-1973   College of St. Scholastica, Duluth, MN
Bachelor of Arts, Nursing

Certificates   2012-2016   Oklahoma State Department of Education
Teaching Certificate;School Counselor, PK-12

2010-2011   Normandale Community College, Bloomington, MN
Health Information Technology

Professional   August 2013 to Present   Mustang High School, Mustang, OK
Experience   **Teacher of Virtual Programs**
Manage and direct online students in credit recovery, test prep, remediation and virtual programs.

2011 to 2013   Epic One-on-One Charter Schools, Oklahoma City, OK
Family Support Director
Responsible for student advising and academic counseling for 2000 online preK-12 students and families state-wide; evaluating student transfer transcripts to determine credit counts, EOI counts, and graduation eligibility; schedule planning; college preparation; learning plan design; consultation on IEP reviews; personal counseling to identify barriers to academic success; develop graduation plans; assist with EOI and OCCT testing as site proctor. Work with and advise teachers, program schools and find solutions.

May 2008 to 2011   Christina International High School, St. Louis Park, MN
CIHS is a private, open enrollment, online high school for K-12 students.
Chief Academic Officer/Director of Student Counseling
Established advisor/advisee relationships with students and parents (when the student is a minor) to develop learner success strategies, including a transcript review, development of a Personal Learning Plan and pace chart, orientation to the learning platform, troubleshooting College and Career Planning and general academic support. As co-founder, I developed numerous "back-on-track" programs for adult, high-risk and minority students locally as well as nationally. Worked with faculty to administer and resolve all faculty responsibilities and issues.

December 2005 to May 25, 2008   Excel High School, Edina, MN
Director of Counseling Services
Responsible for orienting students and parents to online environment/learning management platform, reviewing transcripts, developing learning plans and resolving participation issues, College and Career Planning as well. Develop programs for adult, high-risk and minority students.

2003 to 2005   Minnesota School of Business/Globe College, Richfield, MN
Online Distance Education and Residential Teaching Faculty
Taught both classroom and online courses at the college in the General Education and Medical Careers areas: Introduction to Psychology, Medical Office Procedures, Anatomy and Physiology, and Medical Terminology.

2003 to Present　　　Bully Police, USA, Pasco, Washington
President
Bully Police is a non-profit watchdog organization that advocates for bullied children and reports on state anti-bullying laws.
Currently acts with Executive Director to make decisions regarding efforts and expenditure of resources, and development of teaching materials.

1999 to Present　Power of One Foundation, Inc., Shakopee, MN
Vice President
Co-founder of a non-profit foundation dedicated to empower students to change youth culture of harassment, aggression and violence in our schools. Duties include:

- Public Speaking
- Publicity/Public Relations
- Grant Writing
- Training/Education
- Youth Workshops
- Recruitment
- Volunteer Coordinator
- Survey Analyst

- Curriculum/Educational Materials Development
- Problem Solving
- Consulting at Junior High and High School Level
- Research
- Advisor to Student Groups

1997 – 1998　Minnesota Care Outreach Program, Scott County, MN
State Grant Implementation
Purpose of the grant was to actively focus on out-reach to those county residents with no health insurance who were eligible for enrollment in the Minnesota Care health insurance program. Activities included:

- Community Education
- Weekly Radio Interviews
- Home Visits
- County Public Health Nurse Referrals and Follow-up Visits

1987 – 1996　　Kuczynski & Associates, Shakopee, MN
Training Program Developer/Occupational Health & Safety Consultant

- Employee Safety – Coca-Cola Foods, 24 Unit Occupational Health $ Safety Course
- Policies and Procedures Book – Duz-Mor Manufacturing
- Driver Education Student Manual and Leader's Guide – Automotion Driving School
- School Bus Driver Safety Program – State of Iowa School System
- Tour Guide Books for Minnesota, Iowa and Wisconsin – Freelance Writer

1987 – 1988　　St. Francis Regional Medical Center, Shakopee, MN
Nursing Supervisor/Administrative Representative

- Managed proper staffing levels
- Problem-solved patient care and staffing issues of entire hospital
- Emergency and crisis intervention internally and externally
- Retrieval of medical records as required
- Consulted with physicians, hospital department heads, insurance companies, media and others
- Patient care as required

1985 – 1986　　The Touro Infirmary, New Orleans, LA

Staff R.N., Ambulatory Treatment Center
- Administered I.V. therapy
- Scheduled appointments for both outpatient and short-stay clinics
- Managed patient flow
- Prepared patients and assisted physicians in out-patient clinics, including clean-up
- Provided for patient follow-up
- Prepared patient and assisted physician in endoscopy lab
- Prepared patient and dental suite, assisted dentist, clean-up and autoclave in outpatient AIDS dental suite
- Provided proper and accurate documentation of medical records for patient record
- Provided proper and accurate documentation of patient records and patient charges for the purposes of billing and stock replacement
- Provided patient education in all areas
- Managed desk operations including ordering and retrieving lab work, taking physician telephone orders, answering patient queries, making schedule changes and working with vendors

1984 – 1985   The Touro Infirmary, New Orleans, LA
Unit Supervisor and Training Director, Cancer Treatment Unit

1983 – 1984   The Touro Infirmary, New Orleans, LA
Unit Supervisor, Medical/Surgical Unit

1980   St. Alexius Medical Center, Bismarck, ND
Staff R.N., Emergency Room, Teaching Faculty, Health Education Center

1979   Hackley Medical Hospital & Medical Center, Muskegon, MI
Nursing Supervisor

1977 – 1978   St. Francis Regional Medical Center, Shakopee, MN
Assistant Head Nurse, Emergency Room

1974 – 1976   St. Francis Regional Medical Center, Shakopee, MN
Director of Staff Development
- Headed committee to convert patient charting to DRGs
- Scheduled and provided training of all staff for DRG charting
- Establish peer review committee and training
- Developed and implemented Nursing Assistant training program
- CPR Instructor Trainer
- Designed and Implemented hospital-wide Infection Control program
- Provided New Employee Orientation
- Scheduled and provided new product training
- Scheduled and provided hospital-wide new telephone system orientation

1973 – 1974   St. Francis Regional Medical Center, Shakopee, MN
Staff R.N., Obstetrics

Professional   American Counseling Association (Ten Year Member)
Membership   American School Counselor Association (Ten Year Member)

Publications   *Bullycide in America; Moms Speak Out*. 2006, Contributing Author

Kenneth L. Kuczynski
1816 NW 172nd Street
Edmond, OK 73012
Cell: 612.747.6959
T28flyguy@hotmail.com

QUALIFICATIONS

- Doctor of Philosophy in Education   Major: Instructional Design for Online Learning
  - Dissertation: Bringing Pedagogy to the Virtual Classroom:
    An Instructional Design Application for Classroom Educators
- Master of Arts degree in Education/Curriculum and Instruction
- High level configuration experience working with Moodle versions 1.9 and 2.0 platforms
- Administrative/Leadership directing online secondary and post-secondary education departments, managing online faculty, managing online campus coordinators, budget development and P&L management
- Experience working with multiple learning management systems (LMS) including: Moodle, Blackboard, WebCT, and D2L
- Experience working with third-party curriculum vendors and products, i.e., Education 2020, Aventa, Plato Learning, Florida Virtual School (FLVS)
- Over a decade of experience in online pedagogy, instructional design, courseware developer, and adult educator
- Current knowledge of the latest innovations and trends in technology-delivered instruction and online pedagogy
- Experience working with eFolio
- Entrepreneurial spirit

Additional:
- Experienced in online degree accreditation through AQIP/Higher Learning Commission/North Central Association; and Accrediting Council for Independent Colleges and Schools (ACICS)
- Experienced project manager of multi-million dollar projects for Fortune 500 clients
- Advocate of Quality Matters model for online teaching and learning
- Advocate of a student-centric model for online education
- Liaison and College representative to state agencies and organizations
- Experience working with the governance and decision-making processes of higher education institutions
- Strong analytical interpretation and organizational skills
- Experienced writer of departmental and operational policies and procedures
- High level problem-solver with an ability to apply creative solutions to complex situations
- Results-oriented cross-functional team leader
- Developed and implemented formative and summative faculty performance and student satisfaction evaluations
- Understanding of (ADA) disability access and compliance standards for online education

SUMMARY OF ACCOMPLISHMENTS – Post-secondary Education/Normandale Community College

State Community College
- Secured AQIP/HLC/NCA accreditation for online AS and AAS degrees in Business: Management and Marketing
- Secured AQIP/HLC/NCA accreditation for five online business certificates
- Secured AQIP/HLC/NCA accreditation for an online AA degree in Liberal Education
- Secured AQIP/HLC/NCA accreditation for an online AAS degrees in Hospitality Management
- Secured AQIP/HLC/NCA accreditation for five online Hospitality Management certificates
- Sponsor AQIP Action Project committee for "Online Student Readiness"
- Member Web Content Advisory Committee
- Member Academic Technology Advisory Committee and Teaching Technology Needs subcommittee chair
- Member H1N1 Contingency Committee
- Member President's Council on Diversity
- Member Workforce Development Committee
- Participated in all Duty Day activities as either planner, presenter, or workshop host
- Campus liaison to the Office of the Chancellor and MnOnline for the Noel-Levitz PSOL online student satisfaction survey
- Campus liaison to the IT Department Office of the Chancellor - Moodle platform test campus
- Collaborated with campus deans and the Continuing Education and Custom Training departments in the planning of online and workforce development courses and programs
- Worked collaboratively with cross-functional department teams in developing eServices at the College for online and on-campus students

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- Contributing writer of a multi-million dollar U.S. Department of Health and Human Services health informatics workforce development grant
- Developed two eFolio sites as part of online accreditation process
- Developed online faculty observation process for academic deans
- Developed test proctoring options for online students
- Completed D2L (Desire 2 Learn) basic course training
- Completed E-PEAQ Institute: eLearning Performance, Evaluation, Assessment, and Quality Workshop
- Completed Frontline Leadership: The Art of Supervision

Proprietary Business/Career College – Minnesota School of Business/Globe College

- Developed and directed a virtual online campus serving over 2000 online students enrolled in diploma, associate, baccalaureate, and master degree distance education programs
- Directed and managed 50 fulltime and adjunct online faculty; established teaching schedules; and quarterly teaching loads
- Directed the academic growth and success of all online distance education students in conjunction with the eight residential campuses
- Increased online student enrollments by 500%
- Increased the number of fulltime and adjunct online distance education faculty by 25%
- Increased the number of online course offerings by 35%
- Co-authored application and secured ACICS accreditation for an online MBA degree
- Secured ACICS accreditation for an online undergraduate business degree
- Created summative and formative faculty observation and self-assessment tools to measure instructor performance and course quality
- Designed strategic plan for working with community business organizations to identify new online educational markets and programs
- Directed the pedagogical design, development, and implementation of all online courses
- Developed a quarterly online student survey/course evaluation form
- Developed new online faculty orientation program
- Established policies and procedures for adherence and implementation of ACICS accreditation guidelines
- Established quality control process for evaluating all online distance education courses and faculty
- Established yearly and quarterly master schedule for all online course offerings; member Master Schedule Committee

Kenneth L. Kuczynski
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T28flyguy@hotmail.com

WORK HISTORY

Director of Institutional Assessment	Oklahoma State University-Oklahoma City, OK	2013-Present

Responsible for the coordination of student learning and program improvement at the institution level; maintain compliance requirements with the Higher Learning Commission (HLC) and Oklahoma State Regents for Higher Education (OSRHE) assessment policies; maintain records of specialized accreditation processes associated with programs within the divisions/departments at the university. Oversees and chairs institutional level Assessment Committee and consults with division and department heads in the assessment of project designs and practices.

Principal – Virtual Charter School	Epic One-on-One Charter Schools, Oklahoma City, OK	2012-2013

Completed Oklahoma State Department of Education Charter School administrator training; WISE Plan administrator; principal duties include faculty selection, mentoring and dismissal; management of 85 full and part-time online teachers and the administration of 2,200 PreK-12 students state-wide; assist parents, students and faculty in online curriculum and course selection leading to student grade level advancement and the meeting of state graduation requirements; and, the evaluation and management of eight core and 16 supplemental online curriculums.

School Accountability Director – Virtual Charter School	Epic One-on-One Charter Schools, Oklahoma City, OK	2011-2012

Responsible for maintaining K-12 school accountability by insuring that the school follows Oklahoma State Department of Education performance standards for A-F School Report Card compliance.

Configuration Consultant	Moodlerooms, Baltimore, MD	2011

Responsible for providing configuration support to Moodlerooms domestic and international clients using the Moodle 1.9 and 2.0 platforms and joule products.

Director of Online Degree Accreditation	Normandale Community College, Bloomington, MN	2009-2011

Secured AQIP/Higher Learning Commission online accreditation for four associate degrees and six professional certificates.

Executive Director	Christina International High School, Belle Plaine, MN	2008-2009

Cofounder of this virtual middle and high school serving the academic needs of underserved students throughout the United States.

President	Excel High School, Edina, MN	2005-2008

Directed all operations of this start-up, proprietary virtual school including P&L management, curriculum planning, and faculty selection.

Director of Online Distance Education Dean of Online Faculty	Minnesota School of Business, Richfield, MN	2003-2005

Directed the online campus of this multi-campus proprietary business and career college accredited by the ACICS.

Lead Project Manager	Tech-Pro, Inc., Roseville, MN	2003

Senior Instructional Designer	DigitalThink, San Francisco, CA, formerly LearningByte International, Minneapolis, MN	1999-2003

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Edmond, OK 73012
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T28flyguy@hotmail.com

President and Chief Executive Officer	Power of One Foundation, Inc., Belle Plaine, MN	1998-Present
Lead Curriculum Designer	IDeas, Eagan, MN	1997-1999
Lead EPSS Trainer	Clear With Computers (CWC), Mankato, MN	1995-1997
President and Creative Director	Kuczynski and Associates, Shakopee, MN	1985-1995
Senior Project Design Manager	Quest Learning Systems, St. Paul, MN	1990-1991
Senior Project Manager	Carlson Learning/Marketing Group, Minneapolis, MN	1987-1989
Associate Director of Professional Education	Touro Infirmary, New Orleans, LA	1983-1985
Director of Employee Education and Community Health Education Center	St. Alexius Regional Medical Center, Bismarck, ND	1980-1983
Director of Human Resources Training and Development	Hackley Hospital and Medical Center, Muskegon, MI	1978-1980
Instructor/Biomedical Communications Graduate Program	University of Nebraska Medical Center, Omaha, NB	1976-1977

EDUCATION

Doctor of Philosophy	Capella University, Minneapolis, MN *Instructional Design for Online Learning*
Masters of Arts	College of St. Thomas, St. Paul, MN *Curriculum and Instruction*
Bachelor of Science	University of Minnesota, Minneapolis, MN *Technical/Biomedical Communications*

MILITARY SERVICE

United States Air Force (Combat Experience: Viet Nam); United States Army Reserve (Psychological Operations)

PROFESSIONAL AFFILIATIONS

Oklahoma Charter School Association; National Private School Accreditation Alliance (NPSAA); Certified Secondary School Administrator (NPSAA); eLearning Guild; Air Force Association; National American Council for Online Learning (NACOL); American Legion Aviation Post 511; United States Distance Learning Association (USDLA)

Tina Barker
8720 E. Covell Road, Arcadia, Oklahoma 73007
405-315-6062   tinabarker2006@gmail.com

Education & Certification:

Wharton School of Business, University of Pennsylvania, Philadelphia, PA
  Bachelors in Business Administration, 1990
South Western Oklahoma State University, Weatherford, OK
  Master of Education, Educational Administration, 2010
Oklahoma Teaching Certificate - Intermediate Math, Business Education & Career Technology

Core Competencies and Strengths

* Passionate about filling "the gap" in traditional adolescent education with successful, creative alternatives.
* Possess unique insight and management skills to provide direction and motivation to students and educators.
* Able to take instructional concepts and develop them into collaborative success stories.
* Accomplished in collaboration partnerships with community stakeholders.
* Often referred to as a great idea person and catalyst for change.
* Well-developed mathematical and technical application skills.
* Experienced in grant writing, fundraising and event planning.

Accomplishments

* Responsible for first year implementation of state testing; administrated 1,835 OCCT/EOI tests.
* Orchestrated the efforts required to start/lead a specialized private schoolfor alternative students.
* Operated and marketed a community learning center specializing in individualized math tutoring.
* Developed and facilitated state-wide training program for teachers using interactive learning systems.
* Instrumental to process for gaining private school accreditation.
* Owned and managed operations of an internet sales corporation with five year sales over $500,000.
* Managed the efforts of a website development team for a community of over 600 military spouses.
* Developed Windows software training and trained over 800 bank employees on this 'new' technology.

Professional Experience:

2013-present   **Education Consultant**
  ABLE Education Services, Edmond, OK
2013   **Teacher, 6th Grade Mathematics**
  Sequoyah Middle School, Edmond, OK
2011-2013   **Director, State Testing and Curriculum Training**
  Epic Charter Schools, Oklahoma City, OK
2006-2011   **Program Director/Head of School**
  Oklahoma Outreach Sober School, Oklahoma City, OK
2005-2006   **Director, Owner/Operator**
  Prattville Learning Center, Prattville, AL
2004-2006   **Technology & Math teacher** (part time)
  Tri-County Christian Academy, Prattville, AL
2000-2005   **President**
  ePhotoID.com, Edmond, OK
1998-2000   **Teacher, High School Mathematics**
  Burroughs High School, Ridgecrest, CA
1987-1990   **Military Intelligence Officer/ROTC**
  United States Army Reserves, Ft. Huachuca, AZ

Other:

2008 State Games of America, Gold-Medalist, Archery (Traditional Target & 3D)

November 1, 2013
Application Rubric

Statewide Virtual Charter School Board

Oklahoma State Department of Education
Virtual Charter Application Checklist

Virtual Charter Applicant ABLE Charter School	**Reviewed by** 001
Submission Date 11/1/13	
Public Presentation Date	Review date
Board Decision Date	

Item/Question	Satisfactory	Unsatisfactory
Mission & Organizational Structure		
1. Mission Statement	X	
2. Description of Organizational structure	X	
3. Description of governing body		X
4. Financial plan for first three (3) years of operation	X	
5. Description of personnel with financial responsibility	X	
6. Description of hiring policy	X	
7. Name of applicant	X	
8. Description of facility	X	
9. Description of grades being served	X	
10. **Technology Capacity**—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	X	
11. **System Accessibility**—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?		X
12. How would you describe your anticipated student-to-teacher ratios?	X	
Measurement & Accountability		
13. Outline of criteria designed to measure effectiveness of school		X
14. **Promotion**—How would you describe the criteria for promotion of students from one grade or course to the next?	X	
15. **Assessment**—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?		X
16. **Enrollment**—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?	X	
17. **Attendance**—How do you anticipate recording attendance? How would you describe measuring students' attendance?	X	
Community Engagement		
18. Demonstration of support from residents		X
19. Completed Charter School Training	X	
20. **Parent Education & Engagement**—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?	X	
Student Services		
21. **Special Education**—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	X	
22. **Course Delivery**—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	X	
23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?	X	

Updated September 10, 2013

Statewide Virtual Charter School Board

Oklahoma State Department of Education

Virtual Charter Application Checklist

Virtual Charter Applicant ABLE	**Reviewed by** 002
Submission Date 11/1/13	
Public Presentation Date 12/10/13	**Review date** 12-4-13
Board Decision Date	

	Item/Question	Satisfactory	Unsatisfactory
	Mission & Organizational Structure		
1.	Mission Statement	✓	
2.	Description of Organizational structure	✓	
3.	Description of governing body		✓
4.	Financial plan for first three (3) years of operation	✓	
5.	Description of personnel with financial responsibility	✓	
6.	Description of hiring policy	✓	
7.	Name of applicant	✓	
8.	Description of facility	✓	
9.	Description of grades being served	✓	
10.	**Technology Capacity**—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	✓	
11.	**System Accessibility**—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?	✓	
12.	How would you describe your anticipated student-to-teacher ratios?	✓	
	Measurement & Accountability		
13.	Outline of criteria designed to measure effectiveness of school		✓
14.	**Promotion**—How would you describe the criteria for promotion of students from one grade or course to the next?	✓	
15.	**Assessment**—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?		✓
16.	**Enrollment**—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?	✓	
17.	**Attendance**—How do you anticipate recording attendance? How would you describe measuring students' attendance?		✓
	Community Engagement		
18.	Demonstration of support from residents		✓
19.	Completed Charter School Training		✓
20.	**Parent Education & Engagement**—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?	✓	
	Student Services		
21.	**Special Education**—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	✓	
22.	**Course Delivery**—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	✓	
23.	How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?	✓	

Statewide Virtual Charter School Board

Oklahoma State Department of Education
Virtual Charter Application Checklist

Virtual Charter Applicant ABLE Charter School	Reviewed by 003
Submission Date 11/1/13	
Public Presentation Date 12/10/13	Review date 12/4/13
Board Decision Date	

	Item/Question	Satisfactory	Unsatisfactory
	Mission & Organizational Structure		
1.	Mission Statement	✓	
2.	Description of Organizational structure	✓	
3.	Description of governing body		✓
4.	Financial plan for first three (3) years of operation	✓	
5.	Description of personnel with financial responsibility	✓	
6.	Description of hiring policy	✓	
7.	Name of applicant	✓	
8.	Description of facility	✓	
9.	Description of grades being served	✓	
10.	Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	✓	
11.	System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?		✓
12.	How would you describe your anticipated student-to-teacher ratios?	✓	
	Measurement & Accountability		
13.	Outline of criteria designed to measure effectiveness of school		✓
14.	Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?	✓	
15.	Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?		✓
16.	Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?	✓	
17.	Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?	✓	
	Community Engagement		
18.	Demonstration of support from residents		✓
19.	Completed Charter School Training	✓	
20.	Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?		✓
	Student Services		
21.	Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	✓	
22.	Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	✓	
23.	How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?	✓	

Updated September 10, 2013

Statewide Virtual Charter School Board

Oklahoma State Department of Education

Virtual Charter Application Checklist

Virtual Charter Applicant	ABEE	**Reviewed by** 004
Submission Date	11/1/2013	
Public Presentation Date		**Review date** 12/14/2013
Board Decision Date		

Item/Question	Satisfactory	Unsatisfactory
Mission & Organizational Structure		
1. Mission Statement	✓	
2. Description of Organizational structure	✓	
3. Description of governing body		✓
4. Financial plan for first three (3) years of operation	✓	
5. Description of personnel with financial responsibility	✓	
6. Description of hiring policy	✓	
7. Name of applicant	✓	
8. Description of facility	✓	
9. Description of grades being served	✓	
10. **Technology Capacity**—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	✓	
11. **System Accessibility**—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?	✓	
12. How would you describe your anticipated student-to-teacher ratios?	✓	
Measurement & Accountability		
13. Outline of criteria designed to measure effectiveness of school	✓	
14. **Promotion**—How would you describe the criteria for promotion of students from one grade or course to the next?	✓	
15. **Assessment**—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?	✓	
16. **Enrollment**—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?	✓	
17. **Attendance**—How do you anticipate recording attendance? How would you describe measuring students' attendance?	✓	
Community Engagement		
18. Demonstration of support from residents	✓	
19. Completed Charter School Training		✓
20. **Parent Education & Engagement**—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?	✓	
Student Services		
21. **Special Education**—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	✓	
22. **Course Delivery**—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	✓	
23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?		

Statewide Virtual Charter School Board

Oklahoma State Department of Education

Virtual Charter Application Checklist

Virtual Charter Applicant	Able	**Reviewed by** 005
Submission Date	11-1	
Public Presentation Date	12-10	**Review date** 12-3-13
Board Decision Date		

Item/Question	Satisfactory	Unsatisfactory
Mission & Organizational Structure		
1. Mission Statement	✓	
2. Description of Organizational structure	✓	
3. Description of governing body		✓
4. Financial plan for first three (3) years of operation	✓	
5. Description of personnel with financial responsibility	✓	
6. Description of hiring policy	✓	
7. Name of applicant	✓	
8. Description of facility	✓	
9. Description of grades being served	✓	
10. **Technology Capacity**—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	✓	
11. **System Accessibility**—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?	✓	
12. How would you describe your anticipated student-to-teacher ratios?	✓	
Measurement & Accountability		
13. Outline of criteria designed to measure effectiveness of school		✓
14. **Promotion**—How would you describe the criteria for promotion of students from one grade or course to the next?	✓	
15. **Assessment**—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?	✓	
16. **Enrollment**—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?		✓
17. **Attendance**—How do you anticipate recording attendance? How would you describe measuring students' attendance?		✓
Community Engagement		
18. Demonstration of support from residents		✓
19. Completed Charter School Training		✓
20. **Parent Education & Engagement**—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?		✓
Student Services		
21. **Special Education**—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	✓	
22. **Course Delivery**—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	✓	
23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?	✓	

Statewide Virtual Charter School Board

Oklahoma State Department of Education

Virtual Charter Application Checklist

Virtual Charter Applicant	ABLE Charter School	Reviewed by	COG
Submission Date	11-1-13		
Public Presentation Date	12-10-13	Review date	12-4-13
Board Decision Date			

	Item/Question	Satisfactory	Unsatisfactory
	Mission & Organizational Structure		
1.	Mission Statement	X	
2.	Description of Organizational structure	X	
3.	Description of governing body		X
4.	Financial plan for first three (3) years of operation	X	
5.	Description of personnel with financial responsibility	X	
6.	Description of hiring policy	X	
7.	Name of applicant	X	
8.	Description of facility	X	
9.	Description of grades being served	X	
10.	Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	X	
11.	System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?		X
12.	How would you describe your anticipated student-to-teacher ratios?	X	
	Measurement & Accountability		
13.	Outline of criteria designed to measure effectiveness of school		X
14.	Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?	X	
15.	Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?		X
16.	Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?	X	
17.	Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?	X	
	Community Engagement		
18.	Demonstration of support from residents		X
19.	Completed Charter School Training	X	
20.	Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?	X	
	Student Services		
21.	Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	X	
22.	Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	X	
23.	How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?	X	

Virtual Charter Application Rubric | 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE Charter School
Date Reviewed	12/4/13
Reviewer	001
Score	45 / 92 = 49%

Virtual Charter Application Rubric | 2013

Mission & Organizational Structure

1. Mission Statement

Score	4—	3—	2—	1—
2	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered. ○ is specific, measurable, achievable, relevant, and timely.	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered.	The mission statement either/or: ○ clearly articulates what the charter will do. ○ is student-centered.	A mission statement is articulated.

Comments

Simply states that 21st century learners can benefit from online learning, & that they plan to utilize real-world learning techniques.

2. Description of Organizational Structure

Score	4—	3—	2—	1—
2	The description of organizational: ○ specifically identifies the ✓ positions of leadership within the organization. ○ details the job descriptions ✓ and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: ○ specifically identifies the positions of leadership within the organization.

Comments

There is no outline of evaluation process for leadership or measures to which they will be held accountable. Director of Curriculum + Instruction for 6-12 graders has no teaching experience outside of Elementary. Resumes included for 4 Directors.

Virtual Charter Application Rubric | 2013

3. Description of Governing Body				
Score	4—	3—	2—	1—
①	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body. o outlines the frequency and number of meetings per year.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members.	The description of the governing body: o clearly outlines the purpose of the governing body.
Comments	Listed the Oklahoma State-Wide Virtual Charter School Board as their Governing Body.			

4. Financial Plan for First Three (3) Years of Operation

Score	4 —	3 —	2 —	1 —
⟨3⟩	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ✓ accounts for changes in the number of students from year one to year two to year three. ○ identifies potential revenue sources outside of state aid, like large grants. ○ specifically identifies and addresses large start-up expenditures like technology and contracting. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.
Comments	*No financial plan provided. No potential revenue sources outside of state aid given*			

5. Description of Personnel with Financial Responsibility

Score				
3	4— ○ The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes that demonstrate their experience in school finance and accounting.	3— ○ The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes.	2— ○ The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities.	1— ○ The description of personnel with financial responsibility: ○ specifically outlines the job descriptions.

Comments

Tina Barker is not shown to have any specific experience in finance or accounting, according to her resume. Specific responsibilities are not very clear.

6. Description of Hiring Policy

Score				
4	4— ○ A description of hiring policies is included.	3—	2—	1—

Comments

7. Name of Applicant

Score				
2	4— The name of the applicant is listed along with: ○ the names of board members. ○ the names and resumes of school leaders.	3— The name of the applicant is listed along with: ○ the names of board members. ○ the names of school leaders.	2— The name of the applicant is listed along with: ○ the names of board members.	1— The name of the applicant is listed.

Comments

There does not appear to be a board, but the school leaders & their resumes are provided.

8. Description of Facility

Score			
4— The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	3— The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	2— The description of the facility includes: ○ the description of central office space.	1— A description of the facility is included.

Handwritten score: 1

Comments: No central office space acquired yet. No Description of online platform or spaces intended for statewide testing.

9. Description of Grades Being Served

Score			
4— The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	3— The description of grades being served lists: ○ the grades being served by the school.	2—	1—

Handwritten score: 4

Comments:

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
1	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications is included.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed.
Comments	They did not provide any information about their LMS - no specifics or description. No potential limitations are listed or described. Their plan for addressing outages is that technical support will assist & parents will be notified.			

7

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
⓪	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Comments
They simply state that they will contract with a local internet provider who will ensure their are firewalls.

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
2	o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	o A student-to-teacher ratio is clearly identified.	

Comments
Simply a teacher:student ratio of 1:25 is given, regardless of grade. No ratio given for special needs students.

Virtual Charter Application Rubric | 2013

13. Outline of criteria designed to measure effectiveness of school

	Measurement & Accountability			
Score	4—	3—	2—	1—
(handwritten: circled 0)	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included. ○ A description of how progress towards goal fulfillment is regularly monitored and reported to the board.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are aligned to the mission of the organization are outlined.
Comments	Explanation is given as to how students complete coursework + are tested, but _no_ information is given on how effectiveness of program is measured, monitored, or accounted for.			

Virtual Charter Application Rubric | 2013

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
1	○ A description of the criteria for promotion from one grade to the next is included. ○ A description of the criteria for promotion from one course to the next is included. ○ The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	○ A description of the criteria for promotion from one grade to the next is included. ○ A description of the criteria for promotion from one course to the next is included. ○ The descriptions are clearly articulated.	○ A description of the criteria for promotion from one grade to the next is included. ○ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.
Comments	*No course promotion or quantitative measures including student achievement & attendance information is provided.*			

Virtual Charter Application Rubric | 2013

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score	4—	3—	2—	1—
	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school. o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school. o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school. o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated. o The assessment plan is aligned to the school calendar. o A detailed description of testing logistics that accounts for student transportation and testing locations is included. o Safety protocols that account for things like fire drills and tornado drills are included. o The applicant has named and described the formative (benchmark) assessments for the school. o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.
Comments	No specific tests or purposes listed. School calendar is not described. Student + testing transportation + testing site details are not provided. Safety protocols not explained. Benchmark assessments not named.			

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
2	o A description of enrollment procedures is included. o A description of the maximum amount of students is included. o A description of a lottery process is included.	o A description of enrollment procedures is included. o A description of the maximum amount of students is included.	o A description of enrollment procedures is included.	

Comments	Maximum amount of students (goal of 500 first year) is not given, nor how they would handle enrollment should they exceed that max.

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
4	o A specific student information system is described that accounts for student attendance. o Attendance policies are clearly outlined. o A description of how attendance will be measured is included.	o A specific student information system is described that accounts for student attendance. o A description of how attendance will be measured is included.		

Comments	

Virtual Charter Application Rubric | 2013

Community Engagement

18. Demonstration of Support from Residents

Score	4—	3—	2—	1—
0	o Letters or signatures from several parents, teachers, students, and community members are included in the application.	o Letters or signatures from several parents, teachers, and students are included in the application.	o Letters or signatures from several parents and teachers are included in the application.	o Letters or signatures from several parents are included in the application.

Comments While no letters were provided, an explanation for this was provided.

19. Completed Charter School Training

Score	4—	3—	2—	1—
1	o Multiple members of the board and school leadership team have attended charter school training.	o Members of the board and school leadership team have attended charter school training.	o Members of the board have attended charter school training.	o A member of the board has attended charter school training.

Comments Two out of the four leadership team have attended charter School Training – no board.

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score	4—	3—	2—	1—
2	o A description of a plan to include and involve parents is outlined. o A detailed plan for training parents about school expectations is outlined.	o A description of a plan to include and involve parents is outlined.		

Comments Vague description of parent involvement plan given.

Student Services			
21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?			
4—	3—	2—	1—
○ A description of the continuum of services for students with disabilities is clearly outlined in detail.	○ A description of the continuum of services for students with disabilities is clearly outlined in detail.	○ A description of the continuum of services for students with disabilities is clearly outlined in detail.	○ A description of how, when, and who will manage the compliance of IEPs.
○ A description of how all students will have access to the general curriculum is included.	○ A description of how all students will have access to the general curriculum is included.	○ A description of how all students will have access to the general curriculum is included.	
○ An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs.	○ A description of how, when, and who will manage the compliance of IEPs.	○ A description of how, when, and who will manage the compliance of IEPs.	
○ A description of how, when, and who will manage the compliance of IEPs.			

Score	
3	

Comments	Intake process for new students with IEPs is not outlined

14

22. **Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?**

Score	4—	3—	2—	1—
4	○ A description of how and when students, teachers, and staff interact with each other is included. ✓ A plan for ensuring student access to necessary technology is included. ○ A description of the plan to provide for students with inadequate resources.	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included.	○ A description of how and when students, teachers, and staff interact with each other is included.	

Comments				

23. **How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?**

Score	4—	3—	2—	1—
4	○ A clear description of how the school will comply with this statute is included.			

Comments				

Virtual Charter Application Rubric | 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE
Date Reviewed	12
Reviewer	002
Score	41 / 92 = 44.5 %

Mission & Organizational Structure

1. Mission Statement

Score: 3

4—	3—	2—	1—
The mission statement: - clearly articulates what the charter school will do. - is student-centered. - is specific, measurable, achievable, relevant, and timely.	The mission statement: - clearly articulates what the charter school will do. - is student-centered.	The mission statement either/or: - clearly articulates what the charter will do. - is student-centered.	A mission statement is articulated.

Comments

2. Description of Organizational Structure

Score: 2

4—	3—	2—	1—
The description of organizational: - specifically identifies the positions of leadership within the organization. - details the job descriptions and responsibilities of the leadership in the school. - outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: - specifically identifies the positions of leadership within the organization. - details the job descriptions and responsibilities of the leadership in the school. - outlines the evaluation processes for school leadership.	The description of organizational: - specifically identifies the positions of leadership within the organization. - details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: specifically identifies the positions of leadership within the organization.

Comments

3. Description of Governing Body

Score: 6

4—	3—	2—	1—
The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body. ○ outlines the frequency and number of meetings per year.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members.	The description of the governing body: ○ clearly outlines the purpose of the governing body.

Comments

4. Financial Plan for First Three (3) Years of Operation

Score: 1

4—	3—	2—	1—
The financial plan:	The financial plan:	The financial plan:	The financial plan:
o clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.	o clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.	o clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.	o clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.
o accounts for changes in the number of students from year one to year two to year three.	o accounts for changes in the number of students from year one to year two to year three.	o accounts for changes in the number of students from year one to year two to year three.	
o identifies potential revenue sources outside of state aid, like large grants.	o clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	o clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	
o specifically identifies and addresses large start-up expenditures like technology and contracting.			
o clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.			

Comments

5. Description of Personnel with Financial Responsibility

Score ☑	4—	3—	2—	1—
	The description of personnel with financial responsibility: o specifically outlines the job descriptions and responsibilities. o lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: o specifically outlines the job descriptions and responsibilities. o lists personnel and their resumes.	The description of personnel with financial responsibility: o specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: o specifically outlines the job descriptions.

Comments

6. Description of Hiring Policy

Score 4	4—	3—	2—	1—
	o A description of hiring policies is included.			

Comments

7. Name of Applicant

Score 1	4—	3—	2—	1—
	The name of the applicant is listed along with: o the names of board members. o the names and resumes of school leaders.	The name of the applicant is listed along with: o the names of board members. o the names of school leaders.	The name of the applicant is listed along with: o the names of board members.	The name of the applicant is listed.

Comments

8. Description of Facility

Score	4—	3—	2—	1—
2	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	The description of the facility includes: ○ the description of central office space.	A description of the facility is included.

Comments	

9. Description of Grades Being Served

Score	4—	3—	2—	1—
3	The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	The description of grades being served lists: ○ the grades being served by the school.		

Comments	

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
	o A detailed description of the LMS is clearly written.	o A detailed description of the LMS is clearly written.	o A detailed description of the LMS is clearly written.	o A detailed description of the LMS is clearly written.
	o The potential limitations of the LMS are outlined.	o The potential limitations of the LMS are outlined.	o The potential limitations of the LMS are outlined.	o The potential limitations of the LMS are outlined.
	o The potential limitations to enrollment capacity are addressed.	o The potential limitations to enrollment capacity are addressed.	o The potential limitations to enrollment capacity are addressed.	o The potential limitations to enrollment capacity are addressed.
	o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students.	o A detailed plan to address LMS outages or complications that outlines protocols.	o A detailed plan to address LMS outages or complications is included.	
	o A plan for communicating protocols to families and students is clearly outlined.	o A plan for communicating protocols to families and students is clearly outlined.		

Comments

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Comments

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
	o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	o A student-to-teacher ratio is clearly identified.	

Comments

Measurement & Accountability

13. Outline of criteria designed to measure effectiveness of school			
4—	**3—**	**2—**	**1—**
o A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	o A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	o A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	o A set of goals that are aligned to the mission of the organization are outlined.
o A description of how the board will use goals to measure the effectiveness of schools is included.	o A description of how the board will use goals to measure the effectiveness of schools is included.		
o A description of how progress towards goal fulfillment is regularly monitored and reported to the board.			

Score ⊘	

Comments	

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.
	○ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one course to the next is included.	
	○ The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	○ The descriptions are clearly articulated.		

Comments

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score ○	4—	3—	2—	1—
	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included. ○ The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction. ○ An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included. ○ The applicant has named and described the formative (benchmark) assessments for the school. ○ An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included. ○ The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated. ○ The assessment plan is aligned to the school calendar. ○ A detailed description of testing logistics that accounts for student transportation and testing locations is included. ○ Safety protocols that account for things like fire drills and tornado drills are included.

Comments

11

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?			
Score 2			
	4—	3—	2—	1—
	o A description of enrollment procedures is included. o A description of the maximum amount of students is included. o A description of a lottery process is included.	o A description of enrollment procedures is included. o A description of the maximum amount of students is included.	o A description of enrollment procedures is included.	
Comments			

Incomplete enrollment ???

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?			
Score 0			
	4—	3—	2—	1—
	o A specific student information system is described that accounts for student attendance. o Attendance policies are clearly outlined. o A description of how attendance will be measured is included.	o A specific student information system is described that accounts for student attendance. o A description of how attendance will be measured is included.		
Comments			

Community Engagement

18. Demonstration of Support from Residents

Score: (○)

4—	3—	2—	1—
o Letters or signatures from several parents, teachers, students, and community members are included in the application.	o Letters or signatures from several parents, teachers, and students are included in the application.	o Letters or signatures from several parents, teachers are included in the application.	o Letters or signatures from several parents are included in the application.

Comments

19. Completed Charter School Training

Score: (○)

4—	3—	2—	1—
o Multiple members of the board and school leadership team have attended charter school training.	o Members of the board and school leadership team have attended charter school training.	o Members of the board have attended charter school training.	o A member of the board has attended charter school training.

Comments

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score: 3

4—	3—	2—	1—
o A description of a plan to include and involve parents is outlined. o A detailed plan for training parents about school expectations is outlined.	o A description of a plan to include and involve parents is outlined.		

Comments

Student Services

21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?

Score	4—	3—	2—	1—
	○ A description of the continuum of services for students with disabilities is clearly outlined in detail.	○ A description of the continuum of services for students with disabilities is clearly outlined in detail.	○ A description of the continuum of services for students with disabilities is clearly outlined in detail.	○ A description of how, when, and who will manage the compliance of IEPs.
	○ A description of how all students will have access to the general curriculum is included.	○ A description of how all students will have access to the general curriculum is included.	○ A description of how, when, and who will manage the compliance of IEPs.	
	○ An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs.	○ A description of how, when, and who will manage the compliance of IEPs.		
	○ A description of how, when, and who will manage the compliance of IEPs.			
Comments				

22. Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?

Score	4—	3—	2—	1—
	o A description of how and when students, teachers, and staff interact with each other is included. o A plan for ensuring student access to necessary technology is included. o A description of the plan to provide for students with inadequate resources.	o A description of how and when students, teachers, and staff interact with each other is included. o A plan for ensuring student access to necessary technology is included.	o A description of how and when students, teachers, and staff interact with each other is included.	

Comments

23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?

Score	4—	3—	2—	1—
4	o A clear description of how the school will comply with this statute is included.			

Comments

Virtual Charter Application Rubric | 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE Charter School
Date Reviewed	12/4/13
Reviewer	003
Score	41 / 92 = 44.5 %

Mission & Organizational Structure

1. Mission Statement			
Score	4—	3—	2—
4	The mission statement: ☑ clearly articulates what the charter school will do. ☑ is student-centered. ☑ is specific, measurable, achievable, relevant, and timely.	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered.	The mission statement either/or: ○ clearly articulates what the charter will do. ○ is student-centered.
			1—
			A mission statement is articulated.

Comments	

2. Description of Organizational Structure			
Score	4—	3—	2—
1	The description of organizational: ☑ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school.
			1—
			The description of organizational: ○ specifically identifies the positions of leadership within the organization.

Comments	

3. Description of Governing Body				
Score	4 —	3 —	2 —	1 —
⬭	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body. ○ outlines the frequency and number of meetings per year.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members.	The description of the governing body: ○ clearly outlines the purpose of the governing body.
Comments	No identified governing body other than the Oklahoma State-wide Virtual School Board.			

4. Financial Plan for First Three (3) Years of Operation			
Score	4—	3—	2—	1—
4	The financial plan: ⚲ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ⚲ accounts for changes in the number of students from year one to year two to year three. ⚲ identifies potential revenue sources outside of state aid, like large grants. ⚲ specifically identifies and addresses large start-up expenditures like technology and contracting. ⚲ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.
Comments			

5. Description of Personnel with Financial Responsibility

Score	4—	3—	2—	1—
3	The description of personnel with financial responsibility: ✓ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ✓ lists personnel and their resumes.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions.

Comments

No apparent direct experience in school finance & accounting.

6. Description of Hiring Policy

Score	4—	3—	2—	1—
4	✓ A description of hiring policies is included.			

Comments

7. Name of Applicant

Score	4—	3—	2—	1—
1	The name of the applicant is listed along with: ○ the names of board members. ✓ the names and resumes of school leaders.	The name of the applicant is listed along with: ○ the names of board members. ○ the names of school leaders.	The name of the applicant is listed along with: ○ the names of board members.	The name of the applicant is listed.

Comments

No board members identified or listed.

5

8. Description of Facility

Score	4—	3—	2—	1—
2	The description of the facility includes: ☑ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	The description of the facility includes: ○ the description of central office space.	A description of the facility is included.

Comments
The online platform to be used for students + the spaces intended for statewide testing are not described or listed.

9. Description of Grades Being Served

Score	4—	3—	2—	1—
3	The description of grades being served lists: ☑ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	The description of grades being served lists: ○ the grades being served by the school.		

Comments
They give no indication on whether they plan to serve additional grades in subsequent years.

10. **Technology Capacity**—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
1	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications is included.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed.

Comments   The LMS is not Identified. without Identification to the LMS, then cannot know the potential limitations.

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
D	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Comments SLA's are not clearly outlined. There is not a clear plan for in place for student data security or FERPA compliance.

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
2	o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	☑ A student-to-teacher ratio is clearly identified.	

Comments The student-to-teacher ratio is unclear for subject areas per grade. A more in-depth description of the foundational Teams would be helpful.

Measurement & Accountability

13. Outline of criteria designed to measure effectiveness of school

Score	4—	3—	2—	1—
◯	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included. ○ A description of how progress towards goal fulfillment is regularly monitored and reported to the board.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are aligned to the mission of the organization are outlined.

Comments Goals for the school are not identified. A brief description of student participation + assessment is provided—but this is not the same thing as measurable school goals.

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
	o A description of the criteria for promotion from one grade to the next is included.	o A description of the criteria for promotion from one grade to the next is included.	o A description of the criteria for promotion from one grade to the next is included.	o A description of the criteria for promotion from one grade to the next is included.
	o A description of the criteria for promotion from one course to the next is included.	o A description of the criteria for promotion from one course to the next is included.	o A description of the criteria for promotion from one course to the next is included.	
	o The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	o The descriptions are clearly articulated.		

Comments

Course promotion is not described. Attendance Issues are not addressed. Quantitative measures are not included.

15. **Assessment**—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score	4—	3—	2—	1—
(circled)	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.
	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.
	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.
	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.
	o The applicant has named and described the formative (benchmark) assessments for the school.	o The applicant has named and described the formative (benchmark) assessments for the school.	o The applicant has named and described the formative (benchmark) assessments for the school.	
	o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o An RtI plan that describes how and when the school will provide interventions for different levels of students inform instruction.	

Comments Tests are not listed. Flags to assessment calendar was not provided. Specific testing locations are not provided. Entry protocols are not addressed. Benchmark tests are not identified. RtI plan lacks detail.

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
2	✓ A description of enrollment procedures is included. ○ A description of the maximum amount of students is included. ○ A description of a lottery process is included.	○ A description of enrollment procedures is included. ○ A description of the maximum amount of students is included.	○ A description of enrollment procedures is included.	

Comments	Capacity is not addressed. How students are identified for enrollment if the capacity is exceeded is not described. Describe how students are enrolled if records are not available (ie: homeless students, homeschooled students).

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
2	○ A specific student information system is described that accounts for student attendance. ○ Attendance policies are clearly outlined. ○ A description of how attendance will be measured is included.	○ A specific student information system is described that accounts for student attendance. ○ A description of how attendance will be measured is included.		

Comments	SIS is not identified or described. "Non-Participation" is not clearly defined.

Community Engagement

18. Demonstration of Support from Residents

Score	4—	3—	2—	1—
⓪	o Letters or signatures from several parents, teachers, students, and community members are included in the application.	o Letters or signatures from several parents, teachers, and students are included in the application.	o Letters or signatures from several parents and teachers are included in the application.	o Letters or signatures from several parents are included in the application.

Comments
No demonstrated support from residents is provided.

19. Completed Charter School Training

Score	4—	3—	2—	1—
2	o Multiple members of the board and school leadership team have attended charter school training.	o Members of the board and school leadership team have attended charter school training.	o Members of the board have attended charter school training.	o A member of the board has attended charter school training.

Comments
There are no board members. Two directors have completed the training

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score	4—	3—	2—	1—
①	o A description of a plan to include and involve parents is outlined. o A detailed plan for training parents about school expectations is outlined.	o A description of a plan to include and involve parents is outlined.		

Comments
There is not a plan for sustained parent engagement in their students education.

21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?

Student Services			
4—	3—	2—	1—
o A description of the continuum of services for students with disabilities is clearly outlined in detail.	o A description of the continuum of services for students with disabilities is clearly outlined in detail.	o A description of the continuum of services for students with disabilities is clearly outlined in detail.	o A description of how, when, and who will manage the compliance of IEPs.
o A description of how all students will have access to the general curriculum is included.	o A description of how all students will have access to the general curriculum is included.	o A description of how, when, and who will manage the compliance of IEPs.	
o An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs.	o A description of how, when, and who will manage the compliance of IEPs.		
o A description of how, when, and who will manage the compliance of IEPs.			

Score

1

Comments

Intake process is not identified. Student access to curriculum is not clearly described. The continuum of services is not described in detail. What specific services will be offered?

22. **Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?**

Score	4—	3—	2—	1—
4	⊘ A description of how and when students, teachers, and staff interact with each other is included. ⊘ A plan for ensuring student access to necessary technology is included. ⊘ A description of the plan to provide for students with inadequate resources.	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included.	○ A description of how and when students, teachers, and staff interact with each other is included.	

Comments	Mostly asynchronous

23. **How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?**

Score	4—	3—	2—	1—
4	○ A clear description of how the school will comply with this statute is included.			

Comments	Please provide more detail on how you will comply.

Virtual Charter Application Rubric | 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE Charter School Learning
Date Reviewed	12-3-13
Reviewer	005
Score	23 / 92 = % 25

Virtual Charter Application Rubric | 2013

Mission & Organizational Structure

1. Mission Statement

Score	4—	3—	2—	1—
	The mission statement: o clearly articulates what the charter school will do. o is student-centered. o is specific, measurable, achievable, relevant, and timely.	The mission statement: o clearly articulates what the charter school will do. o is student-centered.	The mission statement either/or: o clearly articulates what the charter will do. o is student-centered.	A mission statement is articulated.

Comments

2. Description of Organizational Structure

Score	4—	3—	2—	1—
	The description of organizational: o specifically identifies the positions of leadership within the organization. o details the job descriptions and responsibilities of the leadership in the school. o outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: o specifically identifies the positions of leadership within the organization. o details the job descriptions and responsibilities of the leadership in the school. o outlines the evaluation processes for school leadership.	The description of organizational: o specifically identifies the positions of leadership within the organization. o details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: o specifically identifies the positions of leadership within the organization.

Comments

3. Description of Governing Body

Score	4—	3—	2—	1—
	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body. o outlines the frequency and number of meetings per year.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members.	The description of the governing body: o clearly outlines the purpose of the governing body.
Comments				

4. Financial Plan for First Three (3) Years of Operation

Score	4—	3—	2—	1—
	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ identifies potential revenue sources outside of state aid, like large grants. ○ specifically identifies and addresses large start-up expenditures like technology and contracting. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.

Score: |

Comments

5. Description of Personnel with Financial Responsibility

Score	4—	3—	2—	1—
(handwritten mark)	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions.

Comments

6. Description of Hiring Policy

Score	4—	3—	2—	1—
(handwritten mark)	○ A description of hiring policies is included.			

Comments

7. Name of Applicant

Score	4—	3—	2—	1—
(handwritten mark)	The name of the applicant is listed along with: ○ the names of board members. ○ the names and resumes of school leaders.	The name of the applicant is listed along with: ○ the names of board members. ○ the names of school leaders.	The name of the applicant is listed along with: ○ the names of board members.	The name of the applicant is listed.

Comments

8. Description of Facility			
Score			
4— The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	3— The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	2— The description of the facility includes: ○ the description of central office space.	1— A description of the facility is included.

Comments

9. Description of Grades Being Served			
Score			
4— The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	3— The description of grades being served lists: ○ the grades being served by the school.	2—	1—

Comments

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
	o A detailed description of the LMS is clearly written.	o A detailed description of the LMS is clearly written.	o A detailed description of the LMS is clearly written.	o A detailed description of the LMS is clearly written.
	o The potential limitations of the LMS are outlined.	o The potential limitations of the LMS are outlined.	o The potential limitations of the LMS are outlined.	o The potential limitations of the LMS are outlined.
	o The potential limitations to enrollment capacity are addressed.	o The potential limitations to enrollment capacity are addressed.	o The potential limitations to enrollment capacity are addressed.	o The potential limitations to enrollment capacity are addressed.
	o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students.	o A detailed plan to address LMS outages or complications that outlines protocols.	o A detailed plan to address LMS outages or complications is included.	
	o A plan for communicating protocols to families and students is clearly outlined.	o A plan for communicating protocols to families and students is clearly outlined.		
Comments				

7

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

4—	3—	2—	1—
o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Score: 1

Comments

12. How would you describe your anticipated student-to-teacher ratio?

4—	3—	2—	1—
o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	o A student-to-teacher ratio is clearly identified.	

Score: 3

Comments

Measurement & Accountability

13. Outline of criteria designed to measure effectiveness of school

4—	3—	2—	1—
o A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	o A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	o A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	o A set of goals that are aligned to the mission of the organization are outlined.
o A description of how the board will use goals to measure the effectiveness of schools is included.	o A description of how the board will use goals to measure the effectiveness of schools is included.		
o A description of how progress towards goal fulfillment is regularly monitored and reported to the board.			

Score

Comments

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
╱	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included. o The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included. o The descriptions are clearly articulated.	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included.	o A description of the criteria for promotion from one grade to the next is included.

Comments

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

4—	3—	2—	1—
o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.
o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.
o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.
o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.
o The applicant has named and described the formative (benchmark) assessments for the school.	o The applicant has named and described the formative (benchmark) assessments for the school.	o The applicant has named and described the formative (benchmark) assessments for the school.	
o An Rtt plan that describes how and when the school assessments for the school and describes how the data from those assessments will inform instruction.	o An Rtt plan that describes how and when the school assessments for the school and describes how the data from those assessments will inform instruction.		
o An Rtt plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o An Rtt plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.		

Score

Comments

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
	o A description of enrollment procedures is included. o A description of the maximum amount of students is included. o A description of a lottery process is included.	o A description of enrollment procedures is included. o A description of the maximum amount of students is included.	o A description of enrollment procedures is included.	
Comments				

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
	o A specific student information system is described that accounts for student attendance. o Attendance policies are clearly outlined. o A description of how attendance will be measured is included.	o A specific student information system is described that accounts for student attendance. o A description of how attendance will be measured is included.		
Comments				

Community Engagement

18. Demonstration of Support from Residents

Score	4—	3—	2—	1—
(circled)	○ Letters or signatures from several parents, teachers, students, and community members are included in the application.	○ Letters or signatures from several parents, teachers, and students are included in the application.	○ Letters or signatures from several parents, teachers are included in the application.	○ Letters or signatures from several parents are included in the application.

Comments

19. Completed Charter School Training

Score	4—	3—	2—	1—
(circled)	○ Multiple members of the board and school leadership team have attended charter school training.	○ Members of the board and school leadership team have attended charter school training.	○ Members of the board have attended charter school training.	○ A member of the board has attended charter school training.

Comments

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score	4—	3—	2—	1—
(circled)	○ A description of a plan to include and involve parents is outlined. ○ A detailed plan for training parents about school expectations is outlined.	○ A description of a plan to include and involve parents is outlined.		

Comments

	Student Services			
21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?				
Score	4—	3—	2—	1—
	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how, when, and who will manage the compliance of IEPs.	o A description of how, when, and who will manage the compliance of IEPs.
Comments				

22. Course Delivery—How and when will students, teachers and staff interact with one another? How? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?

Score	4—	3—	2—	1—
2	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included. ○ A description of the plan to provide for students with inadequate resources.	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included.	○ A description of how and when students, teachers, and staff interact with each other is included.	

Comments	

23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?

Score	4—	3—	2—	1—
2	○ A clear description of how the school will comply with this statute is included.			

Comments	

Virtual Charter Application Rubric | 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE Charter School : Learning by Living
Date Reviewed	12-4-13
Reviewer	006
Score	36 / 92 = 39 %

36

2
0
3
4
F
O
N
O
F
F
4
7
3
O
N
1

Mission & Organizational Structure

1. Mission Statement

Score	4–	3–	2–	1–
$\mathcal{Y}$	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered. ○ is specific, measurable, achievable, relevant, and timely.	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered.	The mission statement either/or: ○ clearly articulates what the charter school will do. ○ is student-centered.	A mission statement is articulated.

Comments

Pg 3   I am not clear on what the school will actually do for students. Greater specificity and clarity would be helpful.

2. Description of Organizational Structure

Score	4–	3–	2–	1–
1	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: ○ specifically identifies the positions of leadership within the organization.

Comments

Pg. 4   Does not detail the job descriptions and responsibilities of leadership, nor evaluation processes, nor measures to hold them accountable.

There are resumes in appendix A

2

3. Description of Governing Body

Score	4—	3—	2—	1—
	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body. ○ outlines the frequency and number of meetings per year.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members. ○ describes how individuals become members of the body.	The description of the governing body: ○ clearly outlines the purpose of the governing body. ○ identifies the number of individuals who participate in the body. ○ defines the rolls and responsibilities of board members.	The description of the governing body: ○ clearly outlines the purpose of the governing body.

Comments

The Charter is required to have its own board of governance separate from the sponsor.

3

4. Financial Plan for First Three (3) Years of Operation			
Score	4—	3—	2—	1—

	4—	3—	2—	1—
	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ identifies potential revenue sources outside of state aid, like large grants. ○ specifically identifies and addresses large start-up expenditures like technology and contracting. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.

Score: 3

Comments

See appendix B pg. 30

③

5. Description of Personnel with Financial Responsibility

Score	4—	3—	2—	1—
2	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ✓ lists personnel and their resumes.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions.

Comments

Pg 6 Need to outline specific responsibility

6. Description of Hiring Policy

Score	4—	3—	2—	1—
4	○ A description of hiring policies is included.			

Comments

Pg 6-7

7. Name of Applicant

Score	4—	3—	2—	1—
1	The name of the applicant is listed along with: ○ the names of board members. ○ the names and resumes of school leaders.	The name of the applicant is listed along with: ○ the names of board members. ○ the names of school leaders.	The name of the applicant is listed along with: ○ the names of board members.	The name of the applicant is listed.

Comments

this board cannot be the
There must be a board of governance separate from Sponsor.

5

(7)

8. Description of Facility

Score	4—	3—	2—	1—
Y	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	The description of the facility includes: ○ the description of central office space.	A description of the facility is included.

Comments
pg 7 need a lot more specificity and clarity about the technology platform

9. Description of Grades Being Served

Score	4—	3—	2—	1—
3	The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	The description of grades being served lists: ○ the grades being served by the school.		

Comments
Pg. 8 does not project year 2 or 3

④

Virtual Charter Application Rubric | 2013

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
(circled handwritten "1")	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications is included.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed.

Comments

(handwritten) 8-9 need much more detail here. What are choices for LMS and SIS? Much to general.

Virtual Charter Application Rubric | 2013

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
⟪0⟫	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.

Comments
Pg 10 SLAs are not <u>clearly</u> outlined

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
2	o A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	⟪2⟫ A student-to-teacher ratio is clearly identified.	

Comments
Pg. 10 Did not specify by grade of subject.

13. Outline of criteria designed to measure effectiveness of school

	Measurement & Accountability		
Score			
4—	3—	2—	1—
○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included. ○ A description of how progress towards goal fulfillment is regularly monitored and reported to the board.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are aligned to the mission of the organization are outlined.

Score

○

Comments

Pg. 11 defines measures by actions not by outcomes. Should measure outcomes.

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
✓	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included. o The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance.	o A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included. o The descriptions are clearly articulated.	✓ A description of the criteria for promotion from one grade to the next is included. o A description of the criteria for promotion from one course to the next is included.	✓ A description of the criteria for promotion from one grade to the next is included.

Comments

Pg. 12 need more specificity for course promotion.

Virtual Charter Application Rubric | 2013

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score	4—	3—	2—	1—
	○ A plan for student assessment that lists the tests and their purposes is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated.	○ A plan for student assessment that lists the tests and their purposes is clearly articulated.
	○ The assessment plan is aligned to the school calendar.	○ The assessment plan is aligned to the school calendar.	○ The assessment plan is aligned to the school calendar.	○ The assessment plan is aligned to the school calendar
	○ A detailed description of testing logistics that accounts for student transportation and testing locations is included.	○ A detailed description of testing logistics that accounts for student transportation and testing locations is included.	○ A detailed description of testing logistics that accounts for student transportation and testing locations is included.	○ A detailed description of testing logistics that accounts for student transportation and testing locations is included.
	○ Safety protocols that account for things like fire drills and tornado drills are included.	○ Safety protocols that account for things like fire drills and tornado drills are included.	○ Safety protocols that account for things like fire drills and tornado drills are included.	○ Safety protocols that account for things like fire drills and tornado drills are included.
	○ The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	○ The applicant has named and described the formative (benchmark) assessments for the school.	○ The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	
	○ An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	○ An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.		
Comments				Fg. 13 Need logistics and safety plan.

Virtual Charter Application Rubric | 2013

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
2	o A description of enrollment procedures is included. o A description of the maximum amount of students is included. o A description of a lottery process is included.	o A description of enrollment procedures is included. o A description of the maximum amount of students is included.	A description of enrollment procedures is included.	

Comments
Pg. 15

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
2 ⌀	o A specific student information system is described that accounts for student attendance. o Attendance policies are clearly outlined. o A description of how attendance will be measured is included.	o A specific student information system is described that accounts for student attendance. o A description of how attendance will be measured is included.	2	

Comments
Pg. 16   A description is provided but no specificity.

12

④

Community Engagement

18. Demonstration of Support from Residents

Score			
O	4— Letters or signatures from several parents, teachers, students, and community members are included in the application.	3— Letters or signatures from several parents, teachers, and students are included in the application.	2— Letters or signatures from several parents, teachers are included in the application.	1— Letters or signatures from several parents are included in the application.

Comments: Pg.18 Lack of evidence.

19. Completed Charter School Training

Score			
1	4— Multiple members of the board and school leadership team have attended charter school training.	3— Members of the board and school leadership team have attended charter school training.	2— Members of the board have attended charter school training.	1— A member of the board has attended charter school training.

Comments: School leadership attended but don't have a board so did not attend.

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score		
3	4— A description of a plan to include and involve parents is outlined. A detailed plan for training parents about school expectations is outlined.	3— A description of a plan to include and involve parents is outlined.	2—	1—

Comments: Pg 20 not detailed

Student Services

21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?

Score	4—	3—	2—	1—
1	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how, when, and who will manage the compliance of IEPs.	o A description of how, when, and who will manage the compliance of IEPs.

Comments
Pg. 21 You said you would do those things How, why but you did not describe How + when services are taking place.

14

①

22. Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?

Score	4—	3—	2—	1—
③	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included. ○ A description of the plan to provide for students with inadequate resources.	○ A description of how and when students, teachers, and staff interact with each other is included. ○ A plan for ensuring student access to necessary technology is included.	○ A description of how and when students, teachers, and staff interact with each other is included.	

Comments

Pg 24 -27

23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?

Score	4—	3—	2—	1—
4	○ A clear description of how the school will comply with this statute is included.			

Comments

Pg. 26

Application Rejection Letter

VIA CERTIFIED MAIL RETURN RECEIPT REQUESTED

January 27, 2014

Tina Barker
8720 E. Covell Road
Arcadia, OK 73007

     Re: Application for Statewide Virtual Charter School Sponsorship of ABLE Charter School

Dear Tina Barker:

In accordance with the provisions of 70 O.S. § 3-134(E), this letter serves as written notice of denial of your application for statewide virtual charter school sponsorship by the Statewide Virtual Charter School Board. Your application was filed with the Board on November 1, 2013 and considered by the Board at the regular meeting of the Board held January 14, 2014 at which time the Board voted to reject sponsorship of your charter school for the following reasons:

- Per the SVCSB approved Application Checklist, your application was lacking quality in the following areas:
    - Description of Governing Body
    - System Accessibility
    - Outline of criteria designed to measure effectiveness of school
    - Assessment
    - Enrollment
    - Attendance
    - Demonstration of Support

In accordance with the provisions of 70 O.S. § 3-134(E), you may submit a revised application for reconsideration to the Statewide Virtual Charter School Board within thirty (30) calendar days from the date of receipt of this letter.

Sincerely,

John Harrington, Chairman
Statewide Virtual Charter School Board

February 28, 2014

Revised Application

(Separate Attachment)

February 28, 2014

Revised Application Rubric

Statewide Virtual Charter School Board

Oklahoma State Department of Education
Virtual Charter Application Checklist

Virtual Charter Applicant **ABLE Charter School**

Submission Date **(Resubmission) 2-28-14**   Reviewed by **#1**

Public Presentation Date **12-10-13**

Board Decision Date **03-11-14**   Review date **3-3-14**

Item/Question	Satisfactory	Unsatisfactory
Mission & Organizational Structure		
1. Mission Statement	✓	
2. Description of Organizational structure	✓	
3. Description of governing body	✓	
4. Financial plan for first three (3) years of operation	✓	
5. Description of personnel with financial responsibility	✓	
6. Description of hiring policy	✓	
7. Name of applicant	✓	
8. Description of facility	✓	
9. Description of grades being served	✓	
10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?	✓	
11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accessibility? If not, how will you ensure system accessibility? How would you describe your methods for securing and monitoring access to sensitive and confidential information?	✓	
12. How would you describe your anticipated student-to-teacher ratios?	✓	
Measurement & Accountability		
13. Outline of criteria designed to measure effectiveness of school	✓	
14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?	✓	
15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?	✓	
16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?	✓	
17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?	✓	
Community Engagement		
18. Demonstration of support from residents	✓	
19. Completed Charter School Training	✓	
20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you measure parent involvement? How will you orient parents to your education format?	✓	
Student Services		
21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	✓	
22. Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?	✓	
23. How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?	✓	

Virtual Charter Application Rubric | 2013

Directions: This rubric is based on the Statewide Virtual Charter School Board approved Virtual Charter Application Checklist, the list that outlines the minimum requirements for Virtual Charter School Applications. To fill this rubric out, each item can be scored on a 4 point scale. Then, add the points together and divide by the total number of points to get a percentage.

Review Information	
Virtual Charter School Applicant Name	ABLE Charter School
Date Reviewed	3-3-14
Reviewer	#1
Score	77 / 92 = 84 %

Mission & Organizational Structure

1. Mission Statement

Score	4—	3—	2—	1—
4 Pg1	The mission statement: ⊗ clearly articulates what the charter school will do. ⊗ is student-centered. ⊗ is specific, measurable, achievable, relevant, and timely.	The mission statement: ○ clearly articulates what the charter school will do. ○ is student-centered.	The mission statement either/or: ○ clearly articulates what the charter will do. ○ is student-centered.	A mission statement is articulated.

Comments

(Pg. 1-6)   This is much clearer and more specific than previous submission.

2. Description of Organizational Structure

Score	4—	3—	2—	1—
4 Pg25	The description of organizational: ⊗ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ⊗ outlines the evaluation processes for school leadership and the measures to which they will be held accountable.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school. ○ outlines the evaluation processes for school leadership.	The description of organizational: ○ specifically identifies the positions of leadership within the organization. ○ details the job descriptions and responsibilities of the leadership in the school.	The description of organizational: ○ specifically identifies the positions of leadership within the organization.

Comments

(Pg 14-25)   · ACS has a board
 · They are named/described
 · Evaluations clearly delineated

2

8

3. Description of Governing Body

Score	4—	3—	2—	1—
4	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body. o outlines the frequency and number of meetings per year.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members. o describes how individuals become members of the body.	The description of the governing body: o clearly outlines the purpose of the governing body. o identifies the number of individuals who participate in the body. o defines the rolls and responsibilities of board members.	The description of the governing body: o clearly outlines the purpose of the governing body.

Handwritten marks in score column: X, X (Pg. 27), X (Pg. 27), X, o

Comments
(Pg. 26-27) This is a significant improvement from last submission.

4. Financial Plan for First Three (3) Years of Operation

Score	4—	3—	2—	1—
4	The financial plan: ☒ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ☒ accounts for changes in the number of students from year one to year two to year three. ☒ identifies potential revenue sources outside of state aid, like large grants. ☒ specifically identifies and addresses large start-up expenditures like technology and contracting. ☒ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three. ○ clearly outlines anticipated salaries and benefits for personnel for year one, year two, and year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation. ○ accounts for changes in the number of students from year one to year two to year three.	The financial plan: ○ clearly outlines the expenditures and revenues for the first year, second year, and third year of operation.

Comments

pg. 31 pg. 31 "Surplus" and "Other expenses" there could be more specificity about start-up costs and contracts, like Edgenuity → See pg 36

pg. 29

pg. 31 pg. 31a

pg. 30 pg. 30a

pg. 39 pg. 39a

	Year 1	Year 2	Year 3
Student #	500	550	615
Teacher #	19	21	25
Campus	$ 281,800	$ 300,431	$ 571,526

Cash Flow See Pg. 32

5. Description of Personnel with Financial Responsibility

Score	4—	3—	2—	1—
4 ☒ pg. 42 ☒ ☒	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes that demonstrate their experience in school finance and accounting.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities. ○ lists personnel and their resumes.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions and responsibilities.	The description of personnel with financial responsibility: ○ specifically outlines the job descriptions.

Comments

See pg. (42 - 44)   Julie Plant, CPA
 :resume
 :job description

6. Description of Hiring Policy

Score	4—	3—	2—	1—
4	☒ A description of hiring policies is included.			

Comments

pg. 45   Simple and clear;
 more information about hiring process could be added.

7. Name of Applicant

Score	4—	3—	2—	1—
4 pg. 44 ☒ pg. 50 ☒	The name of the applicant is listed along with: ○ the names of board members. ○ the names and resumes of school leaders.	The name of the applicant is listed along with: ○ the names of board members. ○ the names of school leaders.	The name of the applicant is listed along with: ○ the names of board members.	The name of the applicant is listed.

Comments

8. Description of Facility

Score	4—	3—	2—	1—
4	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students. ○ the spaces intended for statewide testing.	The description of the facility includes: ○ the description of central office space. ○ the online platform to be used for students.	The description of the facility includes: ○ the description of central office space.	A description of the facility is included.

Comments

The online platform is Edgenuity. A more detailed explanation would be helpful, however this is a significant improvement from last submission.

9. Description of Grades Being Served

Score	4—	3—	2—	1—
4	The description of grades being served lists: ○ the grades being served by the school. ○ the grades being served in year one, year two, and year three.	The description of grades being served lists: ○ the grades being served by the school.		

Comments

See Table 9   Why will there always be fewer middle school students than high school students?

10. Technology Capacity—How would you describe your "Learning Management System?" What are the limitations of your LMS, and how will this affect your enrollment capacity? In the event of outages or complications with your LMS, what are the protocols designed to address those issues? How will you inform students and families of those protocols?

Score	4—	3—	2—	1—
1	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols for staff members, families, and students. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications that outlines protocols. o A plan for communicating protocols to families and students is clearly outlined.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed. o A detailed plan to address LMS outages or complications is included.	o A detailed description of the LMS is clearly written. o The potential limitations of the LMS are outlined. o The potential limitations to enrollment capacity are addressed.
Comments				

Handwritten notes:

pg. 59 – 61

- What is "PRTG" and "SNMP"?
- What is "SFTP" and "FTP"?
- Are there limitations that relate to operability?

↳ A broader discussion of LMS limitations is expected.
- A description is written and outage plan is discussed.

11. System Accessibility—Do you anticipate any Service Level Agreements (SLA)? If so, how would you describe your SLAs for system accountability? How would you describe your methods for securing and monitoring access to sensitive and confidential information?

Score	4—	3—	2—	1—
3 2	o SLAs are (clearly) outlined. o A description of SLAs for system accountability is clearly outlined. X A description of security measures designed to comply with FERPA is clearly outlined. X A description of monitoring capabilities and how they will be used to protect sensitive and confidential information.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined. o A description of monitoring capabilities is included.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined. o A description of security measures designed to comply with FERPA is clearly outlined.	o SLAs are clearly outlined. o A description of SLAs for system accountability is clearly outlined.
Comments	- How much does the SLA cost? What is the length? What are the requirements? - Pg. 66 See Figure 2 and 3			

12. How would you describe your anticipated student-to-teacher ratio?

Score	4—	3—	2—	1—
4	X A student-to-teacher ratio is clearly identified for each grade, subject, and course the school will provide.	o A student-to-teacher ratio is clearly identified for each grade the school will provide.	o A student-to-teacher ratio is clearly identified.	
Comments	Pg 69			

13. Outline of criteria designed to measure effectiveness of school

Measurement & Accountability

Score	4—	3—	2—	1—
3 pg.72 ✗ pg.74 ✗ pg.74 ✗	✗ A set of goals that are specific, measurable, attainable, (relevant,) and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included. ○ A description of how progress towards goal fulfillment is regularly monitored and reported to the board.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization. ○ A description of how the board will use goals to measure the effectiveness of schools is included.	○ A set of goals that are specific, measurable, attainable, relevant, and timely are outlined, and they are aligned to the mission of the organization.	○ A set of goals that are aligned to the mission of the organization are outlined.

Comments

· Teacher goals — these goals relate to activities teachers will participate in, but why will they do them and by what measurable outcomes are they held accountable?

− In other words, how are the ~~teacher~~ goals (relevant) to student outcomes? They (the goals) very well may be relevant, but it is the relationship between the two sets of goals is not explicit.

14. Promotion—How would you describe the criteria for promotion of students from one grade or course to the next?

Score	4—	3—	2—	1—
4	☒ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.	○ A description of the criteria for promotion from one grade to the next is included.
	☒ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one course to the next is included.	○ A description of the criteria for promotion from one course to the next is included.	
	☒ The descriptions are clearly articulated and are aligned to quantitative measures that include student achievement and attendance. — pg. 83	○ The descriptions are clearly articulated.		

Comments

(Pg. 75-85)

Very much improved and much more explicit.

Virtual Charter Application Rubric | 2013

15. Assessment—As a virtual school, how will you assess your students' achievement? Where will you test students for the state assessments, and what are the detailed logistics for transporting children to that location? How will you ensure safety protocols during this testing time? How would you describe your formative assessments? How would you describe your "Response to Intervention" plan?

Score	4—	3—	2—	1—
	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.	o A plan for student assessment that lists the tests and their purposes is clearly articulated.
	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.	o The assessment plan is aligned to the school calendar.
	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.	o A detailed description of testing logistics that accounts for student transportation and testing locations is included.
	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.	o Safety protocols that account for things like fire drills and tornado drills are included.
	o The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	o The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	o The applicant has named and described the formative (benchmark) assessments for the school and describes how the data from those assessments will inform instruction.	
	o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.	o An RtI plan that describes how and when the school will provide interventions for different levels of students is clearly articulated.		

(Handwritten score: 3; handwritten page references: pg 86, pg 89, pg 90, pg 90, pg 91, pg 92, pg 92 "success maker"; "An RtI plan" circled)

Comments

(Handwritten:)

pg 86

- Please check with legal counsel about the use of a "courtesy van."

- The safety plan is more general than specific. This probably needs to be more explicit.

- Remember RtI is intended to be a process for students in General Education and while it may lead to identification of a disability the purpose and goal is to successfully remediate students in GenEd.

Virtual Charter Application Rubric | 2013

16. Enrollment—How would you describe the procedures for enrolling students? Will you run a lottery system? What space limitations do you anticipate?

Score	4—	3—	2—	1—
3	☒ A description of enrollment procedures is included. ☒ A description of the maximum amount of students is included. ☒ A description of a lottery process is included.	○ A description of enrollment procedures is included. ○ A description of the maximum amount of students is included.	○ A description of enrollment procedures is included.	

Handwritten: Pg.97, Pg.101, Pg.104

Comments
Pg.97 · Will the interviews be a "gateway" for enrollment? As a public school, your enrollment must be open and non-discriminatory. Be careful here.

17. Attendance—How do you anticipate recording attendance? How would you describe measuring students' attendance?

Score	4—	3—	2—	1—
4	☒ A specific student information system is described that accounts for student attendance. ☒ Attendance policies are clearly outlined. ☒ A description of how attendance will be measured is included.	○ A specific student information system is described that accounts for student attendance. ○ A description of how attendance will be measured is included.		

Handwritten: Pg.106, Pg.107, Powerschool

Comments
Pg. 106 – 109

Virtual Charter Application Rubric | 2013

Community Engagement

18. Demonstration of Support from Residents

Score	1

4—	3—	2—	1—
○ Letters or signatures from several parents, teachers, students, and community members are included in the application.	○ Letters or signatures from several parents, teachers, and students are included in the application.	○ Letters or signatures from several parents and teachers are included in the application.	○ Letters or signatures from several parents are included in the application.

Comments Pg. 110 [99% of the 44 website visitors polled, see Appendix F] "If you build it, they will come" How do you know that?

19. Completed Charter School Training

Score	2 Pg. 112

4—	3—	2—	1—
○ Multiple members of the board and school leadership team have attended charter school training.	○ Members of the board and school leadership team have attended charter school training.	○ Members of the board have attended charter school training.	○ A member of the board has attended charter school training.

Comments

20. Parent Education & Engagement—How will you ensure the inclusion and involvement of parents in your school? How will you orient your parents to your education format?

Score	4 Pg. 114

4—	3—	2—	1—
○ A description of a plan to include and involve parents is outlined. ○ A detailed plan for training parents about school expectations is outlined.	○ A description of a plan to include and involve parents is outlined.		

Comments

Student Services

	4—	3—	2—	1—
21. Special Education—How would you describe your continuum of services for students with disabilities? How will you ensure that students with disabilities maintain access to general education curriculum? How will you ensure compliance with IEPs?	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o An intake process for new students with IEPs is outlined to ensure compliance with previously existing IEPs. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. o A description of how all students will have access to the general curriculum is included. o A description of how, when, and who will manage the compliance of IEPs.	o A description of the continuum of services for students with disabilities is clearly outlined in detail. _(pg 118)_ o A description of how, when, and who will manage the compliance of IEPs.	o A description of how, when, and who will manage the compliance of IEPs.
Score	2			
Comments	_pg 116_ "You say "what" you intend to do but not "how"" _pg 116_			

14

2

22. **Course Delivery—How and when will students, teachers and staff interact with one another? Will courses be synchronous, asynchronous, or a combination of both? How would you describe the technology resources required of the students? How would you describe your plan for ensuring student access to those technology resources? What provisions will you make for students with inadequate technology resources?**

Score	4—	3—	2—	1—
4	o A description of how and when students, teachers, and staff interact with each other is included. ☒ A plan for ensuring student access to necessary technology is included. ☒ A description of the plan to provide for students with inadequate resources.	o A description of how and when students, teachers, and staff interact with each other is included. o A plan for ensuring student access to necessary technology is included.	o A description of how and when students, teachers, and staff interact with each other is included.	

Comments
Pg. 120 - 132 *Pg. 129* *Pg. 131* *Pg. 132*

23. **How would you describe your compliance with 70 O.S. § 3-136 (A)(1)?**

Score	4—	3—	2—	1—
4	☒ A clear description of how the school will comply with this statute is included.			

Comments
Pg. 133 -