Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Pinnacle Education –Kino, Inc.
School Name: Pinnacle Charter High School
Date Submitted: 5/3/2013

Required for: Review - Annual Report

Evaluation Completed 10/9/2013; 11/08/2013

I = Result after initial evaluation
S = Result after evaluation of information collected from the site visit

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*	**S**	**I**	**Curriculum:** The narrative does not describe efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and skills-based materials used for intervention, was provided to demonstrate implementation of a Math curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** Limited data was provided. **Galileo assessment data and course student status**

Measure	Acceptable	Not Acceptable	Comments
			reports were reviewed at the site visit that demonstrated increased student growth in Math.
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Reading curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **At the site visit, addition documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** Limited data was provided. **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student growth in Reading.**

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1b. Improvement *Math*	**S**	**I**	**Curriculum:** The narrative does not describe efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance for non-proficient students in Math. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Math curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance for non-proficient students in Math. **At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** Limited data was provided. **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student performance for non-proficiency students in Math.**

Measure	Acceptable	Not Acceptable	Comments
1b. Improvement *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Reading curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** Limited data was provided. **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*	S	I	**Curriculum:** The narrative describes the beginning stages of a system for evaluating and revising school curriculum aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Math curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Professional Development:** The narrative describes a school at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a plan for professional development that contributed to increased student proficiency in Math. **At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** Limited data was provided. **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student proficiency in Math.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*	**S**	**I**	**Curriculum:** The narrative describes the beginning stages of a system for evaluating and revising school curriculum aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Reading curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Professional Development:** The narrative describes a school at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **At the site visit additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** Limited data was provided. **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student proficiency in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2b. Subgroup Comparison ELL *Math*	S	I	**Curriculum:** The narrative describes disjointed efforts to implement a Math curriculum for ELL students aligned with Arizona's College and Career Ready Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students. **At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Math curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction. **At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Assessment:** The narrative does not describe an assessment system based on clearly defined performance measures to monitor student proficiency. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students. **At the site visits additional documentation, including a testing schedule, Galileo assessment results, and course student status reports, was provided to demonstrate that the school implemented an assessment plan.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students. **At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.**

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2b. Subgroup Comparison FRL *Math*	**S**	**I**	*The narrative provided did not address this measure.* **Curriculum: At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Math curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction: At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Assessment: At the site visits additional documentation, including a testing schedule, Galileo assessment results, and course student status reports, was provided to demonstrate that the school implemented an assessment plan.** **Professional Development: At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** *No data was provided.* **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student proficiency in Math for FRL students.**

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2b. Subgroup Comparison FRL *Reading*	**S**	**I**	*The narrative provided did not address this measure.* **Curriculum: At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Reading curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction: At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Assessment: At the site visits additional documentation, including a testing schedule, Galileo assessment results, and course student status reports, was provided to demonstrate that the school implemented an assessment plan.** **Professional Development: At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** *No data was provided.* **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student proficiency in Math for FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2b. Subgroup Comparison Students with disabilities *Math*	**S**	**I**	*The narrative provided did not address this measure.* **Curriculum: At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Math curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction: At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Assessment: At the site visits additional documentation, including a testing schedule, Galileo assessment results, and course student status reports, was provided to demonstrate that the school implemented an assessment plan.** **Professional Development: At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** *No data was provided.* **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student proficiency in Math for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2b. Subgroup Comparison Students with disabilities *Reading*	**S**	**I**	*The narrative provided did not address this measure.* **Curriculum: At the site visit, additional documentation, including standards alignment documents, lesson plans, and other resources, was provided to demonstrate implementation of a Reading curriculum aligned with Arizona's College and Career Ready Standards.** **Instruction: At the site visit, additional documentation, including Individual Pace Planning reports, course student status reports, PLP Individual Audits, email communications between the manager of onsite and on-line teachers and teachers, and documentation of recorded lessons, was provided to demonstrate that the school implemented a plan for monitoring the integration of Arizona's College and Career Ready Standards into instruction.** **Assessment: At the site visits additional documentation, including a testing schedule, Galileo assessment results, and course student status reports, was provided to demonstrate that the school implemented an assessment plan.** **Professional Development: At the site visit, additional documentation, including the professional development schedule, agendas and minutes of professional development sessions, and printouts of in-service PowerPoint presentations, and teacher performance feedback forms, was provided to demonstrate implementation of a professional development plan.** *No data was provided.* **Galileo assessment data and course student status reports were reviewed at the site visit that demonstrated increased student proficiency in Reading for students with disabilities.**
3a. A-F Letter Grade State Accountability System	**I/S**		
4a. High School Graduation Rate	**I/S**		

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4b. Academic Persistence	**I/S**		