Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Pinnacle Education - Kino, Inc.
School Name: Pinnacle Charter High School
Site Visit Date: February 6, 2015

Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **Galileo Results Nogales** **Galileo Test List** **Moby Max Results Nogales** **Pull Out Assessments** **Summative Projects** **Assessments-Quizzes 1-4** **Testing Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses **The documents provided demonstrate evidence of the following:** • MGRM Education uses Formative assessment using methods such as written assessments, multiple choice, true-false, matching, open ended, essay, problem based, scenario, and performance tasks. MGRM also uses Summative projects such as research paper, project, portfolio and oral presentation. • Other assessments include Galileo Pre and Post Testing, Benchmarks and Moby Max testing.
[A.2] **Assessment selection** **Bi Yearly Review Agenda**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided demonstrate evidence of the following:** • Much like the system for selecting curriculum, a similar system has been put in place for consideration of new assessment systems. A CDC is formed, considers issues, trends and current research on assessment and assessment systems.
[A.3] **Algebra Pacing Guides** **Assessments Based on Standards** **CC AGL II Map** **Instruction Calendar** **Geometry Pacing Guide** **Testing Calendar** **Site Operations Manual** **Pinnacle Curriculum System**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • The assessment system is aligned to the curriculum and instructional methodology by, first, being mapped to rigorous and important content from the lesson. Instructors identify key standards. This is aligned to the assessment as they are created based on the key standards. • The school uses a Personalized learning Plan in order to guide instructional methodology to meet the assessment needs of students.

[A.4] **Collected CIPP Data** **Gradebooks (English, Geometry, PreCalc)** **Testing Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments **The documents provided demonstrate evidence of the following:** • The school year starts with a Galileo pre-test to gain a baseline on the student's level of knowledge. • As they progress through the classes, every lesson has a formative assessment at the end. This is reported to a gradebook. Along with this, regular benchmarks are planned for the year as seen on the testing calendar.
[A.5] **CSR to show Principal Analysis** **Galileo Results** **Benchmark Data** **Galileo Analysis** **Leader Analysis of Instruction** **WSC to show Principal Analysis** **Leadership Minutes** **CNF201 report** **Student Data spreadsheet**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided demonstrate evidence of the following:** • Instructors view the data daily in order to monitor, assist, and provide feed-back or to differentiate instruction • Once a week the instructor analyzes all the data and has a conference with students. • Leaders also examine this data weekly in order to assess teacher effectiveness. • Student Data spreadsheet to show student or assessment issues
[A.6] **CIPP Checklist** **Collected CIPP Data** **Teacher Start Stop Continue** **Floor Observations Kino** **CNF201 report** **Student Data spreadsheet**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness **The documents provided demonstrate evidence of the following:** • In looking at the data presented from the assessment system over time a school leader sees teachers whose students succeed more often than others. • Suggestions are given or professional development offered to help the teacher increase student goals. Data is looked at afterwards to evaluate effectiveness. • For evaluating curricular effectiveness, the data collected from the assessment system is given to the CDC as data for the CIPP evaluation of curriculum. This data, along with other data collected by the CDC in its independent research is then used to drive decision about the curriculum. • Student Data spreadsheet to show student or assessment issues.

[A.7] **Alternate Assignment** **Collected CIPP Data** **CSSR Weekly Report Nogales**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction **The documents provided demonstrate evidence of the following:** • The data is looked at weekly for instruction to determine a trend line based on a specific student. Instructors quickly make interventions and modify the curriculum. • The data is looked at weekly by school leaders to adjust instruction and guide instructor growth. • The long term data is feedback to the CDC and is used to determine curriculum effectiveness.
[A.8] **Teacher Goals for Students 1-3** **Modified Assignment** **Assessment Modification 1-2** **Pull Out Assessments** **Reading Lesson modifications**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided demonstrate evidence of the following:** • The assessment system assesses non-proficient students on supplemental Curriculum by assessing particular goals that were set by the teacher rather than assessing broader standards. • The Math Coach uses modified assessments and provides feedback in his sessions. • Reading lessons are modified and assessed as needed to help students in the lower 25%.
[A.9] **ELL Student Work** **ILLP ELL Rubric** **ELL Accommodations** **ILLP Progress Report Nogales**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • Progress reports through the ILLP documentation are used quarterly to review student assessment needs
[A.10]	**N/A**
[A.11] **IEP (Tempe)** **Moby Max Data** **Assessment Modification**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided demonstrate evidence of the following:** • Alternate assessments are designed to evaluate the progress of students who are unable to participate in regular assessments, even with accommodations. • Instead of using Galileo students are given benchmark testing through a program, Moby Max, so that they are be tested at their grade level of understanding which matches the need of their IEP.

I, STEVE SALMENO, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 6, 2015. _____

I, _____ F. Pedl, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 6, 2015. _____