

RENEWAL RECOMMENDATION

It is recommended that the charter of Compass Public Charter School (CPCS) be renewed for a five (5) year term.

School Overview

SUMMARY

Compass Public Charter School (CPCS) is a public charter school serving Meridian area students in Kindergarten through 12th grade. The school focuses on providing a culture of high expectations in a technology-rich environment designed to prepare students for the real world.

The petition for Compass Public Charter School was approved by the PCSC in October 2004. The school opened in fall 2005.

MISSION

Compass Public Charter School's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

LEADERSHIP

Name	Title	Term
Norm Varin	Chair	07/17-07/19
Bill Cassinelli	Vice Chair	07/18-07/20
Rich Fairbanks	Treasurer	07/18-07/20
Heather McKenna	Secretary	07/17-07/19
Nicole Moore	Director	07/18-07/20
Ruth David	Director	07/18-07/20
Vaughn Thurgood	Director	07/17-07/19
Kelly Trudeau	Administrator	N/A

Academic Performance Summary

CPCS’s academic performance has remained very strong throughout the performance certificate term.

CPCS’s student population is similar to that of the surrounding district with regard to non-white ethnicity and limited English proficiency. It is less diverse than the surrounding district with regard to special needs and free and reduced lunch eligibility.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Honor
2014-15**	Honor
2015-16**	Honor
2016-17	Honor
2017-18	Honor

The school’s annual performance reports, provided in Exhibit G, contain details including proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

*The 2013-14 annual report used 2012-13 academic data, which was the most recent available.

**2014-15 and 2015-16 academic results reflect use of the ISAT by SBAC; however, the performance framework used in these years was designed based on the Star Rating System and former ISAT. As a result, framework outcomes generally skewed low.

KEY DESIGN ELEMENTS

Element	Evident?
Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly shared expectations.	Yes
Provide students with opportunities to enroll in courses for concurrent college credits.	Yes
Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> • A technology-rich learning environment • Constructive learning experiences through both the geographic and the Internet-connected community • Personalized learning based on data-driven goals for instruction • Curriculum and instruction to encourage students to make real-world connections 	Yes
Offer opportunities for students to develop professional work skills through in school and community-based service and apprenticeships.	Yes
Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic’s™ One School Rule.	Yes
Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition.	Yes
Help students to cultivate their authentic student voice through leadership opportunities.	Yes
Value parents as partners in their students’ education.	Yes

Operational Performance Summary

CPCS's operational performance has remained strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor
2016-17	Honor
2017-18	Honor

The school's annual performance reports, provided in Exhibit G, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
8 (2013-14)	700	575
9 (2014-15)	700	665
10 (2015-16)	1300	860
11 (2016-17)	1300	877
12 (2017-18)	1300	874

CPCS is in the process of implementing an enrollment expansion that was approved in 2015.

BOARD AND ADMINISTRATIVE TURNOVER

CPCS's administration and board membership reflect stable leadership.

Financial Performance Summary

CPCS is currently engaged in the development of a new facility, which has affected their debt service coverage ratio temporarily. However, their overall financial accountability rating has increased from 83% in FY17 to 88% in FY18, evidencing strong financial standing.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Good Standing
2014-15	Remediation
2015-16	Honor
2016-17	Good Standing
2017-18	Honor

The school’s annual performance reports, provided in Exhibit G, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process

Compass Public Charter School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	2/13/2014	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did/did not provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did/did not provide a response.
2015-16 Annual Report Issued to School	1/31/2017	A draft of the report was initially issued in December 2016; the school did/did not provide a response.
Updated Performance Certificate Executed by School and Authorizer	11/7/2017	The new performance framework was developed in response to state and federal accountability system changes. Extensive stakeholder feedback was considered prior to its adoption.
2016-17 Annual Report Issued to School	1/26/2018	A draft of the report was initially issued in December 2017; the school did/did not provide a response.
Renewal Process Orientation Meeting	3/16/2018	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/20/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2018	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/16/2018	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	NA	A team of three, independent reviewers performed a one-day site visit to the school.
2017-18 Annual Report Issued to School	11/15/2018	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/14/2018	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/14/2019	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.

COMPASS PUBLIC CHARTER SCHOOL 2018 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.		
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> ● Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations ● Provide students with opportunities to enroll in courses for concurrent college credits ● Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ◦ A technology-rich learning environment ◦ Constructive learning experiences through both the geographic and the Internet-connected community. ◦ Personalized learning based on data-driven goals for instruction ◦ Curriculum and instruction to encourage students to make real-world connections. <p>Culture:</p> <ul style="list-style-type: none"> ● Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships ● Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule ● Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition ● Help students to cultivate their authentic student voice through leadership opportunities ● Value parents as partners in their students' education 		
School Location	2511 W. Cherry Lane, Meridian, ID 83642	School Phone	208-855-2802
Surrounding District	West Ada Joint School District		
Opening Year	2005		
Current Term	February 13, 2014 - June 30, 2019		
Grades Served	K-12		
Enrollment (Approved)	1300	Enrollment (Actual)	874

SCHOOL LEADERSHIP

Norm Varin	Chairman
Bill Cassinelli	Vice Chairman
Rich Fairbanks	Treasurer
Heather McKenna	Secretary
Ruth David	Member
Nicole Moore	Member
Vaugh Thurgood	Member
Kelly Trudeau	Administrator

STUDENT DEMOGRAPHICS

	School	State	Surrounding	Neighboring
Non-White	17%	25%	19%	N/A
Limited English Proficiency	1%	6%	3%	N/A
Special Needs	4%	10%	10%	N/A
Free and Reduced Lunch	19%	47%	26%	N/A

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	84%
Percentage of students meeting or exceeding proficiency in English Language Arts	85%
Percentage of students meeting or exceeding proficiency in Science	94%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	44%
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	45	50	0
Criterion-Referenced Growth	3a	100	0			50	35		
	3b	100	0			50	38		
Norm-Referenced Growth	4a			100	0	50	36	50	0
	4b			100	0	50	30	50	0
Post-Secondary Readiness	5a			125	0	125	125	100	0
Total Academic Points		400	0	525	0	525	459	300	0
% of Academic Points			0%		0%		87%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
CPCS has chosen not to include mission-specific measures.			
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	0
	3b	25	25	Total Financial Points	400	350	
	3c	25	25	% of Financial Points		88%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	87%	0%	55% - 74%	NA	80% - 89%	100%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
Measure 1a Math Proficiency Rate Comparison to State	Do math proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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Notes	The state average will be determined using the same grade set as is served by the public charter school.																			
Measure 1b ELA Proficiency Rate Comparison to State	Do English Language Arts proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>Notes The district average will be determined using the same grade set as is served by the public charter school. West Ada Joint School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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Measure 2b ELA Proficiency Rate Comparison to District	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>Notes The district average will be determined using the same grade set as is served by the public charter school. West Ada Joint School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>45</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">45</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		X	30 - 45	45		15 - 29	0		0 - 14	0			45
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		45																		

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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)														
Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Criterion-Referenced Growth Math Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math. Notes	Result 81	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>35</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">35</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	35	13-25	0	0-12	0		35
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Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Criterion-Referenced Growth ELA Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA. Notes	Result 84	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>38</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">38</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	38	13-25	0	0-12	0		38
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39-50	0													
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			Result	Points Possible	Points Earned
Measure 4a	Are students making expected academic growth in math compared to their academic peers?				
Norm-Referenced Growth					
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		61	39-50 26-38 13-25 0-12	0 36 0 0 <hr/> 36
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.				
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?				
Norm-Referenced Growth					
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		51	39-50 26-38 13-25 0-12	0 30 0 0 <hr/> 30
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.				

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Result	Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?			
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>	100	125	125
			100	
			75	
			0-65	0
				125
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>			

CONFIDENTIAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	No instances of non-compliance noted	25
			15
			0
			25
Notes			
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25
			15
			0
			25
Notes			

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes			15	0
				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance Is the school meeting financial reporting and compliance requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			No instances of non-compliance noted	25	25
Notes					25
Measure 2b GAAP Is the school following General Accepted Accounting Principles (GAAP) Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			See note	25	25
Notes					25
Measure 2c Enrollment Variance Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			97%	25	25
Notes					25

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Is the school complying with governance requirements? Governance Requirements <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance noted 25 15 0	25 15 0	25 25 25
Notes				
Measure 3b Is the board fulfilling its oversight obligations? Board Oversight <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>		No instances of non-compliance noted 25 15 0	25 15 0	25 25 25
Notes				

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
			15	
			0	
				25
Notes				
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
			15	
			0	
				25
Notes				

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes			15	0
				25
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
Notes			15	0
				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a Transportation</p> <p>Is the school complying with transportation requirements?</p> <p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p> <p>Notes</p>		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance noted</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance noted	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance noted	25	25															
	15																
	0																
		25															
<p>Measure 4b Public Transparency</p> <p>Is the school complying with facilities requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance noted</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance noted	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance noted	25	25															
	15																
	0																
		25															

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance noted	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM													
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result 2.85	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0	0		50
Points Possible	Points Earned												
50	50												
10													
0	0												
	50												
Notes													
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	Result 2.58	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result 114 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1d Default	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
Points Possible	Points Earned												
50	50												
0													
	50												
Notes													

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>		See note	50	50
Notes	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			30	
				0	50
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>		0.84	50	50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. This This restatement had a material effect on the standard outcome, increasing the ratio to 1.0, resulting in a score of 30. However, changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation.			30	
				0	50
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>		See note	50	50
Notes	Multi-Year Cumulative Cash Flow is positive and Cash Flow in the most recent year is positive.			30	
				0	50

Measure 2d	Debt Service Coverage Ratio: $(\text{Net Income} + \text{Depreciation} + \text{Interest Expense}) / (\text{Annual Principal, Interest, and Lease Payments})$	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	0.73	50	0
Notes	<p>Note 1: The school is currently engaged in the process of purchasing a permanent facility. The score on this measure will likely improve once the transition from lease to purchase is complete. While the current ratio is less than 1.1, there does not appear to be cause for concern.</p> <p>Note 2: Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>			0

Compass Public Charter School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a	100%	100%				
	1b	100%	100%				
District Proficiency Comparison	2a	100%	100%				
	2b	100%	90%				
Criterion-Referenced Growth	3a	82%	71%				
	3b	79%	76%				
Norm-Referenced Growth	4a	75%	71%				
	4b	58%	60%				
Post-Secondary Readiness	5a	100%	100%				
% of Possible Academic Points for this School		90%	87%				

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%				
Financial Management	2a - 2c	100%	100%				
Governance & Reporting	3a - 3f	100%	100%				
School Environment	4a - 4b	100%	100%				
Additional Obligations	5a	100%	100%				
% of Possible Operational Points for this School		100%	100%				

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%				
Sustainability	2a - 2d	65%	75%				
% of Possible Financial Points for this School		83%	88%				

ACCOUNTABILITY DESIGNATION	Percentage of Points Earned					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Honor	Honor				
Mission Specific	N/A	N/A				
Operational	Honor	Honor				
Financial	Good Standing	Honor				

COMPASS PUBLIC CHARTER SCHOOL 2017 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	The mission of the school is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.		
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> ● Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations ● Provide students with opportunities to enroll in courses for concurrent college credits ● Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ◦ A technology-rich learning environment ◦ Constructive learning experiences through both the geographic and the Internet-connected community ◦ Personalized learning based on data-driven goals for instruction ◦ Curriculum and instruction to encourage students to make real-world connections <p>Culture:</p> <ul style="list-style-type: none"> ● Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships ● Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule ● Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition ● Help students to cultivate their authentic student voice through leadership opportunities ● Value parents as partners in their students' education 		
School Location	2511 W. Cherry Lane, Meridian, ID 83642	School Phone	208-855-2802
Surrounding District	Meridian Joint School District No. 2		
Opening Year	2005		
Current Term	February 13, 2014 - June 30, 2019		
Grades Served	K-12		
Enrollment (Approved)	1300	Enrollment (Actual)	877

SCHOOL LEADERSHIP	
Mike Adolf	Chairman
Bill Cassinelli	Vice Chairman
Rich Fairbanks	Treasurer
Norm Varin	Secretary
Nicole Moore	Member
Heather McKenna	Member
Kelly Trudeau	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	17%	26%	20%	N/A
Limited English Proficiency	1%	6%	3%	N/A
Special Needs	3%	10%	9%	N/A
Free and Reduced Lunch	19%	49%	28%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	79%
Percentage of students meeting or exceeding proficiency in English Language Arts	78%
Percentage of students meeting or exceeding proficiency in Science	94% Elem / 83% Jr-Sr High

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	80%
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	50	50	0
Criterion-Referenced Growth	3a	100	0			50	41		
	3b	100	0			50	40		
Norm-Referenced Growth	4a			100	0	50	37	50	0
	4b			100	0	50	29	50	0
Post-Secondary Readiness	5a			125	0	125	125	100	0
Total Academic Points		400	0	525	0	525	472	300	0
% of Academic Points			0%		0%		90%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Compass has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25		2d	50	0
	3b	25	25	Total Financial Points		400	330
	3c	25	25	% of Financial Points			83%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	90%	0%	55% - 74%	NA	80% - 89%	100%	65% - 84%	83%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																	
Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	Result X	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30 - 45	0	15 - 29	0	0 - 14	0	<hr/>		50	
Points Possible	Points Earned																
50	50																
30 - 45	0																
15 - 29	0																
0 - 14	0																
<hr/>																	
50																	
Notes	The district average will be determined using the same grade set as is served by the public charter school. West Ada School District will be used for comparison purposes.																
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	Result X	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30 - 45	0	15 - 29	0	0 - 14	0	<hr/>		50	
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30 - 45	0																
15 - 29	0																
0 - 14	0																
<hr/>																	
50																	
Notes	The district average will be determined using the same grade set as is served by the public charter school. West Ada School District will be used for comparison purposes.																

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	88	39-50 26-38 13-25 0-12 <hr/> 41
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	86	39-50 26-38 13-25 0-12 <hr/> 40
Notes			

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	64	39-50 0 26-38 37 13-25 0 0-12 0 <hr/> 37
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	49	39-50 0 26-38 29 13-25 0 0-12 0 <hr/> 29
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.	95	125	125
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				125
	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. CPCS's progress goal for 2017 was 100%.</p>			
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes			
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes			

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	0
				<hr/> 25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	0
				<hr/> 25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>No instances of non-compliance documented</p>	<p>Points Possible</p> <p>25</p>	<p>Points Earned</p> <p>25</p>
Notes				25
<p>Measure 2b</p> <p>GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>No instances of non-compliance noted</p>	<p>Points Possible</p> <p>25</p>	<p>Points Earned</p> <p>25</p>
Notes				25
<p>Measure 2c</p> <p>Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<p>Result</p> <p>97%</p>	<p>Points Possible</p> <p>25</p>	<p>Points Earned</p> <p>25</p>
Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>			25

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
Notes		15	0
			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	No instances of non-compliance documented	25
Notes		15	0
			25

OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>		<p>The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code; this matter had not been remedied as of November 6, 2017.</p>															

OPERATIONAL

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25
Measure 3f Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes				25

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a Transportation	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 4b Public Transparency	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

FINANCIAL

INDICATOR 1: NEAR-TERM				
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result Current Ratio 3.6	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	Result Cash Ratio 3.1	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result No. of Days Cash 101	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1d Default	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.	Result No Default Noted	Points Possible 50 0	Points Earned 50 <hr/> 50
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had a material effect on the standard outcome, decreasing the rating from "Meets Standard" (with an Aggregated 3-Year of .04 and most recent year of .02) to "Does Not Meet Standard" (with an Aggregated 3-Year of .03 and most recent of -.01). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>0.04</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing the rating from "Meets Standard" (.84) to "Falls Far Below Standard" (1.1). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>	<p>Result</p> <p>Ratio is:</p> <p>0.84</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p> <p>While the Multi-Year Cash Flow is positive (\$246,909), the most recent year was negative (-\$148,009). The school is engaged in an expansion process, and this rating does not indicate cause for concern.</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>\$246,909</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>30</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard</p>	<p>Result</p> <p>Ratio is:</p> <p>0.6</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>0</p>

COMPASS PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

The mission-specific measures below are not part of the school's current performance framework. The outcomes are included here to recognize the school's achievement during the final year during which its previous performance framework applied.

MISSION-SPECIFIC GOALS				
Measure 1	Is the school providing an engaging learning environment?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey	90%	150	150
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		120	
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		60	
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey		0	
				150.00
Notes	4th-12 th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 1 through 11 about the school's learning environment will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.			
Measure 2	Is the school providing a safe, positive school culture?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		150	
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey	88%	120	120
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		60	
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey		0	
				120.00
Notes	4th-12th grade students' will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.			

COMPASS PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school preparing students for college through concurrent college credit opportunities?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.</p> <p>Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.</p> <p>Does Not Meet Standard: 40% to 59% of graduating seniors will have completed 17 or more concurrent college credits.</p> <p>Falls Far Below Standard: Less than 40% of graduating seniors will have completed 17 or more concurrent college credits.</p>	92%	200	200
			160	
			80	
			0	
				200.00
Notes	Compass will report this data to the PCSC no later than October 15 of each year.			
Measure 4	Does the school's college preparatory focus result in strong postsecondary enrollment?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% to 100% of graduating seniors enroll in a post secondary program within five months of graduation.</p> <p>Meets Standard: 70% to 84% of graduating seniors enroll in a post secondary program within five months of graduation.</p> <p>Does Not Meet Standard: 50% to 69% of graduating seniors enroll in a post secondary program within five months of graduation.</p> <p>Falls Far Below Standard: Less than 50% of graduating seniors enroll in a post secondary program within five months of graduation.</p>	85%	200	200
			160	
			80	
			0	
				200.00
Notes	Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program. Compass will report this data to the PCSC no later October 15 of each year.			

COMPASS PUBLIC CHARTER SCHOOL

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ANNUAL PERFORMANCE REPORT

2015-2016

CONFIDENTIAL

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2017

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

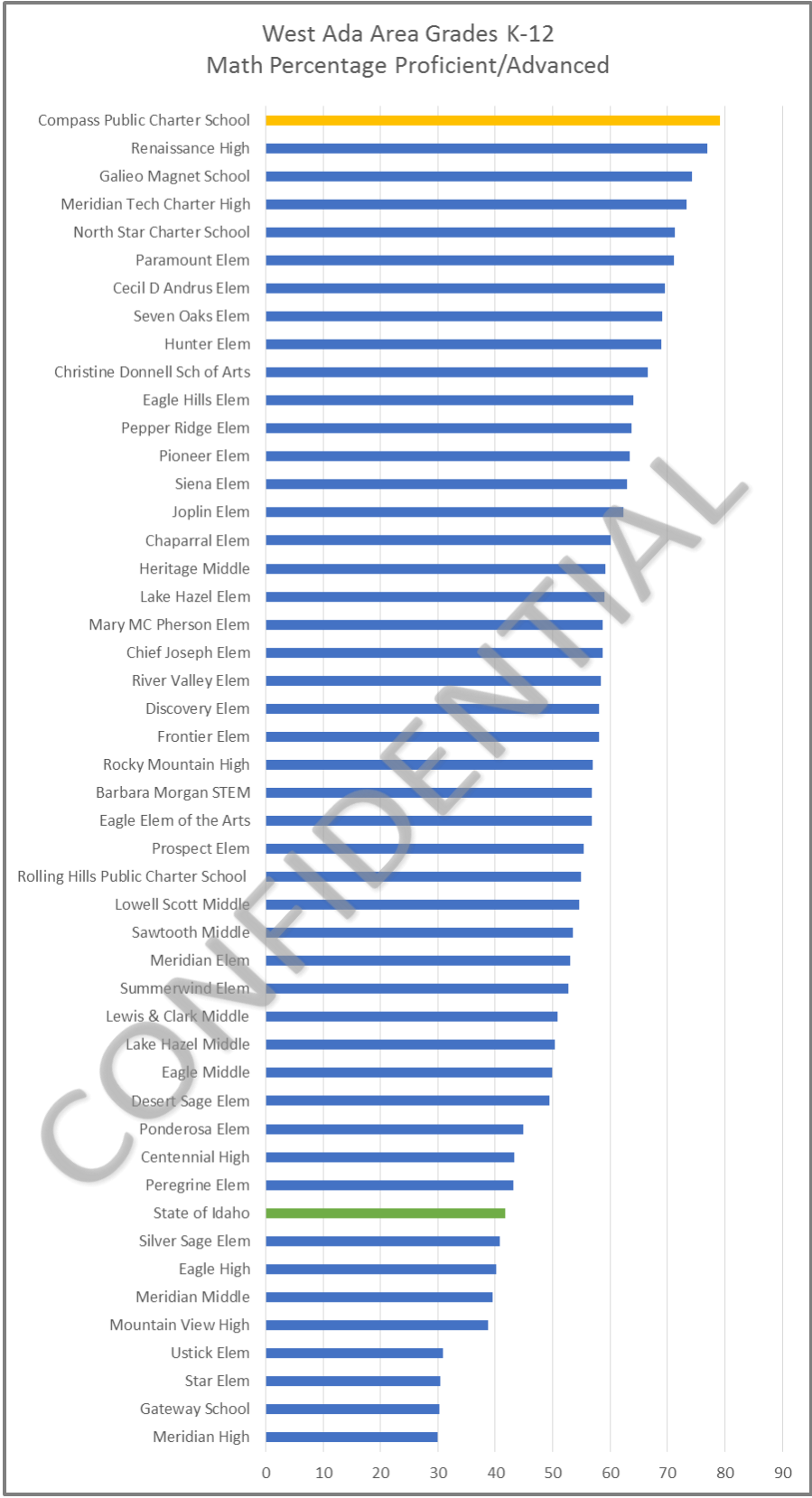
School Overview

Mission Statement	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.	
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> • Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations • Provide students with opportunities to enroll in courses for concurrent college credits • Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ○ A technology-rich learning environment ○ Constructive learning experiences through both the geographic and the Internet-connected community ○ Personalized learning based on data-driven goals for instruction ○ Curriculum and instruction to encourage students to make real-world connections <p>Culture:</p> <ul style="list-style-type: none"> • Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships • Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule • Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition • Help students to cultivate their authentic student voice through leadership opportunities • Value parents as partners in their students' education 	
School Contact Information	Address: 2511 W. Cherry Lane, Meridian, ID 83642	Phone: 208-855-2802
Surrounding District	Meridian Joint School District No. 2	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2019	
Grades Served	K-12	
Enrollment	Approved: 1300	Actual: 860

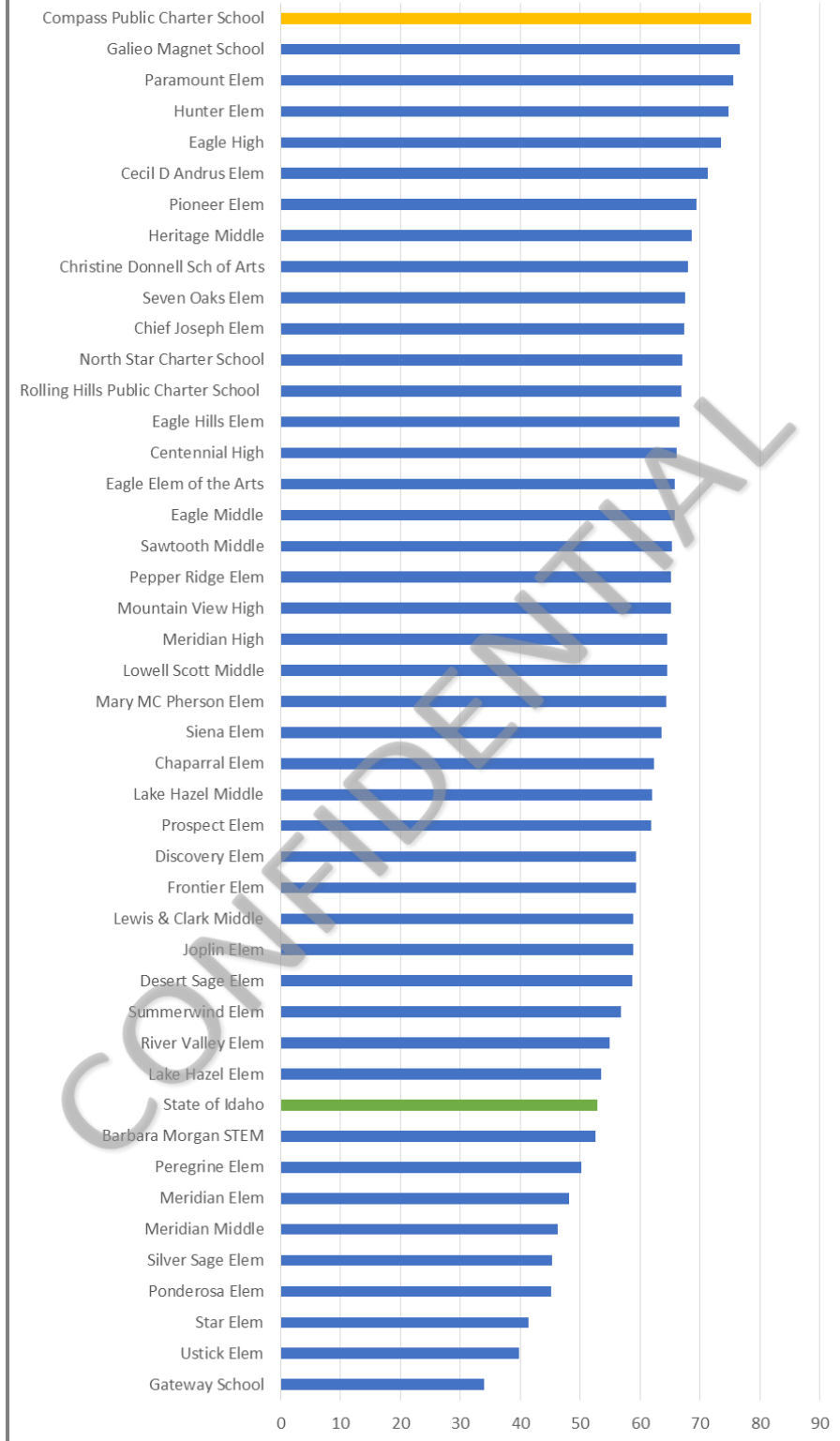
School Leadership (2015-2016)	Role
Mike Adolf	Chairman
Bill Cassinelli	Vice-Chair
Norm Varin	Secretary
Rich Fairbanks	Treasurer
Nicole Moore	Director
Michael Hanby	Director
Heather McKenna	Director
Kelly Trudeau	Administrator

	School	Surrounding District	State
Non-White	17.00%	19.03%	23.84%
Limited English Proficiency	1.00%	5.21%	8.61%
Special Needs	3.00%	9.17%	9.76%
Free & Reduced Lunch	20.00	23.14%	47.27%

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	79.1%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	78.5%
Percentage of Students Meeting or Exceeding Proficiency In Science	89.2%
Graduation Rate (4-year cohort data from 2015)	100%



West Ada Area Grades K-12
 ELA Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Compass Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

COMPASS CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	22%	48.48
	2c				75	22%	48.02
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	15%	50.00
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							146.50
% of Possible Academic Points for This School							73.25%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Engaging Learning Environment	1				28.57	9%	28.57
Safe, Positive School Culture	2				28.57	9%	22.86
Concurrent Credits	3				38.10	11%	38.10
Postsecondary Enrollment	4				38.10	11%	38.10
Total Possible Mission-Specific Points					133.34	40%	
Total Mission-Specific Points Received							127.63
% of Possible Mission-Specific Points Received							95.72%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	333.34	
TOTAL POINTS RECEIVED		274.13
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		82.24%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	400.00
% OF POSSIBLE OPERATIONAL POINTS				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	400.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

COMPASS CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible	82.24%	90% - 100% of points possible	100.00%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
	Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5	25				
		4	20				
		3	15				
		2	0				
1	0	0					
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25				
		None	15				
		Focus	0				
		Priority	0	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
						0	
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		79.10	38-56	19	65-89	25	48
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
						48	
Notes							

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		78.50	38-56	19	65-89	25	48
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							48
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes		0					
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes		0					
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes		0					

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK

<p>Measure 3d Norm-Referenced Growth in Reading</p> <p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p>Measure 3f Norm-Referenced Growth in Language</p> <p>Are students making expected annual academic growth in language compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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	0-19	19	1-29	29	0																																
					0																																
<p>Measure 3g Subgroup Growth Combined Subjects</p> <p>Is the school increasing subgroup academic performance over time?</p> <p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						0
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	0-25	25	1-29	29	0																																
					0																																

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0			
Notes							
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Notes							
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Notes							
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.	100.00	39-50	12	90-100	11	50
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes		Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year.					
		50					

COMPASS CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS		Result	Points Possible	Points Earned
Measure 1 Is the school providing an engaging learning environment? Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey. Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey. Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey. Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		90.20%	150	150
			120	
			60	
			0	
Notes 4th-12 th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 1 through 11 about the school's learning environment will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.				
		Result	Points Possible	Points Earned
Measure 2 Is the school providing a safe, positive school culture? Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey. Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey. Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey. Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.			150	
		83.80%	120	120
			60	
			0	
Notes 4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.				

COMPASS CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3	Is the school preparing students for college through concurrent college credit opportunities?			
	Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.	90%	200	200
	Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.		160	
	Does Not Meet Standard: 40% to 59% of graduating seniors will have completed 17 or more concurrent college credits.		80	
	Falls Far Below Standard: Less than 40% of graduating seniors will have completed 17 or more concurrent college credits.		0	
Notes	Compass will report this data to the PCSC no later than October 15 of each year.			<u>200.00</u>
Measure 4	Does the school's college preparatory focus result in strong post secondary enrollment?			
	Exceeds Standard: 85% to 100% of graduating seniors enroll in a post secondary program within five months of graduation.	90%	200	200
	Meets Standard: 70% to 84% of graduating seniors enroll in a post secondary program within five months of graduation.		160	
	Does Not Meet Standard: 50% to 69% of graduating seniors enroll in a post secondary program within five months of graduation.		80	
	Falls Far Below Standard: Less than 50% of graduating seniors enroll in a post secondary program within five months of graduation.		0	
Notes	Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program. Compass will report this data to the PCSC no later October 15 of each year.			<u>0.00</u>

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes			<u>25.00</u>	
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			<u>25.00</u>	
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
			<u>25.00</u>	

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	
				25.00
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

COMPASS CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?	No instances of non-compliance documented	25	25.00
			0	
				25.00
Notes				

COMPASS CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Current Ratio is:		
Notes		3.61	50	50.00
			10	
			0	50.00
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
		No. of Days Cash:		
Notes		120	50	50.00
			10	
			0	50.00
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is:		
Notes		98.51%	50	50.00
			30	
			0	50.00
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned
		No instances of non-compliance documented		
Notes			50	50.00
			0	
			0	50.00

COMPASS CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues				
Total Margin and Aggregated 3-Year Total Margin	<p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	Aggregated 3-Year Totals:	4.09%	50	50.00
				10	
				0	0.00
					<u>50.00</u>
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets		Result	Points Possible	Points Earned
Debt to Asset Ratio	<p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Ratio is:	0.85	50	50.00
				30	
				0	
					<u>50.00</u>
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The pension liability was removed from the Total Liability calculation in the reported standard outcome. This restatement had no material effect on the standard outcome.				
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash		Result	Points Possible	Points Earned
Cash Flow	<p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	Multi-Year Cumulative is:	\$399,286	50	50.00
				30	
				0	
					<u>50.00</u>
Notes					
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)		Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	Ratio is:	1.45	50	50.00
				0	
					<u>50.00</u>
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				

COMPASS CHARTER SCHOOL --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	25.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	71.37	0.00	0.00		
	2b	75	70.34	44.60	48.48		
	2c	75	61.01	46.80	48.02		
Growth	3a	100	90.44	0.00	0.00		
	3b	100	80.95	0.00	0.00		
	3c	100	80.41	0.00	0.00		
	3d	75	56.56	0.00	0.00		
	3e	75	46.91	0.00	0.00		
	3f	75	51.04	0.00	0.00		
	3g	100	83.87	0.00	0.00		
College & Career Readiness	4a	50	50.00	0.00	0.00		
	4b1 / 4b2	50	50.00	0.00	0.00		
	4c	50	0.00	44.22	50.00		
Total Possible Academic Points Received		1050	832.90	150.62	146.50	0.00	0.00
% of Possible Academic Points for This School			83.29%	66.94%	73.25%	0.00%	0.00%

*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Engaging Learning Environment	1	150	N/A	32.14	28.57		
Safe, Positive School Culture	2	150	N/A	32.14	22.86		
Concurrent Credits	3	200	N/A	42.86	38.1		
Postsecondary Enrollment	4	200	N/A	34.29	38.1		
Total Possible Mission-Specific Points Received		700	0.00	141.43	127.63	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	94.29%	95.72%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	15	25	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	25	25		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	15	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		400	380.00	400.00	400.00	0.00	0.00
% of Possible Operational Points for This School			95.00%	100.00%	100.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50	50		
	1b	50	50	50	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	10	10	50		
	2b	50	30	30	50		
	2c	50	0	0	50		
	2d	50	50	0	50		
Total Possible Financial Points Received		400	290.00	240.00	400.00	0.00	0.00
% of Possible Financial Points for This School			72.50%	60.00%	100.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
Academic & Mission-Specific	Honor	Honor	Honor		
Operational	Honor	Honor	Honor		
Financial	Good Standing	Remediation	Honor		



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



COMPASS PUBLIC CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT

2014-2015

Idaho Public Charter School Commission
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Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

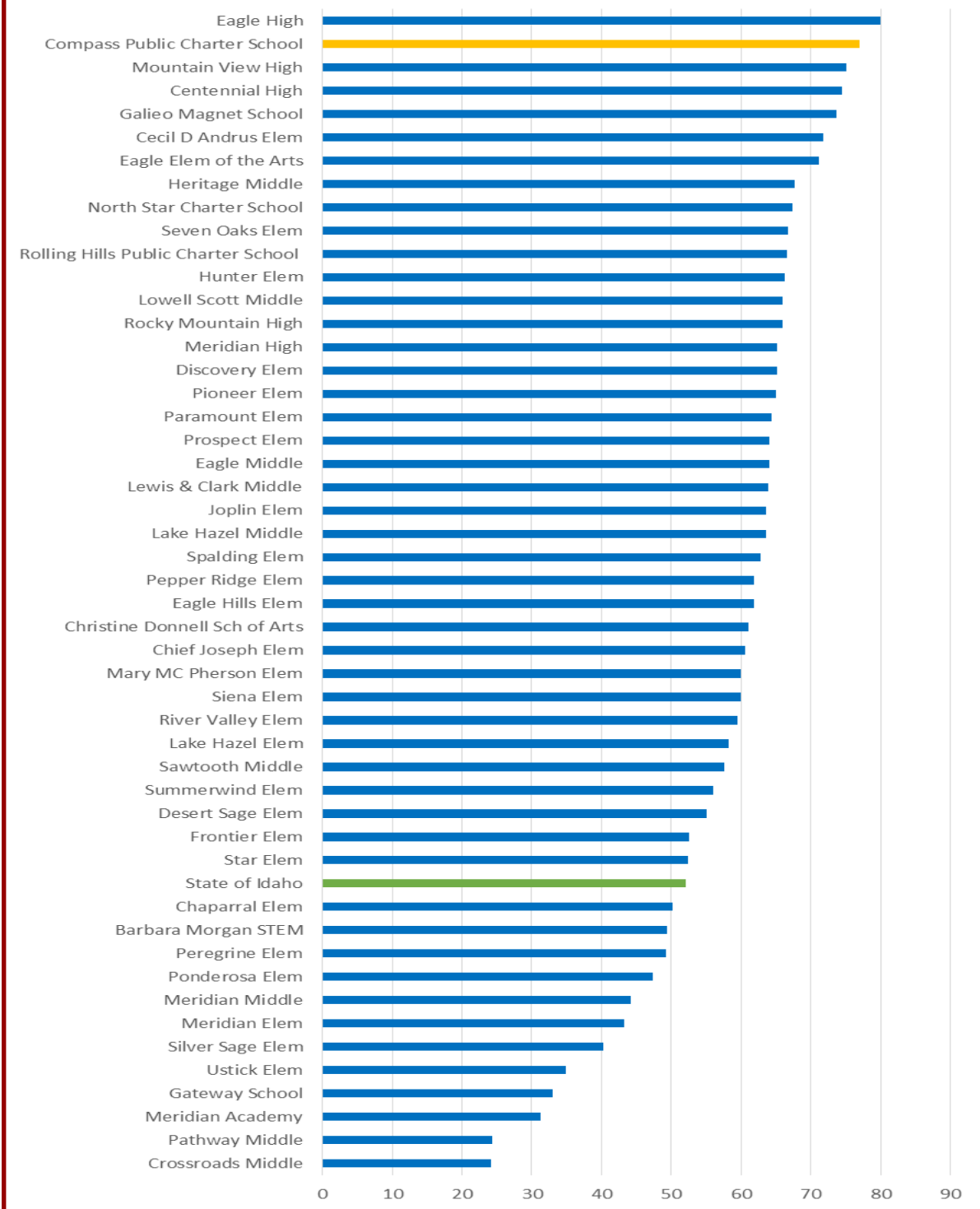
Mission Statement	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.	
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> • Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations • Provide students with opportunities to enroll in courses for concurrent college credits • Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ○ A technology-rich learning environment ○ Constructive learning experiences through both the geographic and the Internet-connected community ○ Personalized learning based on data-driven goals for instruction ○ Curriculum and instruction to encourage students to make real-world connections <p>Culture:</p> <ul style="list-style-type: none"> • Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships • Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule • Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition • Help students to cultivate their authentic student voice through leadership opportunities • Value parents as partners in their students' education 	
School Contact Information	Address: 2511 W. Cherry Lane, Meridian, ID 83642	Phone: 208-855-2802
Surrounding District	Meridian Joint School District No. 2	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2019	
Grades Served	K-12	
Enrollment	Approved: 700	Actual: 665

School Leadership (2014-2015)	Role
Mike Adolf	Board Chair
Jim Escobar	Vice-Chair
Jason Hessing	Secretary
Rich Fairbanks	Treasurer
Nicole Moore	Director
Kelly Trudeau	Administrator
Stephen Pratt	Director
William Cassinelli	Director

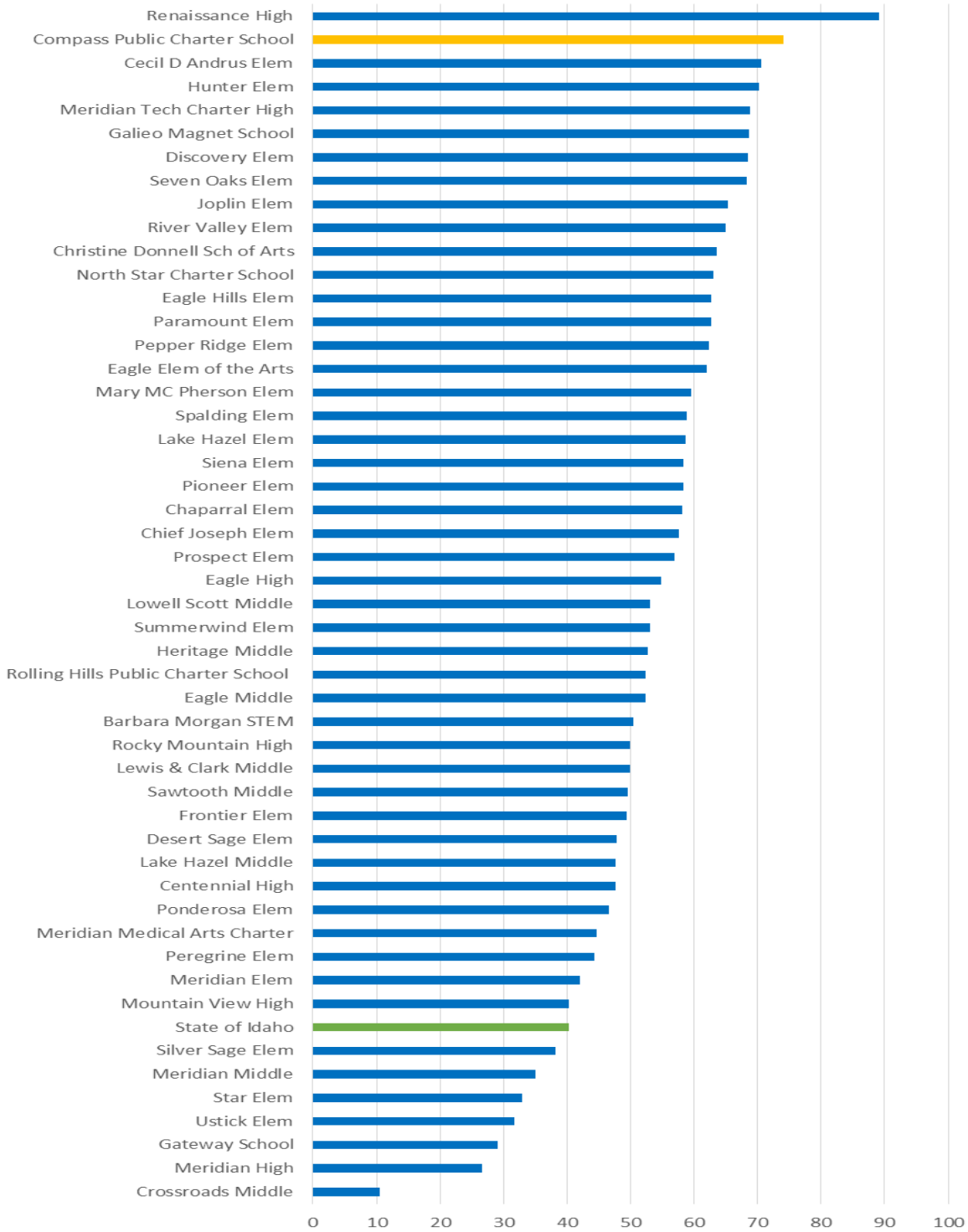
	School	Surrounding District	State
Non-White	16.06%	17.36%	23.59%
Limited English Proficiency	0%	5.18%	8.52%
Special Needs	2.42%	9.87%	10.43%
Free & Reduced Lunch	20.30%	29.08%	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	74.00%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	76.90%
Graduation Rate (4-year cohort data from 2014)	94.70%

Meridian Area Grades K-12 ELA Percentage Proficient/Advanced



Meridian Area Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Compass Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

COMPASS CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	7%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	20%	44.60
Growth	2c				75	20%	46.80
	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
College & Career Readiness	3g				100	0%	0.00
	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	13%	44.22
Total Possible Academic Points					1050	60%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							150.62
% of Possible Academic Points for This School							66.94%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Engaging Learning Environment	1				32.14	9%	32.14
Safe, Positive School Culture	2				32.14	9%	32.14
Concurrent Credits	3				42.86	11%	42.86
Postsecondary Enrollment	4				42.86	11%	34.29
Total Possible Mission-Specific Points					150.00	40%	
Total Mission-Specific Points Received							141.43
% of Possible Mission-Specific Points Received							94.29%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		375		
TOTAL POINTS RECEIVED				292.05
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				77.88%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	400.00
% OF POSSIBLE OPERATIONAL POINTS				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	30.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	240.00
% OF POSSIBLE FINANCIAL POINTS				60.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

COMPASS CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible	77.88%	90% - 100% of points possible	100.00%	85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	60.00%
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2014-2015 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
Notes		1	0	<u>0</u>			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
Notes				<u>15</u>			
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						<u>0</u>	
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		74.00	38-56	19	65-89	25	45
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						<u>45</u>	

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2014-2015 data)

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		76.90	38-56	19	65-89	25	47
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							47
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							0

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2014-2015 data)

<p>Measure 3d Norm-Referenced Growth in Reading</p> <p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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	0-19	19	1-29	29	0																																
					0																																
<p>Measure 3g Subgroup Growth Combined Subjects</p> <p>Is the school increasing subgroup academic performance over time?</p> <p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						0
Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned																																
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	26-50	25	30-44	15	0																																
	0-25	25	1-29	29	0																																
					0																																

COMPASS CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2014-2015 data)

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes				<u>0</u>			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				<u>0</u>			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes				<u>0</u>			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.	94.70	39-50	12	90-100	11	44
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.						<u>44</u>

COMPASS CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS		Result	Points Possible	Points Earned
Measure 1 Is the school providing an engaging learning environment? Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey. Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey. Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey. Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		94.68%	150	150
			120	
			60	
			0	
Notes 4th-12 th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 1 through 11 about the school's learning environment will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.				
		Result	Points Possible	Points Earned
Measure 2 Is the school providing a safe, positive school culture? Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey. Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey. Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey. Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		90.14%	150	150
			120	
			60	
			0	
Notes 4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.				

COMPASS CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3	Is the school preparing students for college through concurrent college credit opportunities?			
	Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.	96%	200	200
	Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.		160	
	Does Not Meet Standard: 40% to 59% of graduating seniors will have completed 17 or more concurrent college credits.		80	
	Falls Far Below Standard: Less than 40% of graduating seniors will have completed 17 or more concurrent college credits.		0	
Notes	Compass will report this data to the PCSC no later than October 15 of each year.			<u>200.00</u>
Measure 4	Does the school's college preparatory focus result in strong post secondary enrollment?			
	Exceeds Standard: 85% to 100% of graduating seniors enroll in a post secondary program within five months of graduation.		200	
	Meets Standard: 70% to 84% of graduating seniors enroll in a post secondary program within five months of graduation.	78.57%	160	160
	Does Not Meet Standard: 50% to 69% of graduating seniors enroll in a post secondary program within five months of graduation.		80	
	Falls Far Below Standard: Less than 50% of graduating seniors enroll in a post secondary program within five months of graduation.		0	
Notes	Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program. Compass will report this data to the PCSC no later October 15 of each year.			<u>160.00</u>

INDICATOR 1: EDUCATIONAL PROGRAM					
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned	
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0		
	Notes			<hr/> 25.00	
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15		
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0		<hr/> 25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15		
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0		<hr/> 25.00
Notes					

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	
				25.00
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 5c Information Handling	Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

COMPASS CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
Notes	<p>The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.</p>			25.00

COMPASS CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Current Ratio is:		
		3.58	50	50.00
			10	
			0	50.00
Notes				
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
		No. of Days Cash:		
		125	50	50.00
			10	
			0	50.00
Notes				
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		Variance is:		
		103.88%	50	50.00
			30	
			0	50.00
Notes				
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned
		No default or delinquency noted in audit		
			50	50.00
			0	50.00
Notes				

COMPASS CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>-0.35%</td> <td>10</td> <td>10.00</td> </tr> <tr> <td></td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>10.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:				50		-0.35%	10	10.00		0	0.00			<u>10.00</u>
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
	50																			
-0.35%	10	10.00																		
	0	0.00																		
		<u>10.00</u>																		
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had a material effect on the standard outcome, lowering the result from "meets standard" (1.19%) to "does not meet standard".																			
<p>Measure 2b</p> <p>Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>0.9</td> <td>30</td> <td>30.00</td> </tr> <tr> <td></td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>30.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:				50		0.9	30	30.00		0	0.00			<u>30.00</u>
Result	Points Possible	Points Earned																		
Ratio is:																				
	50																			
0.9	30	30.00																		
	0	0.00																		
		<u>30.00</u>																		
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.																			
<p>Measure 2c</p> <p>Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>-\$6,487</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:				50			30		-\$6,487	0	0.00			<u>0.00</u>
Result	Points Possible	Points Earned																		
Multi-Year Cumulative is:																				
	50																			
	30																			
-\$6,487	0	0.00																		
		<u>0.00</u>																		
Notes	Compass acquired an additional facility in FY15 in anticipation of future growth for FY16. Subsequently, the facility acquisition reduced cash flow resulting in a below standard outcome.																			
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>1.02</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:				50		1.02	0	0.00			<u>0.00</u>			
Result	Points Possible	Points Earned																		
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Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had a material effect on the standard outcome, lowering the result from "meets standard" (1.45) to "does not meet standard".																			

COMPASS CHARTER SCHOOL --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	25.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	71.37	0.00			
	2b	75	70.34	44.60			
	2c	75	61.01	46.80			
Growth	3a	100	90.44	0.00			
	3b	100	80.95	0.00			
	3c	100	80.41	0.00			
	3d	75	56.56	0.00			
	3e	75	46.91	0.00			
	3f	75	51.04	0.00			
College & Career Readiness	3g	100	83.87	0.00			
	4a	50	50.00	0.00			
	4b1 / 4b2	50	50.00	0.00			
	4c	50	0.00	44.22			
Total Possible Academic Points Received		1050	832.90	150.62	0.00	0.00	0.00
% of Possible Academic Points for This School			83.29%	66.94%	0.00%	0.00%	0.00%

*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Engaging Learning Environment	1	150	N/A	32.14			
Safe, Positive School Culture	2	150	N/A	32.14			
Concurrent Credits	3	200	N/A	42.86			
Postsecondary Enrollment	4	200	N/A	34.29			
Total Possible Mission-Specific Points Received		700	0.00	141.43	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	94.29%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	15	25			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	25			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
Students & Employees	4a	25	25	25			
	4b	25	25	25			
	4c	25	25	25			
	4d	25	15	25			
School Environment	5a	25	25	25			
	5b	25	25	25			
	5c	25	25	25			
Additional Obligations	6a	25	25	25			
Total Possible Operational Points Received		400	380.00	400.00	0.00	0.00	0.00
% of Possible Operational Points for This School			95.00%	100.00%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	50			
	1b	50	50	50			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	10	10			
	2b	50	30	30			
	2c	50	0	0			
	2d	50	50	0			
Total Possible Financial Points Received		400	290.00	240.00	0.00	0.00	0.00
% of Possible Financial Points for This School			72.50%	60.00%	0.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
Academic & Mission-Specific	Honor	Honor			
Operational	Honor	Honor			
Financial	Good Standing	Remediation			



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



COMPASS PUBLIC CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.	
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> • Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations • Provide students with opportunities to enroll in courses for concurrent college credits • Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ○ A technology-rich learning environment ○ Constructive learning experiences through both the geographic and the Internet-connected community ○ Personalized learning based on data-driven goals for instruction ○ Curriculum and instruction to encourage students to make real-world connections <p>Culture:</p> <ul style="list-style-type: none"> • Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships • Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule • Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition • Help students to cultivate their authentic student voice through leadership opportunities • Value parents as partners in their students' education 	
School Contact Information	Address: 2511 W. Cherry Lane, Meridian, ID 83642	Phone: 208-855-2802
Surrounding District	Meridian Joint School District No. 2	
Opening Year	2005	
Current Term	February 13, 2014 - June 30, 2019	
Grades Served	K-12	
Enrollment	Approved: 700	Actual: 575

	School	Surrounding District	State
Non-White	16.16%	16.16%	22.56%
Limited English Proficiency	0.38%	3.87%	6.24%
Special Needs	2.47%	9.14%	9.46%
Free & Reduced Lunch	25.48%	29.78%	47.07%

School Leadership	Role
Mike Adolf	Board Chair
Jim Escobar	Vice-Chair
Jason Hessing	Secretary
Rich Fairbanks	Treasurer
Stephen Pratt	Director
Kelly Trudeau	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Compass Charter School, Inc. Year Opened: 2005 Operating Term: 2/13/14 - 6/30/19 Date Executed: 2/13/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

COMPASS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	25.00	25	3%	25.00
	1b	25	2%	15.00	25	3%	15.00
Proficiency	2a	75	5%	71.37	75	8%	71.37
	2b	75	5%	70.34	75	8%	70.34
	2c	75	5%	61.01	75	8%	61.01
Growth	3a	100	7%	90.44	100	10%	90.44
	3b	100	7%	80.95	100	10%	80.95
	3c	100	7%	80.41	100	10%	80.41
	3d	75	5%	56.56	75	8%	56.56
	3e	75	5%	46.91	75	8%	46.91
	3f	75	5%	51.04	75	8%	51.04
	3g	100	7%	83.87	100	10%	83.87
College & Career Readiness	4a				50	5%	50.00
	4b1				50	5%	50.00
	4c				0	0%	0.00
Total Possible Academic Points		900			1000		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1000		
Total Academic Points Received				732.90			832.90
% of Possible Academic Points for This School				81.43%			83.29%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Engaging Learning Environment	1				0	0%	0.00
Safe, Positive School Culture	2	Mission-specific data is not available for this reporting period.			0	0%	0.00
Concurrent Credits	3				0	0%	0.00
Postsecondary Enrollment	4				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1000		
TOTAL POINTS RECEIVED				732.90			832.90
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				48.86%			83.29%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	15.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	10.00
	2b	50	13%	30.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	290.00
% OF POSSIBLE FINANCIAL POINTS				72.50%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

COMPASS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible	83.29%	90% - 100% of points possible	95.00%	85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	72.50%
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible	Points Earned			
		5	25	25			
		4	20				
		3	15				
		2	0				
		1	0	25			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15	15			
		Focus	0				
		Priority	0				
				15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		97.90	57-75	19	90-100	11	71
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							71
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		97.30	57-75	19	90-100	11	70
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							70
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		91.90	57-75	19	90-100	11	61
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							61
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	93.88	76-100	25	85-100	16	90
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
90							
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	87.81	76-100	25	85-100	16	81
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
81							
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.	87.46	76-100	25	85-100	16	80
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
80							
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.	66.00	57-75	19	66-99	34	57
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
57							
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.	54.00	38-56	19	43-65	23	47
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
47							
Notes							

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?						
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.	59.00	38-56	19	43-65	23	51
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							<u>51</u>
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.	80.00	76-100	25	70-100	31	84
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							<u>84</u>
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				50.00
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes							<u>50</u>
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				50.00
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes							<u>50</u>

COMPASS PUBLIC CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

		Result	Points Possible				Points Earned
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?						
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
						0	
Notes							
<hr/>							
		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4c Graduation Rate	Are students graduating from high school?						
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
						0	
Notes							
No result due to insufficient sample size.							

MISSION-SPECIFIC GOALS			
Measure 1	Is the school providing an engaging learning environment?	Result	Points Possible
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		150
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		120
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		60
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.		0
			0.00
Notes	4th-12 th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 1 through 11 about the school's learning environment will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.		
Measure 2	Is the school providing a safe, positive school culture?	Result	Points Possible
	Exceeds Standard: 90%-100% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		150
	Meets Standard: 75%-89% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		120
	Does Not Meet Standard: 50%-74% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		60
	Falls Far Below Standard: Less than 50% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey.		0
			0.00
Notes	4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community and civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be used to measure this goal. The Compass School Climate Survey is included in the Supplemental Info section of this framework. Compass will report this data to the PCSC no later than October 15 of each year.		
Measure 3	Is the school preparing students for college through concurrent college credit opportunities?	Result	Points Possible
	Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.		200
	Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.		160
	Does Not Meet Standard: 40% to 59% of graduating seniors will have completed 17 or more concurrent college credits.		80
	Falls Far Below Standard: Less than 40% of graduating seniors will have completed 17 or more concurrent college credits.		0
			0.00
Notes	Compass will report this data to the PCSC no later than October 15 of each year.		

COMPASS PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 4	Does the school's college preparatory focus result in strong post secondary enrollment?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of graduating seniors enroll in a post secondary program within five months of graduation.		200	
	Meets Standard: 70% to 84% of graduating seniors enroll in a post secondary program within five months of graduation.		160	
	Does Not Meet Standard: 50% to 69% of graduating seniors enroll in a post secondary program within five months of graduation.		80	
	Falls Far Below Standard: Less than 50% of graduating seniors enroll in a post secondary program within five months of graduation.		0	
				0
Notes	Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post secondary program" will include those who enroll in a university, college, or career-technical program. Compass will report this data to the PCSC no later October 15 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	Meets	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
	Notes			25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	In December 2013, the SDE notified Compass of several non-compliance issues related to the school's driver's education program. The matter has since been resolved.			15.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
Notes				25.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
Notes	<p>The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.</p>			25.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	25.00
Notes				

COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes			15	
			0	<hr/> 25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes			15	
			0	<hr/> 25.00
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes	<p>In December 2013, the SDE notified Compass of concern regarding failure to background check driver's education instructors. The issue has since been resolved.</p>	See note	15	15.00
			0	<hr/> 15.00

INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
			15	
		0		
			<u>25.00</u>	
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
			15	
		0		
			<u>25.00</u>	
Notes				
Measure 5c Information Handling	Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
			15	
		0		
			<u>25.00</u>	
Notes				

COMPASS PUBLIC CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes			0	<u>25.00</u>

COMPASS PUBLIC CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			25	
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Result	Points Possible	Points Earned
		Current ratio is 3.81	50	50.00
			10	
			0	<u>50.00</u>
Notes				
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	Result	Points Possible	Points Earned
		137.36 days cash	50	50.00
			10	
			0	<u>50.00</u>
Notes				
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Result	Points Possible	Points Earned
		97.77%	50	50.00
			30	
			0	<u>50.00</u>
Notes				
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	Result	Points Possible	Points Earned
		No default or delinquency noted in findings	50	50.00
			0	
				<u>50.00</u>
Notes				


INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>Total is (0.65%), aggregate is (1.14%), trend is mixed</td> <td>10</td> <td>10.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">10.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		Total is (0.65%), aggregate is (1.14%), trend is mixed	10	10.00		0				10.00			
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	50																			
Total is (0.65%), aggregate is (1.14%), trend is mixed	10	10.00																		
	0																			
		10.00																		
Notes																				
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>Debt to Asset Ratio is 0.93</td> <td>30</td> <td>30.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">30.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		Debt to Asset Ratio is 0.93	30	30.00		0				30.00			
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	50																			
Debt to Asset Ratio is 0.93	30	30.00																		
	0																			
		30.00																		
Notes																				
<p>Measure 2c Cash Flow</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td>See note</td> <td>0</td> <td>0.00</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30		See note	0	0.00			0.00
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	0																			
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	30																			
See note	0	0.00																		
		0.00																		
Notes																				
<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Debt service coverage ratio is 1.1</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Debt service coverage ratio is 1.1	50	50.00		0				50.00						
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Debt service coverage ratio is 1.1	50	50.00																		
	0																			
		50.00																		
Notes																				

Compass School Climate Survey

0 1 2 3 4

Learning Environment		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	Learning targets are clear and attainable for students.					
2	Teachers use different methods of teaching to make learning interesting.					
3	Teachers encourage students to succeed.					
4	Teachers expect students to take responsibility for their school work.					
5	Instruction is active, learner-centered, and challenging.					
6	I have learned to work cooperatively and as a member of a team.					
7	I am encouraged to set goals for my learning and reflect on my progress.					
8	I consistently feel as though I am learning subjects in-depth.					
9	Teachers promote the view that intelligence and ability are the result of students' effort and are not fixed. The major focus is on process over product.					
10	School-wide rewards usually focus on student effort and contribution and less on being the top performer.					
11	Teachers share commonly high expectations for all students.					
Attitude & Culture		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
12	I am comfortable expressing my ideas and opinions during a class discussion.					
13	The school has a clear mission and it is apparent that school activities are aligned to the mission.					
14	Teachers treat students with respect and kindness.					
15	The adults in the school model respect and kindness in how they treat each other.					
16	I feel as though I am part of a community.					
17	I speak about the school in proud, positive terms.					
18	I mostly feel listened to, represented, and that I have a voice.					
19	I feel a sense of belonging to something larger.					
20	I feel welcome and comfortable in talking to adults and/or peer leaders.					
21	I show respect to others and they show respect to me.					
22	The school provides a safe and comfortable environment to learn in.					

	Discipline	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
23	I readily accept and adhere to the "one school rule."					
24	It is evident from student behavior that there are clear expectations for behavior.					
25	Most teachers use fair discipline strategies with logical consequences and refrain from punishments or shaming.					
26	I am encouraged to consider solutions to my own problems.					
27	Management strategies consistently promote increased student self-direction over time.					
28	Small behavior issues are dealt with before they develop in to larger behavior issues.					
	Community & Civic Responsibility	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
29	Service learning efforts are regular, promoting student learning and positive community-relations.					
30	Volunteers are consistently visible in the school and noticeably appreciated.					
31	School events create a sense of community.					
32	Teachers provide opportunities for students to contribute through service projects within the classroom.					
33	Older students in the school recognize the importance of modeling positive behavior for the younger students.					
34	I am consistently encouraged to contribute to the positive culture through my acts and deeds.					
35	I feel like I can make a difference in my school and community.					
36	Helping other people is something everyone should do, including myself.					
37	I try to think of ways that I can help/contribute to my school and community.					
38	It makes me feel good when I help others.					

A decorative graphic consisting of a green triangle pointing to the right, with a gradient from a darker green on the left to a lighter green on the right.

“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform

PRE-RENEWAL SITE VISIT REPORT

Due to its history of strong performance outcomes, CPCS was exempt from the pre-renewal site visit.

PRE-RENEWAL SITE VISIT RUBRIC

Due to its history of strong performance outcomes, CPCS was exempt from the pre-renewal site visit.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of February, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Compass Charter School, Inc., commonly known as Compass Public Charter School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 28, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2005. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the

succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of February 13, 2014, and shall continue through June 30, 2019, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Compass Public Charter School's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.
- B. Grades Served.** The School may serve students in kindergarten through twelfth grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

Academic

- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and

commonly-shared expectations

- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:
 - A technology-rich learning environment
 - Constructive learning experiences through both the geographic and the Internet-connected community
 - Personalized learning based on data-driven goals for instruction
 - Curriculum and instruction to encourage students to make real-world connections

Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations

metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the

School shall have the opportunity to respond orally to the site visit report at the meeting.

H. Required Reports. The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1300 students. For purposes of the enrollment lottery, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** 2511 W. Cherry Lane, Meridian, ID 83642 and 1422 Tech Lane, Meridian, ID 83642. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: The total boundary used by West Ada School District.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the

effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if

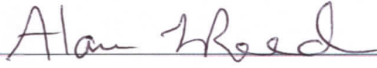
applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

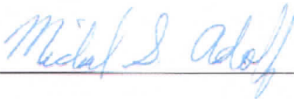
SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective February 13, 2014.



Chairman, Idaho Public Charter School Commission

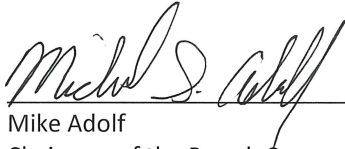


Chairman, Compass Charter School, Inc. Board

IN WITNESS WHEREOF, the Authorizer and Compass Charter School (CCS) have executed this Amendment to their Performance Certificate to increase their overall enrollment cap from 600 to 700 students. This Amendment to CCS's Performance Certificate is effective as of August 12, 2014.



Alan Reed
Chairman, Idaho Public Charter School Commission

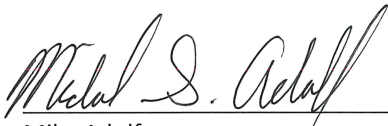


Mike Adolf
Chairman of the Board, Compass Charter School

IN WITNESS WHEREOF, the Authorizer and Compass Charter School (CCS) have executed this Amendment to their Performance Certificate to increase its overall enrollment cap from 700 to 1300 students by adding an additional classroom in each grade from K-7 commencing in the 2015-16 school year, which will increase enrollment from 243 to 900 students. The remaining enrollment growth will occur via student progression into eighth grade and high school. This Amendment to CCS's Performance Certificate is effective as of February 12, 2015.



Alan Reed
Chairman, Idaho Public Charter School Commission



Mike Adolf
Chairman of the Board, Compass Charter School

IN WITNESS WHEREOF, the Authorizer and Compass Charter School (CCS) have executed this Amendment to their Performance Certificate to modify admission procedures, including priority preferences for enrollment. This Amendment to CCS's Performance Certificate is effective as of January 15, 2016.




Alan Reed
Chairman, Idaho Public Charter School Commission



Michael Adolf
Chairman of the Board, Compass Charter School

IN WITNESS WHEREOF, the Authorizer and Compass Charter School have executed this Amendment to their Performance Certificate to modify the performance framework as adopted by the Public Charter School Commission on May 4, 2017. This Amendment to Compass's Performance Certificate is effective as of November 7, 2017.



Alan Reed
Chairman, Idaho Public Charter School Commission



Norm Varin
Chairman of the Board, Compass Charter School

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Charter**
- Appendix C: Pre-Opening Requirements**
- Appendix D: Articles of Incorporation and Bylaws**
- Appendix E: Board Roster**
- Appendix F: School Performance Framework**
- Appendix G: Authorizer Policies**
- Appendix H: Enrollment Policy**
- Appendix I: Public Charter School Closure Protocol**

Appendix A: Conditions of Authorization / Renewal

Compass Public Charter School
February 13, 2014

No conditions of authorization or renewal are applicable.

Appendix B: Charter

Cover Page

Compass Public Charter School

Submitted for PCSC Approval: February 13, 2014 , August 12, 2014, February 12, 2015

School Opened: August 2005

Revision Approved by School Board: January 9, 2014, July 10, 2014, January 8, 2015, January 13, 2016

School Locations: 2511 W. Cherry Lane, Meridian, ID 83642 & 1422 S. Tech Lane, Meridian, ID 83642

School Attendance Area: West Ada School District

School Website: www.compasscharter.org

School Administrator: Kelly Trudeau, 208-855-2802,
ktrudeau@compasscharter.org

Table of Contents

TAB 1.....	4
Compass Vision	5
Compass Mission Statement	5
School Culture	5
TAB 2.....	7
Organizational Flow Chart	8
Organization	9
Liability Insurance: Ref. Idaho Code 33-5205 (4)	9
Primary Attendance Area	10
Facilities Summary	10
Certification	10
Proof of Insurances	11
TAB 3.....	12
Educational Philosophy	13
Educational Program	14
Instruction Courses	18
Course Framework	18
Educational Thoroughness Standards	20
Supplementary Services	25
Special Education: Ref. Idaho Code 33-5205 (3) (q)	25
Remediation	27
Gifted and Talented Students	28
Limited English Proficiency Students	28
Dual Enrollment:	28
TAB 4.....	30
Measurable Student Educational Standards:	31
Method of Measuring Student Progress	31
Accreditation:	34
TAB 5.....	35

Governance	36
Governing Body	36
Parental Involvement	37
Financial Audits	38
TAB 6	39
Employee Qualifications	40
Health and Safety:	40
Discipline, Suspension, Expulsion and Re-enrollment:	41
Benefits:	42
TAB 7	44
Admission Procedures:	45
Maximum Enrollment	48
Student Handbook	49
Policy of Internet Safety	49
TAB 8	50
Marketing Plan	51
Advertising and Promotion Plan:	51
Transportation	52
Child Nutrition	52

TAB 1

Compass Vision

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

Compass Mission Statement

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

School Culture

As Compass has evolved and expanded, we have developed our own methods and philosophy of school culture. We have identified our method as “The Compass Model.”

The Compass Model is based on four overarching key themes –

1. Next Level Excellence – Compass prepares students for lifelong success through unparalleled educational and real world learning opportunities.
2. Exceptional Academics – Compass challenges students with a rigorous academic curriculum.
3. Strong Character Values – Compass instills students with a strong sense of community, integrity and responsibility.
4. Worldview Development – Compass empowers students to become critical thinkers, engaged citizens and inspired leaders by providing a safe learning environment to develop, articulate, and defend their personal view of the world.

Evidence of the key themes can be seen in the essential design elements of our program:

Academic

- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations
- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:

- A technology-rich learning environment
- Constructive learning experiences through both the geographic and the Internet-connected community
- Personalized learning based on data-driven goals for instruction
- Curriculum and instruction to encourage students to make real-world connections

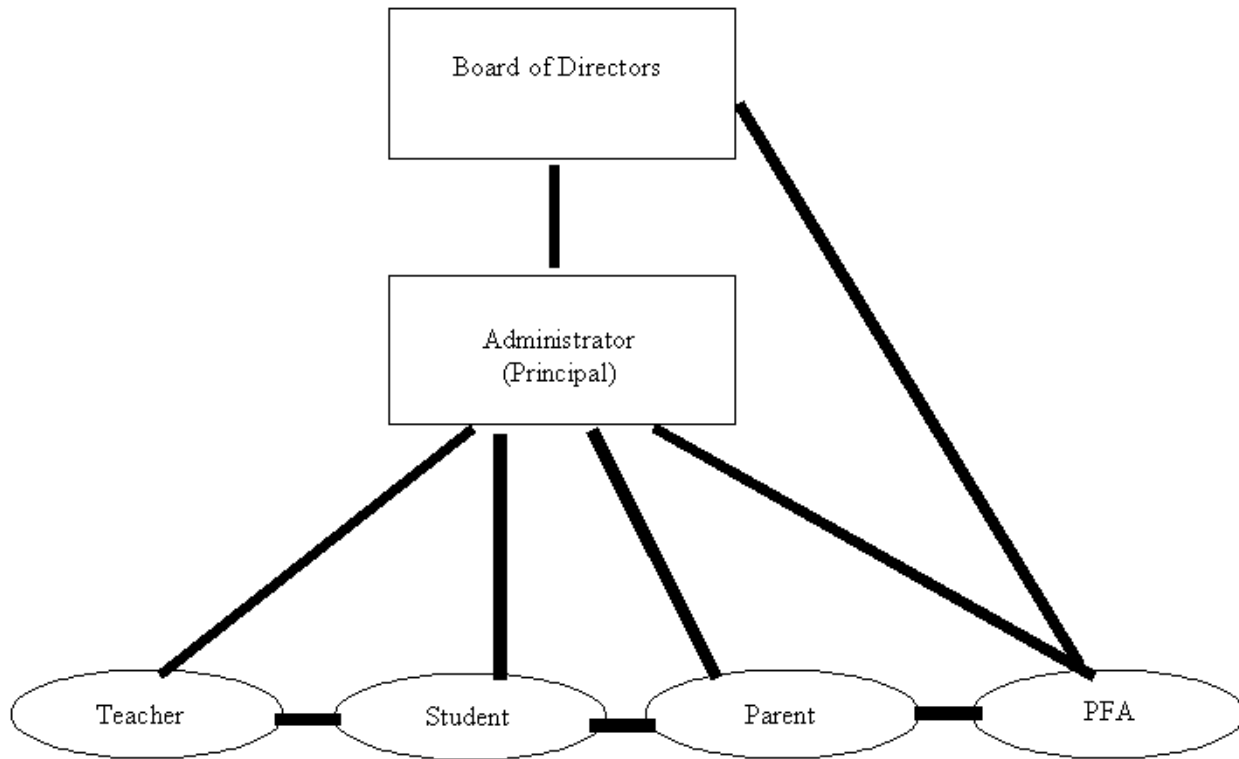
Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

TAB 2

Organizational Flow Chart

The Compass Public Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The above flow chart includes, but is not limited to, the following details:

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of Compass Public Charter may provide consultation to the Principal regarding ongoing plans for the school.

- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
- The Principal supervises, directly or indirectly, all employees of the charter school.

Organization

Compass Public Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

Upon approval, members of the Governing Board are deemed public agents to control the Charter School. The Governing Board has all the power and duties afforded to a Board of Trustees. The Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Governing Board meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

Liability Insurance: Ref. Idaho Code 33-5205 (4)

Compass Public Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Compass Public Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Compass Public Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Compass Public Charter School. Compass Public Charter School maintains insurance for liability, errors and omissions, and property loss. Compass Public Charter School will annually review and maintain insurance coverage that "mirrors" surrounding school districts. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and CPCS. Pursuant to Idaho Code § 33-5204(2), the Commission has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Commission does not act in the capacity of the board of trustees of a school district or perform any of the functions of a school district; rather,

the Commission looks to the board of directors of the non-profit corporation, which operates the charter school, to perform the essential functions of a school district with respect to the charter school. Consequently, the Commission expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Commission or assumption by the Commission of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Commission by statute or rule of the State Board of Education. Compass Public Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

By granting of this charter, the Commission does not intend that any persons or entities other than the board of directors for Compass, or its successors and assigns, shall have any rights or remedies arising from this grant, and no third party rights are intended. Specifically, no party contracting with Compass is intended to have any rights arising from the grant of a charter, and any benefit accruing to any such third party is merely coincidental.

Primary Attendance Area

The Compass Public Charter School boundaries are aligned to those of Meridian Joint School District No. 2.

Number of classrooms, offices, etc. necessary, along with total square footage to implement your program as described:

Facilities Summary

Compass Public Charter School leased space from Cherry Lane Christian Church (located at 2511 W. Cherry Lane, Meridian, Idaho) to serve as a temporary facility for the first year. Compass Public Charter School entered into a lease-purchase arrangement in the spring of 2007 to purchase the former Cherry Lane Christian Church. Improvements have been made to the facility to better serve the school's needs. In 2011, CPCS qualified for a private bond to purchase the facility at 2511 W. Cherry Lane, Meridian, Idaho 83642.

Certification

Compass Public Charter School shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and wellbeing of the staff and students. These

policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance shall be provided to the Commission no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

TAB 3

Educational Philosophy

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview. Compass Public Charter School will use Understanding by Design[®] (UbD[™]) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD[™] works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design. CPCS's curriculum will support the development of educated students within the traditional academic subjects (including language arts, math, science, and social studies,) augmented by music, theater, art, health, and computer, physical, and environmental education.

We believe that learning best occurs when the seven key tenets of Understanding by Design[®] are implemented:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD[™] framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD[™] framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD[™] framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform

needed adjustments in curriculum as well as instruction so that student learning is maximized.

Additionally, we believe students learn best when:

- Learners are given time and resources necessary to reflect on their learning and set goals for future learning opportunities;
- Learners are actively engaged in integrated and meaningful tasks;
- Learners see themselves as part of the community and find ways to serve the community;
- Learners are allowed to make mistakes in order to achieve success.

In conclusion, Compass Public Charter School will establish a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize their and other's educational experiences. Compass' academic program is designed to meet the needs of the students, not cater to the convenience of teachers, administrators, or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised

The philosophy of Compass is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.

Educational Program

A primary goal of Compass' educational program is the development and deepening of student understanding of important ideas and processes within, and across, disciplines so that they can transfer their learning to new situations. This goal aligns to our school's mission to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics. The unique instructional approach of ¹Understanding by Design™ (UbD™) is an inquiry-based curriculum framework grounded in the work of McTighe and Wiggins. UbD™ provides a planning process and structure to guide curriculum, assessment and instruction. UbD™ requires that curriculum and instruction address three different but interrelated academic goals: acquire important information and skills, make meaning of content, and effectively transfer their learning to new situations both within school and beyond it. The framework offers a three-stage backward design process which includes: Stage 1:

¹ Wiggins, Grant P., and Jay McTighe. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Identifying desired results, Stage 2: Determining assessment evidence, and Stage 3: Planning learning experiences and instruction that will help students achieve learning for understanding.

- Stage 1 includes establishing learning goals including identifying relevant state standards, enduring understandings, essential questions, and key procedural and declarative knowledge that will be acquired during instruction.
- Stage 2 includes formulating a comprehensive, balanced assessment plan tightly aligned to stage one learning goals requiring students to demonstrate transfer of learning. Both formative and summative assessments are used to provide feedback to teachers and students on progress toward learning goals.
- Stage 3 includes developing a comprehensive instructional design tightly aligned to stage one learning goals and stage two assessment goals so that students are actively engaged as learners as they transfer and apply knowledge within learning contexts.

This instructional approach helps learners become thoughtful about, and productive with, content. Our goal is to prepare students for the world beyond school—to enable them to apply and transfer what they have learned to new situations they will face in the future.

To support these goals, teachers weave together three instructional approaches:

- Direct instruction. In this role, the teacher's primary goal is to help learners acquire basic information and skills through explicit instruction and modeling. Direct instructional strategies include lecture, multimedia presentations, convergent questioning, demonstration, modeling, guided practice, and feedback.
- Facilitation. Teachers in this role seek to help learners make meaning and understand important ideas and processes. Teachers guide learners in actively processing information and exploring complex problems through such instructional strategies as analogies, graphic organizers, divergent questioning and probing, simulations, problem-based learning, Socratic seminars, reciprocal teaching, and student self-assessment.
- Coaching. In a coaching role, teachers provide opportunities for students to transfer learning in increasingly complex situations. Teachers establish clear performance goals, provide models, and give feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed. Instructional strategies include conferencing; encouraging student self-assessment and reflection; and providing specific commentary, feedback, and corrections in the context of authentic application.

As these categories make clear, there is rarely one best teaching approach. Compass is a school committed to teaching for understanding, therefore, we use all three pedagogies in differing degrees based on child development, grade level learning goals, and individual student needs. These K-12 teaching pedagogies ensure that the needs of students at various educational and developmental levels are met.

Compass' philosophy and vision are founded on the premise that when students are schooled in a safe and comfortable environment with rigorous and relevant learning opportunities, they will achieve excellence. Therefore, our educational program focuses on two main areas that encompass this belief.

Academic

- Compass will implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations. ²Understanding by Design (UbD) provides a common language for educators who are interested in promoting student understanding rather than formulaic knowledge or recall learning. It also provides a framework and a toolkit of research-based best practices that have been proven effective in helping educators promote understanding-based results for learning, expand the range of assessment tools and processes they use to monitor student achievement, and enhance their design of instructional activities to promote high levels of student achievement.
- Compass will provide students with opportunities to enroll in courses for concurrent college credits. ³A new study from the Community College Research Center finds that dual enrollment (concurrent credit) programs are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion.
- Compass will create a learning environment designed for the ⁴Next Generation Learner, including:
 - A technology-rich learning environment
 - Constructive learning experiences through both the geographic and the Internet-connected community
 - Personalized learning based on data-driven goals for instruction
 - Curriculum and instruction to encourage students to make real-world connections

² Brown, John L., and Grant P. Wiggins. Making the Most of Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2004. Print.

³ (n.d.): n. pag. The Benefits of Dual Enrollment | Inside Higher Ed. Web. 12 Jan. 2014.

⁴ Oblinger, Diana. Game Changers: Education and Information Technologies. Washington, D.C.: EDUCAUSE, 2012. Web.

Culture

- Compass offers opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships. ⁵Setting high expectations early in life is an important step in order for youth to develop the skills to succeed in the future. Work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development. A hands-on experience in a real setting, work-based learning includes a broad range of opportunities including short-term introductory activities such as job shadowing, informational interviews, and workplace tours, as well as more long-term and intensive training including workplace mentoring, apprenticeships, and paid employment. Volunteer work, service learning, and activities at a student's school site can also provide rich, work-based learning opportunities. Potential benefits of work-based learning for youth while they are still in school include:
 - Identification of career interests, skills, and abilities;
 - Exposure to job requirements and responsibilities, employer expectations, workplace etiquette, and workplace dynamics;
 - Development of critical workplace skills and a solid foundation for good work habits;
 - Improvement of post-school outcomes; and
 - Selection of appropriate courses of study tied to career goals.
- Compass encourages students to develop self-discipline and take responsibility for their own behavior through the implementation of Love and Logic's™ One School Rule.
- Compass supports students in their learning and demonstration of strong character traits. Compass also acknowledges their success through regular self-evaluation and school-wide recognition. The development of a child's character and appropriate behavior is first and foremost the responsibility of the family, but schools can play a strong supporting role. ⁶"Schools with the highest levels of student achievement do not sidestep the issue of character education. They embrace it. These schools acknowledge that their success is due in large measure to their attention to guiding principles, through which they have been able to create the supportive learning environment that is essential for students to achieve high standards."
- Compass assists students in cultivating their authentic student voice through leadership opportunities.

⁵ "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

⁶ "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

- Compass values parents as partners in their students' education. ⁷The research is clear, consistent, and convincing. Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

Instruction Courses

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Compass Public Charter School will assure students meet the school standards with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities. At appropriate grade levels, instruction will include but not be limited to the following:

- Language Arts and Communication will include instruction in reading, writing, English, literature, informational text, technological applications, spelling, speech and listening.
- Mathematics will include instruction in number sense, addition, subtraction, multiplication, division, percentages, geometry, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Course Framework

1. Elementary School (Grades 1-6)

- a. Other required instruction for all students and other required offerings include:
 1. Fine Arts (art and music)
 2. Health (wellness)

⁷"Parent, Family, Community Involvement in Education." NEA Education Policy and Practice PB11 (2008): 1. [www.nea.org. Web. 12 Jan. 2014. <http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf>.](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

3. Physical Education (fitness)

2. Middle School (Grades 7-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. CPCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

- a. Other required instruction for all students include:
 - 1. Health (wellness)
 - 2. Physical Education (fitness)
- b. Other required offerings of the school include:
 - 1. Fine & Performing Arts
 - 2. Vocational-Technical Education
- c. Additional instruction options as determined by CPCS. For example:
 - 1. Career Planning
 - 2. Leadership Development
 - 3. Creative Writing
 - 4. Audio Visual Production

3. High School (Grades 9 – 12)

Beginning in the 2007-2008 school year, Compass Public Charter School will offer the addition of a 9th – 12th grade high school program, beginning with a 9th grade the first year and adding one grade thereafter until 12th grade is reached. The high school program will be referred to as Compass Honors High School. The word “Honor” in the name exemplifies both the academic rigor as well as the honorable behavior expected from the students who attend the high school program. The emphasis of the high school’s curriculum will be an honors level/college prep focus by adopting high graduation requirements with an increased student exposure to math and science. By the 11th grade, students will be enrolled in concurrent college credit courses offered both at Compass as well as on the college campus.

The following are the graduation requirements at Compass Public Charter School (Compass Honors High School – CHHS):

Language Arts 9 credits

Mathematics	8 credits
Science	8 credits
Social Studies	9 credits
Humanities	4 credits
Health	1 credit
PE	1 credit
Career Focus Electives	8 credits
Electives	8 credits
Senior Project	Required including oral presentation, project, and written report.
College Entrance Exam	ACT, SAT, or COMPASS by the end of 11th grade.
TOTAL CREDITS	56 credits

In addition, concurrent credit coursework will be offered to high school students at CHHS with the goal being to help each graduating student who is planning to attend college to obtain college credits at the high school level.

Coursework will be designed to meet the requirements of AdvancED and state standards. The curriculum will use the State of Idaho’s educational standards as its foundation.

An apprenticeship program will be implemented during the 11th and 12th grades. This program will be career focused for the individual student and provide “real work” opportunities. Thirty hours in the apprenticeship program would equate to 1 credit of career focus electives. Students will be required to complete a final graded project as part of the apprenticeship program. In addition, students would be required to complete 50 hours of family and community service for each year in attendance. Fifty hours of service would equal 1 credit toward the graduation requirements. The family and community service projects would be developed by the student with guidance from the administrator, high school teachers, and parents.

All state testing for the high school grades will be conducted as required by the State Board of Education. Compass Public Charter School will meet at least the minimum requirements set by the State Board of Education to ensure that its students are taught by highly qualified teachers.

Educational Thoroughness Standards

Compass Public Charter School will achieve the Thoroughness Standards (as defined in section 33-12, Idaho Code) through its basic curriculum and supplemental instruction in character education, foreign language, music and community, school, and family service projects.

Standard a. A safe environment conducive to learning is provided.

Goal: to create a positive teaching and learning environment with an emphasis on high expectations for behavior and academic performance as measured by staff and parent observation, low absentee rate, student retention rate, and few discipline referrals.

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

Compass will implement the Love and Logic® method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® Philosophy for discipline.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b. Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: to maintain a positive and safe teaching and learning climate as measured by staff, student and parent satisfaction surveys as well as an annual safety inspection.

The atmosphere created through the Compass Model and Love and Logic® philosophy allows children to soar socially and academically. Students will not be afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They will not be distracted from learning by fear. The result is a culture that is warm and friendly, orderly and free from chaos.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® philosophy of discipline.
- Develop a student handbook providing a code of conduct centered on guiding principles of discipline.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent principles for behavior aligned throughout the school.

Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program. As evidenced by record keeping of student community service hours.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® Philosophy.
- Emphasize the importance of adults modeling important values at school. This is done through expectation training, in which teachers clearly illustrate and define self-discipline and responsibility. Daily procedures are designed to support the school’s emphasis on responsibility and self-discipline.
- Help students build rapport and develop a sense of belonging as well as carry out responsibilities to one another and to the faculty and staff. Students who display responsibility and good citizenship are given special recognition through a well-designed reward system.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard d. The skills necessary to communicate effectively are taught.

Goal: to teach students a range of effective communication skills appropriate for the 21st century as measured by evaluations of student speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.

Objectives: Compass Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.
- Provide a technology-rich environment that enhances communication.

- Provide instruction in Music. Reading and writing of music is also considered a communication skill that falls within the notion of “literacy”. Music is a kind of language; some even term it the “Universal Language”. It is also our belief that early musical training can dramatically boost a child’s brainpower, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin showed that after only six months, pre-school piano students outperformed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.
- Incorporate student’s communication skills into activities emphasizing effective writing, reporting, speaking and listening skills. Technology and media will be utilized at all grade levels to enhance student’s communication skills. By the time students reach the secondary level, students will have the option of participating in school broadcast and journalism courses. Students will apply their skills of information gathering, interviewing, and research.

Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: to develop an educated citizenry for the 21st century through a dynamic, interactive academic program designed to challenge students to achieve instructional outcomes based on Idaho Core Standards that will apply learning to real-life situations.

Objectives: Compass Public Charter School will:

- Use the Idaho State Department of Education’s Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Develop benchmark assessments to determine student growth in reading, writing, math and science.
- Utilize Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design.
- Field trips and career development discussions will be used, as needed.

Standard f. The skills necessary for the students to enter the workforce are taught.

Goal: to provide students with basic skills that prepare them for future employment and provide students with the skills and understanding necessary to become responsible citizens in

their respective jobs and communities of the 21st century. This goal will be measured through career assessments and employer assessments of students who complete work related apprenticeships.

Objectives: Compass Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with career exploration opportunities and work skill assessments.
- Enable high school students to establish apprenticeship experiences in the community.

Standard g. The students are introduced to current technology.

Goal: to provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

Objectives: Compass Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.
- Use computers and audio visual equipment to develop skills in broadcasting and journalism.

Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century as measured by student community service logs as well as successful completion of apprenticeship hours and employer evaluations.

Objectives: Compass Public Charter School will:

- Provide an integrated program of community service that builds qualities of citizenship throughout all levels of the school.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

Supplementary Services

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board of Directors, Administrator, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.03.

Special Education: Ref. Idaho Code 33-5205 (3) (q)

CPCS will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

CPCS shall comply with all applicable federal law in regard to services and education of English Language Learner (“ELL”) students. CPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. CPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. CPCS will adopt a non-discriminatory policy regarding admissions. Children with and without disabilities will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency, entrance requirements if the lack of proficiency has been caused by the student’s disability. CPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school will hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student’s parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student’s transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student’s IEP will include the participation of the child’s parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child. Transportation services will be provided as required by the student’s IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments. Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

Assurances

CPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990, that are applicable to it.

CPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

CPCS will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of CPCS's learning setting. The school may permit the special education coordinator to take on additional administrative or instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990.

CPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

CPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

CPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

Remediation

Prompt additional help will be given to students who do not accomplish the following;

- Obtain a level of Proficiency or demonstrate reasonable growth on state standardized tests.

- read at grade level by third grade
- score below the 25th percentile in math, reading, or language on curriculum based measures (CBM's)
- produce student work that depicts acquired, integrated, extended, refined and meaningful utilization of students
- Reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- Reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Special Note: Those students not reading at grade level or performing above the 25th percentile on curriculum based measures will be identified for response to intervention (RTI) and receive intervention as outlined in CPCS's RTI Procedural Manual.

Gifted and Talented Students

CPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Cod3e 33-2003. K-8: Compass Charter School follows an inclusion model where differentiated instruction opportunities are provided within the classroom setting. As student's skills advance, they are offered advanced learning opportunities or accommodations to the current curriculum may be made.

9-12: The high school program is referred to as Compass Honors High School (CHHS). The high school motto is – "Compass Honors High School exists to provide a strenuous, in-depth honors education where excellence is our standard, not our goal."

CHHS offers honor level courses, concurrent credit courses, and career focus electives (apprenticeships in the work community). Our teachers believe in teaching quality versus quantity. Students who leave CHHS will know how to research, reason and apply these skills to all learning situations.

CHHS encourages leadership through community service, student government, National Honors Society, and a monthly Aim High Leadership award.

Limited English Proficiency Students

As a public school, CPCS is committed to serving all interested and eligible students. In addition to our rigorous phonics program, CPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, assessments can be adapted, books printed in English substituted for other languages, etc. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

Dual Enrollment: Ref. Idaho Code 33-5205 (3) ® and 33-203

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

TAB 4

Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

Compass Public Charter School will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement, and other appropriate tests and measures.

Additionally, Compass will be held accountable to the following Measurable Student Educational Standards (MSES) related to the school's specific mission and educational program:

1. At least 75% of 4th through 12th grade students will have an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.
2. At least 75% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey
3. At least 60% of graduating seniors will have completed 17 or more concurrent college credits.
4. At least 70% of graduating seniors enroll in a post-secondary program within five months of graduation.

Method of Measuring Student Progress

Compass Public Charter School will measure student progress towards the established Measurable Student Educational Standards (MSES) as follows:

1. 4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 1 through 11 about the school's learning environment will be averaged and used to measure this goal.
2. 4th-12th grade students' will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be averaged and used to measure this goal.
3. Compass will track the number of concurrent college credits completed by each student during their high school years; these results will be used to measure this goal.
4. Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post-secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post-secondary program" will include those who enroll in a university, college, or career-technical program.

Reporting MSES and Standardized Testing Results

Annual reports will be made to the PCSC providing data to demonstrate the school's performance on the established Measurable Student Educational Standards (MSES).

Non-student specific state standardized testing and MSES results will be made available to parents and other stakeholders on the school's website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least once a year.

Comprehensive Assessment Program

Compass Public Charter School students will participate in the same standardized tests as other Idaho public school students. The school will identify a testing coordinator to assure strong testing participation through communication to parents and development of a testing schedule that includes retakes to account for student absences.

Compass Public Charter School will use the State approved Comprehensive Assessment Program as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive of and aligned to the Idaho Core Standards it is intended to assess. In addition, Compass Public Charter School will use other assessment mechanisms to measure student progress, achievement, and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

Scoring and Report Formats

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

Methods of Assessment

Compass will utilize a comprehensive assessment system that includes both formative and summarize assessments aligned to student learning targets. Formative assessments are assessments for learning while summative assessments are assessments of learning.

Formative assessment practices are used by teachers throughout instruction to diagnose student needs, plan next steps in instruction, provide students targeted practice, and offer effective feedback. Students use assessment information to offer each other effective feedback, to self-assess, and to set goals for improvement. They can also use the formative assessment information to track, reflect on, and share their progress.

Summative assessments are used by teachers after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter and unit tests, final exams and term projects, for example. Statewide achievement tests and district benchmark assessments are another form of summative assessment utilized by teachers and administrators to evaluate overall success of instruction. Furthermore, the State Department of Education utilizes the statewide achievement test to evaluate the achievement level and success of instruction of specific schools and districts.

Tracking of Students' Progress toward Mastery of State Standards Over Time

Compass will establish a philosophy of assessment that includes diagnostic, formative and summative assessments. Diagnostics gauge student mastery of prerequisite knowledge and skills and prior knowledge of content at the beginning of learning. Diagnostic assessments are not only utilized to differentiate, they are also used to determine levels of support such as Response to Intervention (RTI). Formative evaluations check student progress during the course of a lesson and unit of study and inform the adjustment of instructional decisions. Summative assessments, are the tests, the examinations, the final projects – the ways in which a teacher formally measures students' understanding of learning goals at the end of each unit or at the end of the year. These are the tools that provide teachers with data on the sum of student knowledge and serve as an important source for official progress reports and grades for children, parents and school officials.

Mastery Level

Students in attendance at Compass Public Charter School will be expected to do the following:

- Meet the State approved learning standards including but not limited to: Language Arts, Mathematics, Science, and Social Studies. Students of CPCS will be tested with the same standardized tests as other Idaho public school students. CPCS will meet, at a minimum, the Idaho State Board of Education graduation requirements.
- Achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests developed by the Idaho State Board of Education

Accreditation: Ref. Idaho Code 33-5205 (3) (e)

Compass Public Charter School will be accredited through the AdvancED for the purpose of adding high school and offering college/high school concurrent credits.

TAB 5

Governance

Corporation History

The Articles of Incorporation for Compass Public Charter School, Inc. were filed with the Secretary of the State of Idaho May 30, 2003. The SS-4, Application for Employer Identification Number, was submitted June 19, 2003. The 501(c)(3) will be completed upon approval of the charter.

Corporate Principals

The Corporate Principals of Compass Public Charter School Inc., as listed in the Articles of Incorporation, is as follows:

Susan M. Luke Formerly Certified Elementary Teacher, BS in Elementary Education – Brigham Young University

Chris Jensen Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College

Brooke J. Cohen Co-owner of internet business, AS Office Education - Ricks College

Susan, Chris and Brooke are parents who are interested in providing the best educational opportunities for their children. Because of the long waiting lists established at other charter schools across the Treasure Valley, the Compass Corporate Principals were willing to organize another charter school to benefit school-age children south of Interstate 84 within Joint School District No. 2.

All three Corporate Principals have experience managing small businesses. The Corporate Principals are confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools. The Principals will also adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

Governing Body

The original Governing Body consisted of the following:

Chris Jensen Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College

Teri Dison Owner of small business, ABSS Transcription and Office Support Services - Information Systems, University of Phoenix

Bridget Barrus Public Relations – Political Science, Boise State University

Becky Preece Customer Service Office Manager for Scentsy, Inc. based in Meridian, ID

Eric Jensen

N.W. Rep for Scalamdre, Inc based in Seattle, Washington, Interior Design- Ricks College

The governing body consists of directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201) The Governing Body will adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

During the initial year of operation, the Board shall be comprised of at least the following directors nominated and appointed by the governing body: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board of Directors will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

Parental Involvement: Ref. Idaho Code 33-5205 (3) (f)

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. CPCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official Parent Committee (PFA). Members of that committee will be elected annually by parents of student enrolled in the school according to policy to be set by the Board. The Parent Committee shall be authorized by the Board to make recommendations regarding any aspect of the school.

Financial Audits:

CPCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted not later than October 15.

TAB 6

Employee Qualifications

CPCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Compass Public Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the state.
- Compass Public Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator and subject to Board approval. Student/Teachers rations established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Business Manager will be hired to be responsible for payroll, data entry, and records management.

Health and Safety: Idaho Code 33- Ref 5205 (3) (h)

The school keeps on record certification that the facilities used meet all requirements for health, safety, fire. The school conducts regular inspections of the facilities by authorized

inspectors for the aforementioned compliance as required by local and state laws and rules. Any certifications or reports resulting from the inspections shall be provided to the authorized chartering entity within 10 days of receipt.

The school has established discipline policies designed to ensure the safety and wellbeing of staff and students that include but aren't limited to a zero tolerance policy for weapons, drugs, alcohol and violence (further detail in section 14).

Discipline, Suspension, Expulsion and Re-enrollment: Ref. Idaho Code 33-5205 (3) (k)

Compass Public Charter School has established discipline policies and procedures. The complete discipline policy is maintained in the CPSC Policy Manual and kept in the school's main office. An abbreviated version of the discipline policy is outlined in a Student Handbook that students and parents are required to sign acknowledging their awareness of discipline policies.

The core discipline procedure and policy follows the Love & Logic® philosophy of discipline: Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for students learning from their mistakes increase dramatically when students see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural and logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

6. Students are encouraged to request a “due process” hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

The school’s goal is to work closely with parents to uphold standards of courtesy, respect and kind behavior. Compass Staff will apply corrective actions consistently. Consistency means that when there is a problem, it will be addressed; and that when there is misbehavior, it will be addressed. Consistency does not mean that everyone will react in the same way.

Safety and security rules include:

All rules related to safety and security is in effect at all times. Compass Public Charter School’s philosophy “is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.”

- Fighting - Fighting is diametrically opposed to physical and emotional security. A fight is described as follows: Pushing, shoving, kicking, pulling, or physically connecting in an aggressive manner with another student. Parents will be notified by the school administrator or designee of the fight (battery), proper authorities may also be contacted.
- Illegal/Inappropriate Possessions - Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy. The CPCS Board must approve any expulsion. Students, parents or staff members may appeal the decision of the administrator to the Board. Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to be reenrolled, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to be reenrolled are free to do so by reapplying through the lottery.

Benefits: Ref. Idaho Code 33-5205 (3) (I)

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Compass Public Charter School will make all employer contributions as

required by PERSI, and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. CPCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board may establish other benefits.

Recruiting:

Recruiting of teachers will be primarily through newspaper advertisements. Compass Public Charter School will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. Interviews will be conducted by the Administrator.

Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n):

The transfer rights of an employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school authorized by the Commission, instead of a school district, are not clear.

Collective Bargaining: Ref. Idaho Code 33-5205 (3) (o):

The staff of CPCS shall be considered a separate unit for purposes of collective bargaining.

Resolution of Disputes: Ref. Idaho Code 33-5205 (3) (p):

It is the responsibility of the board of directors of Compass Public Charter School to maintain communications with the Commission regarding any changes, problems, or difficulties in the operations of the school.

The public Charter School Commission and Compass Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Commission for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against Compass, including lawsuits, shall be provided to the Commission within five (5) business days of receipt by Compass.

TAB 7

Admission Procedures: Ref. Idaho Code 33-5205 (3)(k)

CPCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board may choose to charge student fees as allowed by state law.

Enrollment Deadline:

Compass Public Charter School will establish an enrollment deadline each year, by which date all requests for admission to attend Compass for the next school year must be received.

Requests for Admission:

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend Compass Public Charter School. In the case of a family with more than one child seeking to attend Compass Public Charter School, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, Compass Public Charter School on or before the enrollment deadline, as set by Compass Public Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Compass Public Charter School is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to Compass Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Compass will be permitted to participate in the equitable selection process.

Admissions Procedures:

Compass Public Charter School will establish admission preference as authorized by Section 33-5205(3)(~~i~~)(k), Idaho Code, for students returning to Compass, for children of founders, and for siblings of students already selected to attend Compass.

Priority of Preferences for Initial Enrollment:

Admission preferences for initial enrollment of students for Compass Public Charter School will have the following selection hierarchy:

1. First, children of charter school founders (Corporate Principals, Governing Body, and Chairpersons of the organizing committees) not to exceed ten percent (10%) of student seats
2. Second, siblings of students already selected by the lottery or other random method
3. Third, applicants residing in the primary attendance area of CPCS
4. Fourth, all others as chosen through an equitable selection process such as by lottery or other random method.

The Compass Public Charter School boundaries are aligned to those of West Ada School District. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

Once enrolled in Compass Public Charter School, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

Priority Preferences for Subsequent Enrollment Periods

Compass Public Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

1. First, to pupils returning to Compass in the second or any subsequent year of operation.
2. Second, to children of charter school founders (Original Corporate Principals, Governing Body, and Chairpersons of the original organizing committees) and children of full time employees for Compass Public Charter School, not to exceed ten percent (10%) of student seats.
3. Third, to siblings of pupils already enrolled in Compass Public Charter School.
4. Fourth, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools.
5. Fifth, to prospective students residing in the attendance area of Compass Public Charter School.

6. Sixth, all other students will be selected by an equitable selection process, such as by lottery or other random method.

Proposed Attendance list:

Each year Compass Public Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which Compass will designate admission preferences applicable to each prospective student. The columns will designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; "D" for transfer students from other qualifying charter schools; "E" for attendance area preference; and "F" column for students outside of the attendance area.

Equitable Selection Process:

If the initial capacity of Compass Public Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Compass will determine who will be offered admission to Compass by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. Compass will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery.

Final Selection List:

The names of the persons in highest order on the final selection list will have the highest priority for admission to Compass Public Charter School in that grade, and will be offered admission to Compass Public Charter School in such grade until all seats for that grade are filled.

Notification and Acceptance Process:

1. Within seven days after conducting the selection process, Compass Public Charter School will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Compass Public Charter School. The offer letter must be

signed by the student's parent or guardian, and returned to Compass by the date designated in the offer letter from Compass.

2. Within seven days after conducting the selection process, Compass Public Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Compass Public Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years:

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Compass Public Charter School is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Compass Public Charter School for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to CPCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

Maximum Enrollment

The maximum number of students who may be enrolled in the school shall be 1300 students. The Compass board of directors will establish grade-based enrollment caps annually in advance of the school's application deadline. For purposes of the enrollment selection process, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's request for admission/application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

Student Handbook

An annually updated student handbook will be made available both in hard copy and on the school website. The handbook will include general school information, a summary of discipline policies, attendance policies, dress code, etc.

Policy of Internet Safety

CPCS has adopted a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act.

TAB 8

Marketing Plan

Prospective students of Compass Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be aligned to the boundaries of Meridian Joint School District No. 2.

Compass Public Charter School plans to begin with an initial student body of 236 students in kindergarten through seventh grade. Eighth grade will be added the second year.

Advertising and Promotion Plan: Ref. Idaho Code 33-5205 (3) (s)

According to Idaho Code, all advertising and promotion processes for CPCS will include the dissemination of enrollment information, printed in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, CPCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; CPCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Compass Public Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area using flyers upon administrative approval.
- Compass Public Charter School website that will introduce the Compass Model, and other information about the school.
- Brochures promoting the curriculum and methods used at Compass Public Charter School.
- Public informational meetings about Compass Public Charter School held in accordance with Idaho Statute §67-23.
- Tours of the school arranged for all interested persons.
- Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

Transportation

CPCS has contracted with Brown Bus to provide transportation services within the primary attendance area as finances allow. Transportation services provided by CPCS will comply with applicable statutes that require transportation services, including Idaho Code 33-1006, 33-1501 to 1514, 33-5208, and 67-2806.

Child Nutrition

The school nutrition program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of Idaho. The school will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

The school will follow State policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies shall be consistent with guidance from the State Department of Education.

Student Records

The school shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws



ARTICLES OF INCORPORATION

(Non-Profit)

(Instructions on back of application)

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

03 MAY 30 PM 4:31
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Compass Charter School, Inc.

Article 2: The purpose for which the corporation is organized is:

The corporation is organized exclusively for educational purposes, including the teaching of children.

Article 3: The street address of the registered office is: 2870 S. Goldbar Ave., Meridian, ID 83642

and the registered agent at such address is: Eric D. Jensen

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Eric D. Jensen - 2870 S. Goldbar Ave., Meridian, ID 83642

Troy L. Abegglen - 2747 S. Basin Creek, Meridian, ID 83642

Brooke J. Cohen - 2168 E. Mackay Ct., Meridian, ID 83642

Article 5: The name(s) and address(es) of the incorporator(s):

Eric D. Jensen - 2870 S. Goldbar Ave., Meridian, ID 83642

Troy L. Abegglen - 2747 S. Basin Creek, Meridian, ID 83642

Brooke J. Cohen - 2168 E. Mackay Ct., Meridian, ID 83642

Article 6: The mailing address of the corporation shall be:

2870 S. Goldbar Ave., Meridian, ID 83642

Article 7: The corporation (does does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:

Upon dissolution, assets shall be distributed to creditors. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purposes, or to a state or local government for public purpose as determined by the Board.

Signatures of all incorporators:

Eric D. Jensen Eric D. Jensen
 Typed Name: _____

Troy L. Abegglen Troy L. Abegglen
 Typed Name: _____

Brooke J. Cohen Brooke J. Cohen
 Typed Name: _____

 Typed Name: _____

 Typed Name: _____

Customer Acct #: _____
(if using pre-paid account)

Secretary of State use only

9:00pm/11:00am Terms/Articles/Reports, 9:05
Revised 07/2002

With Form



ARTICLES OF AMENDMENT (Non-profit)

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

2003 SEP 22 AM 8:54
STATE OF IDAHO

1. The name of the corporation is:
Compass Charter School, Inc.

2. The text of each amendment is as follows:
The above name shall be changed to include the word Public. The name of the above corporation will be as follows: Compass Public Charter School, Inc. Any documents that refer or pertain to Compass Charter School shall hereby be deemed to refer or pertain to Compass Public Charter School.

3. The date of adoption of the amendment(s) was: September 18, 2003

4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
a. The number of directors entitled to vote was: Five (5)
b. The number of directors that voted for each amendment was: Five (5)
c. The number of directors that voted against each amendment was: Zero (0)

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
a. The number of members entitled to vote was: _____
b. The number of members that voted for each amendment was: _____
c. The number of members that voted against each amendment was: _____

Customer Acct #:
(If using pre-paid account)
Secretary of State use only

Dated: September 18, 2003
Signature: *Eric D. Jensen*
Typed Name: Eric D. Jensen
Capacity: President

g:\corp\corpform\articles of amendment_np.p65
Revised 07/2002

IDAHO SECRETARY OF STATE
09/22/2003 05:00
CK: 5277 CT: 178422 BH: 782776
1 @ 30.00 = 30.00 MON PROF A # 2

C149452

BYLAWS
OF
COMPASS PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation
As Amended March 10, 2011

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue code 1986 or the corresponding provision of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Sections 4.3 (d) and (e). Thereafter, appointments and elections shall take place annually at the May Board meeting open to the public. Each year, candidates shall be required to fill out and submit an application no later than thirty (30) days prior to the board meeting at which the appointments and elections take place.

- (d) Directors #1 through #4 inclusive shall each be appointed by a majority vote of the current Board of Directors and founders of Compass Public Charter School. Founders of Compass Public Charter School are defined as one or more of the following: A person (1) serving as a board member or chair person (including co-chair persons) at the time of the initial lottery (2) who has contributed no less than 100 total hours with a minimum of 10 hours monthly, documented and reported, and thereafter approved by a member of the Board of Directors, prior to the initial lottery for Compass Public Charter School; or any person employed by Compass Public Charter School at the time of the initial lottery, including administrators, teachers, and staff.
- (e) For the purpose of appointing Directors, voting can be done in person or via absentee ballot. Absentee ballots are valid only if (1) voter is serving as a current board member at the time of the vote or is a founder as defined in Section 4.3 (d) above and (2) the ballot is either date stamped by the school office or postmarked at least one week prior to the date of the May board meeting.
- (f) If a candidate is nominated by committee, as set forth in Section 4.3 (h) (ii), but does not receive a majority vote as set forth in Section 4.3 (d), the candidate shall not be appointed. Instead, the nominating committee shall repeat the process for nominating a candidate as established in the charter, and all applicable Sections of the appointment process as set forth in these Bylaws, except the thirty (30) day application deadline, shall apply so that a vote can be taken at the first general board meeting following the May board meeting..
- (g) At the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, and at all annual meetings thereafter, Directors shall be elected in accordance with the provisions of Section 4.3 (h).
- (h) Directors for Compass Public Charter School will be elected to fill vacancies on the Board by the process outlined below:
 - i. All Board of Directors applicants will be required to fill out and submit an application no later than thirty days prior to the date of election.
 - ii. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is appointed and approved by the Charter School Board of Directors. The committee shall consist of staff members or employees, parents of students attending the school, organizing members and founders of Compass Public Charter School, and/or members of the Board of Directors.
 - iii. The committee will then nominate candidates for each open position.
 - iv. No more than three candidates per position shall be nominated.
 - v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following: a parent of a child attending the school; staff members or employees of Compass Public Charter

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The Board shall consist of Directors serving terms of office as set forth below. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school. Each Director shall be required to submit official fingerprint cards and criminal background checks to Compass Public Charter School upon appointment or election to his/her position on the Board.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

Section 4.3 Appointment and Election of Directors

- (a) For purposes of appointing and electing Directors, the Board of Director positions are defined as follows: Director #1, Director #2, Director #3, Director #4, Director #5, Director #6 and Director #7. Director #1, Director #3, and Director #4 shall each be appointed to a two (2) year term of office as set forth below. Director #2 shall be appointed to an initial term of three (3) years, and subsequent terms of two (2) years as set forth below. Directors #5 through #7 inclusive shall each be elected to a two (2) year term as set forth below.
- (b) Prior to the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Compass Public Charter School to serve until Director positions become vacant according to Section 4.4 as set forth below.
- (c) At the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, Directors shall be appointed in accordance with the provisions of

School; Compass Public Charter School board members and founders of the Charter School. Voting is limited to one vote per enrolled registered family at Compass Public Charter School.

- vi. The time, date, and location of all elections will be advertised by Compass Public Charter School using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.
 - vii. Voting in board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if voter is named on the Stakeholder list and ballot is either date stamped by the school office or postmarked at least one week prior to the date of election. The cut-off for being listed as a stakeholder is the final day of school each year.
 - viii. If no candidate exists for an available elected position thirty (30) days prior to the scheduled election meeting, that position may be deemed by the nominating committee an appointed position for a single term immediately following the May meeting and all applicable Sections and subsections shall apply.
- (i) Campaigning for Board of Director positions shall not be permitted on school premises during regular school hours.

Section 4.4 Term

- (a) For the purpose of establishing staggered terms of office, the initial term of office for appointed Director #2 shall be three (3) years and thereafter shall be two (2) years; the term of office for all other appointed and elected Directors shall be two years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation, following the initial opening of Compass Public Charter School, and Directors #3 and #5 shall be appointed or elected the following year.
- (b) Each Director shall serve until the annual meeting of the Corporation which follows the election or appointment of the successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed with cause or justifiable reason by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent

jurisdiction, or has failed to attend four (4) or more meeting of the Board in any calendar year.

- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, even if less than a quorum. Each Director so appointed or elected shall hold office until the expiration of the Director's term of office.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state, or local law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Ada Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of

meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation shall be held each year on the second Thursday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. The election and appointment of Directors shall be held annually, pursuant to these Bylaws, at the May Board meeting open to the public.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled if a Director sees the need to have a meeting during the month.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing, written, or printed notice of the same but shall be posted at the Corporation's principal office or on the Corporation's website at least three (3) days, and not more than ten (10) days, prior to the meeting.

**ARTICLE 6
DEFINITIONS AND DUTIES OF DIRECTORS AND OFFICERS**

Section 6.1 Directors

(c) The Board shall consist of not less than five (5) or more than seven (7) Directors. At each annual meeting, the newly appointed and elected Board of Directors shall determine which Director shall serve in the following capacities: Chairman of the Board, Vice Chairman, Secretary and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Each Director shall serve until the Board of Directors duly determine his/her successor at the next annual meeting of the Corporation.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. Prior to serving as Chairman of the Board, a Director shall (1) have no less than 2 years experience as either a Board Director for Compass Public Charter School or a Board Director for an affiliate Harbor School, and (2) shall be specifically supportive of the original Harbor vision for Compass Public Charter School.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Board members. Prior to serving as Treasurer of the Board, a Director shall have no less than 2 years experience as a Board Director for Compass Public Charter School.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

ARTICLE 7

FISCAL AFFAIRS

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 8 NOTICES

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting shall be deemed equivalent to notice required to be given to any Director, or individual.

ARTICLE 9 DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more non profit funds, foundations, or corporations which are organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

ARTICLE 10 AMENDMENTS

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and shall not take effect until so copied. If any Bylaws are repealed, the fact of the repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever

any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the date of the amendment.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Compass Public Charter School, Inc., and Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on Jan⁰¹, 2014(date).


Board Chair

Appendix E: Board Roster

Compass Public Charter School
February 13, 2014

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Appendix F: School Performance Framework

COMPASS PUBLIC CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.		
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> ● Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations ● Provide students with opportunities to enroll in courses for concurrent college credits ● Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> ◦ A technology-rich learning environment ◦ Constructive learning experiences through both the geographic and the Internet-connected community ◦ Personalized learning based on data-driven goals for instruction ◦ Curriculum and instruction to encourage students to make real-world connections <p>Culture:</p> <ul style="list-style-type: none"> ● Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships ● Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule ● Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition ● Help students to cultivate their authentic student voice through leadership opportunities ● Value parents as partners in their students' education 		
School Location	2511 W. Cherry Lane,	School Phone	208-855-2802
Surrounding District	Meridian Joint School District No. 2		
Opening Year	2005		
Current Term	February 13, 2014 - June 30, 2019		
Grades Served	K-12		
Enrollment (Approved)	1300	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	
GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			Compass has opted out of including Mission Specific Goals.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%	0%	0%	31% - 54%	NA	61% - 79%	0%	46% - 64%	0%
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<p>50 0</p> <p>30 - 45 0</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>0</p>
Notes	The state average will be determined using the same grade set as is served by the public charter school.	

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate</p> <p>Comparison to District</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p>Notes</p>	<p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>																			
<p>Measure 2b</p> <p>ELA Proficiency Rate</p> <p>Comparison to District</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	39-50 26-38 13-25 0-12	0 0 0 0
Notes			0
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	39-50 26-38 13-25 0-12	0 0 0 0
Notes			0

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	39-50 26-38 13-25 0-12	0 0 0 <u>0</u> 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	39-50 26-38 13-25 0-12	0 0 0 <u>0</u> 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
Notes	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.			
	Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)			
	The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>				25	
				15	
				0	
					0
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>				25	
				15	
				0	
					0
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p> <p>Notes</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>				25	
				15	
				0	
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OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p>Measure 3a</p> <p>Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 3b</p> <p>Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

		Result	Points Possible	Points Earned
Measure 3f Information Handling	Is the school handling information appropriately?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a Transportation	Is the school complying with transportation requirements?			
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
Notes				0
Measure 4b Public Transparency	Is the school complying with facilities requirements?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
Notes				0

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.			50 10 0	0
Notes					
Measure 1d Unrestricted Days Cash	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50 30 0	0
Notes					
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0			50 30 0	0
Notes					
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.			50 30 0	0
Notes					
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1			50 0	0
Notes					

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

- 1. Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 2. Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
- 3. Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 4. Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
- 5. Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
- 6. Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
 - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
 - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
 - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
 - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
 - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
 - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
 - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

- ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

Compass Charter School, Inc., commonly known as Compass Public Charter School, will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Policy 3010

Registration/Enrollment Policy

Once a student has accepted enrollment through the lottery or wait list, they must complete and submit student registration records as the final step to enrollment. Students who have not completed and submitted registration documents, thus establishing an official student record of enrollment, by the late registration date may forfeit their seat.

Compass Public Charter School (CPCS)/Compass Honors High School (CHHS) is a school of choice with a unique vision, mission, and purpose. In an effort to ensure that prospective students and their parent(s)/legal guardian(s) are aware of the requirements and expectations of CPCS/CHHS, an informational meeting may be arranged at the request of the CPCS/CHHS administrator, a prospective student, or their parent(s)/legal guardian(s).

Appendix I: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

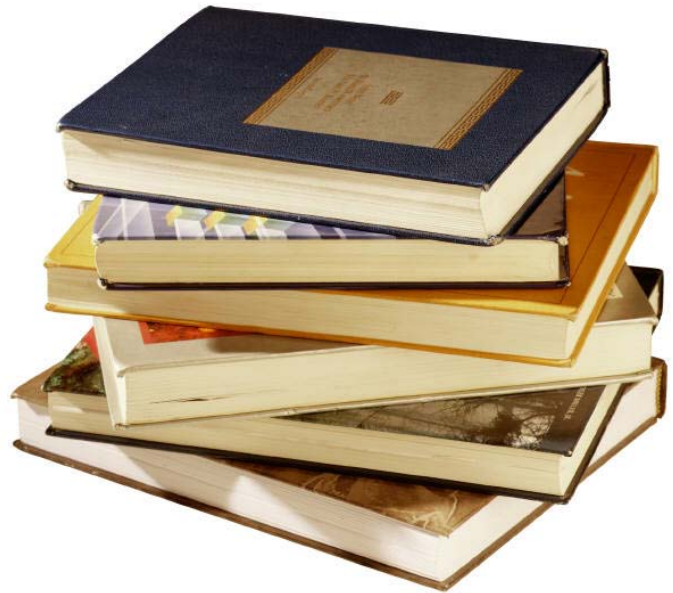
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

Table of Contents

Introduction.....	4
A Conceptual Timeline for Closure.....	5
Notification and Initial Steps.....	6
Develop / Monitor Implementation of the Closure Plan.....	8
Finalize School Affairs: Governance and Operations.....	9
Finalize School Affairs: Finance.....	11
Finalize School Affairs: Reporting.....	12
Dissolution.....	13



Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

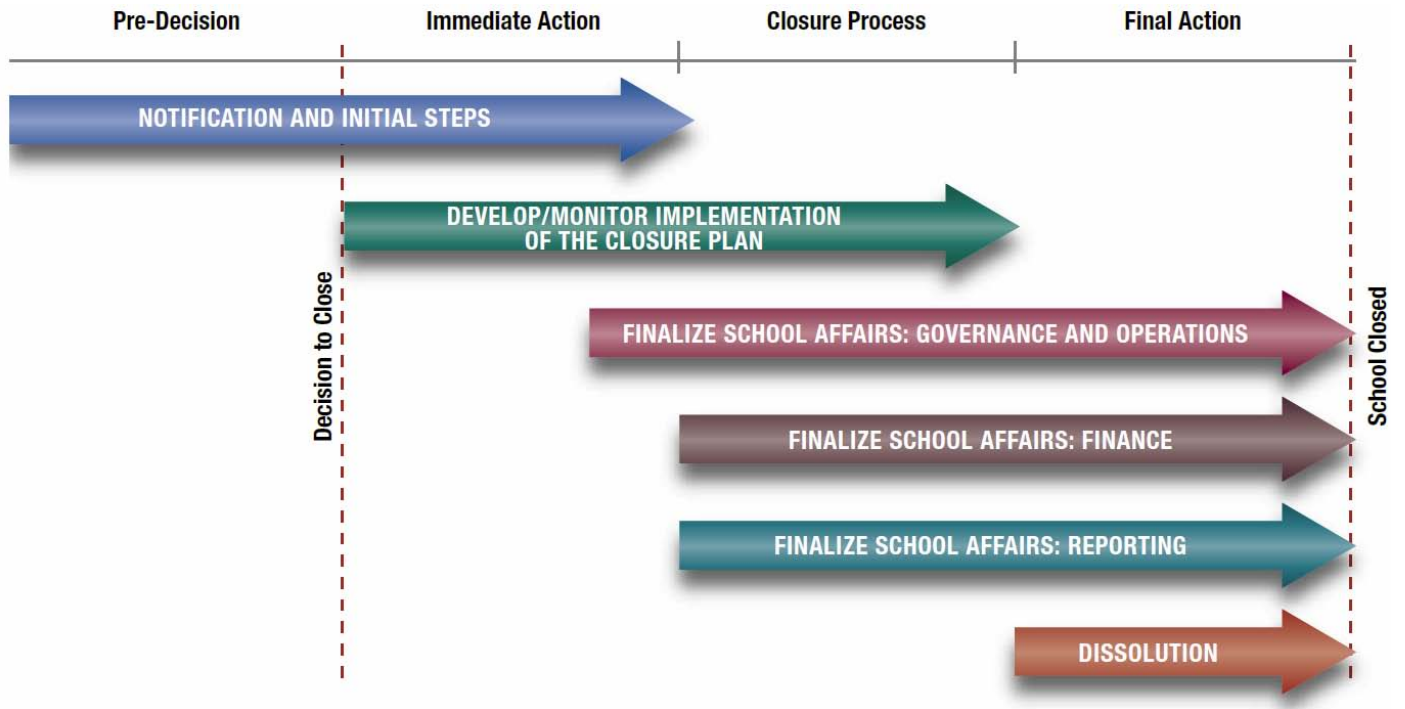
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

Application for Charter Renewal

Compass Public Charter School
2511 W. Cherry Lane
Meridian, ID 83642

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Board Approved: December 13, 2018

Submission Date: December 14, 2018

Table of Contents

Executive Summary.....	3
Narrative	5
Is the school an academic success?	5
TABLE1: IDAHO READING INDICATOR.....	6
TABLE 2: % OF STUDENTS MEETING THE COLLEGE & CAREER READINESS BENCHMARK ON THE SAT 6	
TABLE 3: ISAT COMPARISON	7
TABLE 4: Math	7
TABLE 5: Reading.....	8
TABLE 6: Language	8
TABLE 7:.....	8
% of students completing 17 or more dual credit courses	8
TABLE 8:.....	9
% of students enrolling in a post-secondary program within 5 months of graduation	9
TABLE 9:.....	9
# of college credits earned by graduating seniors	9
Is the school organizationally sound and compliant with applicable laws and regulations?	9
TABLE 10: CURRENT EMPLOYEES	9
TABLE 11: TEACHER RETENTION RATE	10
TABLE 12: STUDENT DEMOGRAPHIC DATA COMPARISON TO LOCAL DISTRICT	10
TABLE 13: STUDENT RETENTION DATA	11
TABLES 14: SURVEY RESULTS	15
Is the school a fiscally, sound viable organization?	16
TABLE 15: EXPANSION PLAN	16
TABLE 16: WAITLIST DATA.....	17
Exhibit 1.....	19
If renewed, what is the school's plan for its next performance certificate term?	20

Executive Summary

Our Charter Performance Certificate drafted in February of 2014 along with all subsequent annual reports constructed by PCSC are strong indicators of where we have been in terms of our goals and success. Additionally, our mission and educational program as outlined in the certificate remains relevant moving forward.

The school's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

A primary goal of Compass' educational program is the development and deepening of student understanding of important ideas and processes within, and across, disciplines so that they can transfer their learning to new situations. This goal aligns to our school's mission to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics. The unique instructional approach of Understanding by Design™ (UbD™) is an inquiry-based curriculum framework. UbD™ provides a planning process and structure to guide curriculum, assessment and instruction.

Additionally, Compass embraces a technology-rich learning environment designed for the Next Generation Learner, including:

- Constructive learning experiences through both the geographic and the Internet-connected community
- Personalized learning based on data-driven goals for instruction
- Curriculum and instruction to encourage students to make real-world connections

We provide computer technology instruction K-8 with multiple computer labs on each campus. Each campus also incorporates mobile carts with iPads and/or Chromebooks for use in each K-8 classroom and high school students are equipped with one-to-one devices.

Finally, a key component of our education program includes opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships. Setting high expectations early in life is an important step in order for youth to develop the soft skills to succeed in the future. Work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development.

Based on our philosophy to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations. Compass's educational program is balanced with an equal focus on developing a positive school culture. We support students in their learning and demonstration of strong character traits. The development of a child's character and appropriate behavior is first and foremost the responsibility of the family, but schools can play a strong supporting role. ¹"Schools with the highest levels of student achievement do not sidestep the issue of character education. They embrace it. These schools acknowledge that their

¹ "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

success is due in large measure to their attention to guiding principles, through which they have been able to create the supportive learning environment that is essential for students to achieve high standards."

Our key accomplishments over the course of the initial performance certificate include a major expansion and being the recipients of a J.A. and Kathryn Albertson Family Foundation grant as one of the high performing charter schools in the state. Our enrollment in the 2013-14 school year, the year our charter performance certificate originated, was 583 students. Today, our enrollment is 1,083, almost double our enrollment of five years ago. Our expansion has occurred in two waves, adding 200 new students and 21 new teacher during the 2015-16 school year and close to 200 additional new students K-5 during the current academic year (2018-19).

Our challenge in the initial expansion year was what we anticipated; new staff and students produced a substantial disruption to our positive school culture. Brining in a large number of students, especially middle school aged students was difficult. Additionally, training new staff to grasp and maintain the culture was a task. This caused us to slow down our growth for a bit until we could re-establish the culture. However, our most significant challenges have stemmed from changes in education as a whole: The Common Core, new ISAT, Career Ladder tied to teacher evaluations, and Standards Referenced Grading to name a few. The expansion along with federal and/or state driven changes caused us to lose some of our long-standing Compass families. Although, our annual applications and enrollment continue to increase each year.

In the narrative portion of our renewal application, four key questions will be addressed:

1. Is the school an academic success?
2. Is the school organizationally sound and compliant with applicable laws and regulations?
3. Is the school a fiscally sound, viable organization?
4. If renewed, what is the school's plan for its next performance certificate term?

The first three questions are essentially yes/no questions and in summary the answer to all three is "yes." In the narrative portion, we will go into more detail with supporting documents as evidence to validate our response of yes to these questions. The final question is asking the school to outline our future goals and objectives. Concisely, we will continue to expand through natural growth from our current four elementary classes K-5 to four middle school classes 6-8 and three to four high school classes 9-12. We have broken ground on a new facility to house our 6-12 students as our lease at the current secondary campus ends in October of 2019. The new facility located at the corner of Black Cat and Franklin roads is approximately 68,000 square feet and will include a gymnasium and sports field in phase two of the project. Additionally, the elementary facility is listed for sale and our goal is to bring the elementary campus together with the secondary campus in phase three of our facility-building venture.

Board Chair Signature: _____  _____
Norm Varin

Charter Administrator Signature: _____  _____
Kelly Trudeau

Narrative

Is the school an academic success?

Compass uses a variety of assessments to collect qualitative and quantitative information regarding student performance. In particular, Compass administers the Idaho Standards Achievement Test (or "ISAT") and the Idaho Reading Indicator (or "IRI"). Compass is one of the top 10 performing schools in the State of Idaho with regard to the ISAT and included in the top 10 schools with regard to the SAT taken by high school juniors. Compass' students in grades 3-10 take the ISAT every spring as part of the statewide assessment. K-3 students also take the Idaho Reading Indicator IRI. The PSAT is taken in 9th and 10th grade and the SAT is taken in 11th grade. 12th grade students must complete and pass an academic portfolio with a presentation.

Academic achievement (based on ISAT) as compiled by the Public Charter School Commission and presented in the 2018 Annual Report,

- Academic Measure 1a- Compass exceeds the standard of math proficiency as compared to the state.
- Academic Measure 1b – Compass exceeds the standard of ELA proficiency as compared to the state.
- Academic Measure 2a- Compass exceeds the standard of math proficiency as compared to the district.
- Academic Measure 2b – Compass exceeds the standard of ELA proficiency as compared to the district.
- Academic Measure 3a – Compass meets the standard of criterion-referenced growth in math.
- Academic Measure 3b – Compass meets the standard of criterion-referenced growth in ELA.

Idaho Reading Indicator

Compass also administers the Idaho Reading Indicator for the purpose of assessing and improving student literacy. All kindergarten through third grade students are tested in the fall, winter and spring for grade-level proficiency in reading. The results are expressed in terms of "Benchmark," "Strategic," or "Intensive." The following table provides information regarding the percentage of students who met the Benchmark.

TABLE1: IDAHO READING INDICATOR RESULTS PERCENTAGE TESTING "AT" OR "NEAR" GRADE LEVEL		
	2016-17	2017-18
Kindergarten	86%	96%
Grade 1	97%	91%
Grade 2	95%	94%
Grade 3	97%	97%

The Compass students who took the SAT in the spring of 2017 achieved the average score in the top 5% of the State.

TABLE 2: % OF STUDENTS MEETING THE COLLEGE & CAREER READINESS BENCHMARK ON THE SAT	
2016-17	2017-18
86%	88%

In 2014, Compass was invited to apply for the "20 in 10 Campaign" grant from the J.A. Kathryn Albertson Family Foundation. The purpose of the grant is to assist schools in implementing growth plans in a reasonable way, while ensuring quality instruction. The School is one of several high performing charter schools in the state of Idaho to receive J.A. Kathryn Albertson Family Foundation grant monies for this purpose. Under the grant, Compass must meet certain academic performance, enrollment growth and financial benchmarks each year to continue to receive grant disbursements. Compass has either met or exceeded each of the benchmarks for the 2015-16, 2016-17 and 2017-18 school years.

Compass consistently outperforms the State, the District and other Albertson Foundation grant recipient cohorts on the ISAT test and is on par with Idaho's top 10 public schools.

TABLE 3: ISAT COMPARISON

MATH PERCENTAGE PROFICIENT OR ADVANCED



ELA PERCENTAGE PROFICIENT OR ADVANCED



In addition, at its May 22, 2018 board meeting, the Albertson Foundation's board approved an additional grant to Compass for a plan to increase quality seats. The additional grant period is July 1, 2019 through October 1, 2021 in an amount up to \$555,000 (based on meeting assessment and academic performance benchmarks specified in the proposed grant agreement).

Students in grades K-10 take the NWEA Measure of Academic Progress (MAP's) in the Fall and Spring. Compass uses this assessment to measure student growth within the same academic year. This assessment is not required by the State but is an academic benchmark required by J.A. Kathryn Albertson Family Foundation grant recipients. The following table provides information regarding the growth in the Mean RIT score from the Fall test to the Spring test by grade for the 2016-17 school year:

Grade	Comparison Periods						Growth Evaluated Against										
	Fall 2017			Spring 2018			Growth		School Norms			Student Norms					
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile		
K	66	148.3	12.3	77	171.0	15.0	97	25.7	1.4	18.1	2.71	99	66	53	80	94	
1	70	173.0	15.3	97	197.7	14.5	99	24.7	1.3	18.1	2.21	99	70	52	74	83	
2	73	187.2	13.8	96	201.7	11.0	94	14.5	1.0	15.1	-0.21	42	73	35	48	45	
3	77	208.3	10.3	99	217.4	10.9	98	11.1	0.7	13.5	-1.11	13	77	34	44	44	
4	83	216.4	10.8	99	226.4	11.5	97	10.0	0.7	12.9	-1.31	9	83	37	45	41	
5	81	229.6	11.4	99	239.9	12.7	99	10.3	0.7	11.8	-0.59	28	81	42	52	51	
6	87	230.7	11.5	97	241.0	12.5	97	10.3	0.6	8.7	0.72	77	87	63	72	70	
7	87	237.2	13.2	97	242.3	13.9	95	5.1	0.5	6.8	-0.82	21	87	41	47	45	
8	83	240.7	12.4	95	247.1	14.3	95	6.4	0.8	5.6	0.38	65	83	52	63	59	
9	64	246.3	16.4	96	251.5	18.5	96	5.2	0.8	4.3	0.41	66	64	44	69	61	
10	42	248.6	14.9	97	253.4	17.7	98	4.8	1.0	2.9	0.70	76	42	30	71	64	
11	0	**			**			**					**				

TABLE 5: Reading	Comparison Periods						Growth Evaluated Against									
	Fall 2017			Spring 2018			Growth		School Norms			Student Norms				
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	66	146.0	9.0	73	165.4	13.0	89	19.4	1.4	16.4	1.06	85	66	46	70	73
1	70	169.0	12.3	92	190.5	12.3	97	21.5	1.0	17.2	1.56	94	70	56	80	76
2	73	184.7	15.9	94	195.2	12.6	83	10.5	1.2	13.8	-1.31	10	73	32	44	38
3	77	204.3	10.1	96	210.8	10.3	87	8.5	0.8	9.4	-1.44	7	77	35	45	45
4	83	210.7	11.1	97	213.9	11.2	89	3.2	0.9	7.3	-2.48	1	83	28	34	31
5	80	217.5	9.4	97	222.9	10.6	96	5.4	0.6	5.7	-0.17	43	80	48	60	54
6	87	223.8	9.8	99	226.6	10.5	95	3.0	0.8	4.4	-0.75	23	87	30	37	55
7	87	227.4	9.4	99	231.2	10.7	97	3.8	0.6	3.4	0.19	98	87	49	56	57
8	83	227.6	10.6	92	229.5	11.7	91	2.3	0.8	2.4	-0.94	48	83	44	53	59
9	84	232.0	11.3	95	234.9	12.8	96	2.9	0.9	1.6	0.60	73	84	37	58	64
10	42	235.7	9.1	97	237.3	10.2	97	1.5	1.0	0.2	0.91	69	42	23	86	85
11	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**

TABLE 6: Language	Comparison Periods						Growth Evaluated Against									
	Fall 2017			Spring 2018			Growth		School Norms			Student Norms				
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
1	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
2	73	188.3	15.8	98	200.9	11.6	95	12.6	1.0	14.6	-0.75	23	73	37	51	50
3	77	205.5	10.7	99	212.3	10.2	96	6.8	0.7	9.4	-1.16	12	77	38	49	47
4	83	212.0	9.3	99	217.8	9.0	96	5.0	0.7	7.0	-1.16	12	83	40	48	48
5	81	217.8	9.1	99	223.8	8.5	98	5.2	0.7	5.3	-0.08	47	81	52	64	59
6	87	223.1	10.1	98	227.9	9.1	98	4.8	0.6	4.2	0.36	64	87	57	68	58
7	87	223.2	9.0	94	227.9	9.5	96	4.7	0.7	3.4	0.88	75	87	58	67	60
8	83	223.3	8.9	86	226.9	11.1	87	3.6	0.7	2.9	0.36	64	83	47	57	59
9	84	230.6	10.9	97	233.4	10.9	97	2.8	0.8	1.8	0.44	67	84	40	63	66
10	42	233.6	9.6	98	235.4	10.4	98	1.8	0.8	0.8	0.39	65	42	23	55	59
11	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**

Compass sets high standards, encouraging college readiness by participation in early college/dual credit opportunities. ²A study from the Community College Research Center finds that dual enrollment (concurrent credit) programs are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion. While Compass opted not to include Mission Specific Goals as part of the required Performance Certificate amendment, these goals continue to be a measure of college and career readiness. Specifically, the data included:

1. Compass students will show college readiness by participating in early college/dual credit opportunities.
 - a. Exceeds Standard: 80% to 100% of graduating seniors will have completed 17 or more concurrent college credits.
 - b. Meets Standard: 60% to 79% of graduating seniors will have completed 17 or more concurrent college credits.

TABLE 7:

Year	2014-2015	2015-2016	2016-2017	2017-2018
% of students completing 17 or more dual credit courses	96%	90%	90%	92%

² (n.d.): n. pag. The Benefits of Dual Enrollment | Inside Higher Ed. Web. 12 Jan. 2014.

2. Compass students will demonstrate lifelong excellence through enrollment in post-secondary opportunities.
- Exceeds Standard: 85% to 100% of graduating seniors enroll in a post-secondary program within five months of graduation.
 - Meets Standard: 70% to 84% of graduating seniors enroll in a post-secondary program within five months of graduation.

TABLE 8:

Year	2014-2015	2015-2016	2016-2017	2017-2018
% of students enrolling in a post-secondary program within 5 months of graduation	78.5%	90%	85%	85.7%

TABLE 9:

Year	2014-2015	2015-2016	2016-2017	2017-2018
# of college credits earned by graduating seniors	564	582	845	893

Is the school organizationally sound and compliant with applicable laws and regulations?

Compass currently employs 57 full-time teachers, 12 part-time teachers, 4 administrators, 13 full-time support staff members, and 5 part-time support staff members, as set forth in the table below.

TABLE 10: CURRENT EMPLOYEES	
Administration	4
Full-Time Faculty	57
Part-Time Faculty	12
Full-Time Staff	13
Part-Time Staff	5
Total	91

Compass believes that the faculty, administration and the Board have a strong and collaborative working relationship. Compass monitors its teachers using the Charlotte Danielson Framework for evaluation as required by the State. The Board of Directors makes determinations about teachers' ongoing employment based on evaluation results and other factors as documented by the administrative team. The Teacher retention rates for Compass for the years 2015-16 and 2016-17 are set forth in the table below:

Years	Retention Percentage (%)
FY 2015-16 to 2016-17	85.7
FY 2016-17 to 2017-18	82.0

	COMPASS 2016-2017	WEST ADA 2016-2017	COMPASS 2017-2018	WEST ADA 2017-2018
Male	48%	51.4%	48%	51.4%
Female	51%	48.6%	51%	48.7%
White	84%	82.2%	83%	82.3%
Black/African American	1%	1.6%	2%	1.7%
Asian	4%	2.1%	4%	2.3%
Native American	2%	.51%	2%	.52%
Hispanic/Latino	8%	9.4%	8%	8.9%
Free/Reduced Lunch Program	19%	25.64%	21%	24.08%
Received Special Education (IEP Students)	3%	9.7%	4%	9.9%

Compass' student demographic data mirrors the local district our charter resides in. The only difference worth noting is the percentage of special education students served. This is likely due to the fact the West Ada School District has both the facilities and resources to better serve some special education populations, i.e. severe and profound and emotionally disturbed.

Student Retention

The following table shows the percentage of students' at the end of one school year that returned to attend school at Compass at the beginning of the following year, for the years show below.

Grade	Students Enrolled at the End of 2015-16	Students Re-enrolled for 2016-17	Percent Retention from 2015-2016 to 2016-2017	Students Enrolled at the End of 2016-17	Students Re-enrolled for 2017-18	Percent Retention from 2016-2017 to 2017-2018
K	67	58	87%	71	63	89%
1	71	70	99	72	67	93
2	74	65	88	78	70	90
3	75	73	97	78	75	96
4	83	77	93	84	78	93
5	83	72	87	86	72	84
6	89	78	88	90	75	83
7	98	76	78	81	74	91
8	57	36	63	82	63	77
9	54	48	89	47	40	85
10	29	26	90	51	46	90
11	28	28	100	22	20	91
Total	808	707	88%	842	743	88%

The Public Charter School Commission has awarded Compass with an accountability designation of "Honor" in the area of operations in all five years (2014-2018) of our Performance Certificate. This is due largely to a highly functioning Board of Directors that works collaboratively with the school's administration team.

Board of Directors

Under its bylaws, Compass is governed by a Board of Directors consisting of not less than five nor more than seven directors. Three directors are appointed to a two year term of office; one director is appointed to an initial term of three years, and subsequent terms of two years; and three directors are elected to a two year term. Directors serve until their successors are appointed by the Board of Directors at the annual meeting of the school. At each annual meeting, the newly appointed and elected Board of Directors shall determine which Director shall serve in the following capacities: Chairman of the Board (herein referred to as the "Chairperson"), Vice Chairman, Secretary and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Vacancies are filled by a majority vote of the remaining directors, and a director so elected shall hold office until the expiration of the director's term of office. Board members serve without compensation. Brief biographical information pertaining to current Board members is provided below.

J. Normand Varin II - Chairperson

Mr. Varin serves as Chairperson of the Board and has served on the Board since 2015. Mr. Varin is the Executive Director of IPN, the largest provider and facility network in the state of Idaho. Mr. Varin sets strategic direction, manages a corporate board and ensures all aspects of the company perform to expectations. Mr. Varin is also the Director for Idaho Government Relations for PacificSource Health Plans. As the Director, Mr. Varin represents PacificSource and the Idaho Association of Health Plans (IAHP) to external governmental entities including but not limited to the Idaho Department of Insurance, the Idaho Department of Administration, and the Idaho Department of Health and Welfare. He also reviews and tracks relevant proposed legislation and represents the PacificSource positions with state and local elected officials and provides on-going education concerning health care issues –with an emphasis on legislative and business-oriented issues –to internal and external audiences. Mr. Varin received his Bachelor's of Science degree in Mathematics and his Master's of Science degree in Statistics from the University of Idaho.

William C. Cassinelli - Director

Mr. Cassinelli serves as Vice-Chair of the Board and has served on the Board since June, 2014. Mr. Cassinelli has been employed by CMG Solutions as a partner. Mr. Cassinelli received his Bachelor's of Arts degree in Economics and Political Science from University of Washington.

Ruth David, R.N. - Director

Ms. David serves as a member of the Board and has served on the Board since 2017. Ms. David has been employed as an independent Mary Kay Beauty consultant. Ms. David received her Bachelor's of Science degree in Nursing from Boise State University and her Bachelor's of Arts degree in Industrial and Organizational Psychology, from San Jose University.

Rich Fairbanks - Director

Mr. Fairbanks serves as a member of the Board and has served on the Board since 2009. Mr. Fairbanks is currently employed by Bonneville Billing & Collections as an Office Manager. Prior to his position with Bonneville Billing & Collections, Mr. Fairbanks worked for WR White Co. delivering supplies to contractors. Mr. Fairbanks is an active volunteer with the Eagle Scouts and is the President of the Idaho Collectors Association. Mr. Fairbanks received his Associate's degree from Dixie College in St. George, Utah and his Bachelor's degree in Technical Sales from Weber State University in Ogden, Utah.

Heather McKenna - Director

Ms. McKenna serves as a member of the Board and has served on the Board since 2015. Ms. McKenna is currently the Assistant Principal at Falcon Ridge Charter School in Kuna, Idaho. Ms. McKenna received her Bachelor's of Science degree in Teaching from the University of Idaho and her Master's of Administrative Leadership degree from the American College of Education.

Nicole Moore - Director

Ms. Moore serves as a member of the Board and has served on the Board since 2014. Ms. Moore is currently the head teacher in a classroom for childhood development. Ms. Moore is a current student at the College of Western Idaho.

Vaughn Thurgood - Director

Mr. Thurgood serves as a member of the Board and has served since 2017. Mr. Thurgood is currently the director of engineering at US Ecology, Inc. in Boise, Idaho. Mr. Thurgood received his Bachelor's of Science in Civil Engineering from Utah State University and his Master's of Science in Geological Engineering from University of Idaho.

Administration

Listed below are key administrators/founders of Compass, along with a brief description of the responsibilities of their respective positions and biographical information pertaining to each.

Kelly Trudeau – Charter Administrator

Kelly Trudeau serves as the Charter Administrator for Compass. In this role, Ms. Trudeau serves as the educational leader and is responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school as outlined in the Charter Contract. The Administrator works collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. The Administrator is also responsible for scheduling, curriculum development, monitoring student learning, extracurricular activities, personnel evaluation and management, emergency procedures and facility operations. Prior to serving as the Administrator, Ms. Trudeau was the school counselor at South Middle School in Nampa, Idaho and also previously worked as a preschool teacher at the Nampa Recreation Center. Ms. Trudeau has volunteer experience as the soccer registrar and coaches coordinator for the Nampa Youth Soccer Association. She received an Associate's degree from Treasurer Valley Community College in Ontario, Oregon; a Bachelor's degree in Psychology from Western Oregon State College; and a Master's of Education degree with an endorsement in School Counseling from Northwest Nazarene College. She has also received Educational Specialist (Education Leadership) certification from the University of Idaho.

Cindy Stover - Business Manager & Clerk of the Board

Cindy Stover serves as the Business Manager for Compass. In this role, Ms. Stover serves as the chief financial officer of the school under the direction of the Charter Administrator and is responsible for the school's business and financial functions, food service, transportation, purchasing programs and procurement programs, assisting with personnel functions, and other duties as may be assigned by the Charter Administrator. In addition to serving as the Business Manager for the Borrower, Ms. Stover also serves as the Clerk of the Board of Directors of

Compass where she maintains a public record of board meetings, helps with the annual budgeting process, prepares financial items for the annual audit, processes accounts payable and payroll. Prior to becoming Business Manager for Compass, Ms. Stover was the Technology Coordinator at Liberty Charter School and also the Payroll Clerk/Bookkeeper for B & D Siding. She has undertaken undergraduate course work at Central Washington University and received her Bachelor's degree from Northwest Nazarene College in Nampa, Idaho.

Susan Luke – Elementary Principal

Susan Luke serves as the elementary principal for Compass. In this role, Ms. Luke develops and administers the general school routine and coordinates all activities within the school building. Ms. Luke ensures that the school operates within the budget provided by the district and follows district procedures for school events, hiring teachers, and handling student discipline. Ms. Luke also encourages and initiates continued improvement in curriculum and teaching methods in cooperation with the district administration. Prior to serving as the school's principal, Ms. Luke served as Compass' culture coordinator, elementary coordinator, and primary grade teacher. Ms. Luke received a Bachelor's of Science in Elementary Education from Brigham Young University in 1990 and a Master's of Education degree in Educational Leadership from the University of Idaho in 2017.

The Board of Directors of Compass Public Charter School (CPCS) has adopted a policy to encourage and facilitate parent and family engagement. Additionally, a parent advisory committee, referred to as the Compass Connections Committee, has been established to provide input on various school and State issues.

The parent engagement framework establishes organized, systematic, ongoing, informed, and timely parent involvement. One strategy for involving parents is gathering feedback through an annual satisfaction survey. As a follow-up to the survey, parents are invited to review the results of the survey and attend an end of the year wrap-up meeting where we celebrate the highest scoring items of the Annual Parent Survey and gather input for strategies to address the lowest scoring items on the survey.

TABLES 14: SURVEY RESULTS



Is the school a fiscally, sound viable organization?

Compass resides within the boundaries of the Meridian School District, referred to as West Ada School District (West Ada). West Ada is the largest school district in the State of Idaho with anticipated growth exceeding the number of schools currently serving the district.

West Ada enrolls 39,410 students. From the 2015-16 school year to the 2016-17 school year, the local district added roughly 500 students. That increase more than doubled from 2016-17 to 2017-18 when West Ada added 1,089 students. Based on increases in Meridian’s residential building permits, school officials are forecasting growth to continue at a rate of 1,000 new students annually.

Centered on anticipated growth in our target area (Meridian, ID), and the fact that the West Ada School District is already experiencing overcrowding, Compass believes there will be enough of a need to fulfill our planned expansion goals. Combine the expected growth with our current waitlist of over 400+ students, and Compass is certain that additional open seats will be filled.

TABLE 15: EXPANSION PLAN

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	93	96	96	96	96	96	96	96
1st	95	96	96	96	96	96	96	96
2nd	95	112	112	112	112	112	112	112
3rd	97	112	112	112	112	112	112	112
4th	101	112	112	112	112	112	112	112
5th	111	120	120	120	120	120	120	120
6th	90	128	128	128	128	128	128	128
7th	91	96	128	128	128	128	128	128
8th	94	96	96	128	128	128	128	128
9th	69	70	70	70	105	105	105	105
10th	61	70	65	65	65	90	90	90
11th	40	60	65	60	60	60	85	85
12th	46	40	60	65	65	65	60	85
Total	1083	1228	1260	1292	1327	1352	1372	1397

Waiting List

All students not selected for enrollment are placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer by the date designated in the offer letter, then the name of that student is stricken from the final selection list, and that seat is made available to the next eligible student on the final selection list. If a student withdraws from Compass during the school year for any reason, then the seat that opens in that grade is made available to the next eligible student on the final

selection list. All prospective students who applied after the February lottery are placed at the bottom of the final selection list in the order in which they are received. There is no carryover from year to year of the list maintained to fill vacancies. A new lottery is conducted each year to fill vacancies which are available. The following table presents waiting list data for the 2017-18 and 2018-19 school years, after the conclusion of the selection process described above.

Grade	2017-18	2018-19
K	61	118
1	43	56
2	16	0
3	16	0
4	33	0
5	55	0
6	17	76
7	39	53
8	6	45
9	29	63
10	0	27
11	0	0
12	0	0
Total	315	438

Compass has developed a conservative financial plan that demonstrates how the school's projected growth will enable it to implement a sustainable operating model. Over the course of the next five years, this plan will add 239-309 new seats to the existing 1,083 for an enrollment of 1,327. Expansion will not be completed through natural growth until 2028-29. The growth model represented in the table on the previous page assumes a retention rate of 82% from middle school to high school and/or an increase in new enrollment in 9th grade. Given our current retention rates along with our 9th grade waitlist, it is plausible that Compass will fill four classes per grade K-12 and upon full expansion will serve 1,544-1,600 students. Upon reaching the full enrollment target, the proposed plan will operate solely on recurring public revenue without the need for philanthropic funding.

The financial model reflects Compass' commitment to providing students with a robust staff. At capacity, Compass maintains an average student:instructional staff ratio of 25-to-1 which is challenging in Idaho's low funding environment. Wages and benefits comprise more than 70% of total expenses. This is achieved in large measure by carefully and intentionally managing all non-personnel and maximizing our use of our two facilities. Non-personnel expense line items are based on current and historic expenditures and reflect both the ongoing costs as well as costs associated with adding new students.

The revenue assumptions are based on current state formulas for the entitlement, staff apportionment and benefit apportionment which make up the majority of our income. Additional revenue assumptions are based on the FY19 Special Distributions funding as detailed by the state. Finally, the transportation and IDEA funding are based on our current student population and associated funding. Please note that we have assumed revenue inflation rates based on average state revenue increases between FY16 and FY18. The anticipated yet unfamiliar new funding formula makes it difficult to estimate and calculate potential increases in funding levels. The model also assumes an inflation for expenses that corresponds with increases during FY16, FY17, and FY18. It is our intention to increase salaries in direct proportion to increases in state funding.

We continue to include a contingency reserve in our budget. This contingency serves to ensure that we will not find ourselves in a state of financial distress should revenues decrease or if we incur unanticipated expenses. However, it is not our intention to use the contingency reserve unless absolutely necessary. Instead, we plan to use as much of the annual contingency as possible to further build our cash reserves which will in turn provide us with additional protections against decreases in revenue and/or increases in expenses. By the end of FY19, we are on track to have more than 100 days of operating expenses available as cash on hand.

Exhibit 1
[Click here to see full spreadsheet](#)

Compass Public Charter School
Historical and Projected Statement of Revenues and Expenses

	Actual 2015-2016	Actual 2016-2017	Unaudited 2017-2018	Projected 2018-2019	Projected 2019-2020	Projected 2020-2021	Projected 2021-2022	Projected 2022-2023
Total Revenue	5,222,400	5,531,626	6,097,811	7,485,944	7,756,363	8,028,818	8,116,093	8,401,616
REVENUES								
INSTRUCTIONAL PROGRAMS								
Salaries	3,094,843	3,221,656	3,262,679	3,489,802	3,475,705	3,618,431	3,691,737	3,710,455
- Elementary	1,918,988	1,923,200	1,911,111	1,911,459	1,905,263	1,946,729	1,921,197	1,951,261
- Secondary/Student Activities	1,284,955	977,956	1,001,568	1,276,222	1,271,122	1,267,689	1,455,536	1,663,174
- Aides	305,000	179,000	229,750	149,600	150,600	151,400	152,700	154,900
- Benefits	626,150	686,700	737,966	852,119	863,111	1,041,386	1,139,596	1,262,927
- Classroom Supplies	30,001	29,425	63,520	43,020	42,400	42,000	43,000	43,300
- Curriculum	6,529	17,600	15,300	150	125	129	129	129
- Classroom Materials	7,175	31,400	5,000	20,000	7,700	7,200	7,200	7,200
TOTAL INSTRUCTION	7,978,159	8,160,441	8,114,975	8,516,911	8,887,913	9,056,654	9,114,902	9,471,197
SPECIAL SERVICES PROGRAMS								
- Speech/Therapy: Title I and Title VI/B	96,429	94,000	141,600	196,629	171,750	172,500	174,450	174,200
- Purchased Services/Comptech Title I & VI/B	15,028	16,637	67,482	43,475	39,600	39,750	39,620	39,620
TOTAL SPECIAL SERVICES	111,457	110,637	209,082	240,104	211,350	212,250	214,070	213,820
ADMINISTRATIVE								
Salaries - Administration	300,357	324,300	301,000	305,000	305,000	305,000	306,600	311,000
- Office	151,300	111,922	117,922	117,300	114,114	114,644	114,991	114,100
- Benefits	55,400	69,422	145,255	168,225	171,015	177,110	182,771	190,700
- Purchased Services	92,947	119,660	105,200	194,200	110,000	111,000	112,300	114,700
- Supplies	67,600	6,400	50	50	52	30	35	40
- Tech Consultant and Supplies	40,014	36,500	29,700	32,000	36,400	31,600	30,625	30,275
- Data, Rent, Travel	126	500	1,000	500	575	1,000	1,025	1,000
- Staff Development	20,000	20,500	20,229	20,265	20,600	20,600	21,474	21,365
- Legal, Audit, and Director Fees	16,750	21,400	21,300	24,420	21,300	21,400	21,400	21,600
TOTAL ADMINISTRATIVE	592,499	645,458	638,566	618,838	637,159	636,644	637,511	653,108
FACILITIES								
Salaries & Benefits: Bldg. Care	53,122	53,000	64,800	65,721	98,298	101,900	103,973	62,078
- Bldg. - Electric, Gas, Water, Sewer	34,022	44,000	44,211	45,000	109,200	110,000	110,500	102,750
- Connected Services (Includes shared computing for Tech Lab)	15,100	17,000	17,589	19,721	36,098	36,000	36,000	36,000
- Custodial Supplies	14,000	20,000	18,500	19,000	34,000	34,000	35,000	35,000
- Insurance - Bldg, Theft, Burglary	16,638	25,627	23,600	26,500	29,000	30,000	31,000	32,000
- Maintenance - Bldg/grounds	5,668	7,500	10,000	10,000	10,000	10,000	10,000	10,000
- Maintenance - Student Occupied Bldg.	79,117	115,500	38,381	70,000	67,000	100,000	100,000	100,000
- Bond Related Fees and Expenses	-	-	9,075	20,489	36,235	36,338	36,144	35,750
TOTAL FACILITIES	211,789	283,127	330,680	364,438	438,811	446,838	452,167	513,766
MISCELLANEOUS								
Transportation	336,440	328,700	349,200	349,300	347,000	348,420	349,000	349,000
- Title/Student Bus Access	43,380	37,000	63,796	46,500	46,500	49,000	49,000	49,000
- Worker's Compensation Insurance	26,600	33,500	32,200	27,500	25,500	26,000	26,500	27,000
- Child Nutrition Program	4,000	1,800	6,525	7,000	8,000	8,000	8,000	8,100
Sub-Total Operating Expenses	4,178,208	4,623,813	5,142,447	5,444,651	5,539,893	5,772,214	5,489,971	5,643,518
Net Operating Revenue Available for Debt Service	1,044,192	907,813	955,364	2,041,293	2,216,470	2,256,604	2,626,122	2,758,098
State 2018 Bond Debt Service	375,360	374,424	364,300	365,100	366,914	368,620	369,100	367,300
Projected State 2018 Bond Debt Service	-	-	-	772,201	1,644,556	1,085,200	1,086,100	1,085,300
Contracted Interest on 2018 Bond	-	-	-	177,221	1,897,969	-	-	-
Other Facility Lease Payments	288,116	455,600	379,628	400,367	154,024	-	-	-
Total Facility Debt Service and Payments	663,476	829,924	743,928	1,714,888	3,458,463	1,453,820	1,455,200	1,452,600
Projected Facility Expense Reserve	1,177	1,177	1,177	2,666	1,461	1,461	1,461	1,461
Projected Facility Expense Reserve	1,177	1,177	1,177	2,666	1,461	1,461	1,461	1,461
Minimum Annual Debt Service	377,108	377,108	377,108	1,429,275	1,429,275	1,429,275	1,429,275	1,429,275
Minimum Annual Debt Service Coverage	1.19	1.36	1.27	1.27	1.24	1.24	1.24	1.24
Capital Equipment	35,555	37,000	67,970	26,000	11,400	63,400	67,125	68,725
One-time Capitalized Opening Expense	291,937	164,500	101,415	100,000	100,000	100,000	100,000	100,000
Projected Net Surplus	749,611	645,389	611,111	1,814,108	178,807	319,984	378,424	374,761
Prior Year Fund Balance	663,251	911,292	897,543	874,107	829,262	833,250	833,104	829,262
End of Year Unrestricted Fund Balance	1,416,862	1,556,681	1,508,654	1,748,215	1,607,869	1,652,504	1,666,528	1,653,523
Unrestricted Cash Balance	183,111	178,465	188,150	188,167	188,167	188,167	188,167	188,167
Free Cash on Hand	67	64	121	121	121	121	121	121

Assumptions:

- Revenue estimates are based on 90% of projected enrollment
- State Discretionary is an increase of 2% each year through FY2026 forward
- Student transportation reimbursement is estimated at approximately 10%
- Salaries for certified staff increase 2% annually each year, except administration
- Other expenses assume a 2% increase each year, but may vary according to historical data
- Their projections do not include the Child Nutrition Program or CTE
- Staff salaries cap in 2021/2021
- Students reach capacity in 2025/2026

Source: Compass. This projected information constitutes forward-looking statements. See "DIRECTIONS Forward-looking Statements," see also "RISK FACTORS: Operating History; Balance on Projections"

The 2018 Compass audited financial statements demonstrate the fiscal health of our organization. The audit shows that we operated at a surplus in FY18 and as of June 30, 2018, we had:

- \$1M general fund balance, which represents 65 days of cash on hand
- The ability to meet debt and lease obligations

- Net capital assets totaling \$5.3K

Compass currently has bond obligations of \$5,105,000 for the building located on Cherry Lane. The board has chosen to build a facility to house the secondary students when the current lease on the Tech Lane building expires in 2019, thus incurring \$15,655,000 more debt. The financial strategy, which has served Compass well for nearly thirteen years, is to maintain a contingency reserve of at least 5% of the annual operating revenue so that the school has the flexibility to meet funding challenges while preserving the quality of the program. It is our intention to maintain a minimum of 60 days cash on hand at all times. Furthermore, to ensure adequate liquidity, Compass is committed to maintaining a current ratio of 1.2 or higher.

Compass' accountability designation for the area of finance as determined by the Idaho Public Charter School Commissions is as follows:

- 2013-14 Good Standing
- 2014-15 Remediation (this is the year Compass acquired a second facility and expanded without the support of philanthropic dollars)
- 2015-16 Honor (this is the year Compass received the 20-in-10 grant through JKAF)
- 2016-17 Good Standing
- 2017-18 Good Standing

The areas that have typically caused concern include 3-year Total Margins, Debt to Asset Ratio, and Cash Flow. This is due, in a large part, to our growth. The choice to focus on quality expansion rather than rapid expansion has caused us to, temporarily, slow the growth of our contingency. Now that the second bond has been secured, the new secondary campus is under construction, and our younger students will advance into the upper grades, we are confident that the contingency will remain on an upward trend.

Finances are carefully managed by the school leadership and board of directors. Compass uses a system of checks and balances to ensure that several sets of eyes are watching the bottom line. The board receives financial reports in the monthly meeting packet, the administration verifies the bank statement monthly, and deposits are prepared by someone other than the person who takes them to the bank.

If renewed, what is the school's plan for its next performance certificate term?

Compass is very excited about the future! We have secured land and a building team, Bouma USA, to construct a new facility for the fall of 2019 to house our 6-12 students. Additionally, the J.A. Kathryn Albertson Family Foundation approved additional grant funds for further expansion.

Compass initially leased space located at 2511 W. Cherry Lane, Meridian, Idaho (the "Cherry Lane Property") as a temporary facility for its first year. In 2010, the school purchased the Cherry Lane Property for the continued operation of the school. As Compass' needs expanded,

the school entered into a lease for additional property located at 1422 Tech Lane, Meridian, Idaho, in July 2014 (the "Tech Lane Property" and together with the Cherry Lane Property, the "Current Facilities"). The Cherry Lane Property includes three buildings aggregating approximately 38,065 square feet, including an auditorium, 19 classrooms, office, cafeteria and gymnasium for approximately 650 students on 3.64 acres of land. As of the 2018-19 school year, students in grades K-5 are housed at the Cherry Lane Property. The Tech Lane Property includes approximately 20 classrooms for approximately 600 students. As of the 2018-19 school year, prior to the completion of the New Facility, students in grades 6-12 are housed at the Tech Lane Property. After the 2018-19 school year and upon completion of the New Facility, students in grades 6-12 will be moved to the New Facility.

In order to meet the expanding needs of the operation of the School, Compass has purchased real property located at 286 Black Cat Road, Meridian, Idaho (the "Black Cat Property" or "New Facility") and will construct a New Facility thereon in order to relocate all students from the Tech Lane Property for the operation of the School (collectively, with the Cherry Lane Property, the "Facilities"). Compass expects that the New Facility will be substantially completed by approximately August, 2019.

In January, 2018, Compass entered into three separate purchase and sale agreements for a total of approximately 18.5 acres of land, with three separate and independent sellers to purchase the Black Cat Property. Upon purchasing the Black Cat Property, Compass intends to build an approximate 68,000 square foot building to house its 6th-12th grade students (this is nearly double the square footage of our current leased facility). The New Facility is expected to include two cafeterias along with the necessary classrooms to meet the needs of approximately 1,000 students at capacity. In addition, Compass intends to use a portion of the proceeds to build out the shell for the gymnasium. It is anticipated the school will raise additional funds to complete the build-out of the gymnasium.

In terms of amendments to our Performance Certificate, Compass seeks to increase our enrollment cap from 1,300 to 1,600 students. The expansion model as outlined previously will cause the school to exceed the current cap in FY23. Increasing the cap to 1,600 will allow the school to expand from two classes each in grades 9-12 to potentially four classes each in grade 9-12. This potential expansion for 9-12 is consistent with the number of current classes per grade K-5 and the planned expansion of four classes per grade K-8.

The school also intends to amend our Charter Document not only to reflect the enrollment cap adjustment but to also address our graduation requirements. We plan to reduce the required credits from 56 to 54 based on requiring fewer hours of apprenticeship. The reduction of apprenticeship hours is intended to give our students more time and opportunity for dual credit courses. The need to provide additional dual credit courses is a direct result of Idaho legislation, which affords over \$4,000 per student to pay for dual credit course fees.

AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included an optional opportunity for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

CPCS chose not to submit auxiliary data.