Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: MGRM Pinnacle Education - WMCB
School(s): Pinnacle Charter High School
Date Submitted: 1/15/2015
Purpose of Demonstration of Sufficient Progress *(check one):*

☐ Annual Monitoring

☐ Interval Review

x Renewal

☐ Failing School

☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

XFY2013

X FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

c. To locate the DSP Online Technical Assistance presentations on the Board's website:
    i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
    ii. Locate the "For Charter School Operators" section in the middle of the page.
    iii. Select the "Performance Expectations & Reviews" link.
    iv. Select the "Academic Interventions" tab.
    v. Scroll down to the "Demonstration of Sufficient Progress" section.
    vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: Pinnacle Charter High School - WMCB

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	x	☐	**x**	x
Student Median Growth Percentile (SGP) – Reading	☐	x	☐	**x**	x
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☐	☐	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☐	☐	☐	☐
Improvement – Math (Alternative High Schools Only)	☐	x	☐	**x**	x
Improvement – Reading (Alternative High Schools Only)	x	☐	x	☐	☐
Percent Passing – Math	☐	x	☐	**x**	x
Percent Passing – Reading	☐	x	x	☐	x
Subgroup, ELL – Math	☐	x	☐	x	x
Subgroup, ELL – Reading	☐	x	☐	x	x
Subgroup, FRL – Math	☐	x	☐	x	x

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

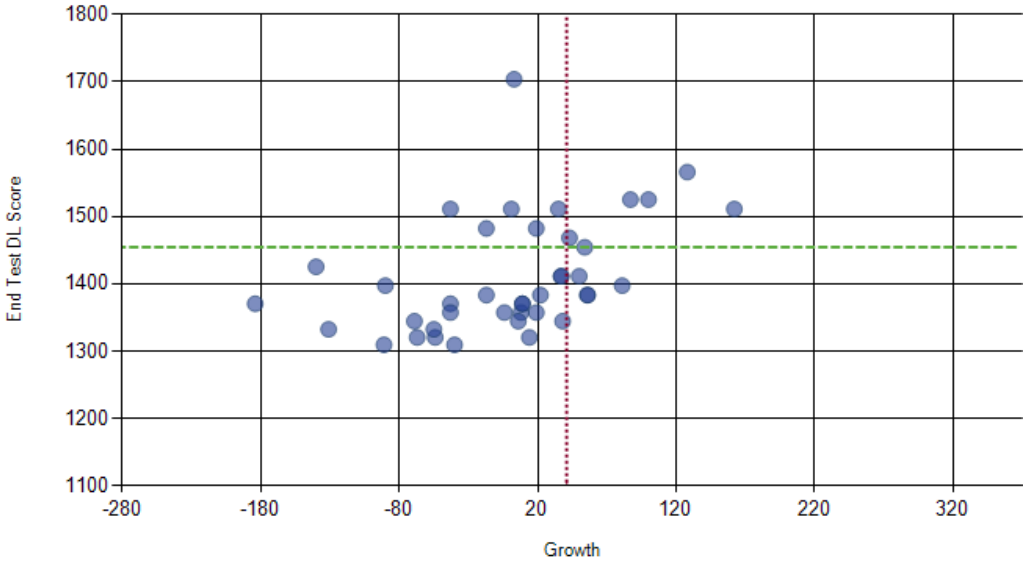
Subgroup, FRL – Reading	☐	x	☐	x	x
Subgroup, students with disabilities – Math	☐	x	☐	x	x
Subgroup, students with disabilities – Reading	☐	x	☐	x	x
High School Graduation Rate	x	☐	☐	x	x
Academic Persistence (Alternative Schools Only)	☐	x	☐	x	x

Data for All Applicable Measures and Subgroups
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.** Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must: ○ clearly label all data to demonstrate which measure(s) it addresses, ○ provide data generated from valid and reliable assessment sources, ○ limit all data to no more than one page per measure per content per school, and ○ redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here:

2013-2014 Student Growth & Achievement in Math from Start till End of Year by Percentage from Galileo Benchmark Testing



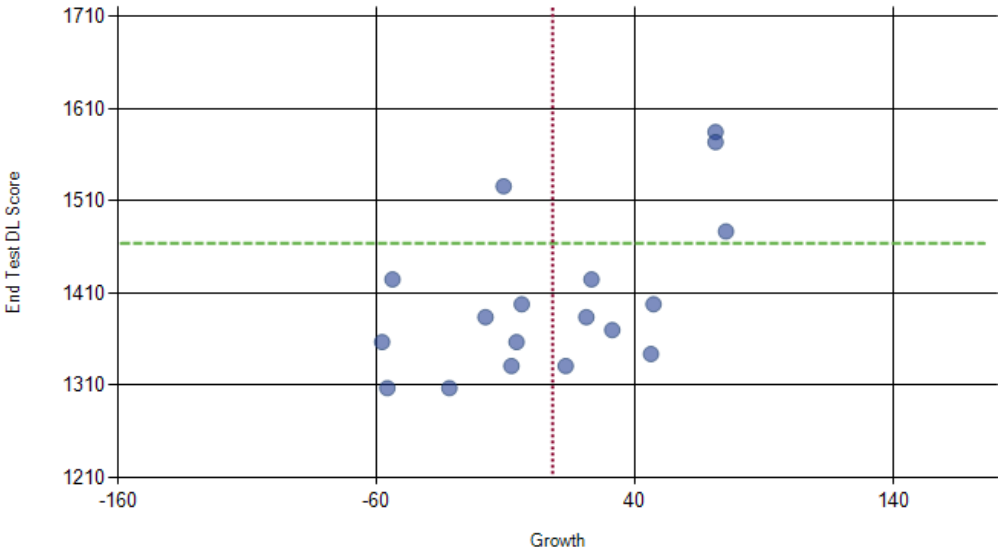
High Growth/High Achievement – 15%

High Growth Low Achievement – 10%

Low Growth High Achievement – 15%

Low Growth Low Achievement – 60%

2014-2015 Student Growth & Achievement in Math from Start till End of Year by Percentage from Galileo Benchmark Testing



High Growth/High Achievement – 17%

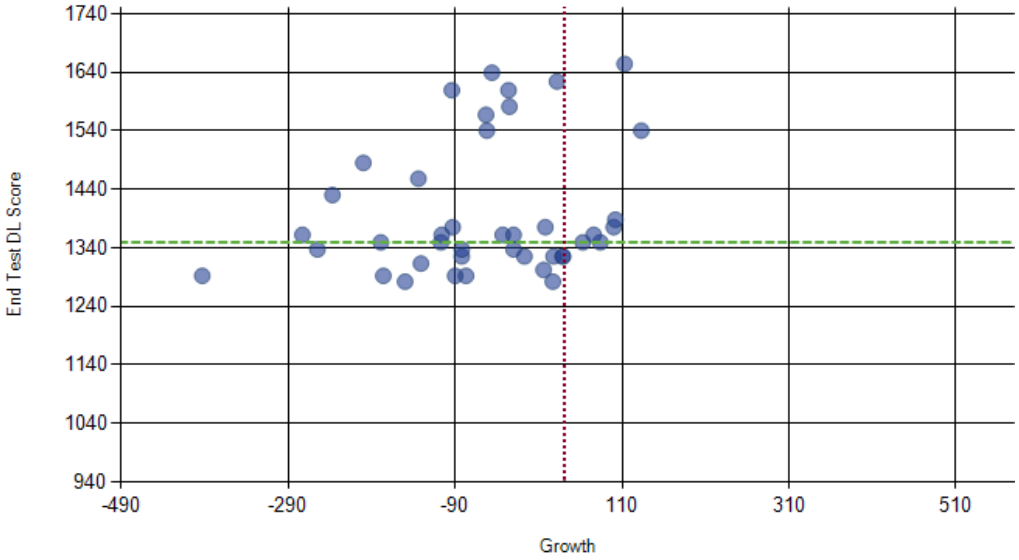
High Growth Low Achievement – 33%

Low Growth High Achievement – 6%

Low Growth Low Achievement – 44%

Insert Student Median Growth Percentile (SGP) – Reading data here:

2013-2014 Student Growth & Achievement in Reading from Start till End of Year by Percentage from Galileo Benchmark Testing



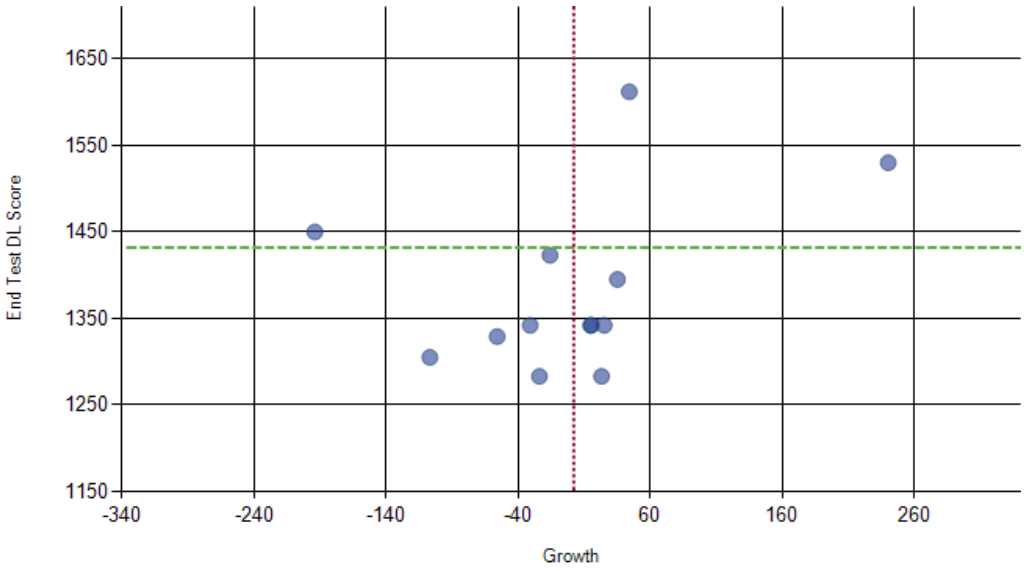
High Growth/High Achievement – 15%

High Growth Low Achievement – 0%

Low Growth High Achievement – 44%

Low Growth Low Achievement – 41%

2014-2015 Student Growth & Achievement in Reading from Start till End of Year by Percentage from Galileo Benchmark Testing



High Growth/High Achievement – 16%

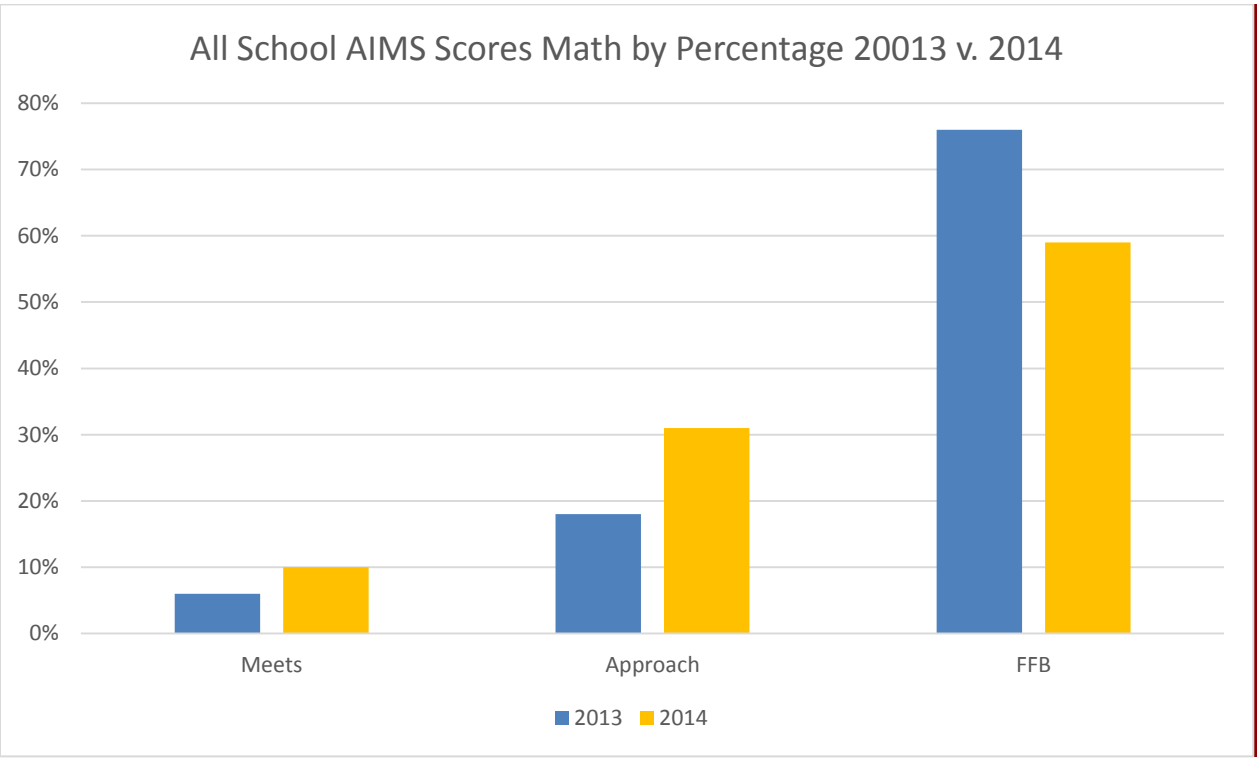
High Growth Low Achievement – 38%

Low Growth High Achievement – 8%

Low Growth Low Achievement – 37%

Insert Improvement – Math data here:
(Alternative High Schools Only)

Comparison of 2013 to 2014 AIMS Math Scores All Students by Percentage

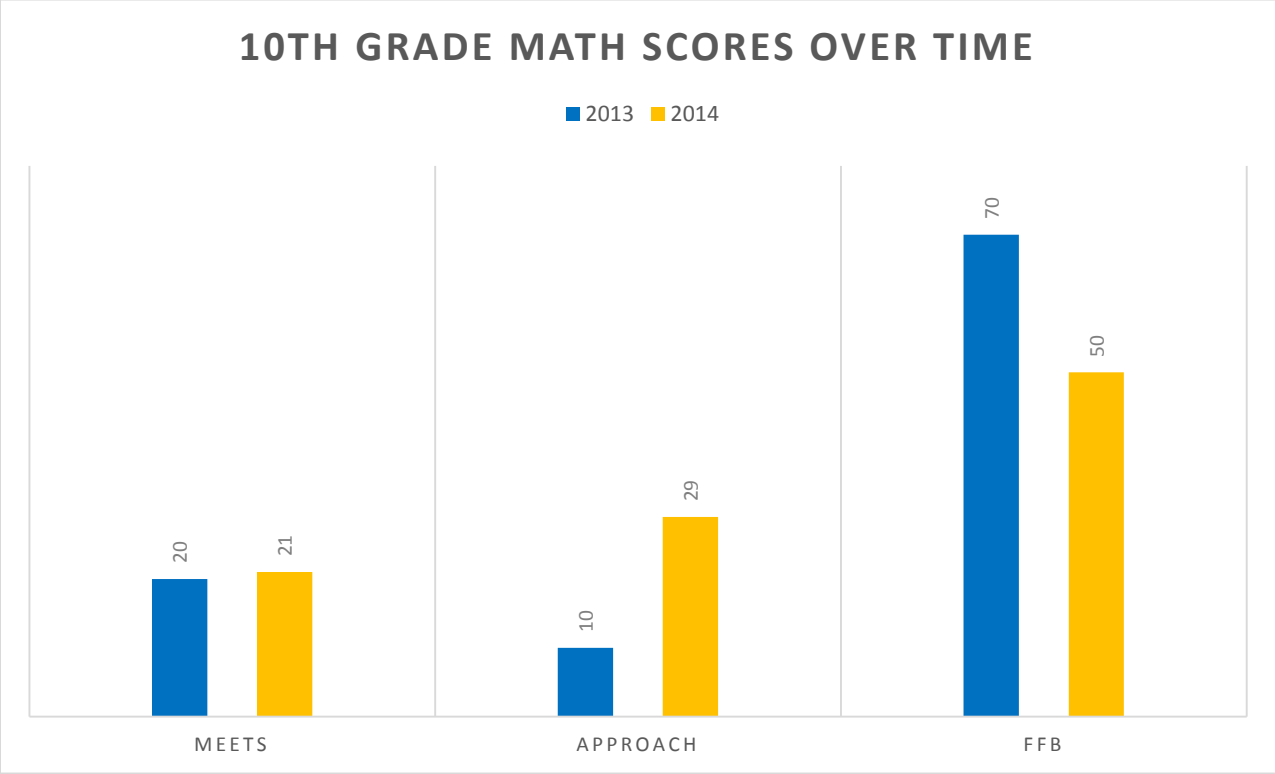


Insert Improvement – Reading date here:
(Alternative High Schools Only)

Data Not Required

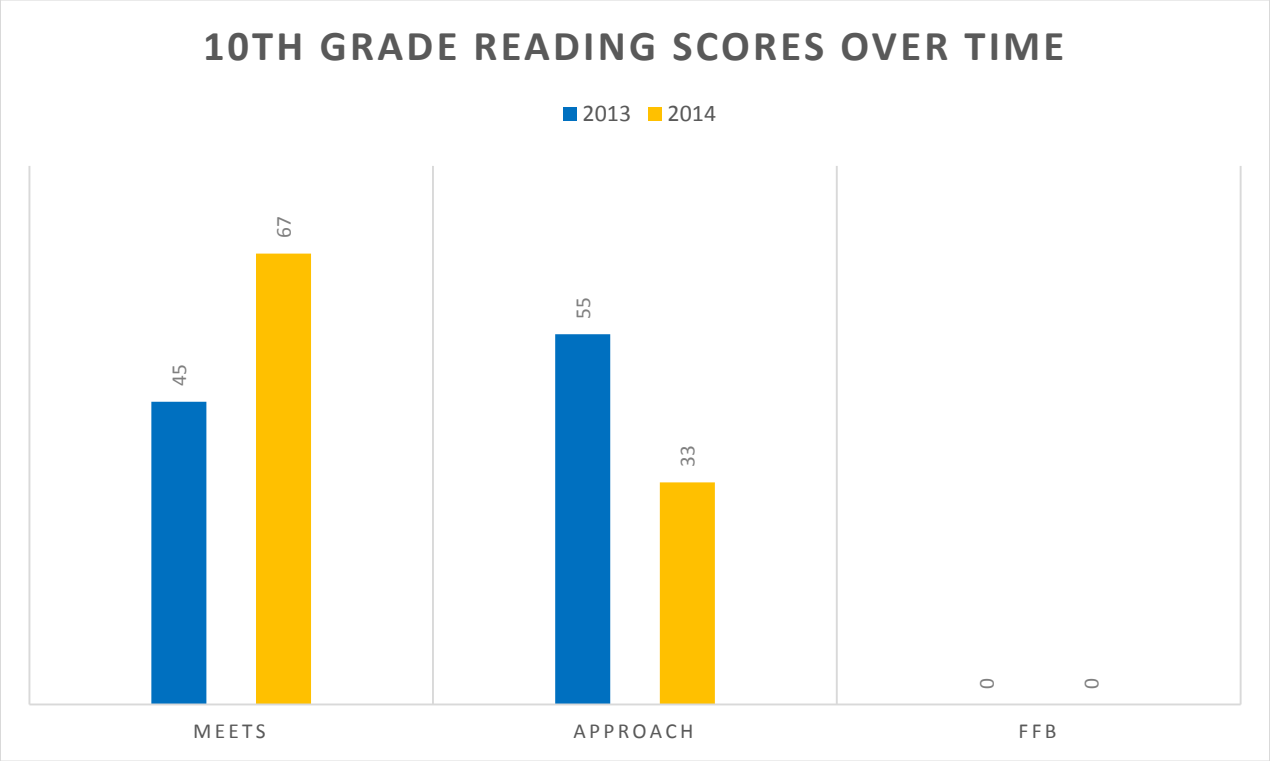
Insert Percent Passing – Math data here:

10th Grade AIMS Math 2013 to 2014 by Percentage of Students



Insert Percent Passing – Reading data here:

10th Grade AIMS Reading 2012 to 2014 by Percentage of Students



Insert Subgroup, ELL – Math data here:

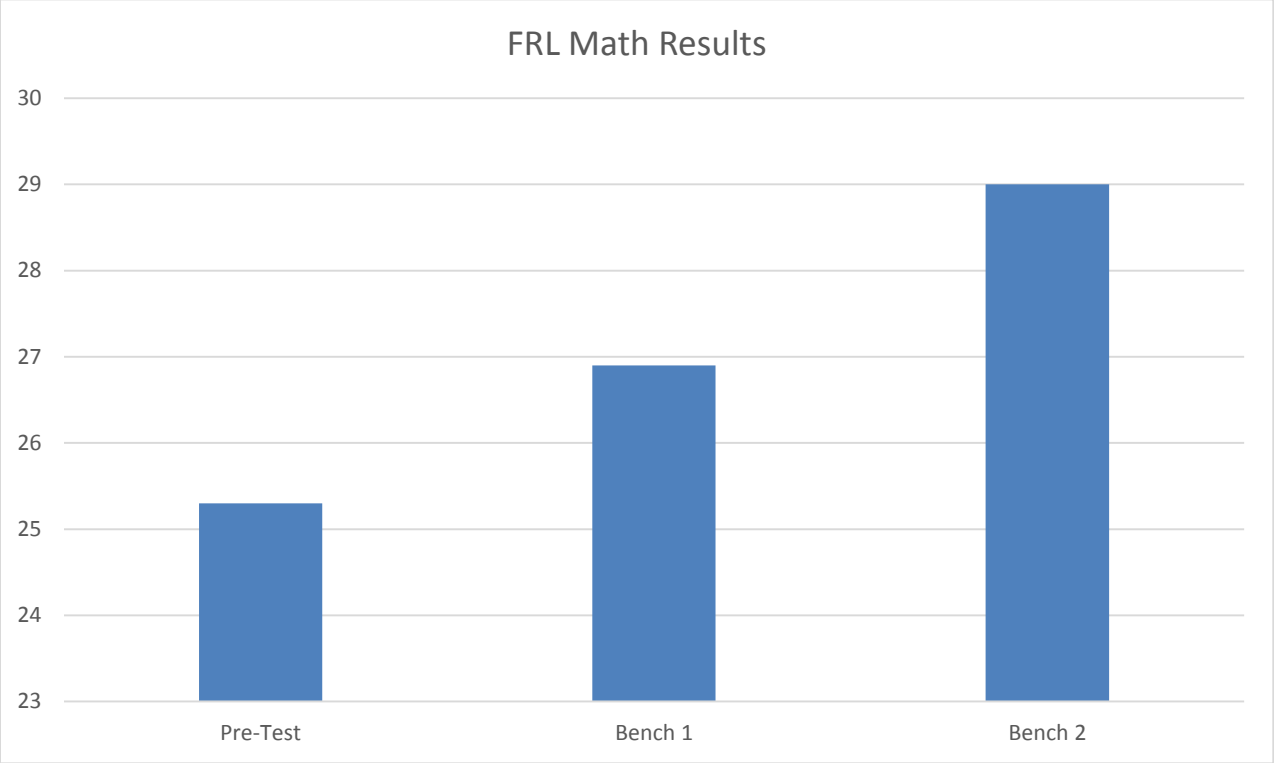
No ELL Students were enrolled for the last two years

Insert Subgroup, ELL – Reading data here:

No ELL Students were enrolled for the last two years

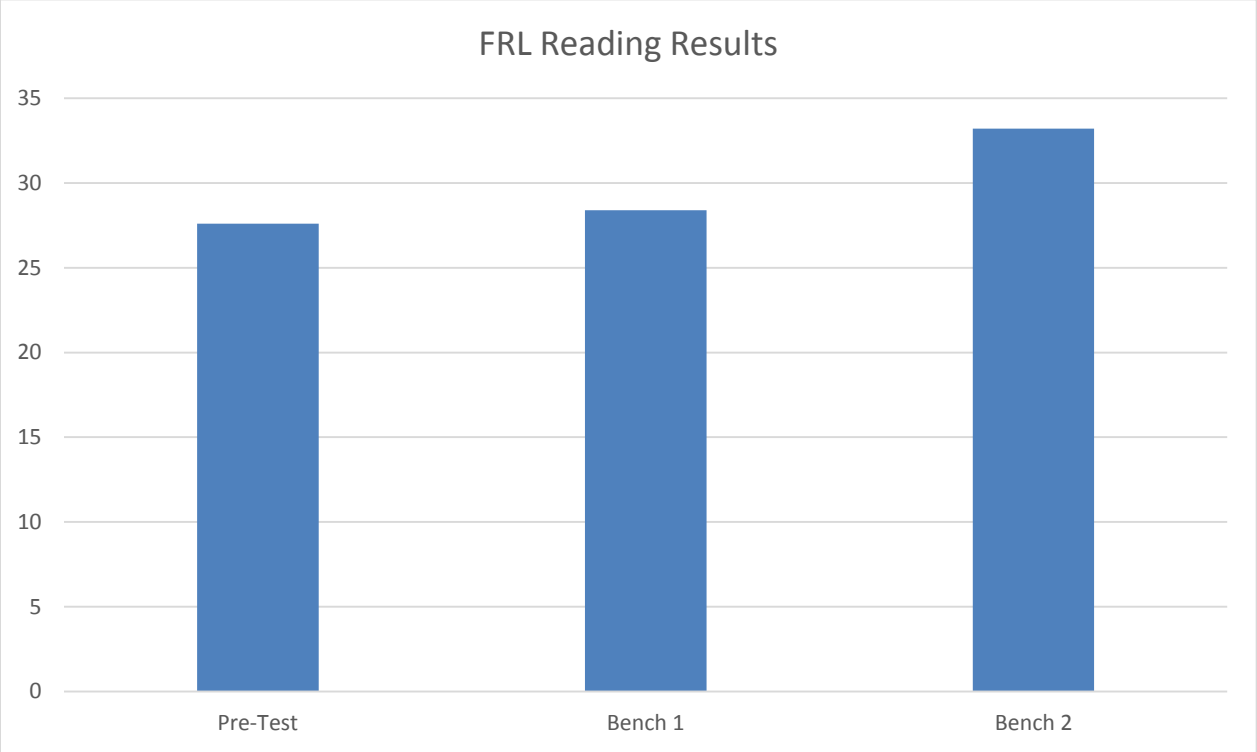
Insert Subgroup, FRL – Math data here:
For Profit School – No data kept last year

Galileo Math Scores of Students Considered FRL 2014-2015 by Percentage of Growth



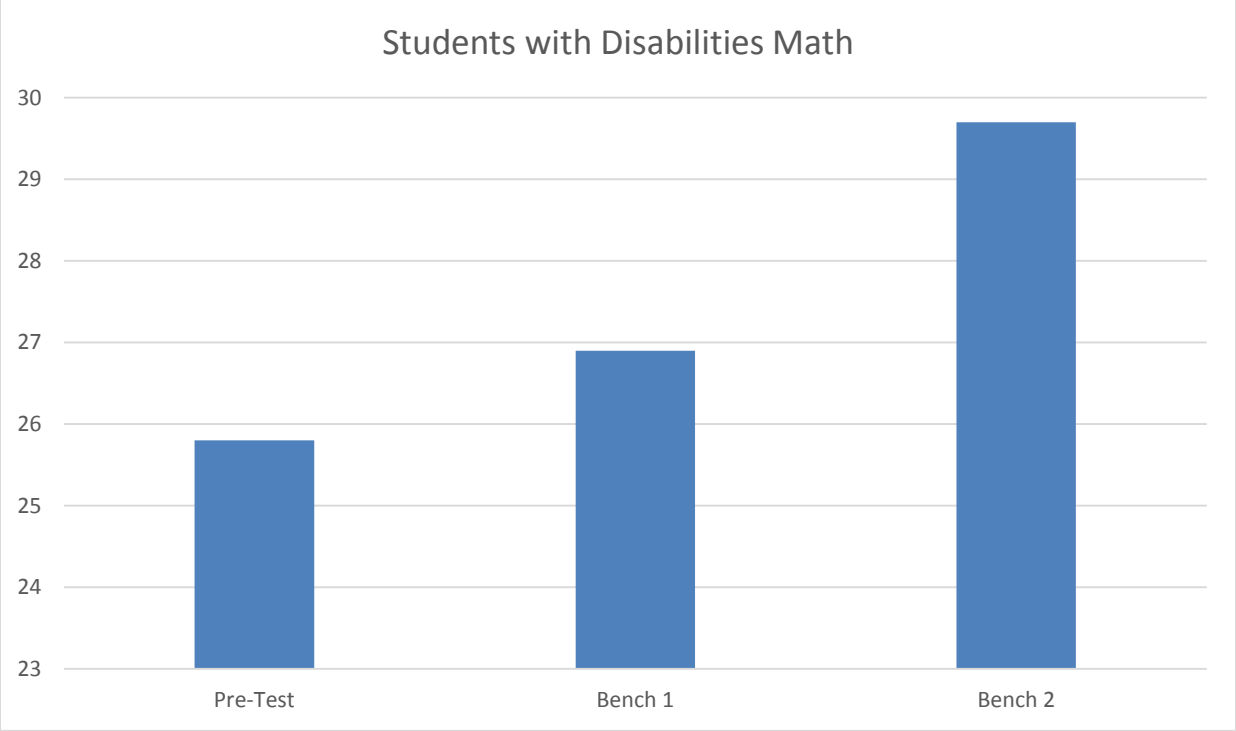
Insert Subgroup, FRL – Reading data here:
For Profit School – No data kept last year

Galileo Reading Scores of Students Considered FRL 2014-2015 by Percentage of Growth



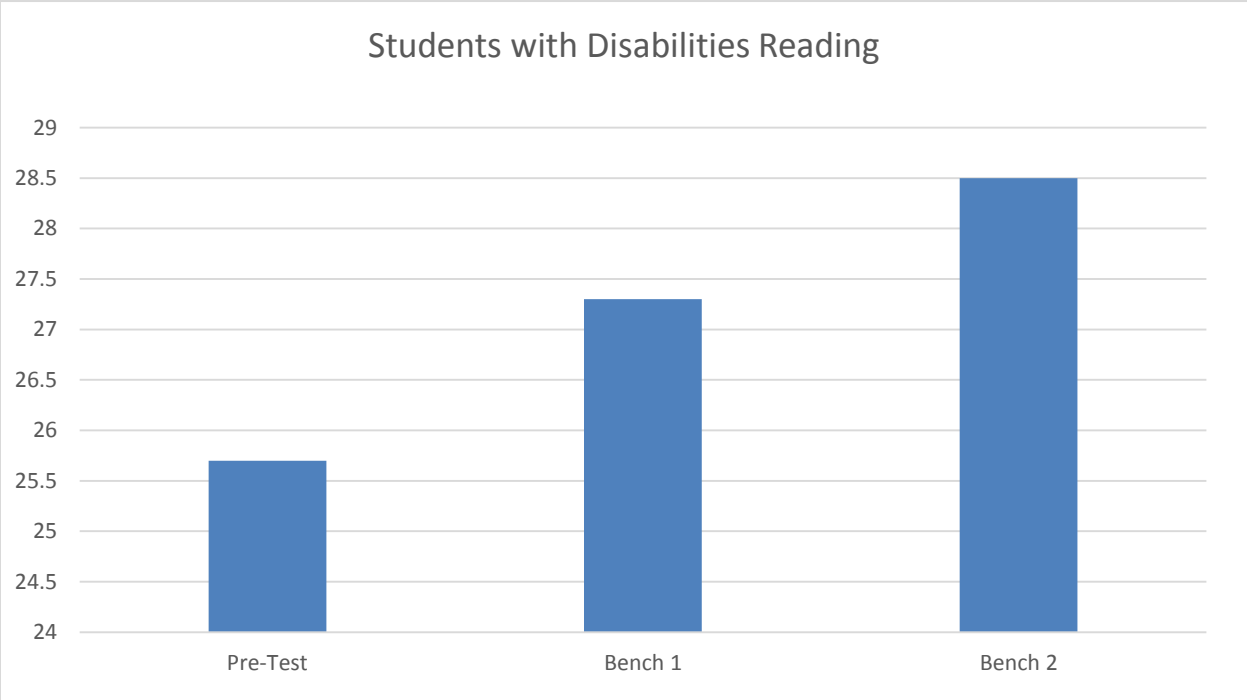
Insert Subgroup, students with disabilities – Math data here:

Galileo Math Results Showing Increase in Grade Level Understanding from Beginning of Year to Present as Per their IEP



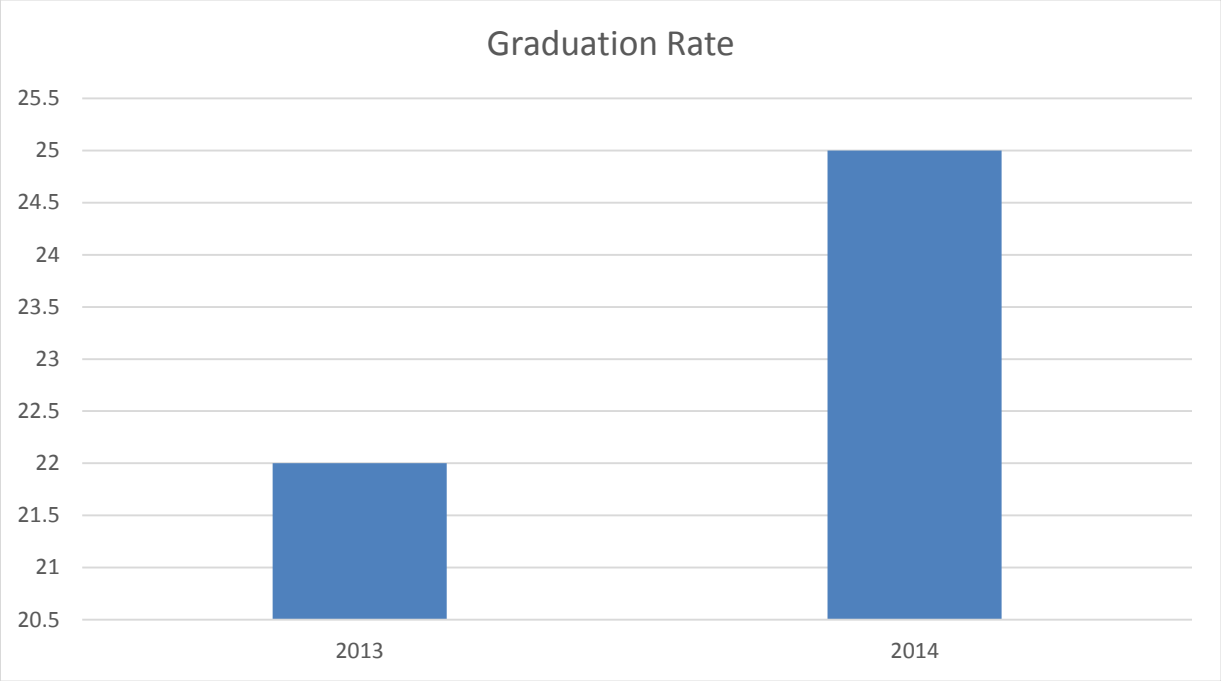
Insert Subgroup, students with disabilities – Reading data here:

Galileo Reading Results Showing Increase in Grade Level Understanding from Beginning of Year to Present as Per their IEP



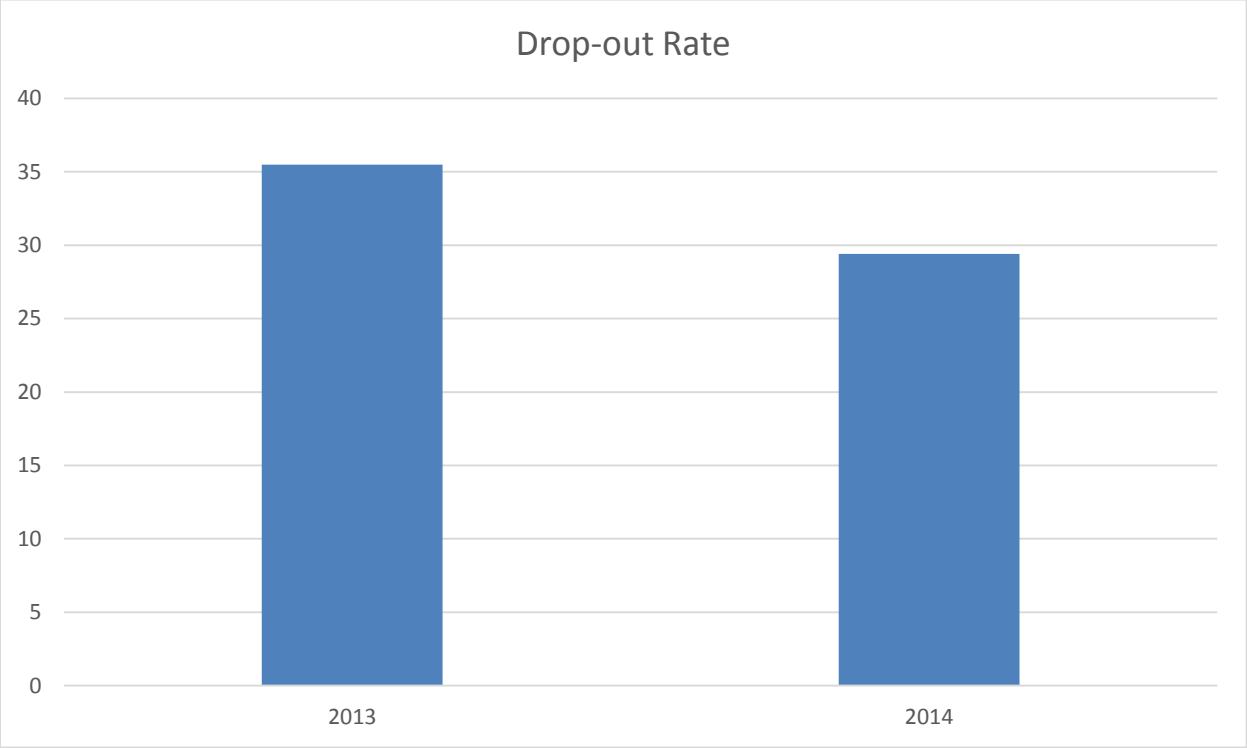
Insert High School Graduation Rate data here:

Number of Students who Graduated Last Year v. Number of Students who have Graduated This Year



Insert Academic Persistence data here: (Alternative Schools Only)

Number of Students Dropping Out of School from 2012 to 2014



Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
The data shown is taken directly from AIMS result sheets proved by the Arizona State Department of Education, Galileo data and the state accountability reports as run through the Common log-in. The data presented has not been edited or manipulated. It is simply reported so that the most honest analysis and correct outcomes are achieved Further, testing and security protocols that are assigned to the AIMS and to Galileo were followed to the letter. Materials are secured before testing and not reviewed by anyone. This is achieved in Galileo by keeping the tests in the secure folder that is not accessible to teachers or other staff till after the testing window closes. Also all test preparation and administration practices were followed as well.
Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?
SGP – The site analyzed Growth and Achievement results from Galileo testing. It showed growth in the two highest categories. The result is that those that are in the lowest two categories need more specific interventions, more pull out and extra monitoring to ensure growth over time. Improvement Math- Over the course of AIMS testing, the students' scores have reduced FFB scores and moved students to approach and meets. The students still at FFB are the focus of both the math instructor and the tutors. Differentiated instructional techniques are used to reach these students and they will be more frequently monitored as they are in the 2nd and 3rd tiers of the intervention system. Percent Passing - Student AIMS scores show that they are moving up levels away from FFB into other categories. Pinnacle will continue to move or allocate resources as needed, closely monitor, train on best practices and involve parents in order to increase these scores this year. Students with Disabilities- The students in this category work in an inclusive environment. They have shown improvement in both math and reading this school year due to continued services provided by the SPED department FRL – Pinnacle Education is a for-profit school and therefore does not have any FRL students of record. However, using anecdotal evidence, results show that these students are increasing in their Galileo testing results. These students were already identified due to other factors as needing additional interventions and assistance. Graduation Rate- The rate over last year to this year so far is already improved as targeted interventions have been used for these students, resulting in the fact that the site will surpass the graduation rate of the last year. Persistence- Using identification tools and targeted interventions the drop-out rate at the site has decreased. The site hopes to continue this trend over the year. After analyzing the data focus was put on instructional strategies, curriculum and family support. Effort

in providing targeted interventions, differentiated instruction and close monitoring of students in tiers 2 and 3 will be continued and improved as needed. Also, increase family involvement through workshops, communication and open house events to increase awareness of student needs. Finally, the hiring of tutoring professionals to continue the rising of testing scores.

Area II: Curriculum

Evaluating Curriculum	
1. 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?	
The process that MGRM uses to evaluate curriculum is the CIPP (Context, Input, Process and Product) model introduced this year. Through a Curriculum Development Committee (CDC) or through Professional Development (PD) sessions these teams determine what needs to be evaluated and what data needs to be collected. Once data is collected it is formatted to be easy to understand and shared with the evaluation team members. Once the data is reviewed and input and analysis is provided, the teams begin the CIPP evaluation. Context – In what context are student needs being met and are not being met to meet the standards. Input – How should the curriculum be working to meet growth outcomes. Process – Is the curriculum actually working to meet growth outcomes. Product – Did the process of evaluation create the needed change so that the students are more successful in meeting the standards. The CIPP checklist gives the steps and what the criteria for evaluation should be. The information that is collected by team members is placed on a shared drive with a message being sent to team members of what was placed there and what it means. Using this model Pinnacle is able to examine what is happening in reality versus the ideal and see what problems in the curriculum are causing students to not reach the standards. Then examine the resources available to meet the student growth goals. Do the students need more, less, a different combination, etc. Once a determination has been completed and changes	List documents that serve as evidence of implementation of this process: CIPP Checklist Data Collected Interviews Meeting Notes Messages

are implemented, the teams review the implementation of the changes to determine problems and issues that need to be addressed by the CDC or PD teams. Finally the teams gather data to determine if the changes recommended in the curriculum evaluation produced the goals of student achievement that were expected. If so, keep these changes as best practices. If not, begin the process again.	
2. How does the Charter Holder identify gaps in the curriculum?	
Much the same way that Pinnacle addresses evaluation of curriculum, it similarly addresses gaps in the curriculum. During PD, staff meetings, PLC's or academy team meetings, these teams discuss and review courses. FYI Learning, our curriculum provider, delivered a list of assignments and the Common Core Standard that the assignments correlate with. The team have also begun to align the content provided to the new ACCRS standards and creating a scope and sequence. The content provided is aligned to the Nation Common Core standards and therefore to the modified Common Core state standards, ACCRS. However, there are some differences, therefore this mapping process is essential in finding gaps. Using curriculum alignment, teachers review the teaching components with the assessments page by page and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills. The gaps are determined when no correlation to the standard are found within the lesson component. As teachers analyze the	List documents that serve as evidence of implementation of this process: Curriculum Maps Showing Gaps PD Curriculum Discussion Sheets Scope & Sequence Pacing Guide Shared Teaching Strategies Lesson Plans

curriculum within and across grades, they share examples of creative teaching strategies, fill the gaps in standards-based instruction, eliminate any unnecessary repetitions, and make other adjustments in instruction and classroom assessment to bring the curriculum into alignment with district benchmarks and state standards. Curriculum mapping is not a deficit model of curricular improvement; instead, it builds on the good things that teachers are already doing in the classroom.	
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
The Curriculum System Manual describes the process by which curriculum is adopted or revised. The steps for such adoption or revision is as follows: Bi-yearly, the CDC begins by considering issues and trends in education in general and content area specifically. This discussion is based on research, changes to state standards and newly available instructional materials. Committee members visit other successful school systems. As needed, the CDC conducts a needs assessment to best ascertain the perceptions, concerns and desires of each of the stakeholders in the process. By examining this data, it should reveal key issues that should influence the curriculum adoption or revision. During the development stage essential questions are asked to meet the goals of the District, but also to define our learning philosophy. The purpose of the philosophy statement is to describe the fundamental beliefs and inform the process. This process allows program goals, grade-level and course goals that address the key cognitive and affective content expectations for curriculum	List documents that serve as evidence of implementation of this process: Curriculum System Manual Issues and Trends findings School Visit Findings Needs Assessment

adoption or revision The philosophy and goals represent the guiding principles for adopting or revising a curriculum. The next step is to create clear objectives and expectations to determine what each learner should know and how that is to be measured. These objectives and expectation create a guide. This guide must now be organized to fit the philosophy of the district and to meet the preferences of those that must follow the guide. The final step in this process is the design and identification of assessment items to effectively measure student progress. The CDC must make sure that criterion-referenced tests, performance tasks and final exams show concrete data that the student has a complete understanding of what was expected of them at all stages of the learning process. This is done to ensure that there is a clear and identifiable alignment of curriculum, instruction and assessment. If the results of the identified assessments show low performance, then the curriculum is modified or replaced in the areas of low performance. Next implementation begins. The CDC continues to visit with sites and meet on a regular basis to oversee the implementation, revision, updating and evaluation of the adoption and revision of the curriculum. After implementation instructors and teachers of the same discipline meet quarterly in order to discuss possible updates or other revisions to ensure that the curriculum remain current and vital to the needs of the students. This is done to make the teachers and instructors ownership and responsibility for effective implementation of the changed curriculum. The curriculum development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the program.	

4. Who is involved in the process for adopting or revising curriculum?	
The committee consists of at least one member of the MGRM Board, all school leaders, the manager of Online Schools, members of IT and a team of teachers and instructors representing the areas of math, science, ELA, social studies and electives. This committee is the driving force for curriculum change and the long-term process of implementing and evaluating the curriculum. From this committee a chairperson is elected who leads the committee to become the districts experts during all phases of adaptation, revision and evaluation.	List documents that serve as evidence of implementation of this process: Committee minutes
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Pinnacle schools all use a digital curriculum. The International Association for K-12 Online Learning (iNACOL) has endorsed a set of nationally recognized criteria to evaluate digital curriculum. These criteria were developed by the Southern Regional Education Board (SREB) and are periodically reviewed and updated to remain relevant to current educational needs and trends. A rubric was developed using the criteria endorsed by iNACOL and informed by urban, suburban, and rural districts that have undergone extensive curriculum evaluation processes. The result is a rubric that assists our CDC in efficiently and effectively identifying high-quality curriculum. Beyond identifying the critical criteria for instructional design and material evaluation, the rubric provides criteria for academic integrity, features of the learning management system, and the student experience. In addition, there is a section on evaluating a curriculum's distance-learning capabilities for those districts implementing virtual programs. To maximize time	List documents that serve as evidence of implementation of this process: Digital Curriculum Assessment Rubric

and resources, a thorough evaluation of at least one course from each subject area is conducted. Reviewing all subject areas identifies the resources and support provided within courses for each subject area. However, rather than all members of the evaluation team reviewing each course, review teams focus on select courses to minimize the number of people needed to complete the evaluation. The rubric contains approximately 60 items divided among 8 categories. Reviewers are asked to rank each item on a scale of 1 to 4, with 1 being "Never" or "Not Evident" and 4 being "Extremely Evident" or "Always." Reviewers are also given space in which to write comments and are encouraged to be as thorough and detailed as possible to ensure that decision makers have access to a comprehensive evaluation when selecting a curriculum provider. The categories that are evaluated are: -Instructional Design -Instructional Material -Assessment and Assignments -Student Performance Expectations -Academic Integrity -Learning Management System -Equity and Access -Qualification and Evaluation -System Security -Implementation -Distance Learning This detailed review and analysis of quantitative and qualitative information on the program's impact and on people's perceptions of its strengths and weaknesses forms the foundation for the next round of curriculum adoption.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	

The CDC continues to visit with sites and meet on a regular basis to oversee the implementation, revision, updating and evaluation of the adoption and revision of the curriculum. During the implementation process teachers and instructors will need professional development and time to become familiar with the changed curriculum. The entire system will need adequate time to pilot the changes in the classroom to effectively measure if the outcomes expected are matching the reality. The CDC and users of the new or revised curriculum are aware that implementation may take several months and nurture the system to ensure that valid and reliable evaluation data is created. This is done by regular communication with teachers and instructors during weekly staff meetings and principal teacher one-on one meetings, known as Start-Stop-Continue. After implementation instructors and teachers of the same discipline will meet quarterly in order to discuss possible updates or other revisions to ensure that the curriculum remain current and vital to the needs of the students. These shall be done as part of the Professional Development calendar. This is done to make the teachers and instructors ownership and responsibility for effective implementation of the changed curriculum. The curriculum development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the program. Using surveys, focused discussions and meetings, the CDC periodically (quarterly) gathers data on perceptions of the program strengths, weaknesses, needs, preferences for particular materials, and topics or objectives that do not seem to be working effectively. This information will be gathered from data that represents overall	List documents that serve as evidence of implementation of this process: Team Meeting minutes with needs assessment Staff Meeting Minutes Start-Stop-Continue PD Calendar Quarterly Discussion Notes Survey Walk-Through Teacher Evaluations Course Enrollment and Pass Rate

student performance that is linked closely to daily instruction. Academy teams accomplish this by sharing samples of assessments, performance tasks, student work, lessons and instructional practices related to the curriculum. The data from these surveys and meetings are then combined with a careful analysis of more numerical data on the program such as: • ongoing grade-level and course criterion-referenced exam data; • teacher developed assessments, performance assessments, student portfolios; • AIMS/AZ Merit results (overall, over time and by objective); • Galileo results (overall, over time and by objective); • course enrollments By using classroom walk-throughs, teacher evaluation process, and course enrollment and pass rates, it is clear if a teacher is teaching the curriculum in the method decided upon, in a timely manner.	
7. 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?	
Each week lab instructors meet with their site students to review their Personal Learning Plan (PLP) to ensure students are on pace with classes required and what class is needed next. Many of our students come in at a 12th grade level needing 9th grade classes. Even though the standards that are being cover are not at grade level they are the ones that must be covered to ensure mastery of the course. This is why the weekly PLP is so important so the student understands what they need to do and when the assignments must be delivered. The PLP also contains a Student Graduation Plan.	List documents that serve as evidence of implementation of this process: PLP Documents Student Grad Plan Pacing Guides Study Guides CDC Bi-Yearly Agenda

This plan analyzes the student's transcripts and compares it to the graduation requirements of the state. From this plan, the student and advisor create an order of classes to be taken through the year in order to graduate on time. For those that are fifth year or above seniors, the plan shows the student the plan of action to reach graduation in the shortest amount of time. This process of using the PLP allows students to see what needs to be done and allows the teacher to create interventions and goals in cooperation with the student. The Charter Holder ensures that grade-level standards are covered by having the CDC review resources as part of its bi-yearly review that ensure standards are covered by communicating with teachers and principals and reviewing of data and progress. PLC's, staff meeting and academy teams, that also regularly meet, discuss and create tools that identify what must be taught and when it must be delivered. Some examples created by these teams this year are Course Pacing Guides and Course Study Guides. Also, as previously mentioned, teams are beginning to map the courses so that delivery time is consistent.	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
To Students: Instructors meet with students weekly to assess student progress using the pacing guides and PLP information. If the student in not meeting the requirements, the instructor and student discuss various interventions and pick the ones relevant to that student. To Teacher: Vice Principals meet weekly with instructors and provide a Start – Stop and Continue Evaluation. The VP and instructor review student PLP's and other data pertaining to that student, such as the Course Student Status Report	List documents that serve as evidence of implementation of this process: Start-Stop-Continue review PLP CSSR

(CSSR), testing data and assignments. The CSSR is a report that shows a student's time engaged in the work, if the student is on pace and what the current grade is for that student. This report is used by students, teachers and leadership to create daily or weekly work goals, see the need for interventions and assess the effectiveness of the instructor. The instructor must show that he or she is using all the available tools and what interventions have been created for the student. If the teacher cannot demonstrate use of the given tools, the Start section of the weekly evaluation denotes the need to begin using them. This is monitored by seeing improvement in the CSSR report, seeing the teacher more engaged during class sessions and through discussions with the teacher asking what tools and methods did he or she use this week.	
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
CSSR reports show instructors and administration what the pacing, time on course study, grade and achievement level for each student. If a student is not progressing as expected it is an indication that the tools are not being used, or not being used effectively. Both instructors and students need to be trained on using the tools provided, and often follow-up must occur. During Academy Team meetings, they also discuss, revise and implement the tools to achieve expected growth measures. Since the tools were created directly from course materials and were built to consider maximum achievement of understanding the standards, there is full confidence that they meet the standards. As mentioned, these tools are also reviewed and revised by teams to keep alignment and goals together.	List documents that serve as evidence of implementation of this process: CSSR Team Minutes
Alignment of Curriculum	

10. How does the Charter Holder know the curriculum is aligned to standards?	
During the assessment process to determine a system one of the areas that is carefully considered is alignment to standards. Specific considerations are: -All instructional material are accurate, complete, and current. -Performance objectives are clearly matched to national, state, and district standards, including grade level expectations and applicable end-of-course assessments. -Instructional material connects students to what they already know and includes real-world examples that students can easily relate to. When the final choice was made to approve the implementation of FYI Learning MGRM Pinnacle knew that FYI Online curriculum includes over 100 semester-based online high school courses in core, honors, credit recovery, ESOL and diverse elective subject areas as well as over 50 higher education courses. It is built to meet and/or exceed state and national standards, FYI Online curriculum is designed for today's generation of students expecting their coursework to provide rigor, depth, social connection, and relevance to the 21st century. All courses in the catalogue share a research-based design philosophy meant to stimulate prior knowledge, activate real world experience, engage students through interactivity, blogging, and kinesthetic learning while ensuring the basic skills of critical thinking needed to prosper beyond high school. Through the mapping process, and curriculum reviews, should an area be found that does not address the standards partially or completely the pre-mentioned teams create supplemental	List documents that serve as evidence of implementation of this process: Curriculum Maps Academy Team Minutes Supplemental Materials

materials and pass the information to administration and the Online Instruction Manager who then works with FYI to create any changes that need to be made to adhere to state requirements so that our curriculum is aligned to the standards yearly and modifications are done to meet these requirements.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
The FYI Learning System offers a variety of learning mediums to accommodate non-proficient students. The lessons incorporate video, online chat, experiments, collaboration with other students, role playing, recorded lectures that can be accessed at any time, and a built in note-taking and vocabulary system. Assessments contain multiple options for completing the assignment, such as PowerPoints, recordings, lab results, and verbally answering the teacher's questions. Non-proficient students are also given an extra attempt at quizzes to see what the mistakes were, go back and find the correct answers and retake the quiz. Written responses are broken into sections so that it is easier for the student to understand, and then is combined at the end of the unit. Accommodations and modifications are made by the teacher on assignments to meet the learning needs of the student so that they may demonstrate that they are proficient on that set of standards. All this means that the curriculum is differentiated to meet the learning style of the student as well as the assessment style that the student prefers are incorporated to ensure growth and proficiency.	List documents that serve as evidence of implementation of this process: FYI Screen Shots Showing Extra Quiz Attempts PD minutes of raising Lowest 25%/FRL Lesson Materials for Pull-Out Accommodations/Modifications
12. How has the Charter Holder ensured that the curriculum addresses the needs of English	

Language Learners (ELLs)?	
ELL students, who have scored less than proficient on their most recent AZELLA test, have been enrolled in classes that meet the requirements for English Language Development. The courses are aligned with the English Language Proficiency standards as prescribed by ADE. These specific courses cover the areas of vocabulary development, oral conversation, grammar, reading, and writing. These courses start with the very basics of speaking, reading, and writing. Each incremental course builds on these skills to help ELL students acquire and develop English language skills. Throughout these courses, students begin with verb conjugations and increase their skills to writing sentences, paragraphs, and eventually essays. Students are assigned their courses based on their most recent AZELLA scores and benchmark assessments. These courses are taught by highly qualified English teachers and provide assignment modifications if needed. The curriculum is reviewed periodically to determine that student needs are being met. Various items are taken into account, such as measurement of student progress through benchmarks, successful completion of courses, modifications of assignments, and increase of student achievement and accomplishment of student learning goals. All of these are factored in determining a successful curriculum for ELLs. Furthermore, students have an ILLP. The ILLPs lists language goals for their core classes, which further addresses their needs. These goals are assessed through documentation of formative assessments throughout the course. The ILLP and goals for each ELL student are updated and modified every six weeks, or according to their course schedule.	List documents that serve as evidence of implementation of this process: ILLP documentation Attachment A, showing sub categories of Reading, Writing, Grammar, and Vocab/Oral Conversation Attachment B, showing documentation of formative assessments. 2 year monitoring form for FEP students Sign-in sheets for PD ELL Files Personalized Learning Plans

During this semester, we have had three separate trainings for teachers regarding the process of ILLPs and appropriate modifications for ELL students. In these trainings, teachers have become familiar with the ILLP. Teachers explored the ELP standards on the ADE website and wrote goals for their students. ELL students, who have scored proficient on their most recent AZELLA test (Reclassified FEP students) are monitored for two years to assess language development. During this time, students may return to ELL status if further services are needed. In addition, our schools utilize a personalized learning plan, which monitors and documents the academic growth of all students, which includes our ELL population.	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Not Applicable Since MGRM Pinnacle is a For-Profit school, none of the students are labeled as FRL. However, FRL students can also be considered "At Risk." These students are often in the bottom 25%. Therefore the same process for the lowest 25% is used for FRL students should we ever change and attain such labels. The FYI Learning System offers a variety of learning mediums to accommodate non-proficient students. The lessons incorporate video, online chat, experiments, collaboration with other students, role playing, recorded lectures that can be accessed at any time, and a built in note-taking and vocabulary system. Assessments contain multiple options for completing the assignment, such as PowerPoints, recordings, lab results, and verbally answering the	List documents that serve as evidence of implementation of this process: FYI Screen Shots PD minutes of raising Lowest 25%/FRL Lesson Materials for Pull-Out

teacher's questions. Non-proficient students are also given an extra attempt at quizzes to see what the mistakes were, go back and find the correct answers and retake the quiz. Written responses are broken into sections so that it is easier for the student to understand, and then is combined at the end of the unit. Accommodations and modifications are made by the teacher on assignments to meet the learning needs of the student so that they may demonstrate that they are proficient on that set of standards. All this means that the curriculum is differentiated to meet the learning style of the student as well as the assessment style that the student prefers are incorporated to ensure growth and proficiency.	
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Special education team meets and uses the drill down sheets as a form of needs assessments produced and accepted by ESS at AZ Dept. of Education. OSEP has directed states to have PEAs drill down to determine root causes when any PEA has failed to meet the 100% compliance targets. PEAs that do not meet the acceptable level during their monitoring must investigate the reasons for missing the target as part of their corrective action work. The drill downs are written by MGRM Special Education team during a meeting with ESS on a yearly review. They are reviewed by the ESS team and accepted. Once accepted the MGRM special education team uses these drill downs as an assessment tool for teaching and how we are implementing accommodations and modifications. The needs assessment looks at service delivery systems, staff and curriculum. If there is a service delivery issue the team will determine what types of accommodations/interventions are needed and	List documents that serve as evidence of implementation of this process: Moby Max Data Study Guides Drill Downs SPED Meeting Minutes IEP

will meet regularly to monitor effectiveness. If there is an issue with staffing the issue is referred to HR for correction. If it is an issue of curriculum, students may be moved from the general curriculum to Moby Max to work at their grade lev to assists a student while working on class. Example; if a MIMR student with an IQ of 47 is taking an algebra 1 class it is obviously impossible for that student to do the work. In the students' IEP it is agreed upon by the team that the student take a Moby Max geometry class at the student's grade level meeting the standards for that particular student. This program is used for students who are placed in our sped program that will not be able to do more that possibly add and subtract due to IQ. We need and want these students to be able to work at their level and meet the needs of their IEP determination.	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
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 Formative Assessment through the dialogues. We have also implemented Moby Max testing in order to locate a student's level in Reading and math, and then find what standards they are having difficulty with in order to get them to the grade appropriate level. We have implemented these assessments in past years and have increased our data abilities by hiring a Data Coordinator to review data, assess data and create and implement alterations to share with administrative team to increase student achievement. This data shows any deviations that need to be made throughout the year and what can make the upcoming years produce positive outcome for the students, families and school	List documents that serve as evidence of implementation of this process: Galileo Test List Moby Max Test List FYI Quiz Results FYI Final Results Pull Out Assessments Testing Calendar Galileo Results Moby Max Results Summative Projects
2. What was the process for designing or selecting the assessment system?	
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. The CDC then begins to consider issues, trends and current research on assessment and assessment systems. The CDC then begins to ask essential questions such as: -What purposes do you expect benchmark assessments to serve?	List documents that serve as evidence of implementation of this process: Assessment Selection Document CDC Bi-Yearly Agenda

-What criteria should you use to select or create benchmark assessments? -What organizational capacity is needed to successfully support a benchmark assessment program? After the CDC answers these questions and begins to evaluate the various systems considering areas such as: Validity - the extent to which an assessment actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Alignment - how well what is assessed—the content and the type of learning—matches both what schools are trying to teach and the assessment purposes Reliability – the indication of how consistently an assessment measures its intended target and the extent to which scores are relatively free of error. Fairness - is accessible and enables all students to show what they know; it does not advantage some students over others. Bias - if features of the assessment itself impede students' ability to demonstrate their knowledge or skill. Utility - How useful is this assessment be in helping us to accomplish our intended purposes? MGRM selected ATI-Galileo as its assessment and benchmark system.	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
The assessment system is aligned to the curriculum and instructional methodology by, first, being mapped to rigorous and important content from the lesson. The lesson and course (curriculum) is explicitly aligned to ACCRS. The assessment system shows results of student comprehension of the standards and allows teachers the ability to make modifications, such as adjustment of concept, amount of work, time	List documents that serve as evidence of implementation of this process: Curriculum Map Pacing Guide Instruction Calendar Assessment Calendar Assessments Based on Standards

allowed or revising the product that demonstrates learning is done as needed to ensure continuous student improvement. This process starts through the curriculum mapping process that allows instructors to identify key standards. This is aligned to the assessment as they are created based on the key standards to allow the student to express what they know and can do. This is linked to various learning experiences to enable students to learning what they need to know. High quality lessons built on the standards ensure that every student has the adequate opportunity to learn. Finally, back to assessment, which is then used as feedback to re-plan, re-teach or repeat as needed.	
4. 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?	
Assessment is continuous and regular part of student life. 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 which is looked at daily by instructors to allow them to provide differentiated instruction or provide an intervention as needed. Each course also has a midterm which occurs in the third week of the class. This data is used to see what standards need to be retaught so that the student has a complete understanding of the concept before moving to the next. At the end of the course at six weeks, there is a final exam covering all the concept presented. Along with this, regular benchmarks are planned for the year as seen on the testing calendar. These allow instructors to see how well students are doing on specific standards and gain an understanding of how well a student will do in formal state testing. Intervention groups are created from all of these sources and tutoring, dialogues, one-on-one	List documents that serve as evidence of implementation of this process: Grade Book Testing Calendar CIPP Data

assistance and extra monitoring are provided.	
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
The assessment data is available to all instructors and leaders at any time. 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. During this conference the data is shared with the student and a plan is created for the week; such as how many lessons need to be done, what areas pull-out should occur and areas to be modified to ensure student improvement. Leaders also examine this data weekly in order to assess teacher effectiveness. If the data of an instructor is declining, the leader creates an action plan for the teacher and deliver those instructions in the weekly conference with the teacher. Once benchmark results come out, school leaders gather, analyze the data, and discuss what is working at the school and adapt it to other schools.	List documents that serve as evidence of implementation of this process: Weekly Student Conference Information Teacher Start-Stop-Continue Leadership meeting Minutes Benchmark Results & Analysis Principal Analysis of Teacher Data
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
In looking at the data presented from the assessment system over time a school leader sees teachers whose students succeed more often than others. From this observational data is input and shows the teachers plan for instruction, what instructional techniques they have, how they provide timely and relevant feed-back, if they communicate expectations, how well they manage behavior and if they maximize their instructional time. 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	List documents that serve as evidence of implementation of this process: Floor Observation Teacher Start-Stop-Continue CIPP CIPP 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.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
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 in order to allow the student to show what he knows and what he can do. The data is also looked at weekly by school leaders to adjust instruction and provide opportunities for instructor growth. The long term data is feed back to the CDC and is used to determine the long term effectiveness of the curriculum. If a certain area is constantly being modified by instructors, then the CDC needs to use the data presented to make a decision on how to change that area or assignment using the CIPP process.	List documents that serve as evidence of implementation of this process: CIPP Data Modified Assignments CSSR Weekly Report
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
The assessment system allows assessment results to be created in many different formats that allow the student to demonstrate knowledge that best fits with his or her learning style. The assessment system also allows us to determine who the non-proficient students are and provide more interventions as is needed. These modifications are also done to modify the testing procedure to allow the student to better demonstrate what they know, such as extra time and more breaks. These modifications are used to obtain a clearer view of what the student knows and can do. This is especially true with content based assessments,	List documents that serve as evidence of implementation of this process: Modified Assignments Teacher Goals for Students Assessment Modifications

like math, where performance may be confused with background or cultural variables. The accommodations are done to remove areas of difficulty that are irrelevant to the intent of the assessment to level the playing field, and allow the student to express his or her knowledge. 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.	
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Assessments are provided daily through student coursework. Students also participate in Benchmark assessments given on a regular basis through Galileo. Students participate in supplemental programs, such as AIMS tutoring and are assessed daily through Moby Max. These various assessments are adapted to meet the needs of ELL students. Some of these examples include allowing ELL students more time to take the assessments, working one on one with the teacher, allowing ELL students to use translation dictionaries as needed, and oral translations of directions and/or content if needed. In some instances, ELL students may need test items read out loud in English. All of these accommodations help accurately assess their skill levels. Furthermore, teachers may choose to modify formative and summative assessments to measure student growth. These examples may include allowing students to demonstrate understanding through use of pictures, visual aids, graphics, and charts instead of a written performance piece. Teachers may allow students to create PowerPoints and videos of main ideas instead of an extensive writing project. These modifications of assessments allow ELL students to be measured based on understanding of content instead of their	List documents that serve as evidence of implementation of this process: Student work Rubrics used to assess student work District approved of ELL test modifications District approved list of ELL accommodations

language level.	
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Not Applicable The assessment system allows assessment results to be created in many different formats that allow the student to demonstrate knowledge that best fits with his or her learning style. The assessment system also allows us to determine who the non-proficient students are and provide more interventions as is needed. These modifications are also done to modify the testing procedure to allow the student to better demonstrate what they know, such as extra time and more breaks. These modifications are used to obtain a clearer view of what the student knows and can do. This is especially true with content based assessments, like math, where performance may be confused with background or cultural variables. The accommodations are done to remove areas of difficulty that are irrelevant to the intent of the assessment to level the playing field, and allow the student to express his or her knowledge.	List documents that serve as evidence of implementation of this process:
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Alternate assessments are designed to evaluate the progress of students who are unable to participate in regular assessments, even with accommodations. For many students with disabilities, alternate assessments are the only appropriate way to evaluate how much they know, have learned, or can do. The IDEA requires that this alternative be available to students who need it, as decided by their IEP teams. When an IEP team determines that a statewide or	List documents that serve as evidence of implementation of this process: Moby Max Data IEP

districtwide assessment is not appropriate for a specific student, they must include in that student's IEP: An explanation as to why the regular general assessment is not appropriate for the student, and a description of how the student will be assessed instead. 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.	

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. 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?	
The site organized a learning community that used in person and virtual meetings to compare strategies, offer feed-back and develop and share materials, resources and insights. These learning communities also study the ACCRS to understand how they are built on one another. This is when the curriculum is mapped to identify gaps and opportunities. Leadership monitors these meetings to see at what level teachers are implementing the resources discussed. Leadership also monitors students' scores and progress to see if students are meeting goals and therefore say that the standards are being implemented with fidelity. The monitoring of implementation also relates back to the assessment system, as teachers and leaders need to make sure that what is taught and what is assessed strictly aligns with the ACCRS. In finding gaps and opportunities, teachers create new or modified lessons. These lessons are given to leadership for review and approval. Once approved, achievement data is assessed for effectiveness and fidelity. In doing walk-throughs and conducting ACCRS needs assessment surveys, appropriate professional development opportunities are determined for instructional staff. Instructors and principals were also given professional development on the assessment system and how to interpret data. With data coming to instructors and leaders on an immediate basis and benchmarks on a regular basis, leadership and instructors determine if the educational goals of learning and proficiency are being met. The	List documents that serve as evidence of implementation of this process: Learning community minutes Curriculum Maps Principal Meeting Notes Gradebook assessment Course Student Status Report Pull-out Lessons Principal Walk-through Notes Professional Development Notes – Data CSSR Lesson Plans Modified Lesson

information is taken back to the learning communities to determine if the curriculum needs to be revised or retaught and discuss interventions that have been successful. If student achievement and growth are improving, then fidelity is ensured.	
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Principals supervise and participates in a cyclical review process for the purpose of program monitoring that includes classroom observations, data and assessment reviews and data-decision making action plans based on these reviews. They also submit site-based information to be used in updating the board, community and staff regarding the district's progress monitoring activities, findings and follow-up action plans. Further, they align all department and committee meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts. Along with this principals provide active leadership to the comprehensive data and assessment collection and analysis, resulting in documented, on-going adjustments and modifications for the purpose of continuous improvement. Finally, they Develop incentives for identified 'best practices' and find ways to celebrate. Teachers support the program monitoring cyclical review process, which include on-going classroom observations, program fidelity review and walkthroughs. Teachers also actively participate in site and district continuous improvement efforts, using lessons learned from the data and assessment analysis to embed on-going instructional adjustments and modifications.	List documents that serve as evidence of implementation of this process: Teacher Review Observation Review Action Plan Board Update Staff Meeting Minutes Assessment Review CDC Bi Yearly Agenda – Fidelity Review
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	

Pinnacle education has implemented an evaluation system for teachers, instructors and school principals. The teaching performance component accounts for 50 percent of a teacher's final evaluation rating and is determined by the performance on the Framework for teaching rubric developed by Charlotte Danielson, and adapted for online learning. The student academic progress component accounts for 50 percent of the teacher's final evaluation rating and is calculated through the use and review of data from approved student achievement assessments. Due to the dynamic and diverse nature of subject areas and courses that MGRM Pinnacle Instructors teach, all staff are classified as Group B teachers until growth evolves to a place where course teaching assignments are more narrowly defined. As required, student AIMS results are used as a part of school level data for all teachers. Quality of instruction is evaluated by assessing the teachers contributions to student learning by looking at multiple measures of student learning, not just one set of data. These measures reflect the curriculum that the teacher is expected to teach and the learning goals that the student is expected to achieve. Valid measures are used for all students including SPED, ELL, FRL or lowest 25%. These measures must also be reliable. The evaluation process also takes into consideration the characteristics and demographics of the student population. If possible, the evaluation considers multiple years of data for students. The evaluation considers evidence of student achievement and teaching practices in an integrated manner. Student learning data is	List documents that serve as evidence of implementation of this process: Teacher Evaluation Manual w/ Rubrics Principal Evaluation Manual

continually studied go guarantee that is remains valid and reliable.	
4. How does this process identify individual strengths, weaknesses, and needs?	
Through the various evaluation tools strengths, weaknesses and needs are identified. Through Classroom Observation leadership captures information about teachers' instructional practices and is used as a diagnostic or for final personnel decisions. It also tracks a teacher's growth and suggests needed professional development. Lesson Plans Reviews are also useful as lesson plans help examine how a teacher prepares to deliver content, develop student skills, and manage the classroom learning environment. Student learning is correlated with a teacher's level of planning used to drive instruction. Student outcomes improve when the plans link student learning objectives with teaching activities, describe teaching practices to maintain students' attention, align student objectives Self-Assessments allow reflection as a process in which teachers analyze their own instruction retrospectively through professional conversations. This process encourage teachers to continue to learn and grow throughout their career. Student Work-Sample Reviews provide a more insightful review of student learning results over time. Identifies which elements of teaching relate more directly to increased student Student Achievement Data measure the impact that instruction is having on student achievement. Schools examine the relationship between changes in student achievement gains, teachers, and	List documents that serve as evidence of implementation of this process: Observation Report Lesson Plan Review Teacher Self-Assessment Student Work Achievement Data

schools.	
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Feedback is given in a face-to face session. It may be a short session after the observed class or during a scheduled time after an observation or during the evaluation cycle. The feedback must be specific and not just a series of compliments as compliments are not adequate feedback. The feedback is sincere and honest in order to provide direction. It is directly focused on the most important information gained from the observation or data. The conversation is about what or how something was done and not why as to make sure the conversation does not turn defensive. It also uses feedback loops to ensure understanding. This involves using open ended questions or what a situation might look like in the future. The areas for corrective action are actionable so they are corrected in the future. If the feedback may be negative the school leader schedules a discussion session in a timely manner. Details of the meeting are not to be listed in the email. Rationale through observation or data is given so that importance of the issue is understood. The instructor is allowed time to respond so that ample opportunity to understand criticism is given. Finally, clarifying what was discussed at the end allows both sides to ensure that communication has taken place and what actions need to corrected.	List documents that serve as evidence of implementation of this process: Observation Notes Post Review Goals Action Plans w/ Actionable Goals
6. How does the 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?	
The data is analyzed to evaluate if the curriculum is producing the expected student learning. It is	List documents that serve as evidence of implementation of this process: Pacing Guides

further used to assess if instructors and their instructional strategies have been effective. It also allows the site to see what professional development opportunities are needed. Further, it determines what resources are needed to support instruction, including teacher resources. Teachers, along with leadership analyze the data to see if overall teaching strategies are appropriate, effective and aligned to the ACCRS. This allows staff to drill-down to specific students or small intervention groups to determine what these students understand and what they need help with. Finally, in analyzing individual data teachers see where the student may have misconceptions of content and strength in other areas. In response to the analyzed data, there was an intensive review of the curriculum to compare what was taught to the ACCRS. Instructors in a subject meet to discuss scope and sequence of skill in a subject and make adjustments to pacing and study guides as needed. In response to the analyzed data the charter holders also shows teachers how to assess their own work and its impact on student achievement. School leaders engage in discussions with instructors to use the data to diagnose strengths as well as areas the instructor may need to modify instruction. This leads to opportunities for instructor collaboration and discussion about practices using the data as the focus of discussion. Through professional development, one-on-one meetings, and team meetings to given to teach staff to effectively read and analyze data so that they make effective decisions and adjust their instructional methods accordingly, discussions of next possible steps, discussions to review results from teachers, classes or grades levels. A data expert was trained and brought in to assist	Curriculum Maps PD-Data PD Agenda – Galileo Galileo Analysis

teachers, school leaders and board members in helping to analyze the data. The analysis and response is considered effective if it uncovers needs, priorities and resources that need to be implemented, build a profile of the school that shows strengths and weaknesses, build motivation for change, creates a goal and direction for change and establishes a baseline that shows progress to evaluate future programs and practices.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. 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?	
Using the RTI Monitoring Worksheet staff is able to identify the student problem. The staff defines the student problem in clear, specific terms that allow the instructor to select an appropriate source of classroom assessment to measure and monitor the problem. The teacher then chooses a method for collecting data that is managed in the classroom setting and provides useful information about the student problem. When selecting a data collection method, the teacher decides how frequently that data is collected during progress-monitoring. Next the staff collects data to calculate a baseline. The staff collects 3-5 data-points prior to starting the intervention to calculate the student's baseline, in the skill or behavior that is being targeted for intervention. The student's baseline performance serves as an initial marker against which to compare his or her outcome performance at the end of the intervention. (Because baseline data points are collected prior to the start of the intervention, they serve as an indication of the trend, or rate of improvement). In calculating baseline, the staff has the ability of selecting the median, or middle, data-point, or calculating the mean baseline performance.	List documents that serve as evidence of implementation of this process: RTI Monitoring Worksheet RTI Data and Assessment Report

After that the staff determines the timespan of the intervention. The length of time reserved for the intervention is sufficient to allow enough data to be collected to clearly demonstrate whether that intervention was successful It is then that the staff sets an intervention goal. The staff calculates a goal for the student that, if attained by the end of the intervention period, indicates that the intervention was successful. Now the staff decides how student progress is to be summarized. This decision summarizes the actual progress-monitoring data. Because of the variability present in most data, the staff does not simply use the final data point as the best estimate of student progress. Instead the staff selects several of the final data points and select the median value. For charted data with trend line, the teacher may calculate the student's final performance level as the value of the trend line at the point at which it intercepts the intervention end-date. Finally, the staff evaluates the intervention outcome. At the conclusion of the intervention, the teacher directly compares the actual student progress with the goal originally set. If actual student progress meets or exceeds the goal, the intervention is judged to be successful.	
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Beyond the district's evaluation process, instruction for ELL students is monitored through ELL student achievement. In addition to district benchmark testing and AIMS data, ELL student progress is measured through their ILLPs and Progress Reports, Attachments A and B. The ELL	List documents that serve as evidence of implementation of this process: ELL Meeting Minutes 2 year monitoring forms for FEP students Personalized Learning Plans Galileo data reports through ATI

Director and the ELL teacher/lab manager meet every six weeks to discuss the needs and progress for ELL students. Items for discussion include student goals, possible modifications on assignments, evaluating student growth, and redesigning of student goals if necessary. Through this process, instruction is modified as necessary in order to meet student needs. Furthermore, student growth is documented within their personalized learning plans. The two year monitoring form for FEP students would also indicate student growth and success. Beyond these, the Galileo data reports will indicate that meaningful instruction is occurring. If students continue to increase their scores on benchmark assessments, it shows that they are retaining new knowledge and showing growth.	
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Not Applicable Using the RTI Monitoring Worksheet staff is able to identify the student problem. The staff defines the student problem in clear, specific terms that allow the instructor to select an appropriate source of classroom assessment to measure and monitor the problem. The teacher then chooses a method for collecting data that is managed in the classroom setting and provides useful information about the student problem. When selecting a data collection method, the teacher decides how frequently that data is collected during progress-monitoring. Next the staff collects data to calculate a baseline. The staff collects 3-5 data-points prior to starting the intervention to calculate the student's baseline, in the skill or behavior that is being targeted for intervention. The student's baseline	List documents that serve as evidence of implementation of this process: RTI Monitoring Worksheet RTI Data and Assessment Report

performance serves as an initial marker against which to compare his or her outcome performance at the end of the intervention. (Because baseline data points are collected prior to the start of the intervention, they serve as an indication of the trend, or rate of improvement). In calculating baseline, the staff has the ability of selecting the median, or middle, data-point, or calculating the mean baseline performance. After that the staff determines the timespan of the intervention. The length of time reserved for the intervention is sufficient to allow enough data to be collected to clearly demonstrate whether that intervention was successful It is then that the staff sets an intervention goal. The staff calculates a goal for the student that, if attained by the end of the intervention period, indicates that the intervention was successful. Now the staff decides how student progress is to be summarized. This decision summarizes the actual progress-monitoring data. Because of the variability present in most data, the staff does not simply use the final data point as the best estimate of student progress. Instead the staff selects several of the final data points and select the median value. For charted data with trend line, the teacher may calculate the student's final performance level as the value of the trend line at the point at which it intercepts the intervention end-date. Finally, the staff evaluates the intervention outcome. At the conclusion of the intervention, the teacher directly compares the actual student progress with the goal originally set. If actual student progress meets or exceeds the goal, the	

intervention is judged to be successful.	
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
The new RTI model called Examining Practices is followed by the IEP team and assessed by the ADE ESS division as follows: Year 1: Analysis of practices • Tier 1 Analysis by Self PEAs review policies, procedures, and practices, Indicators 11 & 13data, and guided questions about internal systems of supervision. PEAs submit an analysis of their review of policies, procedures, and practices, Indicators 11 & 13 data, and systems of internal supervision. Schools that have no students in special education review policies, procedures, and practices and complete an analysis of child find. • Tier 2 Analysis with Guidance **Building Capacity** Specialist use figure 8 to guide PEA in analyzing data to determine root-causes and develop a problem statement. School collect additional data needed and develop goals. A specialist guides the PEA in the development of an action plan. PEA collects Indicators 11 & 13 data. • Tier 3 Analysis with Support PEA team (five members) attend TIERS workshop (3 x year for 2 days) for intensive guidance in developing root cause analysis, problem statement, goals, and action plan. PEA collect additional data and review problem statement between first and second meeting. • Tier 4 Special Circumstances Credit recovery, virtual, small, and extremely small schools. PEAs that don't have capacity or personnel to participate in team activities. PEAs	List documents that serve as evidence of implementation of this process SPED RTI Documents

that are in greatest need of support. Analysis of challenges with systems. Analysis done in conjunction with Title and School Improvement. Case study (multi-year for specific students). Review of policies and procedures Year 2: Program improvement based on developed action plan. Year 3: Qualitative data collection/reflection • Includes developing a framework for school's own supervision. • What's working, what's not—revisit practices Year 4: Progress monitoring using data Year 5: Progress monitoring using data Modified instruction is used to ensure that the instructional needs of students with disabilities are met, and involves several steps. The following outlines the process: The IEP is used to identify the modifications and accommodations needed for each student. The assignments are modified by the special education teacher. Each modified assignment is individually customized to meet the academic needs for each student, and is clearly marked "Modified IEP" in red to alert the online instructor that the student is submitting an alternative assignment. Study guides have been created to support students with quiz questions found in each course. These guides provide the essential information needed to answer the questions. The utilization of websites that provide simplified information are sought out by the special education teacher to make course content comprehensible. For example, the following website would be used as a source of information on the topic of Aristotle.	

http://www.historyforkids.org/ The assignments are graded based on the modified directions by either the online instructor or in some cases by the special education teacher. In the event that a student scores poorly on a modified assignment, the special education teacher investigates the assignment, the student's ability, and contacts the teacher to discuss ways for the student to earn a better grade for a given assignment if needed. The special education teacher and online teacher then work with the student to improve quality.	

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
The Professional Development (PD) plan is a process that begins with an overview that defines the purpose and description of the professional development session. It also considers who the target learners are, over what period of time the plan is implemented and who is responsible. Next is the rationale phase. Here, baseline student data is used to suggest instructional learning needs. An educator needs assessment is also reviewed to see what teachers may need to learn. Results from previous plans are considered to provide insight that may be applied or to do different this time. The final step in this phase to make sure that the PD is aligned to support district goals. The next phase is readiness. This phase starts by seeing what steps must be taken to encourage staff to be committed to the plan. Next where or how the PD is delivered. What personnel must be brought in for accountability and success are considered along with what costs might be involved. Finally, what pre-requisite knowledge must the participants have to build from? The next phase is to plan goals. What will students be able to do as a result of this session. Also, what changes in practice are to be expected to help students meet growth goals and do these goals align with the district goals. The next phase is learning activities and assessment. The creation of tools to document the application process is done here. Along with tools, the process of evaluating the plan and student impact is created. Finally, how acquisition and application of the newly gained knowledge is evaluated. The final phase is reflection and generation. This is where it is determined if the plans goals were met, what was	List documents that serve as evidence of implementation of this process: PD Plan Forms Student Data Needs Assessment District Goals PD Calendar

the outcome data, what contributed to this result and what was the most significant learning that is applied to future plans.	
2. How was the professional development plan developed?	
The leadership team first created the district goals. Strategic district goals, organized around student achievement outcomes is the driver for all professional learning within the district. Based on the district goals, and collaborative conversations among instructional leaders determines the district-wide professional development initiatives that are necessary to help the educators in the district achieve of the student outcome goals. Then, each academy team participates in a related series of professional learning experiences that are specifically tailored for their roles and designed to help each team do their part in reaching the district goals. In their daily practice, participants apply the knowledge and skills that they are developing, collaboratively analyze the results, and refine their methods, and ultimately student performance increases. In the background, leaders monitor each of the strategic PD Plans to understand progress and obstacles based on a variety of data points, which enables them to responsively make adjustments to each plan on an ongoing, as needed basis. Rather than the choice based in the past, all PD plans now must be data driven.	List documents that serve as evidence of implementation of this process: District Goals PD Initiatives Academy Team Minutes Principal Monitor Report
3. How is the professional development plan aligned with instructional staff learning needs?	
Needs assessment surveys are given to the staff. Surveying staff on their level of preparedness to teach the standards, as well as determining program readiness at the district level, provides critical baseline data. Knowing the professional development needs of teachers as well as gaps is a good place to start. The leadership team also	List documents that serve as evidence of implementation of this process: Need Assessment ELA Needs Assessment Math Leadership Team Agenda – Eval Review

looks at evaluation data to see where instructional inefficiencies are occurring and provide PD on those subjects.	
4. How does this professional development plan address areas of high importance?	
When an area of high importance is found, PD is immediately planned. PD leaders are clear about which specific understandings the PD targets, and what such understandings look like in practice. Further, Identify which district goal(s) the plan supports. Also consider how the plan addresses the specified goal(s) either directly or indirectly. Also the leader of the PD Defines the student goals before educator learning goals as the teacher learning focuses on the knowledge and implementation the content and procedural skills necessary to attain the student goals. S.M.A.R.T. guidelines are used to ensure that goals are Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. Implementation is done immediately and is evaluated more often and more rigorously.	List documents that serve as evidence of implementation of this process: PD Documents-assessment, SMART Goals
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Experience shows that constructing new knowledge, applying that learning in the classroom, and detecting evidence of student impact unfolds in a fluid, and often overlapping manner. The purpose of thinking in a specified order is to organize the plan around the expected cause and effect relationship, and to identify how evaluation data is collected at each stage. The PD Leader plans how knowledge is to be assessed through evaluation forms and possibly other tools. They consider whether a generic evaluation form would be most appropriate or if an activity-specific form or a content-specific form would most efficiently gather the desired information. They also take into account any	List documents that serve as evidence of implementation of this process: Collected data Evaluation form Tools List Use Application Form Reflection Journal Online Threaded Discussion Impact Report

variance needed in evaluation forms for general pedagogical plans as compared to content-based plans. The PD team pinpoints the measures and tools that are used to gather evidence of classroom application of new knowledge and skills. In addition, they provide scaffolding and support for participants who are working to make changes in their practice. They review the settings and support structures that are available in the district to reinforce knowledge and to support collaborative planning and reflection, such as PLCs or learning teams, coaching, mentoring, study groups or action research. The PD teams sets a time to begin gathering information about participants' application of their learning. Use Application forms for educators to indicate the types of practice-based changes that they are trying to make and what measures provide evidence that changes in practice are taking place. Include tools such as a Log, form for regular reflective journaling, as well as Team Rooms for online threaded discussion and file sharing, in order to scaffold application and continued learning, and to facilitate collaboration during the application period. The PD team identifies how achievement of the student S.M.A.R.T. goals is evaluated. They allow some time to elapse for cycles of planning, application, and reflection to occur before starting to collect evidence of impact. They plan when it is appropriate to look at student indicators of learning and changes from the baseline data, and note which of the Application level tools might be useful to also evaluate student impact. Many of the same tools such as Team Rooms and Log forms, are used to collect evidence of both application and impact by just modifying the questions. Build in formative measures as well as	

noting summative tools.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
During the planning of the Professional Development Session and during the session itself, brainstorming breakouts are done to consider resources and implementation issues. The resources and issues are ranked in order of importance or need. The resources most needed, or needed to begin are purchased. During the implementation process if any additional resources become evident of need, they are requisitioned and purchased.	List documents that serve as evidence of implementation of this process: PD Documents- Readiness Report PD Agenda - Brainstorming
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Implementation of the strategies learned in the professional development session is monitored several ways. One way is collaborative reflection sessions. These could be through PLCs, learning teams, coaching, mentoring study groups or action research reports. Minutes of these sessions would be provided to the PD leader to assess implementation and remedies should it be ineffective. Application forms are created specifically to the PD and are given to teachers and instructors so that they may note the types of practice based changes that they are making and provide measures of evidence that positive change is taking place. Logs are also provided for all those that attended the PD for reflective journaling. Team rooms for online threaded discussions and file sharing are created to, again, facilitate strong collaboration and ownership during the implementation period.	List documents that serve as evidence of implementation of this process: Academy Team Minutes Application Forms Teacher Journals Online Threaded Discussions
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Monitoring and follow up is a continuous part of the implementation process. Monitoring occurs	List documents that serve as evidence of implementation of this process:

through the submission of team meeting minutes as well as walk-throughs by the PD leader and or the compliance team. There is also constant monitoring through the online threaded discussions (online conversations that are linked by subject). Here the PD leader communicate back with instructors as well as email and notes responding team meeting minutes. In working in a collaborative manner, instructional staff understand that the success of implementation belongs to them. They must be the owners of implementation and alert the PD team to what is working and what is not so that the PD team may adjust the implementation process. This data is preserved so that future PD sessions may use it to see what worked during implementation and what should be avoided.	Walkthrough Report Team Minutes Online Threaded Discussion – PD Leader Communication
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
9. 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?	
Professional Development sessions regarding non-proficient students are held regularly during the year and are attended by all instructional staff. The training covers how tiered instruction works. Ways to modify or accommodate assignments, behavioral interventions, identification process, using data and expectations.	List documents that serve as evidence of implementation of this process: PD – Tiered Instruction Sign In PD Agenda Training Materials
10. 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)?	
Professional Development sessions regarding ELL are provided on a regular basis throughout the academic school year to assist teachers in meeting the needs of ELLs. All instructional staff are required to attend these trainings. These trainings include all aspects of the ELL process, including ELL enrollment forms, AZELLA testing procedures/scores, assessment accommodations, ILLP documents, ELP standards, and assignment modifications for ELLs. During PD sessions, teachers and administrators review data gathered	List documents that serve as evidence of implementation of this process: Professional Development Sign in Sheets Professional Development Agendas Completion Certificates Training materials

from Galileo and AZELLA reports to collaborate and develop instructional goals based on ELP standards for ELL students. Additionally, there is a support structure in place to assist teachers, which includes the ELL director and two site instructors who work with ELL students on a daily basis. Teachers may contact these individuals for any assistance regarding ELLs.	
11. 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?	
Not Applicable PD session are held in screening students in the bottom 25% or FRL and in the Tiered Level instruction and interventions7	List documents that serve as evidence of implementation of this process:
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
There are certain requirements by ADE ESS division to train yearly. Along with those mandatory training we train staff on what the needs of the students are. We sent a questionnaire out to staff asking what the need was for training for 2014-2015 for students with Special Needs. We used this data to train teachers and staff. This year the special education team has attended professional development training. The director of special education and one teacher attended the Directors Institute for 2014-2015 which was a three day event. The administrative assistant went to two trainings to help with data and assistance with students. The information presented during these ADE trainings are used to train staff during school professional development	List documents that serve as evidence of implementation of this process: ADE Training Requirements PD-SPED PD Questionnaire Directors Institute Documents

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Personal Learning Plans (PLP) are used weekly by instructors to monitor student progress. The PLP is a collection of data consisting of AIMS results, Galileo results, student surveys, writing samples, transcripts and a graduation plan among other things. This data is collected for as long as the student is with the school and gives a student life cycle approach to the data. This data is used to make decisions about the students learning progress and growth. The progress data is discussed during the Weekly Student Conference (WSC). A plan for the day and for the week are made at that time, with students giving feedback about what they can realistically achieve. At the beginning of each year Grad Plans are completed by Administration and updated on a quarterly basis. To bolster this and to allow the student to take more ownership in their own learning for career or college readiness Pinnacle has implemented an ECAP program within the Personal and Career Exploration program. Pinnacle also works with parents, group homes and parole officers to keep them informed of student progress and to allow them to reinforce learning goals.	List documents that serve as evidence of implementation of this process: PLP WSC ECAP
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Indicators at the school level that a student may be at risk of disengaging include: • erratic or no attendance • low literacy or numeracy/poor attainment	List documents that serve as evidence of implementation of this process: Student Report

• lack of interest in school and/or stated intention to leave • negative interactions with peers • behavioral issues including aggression, violence, or social withdrawal • significant change in behavior, attitude or performance. The School draw on a range of data and tools to identify students that are at risk of disengagement. These may include: • information on family background, educational history and personal issues collected at the time of enrolment • attendance data • educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent) • reports from classroom teachers on learning and behavioral issues The data is collected on the information listed above by staff and presented to the school leader as a Student Report. The school leader and the staff then sit and determine interventions and modifications to best assist the student.	
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Assisting Students Who Enter High School With Poor Academic Skills is a common issue at Pinnacle Schools. Large numbers of students enter MGRM Pinnacle high schools poorly prepared for academic success. This problem is mitigated through interconnected changes in scheduling and	List documents that serve as evidence of implementation of this process: Block Schedule Calendar Staff Meeting Minutes with SPED Dept. Graduate Credit Amounts Student RTI Report

curriculum and produce positive results for many students. Blocked class schedules: A blocked class schedule permits students to attempt and earn more credits per year than other scheduling arrangements. In contrast to a traditional schedule that entails daily 50-minute classes or a single-blocked schedule with 80- or 90-minute classes meeting every other day, a double-blocked schedule calls for classes that meet daily for extended periods. Because blocked classes cover a year's worth of material in a single semester, students in MGRM Pinnacle schools earn 1.5 course credits each term and up to nine credits each year, compared with the five or six credits per year that students earn in schools following a traditional schedule. Catch-up courses: Semester-long intensive "catch-up" courses that strengthen students' skills in reading and mathematics help students succeed in the regular curriculum, with gains in credits earned being sustained over time. The catch-up courses award elective credits and are designed to precede and prepare students for college preparatory classes in English I and algebra. Department-wide support: Both academic departments and small learning communities are regarded as key venues for instructional improvement. Although the small learning community is an appropriate setting for professional development directed toward improving pedagogical methods, teachers look to other department members as repositories of content expertise, and departments are therefore incorporated into initiatives to improve instruction.	

Tiered Interventions were implemented to help identify students who are at risk of not graduating and to give them the level of intervention that was needed to get them on track for graduating on time. Creating a Personalized and Orderly Learning Environment for the students is another tactic that was implemented. Changes in structure and functioning remedy the impersonality of high schools in general. Academic supports include intensive modeling by the teacher, pull-out sessions to work on areas of difficulty, counseling for negative behaviors, early morning session an hour before school (as most work after) and modified assignments were students answer fewer question, but answer more complex questions.	
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Using the tools mentioned above, the graduation rate at the site has shown improvement. Last year there were only five graduates from this site. Already this year seven have graduated. Through the continued use of the process mentioned the site will see several more come spring.	List documents that serve as evidence of implementation of this process: Student Credit Report Graduation Credit Report Graduation Rate Graph Increased enrollment Report Increased attendance report

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Dropping out is the same system of disengagement with learning that occurs in students who are not on pace to graduate on time. Therefore, the same identification tools may be used. Indicators at the school level that a student may be at risk of disengaging include: • erratic or no attendance • low literacy or numeracy/poor attainment • lack of interest in school and/or stated intention to leave • negative interactions with peers • behavioral issues including aggression, violence, or social withdrawal • significant change in behavior, attitude or performance. The site draws on a range of data and tools to identify students that are at risk of disengagement. These may include: • information on family background, educational history and personal issues collected at the time of enrolment • attendance data • educational, health or welfare assessments completed by in-school or Department support services (and external support services where these have been provided to the school with the student and their parents' consent) • reports from classroom teachers on learning and behavioral issues The instructors and school leaders also pull daily reports on students at the site called a Course Student Status Report (CSSR). This	List documents that serve as evidence of implementation of this process: Student Report CSSR

report shows how much time the student has spent in the course, if the student is on pace, the current grade and most importantly, it shows student engagement. Those that are not engaged in the classes are then assessed for tiered intervention using the student report looking at the factors listed above. This report is given to the school leader and with the staff individual interventions are created.	
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Assign adult advocates to students at risk of dropping out (targeted intervention). Personal and academic needs are addressed through a meaningful and sustained personal relationship with a trained adult. The adult is responsible for addressing academic and social needs, communicating with the families, and advocating for the student. The adult and student have time to meet regularly. Provide academic support and enrichment to improve academic performance (targeted intervention). Providing academic supports helps improve academic performance and re-engage students in school. Implement programs to improve students' classroom behavior and social skills (targeted intervention). Pinnacle helps students identify, understand, and self-regulate their emotions and interactions with peers and adults. Doing so helps to mitigate problematic and disruptive behavior both in and out of the classroom by teaching students how to interact and communicate positively. An additional benefit of this type of skill development is to help students consider long-term consequences. Several dropout prevention programs that have	List documents that serve as evidence of implementation of this process: Advocate Report Student Academic Intervention Personal & Career Exploration Lesson Teacher Behavioral & Achievement Report Targeted Student Intervention

shown promise in increasing students' persistence in school specifically seek to develop these kinds of skills. And activities that require students to take on new responsibilities and interact with engaged classmates promotes school membership and develop a sense of self-efficacy. This occurs during the Personal & Career Exploration class. Personalize the learning environment and instructional process (school-wide intervention). A personalized learning environment creates a sense of belonging and promotes a sense of community. Students at risk of dropping out need academic, social, and behavioral encouragement from teachers and from the school community. A personalized learning environment fosters a school climate where students and teachers get to know one another. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (school-wide intervention). Tiered Interventions are also used. Since these students are struggling to stay in school, individual and targeted interventions are developed to help them, including tutoring, summer school, one-to-one assistance, and counseling. Students must increasingly master academic content in order to graduate from high school. In addition, students must be prepared for post-secondary opportunities and careers beyond high school. Pinnacle has implemented reforms aimed at improving instruction to ensure students have the necessary skills to complete high school as well as the skills to succeed in college and the workplace. Reforms to provide relevant instruction, emphasize professional development for teachers so that classroom instruction meets the needs of all students.	

3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
To determine the effectiveness of the intervention strategies the site looks at many factors such as increased attendance, more interest in coming to school, lower antagonism with teachers and peers, higher positive behaviors and increased achievement in classes. When these factors are moving in the expected direction, the student is placed in a lower tier, but will still be monitored. The site has shown that these interventions are working as the drop-out rate has steadily decreased over the last three years.	List documents that serve as evidence of implementation of this process: Post Intervention Report