

Pinnacle Chartered Public School

PERFORMANCE ACCOUNTABILITY PLAN



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1. Introduction and Purpose

This Performance Accountability Plan outlines the systems, measurements, and continuous-improvement processes Pinnacle Chartered Public School will use to demonstrate effectiveness and fidelity to the mission authorized by the State Board of Education. It is grounded in the educational model, assessment framework, MTSS structure, operational procedures, governance expectations, and public transparency requirements established in Pinnacle Charter School Rev 8.

The plan ensures that Pinnacle meets or exceeds expectations for:

- Student academic achievement and growth
- Support for diverse and at-risk learners
- Operational and organizational quality
- Financial responsibility
- Compliance with state and federal law
- Transparent governance and public accountability

2. Mission Alignment

Pinnacle's mission is to meet the needs of students not fully served within a traditional rural high school environment and to employ a system that encourages curiosity, competency, inquiry, and flexibility. The accountability measures in this document directly evaluate whether students are progressing within that mission and whether the school continuously adapts instruction, intervention, and organizational practices to support student success. The mission shapes every indicator of quality,

from competency mastery to student well-being, program fidelity, and family engagement.

3. Academic Accountability

3.1 Competency-Based Mastery

Pinnacle's primary academic accountability mechanism is the demonstration of competency mastery. Students progress upon demonstrating proficiency rather than based on seat time. Competencies and rubrics are aligned to the New Hampshire College and Career Ready Standards and are assessed through performance tasks, portfolio artifacts, exhibitions, and semester-based demonstrations of learning. These systems are a core commitment in the approved charter.

Teachers maintain evidence portfolios documenting each student's progress, and the Executive Director conducts regular reviews to ensure consistency and rigor.

3.2 State Assessments

Pinnacle administers all required statewide assessments, including NHSAS for ELA, mathematics, and science, in alignment with NH DOE rules and charter requirements. State assessment results serve as a benchmark against regional and statewide performance and inform Board and administrative planning.

3.3 NWEA MAP Growth and Diagnostic Assessment

Students complete MAP Growth assessments three times annually to monitor academic progress and identify gaps. MAP is used as the school's primary growth measure, especially for students significantly below grade level. The data inform individualized pacing decisions, MTSS supports, tutoring assignments, and targeted interventions.

3.4 Portfolio and Performance-Based Assessment

In accordance with Pinnacle's competency-based model, students develop a digital portfolio demonstrating mastery of competencies. Portfolios are formally reviewed each semester and used in exhibitions of learning. These systems ensure that assessment captures not only content knowledge but also problem-solving, inquiry, and applied learning.

3.5 Continuous Instructional Quality Monitoring

The Executive Director oversees implementation fidelity through classroom observations, teacher coaching, rubric calibration, and the review of student work. Instructional quality is monitored for alignment to Odell Education, Illustrative Mathematics, OpenSciEd, competency-based practices, and Pinnacle's inquiry-driven model.

4. Student Engagement and Support Systems

4.1 Multi-Tiered System of Supports (MTSS)

MTSS is central to Pinnacle’s accountability framework. Within six weeks of enrollment, each student receives diagnostic assessments and a personalized review. Academic, behavioral, and engagement data are analyzed at six-week intervals by the MTSS team to determine intervention needs. Tier 2 and Tier 3 supports include targeted small-group instruction, tutoring, flexible scheduling, trauma-informed practices, and specialized assistance for students with IEPs or 504 plans. The charter mandates early and individualized supports for students not thriving in traditional systems.

4.2 Attendance, Engagement, and Belonging

Daily attendance patterns, chronic absenteeism, advisory participation, and behavioral data are monitored and reviewed quarterly. The advisory model—where teachers support 10–12 students—serves as an accountability mechanism for engagement, connection, and early identification of challenges that affect learning. These practices reflect commitments in the approved charter to create strong relationships and individualized pathways.

4.3 Support for At-Risk Students

Pinnacle’s At-Risk framework, described extensively in the At-Risk Plan submitted to NH DOE, is integrated directly into school-wide accountability. Progress for at-risk students is tracked separately and disaggregated by

subgroup. Metrics include MAP growth, demonstration of competency mastery, attendance improvement, IEP/504 progress, and engagement indicators. Supports are adjusted through six-week data cycles.

5. Organizational and Operational Accountability

5.1 Compliance and Policy Implementation

Pinnacle maintains policies aligned to RSA 194-B, RSA 91-A, IDEA, Section 504, FERPA, ESSA, and all relevant state rules. The Executive Director ensures staff training, procedural implementation, and compliance documentation. The Board reviews policies annually.

5.2 School Operations

Operational effectiveness is assessed through enrollment stability, data reporting accuracy, safety compliance, and the implementation of procedures outlined in the charter for scheduling, instructional time, student support, and curriculum delivery. Monthly operational updates are submitted by the Executive Director to the Board.

5.3 Staffing and Instructional Capacity

Hiring, certification, professional development, and teacher retention are reviewed annually. Pinnacle uses a four-day instructional model and a fifth day of planning and individualized student support, as described in Rev 8, to maintain high educator effectiveness and manageable workload.

6. Financial Accountability

Financial oversight is conducted through budget development, monthly financial reports, adherence to grant requirements, and an annual independent audit. The Board of Trustees Finance Committee reviews financial statements, cash flow, grant expenditures, and internal controls monthly.

Pinnacle maintains the financial safeguards required by RSA 194-B, including separation of duties, transparent reporting, and documented fiscal procedures. These measures reflect the fiscal management commitments in Rev 8.

7. Governance and Public Transparency

Pinnacle's Board of Trustees operates under RSA 91-A (Right-to-Know Law) and follows governance expectations outlined in the approved charter. The Board evaluates the Executive Director annually; monitors academic, operational, and financial performance; and ensures alignment to the mission.

Public transparency is maintained through:

- Posting agendas, minutes, and policies
- Publishing annual reports
- Providing public access to financial documents
- Communicating progress to families and community partners

These practices reflect the governance structure and public reporting commitments in Rev 8.

8. Data Systems and Continuous Improvement

Pinnacle uses a structured, school-wide continuous improvement cycle composed of:

1. Data Collection – MAP Growth, NHSAS, competency evidence, attendance, behavioral data, MTSS documentation
2. Analysis – Six-week MTSS team reviews and faculty data meetings
3. Action – Adjustment of interventions, instructional strategies, pacing, and supports
4. Reflection and Reporting – Quarterly reports to the Board; annual program evaluation

This improvement cycle is specifically identified in Rev 8 as essential to program effectiveness and student success.

9. Accountability for Innovation & Extended Learning

Pinnacle monitors the implementation and outcomes of its Software Engineering & AI Learning Lab and related STEM innovation initiatives. Accountability includes student participation levels, competency attainment in computational thinking, project quality, and community partnerships. These commitments appear in both Rev 8 and the NH CSP Innovation Plan submitted to the DOE.

Extended Learning Opportunities (ELOs) are evaluated based on student engagement, competency mastery, and the strength of partnerships with local businesses and organizations.

10. Annual Reporting and Renewal Readiness

Each year Pinnacle submits to the NH DOE:

- The Annual School Report
- Financial audit
- Assessment outcomes
- Enrollment and demographic data
- Evidence of instructional and operational fidelity
- Updated policies and compliance documentation

This Performance Accountability Plan ensures that Pinnacle maintains ongoing readiness for charter renewal and adheres to all expectations set by the State Board of Education.

11. Conclusion

This Performance Accountability Plan provides a structured, measurable, and mission-aligned framework for evaluating every aspect of Pinnacle's performance. It ensures that Pinnacle remains faithful to its approved charter, responsive to student needs, transparent to the public, and fully committed to continuous improvement. Through this system, Pinnacle will demonstrate rigorous academic outcomes, effective student supports, strong governance, and responsible stewardship of public resources.