Pinnacle Education, WMCB, Inc. - Entity ID 79439

School: Pinnacle Charter High School - Tempe East

Renewal Executive Summary

I. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	☐	☒
Financial Framework	☒	☐
Operational Framework	Not Yet Rated See Section III	Not Yet Rated See Section III

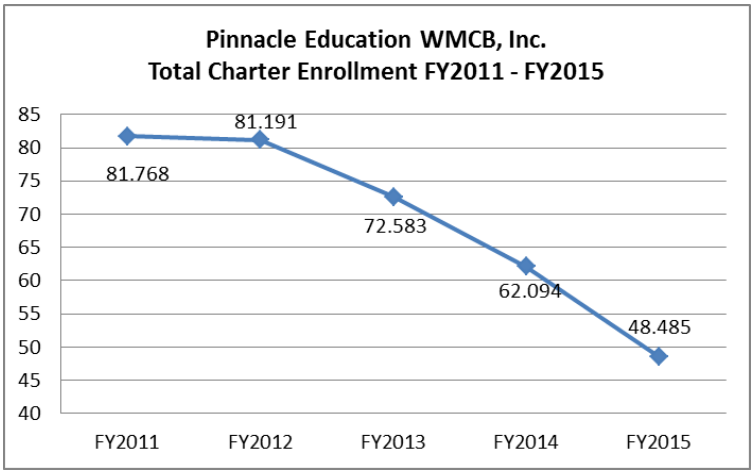
During the five-year interval review of the charter, Pinnacle Education, WMCB, Inc. was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Pinnacle Charter High School – Tempe East, did not meet the Academic Expectations set forth by the Board. At the time Pinnacle Education, WMCB, Inc. became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was not able to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Pinnacle Charter High School Tempe East received an overall rating of "Does Not Meet" the Board's academic standards.

The Charter Holder meets the Board's Financial Performance Expectations.

The Charter Holder does have compliance matters, which are described in the "Adherence to the Terms of the Charter" section of this report.

II. Profile

Pinnacle Education, WMCB, Inc. operates one school, Pinnacle Charter High School – Tempe East, serving grades 9-12 in Tempe. Pinnacle Charter High School - Tempe East is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.

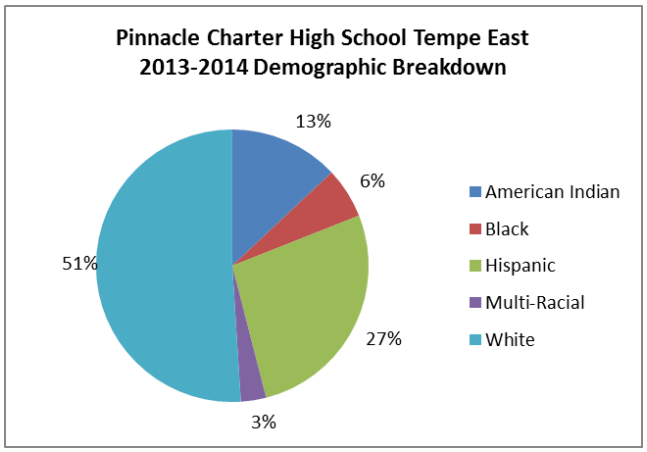


The academic performance of Pinnacle Charter High School – Tempe East is represented in the table below. The Academic Dashboard for the school can be seen in the portfolio: f. Academic Dashboard. The Charter Holder indicated that because of the failure of prior site leadership to improve the performance of Pinnacle Charter High School, it changed two key site leadership roles including the Principal/SPED Director and the Director of Compliance, for FY2015.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Pinnacle Charter High School – Tempe East	03/19/2001	9-12	67.5 / B - ALT	53.75 / D-ALT	53.75 / C-ALT

The website for Pinnacle Charter High School states that the school offers both full-time and part-time enrollment options for Arizona students with an emphasis on on-line learning. The Charter Holder has identified that Pinnacle Charter High School provides a flexible, coordinated, individualized program of study for students. The Charter Holder states that the school targets high school drop outs and is designed to promote competence in core subjects as well as help develop social skills and workplace readiness.

The demographic data for Pinnacle Charter High School – Tempe East from the 2013-2014 school year is represented in the charts below.[1]



The percentage of students who were classified as students with disabilities in the 2013-2014 school year is represented in the table below. [2]

Category	Pinnacle Charter High School Tempe East
Special Education	24%

[1] Information provided by the Research and Evaluation Division of the ADE.

[2] Evaluation completed using information provided by the Research and Evaluation Division of the ADE. No evaluation completed for FRL and ELL subgroups because the percentages for those demographic groups were redacted either because the percentage of students in the non-ethnicity-based demographic groups is 0% or 100%.

III. Additional School Choices

Pinnacle Charter High School - Tempe East is located in Tempe near Guadalupe Road and McClintock. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are seven alternative schools serving grades 9-12 within a five mile radius of Pinnacle Charter High School - Tempe East. The table below provides a breakdown of those schools. Schools are grouped by the A-F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable SPED
B ALT	2	2	2	0
C ALT	4	3	0	0
D ALT	1	1	0	0

IV. Success of the Academic Program

The FY2014 overall rating for the school on the Board's academic performance measures was 53.75 including points received for the FY2014 letter grade of C-ALT as reported by the Arizona Department of Education. The FY2013 overall rating for the school on the Board's academic performance measures was 53.75 including points received for the FY2013 letter grade of D-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 67.50 including points received for the FY2012 letter grade of B-ALT as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Pinnacle Education, WMCB, Inc.:

May, 2011: Pinnacle Education – WMCB, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan on or before September 1, 2011 for the five-year interval review because Pinnacle Charter High School – Tempe East, a school operated by the Charter Holder, did not meet the academic expectations set forth by the Board.

September, 2011: Pinnacle Education – WMCB, Inc. timely submitted a Performance Management Plan (portfolio: g. Performance Management Plan).

February, 2013: The Board released FY2012 Academic Dashboards. Pinnacle Charter High School – Tempe East received an overall rating of "Meets" the Board's academic standards. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

September, 2013: The Board released FY2013 Academic Dashboards. Pinnacle Charter High School – Tempe East received an overall rating of "Does Not Meet" the Board's academic standards. As a result,

[3] Evaluation completed using information provided by the Research and Evaluation Division of the ADE. No evaluation completed for FRL and ELL subgroups because the percentages for those demographic groups were redacted either because the percentage of students in the non-ethnicity-based demographic groups is 0% or 100%.

the Charter Holder did not meet the Board's Academic Performance Expectations. Pinnacle Education – WMCB, Inc. was assigned a DSP as part of an annual reporting requirement (portfolio: h FY2013 DSP Submission). Board staff evaluated the DSP and provided the Charter Holder with the DSP evaluation (portfolio: i. FY2013 DSP Evaluation) and additional technical guidance (portfolio: j FY2013 DSP Technical Guidance).

September, 2014: The Board released FY2014 Academic Dashboards. Pinnacle Charter High School received an overall rating of "Does Not Meet" the Board's academic standards. As a result, the Charter Holder did not meet the Board's Academic Performance Expectations. The Charter Holder was not assigned as part of annual monitoring because they would become eligible for renewal in the fiscal year.

October, 2014: Board staff provided the Charter Holder, through its Charter Representative with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal (October 24, 2014), the deadline date on which the renewal application package would be due to the Board (January 24, 2015), information on the availability of the Charter Holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board (portfolio: e. Renewal DSP Submission).

January, 2015: A renewal application package with a Renewal DSP for Pinnacle Education – WMCB, Inc. (portfolio: e. Renewal DSP Submission) was timely submitted by the Charter Representative.

January, 2015: Board staff sent an email to the Charter Representative which confirmed the site visit date and provided a copy of the initial evaluation of the DSP Report that identified areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

V. Demonstration of Sufficient Progress

On February 12, 2015, Board staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission.

The following representatives of Pinnacle Education – WMCB, Inc. were present at the site visit:

Name	Role
Muhammad Padela	Superintendent
Richard Hinkle	Director of Compliance
Molly Ryan	Principal, SPED Director

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: d. Renewal DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: c. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	☐	☒	☐
Curriculum	☒	☐	☐
Assessment	☒	☐	☐
Monitoring Instruction	☒	☐	☐
Professional Development	☒	☐	☐
Graduation Rate	☒	☐	☐
Academic Persistence	☒	☐	☐

Data

The area of Data is evaluated as Does Not Meet. As evidenced at the site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in one out of the nine measures required by the Board. For more detailed analysis, see Data Inventory (portfolio: d. Inventory Documents, i. Site Visit Inventory - Data).

Question	Valid and Reliable Data	Comparative Data provided for current fiscal year	Comparative Data shows growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	Yes	Yes	Yes	D1
Student Median Growth Percentile (SGP) - Reading	Yes	Yes	Yes	D2
Improvement - Math	Yes	No	No	D3
Percent Passing - Math	Yes	Yes	Yes	D5
Percent Passing - Reading	Yes	Yes	Yes	D6
Subgroup, students with disabilities - Math	Yes	Yes	Yes	D11
Subgroup, students with disabilities - Reading	Yes	Yes	Yes	D12
High School Graduation Rate	Yes	Yes	Yes	D13
Academic Persistence	Yes	Yes	Yes	D14

Curriculum

The area of Curriculum is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: d. Inventory Documents, ii. Site Visit Inventory - Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	Yes	C1
How does the Charter Holder identify gaps in the curriculum?	Yes	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	Yes	C3
Who is involved in the process for adopting or revising curriculum?"	Yes	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	Yes	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	Yes	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	Yes	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Yes	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	Yes	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	N/A	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?"	Yes	C14

Assessment

The area of Assessment is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements. For more detailed analysis see Assessment Inventory (portfolio: d. Inventory Documents, iii. Site Visit Inventory - Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	Yes	A2
How is the assessment system aligned to the curriculum and instructional methodology?	Yes	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	Yes	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	Yes	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	Yes	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	Yes	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	N/A	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: d. Inventory Documents, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	Yes	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	Yes	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Yes	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	N/A	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	Yes	M10

Professional Development

The area of Professional Development is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements. For more detailed analysis see Professional Development Inventory (portfolio: d. Inventory Documents, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	Yes	P1
How was the professional development plan developed?	Yes	P2
How is the professional development plan aligned with instructional staff learning needs?	Yes	P3
How does this plan address areas of high importance?	Yes	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	Yes	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Yes	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	Yes	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	Yes	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	N/A	P10
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	N/A	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	Yes	P12

Graduation Rate

The area of Graduation Rate is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements. (portfolio: d. Inventory Documents, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Document Inventory Item
Ensuring Students in Grades 9-12 Graduate On Time		
How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	Yes	G1
How does the Charter Holder identify students that are not successfully progressing through required courses?	Yes	G2
How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	Yes	G3
What data can the Charter Holder provide to demonstrate that these strategies are effective?	Yes	G4

Academic Persistence

The area of Academic Persistence if evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for keeping students motivated and engaged in school that addresses each of the required elements. (portfolio: d. Inventory Documents, vii. Site Visit Inventory – Academic Persistence).

Question	Sufficient Evidence	Document Inventory Item
System for Keeping Students Motivated and Engaged in School		
How does the Charter Holder identify students who are at risk of dropping out or failing?	Yes	P1
What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	Yes	P2
How does the Charter Holder evaluate these strategies to determine effectiveness?	Yes	P3

VI. Viability of the Organization

The Charter Holder meets the Board's financial performance expectations set forth in the performance framework adopted by the Board. Therefore, the Charter Holder was not required to submit a financial performance response.

VII. Adherence to the Terms of the Charter

Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?
Yes. Based on the available information in the last three fiscal years, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?
Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements.

Based on the available information in fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, except that:

> An Average Daily Membership Audit by the Arizona Department of Education, Audit Unit found that in fiscal years 2011, 2012, and 2013 the school failed to provide all students with sufficient instructional hours because the school improperly included break time as instructional time and did not properly account for half days for some of its educational program tracks. Further information is provided below in the description of whether the Charter Holder is administering student admission and attendance appropriately.

Based on the available information in fiscal year 2013, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements.

Do the Charter Holder's annual audit reporting packages reflect sound operations?
Yes. As reported in fiscal years 2013 and 2014 and the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal years 2012, 2013 and 2014 annual audit reporting packages, respectively.

Is the Charter Holder administering student admission and attendance appropriately?
Based on the available information and as reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Based on the available information and as reported in fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance, except that an Average Daily Membership Audit by the Arizona Department of Education, Audit Unit found that in fiscal years 2011, 2012, and 2013 the school did not accurately report some student enrollment data. As a result of these findings and the findings described above concerning instructional hours, the Audit Unit determined that the school had been overpaid $104,047.44 in Basic State Aid for not providing sufficient instructional hours, had been overpaid $11,311.57 in Basic State Aid for over reporting the school's enrollment of students in a 5 day calendar program rather than a 4 day enrollment calendar, and had been underpaid $5,177.74 in Basic State Aid for understating the school's ADM. The Charter Holder settled the matter with the Audit Unit; the settlement required the Charter Holder to repay $35,204.86 over two years. The Charter Holder has, to date, met all requirements of the agreement.

Based on the available information and as reported in fiscal year 2013, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance, except that the fiscal year 2012 audit reporting package identified that the Charter Holder did not electronically submit its membership information to the Arizona Department of Education at least once every 20 school days as required by state law. According to the audit, the first submission for the school year occurred on January 1, 2012.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

Is the Charter Holder transparent in its operations?
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency in its operations.

Is the Charter Holder complying with its obligations to the Board?
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to reporting requirements of other entities to which the Charter Holder is accountable.

Is the Charter Holder complying with all other obligations?
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

VIII. Board Options

Option 1: The Board may determine that there is a basis to approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. In this case, the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation. The Charter Holder has, however, provided evidence that it has implemented an improvement plan that includes a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. Additionally, valid and reliable data and analysis provided by the Charter Holder demonstrates improved academic performance in 8 out of 9 measures. While Charter Holder's data did not demonstrate improved academic performance in all measures as required by the Demonstration of Sufficient Progress criteria, the Charter Holder has come very close to meeting the Demonstration of Sufficient Progress criteria and the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the next contract period. With that taken into consideration, as well as having considered the statements of the

representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Pinnacle Education – WMCB, Inc.

Option 2: The Board may conditionally renew the charter with specific monitoring and reporting requirements to ensure the consistent and sustained implementation of the recent systemic changes identified in the DSP evaluation and that these changes result in improved academic performance. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract for Pinnacle Education – WMCB, Inc. on the grounds that the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation. Valid and reliable data and analysis provided by the Charter Holder does not demonstrate improved academic performance in all measures as required by the Demonstration of Sufficient Progress criteria. The Charter Holder has, however, provided evidence that it has, since the beginning of the 2014-2015 school year, implemented an improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. The Board, therefore, will grant a renewal contract to Pinnacle Education – WMCB, Inc. for the continuation of Pinnacle Charter High School-Tempe East on the conditions that the Charter Holder agrees to: (1) amend its current charter contract to subject the Charter Holder to specific monitoring and reporting requirements to ensure the consistent and sustained implementation of the recent systemic changes identified in the DSP evaluation and that these changes result in improved academic performance for FY2016, (2) include in its renewal contract specific monitoring and reporting requirements to ensure the consistent and sustained implementation of the recent systemic changes identified in the DSP evaluation and that these changes result in improved academic performance for FY2017, (3) include in its renewal contract provisions that make operation under the renewal contract contingent the successful fulfillment of all of the amended terms of the current contract regarding the specific monitoring and reporting requirements for FY2016, and (4) include in its renewal contract provisions that require closure of the school and termination of the contract at the end of FY2017 if the Charter Holder does not successfully fulfill all of the specific monitoring and reporting requirements for FY2017. The amendment to its current contract and the execution of the renewal contract must be completed within 60 days of today's date or it is the Board's decision that Pinnacle Education – WMCB, Inc.'s request for renewal of its charter is denied for the reasons already specified.

Option 3: The Board may deny renewal with an opportunity for the Charter Holder to request review of the matter. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to Pinnacle Education – WMCB, Inc. on the bases that the Charter Holder failed to meet or make sufficient progress toward the

academic performance expectations set forth in the performance framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation. If upon release of the 2015 Dashboard, the charter school receives an Overall Rating that improves by at least one category as compared to the 2014 Dashboard (DNM to Meets), the Charter Holder may, within 30 days, request the Board review the Dashboard to consider whether conditions exist to grant a renewal.

Option 4: The Board may deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to Pinnacle Education – WMCB, Inc. on the bases that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation and currently operates a school that has received an overall rating of "Does Not Meet Standard" in both of the two most recent fiscal years for which there is State assessment data available.