



MAY 15, 2017

# Charter Renewal Report

Pinnacle Education-Casa Grande, Inc.

## AGENDA ITEM: Charter Renewal Application—Pinnacle Education-Casa Grande, Inc.

### Request

Pinnacle Education-Casa Grande, Inc. (“Charter Holder”) submitted a charter renewal application package (Appendix A; Renewal Application) on February 23, 2017 to continue operation of Pinnacle High School-Casa Grande serving grades 9–12 in Casa Grande.

### Background

#### History

The Charter Holder was granted a charter in 2003, which is currently approved for grades 9–12, and operates one school: Pinnacle High School-Casa Grande.

#### Governance

The Charter Holder is governed by a corporate board that consists of 3 individuals. The corporate principals listed on ASBCS Online and the website of the Arizona Corporation Commission are listed in the table below.

Member Name	Position
Komanduri Venkataramanmurthy	President/CEO/Director
Alok Gupta	Director
Muhammad Padela	Director

The corporate principals also act as the governing body and are responsible for the policy decisions of the school.

#### Associated Schools

An Associated School is defined as a school operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of its corporate board officers, directors, members, or partners in common, as reflected by the charter contract.

Schools Associated with Pinnacle High School-Casa Grande	
100% of Board Members in Common	
School	Charter Holder
Pinnacle High School-Tempe	Pinnacle Education-Tempe, Inc.
Pinnacle Online High School	Pinnacle Education-Tempe, Inc.
Pinnacle Charter High School	Pinnacle Education-Kino, Inc.
Pinnacle Charter High School-Tempe East	Pinnacle Education-WMCB, Inc.
Pinnacle Online-WMCB (not yet open)	Pinnacle Education-WMCB, Inc.

### Compliance

As stated in Board policy, prior to a renewal application package being considered by the Board, staff conducts a compliance check. The Charter Holder does not have any compliance issues.

The Charter Holder has not been before the Board for any items or actions in the past 12 months.

### Performance Summary

*The Charter Holder’s performance for each of the Board’s frameworks (Academic, Operational, and Financial) is summarized below. The Charter Holder’s dashboards are included in Appendix: B. Renewal Summary Review.*

#### Academic Performance

The academic performance of Pinnacle High School-Casa Grande for FY 2012–FY 2014, based on the Board’s academic framework in effect at that time, is represented in the table below.

School Name	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Pinnacle High School-Casa Grande	58.75 /C-ALT	57.5 /D-ALT	56.25/ D-ALT



The Board’s current academic framework uses two measures to calculate overall academic ratings: letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, Pinnacle Education-Casa Grande has not been designated for school improvement in FY 2017.

### Operational Performance

The Operational Performance Framework includes expectations the Charter Holder and the schools it operates are required to meet through state and federal law, the charter contract, and administrative rule. The Charter Holder currently meets the Board’s Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

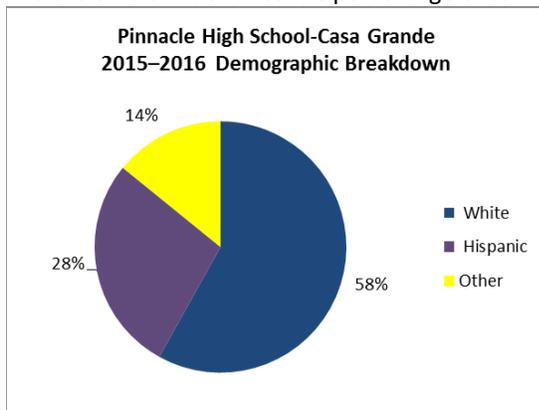
### Financial Performance

The Financial Performance Framework gauges both near-term financial health and longer term financial sustainability of the Charter Holder. Six measures are used in the financial framework: Going Concern, Unrestricted Days Liquidity, Default, Net Income, Cash Flow, and Fixed Charge Coverage Ratio. The Charter Holder meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board.

## Charter Holder Profile

the Charter Holder was granted a charter that became effective on May 30, 2003, which is currently approved for grades 9–12. the Charter Holder operates one school: Pinnacle High School-Casa Grande.

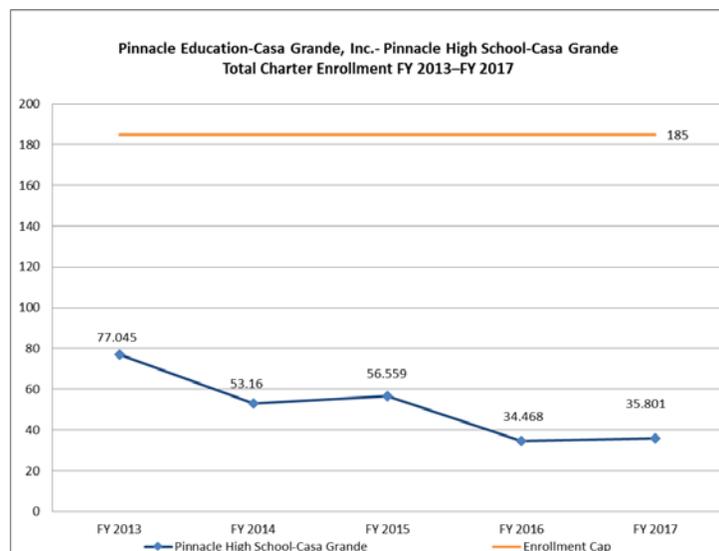
The table below identifies the percentage of students in each demographic group and subgroup identifier



2015–2016 Subgroup Data	
Category	Pinnacle High School-Casa Grande
<b>Free and Reduced Lunch</b>	*
<b>English Language Learners</b>	*
<b>Special Education</b>	*

*\*If the percentage of students is 0% or 100% or the group includes less than 10 students, the percentage for that group is redacted.*

The enrollment cap for the the Charter Holder is 185. The graph below shows Average Daily Membership (“ADM”) for the Charter Holder based on 100th day ADM for FY 2013–FY 2017.



## Academic Systems Review

As part of the renewal process, Board staff conducted an Academic Systems Review (“ASR”) to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guides the staff’s visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The ASR site visit was conducted by Tammy Mandel, Education Program Manager, and Judy Thompson, Education Program Specialist, on March 29, 2017.

At the ASR site visit, one area was found to be in non-compliance: School Calendar. The number of instructional days (186) on the school calendar and on file with the Arizona Department of Education does not align with the number of instructional days in the charter contract (144). The Charter Holder submitted an Instructional Days Amendment Request on April 27, 2017.

Classroom observations completed during the ASR site visit confirmed that the Charter Holder is adhering to the Program of Instruction on file in the contract.

Additionally, at the ASR site visit, the Charter Holder was able to provide documentation or describe processes in place to show that the school implements a curriculum that improves student achievement, a system for monitoring the integration of the State academic standards, a system for monitoring and documenting student proficiency, and a professional development plan that supports effective implementation of the curriculum.

Detailed information regarding the Academic Systems Review is provided in Appendix C. Academic Systems Review Report.

## Additional School Choices

### Pinnacle High School-Casa Grande

Pinnacle High School-Casa Grande received a letter grade of “D-ALT” and an Overall Rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school is located in Casa Grande on the corner of N. Trekeil Rd. and E. Ave. Ellena. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There is 1 alternative school serving grades 9–12 within a five-mile radius of Pinnacle High School-Casa Grande that received an A–F letter grade. The school is identified by its A–F letter grade assigned by the Arizona Department of Education. The table identifies if this school scored above average on the AzMERIT, had comparable scores to those of Pinnacle High School-Casa Grande, and the number that are charter schools.

Pinnacle High School-Casa Grande				2016 AzMERIT ELA *	2016 AzMERIT Math 6%	
2014 Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
<b>C-ALT</b>	1	0	0	-	0	1

When a group in the AzMERIT assessment results report has 10 or fewer students, showing the achievement information may risk an individual student’s anonymity. In these cases, the Arizona Department of Education does not report any achievement results for that group, and uses the \* symbol instead.



## Board Options

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

I move to approve the charter renewal application package and grant a renewal contract to Pinnacle Education-Casa Grande, Inc.

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

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Pinnacle Education-Casa Grande, Inc. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)

**APPENDIX A**  
**RENEWAL APPLICATION**

# Renewal Application—Pinnacle Education-Casa Grande, Inc.

## Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

## Detailed Business Plan

### Charter Holder's Organizational Membership

 [Download File](#) — Enclosed is the confirmation received from Arizona Commission Board in relation to Board Members of Pinnacle Education-Casa Grande, Inc

 [Download File](#) — Acknowledgement received of substantive Completeness for Pinnacle Education - Casa Grande, Inc.

### Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

## Renewal Assurances

### Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

### Charter Representative Signature

Muhammad Padela 02/23/2017

Search Date and Time:  
2/22/2017 9:55:59 AM

**File Number:**  
**10893988**

**Corporation Name:**  
**PINNACLE EDUCATION-CASA GRANDE, INC.**

[Collapse](#) | [Expand](#)

### **Corporate Inquiry**

<b>File Number</b>	<b>Corporation Name</b>	<b>Check Corporate Status</b>
10893988	PINNACLE EDUCATION-CASA GRANDE, INC.	

### **Domestic Address**

2224 W SOUTHERN AVE #1  
TEMPE, AZ 85282

### **Statutory Agent Information**

Agent Name: NARESH DHIMAN  
Agent Mailing/Physical Address:  
2224 W SOUTHERN AVE #1  
TEMPE, AZ 85282  
Agent Status: APPOINTED 03/18/2015  
Agent Last Updated: 01/05/2005

### **Additional Entity Information**

Entity Type: BUSINESS    Business Type: EDUCATION  
Incorporation Date: 8/5/2003    Corporation Life Period: PERPETUAL  
Domicile: ARIZONA    County: MARICOPA  
Approval Date: 8/5/2003    Original Publish Date: 9/15/2003

## Officer Information

Name	Title	Address	Date of Taking Office	Last Updated
KVR MURTHY	PRESIDENT/CEO	866 UNITED NATIONS PLAZA SUITE 408 NEW YORK, NY 10017	05/22/2015	08/30/2016

## Director Information

Name	Title	Address	Date of Taking Office	Last Updated
KVR MURTHY	DIRECTOR	866 UNITED NATIONS PLAZA SUITE 408 NEW YORK, NY 10017	05/22/2015	08/30/2016
ALOK GUPTA	DIRECTOR	1600 W LA JOLLA DRIVE APT 2113 TEMPE, AZ 85282	02/28/2015	08/30/2016
MUHAMMAD PADELA	DIRECTOR	20 BROAD ST 19TH FLOOR NEW YORK, NY 10005	04/09/2013	08/30/2016

# Arizona State Board for Charter Schools

**Physical Address**

1616 W. Adams Street, Suite 170  
Phoenix, AZ 85007

**Mailing Address**

P.O. Box 18328  
Phoenix, AZ 85009

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February 16, 2017

Phone: [\(602\) 364-3080](tel:(602)364-3080)

Fax: [\(602\) 364-3089](tel:(602)364-3089)

Muhammad Padela  
Pinnacle Education - Casa Grande, Inc.  
2224 W. Southern Ave.  
Suite 1  
Tempe, AZ 85282

Dear Muhammad Padela:

The Charter Holder Governance Notification Request submitted on 01/26/2017 has been deemed substantively complete and will be forwarded on for final consideration and you will be notified of the determination.

Sincerely,

Bianca Ulibarri  
Executive Assistant

**APPENDIX B**  
**RENEWAL SUMMARY REVIEW**

## Five-Year Interval Report

[Back to reports list](#)

# ARIZONA STATE BOARD FOR CHARTER SCHOOLS

## *Renewal Summary Review*

### Interval Report Details

[Hide Section](#)

<b>Report Date:</b>	05/03/2017	<b>Report Type:</b>	Renewal
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### Charter Contract Information

[Hide Section](#)

<b>Charter Corporate Name:</b>	Pinnacle Education - Casa Grande, Inc.		
<b>Charter CTDS:</b>	11-87-04-000	<b>Charter Entity ID:</b>	81011
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	05/30/2003
<b>Number of Schools:</b>	1	<b>Contractual Days:</b>	<ul style="list-style-type: none"> <li>• Pinnacle High School-Casa Grande: 144</li> </ul>
<b>Charter Grade Configuration:</b>	9-12	<b>Contract Expiration Date:</b>	05/29/2018
<b>FY Charter Opened:</b>	2004	<b>Charter Signed:</b>	05/30/2003
<b>Charter Granted:</b>	01/13/2003	<b>Charter Enrollment Cap</b>	185
<b>Corp. Type</b>	For Profit		

### Charter Contact Information

[Hide Section](#)

<b>Mailing Address:</b>	2224 W. Southern Ave. Suite 1 Tempe, AZ 85282	<b>Website:</b>	—
<b>Phone:</b>	480-755-8222	<b>Fax:</b>	480-755-8111
<b>Mission Statement:</b>	Pinnacle Charter High School will provide a flexible, coordinated, individualized program of study, targeting high school dropouts and other special populations of students, designed to promote competence in core academic subjects, personal and social skill development and workplace readiness, utilizing a strong emphasis on on-line learning.		
<b>Charter Representatives:</b>	<b>Name:</b>	<b>Email:</b>	<b>FCC Expiration Date:</b>
	1.) Mr. Muhammad Padela	Muhammad.Padela@mgrm.com	05/06/2019

### Academic Performance - Pinnacle High School-Casa Grande

[Hide Section](#)

<b>School Name:</b>	Pinnacle High School-Casa Grande	<b>School CTDS:</b>	11-87-04-003
<b>School Entity ID:</b>	10750	<b>Charter Entity ID:</b>	81011
<b>School Status:</b>	Open	<b>School Open Date:</b>	08/25/2003
<b>Physical Address:</b>	2510 N. Trezell Road Casa Grande, AZ 85122	<b>Website:</b>	—
<b>Phone:</b>	520-423-2380	<b>Fax:</b>	520-423-2383
<b>Grade Levels Served:</b>	9-12	<b>FY 2014 100th Day ADM:</b>	53.16

### Academic Performance Per Fiscal Year

[Hide Section](#)

#### Pinnacle High School-Casa Grande

	2012 Alternative High School (9 to 12)	2013 Alternative High School (9 to 12)	2014 Alternative High School (9 to 12)

1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
1b. Improvement	Math	25.5	50	15	22.7	50	15	19.2	25	15	
	Reading	23.5	25	15	29.2	25	15	66.7	100	15	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	19 / 19.5	50	15	14.6 / 19.4	50	15	17.9 / 20.3	50	15	
	Reading	57 / 46.6	75	15	55.2 / 52.8	75	15	61.5 / 52.9	75	15	
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	D-ALT	25	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Met	75	35	Met	75	35	Not Met	50	35	
4b. Academic Persistence		NR	0	0	NR	0	0	NR	0	0	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		58.75			100	57.5			100	56.25	

### Financial Performance

[Hide Section](#)

Charter Corporate Name: Pinnacle Education - Casa Grande, Inc.  
 Charter CTDS: 11-87-04-000 Charter Entity ID: 81011  
 Charter Status: Open Contract Effective Date: 05/30/2003

### Financial Performance

[Hide Section](#)

#### Pinnacle Education - Casa Grande, Inc.

Fiscal Year 2015 Fiscal Year 2016

#### Near-Term Measures

Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity <small>&lt;30, but ≥15: Does Not Meet &lt;15: Falls Far Below</small>	87.49	Meets	149.45	Meets
Default	No	Meets	No	Meets

#### Sustainability Measures\*

Net Income <small>≤0: Does Not Meet</small>	\$48,424	Meets	\$141,516	Meets
Fixed Charge Coverage Ratio	1.79	Meets	5.60	Meets

&lt;1.10: Does Not Meet

**Cash Flow (3-Year Cumulative)**

Negative: Does Not Meet\*\*

\$13,528

Meets

(\$19,858)

Meets

**Cash Flow Detail by FY**

FY 2015

FY 2014

FY 2013

FY 2016

FY 2015

FY 2014

\$20,365

(\$30,364)

\$23,527

(\$9,859)

\$20,365

(\$30,364)

Meets Board's Financial Performance Expectations

\* Negative numbers indicated by parentheses.

\*\* Target effective beginning with FY16 audits.

**Operational Performance**[Hide Section](#)**Charter Corporate Name:** Pinnacle Education - Casa Grande, Inc.**Charter CTDS:** 11-87-04-000**Charter Entity ID:** 81011**Charter Status:** Open**Contract Effective Date:** 05/30/2003**Operational Performance**[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
	No issue	No issue	

Enrollment Processes	identified	identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	Minutes (Contract Amendment)
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	<b>Meets Operational Standard</b>	--
<b>BOARD EXPECTATIONS</b>	--	--	--

Last Updated: 2017-01-09 16:09:26

**APPENDIX C**

**ACADEMIC SYSTEMS REVIEW REPORT**

## Academic Systems Review Report

### CHARTER INFORMATION

<b>Charter Holder Name</b>	Pinnacle Education-Casa Grande	<b>School</b>	<b>Pinnacle Charter High School-Casa Grande</b>
<b>Charter Holder Entity ID</b>	<b>81011</b>	<b>Site Visit Date</b>	<b>March 29, 2017</b>
<b>Academic Systems Review due to: Charter Renewal</b>			

Area	Issue	Follow-Up
<b>School Calendar</b> <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	The number of instructional days (186) on the school calendar and on file with the Arizona Department of Education does not align with the number of instructional days in the contract (144).	The Charter Holder submitted an Instructional Days Amendment request on April 27, 2017.
<b>Instructional Hours</b> <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No issue	N/A
<b>Instructional Staff Education and Experience</b> <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	No issue	N/A
<b>Open Meeting Law</b> <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No issue	N/A
<b>Board Alignment</b> <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No issue	N/A

<b>Enrollment and Attendance Policies</b> <i>Reviewed for compliance with A.R.S. §15-184.</i>	No issue	N/A
<b>Mission Statement</b> <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No issue	N/A
<b>Other</b>	No issue	N/A

### Program of Instruction

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is contracted to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction incorporates a flexible, coordinated, individualized program targeting high school dropouts and other special populations with an emphasis on online learning.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed individualized programs with an emphasis on online learning:

- Students were seated at individual computer stations working on lessons and assignments for a variety of courses (Chemistry, Mathematics, Biology, Music, History, and Writing to name a few) while teachers circulated around the room to answer questions and assist students.

### Academic Systems

**Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?**

- The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels at the middle school level
- The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content area
- The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year

**Evaluation of Documents**

List of Document Names reviewed during site visit:

<p>i. Middle School Curriculum Maps include all state academic standards for all core content areas and grade levels. The Charter Holder stated that the high school curriculum maps also align with all state academic standards, but none were provided as they are currently being revised.</p>	<p>Middle School Curriculum Maps High School Curriculum Maps (described but not provided); Scope and Sequence (sample but not completed)</p>
<p>ii. The Moby Max assignments provided include the content and skills that students will need to master for each online lesson.</p>	<p>Moby Max Curriculum Assignments Modified Moby Max Curriculum Assignments</p>
<p>iii. The Pacing Guides provided include an organized sequence of when the content and skills are taught in an academic year for each online course.</p>	<p>Pacing Guides (ELA, math, science, and history courses), Middle School Curriculum Maps</p>
<p><b>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</b></p>	
<p>i. <b>The school has a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum</b></p> <p>ii. <b>The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum</b></p> <p>iii. <b>The school has a process that generates a plan of action based on findings</b></p>	
<p style="text-align: center;"><b>Evaluation of Documents</b></p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Charter Holder stated that the Curriculum Team meets once a month or bimonthly to monitor, evaluate, and review the curriculum.</p>	<p>No documents were provided.</p>
<p>ii. The Charter Holder spoke to the fact that the curriculum team then sends to the corporate board for approval.</p>	<p>Curriculum Meeting Agendas and Minutes with the Curriculum Team</p>
<p>iii. The Curriculum Meeting Agendas and Minutes set forth next steps (when classes will be added or eliminated, assessments related to the curriculum, if new curriculum should be adopted, etc.) based on the team’s findings.</p>	<p>Curriculum Meeting Agendas and Minutes with the Curriculum Team</p>
<p><b>How is integration of the state academic standards into the teachers’ instructional practices assessed?</b></p>	
<p>i. <b>Classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction</b></p> <p>ii. <b>The school consistently uses a tool to assess the integration of standards into instruction</b></p>	

iii. <b>The school consistently uses a tool to assess whether instruction occurs according to the school’s instructional planning document (scope and sequence, pacing guide, etc.)</b>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
i. The Teacher Evaluation System document speaks to when teachers will be evaluated (a minimum of two informal observations and two formal observations for each teacher annually). The Observation Report is the informal piece of that process and confirms that curriculum alignment with standards is integrated into instruction. The Teacher Profile and Rating Form is the formal piece of the process and speaks to whether a teacher has demonstrated content knowledge.	MGRM Pinnacle 2016-2017 Teacher Evaluation System document; Pinnacle High School: Instructional Intervention Specialists Building a Successful Team Classroom Observation Report; MGRM Pinnacle Teacher Profile and Rating Form
ii. The Observation Report includes a question about the teacher’s knowledge of the subject matter, state standards, and whether that knowledge is conveyed in an understandable way.	Pinnacle High School: Instructional Intervention Specialists Building a Successful Team Classroom Observation Report
iii. Because the Charter Holder’s instructional platform is primarily online, instruction and content are determined by the student’s pace and proficiency and therefore teachers are not assessed as to their alignment with curriculum maps or pacing guides.	Pacing Guides; curriculum maps
<b>What comprises the school’s teacher evaluation system? (Type, Frequency, Formative, &amp; Summative)</b>	
i. <b>The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</b>	
ii. <b>The school is able to provide evidence of observations with feedback provided to teachers after each observation</b>	
iii. <b>The school is able to provide evidence that the evaluations of teacher performance include a final, summative component</b>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
i. The Teacher Evaluation System document speaks to both the responsibilities of both administrators and teachers in the evaluation process, as well as policies, procedures, and timeframes of how the evaluation system will be run.	MGRM Pinnacle 2016-2017 Teacher Evaluation System document
ii. Both the formal and informal teacher observations provide a variety of feedback given to the teacher after the observation; the feedback given covers instructional performance, classroom management, atmosphere and expectations.	Pinnacle High School: Instructional Intervention Specialists Building a Successful Team Classroom Observation Report;

	MGRM Pinnacle Teacher Profile and Rating Form
iii. The Teacher Evaluation System document includes a Final Teacher Evaluation Rating and the procedures and timeframes for when that final rating is to be given to the teacher. The formal evaluation form is where that final rating is solidified in writing.	MGRM Pinnacle 2016-2017 Teacher Evaluation System document; MGRM Pinnacle Teacher Profile and Rating Form
<b>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</b>	
i. <b>The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels</b> ii. <b>The school is able to provide evidence of a process that uses assessment data to create a plan for instruction</b> iii. <b>The school has a process that clearly identifies who is responsible for evaluating student data</b> iv. <b>The school assessment plan identifies the types of data collected and periods of review for identified data</b>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
i. All assessments are recorded on the individual Personalized Learning Plans. The Moby Max data sheets reference curriculum subjects, average time per day on task, and average time per week on task.	MGRM Pinnacle Personalized Learning Plan; Moby Max data sheets
ii. A plan for instruction is established at the Leadership Team Meetings, as well as through Curriculum Team Meetings, and is noted throughout the minutes provided.	Leadership Team Meeting Minutes; Department Meeting Minutes
iii. The Leadership Team Meeting Minutes identify both the Leadership Team and the individual Departments as those who are responsible to evaluate student data.	Leadership Team Meeting Minutes; Department Meeting Minutes
iv. The Personalized Learning Plans and Moby Max data sheets identify what data is being collected on each student and when it is collected.	MGRM Pinnacle Personalized Learning Plan; Moby Max data sheets
<b>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</b>	
i. <b>The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</b> ii. <b>The school is able to provide evidence of the types of professional development that occur</b> iii. <b>The school is able to provide evidence of how the implementation of professional development is monitored</b> iv. <b>The school has a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</b>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:

i. The Calendar addresses lab instructor training, SPED topics, teacher collaboration, data review, and other topics related to student achievement and outcomes.	Professional Development 2016-2017 Calendar
ii. The Calendar addresses the types of topics that will be addressed, including lab instructor training, SPED topics, teacher collaboration, and data review.	Professional Development 2016-2017 Calendar
iii. The Charter Holder stated that it monitors professional development through the walkthroughs (Observation Report).	Pinnacle High School: Instructional Intervention Specialists Building a Successful Team Classroom Observation Report
iv. The Charter Holder stated that data is discussed at the Leadership Team, Department, and Curriculum Team Meeting. Meeting minutes from all three confirm that student data is discussed at these meetings and whether professional development is positively impacting students or new/different professional development is needed.	Leadership Team Meeting Minutes; Department Meeting Minutes; Curriculum Team Meeting Minutes
<b>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</b>	
i. <b>The school provides professional development activities that support implementation of the school's program of instruction</b>	
ii. <b>The professional development provided is aligned to the curriculum</b>	
iii. <b>The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices</b>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
i. The Calendar addresses professional development activities that support the implementation of the school's program of instruction by offering topics related to instructor lab training, SPED, collaboration, and review of data.	Professional Development 2016-2017 Calendar
ii. The focus of much of the professional development is the online curriculum and how to use data from it to further drive instruction and student achievement, as is documented in the topics listed above.	Professional Development 2016-2017 Calendar
iii. As mentioned above, the topics are based on criteria for curriculum, instruction, and best practices for its blended model and an online student base.	Professional Development 2016-2017 Calendar; PD meeting minutes
<b>What types of professional development follow-up occur?</b>	

<p>i. <b>The school is able to provide evidence of follow-up activities conducted by leadership and/or staff</b></p> <p>ii. <b>The school provides opportunities for feedback to be given regarding professional development</b></p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. The Charter Holder spoke to the fact that during staff meetings, professional development needs are discussed and any follow-up that needs to occur.</p>	<p>Professional Development Needs Assessment Survey and Results; Staff Meeting Minutes</p>
<p>ii. The Professional Development Needs Assessment Survey and Results gives staff members an opportunity to provide feedback to the Leadership Team on the effectiveness of the professional development they have received.</p>	<p>Professional Development Needs Assessment Survey and Results</p>