

**RENEWAL RECOMMENDATION**

It is recommended that the charter of Sage International School of Boise (Sage) be renewed for a five (5) year term.

## School Overview

### SUMMARY

Sage International School (Sage) is a public charter school serving Boise area students in Kindergarten through 12<sup>th</sup> grade. The school focuses on providing an International Baccalaureate program for students and intensive professional development for staff.

The petition for Sage International School was approved by the PCSC in July 2009. The school opened in fall 2010.

### MISSION

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

### LEADERSHIP

Name	Title	Term
Bryan Moore	Chair	08/2017 - 03/2020
Chris Marshall	Vice Chair	09/2016 -10/2019
Hannah Seeley	Treasurer	07/2018 – 07/2021
Paul Fleming	Director	08/2018 – 08/2021
Mike Lawrence	Director	05/2017 – 05/2020
Chris Watkin	Director	08/2018 – 08/2021
Keith Donahue	Administrator	N/A

## Academic Performance Summary

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

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

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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?
The International Baccalaureate Academic K-12 Curriculum K aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.	Yes
The International Baccalaureate Attributes profile, highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.	Yes
Sage has a 4 day (M-Th) student instructional week. This allows for a full-uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.	Yes

## Operational Performance Summary

Sage’s operational performance has remained strong throughout the performance certificate term.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Good Standing
2014-15	Honor
2015-16	Good Standing
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
3 (2013-14)	1200	548
4 (2014-15)	1200	838
5 (2015-16)	1200	920
6 (2016-17)	1200	980
7 (2017-18)	1200	948

Sage’s enrollment variance during the most recent school year was 92%, indicating that actual enrollment was lower than anticipated. Enrollment caps are established by the board annually, in advance of the enrollment lottery.

### BOARD AND ADMINISTRATIVE TURNOVER

Sage experienced a difficult administrative turnover during the performance certificate term; its leadership has since stabilized. Board membership reflects appropriate consistency.

## Financial Performance Summary

In 2016-17, Sage’s financial rating dropped from Honor to Remediation due to a large facility purchase. The school’s financial outcomes are trending up as evidenced by its good standing rating in the most recent annual report.

### DURING CURRENT PERFORMANCE CERTIFICATE TERM

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

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

### Sage International School

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	4/17/2014	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	3/29/2018	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	3/29/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/29/2018	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	12/17/2018	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.

# SAGE INTERNATIONAL SCHOOL OF BOISE

## 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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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			
<b>Mission Statement</b>	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>• The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>• Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> </ul>		
<b>School Location</b>	457 E. Parkcenter Blvd. Boise, ID 83706	<b>School Phone</b>	208-343-7243
<b>Surrounding District</b>	Boise School District		
<b>Opening Year</b>	2010		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1200	<b>Enrollment (Actual)</b>	948

SCHOOL LEADERSHIP	
Bryan Moore	Chairman
Chris Marshall	Vice Chairman
Robert Shapee	Treasurer
Wendy Cox Dvorak	Member
Travis Dryden	Member
Mike Lawrence	Member
Jennifer Snow	Member
Keith Donahue	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	18%	25%	25%	N/A
<b>Limited English Proficiency</b>	2%	6%	9%	N/A
<b>Special Needs</b>	7%	10%	12%	N/A
<b>Free and Reduced Lunch</b>	26%	47%	51%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	51%
Percentage of students meeting or exceeding proficiency in English Language Arts	65%
Percentage of students meeting or exceeding proficiency in Science	76%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	58%
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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	36		
	1b	50	0	50	0	50	40		
District Proficiency Comparison	2a	50	0	50	0	50	33	50	0
	2b	50	0	50	0	50	38	50	0
Criterion-Referenced Growth	3a	100	0			50	19		
	3b	100	0			50	29		
Norm-Referenced Growth	4a			100	0	50	23	50	0
	4b			100	0	50	35	50	0
Post-Secondary Readiness	5a			125	0	125	100	100	0
Total Academic Points		400	0	525	0	525	353	300	0
% of Academic Points			0%		0%		67%		0%

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

Sage 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	0
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	30
	2c	25	15		2c	50	0
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	280
	3c	25	25	% of Financial Points			70%
	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	390				
% of Operational Points			98%				

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%	67%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	70%
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			
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		<b>Points Earned</b>
			50
		X	30 - 45
			15 - 29
			0 - 14
			36
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		<b>Points Earned</b>
			50
		X	30 - 45
			15 - 29
			0 - 14
			40
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																					
<b>Measure 2a</b> <b>Math Proficiency Rate</b> <b>Comparison to District</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>		<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>X</td> <td>30 - 45</td> <td>33</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 colspan="2"></td> <td style="border-top: 1px solid black;">33</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	33		15 - 29	0		0 - 14	0			33
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		33																			
<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.																					
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<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.																					
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.																				
<b>Measure 2b</b> <b>ELA Proficiency Rate</b> <b>Comparison to District</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>		<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>X</td> <td>30 - 45</td> <td>38</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 colspan="2"></td> <td style="border-top: 1px solid black;">38</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	38		15 - 29	0		0 - 14	0			38
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<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.																				

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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	59	39-50 0 26-38 0 13-25 19 0-12 0 <hr/> 19
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	74	39-50 0 26-38 29 13-25 0 0-12 0 <hr/> 29
<b>Notes</b>			

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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	40	39-50     0 26-38     0 13-25     23 0-12       0 <hr/> 23
<b>Notes</b>	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.		
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>	60	39-50     0 26-38     35 13-25     0 0-12       0 <hr/> 35
<b>Notes</b>	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.		

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INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Result	Points Possible	Points Earned
<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>			
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> 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>	84	100	100
<b>Notes</b>	<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>		75 0-65	0 <hr/> 100

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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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
Notes			25
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
Notes			25



OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
				25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25
Notes			25
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p><b>Meets Standard:</b> 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 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	See note	25
Notes	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.		25
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	92%	25
Notes	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.		15

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
<b>Governance Requirements</b>				
<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	25
			15	
			0	
<b>Notes</b>				25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
<b>Board Oversight</b>				
<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	25
			15	
			0	
<b>Notes</b>				25

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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 documented	25	25
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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 documented	25	25
Notes				25

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Is the school complying with transportation requirements?	Result	Points Possible
Transportation	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
			15
			0
Notes			25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible
Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
			15
			0
Notes			25

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
<b>Additional Obligations</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
				25
<b>Notes</b>				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> 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><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		1.07	50	50
Notes				10	
				0	50
Measure 1b Cash Ratio	<p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		1.13	50	50
Notes				10	
				0	50
Measure 1c Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>			50	
Notes				10	
			12 days	0	0
					0
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No default noted	50	50
Notes				0	
					50



INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> 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.	See note	50  30  0	50   50	
<b>Notes</b>	Aggregated 3-year total margin is positive and the most recent year total year margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. This restatement had a material effect on the standard outcome, resulting in a negative Aggregated 3-year Total margin and a negative most recent year Total Margin. However, 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.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	0.96	50  30  0	30	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. This reinstatement had a material effect on the standard outcome, increasing the ratio (1.1) and resulting in a score of 0. However, 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.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	See note	50  30  0	0   0	
<b>Notes</b>	Multi-year cumulative cash flow is negative.				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	2.18	50  0	50   50	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. This reinstatement had a material effect on the standard outcome, decreasing the ratio and resulting in a score of 0. 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.				

Sage International School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
State Proficiency Comparison	1a	90%	72%			
	1b	100%	80%			
District Proficiency Comparison	2a	86%	66%			
	2b	88%	76%			
Criterion-Referenced Growth	3a	44%	37%			
	3b	67%	59%			
Norm-Referenced Growth	4a	69%	46%			
	4b	56%	70%			
Post-Secondary Readiness	5a	80%	80%			
<b>% of Possible Academic Points for this School</b>		<b>76%</b>	<b>67%</b>			

OPERATIONAL	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
Educational Program	1a -1d	100%	100%			
Financial Management	2a - 2c	67%	87%			
Governance & Reporting	3a - 3f	93%	100%			
School Environment	4a - 4b	100%	100%			
Additional Obligations	5a	100%	100%			
<b>% of Possible Operational Points for this School</b>		<b>91%</b>	<b>98%</b>			

FINANCIAL	Measure	Percentage of Points Earned				
		2016-17	2017-18	2018-19	2019-20	2020-21
Near-Term	1a - 1d	55%	75%			
Sustainability	2a - 2d	45%	65%			
<b>% of Possible Financial Points for this School</b>		<b>50%</b>	<b>70%</b>			

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

# SAGE INTERNATIONAL 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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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			
<b>Mission Statement</b>	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>• The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>• Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> </ul>		
<b>School Location</b>	457 E. Parkcenter Blvd. Boise, ID 83706	<b>School Phone</b>	208-343-7243
<b>Surrounding District</b>	Boise School District		
<b>Opening Year</b>	2010		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1200	<b>Enrollment (Actual)</b>	980

SCHOOL LEADERSHIP	
Bryan Moore	Chairman
Chris Marshall	Vice Chairman
Robert Shapee	Treasurer
Wendy Cox Dvorak	Member
Travis Dryden	Member
Jennifer Snow	Member
Keith Donahue	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	17%	26%	25%	N/A
<b>Limited English Proficiency</b>	2%	6%	8%	N/A
<b>Special Needs</b>	6%	10%	11%	N/A
<b>Free and Reduced Lunch</b>	0%	49%	52%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	57%
Percentage of students meeting or exceeding proficiency in English Language Arts	69%
Percentage of students meeting or exceeding proficiency in Science	78%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	69%
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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	45		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	43	50	0
	2b	50	0	50	0	50	44	50	0
Criterion-Referenced Growth	3a	100	0			50	22		
	3b	100	0			50	34		
Norm-Referenced Growth	4a			100	0	50	35	50	0
	4b			100	0	50	28	50	0
Post-Secondary Readiness	5a			125	0	125	100	100	0
Total Academic Points		400	0	525	0	525	400	300	0
% of Academic Points			0%		0%		76%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Sage 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	0
	1c	25	25		1c	50	10
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	30
	2b	25	0		2b	50	30
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25		2d	50	0
	3b	25	25	Total Financial Points		400	200
	3c	25	15	% of Financial Points			50%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	365				
% of Operational Points			91%				

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%	76%	0%	55% - 74%	NA	80% - 89%	91%	65% - 84%	50%
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.

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>			
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		<b>Points Earned</b>
			50
		X	30 - 45
			15 - 29
			0 - 14
			45
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		<b>Points Earned</b>
		X	50
			30 - 45
			15 - 29
			0 - 14
			50
<b>Notes</b>	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															
<b>Measure 2a</b> <b>Math Proficiency Rate</b> <b>Comparison to District</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<b>Result</b>   X	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>43</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;">43</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	43	15 - 29	0	0 - 14	0	43	
Points Possible	Points Earned														
50	0														
30 - 45	43														
15 - 29	0														
0 - 14	0														
43															
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.														
<b>Measure 2b</b> <b>ELA Proficiency Rate</b> <b>Comparison to District</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<b>Result</b>   X	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>44</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;">44</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	44	15 - 29	0	0 - 14	0	44	
Points Possible	Points Earned														
50	0														
30 - 45	44														
15 - 29	0														
0 - 14	0														
44															
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.														



ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	64	39-50 0 26-38 0 13-25 22 0-12 0 <hr/> 22
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	79	39-50 0 26-38 34 13-25 0 0-12 0 <hr/> 34
<b>Notes</b>			

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	59	39-50     0 26-38     35 13-25     0 0-12       0 <hr/> 35
<b>Notes</b>	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.		
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>	47	39-50     0 26-38     28 13-25     0 0-12       0 <hr/> 28
<b>Notes</b>	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	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> 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. Sage's progress goal for 2017 was 8%.</p>		125	
		81	100	100
			75	
			0-65	0
				100
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><b>Meets Standard:</b> 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>	No instances of non-compliance documented	25
	<p><b>Partially Meets Standard:</b> 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>		15
	<p><b>Does Not Meet Standard:</b> 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>		0
Notes			25
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p><b>Meets Standard:</b> 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>	No instances of non-compliance documented	25
	<p><b>Partially Meets Standard:</b> 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>		15
	<p><b>Does Not Meet Standard:</b> 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>		0
Notes			25

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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				25

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
<p>Measure 2a Financial Reporting and Compliance</p>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>Points Possible</p>	<p>Points Earned</p>
<p>Notes</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
				<p>15</p>
				<p>0</p>
				<p>25</p>
<p>Measure 2b GAAP</p>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> 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 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>Points Possible</p>	<p>Points Earned</p>
<p>Notes</p>	<p>The audit for fiscal year 2017 noted that the school does not have sufficient internal controls in place regarding the reporting of non-routine transactions involving capital assets. The capital assets and the repairs and maintenance were understated by \$522,054 as of June 30, 2017. School management appears to be pursuing new or revised policies regarding the reporting of transactions involving capital assets.</p>		<p>25</p>	
				<p>15</p>
		<p>See note</p>	<p>0</p>	<p>0</p>
				<p>0</p>
<p>Measure 2c Enrollment Variance</p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</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>	<p>98%</p>	<p>25</p>	<p>25</p>
				<p>15</p>
				<p>0</p>
				<p>25</p>

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
<b>Governance Requirements</b>				
<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	25
			15	
			0	
<b>Notes</b>				25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
<b>Board Oversight</b>				
<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	25
			15	
			0	
<b>Notes</b>				25

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
<b>Notes</b>	The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017.	See note	15	15
			0	<hr/> 15
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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 documented	25	25
<b>Notes</b>			15	
			0	<hr/> 25



OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Is the school complying with transportation requirements?	Result	Points Possible
Transportation	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Points Earned
Notes		25	25
		15	
		0	
			25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible
Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	Points Earned
Notes		25	25
		15	
		0	
			25

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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			Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities				
Current Ratio	<p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> 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><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		Current Ratio is: 1.31	50	50
Notes				10	0
					50
Measure 1b	Current Ratio: Cash divided by Current Liabilities				
Cash Ratio	<p><b>Meets Standard:</b> 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).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		Cash Ratio is: 0.87	50	0
Notes				10	0
					0
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)				
Unrestricted Days Cash	<p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		No. of Days Cash: 17	50	10
Notes				10	0
					10
Measure 1d	Default				
Default	<p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No Default Noted	50	50
Notes				0	0
					50

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>				
Total Margin and Aggregated			Aggregated 3-Year Totals:		
3-Year Total Margin	<p><b>Meets Standard:</b> Aggregated 3-yr 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><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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>		50		
			0.38%	30	30
				0	
					30
Notes	<p>Aggregated 3-Year Total Margin is positive, but most recent year is negative, and trend is negative. 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.</p>				
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>		Result	Points Possible	Points Earned
Debt to Asset Ratio			Ratio is:		
	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>		50		
			0.97	30	30
				0	
					30
Notes	<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/increasing the rating from "Does Not Meet" (.97) to "Falls Far Below Standard" (1.14). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>				

FINANCIAL

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
<p><b>Cash Flow</b></p> <p><b>Meets Standard:</b> 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. Note: Schools in their first or second year of operation must have positive cash flow.</p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p> <p><b>Notes</b> Multi-Year Cash Flow is positive, but most recent year is negative (-\$262,849.00).</p>		<p>Multi-Year Cumulative is:</p> <p>\$102,351</p>	<p>50</p> <p>30</p> <p>0</p>	<p>30</p>
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
<p><b>Debt Service Coverage Ratio</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Notes</b> 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.</p>		<p>Ratio is:</p> <p>0.59</p>	<p>50</p> <p>0</p>	<p>0</p> <p>0</p>

SAGE INTERNATIONAL 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					
<b>Measure 1</b>	<b>Is the school helping young students reach proficiency in reading?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		<b>Exceeds Standard:</b> More than 94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).	300		
		<b>Meets Standard:</b> 80%-94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).	91%	240	240
		<b>Does Not Meet Standard:</b> 50%-79% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).		120	
		<b>Falls Far Below Standard:</b> Less than 50% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).		0	
			<b>240.00</b>		
<b>Notes</b>	Results will be reported to the PCSC by October 1 of each year.				
<b>Measure 2</b>	<b>Is the school successfully encouraging 12th grade IB diploma candidate students to participate in IB examinations?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		<b>Exceeds Standard:</b> More than 50% of 12th grade IB diploma candidate students participated in at least 3 final exams.	86%	200	200
		<b>Meets Standard:</b> 40%-50% of 12th grade IB diploma candidate students participated in at least 3 final exams.		160	
		<b>Does Not Meet Standard:</b> 30%-40% of 12th grade IB diploma candidate students participated in at least 3 final exams.		80	
		<b>Falls Far Below Standard:</b> Less than 30% of 12th grade IB diploma candidate students participated in at least 3 final exams.		0	
			<b>200.00</b>		
<b>Notes</b>	No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year.				

SAGE INTERNATIONAL SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Is the school supporting high school students through the successful completion of IB diplomas?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> More than 30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.	55%	200	200
	<b>Meets Standard:</b> 20%-30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		160	
	<b>Does Not Meet Standard:</b> 10%-20% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		80	
	<b>Falls Far Below Standard:</b> Less than 10% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		0	
				<u>200.00</u>
<b>Notes</b>	No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year.			





# Sage International School of Boise



## ANNUAL PERFORMANCE REPORT

2015-2016

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://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](http://chartercommission.idaho.gov).

## School Overview

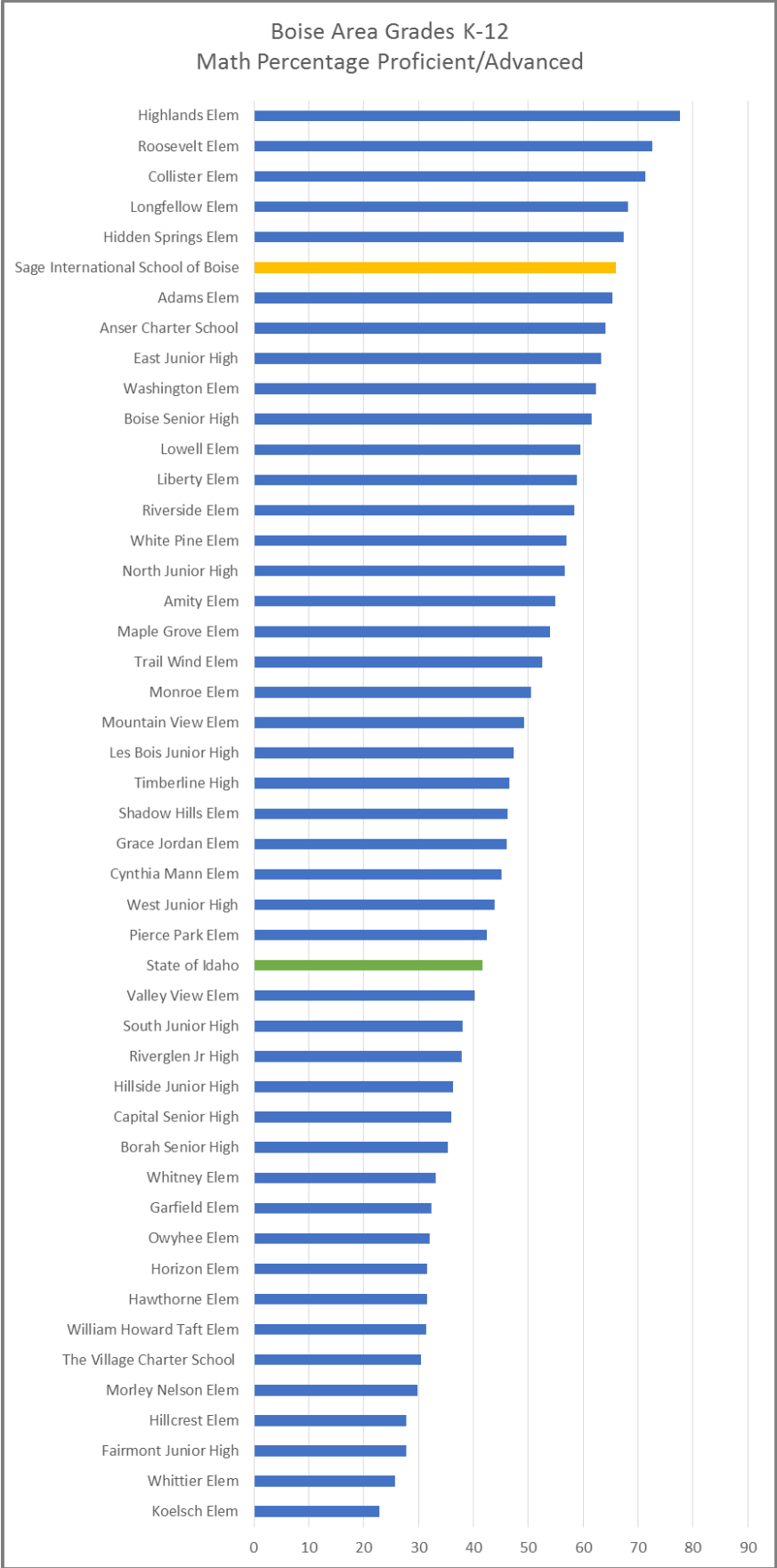
<p><b>Mission Statement</b></p>	<p>Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on education around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual depth, curiosity, cultural understanding, sustainable living and passionate human beings that approach the world with intention, ready to participate and engage in local and global issues.</p>	
<p><b>Key Design Elements</b></p>	<ul style="list-style-type: none"> <li>• The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>• The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>• Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> <li>• The Sage outdoor education program is intertwined into the IB curriculum through interdisciplinary units of study in an outdoor classroom setting. The outdoor program also supports the IB attributes in a non-classroom environment. The program incorporates 8 school days of outdoor adventure and academics to every student in grades 6-10. Also, the outdoor program addresses the concern that all students should take responsibility for their lifelong personal, social and physical well-being.</li> </ul>	
<p><b>School Contact Information</b></p>	<p>Address: 457 E. Parkcenter Blvd. Boise, ID 83706</p>	<p>Phone: 208-995-0300</p>
<p><b>Surrounding District</b></p>	<p>Boise School District</p>	
<p><b>Opening Year</b></p>	<p>2010</p>	
<p><b>Current Term</b></p>	<p>April 17, 2014 – June 30, 2019</p>	

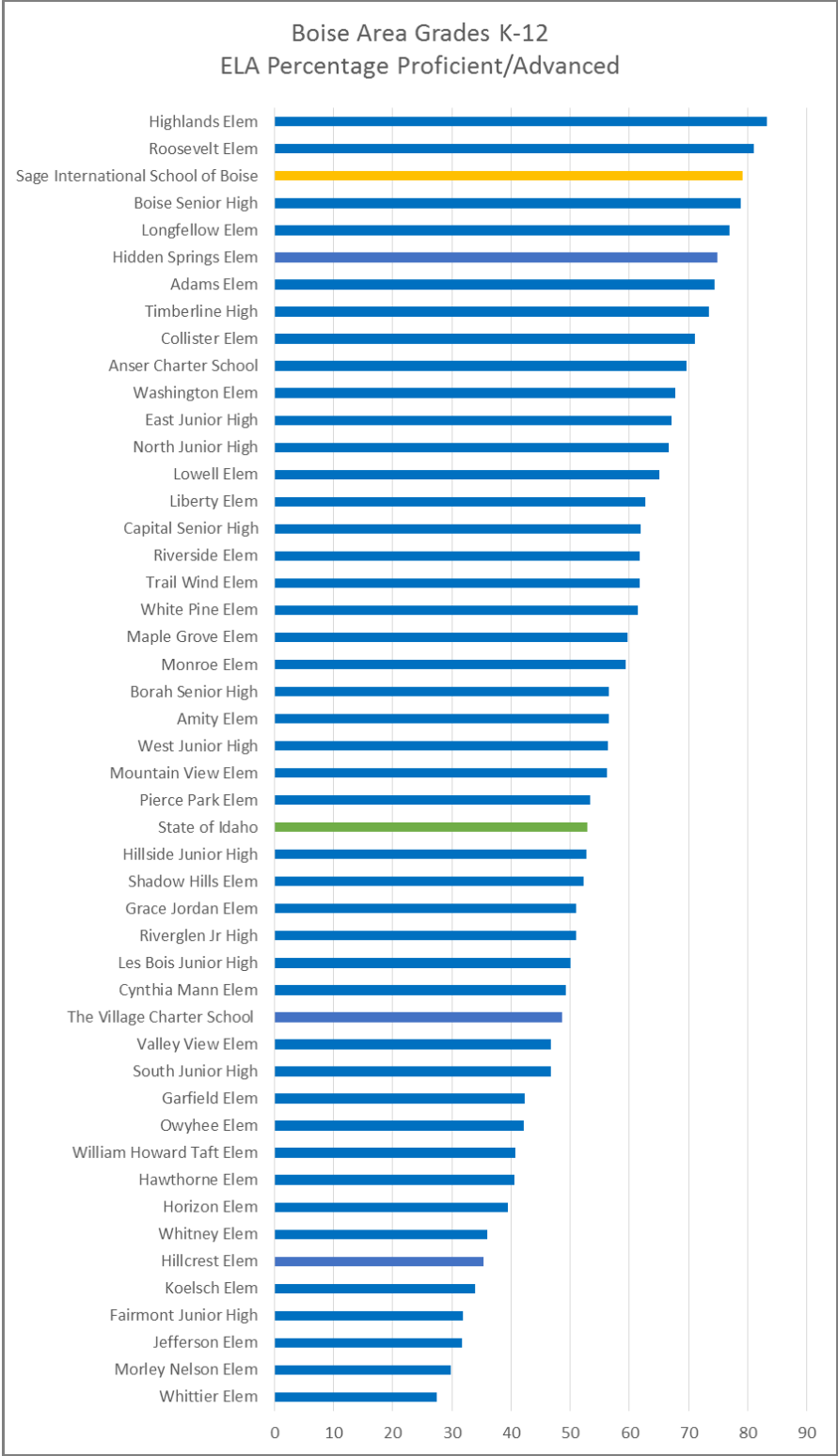
<b>Grades Served</b>	K – 12	
<b>Enrollment</b>	Approved: 1,200	Actual: 920

<b>School Leadership (2015-2016)</b>	<b>Role</b>
Bryan Moore	Chair
Chris Marshall	Vice Chair
Robert Shappee	Treasurer
Wendy Cox Dvorak	Member
Steve Kipp	Member
Jennifer Snow	Member
Don Keller	Administrator

	<b>School</b>	<b>Surrounding District</b>	<b>State</b>
<b>Non-White</b>	16.96%	24.05%	23.84%
<b>Limited English Proficiency</b>	0.87%	12.39%	8.61%
<b>Special Needs</b>	4.67%	11.22%	9.76%
<b>Free &amp; Reduced Lunch</b>	17.72%	52.21%	47.27%

<b>Academic Measure</b>	<b>Result</b>
Percentage of Students Meeting or Exceeding Proficiency in Math	66%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	79.1%
Percentage of Students Meeting or Exceeding Proficiency In Science	82.5
Graduation Rate (4-year cohort data from 2015)	N/A





## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Sage International School of Boise Year Opened: 2010 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

### 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.



SAGE --- 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	41%	38.52
	2c				75	41%	48.48
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	0%	0.00
Total Possible Academic Points					1050	82%	
- Points from Non-Applicable					900		
Total Possible Academic Points for This School					150		
<b>Total Academic Points Received</b>							<b>87.00</b>
<b>% of Possible Academic Points for This School</b>					#DIV/0!		<b>58.00%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Early reading (IRI)	1				33	18%	26.45
IB Exam Participation	2				0	0%	0.00
IB Diploma Completion	3				0	0%	0.00
Total Possible Mission-Specific Points					33	18%	
<b>Total Mission-Specific Points Received</b>							<b>26.45</b>
<b>% of Possible Mission-Specific Points Received</b>							<b>80.01%</b>

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>183</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>113.45</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>61.97%</b>

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%	15.00
	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%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>355.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>88.75%</b>

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%	30.00
	2c	50	13%	50.00
	2d	50	13%	50.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>380.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>95.00%</b>

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.

SAGE --- 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><b>Honor</b> 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		90% - 100% of points possible		85% - 100% of points possible	<b>95.00%</b>
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	<b>61.97%</b>	80% - 89% of points possible	<b>88.75%</b>	65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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><b>Critical</b> Schools achieving at this level in Academic &amp; 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	

SAGE --- 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			
	<b>Exceeds Standard:</b> School received five stars on the Star Rating System <b>Meets Standard:</b> School received three or four stars on the Star Rating System <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System <b>Falls Far Below Standard:</b> School received one star on the Star Rating System	5	25	<hr/> 0			
		4	20				
		3	15				
		2	0				
1	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			
	<b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Reward	25	<hr/> 0			
		None	15				
		Focus	0				
		Priority	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
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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
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
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		66.00	38-56	19	65-89	25	39
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							

SAGE --- ACADEMIC FRAMEWORK

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> <b>ISAT / SBA % Proficiency</b> <b>Language Arts</b>	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> <b>Criterion-Referenced</b> <b>Growth in Reading</b>	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		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
							0
Notes							
<b>Measure 3b</b> <b>Criterion-Referenced</b> <b>Growth in Math</b>	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		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
							0
Notes							
<b>Measure 3c</b> <b>Criterion-Referenced</b> <b>Growth in Language</b>	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		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
							0
Notes							

SAGE --- ACADEMIC FRAMEWORK

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

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

SAGE --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b> <b>Is the school helping young students reach proficiency in reading?</b>  <b>Exceeds Standard:</b> More than 94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI). <b>Meets Standard:</b> 80%-94% of 3rd grade students achieved benchmark proficiency on the spring IRI.  <b>Does Not Meet Standard:</b> 50%-79% of 3rd grade students achieved benchmark proficiency on the spring IRI. <b>Falls Far Below Standard:</b> Less than 50% of 3rd grade students achieved benchmark proficiency on the spring IRI.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			300	
	92%	240	240	
		120		
		0		
			<b>240.00</b>	
<b>Notes</b>	Results will be reported to the PCSC by October 1 of each year.			
<b>Measure 2</b> <b>Is the school successfully encouraging 12th grade IB diploma candidate students to participate in IB examinations?</b>  <b>Exceeds Standard:</b> More than 50% of 12th grade IB diploma candidate students participated in at least 3 final exams. <b>Meets Standard:</b> 40%-50% of 12th grade IB diploma candidate students participated in at least 3 final exams. <b>Does Not Meet Standard:</b> 30%-40% of 12th grade IB diploma candidate students participated in at least 3 final exams. <b>Falls Far Below Standard:</b> Less than 30% of 12th grade IB diploma candidate students participated in at least 3 final exams.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			200	
			160	
			80	
			0	
			<b>0.00</b>	
<b>Notes</b>	No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a>			

SAGE --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Result	Points Possible	Points Earned
<p><b>Is the school supporting high school students through the successful completion of IB diplomas?</b></p> <p><b>Exceeds Standard:</b> More than 30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p><b>Meets Standard:</b> 20%-30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p><b>Does Not Meet Standard:</b> 10%-20% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p><b>Falls Far Below Standard:</b> Less than 10% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p>		<p>200</p> <p>160</p> <p>80</p> <p>0</p>	<hr/> <p><b>0.00</b></p>
<p><b>Notes</b></p> <p>No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year. <a href="#">Due to small sample size, no result is available for the 2015-16 school year.</a></p>			



INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>			
	<p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
	<p>0</p>		<p>25.00</p>	
Notes				
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>			
	<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>	<p>See note</p>	<p>15</p>	<p>15.00</p>
	<p>0</p>		<p>15.00</p>	
Notes	<p>The school self reported calendar errors that resulted in inadequate instructional time in several grades. The board has adopted a plan to prevent recurrence.</p>			
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>			
	<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>	<p>No instances of non-compliance documented.</p>	<p>25</p>	<p>25.00</p>
	<p>0</p>	<p>15</p>	<p>0</p>	<p>25.00</p>
Notes				

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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.		15	
	<b>Does Not Meet Standard:</b> 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.		0	
<b>Notes</b>				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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 and 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.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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.		15	
	<b>Does Not Meet Standard:</b> 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.		0	
<b>Notes</b>				25.00
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> 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.		0	
<b>Notes</b>				25.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	<b>Meets Standard:</b> 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.	See note	15	15.00
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>	<u>The school self-reported that some high school teachers were certified but not highly qualified, and one had not obtained alternative certification. The board has adopted a plan to prevent recurrence.</u>			<u>15.00</u>
		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>
		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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	
				<u>25.00</u>
Notes				
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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	
				<u>25.00</u>
Notes				
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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	
				<u>25.00</u>
Notes				

SAGE --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p><b>Is the school complying with all other obligations?</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
		See note	0	0.00
Notes	The school's 2014-15 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code; this matter had not been remedied as of July 1, 2016.			0.00

INDICATOR 1: NEAR-TERM MEASURES					
<b>Measure 1a</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
<b>Current Ratio</b>	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	9.43	50	50.00
<b>Notes</b>				10	
				0	50.00
<b>Measure 1b</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
<b>Unrestricted Days Cash</b>	<p><b>Meets Standard:</b> 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><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:	39	50	50.00
<b>Notes</b>	Unrestricted days cash improved from 17 days in FY15 to 39 days in FY16.			10	
				0	50.00
<b>Measure 1c</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
<b>Enrollment Variance</b>	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is:	95.58%	50	50.00
<b>Notes</b>				30	
				0	50.00
<b>Measure 1d</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
<b>Default</b>	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No instances of non-compliance documented		50	50.00
<b>Notes</b>				10	
				0	50.00

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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>2.80%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</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;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			2.80%	50	50.00		10			0				50.00
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<p>Measure 2b Debt to Asset Ratio</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> 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>0.95</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	Ratio is:				50		0.95	30	30.00		0				30.00
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<p>Notes</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 resulting in a "falls far below standard" (1.06) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.</p>																			
<p>Measure 2c Cash Flow</p>	<p><b>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</b></p> <p><b>Meets Standard (in one of two ways):</b> 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><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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>\$354,930</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</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;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:			\$354,930	50	50.00		30			0				50.00
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<p>Measure 2d Debt Service Coverage Ratio</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> 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>3.05</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	Ratio is:			3.05	50	50.00		0				50.00			
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SAGE --- 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	20.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	67.75	0.00	0.00		
	2b	75	53.42	34.53	38.52		
	2c	75	52.58	48.55	48.48		
Growth	3a	100	86.00	0.00	0.00		
	3b	100	44.91	0.00	0.00		
	3c	100	66.92	0.00	0.00		
	3d	75	45.67	0.00	0.00		
	3e	75	34.23	0.00	0.00		
	3f	75	42.78	0.00	0.00		
College & Career Readiness	3g	100	66.00	0.00	0.00		
	4a	50	0.00	0.00	0.00		
	4b1 / 4b2	50	0.00	0.00	0.00		
	4c	50	0.00	0.00	0.00		
Total Possible Academic Points Received		1050	595.26	98.08	87.00	0.00	0.00
% of Possible Academic Points for This School			66.14%	56.04%	58.00%	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
Early reading (IRI)	1	300	N/A	30.86	26.45		
IB Exam Participation	2	200	N/A	0	0		
IB Diploma Completion	3	200	N/A	0	0		
Total Possible Mission-Specific Points Received		700	0.00	30.86	26.45	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	80.01%	80.01%	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	25	25	15		
	1c	25	15	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	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	15		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	0			
Total Possible Operational Points Received		400	380.00	400.00	355.00	0.00	0.00
% of Possible Operational Points for This School			95.00%	100.00%	88.75%	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	10	10	50		
	1c	50	50	50	50		
	1d	50	50	50	50		
Sustainability Measures	2a	50	50	50	50		
	2b	50	50	30			
	2c	50	30	50			
	2d	50	50	50			
Total Possible Financial Points Received		400	360.00	340.00	380.00	0.00	0.00
% of Possible Financial Points for This School			90.00%	85.00%	95.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



# Sage International School of Boise



## ANNUAL PERFORMANCE REPORT

### 2014-2015

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

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](http://chartercommission.idaho.gov).

## School Overview

<p><b>Mission Statement</b></p>	<p>Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on education around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual depth, curiosity, cultural understanding, sustainable living and passionate human beings that approach the world with intention, ready to participate and engage in local and global issues.</p>	
<p><b>Key Design Elements</b></p>	<ul style="list-style-type: none"> <li>• The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>• The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>• Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> <li>• The Sage outdoor education program is intertwined into the IB curriculum through interdisciplinary units of study in an outdoor classroom setting. The outdoor program also supports the IB attributes in a non-classroom environment. The program incorporates 8 school days of outdoor adventure and academics to every student in grades 6-10. Also, the outdoor program addresses the concern that all students should take responsibility for their lifelong personal, social and physical well-being.</li> </ul>	
<p><b>School Contact Information</b></p>	<p>Address: 457 E. Parkcenter Blvd. Boise, ID 83706</p>	<p>Phone: 208-995-0300</p>
<p><b>Surrounding District</b></p>	<p>Boise School District</p>	
<p><b>Opening Year</b></p>	<p>2010</p>	
<p><b>Current Term</b></p>	<p>April 17, 2014 – June 30, 2019</p>	

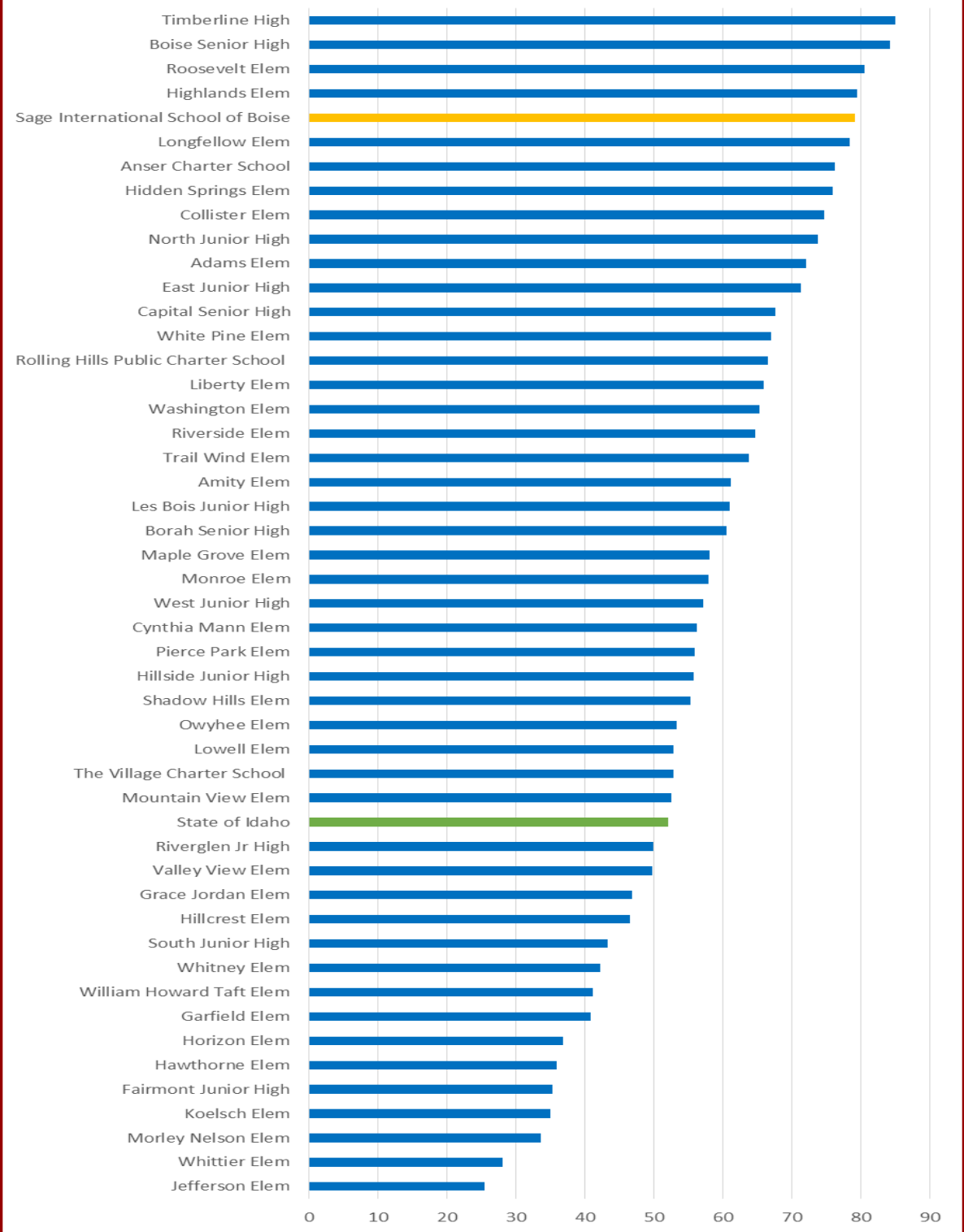
<b>Grades Served</b>	K – 12	
<b>Enrollment</b>	Approved: 1,200	Actual: 838

<b>School Leadership (2014-2015)</b>	<b>Role</b>
Bryan Moore	Chair
Stephanie Pooser	Vice Chair
Robert Shappee	Treasurer
Suzanne Metzgar	Member
Chris Marshall	Member
Steve Kipp	Member
Don Keller	Administrator

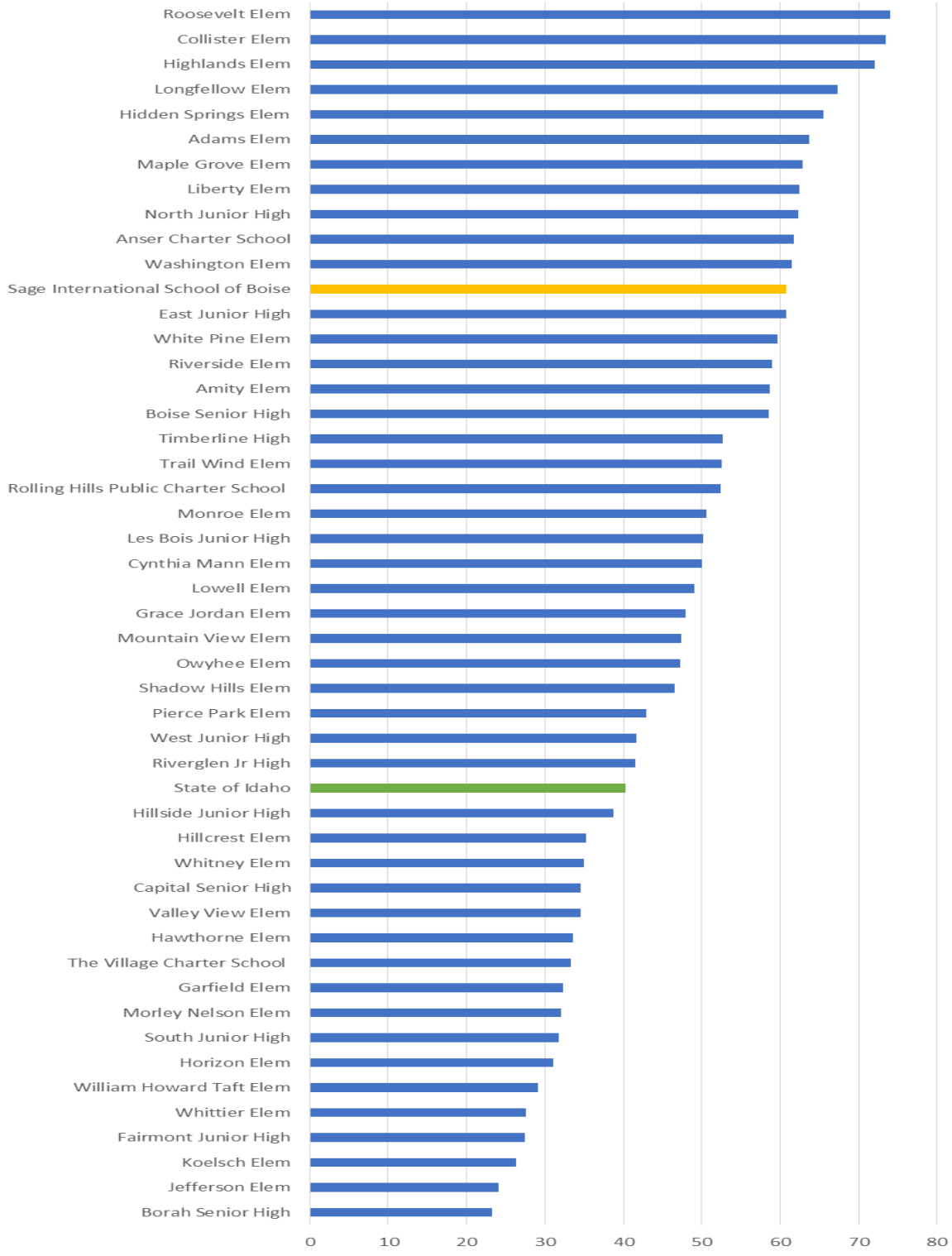
	<b>School</b>	<b>Surrounding District</b>	<b>State</b>
<b>Non-White</b>	16.69%	23.64%	23.59%
<b>Limited English Proficiency</b>	0%	12.02%	8.52%
<b>Special Needs</b>	5.48%	10.91%	10.43%
<b>Free &amp; Reduced Lunch</b>	16.69%	48.80%	49.62%

<b>Academic Measure</b>	<b>Result</b>
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	60.7%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	79.2%
Graduation Rate (4-year cohort data from 2014)	N/A

### Boise Area Grades K-12 ELA Percentage Proficient/Advanced



### Boise Area Grades K-12 Math Percentage Proficient/Advanced





## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Sage International School of Boise Year Opened: 2010 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

### 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.

SAGE --- 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	12%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	35%	34.53
	2c				75	35%	48.55
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	0%	0.00
Total Possible Academic Points					1050	82%	
- Points from Non-Applicable					875		
Total Possible Academic Points for This School					175		
<b>Total Academic Points Received</b>							<b>98.08</b>
<b>% of Possible Academic Points for This School</b>					#DIV/0!		<b>56.04%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Early reading (IRI)	1				39	18%	<b>30.86</b>
IB Exam Participation	2				0	0%	<b>0.00</b>
IB Diploma Completion	3				0	0%	<b>0.00</b>
Total Possible Mission-Specific Points					39	18%	
<b>Total Mission-Specific Points Received</b>							<b>30.86</b>
<b>% of Possible Mission-Specific Points Received</b>							<b>80.01%</b>

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>					<b>214</b>		
<b>TOTAL POINTS RECEIVED</b>							<b>128.94</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>							<b>60.37%</b>

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

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	<b>50.00</b>
	1b	50	13%	<b>10.00</b>
	1c	50	13%	<b>50.00</b>
	1d	50	13%	<b>50.00</b>
Sustainability Measures	2a	50	13%	<b>50.00</b>
	2b	50	13%	<b>50.00</b>
	2c	50	13%	<b>30.00</b>
	2d	50	13%	<b>50.00</b>
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>340.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>85.00%</b>

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.

SAGE --- 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><b>Honor</b> 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		90% - 100% of points possible	<b>100.00%</b>	85% - 100% of points possible	<b>85.00%</b>
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; 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 &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible	<b>60.37%</b>	80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; 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><b>Critical</b> Schools achieving at this level in Academic &amp; 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	

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?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System <b>Meets Standard:</b> School received three or four stars on the Star Rating System <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System <b>Falls Far Below Standard:</b> School received one star on the Star Rating System	Result (Stars)	Points Possible				Points Earned
		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?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Result	Points Possible				Points Earned
		Reward	25				
		None	15				15
		Focus	0				
		Priority	0				
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> 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
		60.70	20-37	18	41-64	24	35
			0-19	19	1-40	40	0
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		<b>79.20</b>	<b>38-56</b>	<b>19</b>	<b>65-89</b>	<b>25</b>	<b>49</b>
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							<b>49</b>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> Criterion-Referenced Growth in Reading	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		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
							<b>0</b>
Notes							
<b>Measure 3b</b> Criterion-Referenced Growth in Math	<b>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		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
							<b>0</b>
Notes							
<b>Measure 3c</b> Criterion-Referenced Growth in Language	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		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
							<b>0</b>
Notes							

SAGE --- ACADEMIC FRAMEWORK (2014-2015 data)

<p><b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b></p> <p><b>Are students making expected annual academic growth in reading compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30<sup>th</sup> 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><b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b></p> <p><b>Are students making expected annual academic growth in math compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in math falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30<sup>th</sup> 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><b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b></p> <p><b>Are students making expected annual academic growth in language compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30<sup>th</sup> and 42<sup>th</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30<sup>th</sup> 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><b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b></p> <p><b>Is the school increasing subgroup academic performance over time?</b></p> <p><b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.  <b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.  <b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.  <b>Falls Far Below Standard:</b> 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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INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity</b>  <b>Coursework</b>	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
<b>Notes</b>						<u>0</u>	
<b>Measure 4b1</b> <b>College Entrance</b> <b>Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
<b>Notes</b>						<u>0</u>	
<b>Measure 4b2</b> <b>College Entrance</b> <b>Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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				
<b>Notes</b>						<u>0</u>	
<b>Measure 4c</b> <b>Graduation Rate</b>	<b>Are students graduating from high school?</b>	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
<b>Notes</b>	The school did not serve 12th graders in 2013-14, thus no graduation rate is available.						<u>0</u>



SAGE --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
<b>Measure 1</b> <b>Is the school helping young students reach proficiency in reading?</b>  <b>Exceeds Standard:</b> More than 94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI). <b>Meets Standard:</b> 80%-94% of 3rd grade students achieved benchmark proficiency on the spring IRI.  <b>Does Not Meet Standard:</b> 50%-79% of 3rd grade students achieved benchmark proficiency on the spring IRI. <b>Falls Far Below Standard:</b> Less than 50% of 3rd grade students achieved benchmark proficiency on the spring IRI.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			300	
	83	240	240	
			120	
			0	
			<b>240.00</b>	
<b>Notes</b>	Results will be reported to the PCSC by October 1 of each year.			
<b>Measure 2</b> <b>Is the school successfully encouraging 12th grade IB diploma candidate students to participate in IB examinations?</b>  <b>Exceeds Standard:</b> More than 50% of 12th grade IB diploma candidate students participated in at least 3 final exams. <b>Meets Standard:</b> 40%-50% of 12th grade IB diploma candidate students participated in at least 3 final exams. <b>Does Not Meet Standard:</b> 30%-40% of 12th grade IB diploma candidate students participated in at least 3 final exams. <b>Falls Far Below Standard:</b> Less than 30% of 12th grade IB diploma candidate students participated in at least 3 final exams.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			200	
			160	
			80	
			0	
			<b>0.00</b>	
<b>Notes</b>	No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year. <a href="#">Sage did not serve 12th grade students during the 2014-15 school year; therefore, this measure is not applicable.</a>			

SAGE --- MISSION-SPECIFIC FRAMEWORK

Measure 3	Result	Points Possible	Points Earned
<p><b>Is the school supporting high school students through the successful completion of IB diplomas?</b></p> <p><b>Exceeds Standard:</b> More than 30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p><b>Meets Standard:</b> 20%-30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p><b>Does Not Meet Standard:</b> 10%-20% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p> <p><b>Falls Far Below Standard:</b> Less than 10% of fully enrolled 12th grade diploma program candidate students received the IB diploma.</p>		<p>200</p> <p>160</p> <p>80</p> <p>0</p>	<p style="text-align: right;"><u>0.00</u></p>
<p><b>Notes</b></p> <p>No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year. <a href="#">Sage did not serve 12th grade students during the 2014-15 school year; therefore, this measure is not applicable.</a></p>			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>			
	<p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>	No instances of non-compliance documented	25	25.00
	Notes	0		25.00
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>			
	<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>	No instances of non-compliance documented	25	25.00
	Notes	15	0	25.00
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>			
	<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>	No instances of non-compliance documented	25	25.00
	Notes	15	0	25.00

		Result	Points Possible	Points Earned
<b>Measure 1d</b> <b>English Language Learners</b>	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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.		15	
	<b>Does Not Meet Standard:</b> 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.		0	
Notes		25.00		
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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.		15	
	<b>Does Not Meet Standard:</b> 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.		0	
Notes		25.00		
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Does Not Meet Standard:</b> 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.		0	
Notes		25.00		

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p>	No instances of non-compliance documented	25	25.00
	<p><b>Meets Standard:</b> 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>		15	
	<p><b>Does Not Meet Standard:</b> 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>		0	
	Notes			
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 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>	No instances of non-compliance documented	25	25.00
	<p><b>Meets Standard:</b> 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>		15	
	<p><b>Does Not Meet Standard:</b> 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>		0	
	Notes			
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p>	No instances of non-compliance documented	25	25.00
	<p><b>Meets Standard:</b> 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>		15	
	<p><b>Does Not Meet Standard:</b> 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>		0	
	Notes			

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				

SAGE --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
<b>Measure 6a Additional Obligations</b>	<b>Is the school complying with all other obligations?</b>			
	<p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	See note	25	25.00
			0	
				25.00
<b>Notes</b>	<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>			



SAGE --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet Standard:</b> 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. <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>  Current Ratio is: 6.01    50    50.00  10 0 <u>50.00</u>	
Notes			
<b>Measure 1b</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>  <b>Meets Standard:</b> 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> <b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>  No. of Days Cash: 17    10    10.00  0 <u>10.00</u>	
Notes			
<b>Measure 1c</b> <b>Enrollment Variance</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>  <b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year. <b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year. <b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>  Variance is: 100.40%    50    50.00  30 0 <u>50.00</u>	
Notes			
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.  <b>Does Not Meet Standard:</b> Not applicable  <b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>  No default or delinquency noted in audit    50    50.00  10 0 <u>50.00</u>	
Notes			

INDICATOR 2: SUSTAINABILITY MEASURES			
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated 3-Year Total Margin</b></p> <p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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><b>Result</b></p> <p>Aggregated 3-Year Totals:</p> <p>2.20%</p>	<p><b>Points Possible</b></p> <p>50</p>	<p><b>Points Earned</b></p> <p>50.00</p>
<p><b>Notes</b></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 outcome.</p>			<p>10</p> <p>0</p> <hr/> <p>50.00</p>
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p> <p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9</p> <p><b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<p><b>Result</b></p> <p>Ratio is:</p> <p>0.2</p>	<p><b>Points Possible</b></p> <p>50</p>	<p><b>Points Earned</b></p> <p>50.00</p>
<p><b>Notes</b></p> <p>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>			<p>30</p> <p>0</p> <hr/> <p>50.00</p>
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p> <p><b>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</b></p> <p><b>Meets Standard (in one of two ways):</b> 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><b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative</p>	<p><b>Result</b></p> <p>Multi-Year Cumulative is:</p> <p>\$81,937</p>	<p><b>Points Possible</b></p> <p>50</p>	<p><b>Points Earned</b></p> <p>30.00</p>
<p><b>Notes</b></p> <p>Most recent year cash flow trend is negative (-\$10,270)</p>			<p>0</p> <p>30</p> <hr/> <p>30.00</p>
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p> <p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not Applicable</p>	<p><b>Result</b></p> <p>Ratio is:</p> <p>7.62</p>	<p><b>Points Possible</b></p> <p>50</p>	<p><b>Points Earned</b></p> <p>50.00</p>
<p><b>Notes</b></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 outcome.</p>			<p>0</p> <hr/> <p>50.00</p>

SAGE --- 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	20.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	67.75	0.00			
	2b	75	53.42	34.53			
	2c	75	52.58	48.55			
Growth	3a	100	86.00	0.00			
	3b	100	44.91	0.00			
	3c	100	66.92	0.00			
	3d	75	45.67	0.00			
	3e	75	34.23	0.00			
	3f	75	42.78	0.00			
College & Career Readiness	3g	100	66.00	0.00			
	4a	50	0.00	0.00			
	4b1 / 4b2	50	0.00	0.00			
	4c	50	0.00	0.00			
Total Possible Academic Points Received		1050	595.26	98.08	0.00	0.00	0.00
% of Possible Academic Points for This School			66.14%	56.04%	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
Early reading (IRI)	1	300	N/A	30.86			
IB Exam Participation	2	200	N/A	0			
IB Diploma Completion	3	200	N/A	0			
Total Possible Mission-Specific Points Received		700	0.00	30.86	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	80.01%	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	25	25			
	1c	25	15	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	15	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	25	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	10	10			
	1c	50	50	50			
	1d	50	50	50			
Sustainability Measures	2a	50	50	50			
	2b	50	50	50			
	2c	50	50	30			
	2d	50	50	50			
Total Possible Financial Points Received		400	360.00	340.00	0.00	0.00	0.00
% of Possible Financial Points for This School			90.00%	85.00%	0.00%	0.00%	0.00%

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



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

Alison Consoletti, The Center for Education Reform



# Sage International Charter School



## ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://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](https://chartercommission.idaho.gov).

## School Overview

<b>Mission Statement</b>	<p>Sage aims to develop students who are citizens of the world. We do this by employing best practices from data collected on education around the globe. Sage International School of Boise is a community structured around an international inquiry based curriculum that cultivates intellectual depth, curiosity, cultural understanding, sustainable living and passionate human beings that approach the world with intention, ready to participate and engage in local and global issues.</p>	
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>• The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>• Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> <li>• The Sage outdoor education program is intertwined into the IB curriculum through interdisciplinary units of study in an outdoor classroom setting. The outdoor program also supports the IB attributes in a non-classroom environment. The program incorporates 8 school days of outdoor adventure and academics to every student in grades 6-10. Also, the outdoor program addresses the concern that all students should take responsibility for their lifelong personal, social and physical well-being.</li> </ul>	
<b>School Contact Information</b>	Address: 457 E. Parkcenter Blvd. Boise, ID 83706	Phone: 208-995-0300
<b>Surrounding District</b>	Boise School District	
<b>Opening Year</b>	2010	
<b>Current Term</b>	April 17, 2014 - June 30, 2019	
<b>Grades Served</b>	K - 12	
<b>Enrollment</b>	Approved: 1,200	Actual: 548



	School	Surrounding District	State
Non-White	18.68%	21.82%	22.56%
Limited English Proficiency	.21%	8.33%	6.24%
Special Needs	3.40%	10.84%	9.46%
Free & Reduced Lunch	.64%	43.54%	47.07%

School Leadership	Role
Suzanne Metzgar	Chair
Brian Moore	Vice Chair
Stephanie Wicks	Secretary
Robert Shappee	Treasurer
Chris Marshall	Member
Don Keller	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: Sage International School of Boise Year Opened: 2010 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

### 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.

SAGE INTERNATIONAL SCHOOL OF BOISE --- 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%	20.00	25	3%	20.00
	1b	25	2%	15.00	25	3%	15.00
Proficiency	2a	75	5%	67.75	75	8%	67.75
	2b	75	5%	53.42	75	8%	53.42
	2c	75	5%	52.58	75	8%	52.58
	3a	100	7%	86.00	100	11%	86.00
Growth	3b	100	7%	44.91	100	11%	44.91
	3c	100	7%	66.92	100	11%	66.92
	3d	75	5%	45.67	75	8%	45.67
	3e	75	5%	34.23	75	8%	34.23
	3f	75	5%	42.78	75	8%	42.78
	3g	100	7%	66.00	100	11%	66.00
	College & Career Readiness	4a				0	0%
4b1 / 4b2					0	0%	0.00
4c					0	0%	0.00
Total Possible Academic Points		900			900		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			900	100%	
<b>Total Academic Points Received</b>				595.26			595.26
<b>% of Possible Academic Points for This School</b>				66.14%			66.14%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Early reading (IRI)	1				0	0%	0.00
IB Exam Participation	2	Mission-specific data is not available for this reporting period.			0	0%	0.00
IB Diploma Completion	3				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
<b>Total Mission-Specific Points Received</b>				0.00			0.00
<b>% of Possible Mission-Specific Points Received</b>				0.00%			#DIV/0!

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	1500				900		
<b>TOTAL POINTS RECEIVED</b>				595.26			595.26
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				39.68%			66.14%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	15.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	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
<b>TOTAL OPERATIONAL POINTS</b>		400	100%	380.00
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	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
<b>TOTAL FINANCIAL POINTS</b>		400	100%	360.00
<b>% OF POSSIBLE FINANCIAL POINTS</b>				90.00%

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.

SAGE INTERNATIONAL SCHOOL OF BOISE --- 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
<b>Honor</b> 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.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	<b>90.00%</b>
<b>Good Standing</b> 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.	55% - 74% of points possible	<b>66.14%</b>	80% - 89% of points possible	<b>88.75%</b>	65% - 84% of points possible	
<b>Remediation</b> 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.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<b>Critical</b> 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.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<b>Measure 1a</b> Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?  <b>Exceeds Standard:</b> School received five stars on the Star Rating System. <b>Meets Standard:</b> School received three or four stars on the Star Rating System. <b>Does Not Meet Standard:</b> School received two stars on the Star Rating System. <b>Falls Far Below Standard:</b> School received one star on the Star Rating System.	Result (Stars)	Points Possible			Points Earned	
		5	25				
		4	20			20	
		3	15				
		2	0				
		1	0			20	
Notes							
<b>Measure 1b</b> State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?  <b>Exceeds Standard:</b> School was identified as a "Reward" school. <b>Meets Standard:</b> School does not have a designation. <b>Does Not Meet Standard:</b> School was identified as a "Focus" school. <b>Falls Far Below Standard:</b> 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							
<b>Measure 2a</b> ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		95.80	57-75	19	90-100	11	68
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							68
Notes							
<b>Measure 2b</b> ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		85.60	57-75	19	90-100	11	0
			38-56	19	65-89	25	53
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							53
Notes							
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		84.50	57-75	19	90-100	11	0
			38-56	19	65-89	25	53
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							53
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 3a</b> Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?						
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.	91.04	76-100	25	85-100	16	86
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							86
<b>Measure 3b</b> Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?						
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
		64.93	26-50	25	50-69	20	45
			0-25	25	1-49	49	0
Notes							45
<b>Measure 3c</b> Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?						
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	67
		79.15	26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes							67
<b>Measure 3d</b> Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		57-75	19	66-99	34	0
			38-56	19	43-65	23	46
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		20-37	18	30-42	13	0
			0-19	19	1-29	29	0
Notes							46
<b>Measure 3e</b> Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile. <b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		57-75	19	66-99	34	0
			38-56	19	43-65	23	0
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile. <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		20-37	18	30-42	13	34
			0-19	19	1-29	29	0
Notes							34

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	19	66-99	34	0
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.	49.00	38-56	19	43-65	23	43
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0
Notes							43

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
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.	60.00	51-75	25	45-69	25	66
	<b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0
Notes							66

**INDICATOR 4: COLLEGE AND CAREER READINESS**

Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned
Coursework	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
Notes				0

Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	<b>Falls Far Below Standard:</b> 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				0



SAGE INTERNATIONAL SCHOOL OF BOISE --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	<b>Exceeds Standard:</b> 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				
	<b>Meets Standard:</b> 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				
	<b>Does Not Meet Standard:</b> 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				
	<b>Falls Far Below Standard:</b> 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							0

Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0
Notes							0

SAGE INTERNATIONAL SCHOOL OF BOISE --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school helping young students reach proficiency in reading?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> More than 94% of 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).		300	
	<b>Meets Standard:</b> 80%-94% of 3rd grade students achieved benchmark proficiency on the spring IRI.		240	
	<b>Does Not Meet Standard:</b> 50%-79% of 3rd grade students achieved benchmark proficiency on the spring IRI.		120	
	<b>Falls Far Below Standard:</b> Less than 50% of 3rd grade students achieved benchmark proficiency on the spring IRI.		0	
				<b>0.00</b>
<b>Notes</b>	Results will be reported to the PCSC by October 1 of each year.			
<b>Measure 2</b>	<b>Is the school successfully encouraging 12th grade IB diploma candidate students to participate in IB examinations?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> More than 50% of 12th grade IB diploma candidate students participated in at least 3 final exams.		200	
	<b>Meets Standard:</b> 40%-50% of 12th grade IB diploma candidate students participated in at least 3 final exams.		160	
	<b>Does Not Meet Standard:</b> 30%-40% of 12th grade IB diploma candidate students participated in at least 3 final exams.		80	
	<b>Falls Far Below Standard:</b> Less than 30% of 12th grade IB diploma candidate students participated in at least 3 final exams.		0	
				<b>0.00</b>
<b>Notes</b>	No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year.			

SAGE INTERNATIONAL SCHOOL OF BOISE --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school supporting high school students through the successful completion of IB diplomas?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> More than 30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		200	
	<b>Meets Standard:</b> 20%-30% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		160	
	<b>Does Not Meet Standard:</b> 10%-20% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		80	
	<b>Falls Far Below Standard:</b> Less than 10% of fully enrolled 12th grade diploma program candidate students received the IB diploma.		0	
				<hr/> 0.00
<b>Notes</b>	No data will be available for measurement of this goal prior to 2016-2017. The school will communicate with PCSC staff in 2016-2017 regarding whether there is an adequate sample size for inclusion of this goal for that academic year. Based on Sage's projected enrollment growth, the school anticipates having an adequate sample size in 2017-2018 and thereafter. Results will be reported to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM																	
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Meets</td> <td>25</td> <td>25.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Meets	25	25.00		0				25.00			
	Result	Points Possible	Points Earned														
	Meets	25	25.00														
	0																
		25.00															
<p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>																	
Notes																	
<b>Measure 1b</b> <b>Education Requirements</b>	<b>Is the school complying with applicable education requirements?</b>	<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>25.00</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;">25.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25.00		15			0				25.00
	Result	Points Possible	Points Earned														
	No instances of non-compliance documented	25	25.00														
	15																
	0																
		25.00															
<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>																	
Notes																	
<b>Measure 1c</b> <b>Students with Disabilities</b>	<b>Is the school protecting the rights of students with disabilities?</b>	<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>See note</td> <td>15</td> <td>15.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">15.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25		See note	15	15.00		0				15.00
	Result	Points Possible	Points Earned														
		25															
See note	15	15.00															
	0																
		15.00															
<p><b>Exceeds Standard:</b> 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.</p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>																	
Notes	<p>Special education files were out of compliance early in the 2013-14 school year; the matter was resolved by February 2014.</p>																

		Result	Points Possible	Points Earned
<b>Measure 1d</b> English Language Learners	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds Standard:</b> 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.	No instances of non-compliance documented	25	25.00
	<b>Meets Standard:</b> 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.		15	
	<b>Does Not Meet Standard:</b> 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.		0	
Notes				25.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> Financial Reporting and Compliance	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds Standard:</b> 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.		25	
	<b>Meets Standard:</b> 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.	See note	15	15.00
	<b>Does Not Meet Standard:</b> 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.		0	
Notes	The FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.			15.00
<b>Measure 2b</b> GAAP	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>			
	<b>Meets Standard:</b> 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.	See note	25	25.00
	<b>Does Not Meet Standard:</b> 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.		0	
Notes	FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability. However, this is a common finding due to the expense involved in performing calculations that do not meaningfully impact a school's financial status; for this reason, the score is not affected.			25.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>			
	<b>Exceeds Standard:</b> 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
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> 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

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p>	No instances of non-compliance documented	25	25.00
	<p><b>Meets Standard:</b> 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>		15	
	<p><b>Does Not Meet Standard:</b> 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>		0	
Notes				<hr/> 25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 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>	No instances of non-compliance documented	25	25.00
	<p><b>Meets Standard:</b> 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>		15	
	<p><b>Does Not Meet Standard:</b> 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>		0	
Notes				<hr/> 25.00
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p>	No instances of non-compliance documented	25	25.00
	<p><b>Meets Standard:</b> 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>		15	
	<p><b>Does Not Meet Standard:</b> 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>		0	
Notes				<hr/> 25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>  <b>Exceeds Standard:</b> 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.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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				




SAGE INTERNATIONAL SCHOOL OF BOISE --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p><b>Is the school complying with all other obligations?</b></p> <p><b>Meets Standard:</b> 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>	No instances of non-compliance documented	25	25.00
	<p><b>Does Not Meet Standard:</b> 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>		0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES				
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet Standard:</b> 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. <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<b>Result</b>	<b>Points Possible</b>	
				<b>Points Earned</b>
		Ratio is 7.75	50	50.00
			10	
	0	<u>50.00</u>		
<b>Notes</b>				
<b>Measure 1b</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>  <b>Meets Standard:</b> 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>  <b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	<b>Result</b>	<b>Points Possible</b>	
				<b>Points Earned</b>
			50	
		26 days cash and trend is positive	10	10.00
	0	<u>10.00</u>		
<b>Notes</b>				
<b>Measure 1c</b> <b>Enrollment Variance</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>  <b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year. <b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year. <b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.	<b>Result</b>	<b>Points Possible</b>	
				<b>Points Earned</b>
		Variance is 99%	50	50.00
			30	
	0	<u>50.00</u>		
<b>Notes</b>				
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. <b>Does Not Meet Standard:</b> Not applicable  <b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.	<b>Result</b>	<b>Points Possible</b>	
				<b>Points Earned</b>
		No default or delinquency noted in audit	50	50.00
			0	
		<u>50.00</u>		
<b>Notes</b>				

SAGE INTERNATIONAL SCHOOL OF BOISE --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>			
	<b>Meets Standard:</b> 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>	Aggregate is 1.4% and total is 3.9%	50	50.00
	<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	<b>Falls Far Below Standard:</b> 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.		0	
				50.00
<b>Notes</b>				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>			
	<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9	Ratio is .18	50	50.00
	<b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0		30	
	<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0		0	
				50.00
<b>Notes</b>				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>		0	
	<b>Meets Standard (in one of two ways):</b> 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>	Multi-year is \$116,250 and all years are positive	50	50.00
	<b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative		0	
				50.00
<b>Notes</b>				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>			
	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1	Ratio is 9.96	50	50.00
	<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1		0	
	<b>Falls Far Below Standard:</b> Not Applicable			
				50.00
<b>Notes</b>				



“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, Sage was exempt from the pre-renewal site visit.

## **PRE-RENEWAL SITE VISIT RUBRIC**

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 17<sup>th</sup> day of April, 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and The Sage International School of Boise, A Public Charter School, Inc., commonly known as Sage International School of Boise (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 July 23, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; 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 2010. 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 **April 17, 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.** Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.
- B. Grades Served.** The School may serve students in kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The International Baccalaureate Academic K-12 Curriculum K aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB



Schools focus on a challenging international education, rigorous assessment and college readiness.

- The International Baccalaureate Attributes profile, highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.
- Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.

**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 1,200 students. Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

- 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.** 547 E. Parkcenter Blvd, Boise, Idaho, 83706. 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: Boise School District #1.
- 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 April 17, 2014.

*Alan Reed*

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**Chairman, Idaho Public Charter School Commission**

*Suzanne Metzger*

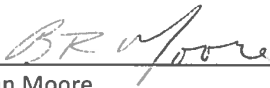
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**Chairman, The Sage International School of Boise, a Public Charter School, Inc. Board**

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



\_\_\_\_\_  
Alan Reed  
Chairman, Idaho Public Charter School Commission



\_\_\_\_\_  
Bryan Moore  
Chairman of the Board, Sage International 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**

The Sage International School of Boise, A Public Charter School, Inc.  
April 17, 2014

No conditions of authorization or renewal are applicable.

## **Appendix B: Charter**



**S A G E**  
INTERNATIONAL SCHOOL  
OF BOISE

**Sage International School of Boise, a Public Charter  
School, Inc.**

**457 E. Parkcenter Blvd.  
Boise, ID 83706  
208-343-SAGE**

**[info@sageinternationalschool.org](mailto:info@sageinternationalschool.org)**  
**[www.sageinternationalschool.org](http://www.sageinternationalschool.org)**

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# **TAB 1: Articles of Incorporation, By-Laws, Signatures, and Vision Statement, Mission Statement, Educational Philosophy**

## **Articles of Incorporation**

Appendix A provides a copy of the Articles of Incorporation and By-Laws for The Sage International School of Boise (hereafter referred to as Sage or Sage International), a Public Charter School, Inc.

## Signatures of Qualified Electors

**Petition of Community Members Supporting the Charter:** Appendix B is a petition signed by members of the Boise School District who are enthusiastically in favor of the creation of the Sage International School of Boise as a Public Charter School.

## **Vision Statement**

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

## **Mission Statement**

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.



# Educational Philosophy

*“The limits of my language mean the limits of my world.”*

- Ludwig Wittgenstein

In keeping with the goals and objectives outlined in Idaho State Code 33-1612, Sage International School of Boise, a Public Charter School, Inc., submits this application for a new Public Charter School. Our educational philosophy is grounded in the core belief that an international education should be provided to all members of our community so that together, we can create a learning community that fulfills the mission for education set forth by the legislature in the State of Idaho.

Sage International School of Boise, a Public Charter School, Inc., is also referred herein as ‘Sage International School’ and ‘Sage’.

A thorough system of public schools in Idaho is one in which:

- A safe environment conducive to learning is provided;
- Educators are empowered to maintain classroom discipline;
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
- The skills necessary to communicate effectively are taught;
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
- The skills necessary for students to enter the work force are taught;
- The students are introduced to current technology; and
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The focus of Sage International School is K-12<sup>th</sup> grade education, and, in particular, addresses the lack of internationalism and foreign language education in all other same-age educational programs in the State of Idaho. Our research into the question of multi-lingualism has shown that the vast majority of experts in the field agree that in language development there is a “window of opportunity” in which the child learns a language normally (Curtiss). After this period, the brain becomes slowly less plastic and, by the time the child reaches adolescence, the brain cannot develop “richly and normally any real cognitive system, including language” (“Language Learning and the Developing Brain” 18). Study after study shows that “mini”, or “taste of” courses in language (or even the standard two years of foreign language in high school) do little or nothing towards actually learning (and retaining) a second language.

It is only rich, meaningful exposure to a foreign language, and importantly, language instruction *at an early age*, which results in second language competence. In terms of linguistic proficiency, “the children who did by far the worst with regard to grammatical competence, pronunciation, accent, phonology, morphology, syntax, were the children who had restricted instruction in another language in the classroom – precisely the situation faced by the vast majority of American students studying foreign language – in what experts might well say is the wrong place at the wrong time” (Pettico, 2002). In their study “What We Can Learn From Foreign Language Teaching In Other Countries,”

Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian examined information about language teaching methodologies, strategies, and policies in countries from around the world. They collected their data from educators and policy makers in 19 countries with the hope that other countries' successes and failures could inform language teaching in the United States. Respondents shared numerous "top" tips for language instruction (including use of technology, communicative teaching methodologies, and rigorous teacher training), and most important of all factors they reported, was "getting an early start" with language education. Many respondents confirmed that beginning foreign language study early promotes achievement of higher levels of language proficiency. Seven of the countries studied have widespread or compulsory education in foreign languages by age 8, and another eight countries introduce foreign languages in the mid or upper elementary grades. In most cases, a second foreign language is offered or required in the elementary grades. This contrasts starkly with the United States, where the majority of students who study a foreign language do not start before age 14.

Sage International School of Boise will increase student learning by creating the "right place at the right time." We seek to create an enriching environment for students and their families as members of our learning community. Instead of teaching language in isolation, it will be a natural part of everyday interaction. Our students will begin foreign language instruction at a young age, which allows us to take advantage of the natural elasticity of the brains of young children. In addition to competency advantages early second language learners have over their older peers, children who are exposed to more than one language through rich and early exposure are "cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning. [This is] because they are switching languages and have access to multiple meanings, have part of their brain massaged like a muscle. Then there's the spillover of that amazing honing of their linguistic abilities, making them more cognitively advanced. These children are reaching the classic Piagetian stages of, say, conservation, years in advance of their monolingual peers -- just by virtue of the gain from being multilingual, from being bilingual" (Pettico). In short, children who learn a second language at an early age are stronger than their monolingual peers at an astounding variety of intellectual skills: math, logic, reasoning, music, language and literacy, problem solving, to name but a few.

Studies by a large number of scholars (Cooper, Saunders, Armstrong, among others) have found a consistently positive correlation between second language acquisition and results on a wide variety of standardized and intelligence tests. In their study entitled "The Plattsburgh French language immersion program: Its influence on intelligence and self-esteem," D.D. Samuels and R.J. Griffore (1979) tested 6-year-olds after 1 year in French immersion with the WISC and Purdue Self Concept Scale and found significant differences in favor of immersion students on Performance IQ and Picture Arrangement Object Assembly. Starting in the 1960's and continuing into the 1990's, some 12 dozen studies were conducted on the relationship between learning a second language early in life and cognitive ability. In his article entitled "The Cognitive, Academic and Attitudinal Benefits of Early Language Learning" D.W. Robinson summarizes many of these studies, concluding, "the picture that emerges is [...] a youngster who experiences two language systems [has] a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities." The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies. Dumas' study of 13,200 third and fifth graders in Louisiana public schools reveals that regardless of race, gender or academic level, kids taking foreign language classes did better in the English section of the Louisiana Basic Skills Test than those who did not. Data from the College Board's 1992 edition of College Bound Senior

revealed those students who had had four or more years of foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area.

We anticipate that our students at Sage will follow trends indicated in these and other studies and advance beyond their monolingual peers not just in core areas such as English, mathematics, and social studies, but in other disciplines as well including history, cultural understanding, music and the arts. Our curriculum makes language learning not only more *natural* but indeed, more *meaningful*. Our goals at Sage are not only to produce well-educated citizens of the world, but to instruct the minds of those who will shape our future – individuals with strong reasoning and analytical skills which can be brought to the table regardless if the setting is in a board room or a kitchen.

The International Baccalaureate curriculum offers an ideal context for foreign language instruction as well as rigorous academic instruction in other subjects. Following approval of our charter, we will be able to apply to become a candidate school for the high-demand International Baccalaureate Primary Years Programme Curriculum (See Appendix C). As Sage grows into higher grades, we will be able to apply to become a candidate school for the IB Middle Years Programme and Diploma Programme. One of our goals and intended results is to produce students who are, as studies have shown bilingual children to be, “cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning” (Pettico). Additionally, our students will gain cultural competency, which will allow them to be highly functioning in foreign cultures, learn increased empathy for differences, and gain a heightened sense of self-esteem and self-awareness.

To put U.S. students on par with students in other countries, foreign language must become part of the core curriculum from K –12<sup>th</sup> grade. Genesee and Cloud argue that basic education in the new millennium must include second and third languages if the United States is to cope with the unprecedented growth in diversity within its borders and also continue to compete successfully in the global marketplace. As we have already mentioned, extensive research indicates that foreign language study provides both cognitive and sociocultural benefits. Cloud and Genesee (1998) conclude, “Linguistic and cultural competence will be the mark of the well-educated citizen of the 21<sup>st</sup> century.”

In their *Time Magazine* article entitled “How to Build A Student for the 21<sup>st</sup> Century,” Wallis and Steptoe lay out recommendations for a very different kind of education than what is provided by the current public education system. For example, they indicate that a student needs to have a base of extensive core knowledge. Further, they underscore, students need to learn with a cross-disciplinary curriculum that culminates in creativity and innovation. This is exactly what the PYP intends to do. We are excited about the opportunities afforded to us through our planned participation in the International Baccalaureate (IB) Program to aid us in fulfilling these goals and recommendations. IB is predominantly an inquiry-based curriculum approach to education. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher that moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories

- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems

Therefore, IB, with its emphasis on meaning and understanding, attaches great importance to all areas of the curriculum – the written, the taught and the assessed components – to the exploration of a core set of concepts:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

These concepts are important for two reasons. First, they provide consistency among IB schools, in which all students are working towards an understanding of these concepts. For example, questioning “What are the points of view?” expands the thinking of the students in all IB schools so that they take that essential first step in developing international awareness and the willingness to consider another's perspective. Secondly, they have relevance in all the traditional subject domains and influence the planning and delivery of the entire program. They therefore provide one of the most significant transdisciplinary elements in the program. Expressed as open-ended questions, they provide the initial momentum and the underlying structure for the exploration of the content of the whole program. These questions form a framework to which teachers can refer during the process of collaborative planning that is required by the IB. They focus the teachers’ thinking as they generate guiding questions specific to particular content, whether it be subject specific or related to transdisciplinary themes.

In this way, the concepts shape the extended, structured inquiry – units of inquiry that are a distinguishing feature of IB. Sage will plan and implement a set of these units each year in complete coordination with State of Idaho’s state standards and scope and sequence for students at every grade level. Collectively, these units form a transdisciplinary, coherent, school-wide component of IB, the program of inquiry.

The subject-specific bodies of knowledge, together with the program of inquiry, provide a comprehensive, well-balanced curriculum that requires children to reflect on their roles and responsibilities and to participate fully in the learning process. The concepts help the teacher to make the classroom a stimulating and provocative place, where the child's point of view, supported by knowledge, skill, reflection and understanding, is both valued and made useful.

We feel confident that the teaching of foreign languages and cultures through the inquiry-based program set forth by the International Baccalaureate Organization will allow Sage to meet its goals of creating well-educated citizens of the world. Our students, with their successes, will make Idaho a leader in terms of preparing and educating our children for the future. Our students are ready to rise to the challenge – and are ready for Sage International School to truly help make them citizens of the world.

## **TAB 2: Proposed Operation and Potential Effects of the Public Charter School: Target Population, Facilities, Administrative Services, Potential Civil Liability, and Insurance for Liability and Property Loss**

### **Primary Attendance Area**

The primary attendance area for Sage International School will be identical to the Boise School District.

### **Target Student Population & Enrollment Capacity of the Charter School**

Sage International will open in the fall of 2010 with grades Kindergarten through 7th. The school will start with 2 classrooms of Kindergarten (1 full-day and 1 half-day) and 2 classrooms of 1<sup>st</sup> grade. Each year thereafter, we plan to add an additional class to each grade (i.e. in Year 2 we will add a second classroom of 2<sup>nd</sup> grade) and an additional grade (i.e. in Year 2 we will add an 8<sup>th</sup> grade) up to 12<sup>th</sup> grade. Expansion in Year 2 and beyond will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Our long-term goal is to provide kindergarten through 12th grade education.

Note: the IB Primary Years Program is designed for ages 3 thru 12; however Sage will only use the curriculum for grades K – 5 (approximately ages 5 through 10) initially. The Board of Directors will look into the feasibility of extending the IB program to grades 6 through 12 after establishing the PYP.

The anticipated Year 1 enrollment at Sage International School will be capped at 254 students.

Sage International School will offer three (3) kindergarten classes - two (2) full-day classes and one (1) half-day class. For the two (2) full-day kindergarten classes, parents will cover the difference in cost from a state funded half-day to full-day.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

## Potential Impact on Boise School District

We are aware that opening Sage International School will have a potential impact on the Boise School District; however our unique program of offering an International Baccalaureate program will offer a new opportunity for parents seeking school choice and innovative curriculum. In Year 1 of opening, Sage will have a maximum of 254 students. However, the impact on the Boise School District will likely be lower than 254 because Sage students will also come from out of the district, home schools, students moving from out of state, etc. Overall, demand for charter schools is high. Based on the 2006 "Charter Schools in Idaho" Report by Dale Ballou, there were 4,671 students on charter school waiting lists in the 2005-2006 school year; recent data from the Idaho Charter School Network indicates that there were over 6000 students on charter school waiting lists in the Treasure Valley in 2007-2008.

Data gathered during our first four (4) years of operation indicates approximately 65% of our student population is made up of students coming from Boise School District schools. 35% of students are from other charters, private schools, home schools, virtual schools, and from out of district.

## Facilities

*"Whatever good things we build end up building us."*

*-Jim Rohn*

Sage International School will begin operations in a lease-based facility in the Boise School District attendance area. Once the charter petition is approved, Sage International School will enter into a lease agreement in spring of 2010.

Please see Tab 10 for further discussion of facilities and Appendix F for example lease options considered for the school's opening. As the school grows, additional facilities may be secured as needed and as finances allow. In addition to financial and physical needs, priority will be given to keeping lower and upper grades in close proximity, and to securing locations that allow students access to cultural, natural and/or educational amenities in the surrounding community.

## Administrative Services

Administrative services and day-to-day operations will be provided by Sage International School of Boise Principal (State Certification required) in coordination with the school's board of directors. The principal shall assume broad responsibilities concerning but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison

### **Insurance for Liability and Property Loss**

The Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Sage International School will procure and maintain a policy of general liability insurance and errors and omissions insurance. The Board of Directors will be responsible for soliciting bids for insurance on behalf of Sage International School. Insurance companies who have maintained a rating of "A" according to the A.M. BEST COMPANY will provide insurance. Sage International School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. A copy of the proof of insurance will be given to the Public Charter School Commission each time it is renewed for continuous coverage.

## **TAB 3: Educational Program and Goals: Definition of Educated Person; Educational Program and Goals; Fulfillment of Educational Thoroughness Standards; Special Education Services; Dual Enrollment Provisions**

*Students of the 21<sup>st</sup> century are going to need a very different kind of education than most of us have had and the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth.*

*-National Center on Education and the Economy 2007*

### **Definition of Educated Person and How Learning Best Occurs**

An educated person is a citizen of the world that demonstrates knowledge about self, about the world we live in, and the history that has led us to where we are. Beyond this knowledge, the educated person is a lifelong learner, seeking new knowledge wherever and whenever possible. In addition, this person possesses the communication and interpersonal skills necessary to speak and write clearly, effectively and persuasively. An educated person is competent in multiple languages.

An educated person listens to others' ideas respectfully and thoughtfully and accepts them or rejects them on the basis of clear and logical thinking. This person utilizes resources and technology to find information both personally and academically. He or she possesses the analytical skills needed to solve problems, think across disciplines and make decisions. As an involved member of the community, this person possesses values that enable him or her to show tolerance and respect or cultural, ethnic and intellectual diversity.

### **Educational Program and Goals**

*"The aim of education should be to teach us rather how to think, than what to think."*

*-James Beattie*

Our educational philosophy is grounded in the core belief that an international education be provided to all members of our neighborhood so that together, we can create a learning community that fulfills the mission for education set forth by the legislature of the State of Idaho.

As we advance into the 21<sup>st</sup> century, our children will enter an ever-shrinking globalized community. Today's students must be equipped with the traditional academic disciplines and 21<sup>st</sup> century skills like creativity, innovation, social and emotional intelligence and being able to think across disciplines and international boundaries. Curriculum will have to have "an international focus and students will need to be able to grasp issues beyond our national border. "They will need the ability to learn very quickly and see patterns where others see only chaos" (Wallis and Steptoe).



Upon approval and on opening, Sage International School of Boise will begin the application process to the International Baccalaureate (IB) Organization for full accreditation as a Primary Year Program (PYP) “International Baccalaureate World School.” In subsequent years, Sage will apply for full accreditation as a Middle Year Program and Diploma Program, to offer the full continuum of the IB. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, create a better and more peaceful world.

In addition to our core program (the PYP, the MYP, and the DP), students at Sage International School of Boise will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning and outdoor and environmental education.

Students at Sage International School will strive to be:

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles,

ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Language at Sage International School**

Students at Sage International School will have intensive foreign language instruction. When employers and universities look at applicants, they do not start looking at the bottom of the list to see who has done only the minimal amount of requirements necessary or taken the easiest route available, they start at the top of the list and look for those students who have risen above the rest. Foreign language instruction in languages that are increasingly relevant in the 21<sup>st</sup> century will empower Sage graduates to become citizens of the world, solving global problems.

#### **The International Baccalaureate Continuum at Sage International School of Boise**

**Primary Years Programme (PYP).** Recognized globally as one of the best academic preparation programs in the world to help students succeed in college and beyond, the International Baccalaureate (IB) Programme<sup>1</sup> offers:

- Curriculum and criteria-referenced assessments that reflect a rigorous, international standard
- Extensive opportunities for professional development and teacher training
- Philosophy of learning based on transdisciplinary learning and higher-order thinking skills, such as critical thinking and problem solving
- Worldwide network of educators sharing experiences informed by best practice from around the world
- Curriculum and assessment available for languages listed by the US Department of Education as “critical”, including Arabic, Chinese, Korean, Japanese, Russian, Hindi and Bengali.

A transdisciplinary program of international education designed to foster the development of the whole child, the International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

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<sup>1</sup> International Baccalaureate Program Information used with permission from the *Organisation du Baccalauréat International*, Geneva, Switzerland.

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Six transdisciplinary themes of global significance provide the framework for exploration and study:

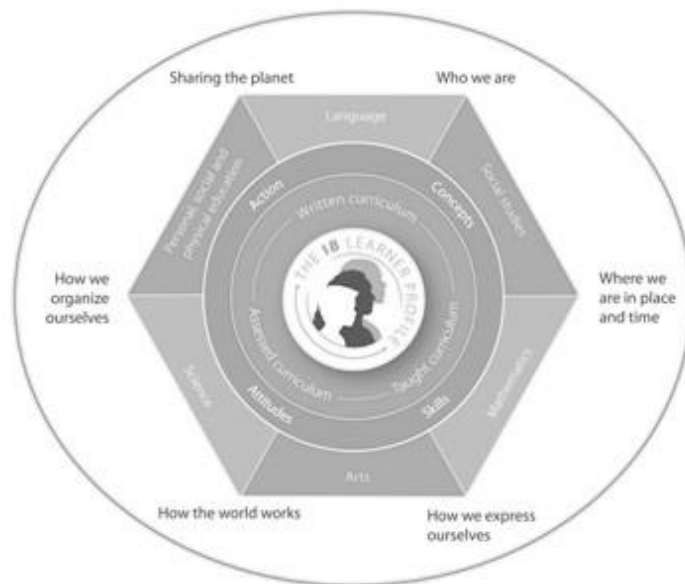
- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The program can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education.

The themes and subject areas outlined above form the knowledge element of the programme. Five essential elements—concepts, knowledge, skills, attitudes, action—appear at the center of the hexagon.



### Five essential elements

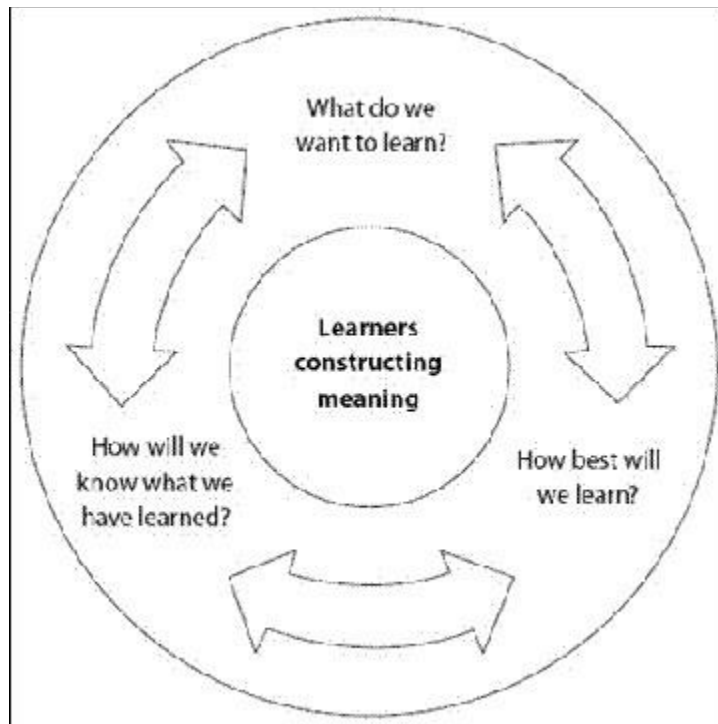
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

### Curriculum model

The curriculum is expressed in three interrelated ways:

- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the learned curriculum—how will we know what we have learned?



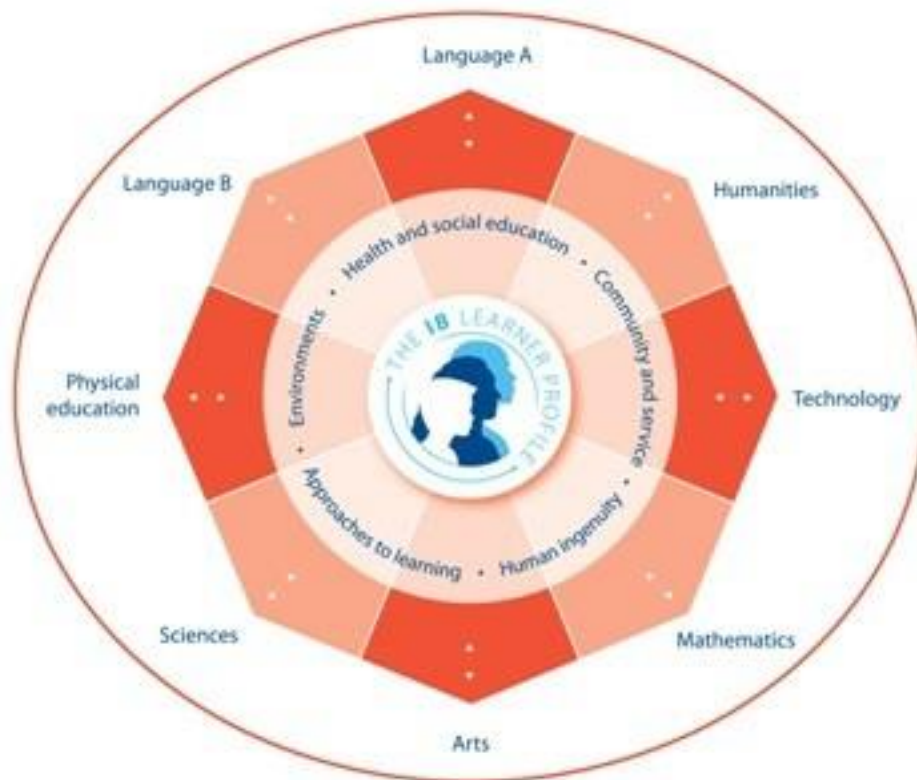
The International Baccalaureate Organization provides services (their curriculum is provided) in:

- English
- French
- Spanish

**Middle Years Programme.** Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness

- holistic learning
- communication.

Under certain conditions, schools may deliver the programme in any language, although IB services are provided in:

- English
- French
- Spanish
- Chinese.

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

### **The Diploma Programme (DP) and IB Career-Related Certificate (IBCC)**

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

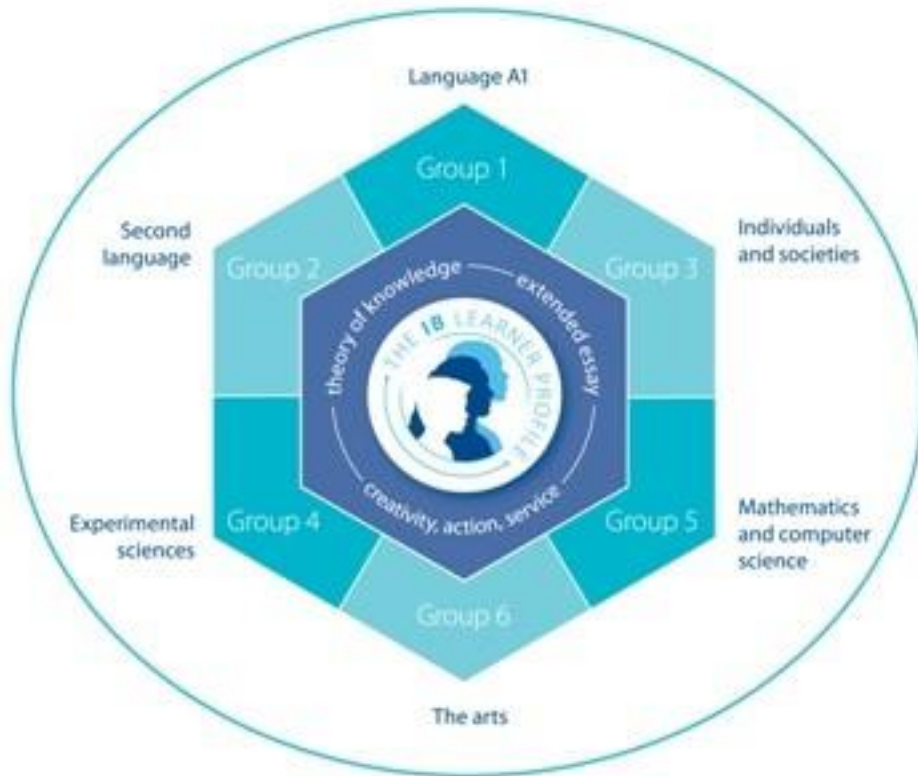
**The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

**Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

#### **Diploma Programme curriculum model**

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

### **The IBCC framework**

The IBCC consists of the study of Diploma Programme courses along with a unique IBCC core. The core includes community and service, the approaches to learning (ATL) course and a reflective project blended together to enhance individual critical thinking and intercultural understanding. These elements come together to help students develop the communication and personal skills necessary for success. Surrounding the IBCC core is the requirement of a minimum of two IB Diploma Programme courses. The core forms a bridge between the rigorous requirements of the IB Diploma courses and the targeted career-related courses chosen by the student.

In addition to the IBCC core and the career related and IB Diploma courses, students are expected to engage in the value added elements of a language acquisition course and a career-related course.

## **Thoroughness Standards (Idaho Code 33-1612)**

Sage International School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

### **Standard A: A safe environment conducive to learning is provided.**

*Goal:* Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

*Objectives:* Sage International School will:

- Develop guidelines for physical safety. These guidelines will include, but 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;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
- 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.**

*Goal:* Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

*Objectives:* Sage International School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- A school wide philosophy (e.g. Love and Logic) will be set for teachers to handle minor and major infractions in the classroom setting;
- Teach appropriate behaviors and foster responsible decision-making skills; and,
- Establish and maintain consistent rules 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.

*Objectives:* Sage International School will:



- Utilize the general philosophy of the IB program to instill appropriate values;
- Emphasize the importance of adults modeling important values at school;
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and,
- 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:* Teach students a range of effective communication skills appropriate for the 21st century using the IB program.

*Objectives:* Sage International School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g. e-mail, Internet, on-line learning); and,
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

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

*Goal:* Develop an international citizen for the 21st century through the IB program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

*Objectives:* Sage International School will:

- Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the IB program;
- Emphasize Foreign Language; and,
- A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

**Standard F: The skills necessary for the students to enter the workforce are taught.**

*Goal:* Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

*Objectives:* Sage International School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, 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; and,
- 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 workload; and working cooperatively with others to reach group consensus.

**Standard G: The students are introduced to current technology.**

*Goal:* Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

*Objectives:* Sage International School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Students completing the program at Sage International School will be proficient in using both a word processing and spreadsheet package; and,
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

**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 international citizens in their respective jobs and communities of the 21st century.

*Objectives:* Sage International School will:

- Provide a service learning experience that reflects responsible citizenship in a democratic society and an interdependent world;
- Enable students to develop the following habits of responsible international 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 workload; and working cooperatively with others to reach group consensus; and,

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Sage International School will achieve the Thoroughness Standards through its International Baccalaureate Programme curriculum and the unique aspects of the school.

## **Special Needs Students**

Sage International School supports the right of all students, including; English Learners, Gifted and Talented, and students with disabilities to equal access to educational opportunity. No student will be excluded from Sage International School, counseled out, or referred to other schools in the district because of their special needs.

Sage International School will conform to the requirements of the federal Individual with Disabilities Education Act and other federal laws. Also, Sage International School will use the Idaho Special Education Manual as a reference and guideline for developing individual education plans. Sage International School embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve their full potential. Sage will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, who may need special education, regardless of the severity of the disability.

### **A. Protocol for Identification and Evaluation**

#### **1. Pre-Referral**

Pre-referral is an initial step that may be prompted by observations by teachers, other staff, and/or parents. Records from previous schools may indicate special needs as well. The Pre-Referral Team will consist of the school's principal, one or more of the child's classroom teachers, and other specialized staff. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the child.

The ideal outcome of the pre-referral is prompt action to enable the learner to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, changes in classroom tasks or organization, changes in assessment, or changes in technology. If best efforts at intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

#### **2. Testing and the Multi-Disciplinary Team**

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the child for disabilities. The Multi-Disciplinary Team will consist of specialists from Sage or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have.

The permission of parents or guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

### **3. Conclusive Results of Testing and the Individual Education Plan**

If testing concludes that the child has a disability defined within the Individuals with Disabilities Education Act (IDEA), then an Individual Education Plan (IEP) will be developed for meeting the needs of the child in Least Restrictive Environment. The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the IEP's creation (staff, parents, and student.)

Students who do not qualify under IDEA may qualify for special services under Section 504 of the Rehabilitation Act of 1973. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under 504 will result in an Accommodation Plan.

#### **B. Programming**

Students with disabilities will work on their IEP goals while participating in the inquiry-based International Baccalaureate Programme . The IB program is flexible enough to allow students with disabilities to work at their own level of understanding. Teachers will represent information in multiple formats and media, using a variety of methods to engage and motivate students. Students will have multiple pathways for action and expression.

Whenever possible, students with disabilities will be included in general education classes. When necessary, special education students may receive services in a resource room. Special education staff and regular teachers will work closely together to best serve their learners with special needs. Parents will be involved in every step taken by the school in regard to their children with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

#### **C. Special Education Services**

If a student is found to be eligible for special educational services, Sage International School will provide services for the student in the following manner:

1. Instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the Individual Education Plan and will be provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
2. If necessary, Sage International School will contract with a private provider for the provisions of other related services outlined in the IEP.

**Other Services:** Students attending Sage International School of Boise who are identified as English Learner (EL), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at Sage International School.

**Corrective Action:** Those students not reading at grade level as determined by Idaho state assessments or computing grade level math as determined by Idaho state assessments will be identified and receive a variety of services to meet their learning needs.

## **Plan for dual enrollment participation**

Dual Enrollment is an option for all students as provided for in 33-203(7) of the Idaho State Code.

**Gifted and Talented Students:** (Idaho Code 33-2003) Sage will identify students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in *The Best Practices Manual for Idaho Gifted/Talented Programs*. Once identified, Sage will implement a modification of curriculum to provide a challenging educational experience.

Students enrolling with an active Individual Education Plan (IEP) will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

The IB Curriculum is well suited to meet the needs of students who are gifted and talented because the curriculum focuses on:

- Specific Academics – IB is a challenging curriculum through inquiry based education
- Intellectual – IB focuses on solving complex problems
- Leadership – IB has a strong service learning component
- Creativity – IB includes development of the whole child with a focus on problem solving
- Visual/Performing Arts – IB focuses on music, art, foreign language

**English Learners (EL):** Sage International School will do the following for students who are EL:

1. Identification of EL students: Sage International School will use the federal definition of EL as defined in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are English learners (EL). Students for whom English is a second language will be assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (IELA) will be used to assess English proficiency as EL progress through the school.
2. Program of services and instructional methods: Students who are eligible for the EL program will participate in the NCA EL program according to state and federal guidelines. State and Federally

mandated testing of EL students will be administered. EL services may be provided on-site or contracted out.

3. Curriculum: Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other EL instructional approaches. Educational Learning Plans (ELP) will be developed to support ELs. ELPs will be developed and overseen by teachers certified in Bilingual Education. With the IB focus on global education foreign language, and use of technology, ELs will be well supported to access the general curriculum.
4. Assessment: Relevant Curriculum Based Measures (CBM) and the IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the EL program.
5. Evaluation: The program will be evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration cards will include at least the question: what is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indication that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of "high quality language instruction.
- Those students placed in a program can be counted for state and Federal funding purposes.

## **Tab 4: Measurable Student Educational Standards and Standardized Testing; Methods for Measuring Student Progress; Ensuring State Accreditation; Provision for Improvement per NCLB**

### **Measurable Student Educational Standards and Standardized Testing**

Students at Sage International School of Boise will be tested with the same standardized tests as other Idaho public school students including the IRI, ISAT, DWA, DMA, and any other state assessments that may be required in the future. The charter school will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

In the IB Primary Years Program there are 6 units of inquiry for each grade. The Idaho State Standards for each grade level will be addressed in each of the units of inquiry and those standards that cannot be incorporated into the units will be covered by supplemental curriculum instruction.

Sage will strive to move all students toward highest proficiency levels on all standardized measures. The school will meet the Idaho Content Standards developed by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, Humanities, and Health.

If any of these goals are not met, Sage International School will re-examine its instructional practices and make appropriate improvements.

The following educational standards will be met:

1. Kindergarten, 80% of 1<sup>st</sup> and 2<sup>nd</sup> grade students attending Sage International School who have at least 90% attendance in a given calendar year will achieve a score of 3 on the spring IRI and by the end of 3<sup>rd</sup> grade 85% of students will receive a score of 3.
2. AYP targets for 3-8<sup>th</sup> grade students attending Sage International School that have at least 90% attendance in a given school calendar year will be met on the reading, math and language ISAT.
3. Upon the completion of each grade, all students will have produced a portfolio of learning that meets or exceeds the school's portfolio rubric. The rubric scoring guide will be developed by a collaborative team of teachers, PYP trainers, administrators, the Board of Directors and/or parents within the first year of operation.
4. Students enrolled in the language program will be assessed using a variety of established oral and written proficiency exams including those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL) (e.g. Student Oral Proficiency Assessment (SOPA))

and French as a Second Language Assessment Package). Quantitative norms will be established after the first full cycle of students.

5. High school students will successfully meet graduation requirements consistent with ID state requirements. In addition to meeting state graduation requirements and earning a regular high school diploma, high school students will have the option of working towards Diploma Programme graduation requirements, or the International Baccalaureate Career Certificate requirements, both of which are specified by the International Baccalaureate Organization . Targets for high school graduation are 100%.

**Assessment for the Middle Years Programme.** In addition to reaching a minimum of 80% of middle years (grades 6-9) students reaching proficiency levels on ISAT measures, the following assessment procedures will be used to determine student progress in the MYP.

1. Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

2. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

### **Assessment for the Diploma Programme.**

A minimum of 80% of 10<sup>th</sup> grade students will meet proficiency levels on all areas of the ISAT.

Additionally, students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.



The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

**Basic skills are also assessed, including:**

- retaining knowledge
- understanding key concepts
- applying standard methods.

## **Methods for Measuring Student Progress**

**Assessment and Evaluation:** Sage International School of Boise will emphasize assessment that enhances learning. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application and synthesis of the educational standards of the State of Idaho and the IB programme.

Sage International School of Boise will sample student performance by utilizing information from both standardized evaluations and alternative assessment measures. Performance will be assessed on at least three levels:

1. Student progress relative to previous performance will be assessed through a variety of written reports, oral presentations, and individual and group projects.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations of written work, oral presentations, and individual and group projects.
3. Performance will be assessed relative to district and state developed standards on the ISAT and other standardized tests.

## **Ensuring State Accreditation**

Sage International School of Boise's curriculum framework is built around our intention to apply for and become an "International Baccalaureate ("IB") World School." There are currently nearly 2,000 IB schools in 124 countries offering International Baccalaureate programmes to nearly 500,000 students. There are 665 IB World Schools in the United States offering one or more of the three IB programmes.

The International Baccalaureate Program is unique in that:

- It offers a continuum of education, consisting of three programs for students aged 3 to 18.

- It has a reputation for high-quality education sustained for over 35 years.
- The program encourages international-mindedness in its students. To accomplish this, students must first develop an understanding of their own cultural and national identity.
- The program encourages a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.

The IB curriculum we aspire to use meets or exceeds Idaho's State Standards. The IB program consists of five essential elements: concepts, knowledge, skills, attitude, and, action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas including: language, social studies, mathematics, the arts (including, but not limited to: drawing, painting, sculpture, collage, drama, dance, vocal and instrumental music), science and technology, and personal, social and physical education.

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, Sage will develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand other people.

At Sage, we will comply with all accreditations standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. An Accreditation Committee, selected by and working with the Board of Directors and the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal of the school will submit annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary / Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

### **Provision for Improvement per NCLB**

In the event that Sage International School does not make Adequate Yearly Progress (AYP) per NCLB, a team comprised of the principal, Board of Directors and additional inside/outside technical assistance will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including but not limited to curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

## **TAB 5: Governance Structure: Description of Governance Structure and Process to Ensure Parental Involvement; Plan for Annual Financial and Programmatic Audits**

*“Governance is the system of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the state, civil society and private sector. It is the way a society organizes itself to make and implement decisions—achieving mutual understanding, agreement and action. It comprises the mechanisms and processes for citizens and groups to articulate their interests, mediate their differences and exercise their legal rights and obligations. It is the rules, institutions and practices that set limits and provide incentives for individuals, organizations and firms. Governance, including its social, political and economic dimensions, operates at every level of human enterprise, be it the household, village, municipality, nation, region or globe.”*

—UNDP Strategy Note on Governance for Human development, 2004

### **Description of Governance Structure and Process to Ensure Parental Involvement**

**Sage International School of Boise, A Public Charter School, Inc, Board of Directors:** Sage International School of Boise, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act and IRS Code, Section 501(c)(3). The Board of Directors will serve as the public agents who govern Sage. There will be approximately 5 to 9 members on the Board of Directors. Initially the Board of Directors will be comprised of the original Founders, as appropriate. The Founders will make every attempt to include a balance of skills and vocations on the board. Founders reserve the right to draw membership to the Board of Directors from outside the list of original “Founders”. The Board of Directors’ responsibilities include but are not limited to:

- Aiding in the business operations of the school including the procurement of funding;
- Monitoring and assessing the school’s compliance with the provisions of its charter under the Idaho Public Charter Schools Act;
- Holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public;
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

**Founders:** Below is a list of original “Founders” who have made material contributions to the establishment of Sage International School by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. Additional “Founders” may be added up to the time of initial enrollment at Sage. The process in which additional “Founders” are designated will include an application and interview with the existing Board of Directors, and a vote by the Board of Directors. These additional “Founders” may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and development of the school’s physical location, structures, grounds, and general campus, and by other actions, donations and volunteer activities without which the school would not come into existence. These founders will be duly designated upon the establishment of Sage for their contributions at the

time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.

List of original Founders includes:

- William (Bill) Carter, J.D.  
*Attorney, developer, community activist, member, Big Brothers/Big Sisters*
- Kimberly Carter-Cram, Ph.D.  
*Parent, university professor, former international elementary school director, language acquisition expert*
- Michael Cram  
*Parent, business manager and auditor, Idaho Department of Transportation*
- Nancy Glenn, Ph.D.  
*Parent, university professor and researcher, community activist*
- Evelyn Johnson, Ed.D  
*Parent, university professor and researcher in special education, community member*
- Don Keller, M.Ed., Idaho Administrator  
*Parent, educator, outdoorsman, community member*

## **Parental Participation**

The Parent-Faculty Association (PFA) and Board of Directors of Sage International School may provide consultation to the Principal regarding ongoing plans for the school. Sage International School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins.
2. Parents will be highly encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, school-wide discipline, school climate, curriculum, and other school issues relevant to the school.
4. Parents will be highly encouraged to be involved in the PFA and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.
6. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).

7. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.
8. Parents will be highly encouraged to attend and participate in the BOD monthly board meetings.

## **Annual Programmatic Operations Audits**

### **Annual Audit and Reporting**

Sage International School will conduct Programmatic Operations Audits in accordance with the Public Charter School Commission policy.

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15<sup>th</sup> for the previous school year (IDAPA 08.03.01.301.12).

## **Tab 6: Employee Qualifications; Transfer Rights of Employees; Collective Bargaining; Teacher/Administrator Contracts; Health and Safety Procedures; Benefits**

*"If the child is not learning the way you are teaching, then you must teach in the way the child learns."  
- Rita Dunn*

### **Employee Qualifications**

The faculty and staff at Sage International School will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the international curriculum offered through the International Baccalaureate Program. Our goal is to encourage our community members to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be respected and valued.

The following information deals in particular with regulations that may affect our faculty or staff members while at Sage International School of Boise. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

Sage reserves the right to create, revise, implement, and enforce all nonsubstantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time staff at Sage International School of Boise will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

- Staff will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of Sage International School of Boise.
- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold.
- All Teacher applicants will be required to complete a standard application and interview procedure.
- Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families.
- The School's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.
- All teachers and administrators will be on a written contract approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).

- Sage International School of Boise reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.
- Sage International School reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise.

## **Collective Bargaining**

Teachers and staff at Sage International School will be a separate unit for purposes of collective bargaining.

## **Health and Safety Procedures**

Sage will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools including but not limited to the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- A health / nurse room will be furnished and supplied adequately for the number of students in the school. Eventually a certified nurse will be hired;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in universal medical and health precautions;
- Sage will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district; and,
- All employees will be screened by law enforcement agencies.

## **Benefits: Provision Regarding PERSI, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance**

Sage International School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Sage International School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future.



# **Tab 7: Admission Procedures; Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance); Public School Attendance Alternative; Enrollment Opportunities; Student Handbook**

## **Admission and Enrollment Procedures**

### **Enrollment Opportunities**

Sage International School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Sage International School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Sage International each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Sage International School shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Sage International School. Sage International School will ensure that such announcements are broadcast 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. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated. 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 (4-11-06).

### **Enrollment Deadline**

Each year Sage International School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Sage International School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

### **Requests for Admission**

Sage International School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Sage International School. In the case of a family with more than one (1) child seeking to attend Sage International School, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Sage International School on or before the enrollment deadline established by Sage International School. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Sage International School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

### **Admission Preferences for Initial Enrollment**

If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Sage International School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority: The first priority group of Sage International School will include the children of full-time employees, children of the Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Sage International School).

Second Priority: The second priority group is siblings of pupils already selected by the lottery.

Third Priority: The third priority group is students who reside in the primary attendance area of Sage International School..

Fourth Priority: The fourth priority group includes students who reside outside of the primary attendance area of Sage International School.

### **Admission Preferences for Subsequent Enrollment Periods.**

First Priority: Pupils returning to Sage International School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: To children of founders and full time employees, provided that this admission preference shall be limited to not more than (10%).

Third Priority: Siblings of pupils already enrolled in Sage International School.

Fourth Priority: Prospective students residing in the primary attendance area of Sage International School.

Fifth Priority: Prospective students residing outside the primary attendance area of Sage International School.

### **Proposed Attendance List for Lottery.**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

### **Equitable Selection Process.**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

### **Final Selection List**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

**Notification and Acceptance Process.**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

**Subsequent School Years**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

**Enrollment Capacity of the Charter School:**

Sage International School's enrollment is capped at 1,200 students in grades K-12th.

Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Sage International School will offer three kindergarten classes (two full-day and one half-day). For the full-day classes parents will cover the difference in cost from a funded half-day to full-day.

## **Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance)**

### **General Discipline**

Sage International School is committed to a safe learning environment. Student's expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school wide philosophy that will be implemented for discipline will follow the "Love and Logic" approach.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

**Denial of Attendance to a Student:** Per Idaho Code 33-205 the school's board of directors may deny enrollment to Sage International School of Boise to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board: but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, given written notice of the pupil's expulsion to the prosecuting attorney of the count of the pupil's residence.

**Procedure by which Students can be Suspended, Expelled and Reenrolled:** Sage International School will assemble a student handbook following state law (Idaho Code 33-205) that outlines a "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps, in chronological order:

- Step 1: Parent/Guardian notification by Teacher/Staff (written and/or verbal).
- Step 2: Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.
- Step 3: Possible suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification suspension not to exceed five (5) school days in length.

Re-admission after conference with Student/Parent/Principal. Possible additional ten (10) days suspension by the school's board of directors and provided, that on a finding by the school's board of directors, that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the board of directors may extend the suspension for an additional five (5) school days. Readmission after conference with student/ Parent/ Principal.

- Step 4: Expulsion (Idaho code 33-205) by school's board of directors by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where such Parent/Guardian may appear to contest the action of the board. Length of expulsion to be determined by school's board.

Step 5: Readmission after meeting with school's board of directors/Principal prior to end of expulsion.

**Sage International School Drug and Alcohol Use Policy:** Sage International School of Boise will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Sage International School is committed to the concept of having a drug free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

#### **A. Referral Policy**

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student. Offenses for students shall be cumulative from grades K-12.

#### **B. Procedures**

Sage International School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Principal through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs

- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

### **C. Disciplinary Procedure**

#### 1. First Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- Student will be suspended for 5 days;
- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
- Law Enforcement Agency shall be contacted; and,
- If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.

#### 2. Second Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- Board of Directors may be petitioned for expulsion of student;
- Law Enforcement Agency shall be contacted; and,
- Child Protection Services (C.P.S.) may be contacted.

#### 3. Third Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
- Law Enforcement Agency shall be contacted; and,
- Child Protection Services (C.P.S.) will be contacted.

#### 4. First Offense for Selling or Delivering (K-12)

- Parent or Guardian will be contacted;
- Law Enforcement Agency shall be contacted;
- The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
- C.P.S. may be contacted.

### **Public School Attendance Alternative**

Since a charter school is a public school and Sage International School of Boise is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other.

## **Process for Public Notification of Enrollment Opportunities**

Every effort will be made to notify the public of enrollment opportunities at Sage International School. This may include but is not limited to: webpage updates; advertising in local newspapers or community centers (e.g. library); town hall meetings; announcements at other public schools, etc. Sage International School will comply with the Idaho State Board of Education rules governing charter schools, IDAPA 08.02.04.203.02.

## **Student Handbook and Procedure Ensuring Parental Access to Student Handbook**

**(See Appendix E for Draft Student Handbook)**

Our handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and board. Contents to be included will be as follows.

- Message from the principal
- School philosophy
- School academic goals
- Staff and board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Weapons and threats
- Special services
- Report cards
- Tardy policy and telephone calls
- Students leaving school grounds
- Electronic network use rules



## **Tab 8: Business Plan; Transportation Services; School Lunch**

**Business Plan Including Business Description, Marketing Plan, Management Plan, Financial Plan, Start-up Budget with assumptions form, three-year operating budget form, and first year month-by-month cash flow form, Resumes**

### **Business Plan:**

We have utilized a guide from: <http://www.cacharterschools.org/bizpl.html> to help us organize a preliminary business plan.

### **I. Summary**

#### **A. School Description**

##### **1. Name and Address:**

Sage International School of Boise, A Public Charter School, Inc. ("Sage")

Point of Contact:

Don Keller  
457 E. Parkcenter Blvd.  
Boise, ID 83706  
208-343-SAGE  
[info@sageinternationalschool.org](mailto:info@sageinternationalschool.org)

Sage is organized exclusively for charitable, educational and scientific purposes. Tab 1 includes the Articles of Incorporation for Sage International School of Boise, a new Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 10, 2006.

##### **2. School Description**

Sage will initially serve grades K-7 with plans to extend to 12<sup>th</sup> grade. Sage will be located within the Boise School District, Idaho and plans to open in August 2010. Please see Tabs 2 and 7 for grade organization.

##### **3. Mission statement**

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

#### **4. Instructional focus**

International Baccalaureate World School with emphasis on Foreign Language Immersion.

#### **5. Governance/Administrative structure**

- ***Charter accountability***

Sage plans to remain viable at renewal based on a solid management structure representing all levels of constituents and a strong leadership. In addition, Sage believes that recruitment and retention of highly qualified and committed faculty and staff is absolutely necessary for long-term sustainability. Please see Tab 5 for the governance plan.

- ***Relationship with the authorizing chartering entity***

Sage will report directly to the Idaho Public Charter School Commission.

## **II. Market Analysis**

### **A. Description of the area or market/ district(s) that the school will serve**

Sage will serve the Boise area, where the Idaho state capitol is located and where a vibrant community provides cultural and service opportunities. Families who live and work in Boise will have the opportunity to attend Sage.

### **B. Target market/student population**

We plan to serve a student population interested in a school choice of global education and foreign language. These students may come from families who already speak more than one language at home or they may come from families who are looking to the future of a global world.

### **C. Competition - other school(s) seeking the same student population to include private, public, magnet, parochial and other charter schools**

There are no other public schools that provide the IB curriculum (see Tab 2 for a discussion of the Meridian School District). A private school, Riverstone International School, provides IB elementary through high school education. As of Fall 2008, the Boise School District (BSD) has an 'international based' theme at two of its public elementary schools (Longfellow and Pierce Park). Spanish/English dual-language programs are offered for some grades at Whitney and Whittier elementary schools in BSD. BSD high schools offer Advanced Placement (AP) coursework. Both IB and AP coursework are known to be academically rigorous; however, the programs are quite distinct. The AP program offers curriculum representing college courses, allowing students to enroll in AP courses of interest. The IB program combines rigorous academic content with a focus on the development of critical thinking and global awareness; furthermore, IB offers an integrated, multiyear, cross-disciplinary program.

## **III. Marketing Strategy**

### **A. Overall strategy (awareness for students and parents)**

Announcements about the school and lottery procedures for application will be made beginning at least four months in advance of application deadlines in a variety of media. Our goal is to attract a sufficient pool of potential applicants that includes ethnic diversity, gender equity, and cultural balance.

### **B. Specific admission and recruiting plans and policies**

Please see Tab 6 for specific admissions plans and policies.

## **IV. Management Plan**

### **A. Form of business organization**

Sage is nonprofit and is organized exclusively for charitable, educational and scientific purposes (see Articles of Incorporation Tab 1).

### **B. Board of Directors**

Please see Tab 5.

### **C. Administrator(s): organization chart and responsibilities (if applicable)**

Please see Tab 5. Note that the Principal and Board of Directors will determine the school calendar, schedule and hours of operation in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Principal and supplemented by other contracted services as needed. Annual programmatic operations audits and fiscal audits will be presented to the Board of Directors. The Board of Directors will serve as the liaison between Sage International and the Idaho Public Charter School Commission.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

### **D. Resumes of key personnel**

Attached

### **E. Staffing plan/number of employees.**

We initially plan to staff approximately 8 teachers and 1 administrator. Additional teachers and administrators will be added as need arises and finances allow.

### **F. Facility plan/ planned capital improvements**

Please see Tabs 2 and 10.

### **G. Operating plan/schedule of work for next year.**

Our operating plan and schedule for the next year include 1) charter approval; 2) application for charter grant; 3) advertisement of charter approval and opportunities for parents, students, and staff; 4) identifying lease facilities.

### ***Day to Day Operations***

The Principal of Sage will determine day to day operations and the Board of Directors will have oversight authority.

**Budget:** The budget for Sage will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education, will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before

July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

**Start-Up and Long Term Budget:** An initial budget with forms, 3-year operating budget, and first year month-by-month cash flow form are attached.

**Income Sources:** Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. Our grant writers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

**Working Capital and Assets:** Sage does not expect to have working capital and assets until after the Charter is approved.

**Fundraising:** The Board of Directors, Principal, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

***Expenditures:***

**Purchasing Process:** The Principal will determine procedures for procuring goods and services with approval from the Board of Directors.

**Payroll Processing:** Sage will outsource its payroll processing as determined by the Principal with approval from the Board of Directors.

**Financial Management:** The accounting records will be kept in accordance with generally accepted accounting principles. Sage will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management.

**Bonding:** Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

## **Transportation Services**

Sage International School will not offer transportation services for students for the 2010-11 school year. Sage will investigate transportation options in subsequent years. Based upon the geographic areas of student residence, transportation may be provided within a limited area.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

## **Plan for school lunch program**

Sage International will not provide any food services initially but will consider programs for a possible future date.

### **Resumes**

See Appendix D

## **Tab 9: Virtual Charter School Details**

**DOES NOT APPLY**

## **Tab 10: Description of Business Arrangements; Additional Information; Plan for Termination**

### **Description of Business Arrangements and Partnerships, Including Lease Agreements**

We are actively engaged in conversations with several entities regarding partnerships. We have looked at several facilities but will not be entering into a lease agreement until the charter is approved and the timing is appropriate.

### **Termination of the Charter**

In cases of termination or non-renewal, the Board of Directors is responsible for the dissolution of the business and affairs of the school. Sage International School will fully cooperate with the Authorized Chartering Entity for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. Sage International School will accommodate student record requests from schools for up to one year after dissolution. Upon the dissolution of Sage International School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission.

# Appendix A

**FILED EFFECTIVE**

**ARTICLES OF INCORPORATION OF  
THE SAGE INTERNATIONAL SCHOOL OF BOISE, INC.  
A PUBLIC CHARTER SCHOOL,** 06 AUG 10 PM 3:51

SECRETARY OF STATE  
STATE OF IDAHO

Article of Incorporation of the undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Idaho, do hereby certify:

**Article One**

The name of the corporation shall be: The Sage International School of Boise, A Public Charter School, Inc.

**Article Two**

The place in this state where the principal office of the Corporation is to be located is the City of Boise, Ada County.

**Article Three**

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. Consistent with the foregoing, the corporation may exercise all powers which a corporation organized under the laws of the Idaho Business Corporation Act, as may be amended, may be authorized to exercise. The specific purpose for which this corporation is organized is the operation of a public charter school.

**Article Four**

The street address of the registered office is: 5363 North Mendelson Avenue, Meridian, Idaho, 83642; and the registered agent at such address is:  
Kimberly Carter-Cram.

**Article Five**

The name(s) and address(es) of the current Directors are:

Kimberly Carter-Cram  
5363 North Mendelson Ave.  
Meridian, Idaho, 83642

Michael Cram  
5363 North Mendelson Ave.  
Meridian, Idaho, 83642

IDAHO SECRETARY OF STATE  
08/10/2006 05:00  
CK: 1654 CT: 283285 BH: 969588  
1 @ 30.00 = 30.00 INC NONP # 2  
1 @ 28.00 = 28.00 NON EXPEDI # 3

C 148303



Gail Zerrade  
5275 N. Maidstone Way  
Boise, ID 83713

Nancy Glenn  
2515 Heights Or.  
Boise, ID 83702

Bill Carter  
1331 East Monterey Dr.  
Boise, Idaho 83706

#### Article Six

The mailing address of the corporation shall be: 5363 North Mendelson Ave., Meridian, Idaho, 83642

#### Article Seven

The corporation does have voting members.

#### Article Eight

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

#### Article Nine

The corporation shall have the authority to issue up to one hundred (100) shares of capital stock and membership in the corporation shall be governed by the Bylaws.

#### Article Ten

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to any organization or organizations as shall qualify as an exempt organization under Section 501 (c) et seq. of the Internal Revenue Code, as amended, as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior

Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing in the District will immediately be transferred to the District.


Article Eleven

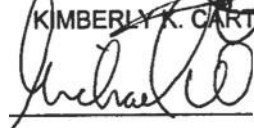
The fiscal year of the corporation shall be July 1 – June 30.

Article Twelve

The duration of the corporation will be perpetual.

DATED this 1<sup>st</sup> day of July, 2006.

  
\_\_\_\_\_  
KIMBERLY K. CARTER-CRAM, Incorporator

  
\_\_\_\_\_  
MICHAEL W. CRAM, Incorporator

FILED EFFECTIVE

ARTICLES OF AMMENDMENT (Non-Profit)

09 MAR 17 PM 2:25

To the Secretary of State of the State of Idaho:

SECRETARY OF STATE  
STATE OF IDAHO

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

1. The name of the corporation is: The Sage International School of Boise, a Public Charter School, Inc.

2. The text of each amendment is as follows:

Article Five amended to read:

The names and addresses of the current Directors are:

Kimberly Carter-Cram 5363 N. Mendelson Ave Meridian, ID 83646	Michael Cram 5363 N. Mendelson Ave. Meridian, ID 83646	Nancy Glenn 2515 Heights Dr. Boise, ID 83702
---	--	--

Donald Keller 2515 Heights Dr. Boise, ID 8370	William Carter 1112 W. Main St., Suite #302 Boise, ID 83702
---	---

Article Teo amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing attending the Sage International School of Boise will immediately be transferred to the Idaho Public Charter School Commission.

3. The date of adoption of the amendments was: January 22, 2009.

4. The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Four members were entitled to vote. Four members voted for each amendment and no members voted against each amendment.

Dated: 22 Jan. 2009

Signature: 

Typed Name: Kimberly Carter-Cram

Capacity: Director

3/17/09  
SECRETARY OF STATE  
STATE OF IDAHO  
1111 PHILADELPHIA

C168303

**FILED EFFECTIVE**

ARTICLES OF AMMENDMENT Two (2) (Non-Profit)

To the Secretary of State of the State of Idaho:

1009 JUL 30 AM 10:29

SECRETARY OF STATE  
600

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned hereby amends its articles of incorporation as follows:

1. The name of the corporation is: The Sage International School of Boise, a Public Charter School, Inc.
2. The text of each amendment is as follows:

Article Three amended to read:

The corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purpose for which this corporation is organized is the operation of a public charter school.

Article Five amended to read:

The names and addresses of the current Directors are:

William Carter  
1112 W. Main St., Suite  
302  
Boise, ID 83702

Kimberly Carter-Cram  
5363 N. Mendelson Ave  
Meridian, ID 83646

Michael Cram  
5363 N. Mendelson Ave  
Meridian, ID 83646

Nancy Glenn  
2515 Heights Dr.  
Boise, ID 83702

Evelyn Johnson  
4790 E. Arrow Junction Dr  
Boise, ID 83716

Article Nine:

Remove Article Nine in its entirety

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Article Ten amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending the Sage International School of Boise will be transferred to the students' school district of residence.

The date of adoption of the amendments was: July 29, 2009.

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Five members were entitled to vote. Five members voted for each amendment and no members voted against each amendment.

Dated: July 29, 2009

Signature:

Typed Name: Kimberly Carter-Cram

Capacity: President

# **BYLAWS**

## **Sage International School of Boise, Inc. An Idaho Nonprofit Corporation and Public Charter School**

### **ARTICLE I 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 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 of 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 of 1986 or the corresponding provisions 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**

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 found in the Idaho Code.

### **Section 3.2 Founders and Admission Preference**

A “Founder” is defined as any person, including employees or staff of a public charter school, who make a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors. In addition, the Board shall determine in accordance with Idaho Code what admission preference, if any, shall be given to the child or children of a Founder.

## **ARTICLE 4 BOARD OF DIRECTORS**

### **Section 4.1 Board of Directors**

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, 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.

### **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 et. seq.).

### **Section 4.3 Election of Directors in Initial Year of Operation**

(a) During the initial year of operation (2010/11 school year), the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then-current Board in accordance with these bylaws.

(b) No more than six (6) Directors may be a parent with one or more children attending the Public Charter School.

### **Section 4.4 Term**

(a) Directors shall be elected or appointed to three (3) year terms of office.

(b) Each Director shall serve until their three (3) year term office is completed or until the Director resigns or is removed in accordance with these bylaws.

### **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 without cause by a majority of the Directors then in office.

**Section 4.6 Vacancies and Election of Directors**

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, is removed, completes their three (3) year term of service, 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 Section 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 meetings 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. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and 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 shall be filled by a majority vote of the remaining Directors. Each Director so elected shall hold office for a three (3) year term.

(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 Oath of Directors**

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Sage International School of Boise, a Public Charter School, Inc. according to the best of my ability.

**Section 4.8 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. The Corporation shall carry liability insurance covering the Corporation’s business in an amount to be established by the Board.



**Section 4.9 Employees**

The Board shall have the power to hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

**Section 4.10 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 Quorum**

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

**Section 4.12 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.

**Section 4.13 Committees**

The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

**Section 4.14 Validity of Instruments**

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

**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 for the transaction of business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m.

### **Section 5.3 Regular Meetings**

Regular meetings of the Directors of the Corporation will be scheduled for the third Monday of each month. With proper notice, the Chairman may schedule regular meeting(s) for an alternate date to avoid holding meetings on Holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

### **Section 5.3 Special Meetings**

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

### **Section 5.4 Meetings Open to the Public**

Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

### **Section 5.5 Telecommunications Devices at Meetings**

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided, however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

### **Section 5.6 Meeting Agendas**

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with the Sage International School of Boise may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also

notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance.

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

### **Section 5.7 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 be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members.

No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

### **Section 5.8 Meeting Minutes**

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

### **Section 5.9 Executive Sessions**

“Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the Chairman, acting Chairman or Vice Chairman of the Board

of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

### **Section 5.9 Consent Agenda**

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

### **Section 5.10 Meeting Conduct and Order of Business**

General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

### **Section 5.11 Other Provisions of the Open Meeting Law**

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

## **ARTICLE 6 OFFICERS AND DUTIES**

### **Section 6.1 Officers**

The Officers of the Corporation shall be Chair 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. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by the Board and serve at the pleasure of the Board for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

### **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. The Chairman of the Board shall sign all papers and documents as required by law and as authorized by action of the Board.

**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 about 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 transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(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 Removal**

Any Officer may be removed, for cause, by a majority vote of the Directors then in office.

**Section 6.7 Vacancies**

A vacancy in any office because of death, resignation, removal, completion of term of service, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office as they occur.

**ARTICLE 7  
CHARTER SCHOOL POLICY**

**Section 7.1 Adoption and Amendment of Policies**

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading. Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

**Section 7.2 Administration in Absence of Policy**

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have the power to act.

His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

**Section 7.3 Suspension of Policies**

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a

proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

**Section 7.4 Policy Manuals**

The Superintendent shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

**Section 7.5 Administrative Procedures**

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent may request prior Board approval.

**ARTICLE 8  
PUBLIC RECORDS REQUESTS**

**Section 8.1 Records Available to Public**

Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Superintendent or at a place designated by the Superintendent.

**Section 8.2 Written Records Request Required**

All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

**Section 8.3 Copying Fee Schedule**

The copying fee schedule of the Charter School is as follows:

- a) Copies of public records —10¢ per page and any media such as CDs, DVDs or over-sized items at cost;
- b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:
  - (1) The request is for more than 100 pages of records;
  - (2) The request includes non-public information that must be redacted from the public records; and/or
  - (3) The labor associated with locating and copying the records exceeds two (2) hours. The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when

the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

**Section 8.3 Response to Request for Examination of Public Records**

The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request.

If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

**Section 8.4 Other Provisions of the Public Writings Law**

Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

**ARTICLE 9  
CONFLICTS OF INTEREST**

**Section 9.1 Direct or Indirect Pecuniary Interests**

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

**Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree**

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

**Section 9.3 Contracts Involving the Spouse of a Director**

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Board of Directors of any public



charter school shall not enter into or execute any contract with the spouse of any member of such Board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

**Section 9.4 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree**

When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

**ARTICLE 10  
FISCAL AFFAIRS**

**Section 10.1 Fiscal Year**

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

**ARTICLE 11  
NOTICES**

**Section 11.1 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 Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

**Section 11.2 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 a notice required to be given to any Director, or individual.

**ARTICLE 12  
DISSOLUTION**

**Section 12.1 Dissolution**

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has 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 13  
AMENDMENTS**

**Section 13.1 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 immediately after them and shall not take effect until copied. If any Bylaws are repealed, the fact of 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 place or page where the amendment or repeal may be found.

**CERTIFICATE OF BYLAWS**

I certify that I am the initial agent of Sage International School of Boise, Inc., an 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 \_\_\_\_\_(date).

## **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 <sup>st</sup> Year Cash Flow	Update the 1 <sup>st</sup> 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 <sup>st</sup> 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.  
 Sage Charter Renewal Exhibit J

**Appendix D: Articles of Incorporation and Bylaws**

**FILED EFFECTIVE**

**ARTICLES OF INCORPORATION OF  
THE SAGE INTERNATIONAL SCHOOL OF BOISE, INC. 06 AUG 10 PM 3: 51  
A PUBLIC CHARTER SCHOOL, INC.**

SECRETARY OF STATE  
STATE OF IDAHO

Article of Incorporation of the undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Idaho, do hereby certify:

**Article One**

The name of the corporation shall be: The Sage International School of Boise, A Public Charter School, Inc.

**Article Two**

The place in this state where the principal office of the Corporation is to be located is the City of Boise, Ada County.

**Article Three**

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. Consistent with the foregoing, the corporation may exercise all powers which a corporation organized under the laws of the Idaho Business Corporation Act, as may be amended, may be authorized to exercise. The specific purpose for which this corporation is organized is the operation of a public charter school.

**Article Four**

The street address of the registered office is: 5363 North Mendelson Avenue, Meridian, Idaho, 83642; and the registered agent at such address is:  
Kimberly Carter-Cram.

**Article Five**

The name(s) and address(es) of the current Directors are:

Kimberly Carter-Cram  
5363 North Mendelson Ave.  
Meridian, Idaho, 83642

Michael Cram  
5363 North Mendelson Ave.  
Meridian, Idaho, 83642

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Gail Zerrade  
5275 N. Maidstone Way  
Boise, ID 83713

Nancy Glenn  
2515 Heights Dr.  
Boise, ID 83702

Bill Carter  
1331 East Monterey Dr.  
Boise, Idaho 83706

**Article Six**

The mailing address of the corporation shall be: 5363 North Mendelson Ave., Meridian, Idaho, 83642

**Article Seven**

The corporation does have voting members.

**Article Eight**

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

**Article Nine**

The corporation shall have the authority to issue up to one hundred (100) shares of capital stock and membership in the corporation shall be governed by the Bylaws.

**Article Ten**

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to any organization or organizations as shall qualify as an exempt organization under Section 501 (c) et seq. of the Internal Revenue Code, as amended, as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior

Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing in the District will immediately be transferred to the District.

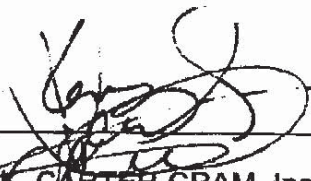
**Article Eleven**

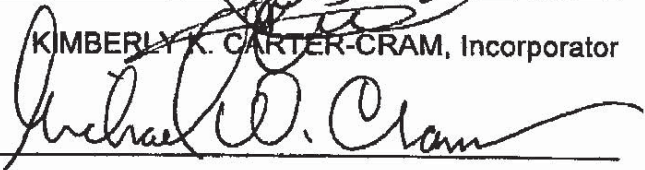
The fiscal year of the corporation shall be July 1 – June 30.

**Article Twelve**

The duration of the corporation will be perpetual.

DATED this 1<sup>st</sup> day of July, 2006.

  
\_\_\_\_\_  
KIMBERLY K. CARTER-CRAM, Incorporator

  
\_\_\_\_\_  
MICHAEL W. CRAM, Incorporator



## ARTICLES OF AMMENDMENT (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:

1. The name of the corporation is: **The Sage International School of Boise, a Public Charter School, Inc.**
2. The text of each amendment is as follows:

**Article Five** amended to read:

The names and addresses of the current Directors are:

Kimberly Carter-Cram 5363 N. Mendelson Ave. Meridian, ID 83646	Michael Cram 5363 N. Mendelson Ave. Meridian, ID 83646	Nancy Glenn 2515 Heights Dr. Boise, ID 83702
Donald Keller 2515 Heights Dr. Boise, ID 83702	William Carter 1112 W. Main St., Suite #302 Boise, ID 83702	

**Article Ten** amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students residing attending the Sage International School of Boise will immediately be transferred to the Idaho Public Charter School Commission.

3. The date of adoption of the amendments was: January 22, 2009.
4. The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Four members were entitled to vote. Four members voted for each amendment and no members voted against each amendment.

Dated: 22 Jan. 2009

Signature: 

Typed Name: Kimberly Carter-Cram

Capacity: Director

File Number: \_\_\_\_\_

**STATEMENT OF CHANGE OF BUSINESS MAILING ADDRESS**  
(see reverse for instructions)

The entity identified below submits to the Secretary of State the following statement for the purpose of changing its business mailing address.

1. The name of the business entity is: The Sage International School of Boise, a Public Charter, Inc.

2. The business mailing address is currently on file as:

5363 N. Mendelson Ave, Meridian, ID 83646

3. The business mailing address is to be changed to:

2515 Heights Drive, Boise, ID 83702

4. Change of address is effective:

Upon Receipt **OR**  \_\_\_\_\_  
(Date)

Signed:  \_\_\_\_\_

Printed Name: Kimberly Carter-Cram

Capacity: Director

Dated: 22 Jan 2009



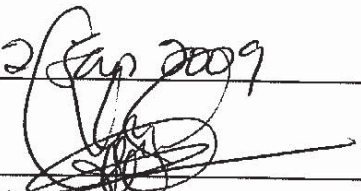
**STATEMENT OF CHANGE OF REGISTERED OFFICE  
OR REGISTERED AGENT, OR BOTH**  
(See reverse for instructions)

File #: \_\_\_\_\_

The undersigned entity submits the following statement for the purpose of changing its registered office or its registered agent, or both, in the State of Idaho.

1. The name of the entity is:  
The Sage International School of Boise, a Public Charter School, Inc.
  
2. The street address of its present registered office is:  
5363 N. Mendelson Ave, Meridian, ID 83646
  
3. The new street address in Idaho (not a P.O. box or PMB) to which its registered office is to be changed is:  
2515 Heights Drive, Boise, ID 83702
  
4. The name of its old registered agent is: Kimberly Carter-Cram
  
5. The name of its new registered agent is: Nancy Glenn

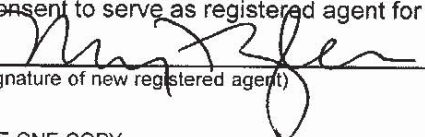
Dated: 22 Jan 2009

Signed: 

Printed: Kimberly Carter-Cram

Capacity: Director / Registered Agent

I consent to serve as registered agent for the above-named entity.

  
 (Signature of new registered agent)

FILE ONE COPY

NO FEE REQUIRED

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Rev 08/2008

FILED EFFECTIVE

ARTICLES OF AMMENDMENT Two (2) (Non-Profit)

To the Secretary of State of the State of Idaho:

2009 JUL 30 AM 10:29

SECRETARY OF STATE  
STATE OF IDAHO

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

1. The name of the corporation is: The Sage International School of Boise, a Public Charter School, Inc.
2. The text of each amendment is as follows:

**Article Three** amended to read:

The corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purpose for which this corporation is organized is the operation of a public charter school.

**Article Five** amended to read:

The names and addresses of the current Directors are:

William Carter  
1112 W. Main St., Suite  
302  
Boise, ID 83702

Kimberly Carter-Cram  
5363 N. Mendelson Ave  
Meridian, ID 83646

Michael Cram  
5363 N. Mendelson Ave  
Meridian, ID 83646

Nancy Glenn  
2515 Heights Dr.  
Boise, ID 83702

Evelyn Johnson  
4790 E. Arrow Junction Dr  
Boise, ID 83716

**Article Nine:**

Remove Article Nine in its entirety

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**Article Ten** amended to read:

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending the Sage International School of Boise will be transferred to the students' school district of residence.

The date of adoption of the amendments was: July 29, 2009.

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was therefore adopted by the members. Five members were entitled to vote. Five members voted for each amendment and no members voted against each amendment.

Dated: July 29, 2009

Signature:

Typed Name: Kimberly Carter-Cram

Capacity: President

## **BYLAWS**

### **Sage International School of Boise, Inc. An Idaho Nonprofit Corporation and Public Charter School**

#### **ARTICLE I 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 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 of 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 of 1986 or the corresponding provisions 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**

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 found in the Idaho Code.

### **Section 3.2 Founders and Admission Preference**

A "Founder" is defined as any person, including employees or staff of a public charter school, who make a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors. In addition, the Board shall determine in accordance with Idaho Code what admission preference, if any, shall be given to the child or children of a Founder.

## **ARTICLE 4 BOARD OF DIRECTORS**

### **Section 4.1 Board of Directors**

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, 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.

### **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 et. seq.).

### **Section 4.3 Election of Directors in Initial Year of Operation**

(a) During the initial year of operation (2010/11 school year), the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then-current Board in accordance with these bylaws.

(b) No more than six (6) Directors may be a parent with one or more children attending the Public Charter School.

### **Section 4.4 Term**

(a) Directors shall be elected or appointed to three (3) year terms of office.

(b) Each Director shall serve until their three (3) year term office is completed or until the Director resigns or is removed in accordance with these bylaws.

### **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 without cause by a majority of the Directors then in office.

#### **Section 4.6 Vacancies and Election of Directors**

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, is removed, completes their three (3) year term of service, 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 Section 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 meetings 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. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and 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 shall be filled by a majority vote of the remaining Directors. Each Director so elected shall hold office for a three (3) year term.

(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 Oath of Directors**

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Sage International School of Boise, a Public Charter School, Inc. according to the best of my ability.

#### **Section 4.8 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. The Corporation shall carry liability insurance covering the Corporation's business in an amount to be established by the Board.



#### **Section 4.9 Employees**

The Board shall have the power to hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

#### **Section 4.10 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 Quorum**

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

#### **Section 4.12 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.

#### **Section 4.13 Committees**

The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

#### **Section 4.14 Validity of Instruments**

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

### **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 for the transaction of business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m.

#### **Section 5.3 Regular Meetings**

Regular meetings of the Directors of the Corporation will be scheduled for the third Monday of each month. With proper notice, the Chairman may schedule regular meeting(s) for an alternate date to avoid holding meetings on Holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

#### **Section 5.3 Special Meetings**

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

#### **Section 5.4 Meetings Open to the Public**

Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

#### **Section 5.5 Telecommunications Devices at Meetings**

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided, however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

#### **Section 5.6 Meeting Agendas**

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other

corporate business. Anyone associated with the Sage International School of Boise may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance.

A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

#### **Section 5.7 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 be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members.

No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

#### **Section 5.8 Meeting Minutes**

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

### **Section 5.9 Executive Sessions**

“Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the Chairman, acting Chairman or Vice Chairman of the Board of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

### **Section 5.9 Consent Agenda**

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

### **Section 5.10 Meeting Conduct and Order of Business**

General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

### **Section 5.11 Other Provisions of the Open Meeting Law**

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

## **ARTICLE 6 OFFICERS AND DUTIES**

### **Section 6.1 Officers**

The Officers of the Corporation shall be Chair 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. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by the Board and serve at the pleasure of the Board for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

### **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. The Chairman of the Board shall sign all papers and documents as required by law and as authorized by action of the Board.

#### **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 about 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 transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(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 Removal**

Any Officer may be removed, for cause, by a majority vote of the Directors then in office.

#### **Section 6.7 Vacancies**

A vacancy in any office because of death, resignation, removal, completion of term of service, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office as they occur.

### **ARTICLE 7 CHARTER SCHOOL POLICY**

#### **Section 7.1 Adoption and Amendment of Policies**

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading. Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

#### **Section 7.2 Administration in Absence of Policy**

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have the power to act.

His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

### **Section 7.3 Suspension of Policies**

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

### **Section 7.4 Policy Manuals**

The Superintendent shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

### **Section 7.5 Administrative Procedures**

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent may request prior Board approval.

## **ARTICLE 8 PUBLIC RECORDS REQUESTS**

### **Section 8.1 Records Available to Public**

Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Superintendent or at a place designated by the Superintendent.

### **Section 8.2 Written Records Request Required**

All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

### **Section 8.3 Copying Fee Schedule**

The copying fee schedule of the Charter School is as follows:

- a) Copies of public records —10¢ per page and any media such as CDs, DVDs or over-sized items at cost;

b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:

(1) The request is for more than 100 pages of records;

(2) The request includes non-public information that must be redacted from the public records; and/or

(3) The labor associated with locating and copying the records exceeds two (2) hours. The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

### **Section 8.3 Response to Request for Examination of Public Records**

The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request.

If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

### **Section 8.4 Other Provisions of the Public Writings Law**

Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

## **ARTICLE 9 CONFLICTS OF INTEREST**

### **Section 9.1 Direct or Indirect Pecuniary Interests**



No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

**Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree**

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

**Section 9.3 Contracts Involving the Spouse of a Director**

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such Board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

**Section 9.4 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree**

When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

**ARTICLE 10  
FISCAL AFFAIRS**

**Section 10.1 Fiscal Year**

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

**ARTICLE 11  
NOTICES**

**Section 11.1 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 Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

**Section 11.2 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 a notice required to be given to any Director, or individual.

**ARTICLE 12  
DISSOLUTION**

**Section 12.1 Dissolution**

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has 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 13  
AMENDMENTS**

**Section 13.1 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 immediately after them and shall not take effect until copied. If any Bylaws are repealed, the fact of 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 place or page where the amendment or repeal may be found.

**CERTIFICATE OF BYLAWS**

I certify that I am the initial agent of Sage International School of Boise, Inc., an 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

 8/24 2012 (date).

## Appendix E: Board Roster

Sage International School of Boise, Inc.  
April 17, 2014

<b>Board Member</b>	<b>Office</b>	<b>Term (MM/YY – MM/YY)</b>	<b>E-mail</b>	<b>Phone</b>
Suzanne Metzgar	Chair	08/2011 - 08/2014	<a href="mailto:Suzanne@sageinternationalschool.org">Suzanne@sageinternationalschool.org</a>	208-371-0124
Bryan Moore	Vice Chair	03/2012 - 03/2015	<a href="mailto:BMoore@WaTrust.com">BMoore@WaTrust.com</a>	208-830-0257
Stephanie Wicks Pooser	Secretary	09/2012 - 09/2015	<a href="mailto:swickspooser@gmail.com">swickspooser@gmail.com</a>	208-863-1476
Robert Shappee	Treasurer	10/2013 - 10/2016	<a href="mailto:robertshappee@harriscpas.com">robertshappee@harriscpas.com</a>	208-333-8965
Chris Marshall	Member	09/2013 - 09/2016	<a href="mailto:Chris.marshall@eccogroup.com">Chris.marshall@eccogroup.com</a>	208-395-8095

## **Appendix F: Framework**

# SAGE INTERNATIONAL SCHOOL OF BOISE [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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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			
<b>Mission Statement</b>	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>• The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>• Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> </ul>		
<b>School Location</b>	457 E. Parkcenter Blvd. Boise, ID 83706	<b>School Phone</b>	208-343-7243
<b>Surrounding District</b>	Boise School District		
<b>Opening Year</b>	2010		
<b>Current Term</b>	April 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1200	<b>Enrollment (Actual)</b>	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

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		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

Sage has opted out of including Mission-Specific Goals.

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	Total Financial Points	2d	50	0
	3b	25	0			400	0
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	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.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				

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%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
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.

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b> <b>Math Proficiency Rate Comparison to State</b>	<b>Do math proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more. <b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 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></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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	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b> <b>ELA Proficiency Rate Comparison to State</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 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></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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		0																		
<b>Notes</b>	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			Result	Points Possible	Points Earned
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>				
<b>Math Proficiency Rate</b>					
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
					0
	The district average will be determined using the same grade set as is served by the public charter school.				
<b>Notes</b>	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.				
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>				
<b>ELA Proficiency Rate</b>					
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
					0
	The district average will be determined using the same grade set as is served by the public charter school.				
<b>Notes</b>	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.				

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><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>		39-50	0
			26-38	0
			13-25	0
			0-12	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><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>		39-50	0
			26-38	0
			13-25	0
			0-12	0
Notes				0

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>		<p>39-50      0</p> <p>26-38      0</p> <p>13-25      0</p> <p>0-12      0</p> <hr/> <p>0</p>
<b>Notes</b>	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.		
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>		<p>39-50      0</p> <p>26-38      0</p> <p>13-25      0</p> <p>0-12      0</p> <hr/> <p>0</p>
<b>Notes</b>	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	<b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.		125	
	<b>Meets Standard:</b> 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	
	<b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.		75	
	<b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
<b>Notes</b>	<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> <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																	
<p><b>Measure 1a</b> Implementation of Educational Program</p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p>Notes</p>																	
<p><b>Measure 1b</b> Educational Requirements</p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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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	25																
	15																
	0																
		0															
<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p><b>Students with Disabilities</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>			25	
			15	
			0	0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p><b>English Language Learners</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>			25	
			15	
			0	0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.			25  15  0	0
Notes					
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.			25  15  0	0
Notes					
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.			25 15 0	0
Notes					
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.					



OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>  <b>Meets Standard:</b> 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. <b>Partially Meets Standard:</b> 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. <b>Does Not Meet Standard:</b> 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.			25  15  0	0
Notes					
<b>Measure 3b</b> <b>Board Oversight</b>	<b>Is the board fulfilling its oversight obligations?</b>  <b>Meets Standard:</b> 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. <b>Partially Meets Standard:</b> 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. <b>Does Not Meet Standard:</b> 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.			25  15  0	0
Notes					

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
Notes				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
Notes				0
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
Notes				0

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>  <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>			25  15  0	<hr/> 0
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<b>Transportation</b>  <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>			25  15  0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>  <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>			25  15  0	<hr/> 0
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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													
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet:</b> 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.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></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;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		10		0			0
Points Possible	Points Earned												
50													
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<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> 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). <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></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;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		10		0			0
Points Possible	Points Earned												
50													
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<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></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;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		10		0			0
Points Possible	Points Earned												
50													
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<b>Measure 1d</b> <b>Unrestricted Days Cash</b>	<b>Default</b>  <b>Meets Standard:</b> 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. <b>Does Not Meet:</b> School is in default of financial obligations.	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		0			0		
Points Possible	Points Earned												
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FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> 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.	Result Points Possible Points Earned	50 30 0	0	
Notes					
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9. <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0 <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	Result Points Possible Points Earned	50 30 0	0	
Notes					
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>  <b>Meets Standard:</b> 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> <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	Result Points Possible Points Earned	50 30 0	0	
Notes					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1 <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	Result Points Possible Points Earned	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**

Sage International School of Boise  
April 17, 2014

Sage International School of Boise will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

**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](http://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).

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# 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.<sup>2</sup> 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.”<sup>3</sup>

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.

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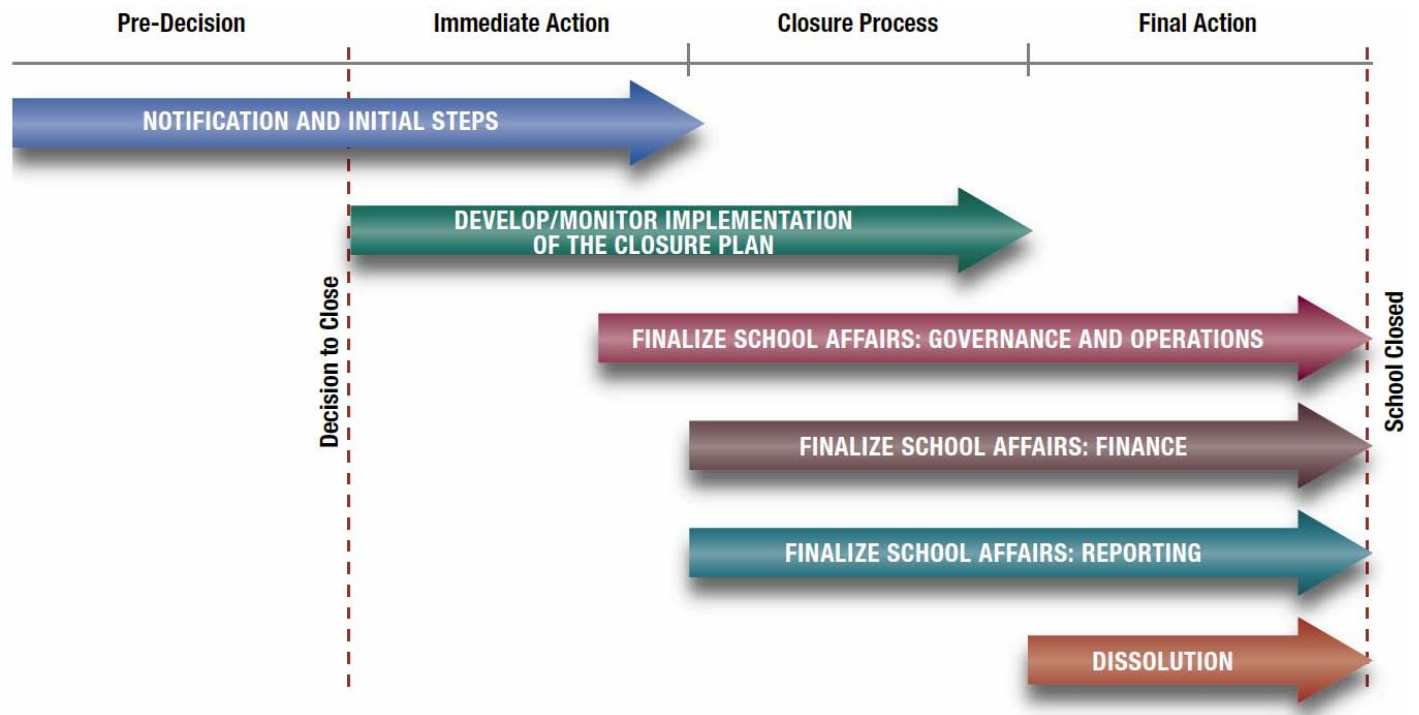
## Endnotes

<sup>1</sup> 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.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> 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><b>Meet with PCSC and SDE staff</b></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"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• 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.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<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><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:                             <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></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><b>Maintain Identifiable Location</b></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><b>Protect School Assets</b></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"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></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><b>Terminate EMO /CMO Agreement (if applicable)</b></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"> <li>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.</li> <li>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.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>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. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			



## Finalize School Affairs: Governance and Operations (continued)

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

# Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>1. Review the school's budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>3. Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> 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"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>2. 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.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>1. Notify all creditors of the school's closure and request final invoices.</li> <li>2. Sell appropriate assets.</li> <li>3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> 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			
<b>Prepare Final Financial Statement</b> 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"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> 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			
<b>Reconcile with State</b> 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
<p><b>Prepare and Submit End-of-Year Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<p><b>Prepare Final Report Cards and Student Records Notice</b></p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p><b>Prepare and Submit Final ISEE Report</b></p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit Final Budget and Financial Reporting</b></p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit All Other Required State and Federal Reports</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<p><b>Prepare and Submit Final Closure Report to the PCSC</b></p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• 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</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• 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</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School</b> (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>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))</li> <li>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)</li> </ol>	School			
<p><b>Notify the Secretary of State</b> (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> <li>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"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• 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</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants</b> (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><b>End Corporate Existence</b> (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"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>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.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></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.”<sup>1</sup>

# APPLICATION FOR CHARTER RENEWAL

## Sage International School of Boise

1513 Tyrell Lane, #110  
Boise, ID 83706

Keith Donahue  
Executive Director  
208-343-7242

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**SAGE**  
INTERNATIONAL SCHOOL  
OF BOISE

Board Approval: December 17, 2018  
Application Submission: December 17, 2018

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## Executive Summary

Sage International School of Boise (Sage International) is currently in its 9th year of operation. Sage International serves approximately 1,000 students in grades K-12. Our successes during the Performance Period have placed Sage International on the Guaranteed Renewal track. During the current Performance Certificate, Sage International doubled its student enrollment, we had our first graduating class, and we became a fully authorized IB World School for our entire K-12 curriculum; we are one of three schools in the world to offer public school students the full IB curriculum. Looking forward, we are completing our multi-year growth phase and are now focused on improving upon our academic success, solidifying our financial strength, and supporting our team of educators.

### Mission

Sage International School engages students within an inclusive International Baccalaureate learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

### Key Design Elements

**International Baccalaureate (IB) Curriculum:** The IB's academic K-12 curriculum develops inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.

**The IB Learner Profile - 10 Attributes of an IB Learner.** Sage International's IB curriculum extends beyond academics to reach the whole child by highlighting and developing with intent the following attributes in our students and staff. IB Learners are: Inquirers, Knowledgeable, Thinkers, Communicators, Caring, Principled, Balanced, Open-Minded, Caring, and Risk-Takers. Our IB curriculum fosters engaged global and local citizens.

**Four-day School Week - Friday Professional Development.** Sage International has a four day (M-Th) student instructional week; staff and teacher are on contract on Fridays. This allows for a full uninterrupted day of professional development (PD) for all educators. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.

**Aligned K-12 Scope and Sequence.** Our educators work across elementary, middle, and high school to create an aligned, thirteen-year, academic scope and sequence based on our IB curriculum and Idaho standards, which is also designed to prepare students for success in college, career and beyond.



## Major Challenges and Successes During Reporting Period

Growth: During the reporting period, Sage International grew by 450 students; we finished the year prior to the reporting period with 541 K-11th students and we now serve approximately 1,000 K-12th students. Managing this growth certainly presented challenges, but also reflects a significant success.

Facility Purchase: Sage International also transitioned from renting two locations in Boise to owning a K-12 Unified Campus on Parkcenter. Financing, purchasing, and remodeling a former mall into a school presented challenges, but we succeeded in establishing our permanent home and in significantly decreasing our facility-related expenses through ownership.

Funding/Budgeting: Delivering a world-class IB education in the state that is 49th in per-student funding is a significant challenge. From a teacher salary perspective, our challenge is compounded by the fact that our local district receives approximately \$4,000 per student in local funding annually. Despite these challenges, during the reporting period Sage International established a budgeting practice of annually placing \$250,000 into savings. Through this savings plan and other efforts, we anticipate addressing each of the low scores in the Financial section of our Annual Performance Report.

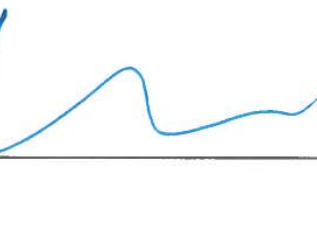
## Summary of Responses to 4 Central Questions

Sage International is an academic success. Our central academic goal is to prepare our students for success in college, career and life. As detailed below, our testing data indicates we are accomplishing this goal. Sage International is organizationally sound and compliant with laws and regulations. Sage International has an experienced and engaged Board of Directors and has an Executive Director that has been with Sage International since it opened. The Board and Executive Director function very well together in fulfillment of their governance duties. Sage International is a fiscally sound and viable organization with a strengthening balance sheet; after eight years of growth, Sage International is stable and maturing from both an enrollment and financial perspective. As shared below, FY19 will be the 3rd year Sage International has placed \$250,000 into savings and Sage International is building up equity through facility ownership. During the next performance certificate term, Sage International will focus on improving academics, empowering our educators in decision-making, and strengthening our financial position.

## Signatures

  
Board Chair

12-17-18  
Date

  
Executive Director

12-17-18  
Date

## Application Narrative

### Is the school an academic success?

Yes, Sage International is an academic success. While the Idaho Public Charter School Commission (PCSC) is already in possession of our comprehensive public testing results, following are a few examples of state, national and international academic testing results evidencing our academic success. Sage International has consistently scored well on Annual Performance Reports with respect to Academics. Also included is a summary of our IB-related accomplishments during the reporting period. Sage International does not have mission-specific goals in its Performance Certificate.

2017 Grade 3 Spring IRI Results: Sage International identifies 3rd Grade IRI Scoring as a key academic performance target as this is the final year students take the IRI.

Grade 3 IRI	Score - 3 Benchmark	Score - 2 Strategic	Score - 1 Intensive
Sage	91.4%	2.8%	5.7%
State	74.9%	13.3%	11.8%
Boise	78%	10.8%	10.8%

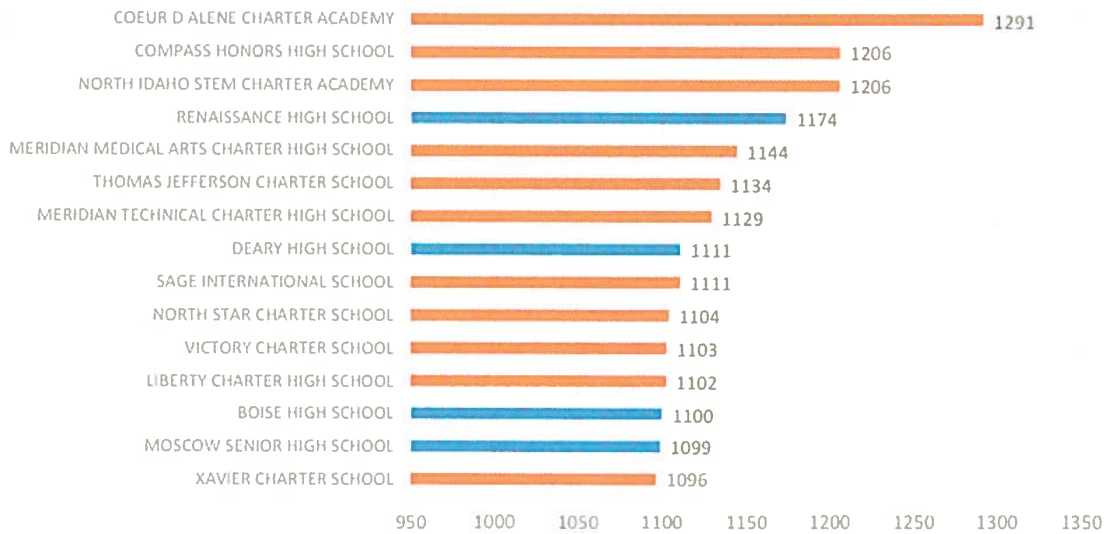
2017 Grade 5 ISAT Results: Students exit Sage International's IB Primary Years Program in the 5th Grade. Accordingly, 5th grade ISAT testing marks another key data point for Sage International. The following table compares Sage International's 5th Grade ELA and Math scores to the State and the Boise District. Per the table, 78.3% of Sage International 5th Graders scored advanced/proficient in ELA as compared to 53.7% statewide and 55.3% in the Boise District. In Math, Sage International's 5th grade is 61.6% advanced/proficient, compared to 50.2% statewide and 42.8% in the Boise District.

GRADE 5 ELA	Adv	Prof	Basic	Below Basic
Sage	32.1%	46.2%	15.4%	6.4%
State	21.2%	32.5%	21.3%	25.0%
Boise District	22.6%	32.7%	20.0%	24.8%
GRADE 5 MATH	Adv	Prof	Basic	Below Basic
Sage	30.8%	30.8%	28.2%	10.3%
State	19.5%	30.7%	25.5%	24.3%
Boise District	21.5%	21.3%	27.3%	29.9%

SAT Results: During the reporting period, Sage International's 11th Grade classes have consistently scored in the top 5% of Idaho students. In 2015 and 2016, Sage International ranked 3rd out of Idaho's approximately 200 high schools in SAT scoring. In 2017, with an average score of 1120, Sage International ranked 11th. In 2018, Sage International ranked 8th in the state with an average score of 1111.

SAT RESULTS	2017 Results (53 Students)	2016 Results (25 students)
SAGE MEAN SCORE	1120	1112
STATE MEAN SCORE	998	999
NATIONAL BENCHMARK	1010	1010

Idaho's Top 15 Public High Schools on 2018 Composite SAT



\*Schools in Red are Public Charter Schools  
 \*All data come from the Idaho State Department of Education

2016 OECD Program for International Student Assessment (PISA) Results: The PISA standardizes and evaluates academic results of thousands of schools in over 70 countries providing insight into how Sage students perform academically compared to US schools and internationally. The PISA is taken by 15-year olds across the globe. In 2016, 54 Sage students participated in the PISA exam. *Sage students scored in the top 7-10% of US schools in all three testing areas - math, reading and science.* Sage's results are scored as 'significantly above' US averages, the highest rating category. Internationally, Sage students scored on level with students in the highest performing regions in the world (Shanghai China, Korea, Japan). These are impressive results indicating Sage students are prepared to thrive in today's global society.

College Acceptance: Following is list of the colleges where 2016 and 2107 Sage International graduates were accepted. Because our Boise high school is so new (2016 was our first graduating class), Sage International does not yet have data regarding obtaining college degrees after graduation; we will track this data as it becomes available.

Class of 2016 (12 Graduates): Auburn University, Carroll College, College of Idaho, College of Western Idaho, Frei University of Berlin, Portland State University, Seattle University, University of Alabama, University of Florida, University of Nevada-Reno, University of North Florida, Warren Wilson College, Whitworth University, Boise State University, Colorado School of Mines, College of Southern Idaho, Evergreen State College, Lewis and Clark College, Savannah College of Art and Design, South Dakota School of Mines, University of Alaska, University of Idaho, University of Northwestern-St. Paul, University of Utah, Whitman College, Willamette University

Class of 2017 (29 Graduates)- Emerson College, College of Western Idaho (CWI), Dartmouth, Idaho State University, Colorado School of Mines, University of Colorado at Boulder, Montana State University, University of British Columbia, Wentworth Institute of Tech, Washington State University, UC Santa Barbara, University of Alabama, University of Utah, University of Puget Sound, Evergreen State College, University of Washington, Corban University, Southern Virginia University, IE University (Spain), Oberlin College, Bard College, University of Idaho, Boise State University, College of Southern Idaho, Reed College, Colorado State University, Westminster College (SLC), Clark University, University of Nebraska-Lincoln, UC Santa Clara, Carroll College, Auburn University, Lewis and Clark College (Portland), Western Washington University, Wellesley College, Whitman College, Pacific States University, John Cabot University (Rome), University of Oregon, Arizona State University

Discussion of Sub-Population Achievement:

A summary table of Sage International's student demographics is provided below in response to Question 2. The following tables provide a brief summary of the publicly-available data regarding Sage International's sub-populations. Note that certain data is not publicly available due to student confidentiality given our smaller reporting size for those sub groups. The available data evidences comparative success among sub groups of students at Sage International:

K-3 Students - % Scoring a 3 on Spring IRI:

	2016-17	2017-18
<b>Idaho</b>		
FRL	66%	64.6%
With Disability	36%	37%
<b>Sage International</b>		
FRL	72.9%	87.5%
With Disability	80.4%	81.8%

All Grades - % Scoring Advanced or Proficient on ISAT

	2015-16	2016-17
<b>MATH</b>		
<b>Idaho</b>		
FRL	30.3%	30.4%
At Risk	30.9%	31.2%
<b>Sage International</b>		
FRL	54.3%	41.8%
At Risk	57%	45.2%
<b>ELA</b>		
<b>Idaho</b>		
FRL	40.6	40.2

	2015-16	2016-17
At Risk	41.1	40.8
<b>Sage International</b>		
FRL	71.1	61.1
At Risk	70.9	61.6

Sage International's IB Curriculum: Sage International's charter mission, in significant part, is to offer students a K-12 IB curriculum. The K-12 IB curriculum consists of 4 distinct Programs: the Primary Years Program (PYP for K-5th), the Middle Years Programme (MYP for 6th-10th grades), the Diploma Program (DP for 11th-12th grades) and the Career Programme (CP for 11th-12th grades). Schools must undertake a rigorous 2-3 year authorization process with the IB Organization to obtain, if successful, an IB World School authorization for each Programme. Sage International began the reporting period with IB World School authorization for the PYP and the DP. Sage International obtained IB World School authorization for the CP during the reporting period. Of note, Sage International obtained IB World School authorization for the MYP earlier this year, becoming just the 3rd public school in the world to offer students a free, public K-12 IB education. There are 26 private schools around the world offering the full K-12 IB curriculum. This marks, after 9 years of effort, a significant milestone in the development of Sage International. With our K-12 campus, one of the most powerful aspects of Sage International's academic model is our ability to offer our students a carefully sequenced and coordinated 13-year educational scope and sequence while utilizing IB's global inquiry-based curriculum.

Alignment of Academics with Design Elements in Charter: In addition to our IB curriculum discussed above, the key design elements identified in our Charter and Performance Certificate relate to (1) our 4-day school week for students with teacher Professional Development and collaboration on Fridays and (2) using the IB Learner Profile (10 attributes of an IB Learner) in our school model. Sage International continues to deliver upon each of these commitments with fidelity and focus. Professional Development Fridays are a central pillar of our school model. The IB attributes are used with all students K-12 as Sage International's approach to nurturing the 'whole child' and developing lifelong learners that are engaged citizens of the world.



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

Yes, Sage International is organizationally sound and compliant with applicable laws and regulations. Of note, Sage International received 98% of all possible 'Operational Points' in the Draft 2018 Annual Performance Report, evidencing our operational strength and stability.

Organizationally, from a growth perspective, Sage International is now stable after doubling in size during the reporting period. Sage International is fortunate to have a well-rounded, experienced, engaged Board of Directors, and Sage International's current leadership team has remained in place for the past 3 years.

Enrollment Growth Complete: During the reporting period, Sage International grew from 451 students in K-10th grades to nearly 1,000 students in grades K-12. Our budget and staffing grew accordingly. We are now very close to full capacity with limited room for growth in 10th-12th grades. During this period of rapid growth, leadership was necessarily focused on managing the growth in addition to focusing on our academic mission. While we successfully completed our planned growth, adding over 500 additional students and necessary staff certainly created challenges at times. Sage International has now entered a phase where growth is complete allowing leadership to focus on strengthening and improving our academic, operational and financial performance. From this perspective, Sage International feels very organizationally sound.

In the Draft Performance Report, Sage International scored 'Partially Meets Standards' and obtained 15 of 25 points (Sage International met all other Operations Measures). This score was due to Sage International's enrollment being 92% of projected enrollment (just under the 95% target to fully meet the standard. While Sage International is in its ninth year, our high school is still very new, having only graduated three classes - 12 graduates in 2016, 29 in 2017 and 50 in 2018. As our high school has grown, Sage International has experienced a higher rate of attrition than planned/budgeted in high school. Sage International does not have a waitlist in grades 9th-12th. This resulted in the 92% score. Our most significant attrition takes place as students enter 10th grade, which is the grade where Boise District students begin high school. Also, both the IB Diploma Program and the IB Career Program are 11th and 12th grade programs that and are very difficult to enter for students who are brand new to IB and both programs have 2-year courses. For these reasons, Sage International is very reluctant to add new students in 11th grade and does not add new students in 12th grade. Based on our 2018 high school experience, Sage International lowered our budgeted enrollment figure for FY19 by 38 students.

Student Demographics Comparison to State and District

<b>Sage International School Student Demographics</b>				
	<b>School</b>	<b>State</b>	<b>Surrounding</b>	<b>Neighboring</b>
<b>Non-White</b>	18%	25%	25%	N/A
<b>Limited English Proficiency</b>	2%	6%	9%	N/A
<b>Special Needs</b>	7%	10%	12%	N/A
<b>Free and Reduced Lunch</b>	26%	47%	51%	N/A

Sage International's demographics vary to some extent from the statewide demographics and Boise District demographics. Sage International believes our demographics vary because: (1) the geographic location of our campus is in a more affluent, low minority area of Boise; and (2) Sage International did not provide bussing until Year 6. Sage International now offers 7 bus routes to-from school covering the entire Boise District (our attendance zone). Sage International also adopted a school motto of 'IB for ALL' in 2016 with the goal of ensuring all families feel welcome at Sage International. Beginning in 2017, Sage International reached out to refugee support entities in advance of our lottery to help share information regarding Sage International and our lottery. We also distributed lottery information to different service entities (Boys and Girls Club for example) and to international/minority-owned restaurants. While our figures may not match the state and Boise District, we are seeing increases in our non-white and FRL populations: FY16 FRL = 17.6%, FY17 FRL = 18.18%, FY18 FRL = 26.75%. We will continue our IB for ALL messaging and focus.

Board: Sage International's Board of Directors also adds to our organizational soundness. Our Board includes a commercial banker, (chair) retired international CEO (vice-chair), an attorney, a Chamber of Commerce Business Relations Specialist, a CPA, and a business owner with experience bringing the IB curriculum into a rural Oregon school district. Our Board chair has served on the Sage Board for over 7 years, the vice-chair for over 6 years.

Facilities: Sage International purchased its Boise campus during the reporting period. When the reporting period began, Sage International's high school was located in a rented building downtown. Sage International also rented a portion of the Parkcenter Mall complex, where grades K-8 were housed. In December 2015, Sage International purchased the entire Parkcenter Mall complex - nearly 8 acres and 100,000 SF of building

space - and remodeled the property into our Unified K-12 Campus. Establishing a permanent home for Sage International and locating our entire student population and staff on a single, unified campus greatly added to our organizational stability during the reporting period. No longer are we moving students and teachers into new and different spaces each year; we are organizationally sound in this regard.

Leadership Team: Sage International is in its third year with Keith Donahue in the Executive Director role and our three school Directors, or Principals, in the same roles: Dani Zwolfer - Elementary, Zach Parker - Middle, and Kali Webb - High. This stability in school leadership adds to Sage International's soundness.

Educators: Sage International's educational soundness is exemplified by our educator retention rate for FY18. As noted below, Sage International is not able to pay our educators on par with the Boise School District. Instead, our Board and school leaders work very hard to attract and retain educators by creating a collaborative, engaging work culture for our team through our Professional Development Fridays and by involving educators in key initiatives. Recent reports indicate that the average teacher turnover rate in Idaho schools (traditional and public) is 20%. In 2018, Sage International retained over 90% of its certificated staff, including 100% retention of our high school staff. This is a significant accomplishment that evidences the stability and soundness of Sage International as we mature and complete our growth phase.

Sage International is compliant with applicable laws and regulations. Sage international is not aware of any outstanding non-compliance issues.

### Is the school a fiscally sound, viable organization?

Yes, Sage International is a fiscally sound, viable organization; that said, strengthening our finances is a central focus of the Board and Executive Director. While Sage International is sound and viable, there remains room for improvement on this front. It goes without saying that launching and growing a charter school in Idaho is a challenge given funding levels (49th in the nation in per student funding). Even with significant philanthropic support from the J.A. and Kathryn Family Foundation, Sage International was not able to focus on building up savings during our rapid growth years. That said, during the reporting period, as our growth slowed, Sage International began building up savings to strengthen its balance sheet - See FY17 and FY18 in Exhibit A. Sage International currently projects holding 50-day Operating Cash on Hand by FY 22 (See Exhibit A). Exhibit A looks back two years, includes this year's budget and projects forward three years. Sage International does not have concerns regarding or Fiscal Audits and/or internal controls.

Facility Ownership. As noted above, Sage International purchased its Boise campus in December 2015. This purchase greatly decreased our facility cost-per student and Sage International is creating valuable building equity through our loan payments. With our 2015 facility purchase, Sage International was the first school to work with Building Hope to secure facility financing. Building Hope provided 35% of our financing and took a

subordinate position to Banner Bank, the senior lender that provided the remaining 65% of our facility funds. Between the two lenders, Sage International's blended interest rate on its facilities debt is 3.17% - well below market rates. Our annual debt service payments (principal and interest) total \$722,000 or approximately 9.5% of total revenues. Both the Banner Bank and Building Hope loans mature in December 2020. Of note, a 2017 Replacement Cost Appraisal performed by our insurer calculated a value of \$16.36M for our Boise campus; Sage International purchased the campus (including remodel costs) for \$12.3M. Our Board and Executive Director are currently exploring refinancing options with Banner Bank, the Charter Impact Fund, and in the bond market.

Financial challenges that Sage International is managed during the reporting period center on two key areas: (1) Delivering our IB curriculum; and (2) working to offer our certificated staff a competitive pay scale.

First, delivering our IB curriculum adds costs that other schools do not incur. These costs include IB's extensive training requirements for our educators and IB Coordinators, many of which require staff to travel across the United States and to Canada. Sage International also incurs approximately \$40,000 in annual IB membership dues for our 4 IB Programmes. Most significantly, as an IB World Schools we employ more educators than traditional schools. IB schools are required to provide all students at all grade levels with foreign language instruction; Sage International employs 5 full-time French Language Instructors. IB High Schools are also required to provide classes that are not taught in the traditional system, such as Theory of Knowledge; these classes also require the use of additional FTEs. As a result, in order to deliver our IB curriculum while also meeting all Idaho standards and requirements, Sage International employs more certificated educators than the state funds each year, resulting in tight budgets. This issue was compounded in FY16 to FY18 as Sage International had to offer the full IB curriculum (and staff accordingly) for both the IB Diploma Program and the IB Career Program in 11th and 12th grades despite only having 42 students in 11th and 12th grades in FY 16. As of FY19, the number of 11th and 12th grades enrolled at Sage International has grown to 100 students, easing this budget challenge. This represented a significant financial challenge during the reporting period.

Second, Sage International's attendance boundary matches the Boise School District (BSD). BSD receives approximately \$4,000 per student annually in local revenues. Sage International does not receive these funds. With an additional \$4,000 per student, BSD has one of the highest paying salary schedules for certificated staff in Idaho. BSD is Sage International's primary competition for certificated staff. In an effort to remain competitive with BSD, Sage International's certificated staff salary schedule is somewhat higher than many traditional districts, creating budgeting challenges. Even with this effort to remain competitive, Sage International struggles to remain competitive with BSD salaries as teachers gain experience and more education. At the higher end of the pay scale, our salaries are often 10% or more below the salaries offered by the BSD, even with our efforts to increase our salaries over state funding. This represented a challenge during the reporting period and represents an ongoing budgetary challenge.

Sage International's Board, Executive Director and Business Manager successfully navigated these challenges and initiated a savings plan during the reporting period. Given Idaho's low per-pupil funding level, careful budgeting will remain a priority.

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

If renewed, Sage International's plan for its next performance period is to improve upon our already strong academics, to continue implementing initiatives that empower our educators by involving them in key decisions related to our educational program and school culture, and to strengthen our financial position. In short, the last performance period was focused on maintaining academics and operations through rapid growth, as well as purchasing and remodeling our Boise campus. With our growth complete, for the next performance period, Sage International will focus on improvement and innovation of our existing school and curriculum in alignment with our mission statement and charter document.

As noted above, the performance period we are completing had a heavy focus on growth from 450 students in K-10th grades to 1,000 students in K-12th grades. Sage International also completed the challenging IB World School authorization process and is now a fully authorized K-12 IB World School for all four IB Programmes (PYP, MYP, CP and DP). Significant Board and school leadership time and focus was spent growing our team, growing our campus, and growing our IB curriculum during the reporting period. With this growth complete, Sage International will transition during the next reporting period into a mature, stable, 1,000-student unified IB campus. Our focus will be on delivering a world-class IB education at Sage International and establishing a consistent, stable budget framework to carry Sage International into the future - per the objectives outlined in Exhibit A.

We can offer two examples of our increased focus on empowering educators and improving academic results as Sage international enters this new phase. This year, Sage International formed a 3-person ISAT Team with the goal of improving our ISAT performance. The team consists of three teachers who applied for these stipend positions. The team was formed with one teacher from the elementary, middle and high schools. The ISAT team compiled Sage International's historic ISAT data and spoke with teachers and administrators about our past ISAT testing experiences. The team is now taking this information and, in collaboration with all of our educators, developing a Spring testing plan and, most importantly, has determined to establish a robust ISAT Interim Testing protocol at Sage International with the support of administration. In speaking with the State Department of Education and districts that utilize the ISAT Interim Testing tools with fidelity, the ISAT Team identified this as our central focus for improving ISAT results. Prior to this effort, Sage International had not participated in Interim Testing. Because this is a teacher-led initiative, we are seeing exceptional 'buy-in' from our entire team of educators and we anticipate improved ISAT results as early as this year.

A second initiative that is underway is Sage International's new Mentor Program. This year, Sage International is providing 10 Mentor stipends. The 10 Mentors are paired with

10 teachers who are new to teaching and/or new to Sage International. The Mentor Program framework was developed with teacher input after our team determined a Mentor Program would help in many key goal areas: classroom teaching, teacher retention, and school culture.

We share these two initiatives as they exemplify the process Sage International intends to implement during the next reporting period as we study and improve our academic programming: Identify a key academic goal or focus; entrust our team of educators to sit at the table with administration and determine our path forward; and engage our educators in designing and implementing the plan. This approach is directly tied to the Legislative Intent provision in Idaho's Charter School Statute. In Idaho Code 33-5202, the legislature listed as one of the primary reasons for creating charter schools to "create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site." Sage International intends to deliver on this promise. By giving our educators the opportunity to guide our learning program, we anticipate improving the delivery of our IB curriculum, building on our school culture of innovation and Professional Development, and we anticipate attracting and retaining master educators who are excited to help guide Sage International into the future.

Regarding strengthening our financial position, our 3-year projections are shared in Exhibit A. The projections evidence our commitment to solidifying our balance sheet and improving upon the scores we received for Financial Performance on our Annual PCSC Reports during the reporting period we are completing.

## Exhibit A – Sage Financial Projections

EXHIBIT A

<b>Sage International School of Boise</b>						
<b>GENERAL</b>						
Fiscal Year End	06/30/2017	06/30/2018	06/30/2019	06/30/2020	06/30/2021	06/30/2022
Period	Annual	Annual	Annual	Annual	Annual	Annual
Statement Basis	Audited	Audited	Budgeted	Projected	Projected	Projected
<b>Student Demand and Enrollment</b>						
Grades Offered	K-12	K-12	K-12	K-12	K-12	K-12
Total FTE Enrollment (Daily Avg Attendance)	949	958	966	980	990	1,004
Increase (Decrease) in FTE Enrollment %		1%	1%	1%	1%	1%
Waitlist	703	546	502	n/a	n/a	n/a
Student Retention	92%	92%	93%	94%	94%	94%
FRL %	20%	23%	28%	28%	28%	28%
<b>STATEMENT OF OPERATIONS</b>						
<b>Unrestricted Revenues</b>						
Local Funding	554,676	558,416	862,687	875,344	884,276	896,781
State Funding	5,723,574	6,117,160	6,477,008	6,736,335	6,805,073	6,901,307
Federal Funding	292,091	337,294	248,770	252,420	254,995	258,601
<b>Total Unrestricted Revenue</b>	<b>6,570,341</b>	<b>7,012,870</b>	<b>7,588,465</b>	<b>7,864,099</b>	<b>7,944,344</b>	<b>8,056,689</b>
<b>Expenses</b>						
Program Services	4,407,708	4,918,393	4,863,372	4,934,724	4,985,078	5,055,574
Management and General	414,658	602,099	846,073	858,486	867,246	879,510
Site and Building	771,955	395,186	474,620	481,583	486,497	493,377
Fundraising and Community Service						
Other Exp	213,557	286,368	339,895	344,882	348,401	353,328
Debt Service	568,883	733,117	720,724	734,372	734,372	734,372
<b>Total Expenses</b>	<b>6,376,761</b>	<b>6,935,163</b>	<b>7,244,684</b>	<b>7,354,047</b>	<b>7,421,595</b>	<b>7,516,162</b>
<b>Excess of Unrest. Revenue Over Expense</b>	<b>193,580</b>	<b>77,707</b>	<b>343,781</b>	<b>510,052</b>	<b>522,750</b>	<b>540,527</b>
Add Back: Depreciation & Amortization	221,872	261,776	250,000	250,000	250,000	250,000
Interest and Lease Expense	463,067	433,305	433,163	623,993	616,589	608,762
<b>Balance Available for Debt Service</b>	<b>878,519</b>	<b>772,788</b>	<b>1,026,944</b>	<b>1,384,045</b>	<b>1,389,339</b>	<b>1,399,289</b>
Principal Payments on Long-Term Debt	166,181	361,724	351,061	177,533	186,616	196,164
Annual Debt Service	629,248	795,029	784,224	801,526	803,205	804,926
Maximum Annual Debt Service (MADS)						
<b>OPERATING RATIOS</b>						
Actual Debt Service Coverage	1.40	0.97	1.31	1.73	1.73	1.74
MADS Coverage						
Debt Service as % of Unrestricted Revenue	9.6%	11.3%	10.3%	10.2%	10.1%	10.0%
MADS as % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Operating Margin	2.9%	1.1%	4.5%	6.5%	6.6%	6.7%
EBIDA %	6.3%	4.8%	7.8%	9.7%	9.7%	9.8%
Per Pupil Funding	\$6,032	\$6,385	\$6,705	\$6,874	\$6,874	\$6,874
Annual Growth in Per Pupil Funding		5.9%	5.0%	2.5%	0.0%	-0.0%



<b><u>STATEMENT OF FINANCIAL POSITION</u></b>						
Total Unrestricted Cash & Investments	100,100	250,100	500,100	750,100	1,000,100	1,250,000
Total Assets	12,517,789	12,335,730	12,585,730	12,835,730	13,085,730	13,335,730
Long-Term Debt	12,175,854	11,814,130	11,400,000	11,222,467	11,035,851	10,839,687
Net Assets	341,935	521,600	1,185,730	1,613,263	2,049,879	2,496,043
<b><u>BALANCE SHEET RATIOS</u></b>						
Days Cash on Hand	5.7	13.2	25.2	37.2	49.2	60.7
Available Cash to Total Debt	0.82%	2.12%	4.39%	6.68%	9.06%	11.53%
Total Debt as a % of Total Assets	97.27%	95.77%	87.12%	87.43%	84.34%	81.28%
Net Assets as a % of Operating Expenses	5.36%	7.52%	16.37%	21.94%	27.62%	33.21%

## **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.

Sage chose not to submit auxiliary data.