Compass High School, Inc. - 79467

School: Compass High School

Issue

Compass High School, a school operated by Compass High School Inc., was assigned an F letter grade by the Arizona Department of Education based on its academic performance during the 2013-2014 school year. The Board must determine whether to restore the charter to acceptable performance or to revoke the charter.

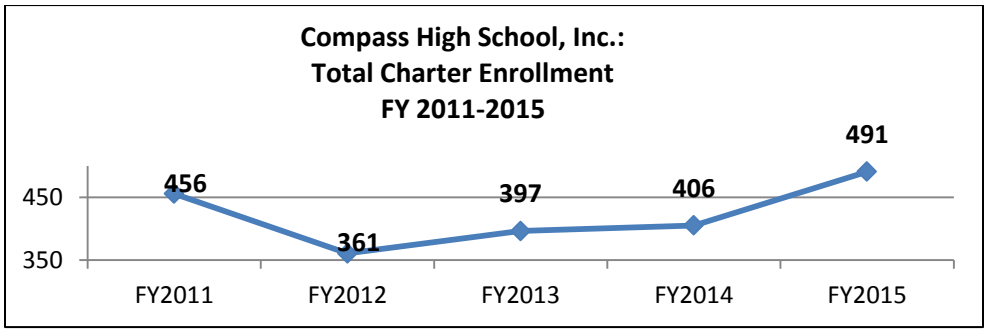
Background Information

In FY2012, Compass High School received an Overall Rating of 68.12 (Meets) and a letter grade of D-ALT. In FY2013, the school received an Overall Rating of 63.12 (Meets) and a letter grade of D-ALT. In FY2014, the school received an Overall Rating of 38.75 (Falls Far Below) and a letter grade of F.

On October 2, 2014, the Arizona Department of Education (ADE) notified the Board of the F letter grade status (failing level of performance) of Compass High School (portfolio: b. Notifications, i. Notification of Charters with F Letter Grade for the 2014-2015 SY). Pursuant to A.R.S. § 15-241(U), if a charter school is assigned a letter grade of F, the ADE shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter.

I. Profile

The Charter Holder operates one school, Compass High School, serving grades 9-12 in Tucson. For FY2012 and FY2013 Compass High School was designated as an alternative school; in FY2014 Compass High School was designated a traditional school[1]. The graph below shows the average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2011-2014 and 40th day ADM for fiscal year 2015**.**



The academic performance of Compass High School is represented in the table below. The Academic dashboard for the school is in the portfolio e. Academic Dashboard – Compass High School.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Compass High School[2]	8/14/2003	9 – 12	68.12 / D-ALT	63.12 / D-ALT	38.75 / F

[1] As noted in the timeline (p. 3) for FY14, the Charter Holder failed to apply for Alternative status; thus, in FY14 the school was classified as a traditional school for the purposes of calculating the A-F letter grade and the Board's Academic Dashboard.

[2] In accordance with the U.S. Department of Education's approval of Arizona's request for flexibility from the Elementary and Secondary Education Act (ESEA), the 95% tested rule requires schools and LEAs to test 95% of students eligible to take AIMS

The Charter Holder has identified that Compass High School is an alternative school dedicated to serving students by providing vocational education including a culinary program, textiles and fashion design, graphic design, automotive shop, agricultural sciences, and woodworking and metalworking. The school's website identifies that the school offers a flexible schedule with morning, afternoon, and evening sessions.

While the school's website identifies Compass High School as "'True' Alternative Charter School since 2001", the Charter Holder did not apply for alternative status in FY14. Thus, in FY14 the school was classified as a traditional school for the purposes of calculating the A-F letter grade and the Board's Academic Dashboard.

For the purposes of the Board's consideration, an alternative academic dashboard for Compass High School was calculated using the school's FY14 data and applying the alternative school methodology as described in the Board's Academic Performance Framework.[3] Both the Charter Holder and Board staff also attempted to calculate an alternative letter grade for Compass High School using the school's FY14 data and applying the alternative school methodology as described in the ADE's 2014 A-F Letter Grade Accountability System Technical Manual (portfolio: f. Hypothetical Alternative Academic Data, vi. Hypothetical Alternative Letter Grade).

Both Board staff and the Charter holder believe that if a 2014 A-F Alternative Letter Grade had been calculated the school would have been designated a C-ALT letter grade.[4] However, because this 2014 Hypothetical A-F Alternative Letter Grade cannot be verified, Board staff has provided five Alternative academic dashboards to show Compass High School's overall rating as an Alternative School with each possible letter grade A-ALT, B- ALT, C- ALT, D- ALT or F, or NR (portfolio: f. Hypothetical Alternative Academic Data).These dashboards demonstrate that Compass High School would have needed to receive a letter grade of A-ALT in order to receive an Overall Rating of Meets Standard as an Alternative School. For all other possible letter grades (B-ALT, C-ALT, D-ALT), or if no letter grade was awarded at all, the resulting overall rating for Compass High School as an Alternative School is Does Not Meet Standard. These dashboards reflect a decline in the school's SGP performance in math and reading, a decline in math percent passing, and a decline in both academic persistence and graduation rate and demonstrate that Compass High School could only meet the Board's Academic Performance standard if the school received alternative status and earned a letter grade of A-ALT.

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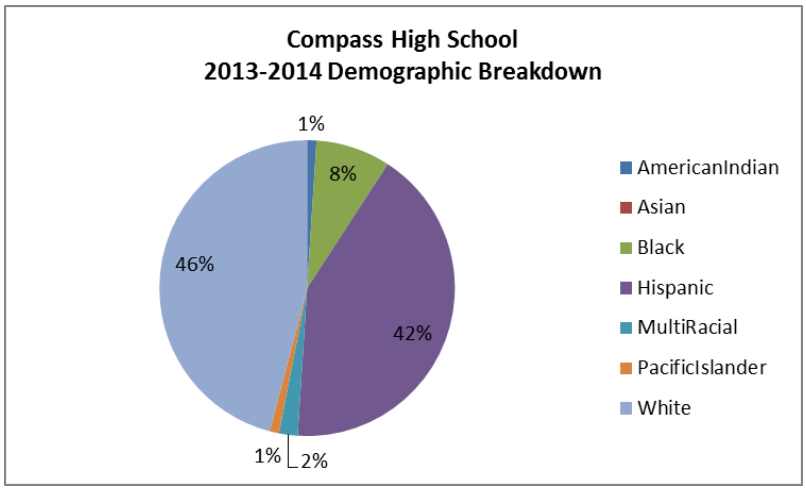
and AIMS A. Schools testing fewer than 95% of their students have their maximum allowable letter grade limited. http://www.azed.gov/accountability/files/2014/12/2014-a-f-technical-manual.pdf

- In FY12, 60% of students were tested which allowed a maximum allowable letter grade of D-ALT.
- In FY13, 80% of students were tested which allowed a maximum allowable letter grade of C-ALT. The cutoff score for a C-ALT was 109 points. The school earned 105 points, which resulted in a letter grade of D-ALT.
- In FY14, 80% of students were tested which allowed a maximum allowable letter grade of C as a traditional school. The cutoff score for a C was 100 points as a traditional school. The school earned 67 points, which resulted in a letter grade of F.

[3] The alternative methodology includes an alternative definition of FAY students, classifying all students who enroll on or before October 1 as FAY. As a result, a greater number of students were included in the Alternative Dashboard calculation than were included in the Traditional School dashboard.

[4] If the school had been designated a C- ALT letter grade, the school would not have qualified to be designated an F letter grade, and would not have been evaluated under the Failing School process.

The demographic data for Compass High School from the 2013-2014 school year is represented in the chart below.[5]



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2013-2014 school year is represented in the table below. [6]

Category	Compass High School
Free and Reduced Lunch (FRL)	*
English Language Learner (ELL)	*
Special Education	23%

II. Additional School Choices

Compass High School is located in southeast Tucson near 22nd Street and Kolb Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 4 alternative high schools within a five mile radius of Compass High School. The table below provides a breakdown of those schools.[7]

Letter Grade	Overall Rating	% FRL	% ELL	% SPED
A-ALT	Meets	57%	*	8%
C-ALT	Does Not Meet	84%	3%	11%

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

[6] Information provided by the Research and Evaluation Division of the ADE. Information for FRL and ELL subgroups was redacted because the percentage of students in a non-ethnicity-based demographic group is redacted when the percentage is either 0% or 100%.

[7] Information provided by the Research and Evaluation Division of the ADE. Information for some FRL and ELL subgroups was redacted because the percentage of students in a non-ethnicity-based demographic group is redacted when the percentage is either 0% or 100%.

C-ALT	Does Not Meet	71%	2%	22%
F	District - N/A	21%	*	*

II. Timeline of Activities

The following is a timeline of activities that have occurred related to the academic performance of Compass High School:

May 2011 Compass High School, Inc. was notified of the requirement to submit a Performance Management Plan (PMP) as part of a five-year interval review of the charter.

September 2011 Compass High School, Inc. timely submitted a PMP to the Board.

January 2013 Compass High School, Inc. was notified that because Compass High School received an overall rating of Meets Standard, annual reporting requirements were waived.

January 28, 2014 The ADE issued a memorandum to all superintendents, charter holders, principals, and test coordinators containing the requirements and timelines for the Alternative School application.

April 2014 Compass High School, Inc. did not submit an Alternative School Status Application to ADE by the April 1, 2014 deadline.

October 15, 2014 In accordance with the Board's processes, Compass High School, Inc. was notified in an email of its requirement to submit a Demonstration of Sufficient Progress (DSP) and Financial Performance Response as a requirement for a failing school that does not meet the Board's academic performance expectations (portfolio: b. Notifications ii. F School Notification – Action Required). Compass High School, Inc. was informed that the determination by the Board of whether to restore or to revoke the charter for Compass High School Inc. would be based on the evidence of the Charter Holder's performance in accordance with the performance framework adopted by the Board, including the Charter Holder's demonstration of sufficient progress toward the Academic Performance Expectations of the Board.

November 14, 2014 Compass High School, Inc. timely submitted a DSP Report (portfolio: g. Demonstration of Sufficient Progress Report) to the Board.

Compass High School, Inc. was notified of its eligibility to apply for charter renewal (portfolio: b. Notifications, iv. Renewal Notification Information)

November 21, 2014 Board staff sent an email to the charter representative (portfolio: v. Failing School DSP Report Initial Evaluation and Site Visit) which confirmed the site visit date and provided a copy of the initial evaluation of the DSP Report that identified areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

November 26, 2014 Compass High School submitted an Alternative status application to ADE for the 2014-2015 school year.

December 9, 2014 Board staff conducted the site visit to confirm the documentation presented in the DSP Report and review additional information to be considered in the final evaluation of the Charter Holder's DSP submission.

III. Demonstration of Sufficient Progress

The following representatives of Compass High School, Inc. were present at the site visit:

Name	Role
Kerk Ferguson	Administrator
Maryann Beal Ed. D	Special Education Director

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

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

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did not demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. Data and analysis based on valid and reliable assessments was presented at the site visit, but it did not demonstrate comparative improvement year-over-year for the two most recent school years for more than one measure.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the site visit, the Charter Holder did not provide data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for the two most recent school years (portfolio c. Inventory Documents, i. Site Visit Inventory – Data).

Curriculum

The area of Curriculum is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: c. Inventory Documents, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	Yes	C1
How does the Charter Holder identify gaps in the curriculum?	No	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	No	C3
Who is involved in the process for adopting or revising curriculum?"	No	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	Yes	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	No	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	No	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	No	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	No	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	N/A	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?"	Yes	C14

Assessment

The area of Assessment is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited assessment approach. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Assessment Inventory (portfolio: c. Inventory Documents, iii. Site Visit Inventory - Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	No	A1
What was the process for designing or selecting the assessment system?	Yes	A2
How is the assessment system aligned to the curriculum and instructional methodology?	No	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	No	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	No	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	No	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	No	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	N/A	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated two of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: c. Inventory Documents, iv. Site Visit Inventory - Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	No	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	No	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	No	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	N/A	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	Yes	M10

Professional Development

The area of Professional Development is evaluated as Falls Far Below. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented fragmented efforts to provide professional development. The efforts lack intentionality and prior planning and are not consistently implemented. For more detailed analysis see Professional Development Inventory (portfolio: c. Inventory Documents, v. Site Visit Inventory - Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	No	P1
How was the professional development plan developed?	No	P2
How is the professional development plan aligned with instructional staff learning needs?	No	P3
How does this plan address areas of high importance?	Yes	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	No	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Yes	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	No	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	No	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	No	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	N/A	P10
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	N/A	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	No	P12

Graduation Rate

The area of Graduation Rate is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited approach to ensure students in grades 9-12 graduate on time. At the DSP site visit, the Charter Holder sufficiently demonstrated three of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Graduation Rate Inventory (portfolio: c. Inventory Documents, vi. Site Visit Inventory - Graduation Rate).

Question	Sufficient Evidence	Document Inventory Item
Ensuring Students in Grades 9-12 Graduate On Time		
How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	Yes	G1
How does the Charter Holder identify students that are not successfully progressing through required courses?	Yes	G2
How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	Yes	G3
What data can the Charter Holder provide to demonstrate that these strategies are effective?	No	G4

IV. Viability of the Organization

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

V. Adherence to the Terms of the Charter

Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?

Yes. Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?

Yes. Based on the available information in the current fiscal year, the Charter Holder adheres with applicable education requirements defined in state and federal law.

Do the Charter Holder's annual audit reporting packages reflect sound operations?

As reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the annual audit reporting package, except that the fiscal year 2014 audit reporting package identified that fingerprint clearance card applications for the Charter Holder's new employees had not been received by the Arizona Department of Public Safety prior to the individuals' start date as required by law. The audit indicates the employees' original applications were rejected due to nonpayment and had to be resubmitted. The Charter Holder did not submit the required corrective action plan (CAP) by the December 1, 2014 due date. Staff followed up with the Charter Holder and received a partial CAP response on December 3, 2014. On December 12, 2014, staff again followed up with the Charter Holder and indicated that if the CAP is not received or

completed, the noncompliance would be reflected in the failing schools staff report. As of the writing of this report, the Charter Holder has not submitted a satisfactory CAP.

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

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment, except that the fiscal year 2014 audit reporting package identified that fingerprint clearance card applications for the Charter Holder's new employees had not been received by the Arizona Department of Public Safety prior to the individuals' start date as required by law. The audit indicates the employees' original applications were rejected due to nonpayment and had to be resubmitted. The charter holder has not submitted a satisfactory CAP (see above).

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

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

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

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

VI. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Compass High School, Inc. on the basis of Compass High School's designation as an F school for FY 2014 and Compass High School, Inc.'s failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. The Charter Holder was unable to provide evidence that it has consistently

implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, comprehensive professional development system, and comprehensive system to ensure students in grades 9-12 graduate on time. All that taken into consideration, Compass High School has previously been designated as an Alternative School and if the Charter Holder had applied for alternative status in FY14 the information available to the Board indicates Compass High School would have qualified to be classified as an Alternative school and the information available to the Board indicates the school would not have been designated an F letter grade, but rather would have been designated a C-Alt letter grade. The Board therefore directs staff to work with Compass High School, Inc. to create a Consent Agreement for the purpose of restoring the charter to acceptable performance in accordance with A.R.S. § 15-241(U) if the Charter Holder agrees that: 1) it will be subject to additional accountability including the creation and implementation, beginning no later than February 1, 2015, of a Performance Management Plan to make systemic changes that will align with the Performance Management Plan evaluation criteria, 2) it will provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Compass High School, 3) if it cannot provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Compass High School the Charter Holder will close Compass High School and surrender the charter at the end of FY15, 4) if Compass High School can provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Compass High School and continues operating after the end of FY15 the Charter Holder will, until a new Academic Dashboard is released, provide quarterly reports with supporting evidence to demonstrate implementation of the Performance Management Plan with fidelity, and provide valid and reliable internal benchmarking baseline, mid-year and end-of-year data that demonstrates improving academic performance, and if it cannot do so the Charter Holder will close Compass High School and surrender the Charter no later than the end of the fiscal year; and 5) if the next Academic Dashboard that is released does not demonstrate improved academic performance as compared to FY13 and FY14 for Compass High School the Charter Holder will close Compass High School and surrender the Charter no later than the end of the fiscal year during which the Academic Dashboard is released.

I further move that if the terms of a Consent Agreement cannot be reached by the February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 2: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Compass High School, Inc. on the basis of Compass High School's designation as an F school for FY 2014 and Compass High School, Inc.'s failure to meet or demonstrate sufficient

progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. The Charter Holder was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, comprehensive professional development system, and to comprehensive system ensure students in grades 9-12 graduate on time.

I further move that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 3: The Board may determine that there is a basis to restore the charter without any conditions. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board restore the charter to acceptable performance in accordance with A.R.S. § 15-241(U). In this case, Compass High School was designated as an F school for FY 2014, but Compass High School, Inc. was able to demonstrate sufficient progress toward the Board's expectations when it: *[provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data].* Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the contract period.