

Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2016-2017

Early College of Arvada



CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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Table of Contents

CSI Annual Review of Schools (CARS) Summary.....	4
How to Use the CARS Report.....	5
CSI Performance Frameworks.....	6
CSI Annual Review of Schools (CARS) Rating.....	8
Participation.....	9
Academic Performance	
CMAS English Language Arts.....	11
CMAS Math.....	15
Postsecondary and Workforce Readiness.....	19
School Observations.....	31
Financial Performance.....	32
Organizational Performance.....	34

CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **November**. As this is the preliminary draft, please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director:

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Trish Krajniak - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than November 27th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **December**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

- a. How are students achieving on state assessments?
- b. How are students achieving on state assessments over time?
- c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- e. How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- a. Are students making sufficient growth on state assessments?
- b. Are students making sufficient growth on state assessments over time?
- c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. How is student growth distributed across growth levels?
- e. How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. Are students graduating high school?
- c. Are students dropping out of high school?
- d. Are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school's post-completion success rate?

*Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2017. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult: <https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
NA	Used when data is not reported by the state.
*	Used when data is not available due to student counts of 0.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.
--	Used when data is not reportable due to low student counts.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Students in the 7th, 8th, and 9th grades reflect all students in those grades who took any type of CMAS math test. State reporting does not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI will release an additional report containing disaggregated math results by test at a later date.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Framework	Rating
Academic	Improvement: Low Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Improvement: Low Participation

Participation Rate Analysis

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	309	289	93.5%	16	98.6%	Meets 95%
Math	309	289	93.5%	16	98.6%	Meets 95%
Science	116	107	92.2%	5	96.4%	Meets 95%

Test Participation Rates - Disaggregated by Test

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	210	194	92.4%	14	99.0%	Meets 95%
CMAS Math	210	194	92.4%	14	99.0%	Meets 95%
CMAS Science	116	107	92.2%	5	96.4%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	99	95	96.0%	2	97.9%	Meets 95%
PSAT/SAT Math	99	95	96.0%	2	97.9%	Meets 95%

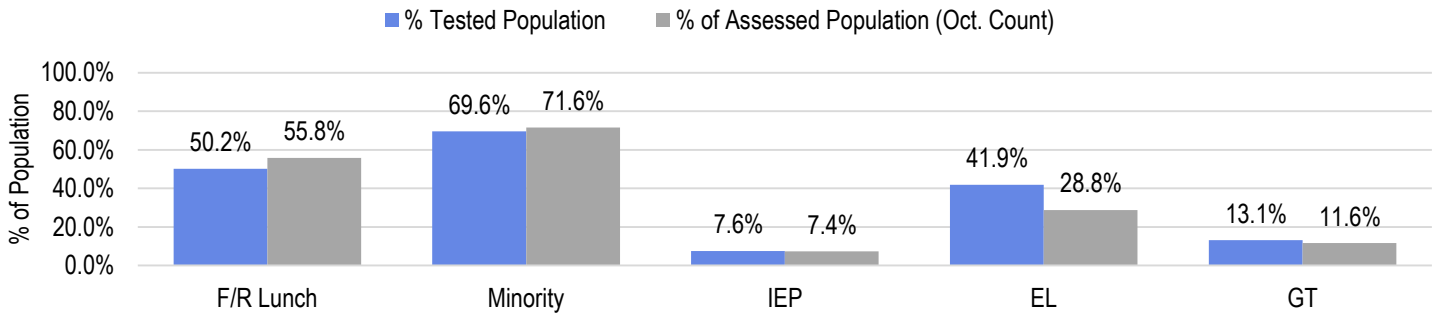
Participation Rate Analysis

Participation Rate Comparison

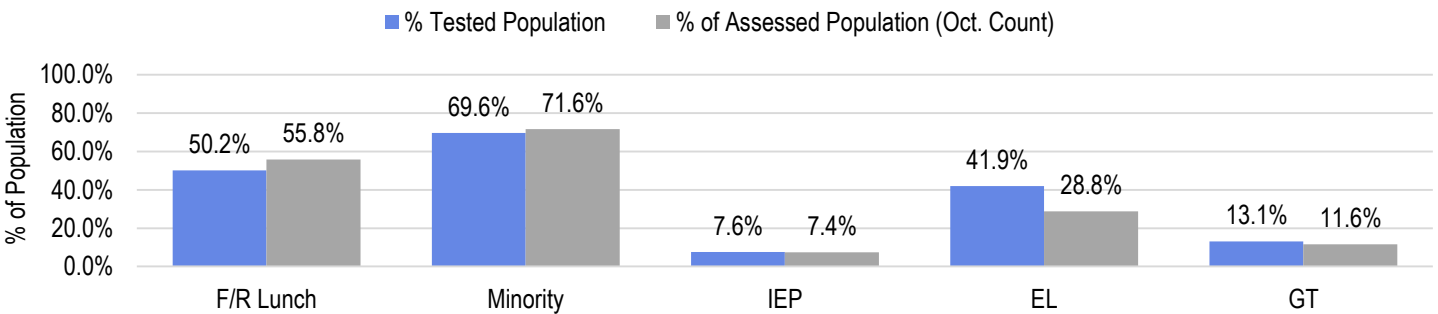
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)
F/R Lunch	50.2%	55.8%	50.2%	55.8%	44.9%	55.8%
Minority	69.6%	71.6%	69.6%	71.6%	69.2%	71.6%
IEP	7.6%	7.4%	7.6%	7.4%	6.5%	7.4%
EL	41.9%	28.8%	41.9%	28.8%	47.7%	28.8%
GT	13.1%	11.6%	13.1%	11.6%	0.0%	11.6%

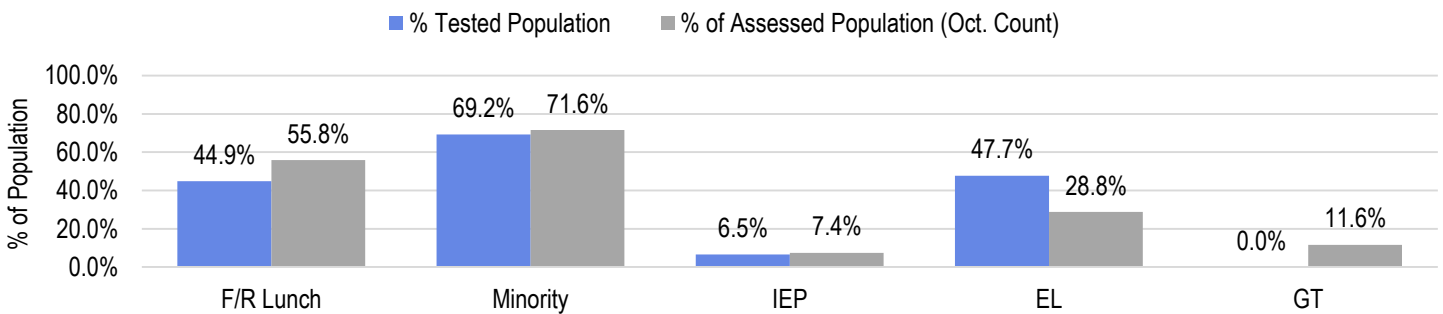
English Language Arts



Math



Science

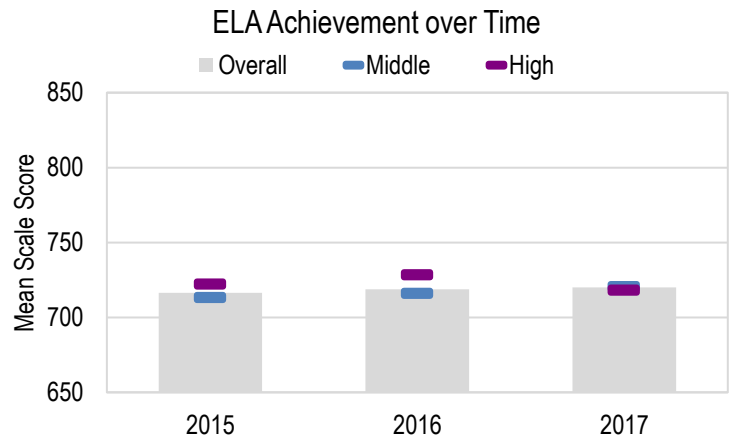


Academic Performance

English Language Arts Achievement CMAS ELA: School Status and Trends

-How are students achieving on state assessments in English Language Arts over time?

Achievement over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	NA	0	NA	0	NA
6	36	711	50	718	31	724
7	24	707	53	714	58	726
8	38	719	34	717	52	713
Middle	98	713	137	716	141	721
9	47	722	39	728	39	718
High	47	722	39	728	39	718
Overall	145	716	176	719	180	720



The middle school level has seen slight increases in performance over the last three years. The high school level has seen decreases in performance over the last three years, with a slight increase in performance from 2015 to 2016.

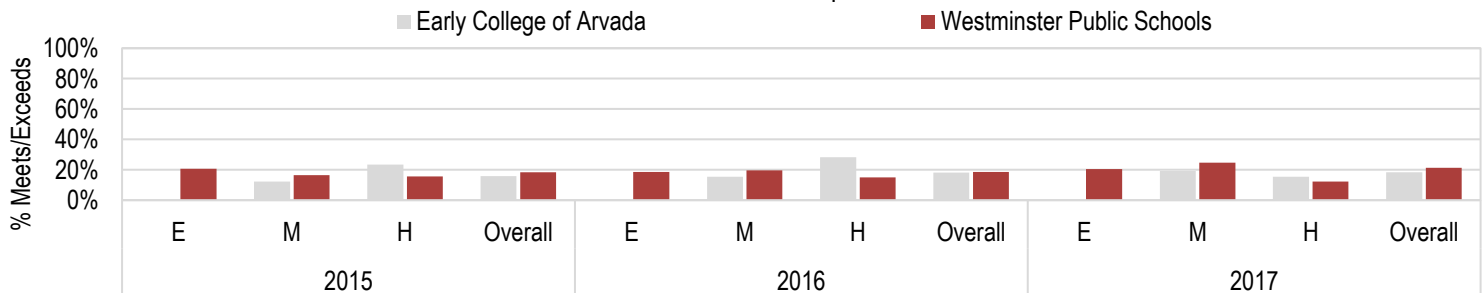
CMAS ELA: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	36	13.9%	50	6.0%	31	16.1%
7	24	8.3%	53	18.9%	58	25.9%
8	38	13.2%	34	23.5%	52	13.5%
Middle	98	12.2%	137	15.3%	141	19.1%
9	47	23.4%	39	28.2%	39	15.4%
High	47	23.4%	39	28.2%	39	15.4%
Overall	145	15.9%	176	18.2%	180	18.3%

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	719	16.8%	692	15.8%	687	15.9%
4	737	22.7%	666	20.9%	720	19.4%
5	812	22.2%	706	19.3%	687	26.3%
Elementary	2268	20.6%	2064	18.6%	2094	20.5%
6	695	14.4%	700	18.4%	629	18.3%
7	691	16.4%	656	18.6%	731	29.4%
8	688	18.9%	614	22.1%	660	25.3%
Middle	2074	16.5%	1970	19.6%	2020	24.6%
9	620	15.6%	645	15.0%	592	12.2%
High	620	15.6%	645	15.0%	592	12.2%
Overall	4962	18.3%	4679	18.6%	4706	21.2%

ELA Achievement Comparison



The geographic district outperforms the School in the percent of students meeting/exceeding state expectations in English Language Arts overall and at the middle school level. At the high school level, the school outperforms the geographic district in all three years.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

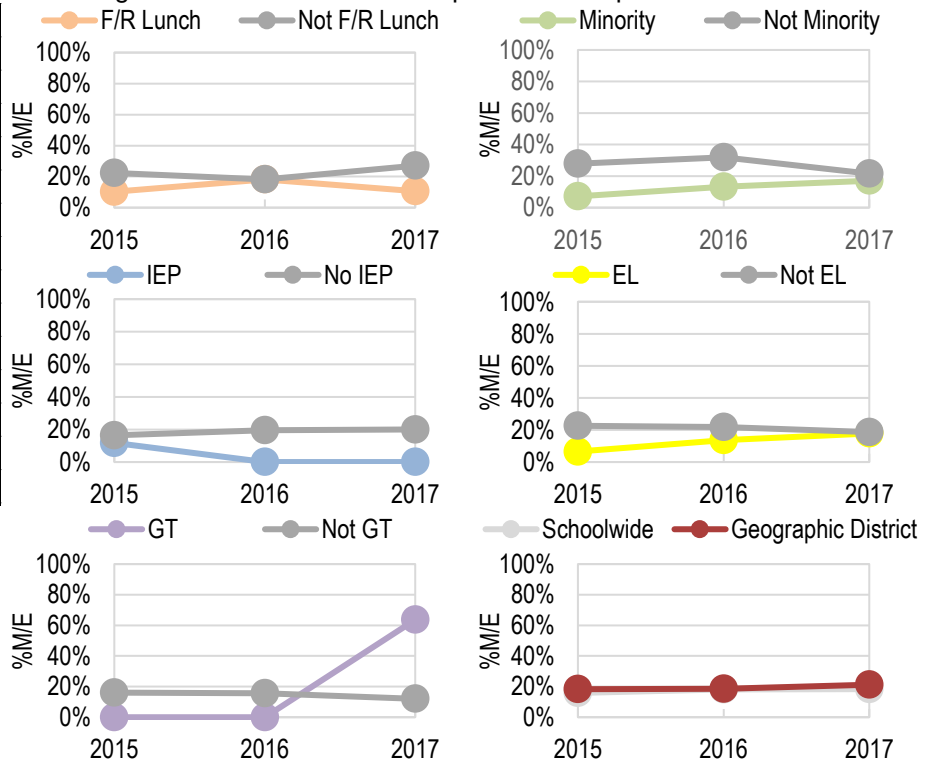
English Language Arts Subgroup Achievement

CMAS ELA: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?

Subgroup Achievement Gap Trends over Time				
CMAS ELA		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	10.3%	18.2%	10.5%
	N	22.4%	18.2%	27.1%
Minority	Y	7.1%	13.2%	17.1%
	N	27.9%	31.9%	21.6%
IEP	Y	11.8%	n<16	n<16
	N	16.4%	19.5%	20.0%
EL	Y	6.6%	13.8%	17.8%
	N	22.6%	21.9%	18.7%
GT	Y	n<16	n<16	63.6%
	N	16.1%	15.7%	12.0%
Schoolwide		15.9%	18.2%	18.3%
Geographic District		18.3%	18.6%	21.2%

Traditionally underserved students in the School largely perform at levels below their non-subgroup peers in English Language Arts. Gifted students in 2017 perform above their non-subgroup peers and students eligible for free or reduced price lunch in 2015 mirror their non-subgroup peers.



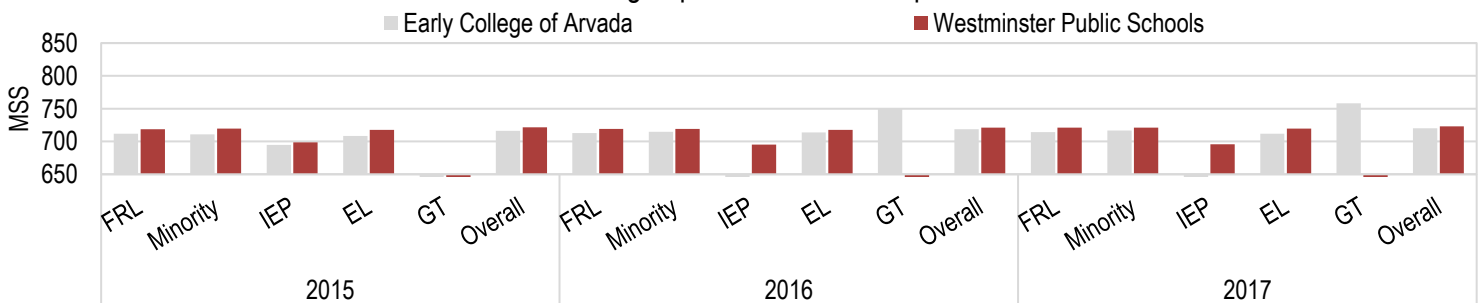
CMAS ELA: Subgroup Local Comparison

- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	78	712	55	713	95	714
Minority	84	711	129	715	129	717
IEP	17	695	n<16	--	n<16	--
EL	61	708	80	714	73	712
GT	n<16	--	17	749	22	758
Schoolwide	145	716	176	719	180	720

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	3868	719	3722	719	3627	721
Minority	3894	719	3765	719	3784	721
IEP	606	699	550	695	550	696
EL	2419	718	2361	718	2335	720
GT	NA	NA	NA	NA	NA	NA
Geo. District	4724	721	4432	721	4424	723

ELA Subgroup Achievement Comparison



Traditionally underserved students perform lower than their peers in the geographic district in English Language Arts.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

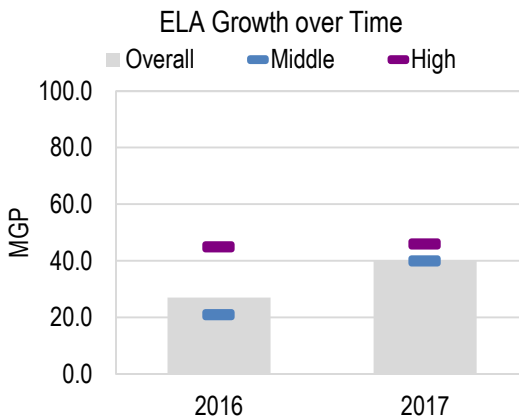
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

-Are students making sufficient growth on state assessments over time?

Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	46	11.5	30	26.5
7	51	45.0	56	38.0
8	30	25.5	49	47.0
Middle	127	21.0	135	40.0
9	32	45.0	30	46.0
High	32	45.0	30	46.0
Overall	159	27.0	165	40.0

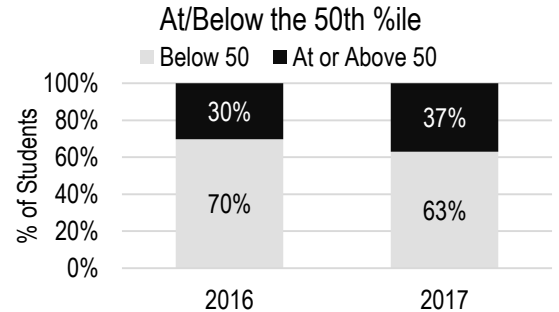
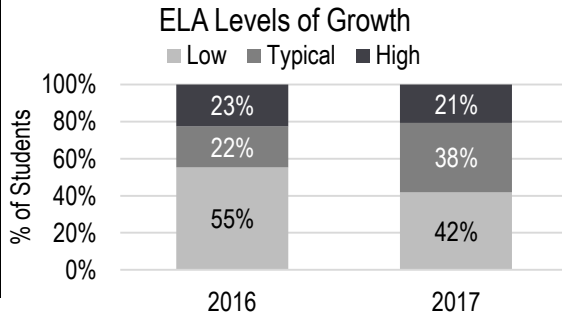


Overall, the School is approaching state expectations for growth and growth scores have increased over time.

CMAS ELA: Levels of Growth

-How is student growth distributed across growth levels over time?

ELA Levels of Growth		
CMAS ELA	%Students	
Category	2016	2017
Low (below 35)	55%	42%
Typical (35-65)	22%	38%
High (above 65)	23%	21%



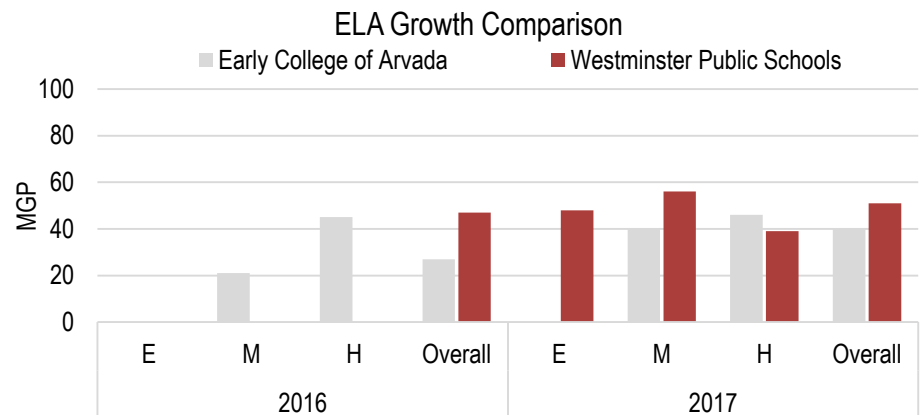
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	30%	37%
Below 50	70%	63%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 42% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 21% of students. The percent of students at or above the 50th percentile has increased from 30% in 2016 to 37% in 2017.

CMAS ELA: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	585	44.0	636	42.0
5	610	46.0	614	52.5
Elementary	1195	NA	1274	48.0
6	630	40.0	578	48.0
7	569	46.0	663	61.0
8	556	60.0	591	59.0
Middle	1755	NA	1808	56.0
9	560	48.0	535	39.0
High	560	NA	535	39.0
Overall	3510	47.0	3617	51.0



The School demonstrates lower growth scores than their geographic district overall. At the high school level, the School is above the geographic district. Both the geographic district and the School's growth scores have increased over time.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

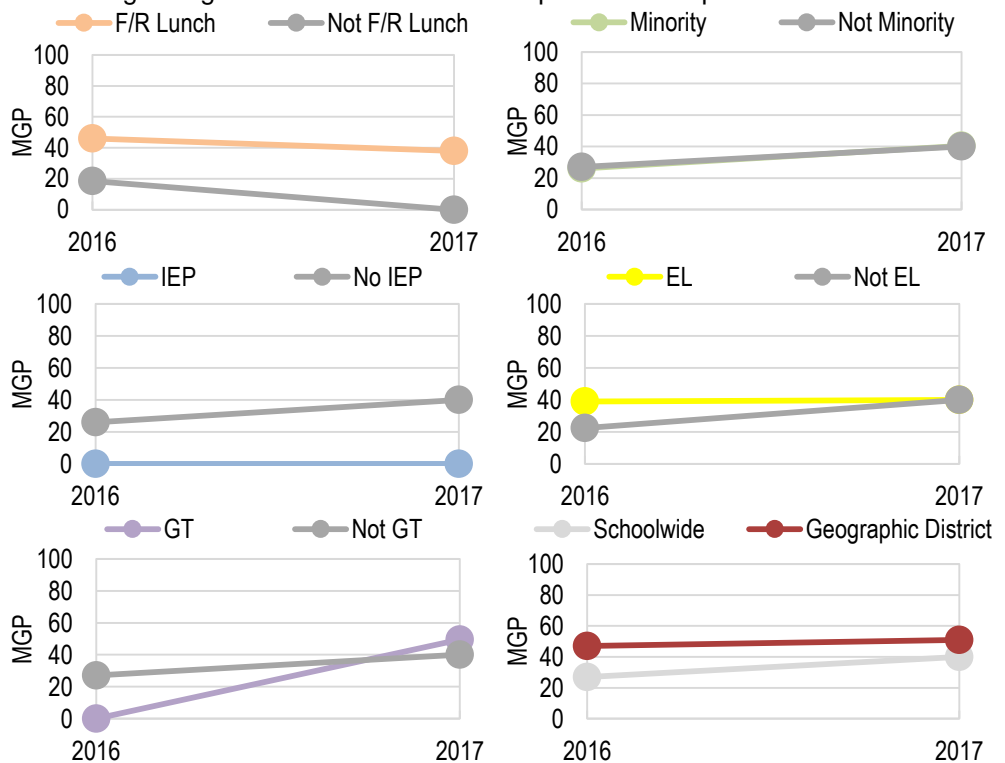
English Language Arts Subgroup Growth

CMAS ELA: Subgroup Status and Gap Trends

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time			
CMAS ELA		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	46.0	38.0
	N	18.5	n<20
Minority	Y	26.0	40.5
	N	27.0	40.0
IEP	Y	n<20	n<20
	N	26.0	40.0
EL	Y	39.0	40.0
	N	22.5	40.0
GT	Y	n<20	49.5
	N	27.0	39.0
Schoolwide		27.0	40.0
Geographic District		47.0	51.0

Traditionally underserved students' growth scores have increased from the year prior. Minority students and gifted students have growth scores higher than their non-subgroup peers. English learners have similar growth scores to their non-subgroup peers.



CMAS ELA: Subgroup Local Comparison

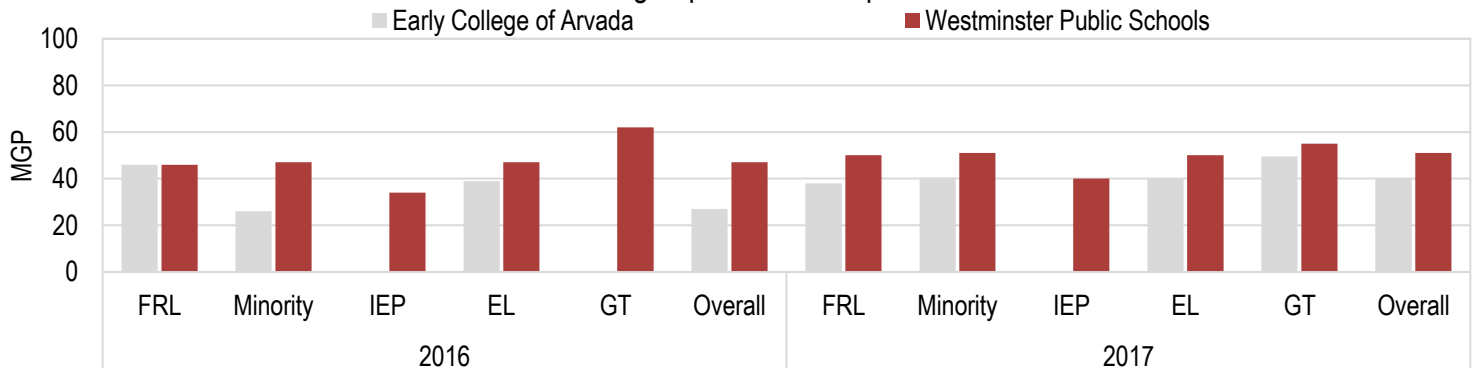
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	49	46.0	89	38.0
Minority	120	26.0	120	40.5
IEP	n<20	--	n < 20	--
EL	75	39.0	71	40.0
GT	n<20	--	20	49.5
Schoolwide	159	27.0	165	40.0

Traditionally underserved students largely had lower growth scores than the geographic district. In 2016, growth scores for students eligible for free or reduced price lunch mirrored the geographic district.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	2938	46.0	2972	50.0
Minority	2968	47.0	3103	51.0
IEP	394	34.0	381	40.0
EL	1902	47.0	1948	50.0
GT	259	62.0	195	55.0
Geo. District	3510	47.0	3617	51.0

ELA Subgroup Growth Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

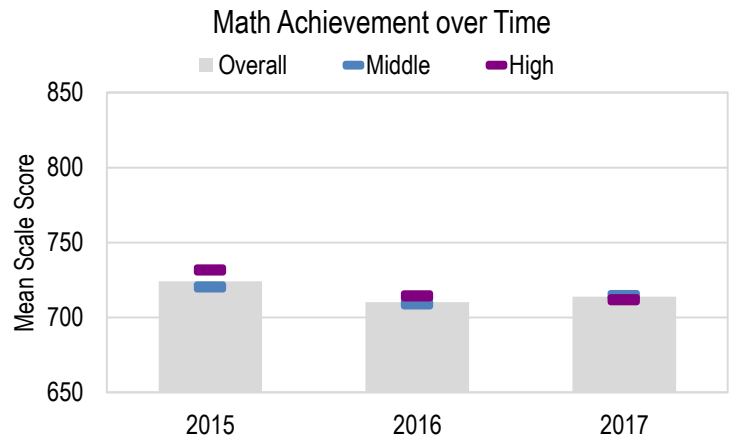
Academic Performance

Math Achievement

CMAS Math: School Status and Trends

-How are students achieving on state assessments in math over time?

Achievement over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	36	723	49	717	31	719
7	24	719	53	711	58	721
8	37	719	34	694	53	705
Middle	97	720	136	709	142	715
9	47	732	39	714	38	712
High	47	732	39	714	38	712
Overall	144	724	175	710	180	714



*7th, 8th, and 9th grade math includes ALL students who took a math test in those grades. Please consult the data notes for more information.

Overall and at the high school level the School has seen decreases in math performance over the past three years. At the middle school level, math performance decreased from 2015 to 2016 and slightly increased from 2016 to 2017.

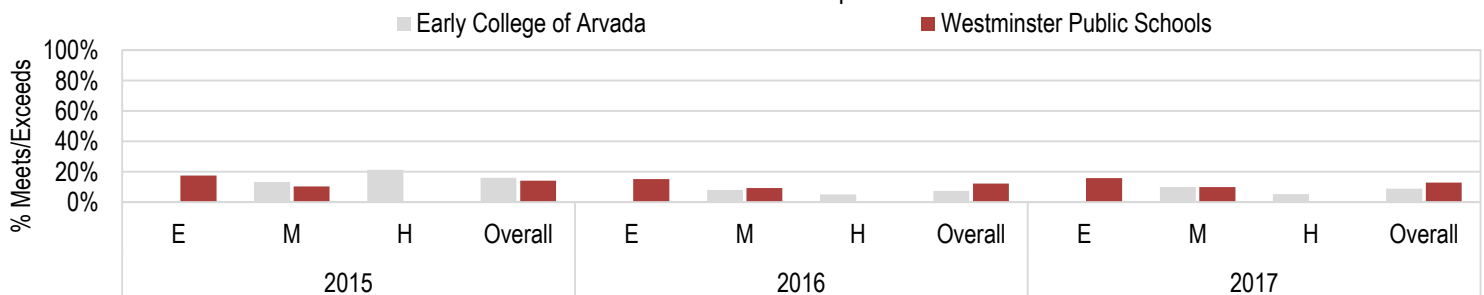
CMAS Math: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	36	13.9%	49	10.2%	31	16.1%
7	24	4.2%	53	7.5%	58	6.9%
8	37	18.9%	34	5.9%	53	9.4%
Middle	97	13.4%	136	8.1%	142	9.9%
9	47	21.3%	39	5.1%	38	5.3%
High	47	21.3%	39	5.1%	38	5.3%
Overall	144	16.0%	175	7.4%	180	8.9%

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	732	19.8%	699	18.0%	691	18.7%
4	745	14.5%	674	11.1%	730	12.2%
5	810	18.4%	705	16.0%	686	17.1%
Elementary	2287	17.6%	2078	15.1%	2107	15.9%
6	701	9.3%	701	10.7%	628	8.8%
7	694	9.4%	659	9.0%	731	9.7%
8	684	12.4%	617	8.4%	657	11.3%
Middle	2079	10.3%	1977	9.4%	2016	9.9%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	4366	14.1%	4055	12.3%	4123	13.0%

Math Achievement Comparison



The geographic district largely outperforms the School in the percent of students meeting/exceeding state expectations in math overall. In 2015, the School outperformed the geographic district overall. In the middle school level, the School outperformed the geographic district in 2015 and mirrored geographic district results in 2017.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

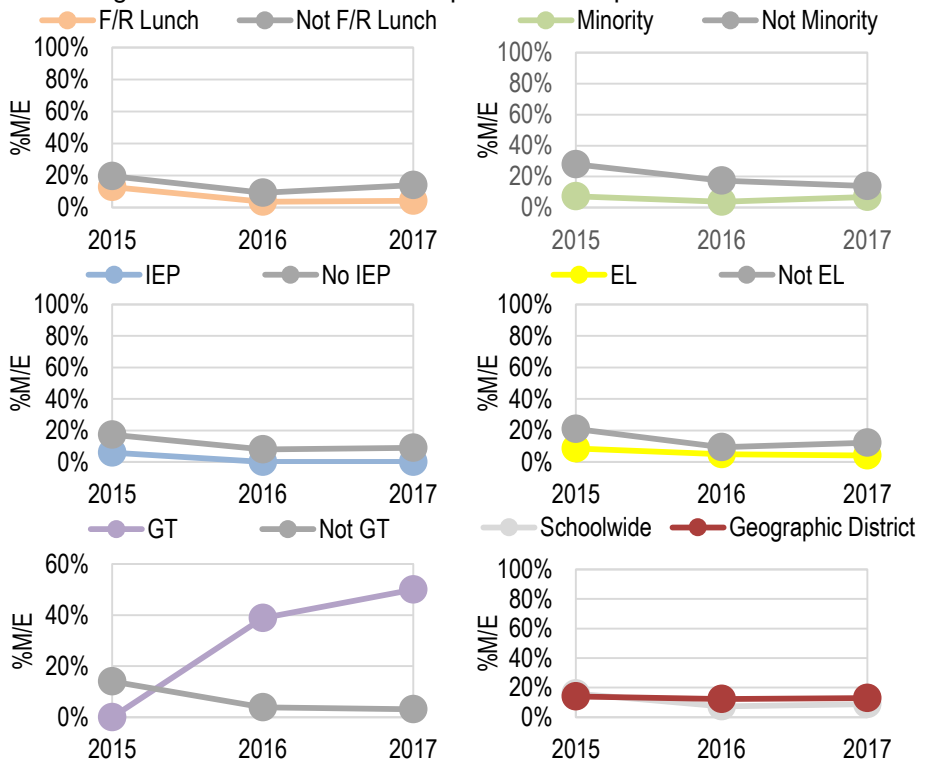
Math Subgroup Achievement

CMAS Math: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments in math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?

Subgroup Achievement Gap Trends over Time				
CMAS Math		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	12.8%	3.6%	4.2%
	N	19.7%	9.2%	14.1%
Minority	Y	7.2%	3.9%	6.9%
	N	27.9%	17.4%	14.0%
IEP	Y	5.9%	n<16	n<16
	N	17.3%	8.0%	9.1%
EL	Y	8.6%	5.0%	4.1%
	N	20.9%	9.5%	12.3%
GT	Y	n<16	38.9%	50.0%
	N	14.0%	3.8%	3.2%
Schoolwide		16.0%	7.4%	8.9%
Geographic District		14.1%	12.3%	13.0%

Traditionally underserved students in the School perform at levels largely below their non-subgroup peers in math and performance largely increased from 2016 to 2017. Gifted students perform at levels above their non-subgroup peers. English learners performance has decreased from 2016 to 2017.



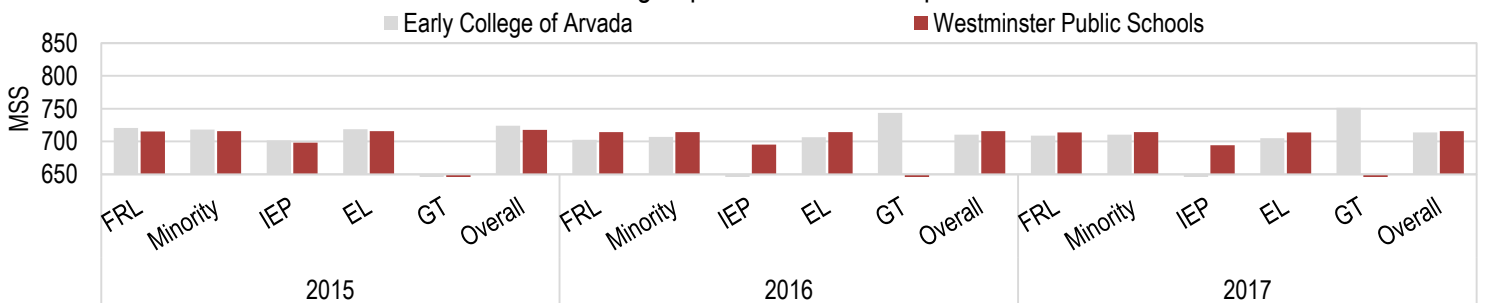
CMAS Math: Subgroup Local Comparison

- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	78	720	55	703	95	709
Minority	83	718	129	707	130	711
IEP	17	702	n<16	--	n<16	--
EL	58	719	80	707	74	705
GT	n<16	--	18	744	22	751
Schoolwide	144	724	175	710	180	714

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	3870	715	3710	714	3682	714
Minority	3899	716	3756	714	3847	714
IEP	605	698	550	695	553	694
EL	2432	716	2367	714	2398	714
GT	NA	NA	NA	NA	NA	NA
Geo. District	4728	718	4420	716	4491	716

Math Subgroup Achievement Comparison



Traditionally underserved students outperform their peers in the geographic district in math in 2015. In 2016 and 2017, traditionally underserved students perform at levels below their peers in the geographic district.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

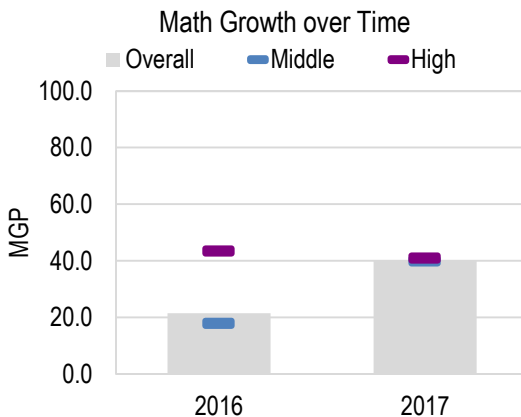
Academic Performance

Math Growth

CMAS Math: School Status and Trends

-Are students making sufficient growth on state assessments over time?

Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	45	15.0	30	36.5
7	51	27.0	55	31.0
8	32	16.0	49	42.0
Middle	128	18.0	134	40.0
9	30	43.5	28	41.0
High	30	43.5	28	41.0
Overall	158	21.5	162	40.0

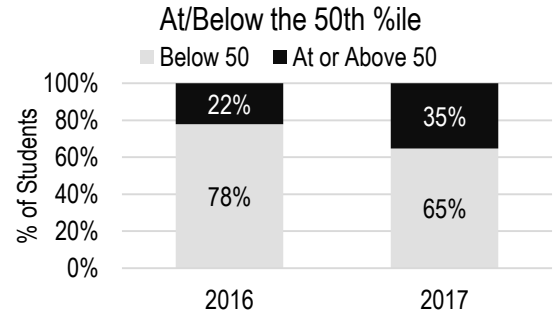
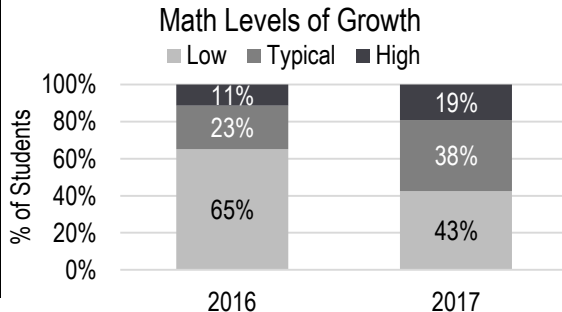


Overall and at the middle school level, the School is approaching state expectations for growth and growth scores have increased over time. At the high school level, growth levels have decreased slightly.

CMAS Math: Levels of Growth

-How is student growth distributed across growth levels over time?

Math Levels of Growth		
CMAS Math	%Students	
Category	2016	2017
Low (below 35)	65%	43%
Typical (35-65)	23%	38%
High (above 65)	11%	19%



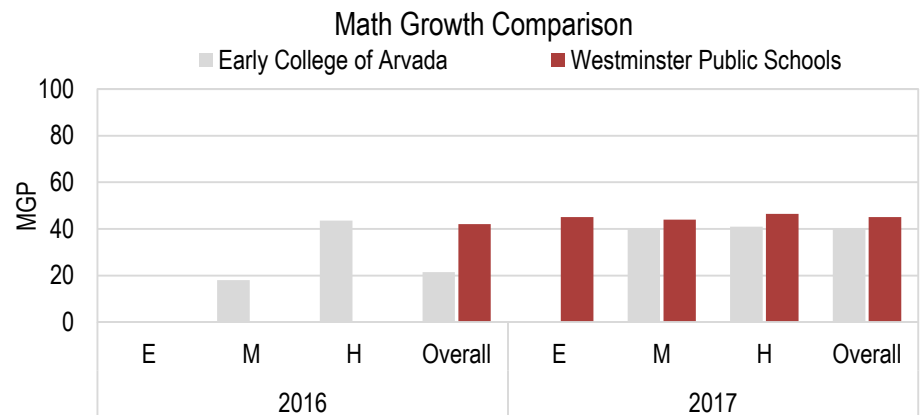
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	22%	35%
Below 50	78%	65%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 43% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 19% of students. The percent of students at or above the 50th percentile has increased from 22% in 2016 to 35% in 2017.

CMAS Math: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	597	35.0	648	40.0
5	616	46.0	623	49.0
Elementary	1213	NA	1295	45.0
6	629	33.0	577	47.0
7	576	51.5	664	43.0
8	560	39.0	590	43.0
Middle	1765	NA	1807	44.0
9	554	46.0	538	46.5
High	554	NA	538	46.5
Overall	3532	42.0	3640	45.0



The School demonstrates lower growth scores than their geographic district overall and at each level. The School and the geographic district's growth scores have both increased over time.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

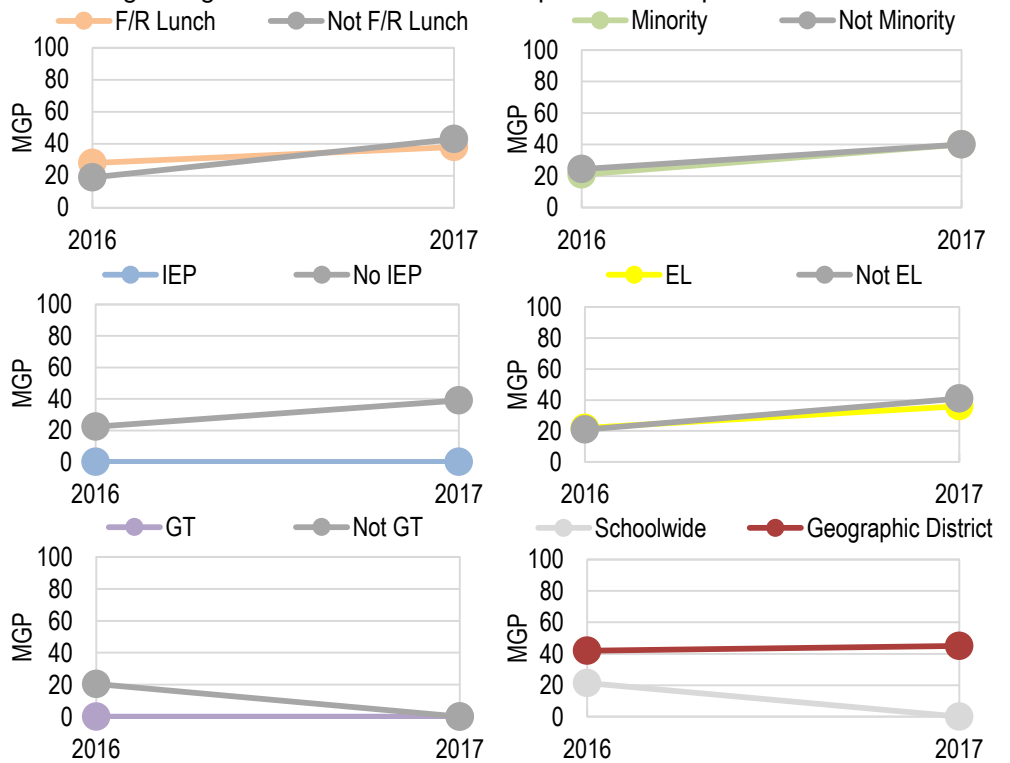
Math Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

- How are traditionally underserved students growing on state assessments in math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time			
CMAS Math		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	28.0	38.0
	N	19.0	43.0
Minority	Y	21.0	40.0
	N	24.5	40.0
IEP	Y	n<20	n<20
	N	22.5	39.0
EL	Y	22.0	36.0
	N	21.0	41.0
GT	Y	n<20	n<20
	N	20.5	40.0
Schoolwide		21.5	n<20
Geographic District		42.0	45.0

Traditionally underserved students' growth scores have increased from the year prior and, in 2017, growth scores are largely lower than non-subgroup peers. Growth scores for minority students mirror the results of their non-subgroup peers.



CMAS Math: Subgroup Local Comparison

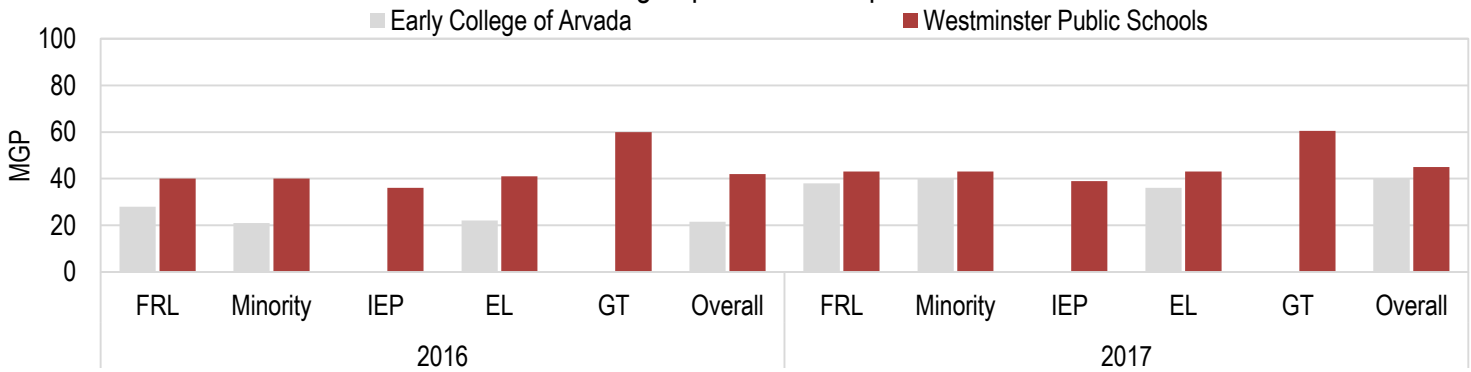
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
	N	MGP	N	MGP
F/R Lunch	47	28.0	87	38.0
Minority	120	21.0	119	40.0
IEP	n<20	--	n < 20	--
EL	75	22.0	71	36.0
GT	n<20	--	n < 20	--
Schoolwide	158	21.5	162	40.0

Traditionally underserved students have growth scores below their peers in the geographic district.

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
	N	MGP	N	MGP
F/R Lunch	2961	40.0	2993	43.0
Minority	2994	40.0	3128	43.0
IEP	397	36.0	383	39.0
EL	1924	41.0	1972	43.0
GT	256	60.0	196	60.5
Geo. District	3532	42.0	3640	45.0

Math Subgroup Growth Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance

Postsecondary and Workforce Readiness Achievement

PSAT: School Status and Trends

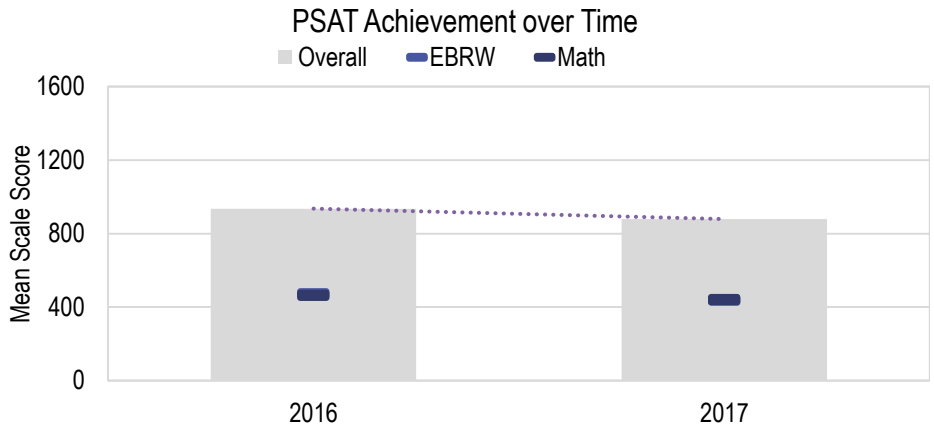
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW [^]				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	52	472	42	438

[^]Evidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	52	463	42	441

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	52	936	42	879



The School's PSAT Evidence-Based Reading and Writing and math scores approach state expectations and the scores have decreased from the year prior.

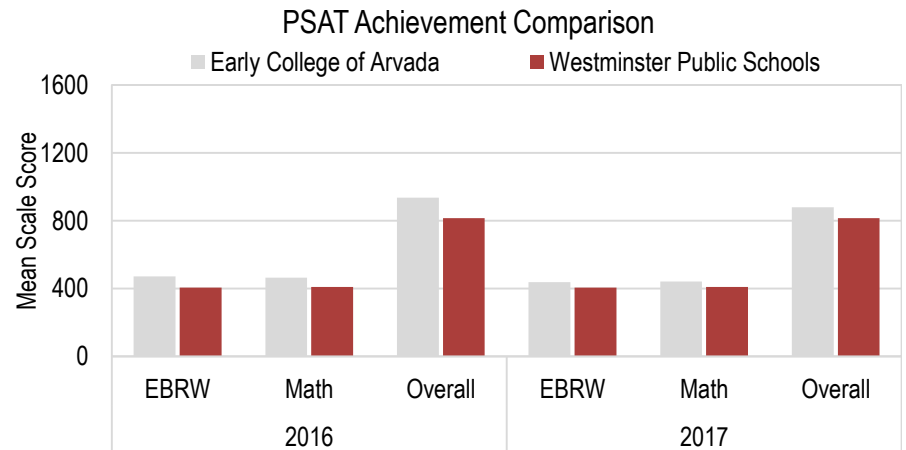
PSAT: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geo. District Achievement over Time in EBRW				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	595	404	555	405

Geo. District Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	595	410	555	410

Geo. District Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	595	814	555	815



Overall, the School's PSAT scores are above the geographic district. The School also produced scores higher than the geographic district on the Evidence-Based Reading and Writing and math section of the PSAT. Additionally, while the geographic district's growth scores have remained stable, the School's growth scores have decreased over time.

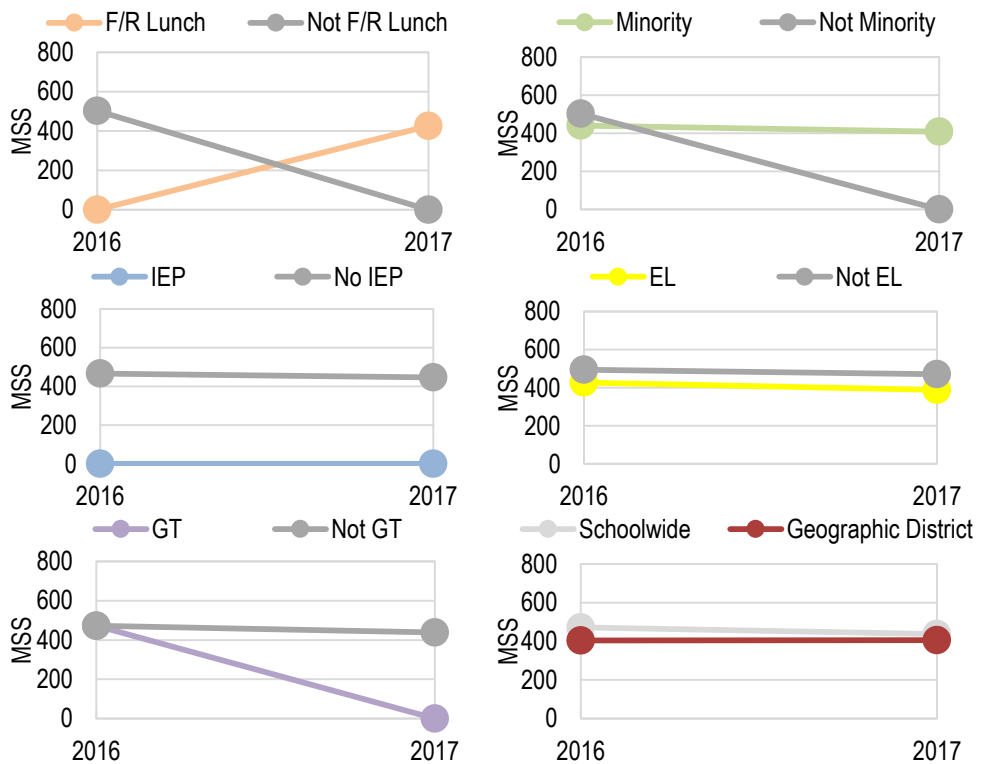
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments for postsecondary readiness?
- How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

Subgroup PSAT Proficiency in EBRW			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	n<16	425
	N	502	n<16
Minority	Y	440	409
	N	502	n<16
IEP	Y	n<16	n<16
	N	466	446
EL	Y	427	389
	N	494	471
GT	Y	472	n<16
	N	472	409
Schoolwide		472	438
Geographic District		404	405

English learner's scores have decreased from 2016 to 2017 and scores are less than their non-subgroup peers. In 2016, Gifted students had scores that mirrored their non-subgroup peers, minority students had scores lower than their non-subgroup peers.



PSAT: Subgroup Local Comparison

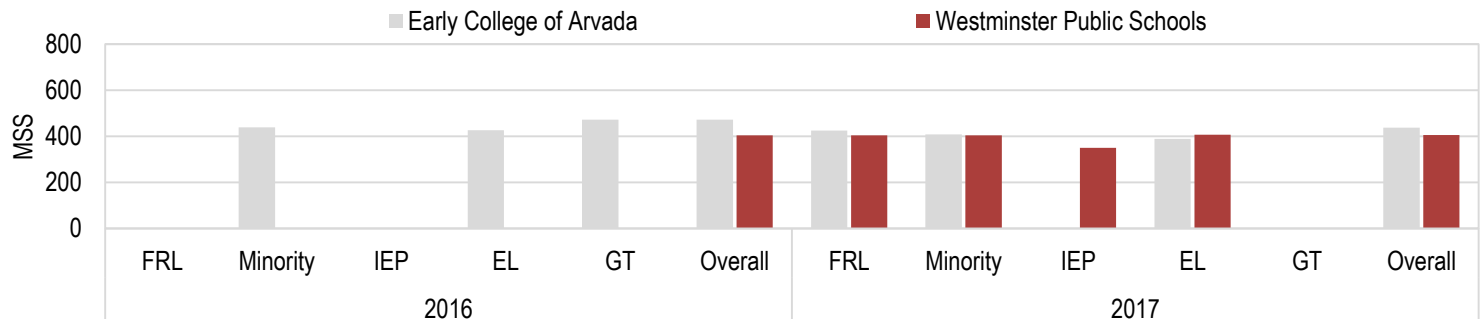
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	18	425
Minority	25	440	28	409
IEP	n<16	--	n<16	--
EL	17	427	17	389
GT	22	472	n<16	--
Schoolwide	52	472	42	438

Traditionally underserved students largely outperformed their peers in the geographic district on the PSAT. In 2017, English learners had lower performance than their non-subgroup peers.

Geo. District Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	394	405
Minority	NA	NA	451	405
IEP	NA	NA	61	351
EL	NA	NA	285	408
GT	NA	NA	NA	NA
Geo. District	595	404	555	405

EBRW Subgroup PSAT Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

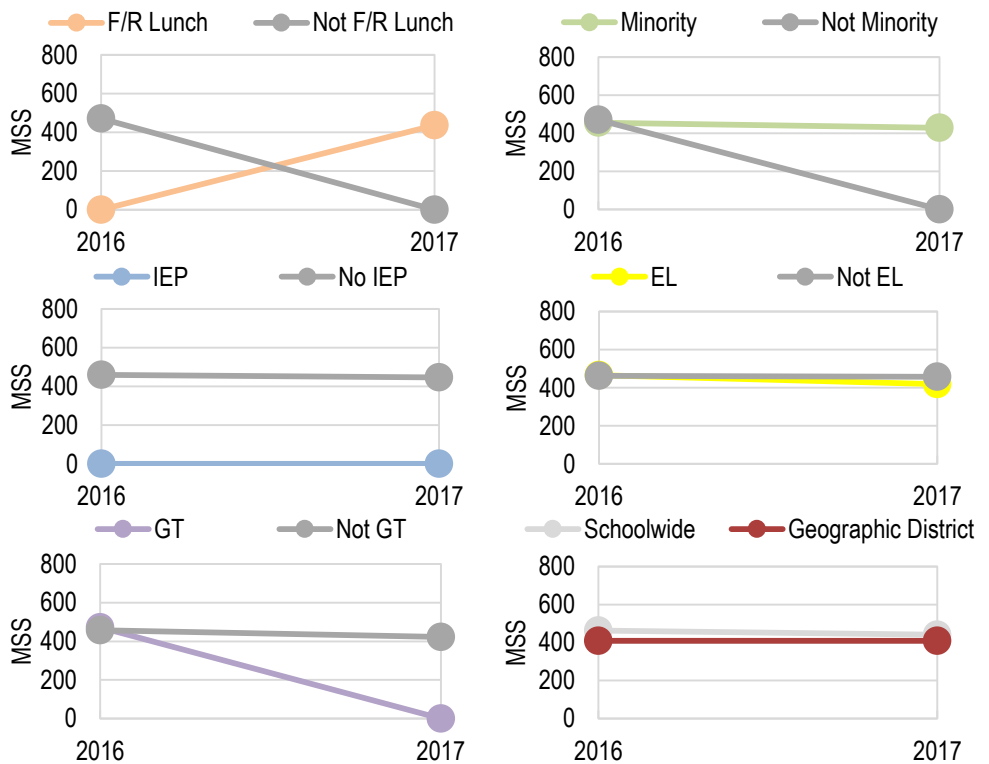
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments for postsecondary readiness?
- How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

Subgroup PSAT Proficiency in Math			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	n<16	436
	N	470	n<16
Minority	Y	456	429
	N	470	n<16
IEP	Y	n<16	n<16
	N	460	447
EL	Y	466	419
	N	462	457
GT	Y	472	n<16
	N	457	423
Schoolwide		463	441
Geographic District		410	410

English learner's scores have decreased from 2016 to 2017 and scores are less than their non-subgroup peers in 2017. In 2016, Gifted students had scores above their non-subgroup peers, minority students had scores lower than their non-subgroup peers.



PSAT: Subgroup Local Comparison

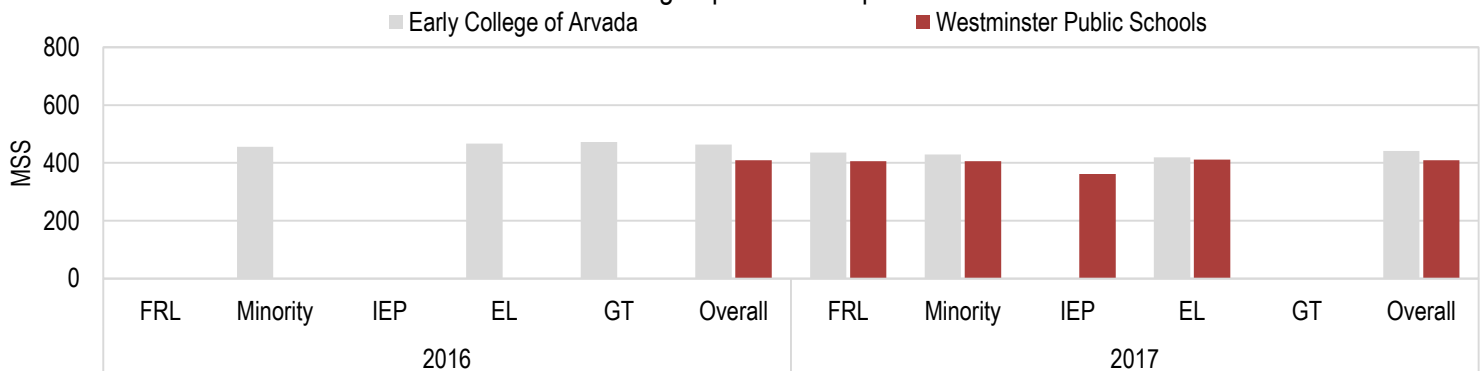
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	18	436
Minority	25	456	28	429
IEP	n<16	--	n<16	--
EL	17	466	17	419
GT	22	472	n<16	--
Schoolwide	52	463	42	441

Traditionally underserved students outperformed their peers in the geographic district on the PSAT.

Geo. District Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	394	406
Minority	NA	NA	451	407
IEP	NA	NA	61	362
EL	NA	NA	285	411
GT	NA	NA	NA	NA
Geo. District	595	410	555	410

Math Subgroup PSAT Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance

Postsecondary and Workforce Readiness Achievement

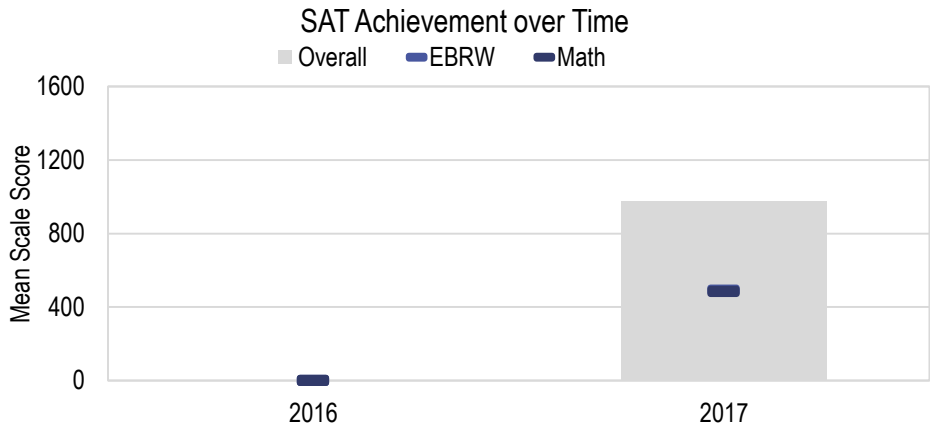
SAT: School Status and Trends

-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	53	492

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	53	484

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	53	976



The School's Evidence-Based Reading and Writing and math SAT scores are approaching Colorado's SAT Benchmarks.

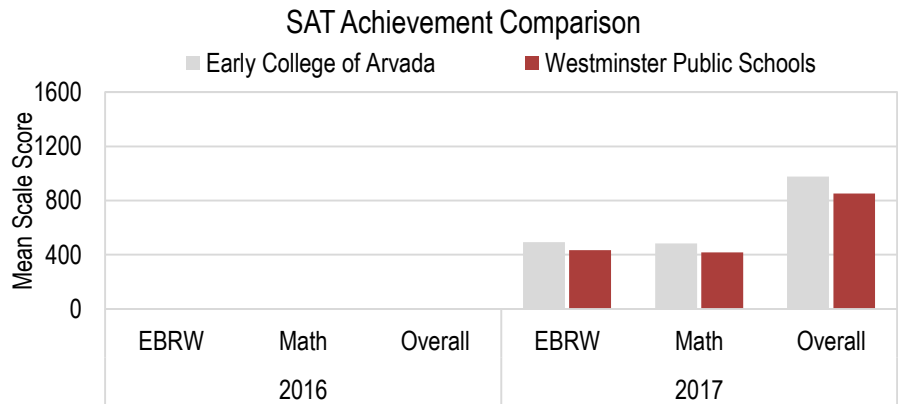
SAT: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geo. District Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	545	434

Geo. District Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	545	417

Geo. District Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	545	852



Overall, the School's SAT scores are higher than the geographic district. The School also produced scores higher than the geographic district on the Evidence-Based Reading and Writing and math section of the SAT.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

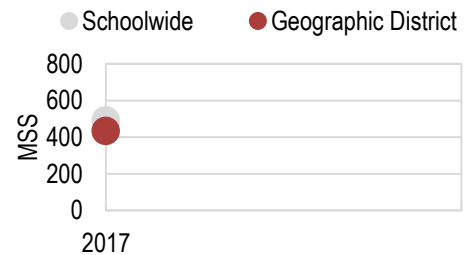
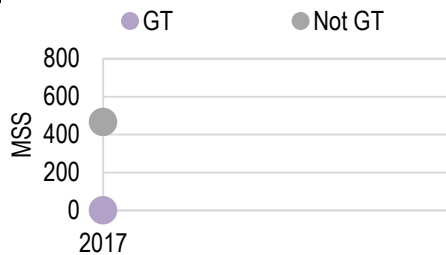
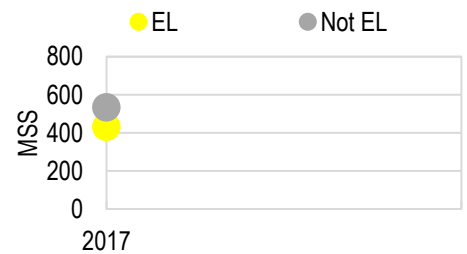
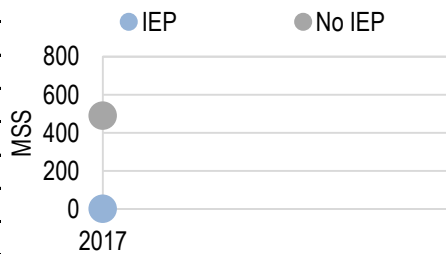
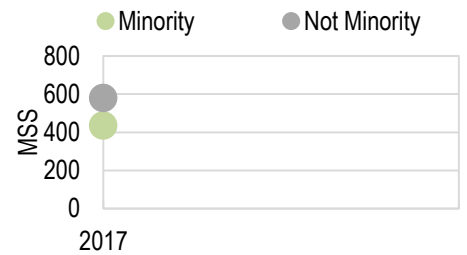
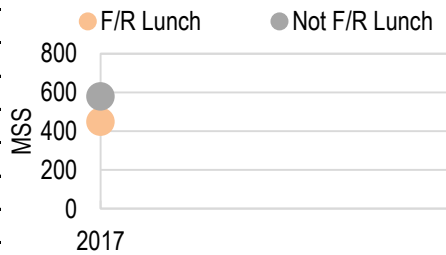
Postsecondary and Workforce Readiness Achievement

SAT: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments for postsecondary readiness?
- How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

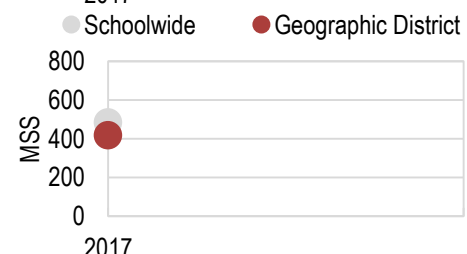
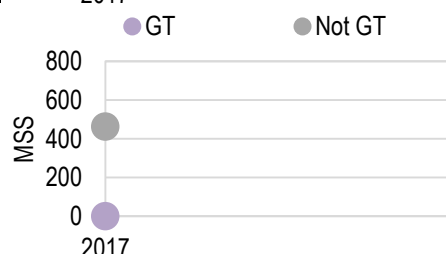
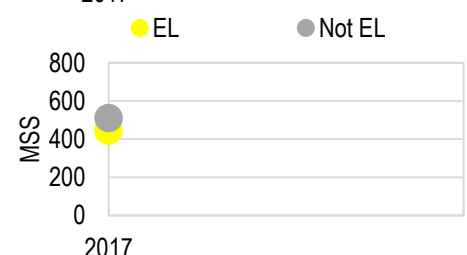
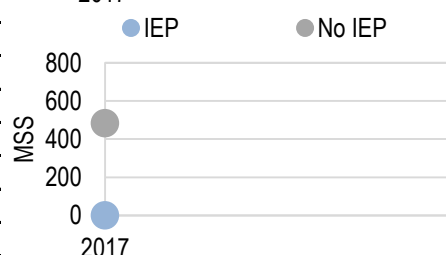
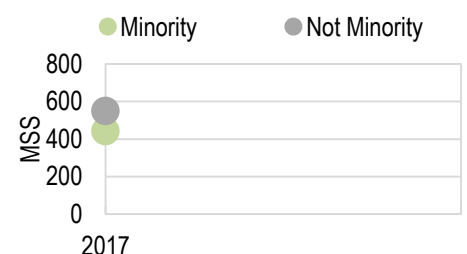
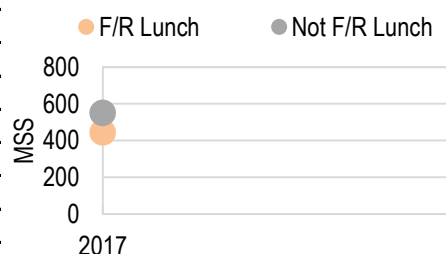
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	23	448
	N	21	579
Minority	Y	32	435
	N	21	579
IEP	Y	n<16	--
	N	52	490
EL	Y	21	430
	N	32	533
GT	Y	n<16	--
	N	45	467
Schoolwide		53	492
Geographic District		545	434

Traditionally underserved students in the School perform at levels below their non-subgroup peers in Evidence-Based Reading and Writing.



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	23	444
	N	21	550
Minority	Y	32	441
	N	21	550
IEP	Y	n<16	--
	N	52	484
EL	Y	21	444
	N	32	510
GT	Y	n<16	--
	N	45	463
Schoolwide		53	484
Geographic District		545	417

Traditionally underserved students in the School perform at levels below their non-subgroup peers in math.



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Growth

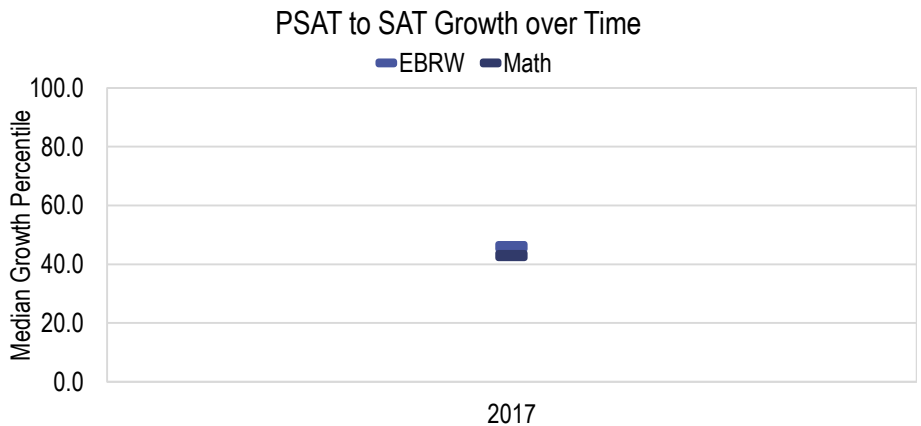
PSAT to SAT: School Status and Trends

-How are students growing on PWR state assessments over time?

Growth over Time in EBRW				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
EBRW	NA	NA	43	46.0

Growth over Time in Math				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
Math	NA	NA	43	43.0

Growth over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	NA	NA

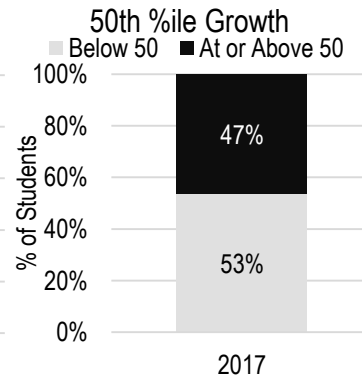
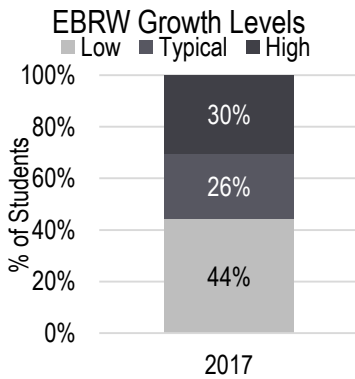


The School is approaching state expectations for PSAT to SAT growth in Evidence-Based Reading and Writing and math.

PSAT to SAT: Levels of Growth

-How are students growing and how is student growth distributed across growth levels over time?

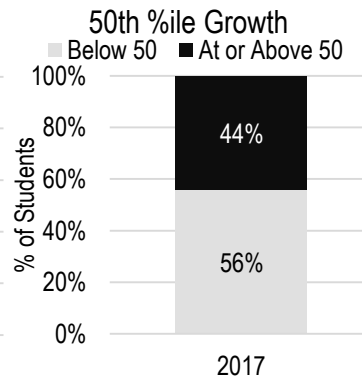
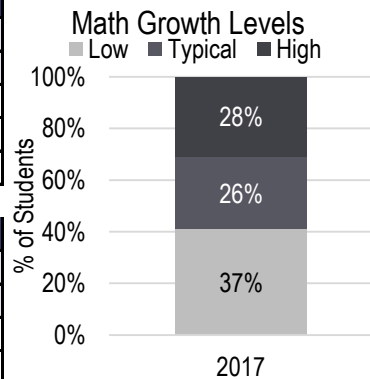
EBRW Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	44%
Typical (35-65)	26%
High (above 65)	30%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 44% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 30% of students. 47% of students were at or above the 50th percentile for growth.

EBRW 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	47%
Below 50	53%

Math Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	37%
Typical (35-65)	35%
High (above 65)	28%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 37% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 28% of students. 44% of students were at or above the 50th percentile for growth.

Math 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	44%
Below 50	56%

NA	Not reported by the state.
*	Not available due to student counts of 0.
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Exceeds	Approaching
Meets	Does Not Meet

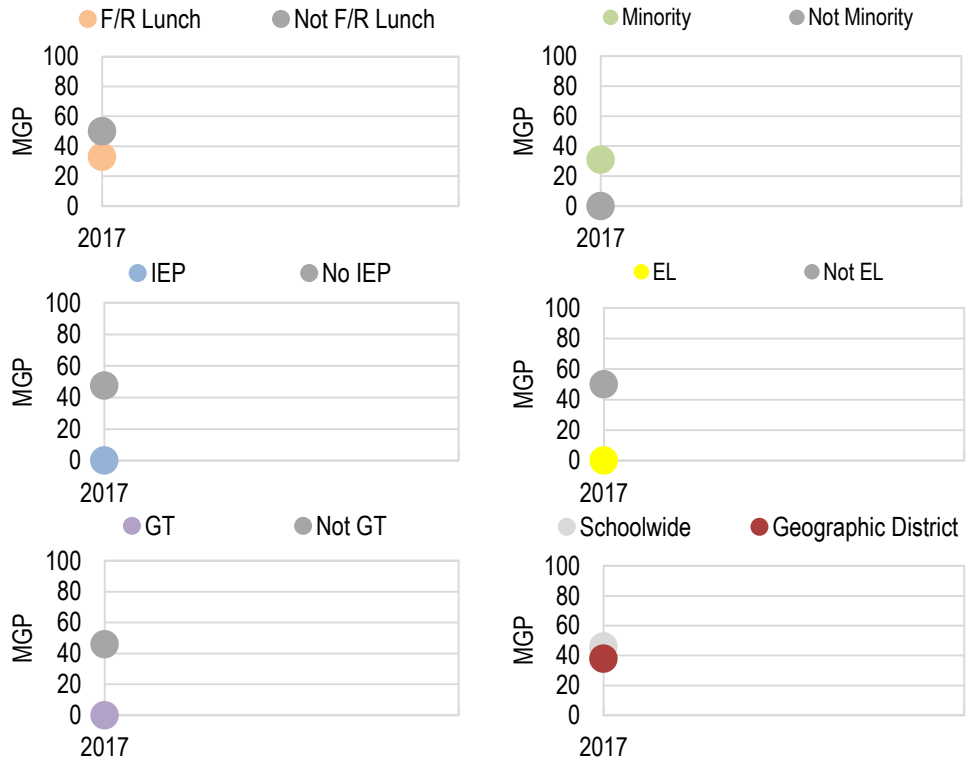
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments for postsecondary readiness compared to their peers over time?

EBRW Subgroup PSAT to SAT Growth			
PSAT to SAT		2017	
Subgroup		N	MGP
F/R Lunch	Y	20	33.0
	N	23	50.0
Minority	Y	25	31.0
	N	n<20	--
IEP	Y	n<20	--
	N	42	47.5
EL	Y	n<20	--
	N	27	50.0
GT	Y	n<20	--
	N	35	46.0
Schoolwide		43	46.0

Traditionally underserved students in the School perform at levels below their non-subgroup peers in the geographic district in Evidence-Based Reading and Writing. Students eligible for free or reduced price lunch do not meet expectations for growth while their non-subgroup peers meet expectations.



PSAT to SAT: Subgroup Local Comparison

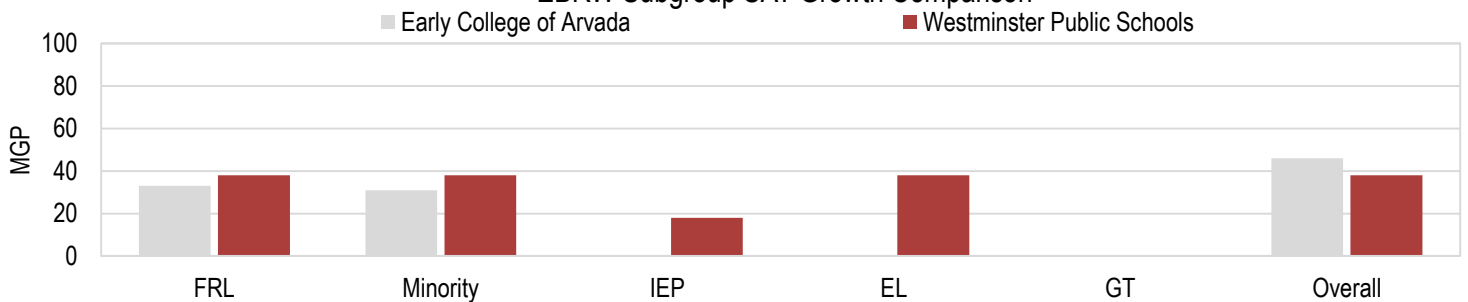
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School EBRW Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	20	33.0
Minority	25	31.0
IEP	n<20	--
EL	n<20	--
GT	n<20	--
Schoolwide	43	46.0

Traditionally underserved student PSAT to SAT growth is below the growth scores of their peers in the geographic district.

Geo. District EBRW Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	306	38.0
Minority	391	38.0
IEP	32	18.0
EL	246	38.0
GT	NA	NA
Geo. District	457	38.0

EBRW Subgroup SAT Growth Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

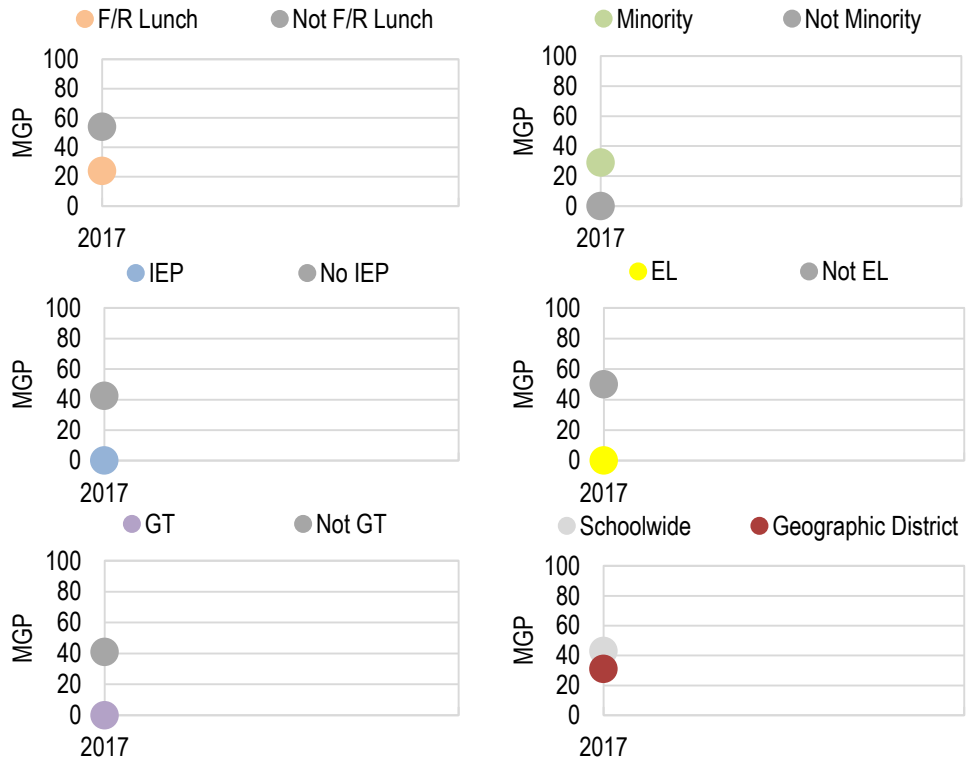
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments for postsecondary readiness compared to their peers over time?

Math Subgroup PSAT to SAT Growth			
PSAT to SAT		2017	
Subgroup		N	MGP
F/R Lunch	Y	20	24.0
	N	23	54.0
Minority	Y	25	29.0
	N	n<20	--
IEP	Y	n<20	--
	N	42	42.5
EL	Y	n<20	--
	N	27	50.0
GT	Y	n<20	--
	N	35	41.0
Schoolwide		43	43.0

Traditionally underserved students in the School perform at levels below their non-subgroup peers in the geographic district in math. Students eligible for free or reduced price lunch do not meet expectations for growth while their non-subgroup peers meet expectations.



PSAT to SAT: Subgroup Local Comparison

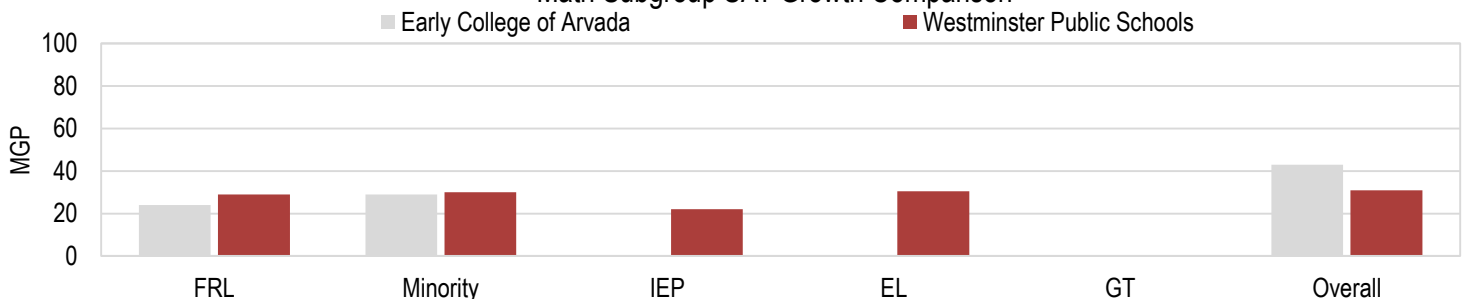
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School Math Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	20	24.0
Minority	25	29.0
IEP	n<20	--
EL	n<20	--
GT	n<20	--
Schoolwide	43	43.0

Traditionally underserved student PSAT to SAT growth is below the growth scores of their peers in the geographic district.

Geo. District Math Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	306	29.0
Minority	391	30.0
IEP	32	22.0
EL	246	30.5
GT	NA	NA
Geo. District	457	31.0

Math Subgroup SAT Growth Comparison



NA	Not reported by the state.
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Exceeds	Approaching
Meets	Does Not Meet

Academic Performance

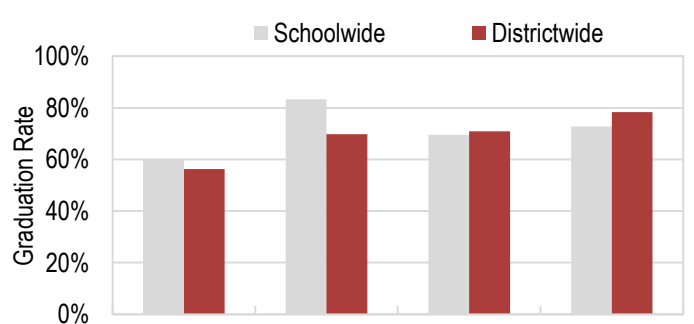
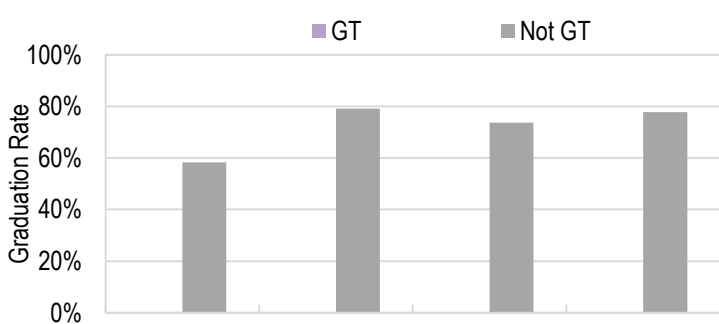
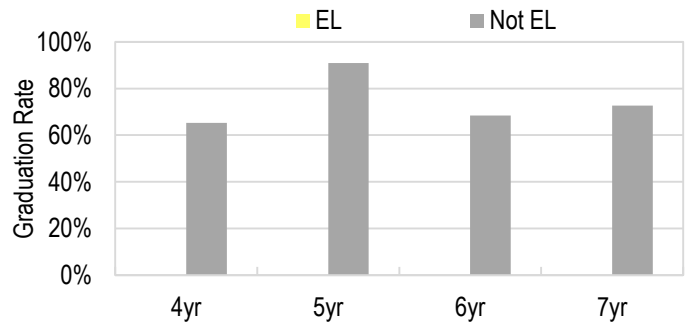
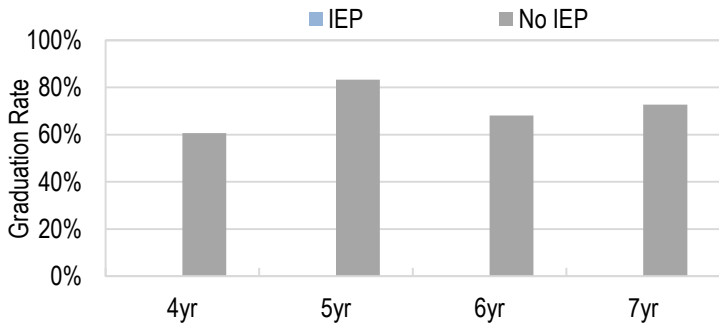
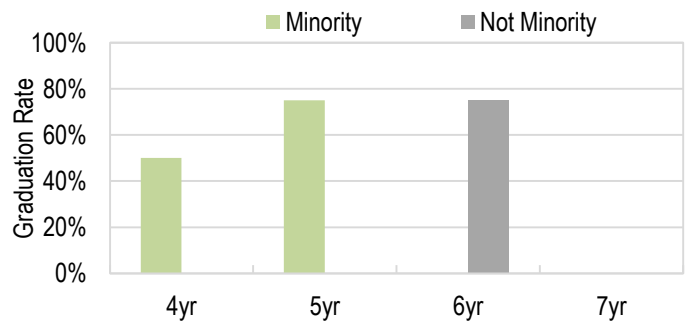
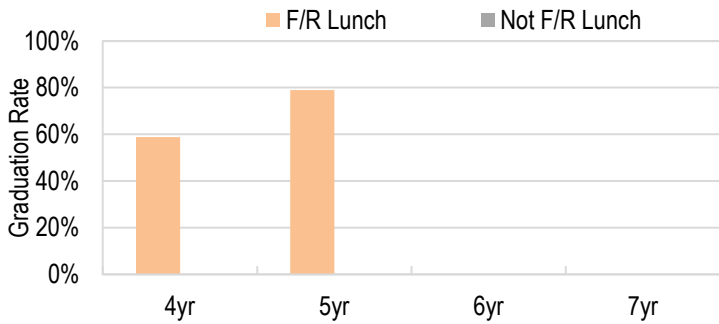
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status and Trends & Local Comparison

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?

School Subgroup Graduation Rates over Time										
Student Subgroup	Best of	4yr		5yr		6yr		7yr		
		N	Rate	N	Rate	N	Rate	N	Rate	
F/R Lunch	Y	5yr	17	58.8%	19	78.9%	n<16	--	n<16	--
	N	--	n<16	--	n<16	--	n<16	--	n<16	--
Minority	Y	5yr	16	50.0%	16	75.0%	n<16	--	n<16	--
	N	6yr	n<16	--	n<16	--	16	75.0%	n<16	--
IEP	Y	--	n<16	--	0	*	n<16	--	0	*
	N	5yr	28	60.7%	30	83.3%	22	68.2%	22	72.7%
EL	Y	--	n<16	--	n<16	--	n<16	--	0	*
	N	5yr	23	65.2%	22	90.9%	19	68.4%	22	72.7%
GT	Y	--	n<16	--	n<16	--	n<16	--	n<16	--
	N	5yr	24	58.3%	24	79.2%	19	73.7%	18	77.8%
Schoolwide		5yr	30	60.0%	30	83.3%	23	69.6%	22	72.7%
Geographic District		7yr	704	56.3%	655	69.8%	632	70.9%	573	78.4%

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate is the 5-year graduation rate of 83.3%. This approaches state expectations.



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

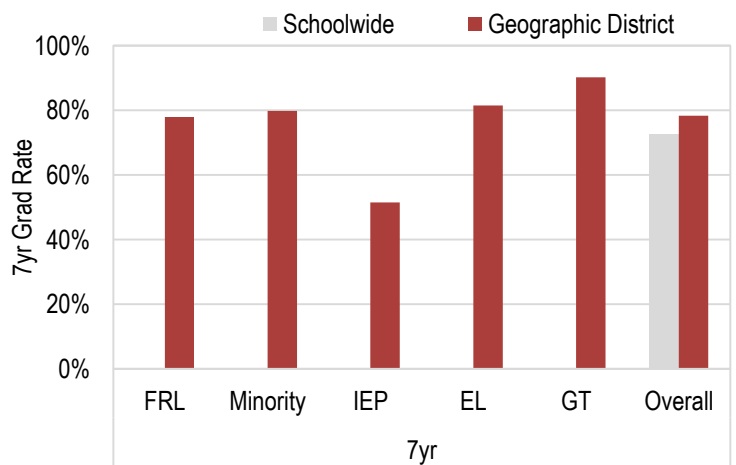
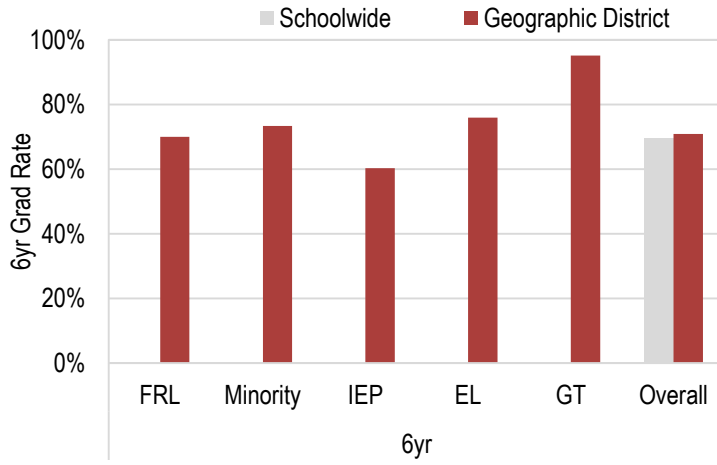
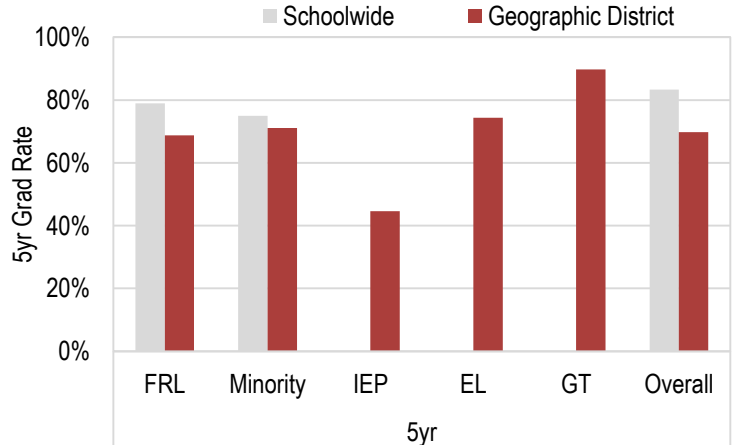
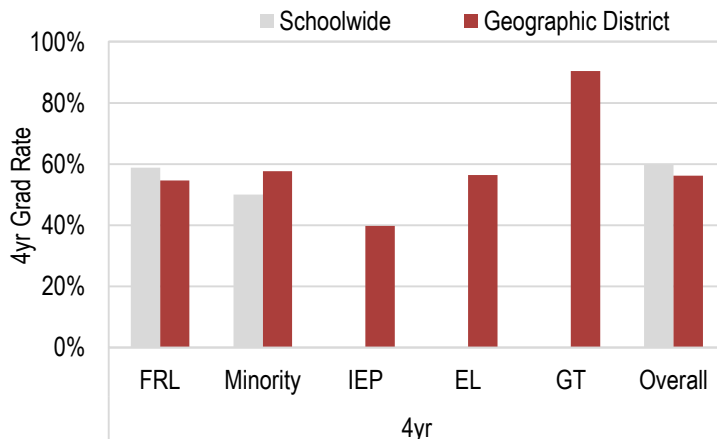
Graduation Rate: School Status and Trends & Local Comparison

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	5yr	17	58.8%	19	78.9%	n<16	--	n<16	--
Minority	5yr	16	50.0%	16	75.0%	n<16	--	n<16	--
IEP	--	n<16	--	0	*	n<16	--	0	*
EL	--	n<16	--	n<16	--	n<16	--	0	*
GT	--	n<16	--	n<16	--	n<16	--	n<16	--
Schoolwide	5yr	30	60.0%	30	83.3%	23	69.6%	22	72.7%

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate is greater than the geographic district's "best of" graduation rate by 4.9 percentage points.

Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7yr	620	54.7%	580	68.8%	524	70.0%	458	77.9%
Minority	7yr	581	57.7%	526	71.1%	481	73.4%	445	79.8%
IEP	6yr	83	39.8%	74	44.6%	58	60.3%	68	51.5%
EL	7yr	257	56.4%	308	74.4%	258	76.0%	249	81.5%
GT	6yr	52	90.4%	49	89.8%	41	95.1%	41	90.2%
Geo. District	7yr	704	56.3%	655	69.8%	632	70.9%	573	78.4%



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Exceeds	Approaching
Meets	Does Not Meet

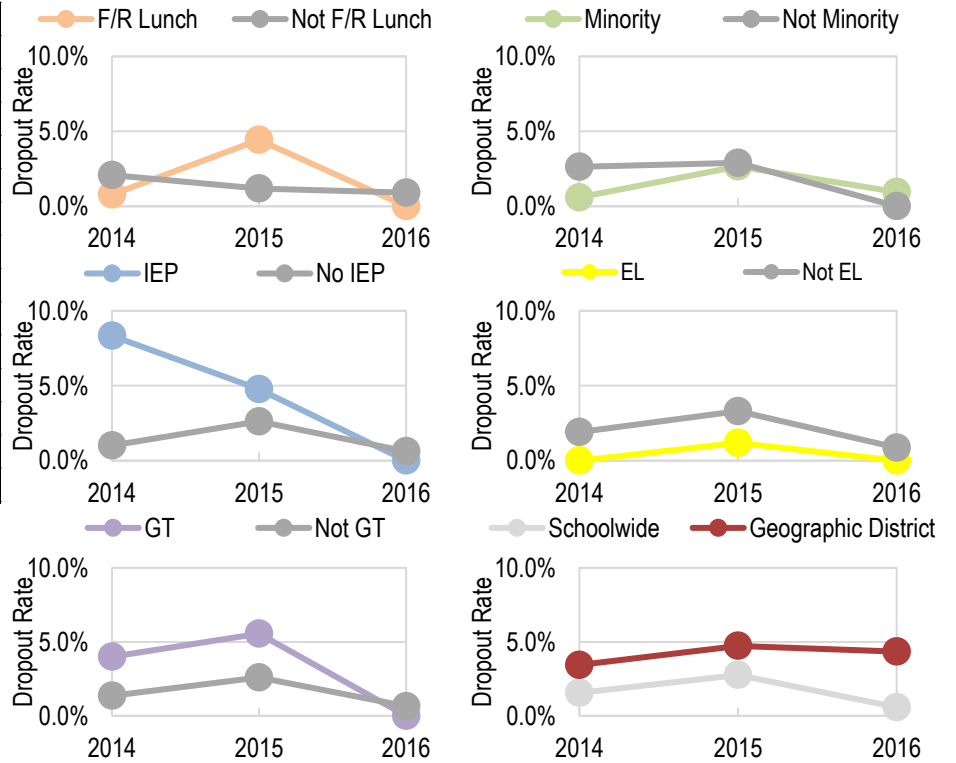
Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends

- Are students dropping out of high school?
- How is the dropout rate changing over time?

Subgroup Dropout Rate Trends over Time				
Dropout		2014	2015	2016
Student Subgroup		Rate	Rate	Rate
F/R Lunch	Y	0.8%	4.4%	0.0%
	N	2.1%	1.2%	0.9%
Minority	Y	0.6%	2.7%	0.9%
	N	2.6%	2.9%	0.0%
IEP	Y	8.3%	4.8%	0.0%
	N	1.0%	2.6%	0.6%
EL	Y	0.0%	1.2%	0.0%
	N	1.9%	3.3%	0.9%
GT	Y	4.0%	5.6%	0.0%
	N	1.4%	2.6%	0.7%
Schoolwide		1.6%	2.8%	0.6%
Geographic District		3.4%	4.7%	4.4%

The School meets state expectations for dropout rates and rates have decreased over time. Traditionally underserved student population dropout rates are largely lower than their non-subgroup peers in 2017. In 2017, minority students have higher dropout rates than their non-subgroup peers.



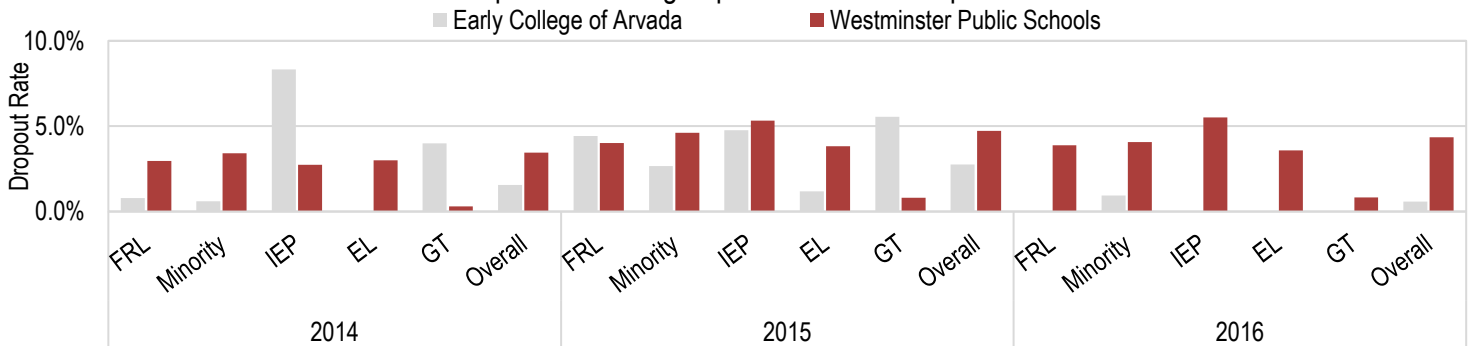
Dropout Rate: Subgroup Local Comparison

- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

School Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	128	0.8%	158	4.4%	124	0.0%
Minority	168	0.6%	188	2.7%	212	0.9%
IEP	24	8.3%	21	4.8%	22	0.0%
EL	57	0.0%	84	1.2%	114	0.0%
GT	25	4.0%	18	5.6%	38	0.0%
Schoolwide	320	1.6%	326	2.8%	344	0.6%

Geographic District Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	3720	3.0%	4005	4.0%	3884	3.9%
Minority	4152	3.4%	4264	4.6%	4246	4.1%
IEP	512	2.7%	600	5.3%	580	5.5%
EL	1669	3.0%	1855	3.8%	1951	3.6%
GT	323	0.3%	370	0.8%	364	0.8%
Geo. District	5112	3.4%	5206	4.7%	5143	4.4%

Dropout Rate Subgroup Achievement Comparison



The School largely has lower dropout rates than their geographic district. Students eligible for free or reduced price lunch in 2015, students with disabilities in 2014, and Gifted students in 2014 and 2015 have higher dropout rates than their peers in the geographic

NA	Not reported by the state.
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Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Trends & Local Comparison

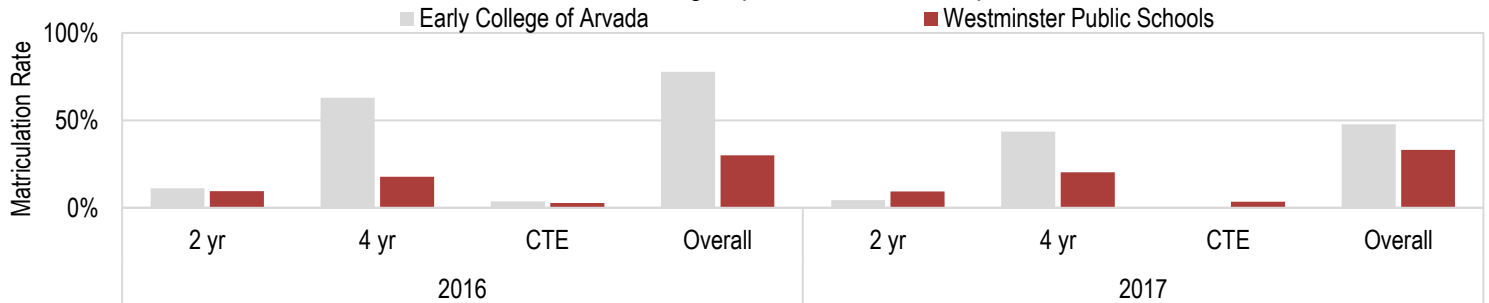
- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	27	11.1%	23	4.3%
4 yr	27	63.0%	23	43.5%
CTE	27	3.7%	23	0.0%
Schoolwide	27	77.8%	23	47.8%

The School is approaching state expectations for matriculation and matriculation rates have decreased over time. The School outperforms the geographic district..

Geo. District Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	493	9.5%	483	9.3%
4 yr	493	17.8%	483	20.3%
CTE	493	2.8%	483	3.5%
Geo. District	493	30.0%	483	33.1%

Matriculation Rate Subgroup Achievement Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Financial Performance

Fiscal Years 2015-2017 Financial Results

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics

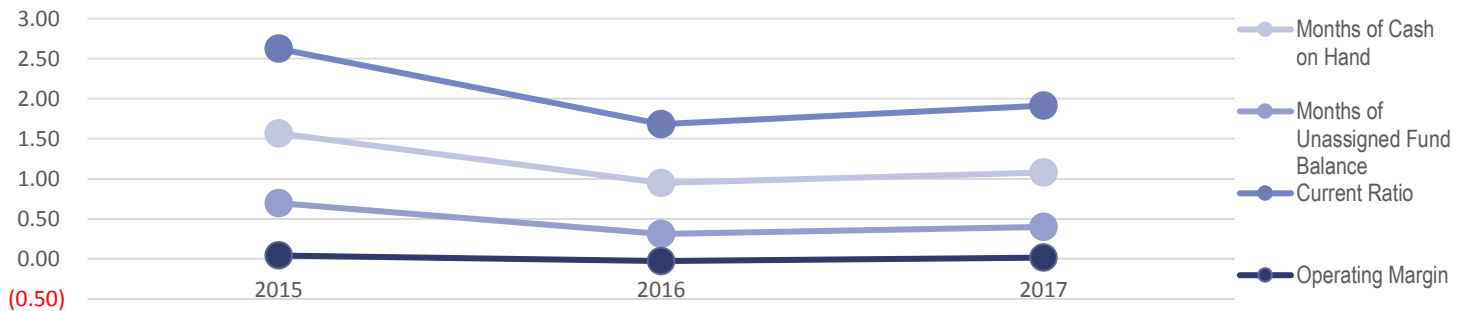
Metric	2015	2016	2017
Debt to Asset Ratio	2.80	2.51	1.41
Change in Net Position	\$ 66,336.00	\$ (258,278.00)	\$ (2,068,947.00)
Default	N/A	N/A	NO

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics

Metric	2015	2016	2017
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES
Months of Cash on Hand	1.57	0.95	1.08
Months of Unassigned Fund Balance on Hand	0.70	0.31	0.40
Current Ratio	2.62	1.68	1.91
Operating Margin	4.2%	-2.7%	1.6%



Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics

Metric	2015	2016	2017
Months of Cash on Hand	N/A	N/A	N/A
Current Ratio	N/A	N/A	26.26
Debt to Asset Ratio	N/A	N/A	0.04
Change in Net Position	N/A	N/A	\$ 1,335,692.00

Enrollment

- What is the school's funded pupil count variance?

Enrollment

Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	-8.4%	6.6%	-4.4%
Change in FPC from Prior-Year	2.4%	19.2%	2.3%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

Early College of Arvada ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 16 pupils (4 percent), and 8 pupils (2 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB no. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 1.08 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 2 percent and an increase in their unassigned fund balance.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Organizational Performance

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2016-17 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

The School is collaborating with the CSI Student Services Team on diversity, equity of access, and inclusion measures for subgroup populations through the Tiers of Support process. An updated Student Services Screener Report with 16-17 data will be released in January 2018.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2016-17 school year.

Organizational Performance

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2016-17 school year.

CSI was not made aware of any issues relating to facilities and transportation requirements for the 2016-17 school year.

CSI was not made aware of any issues relating to credentialing and background check requirements for the 2016-17 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other significant organizational compliance concerns during the 2016-17 school year.

Organizational Performance

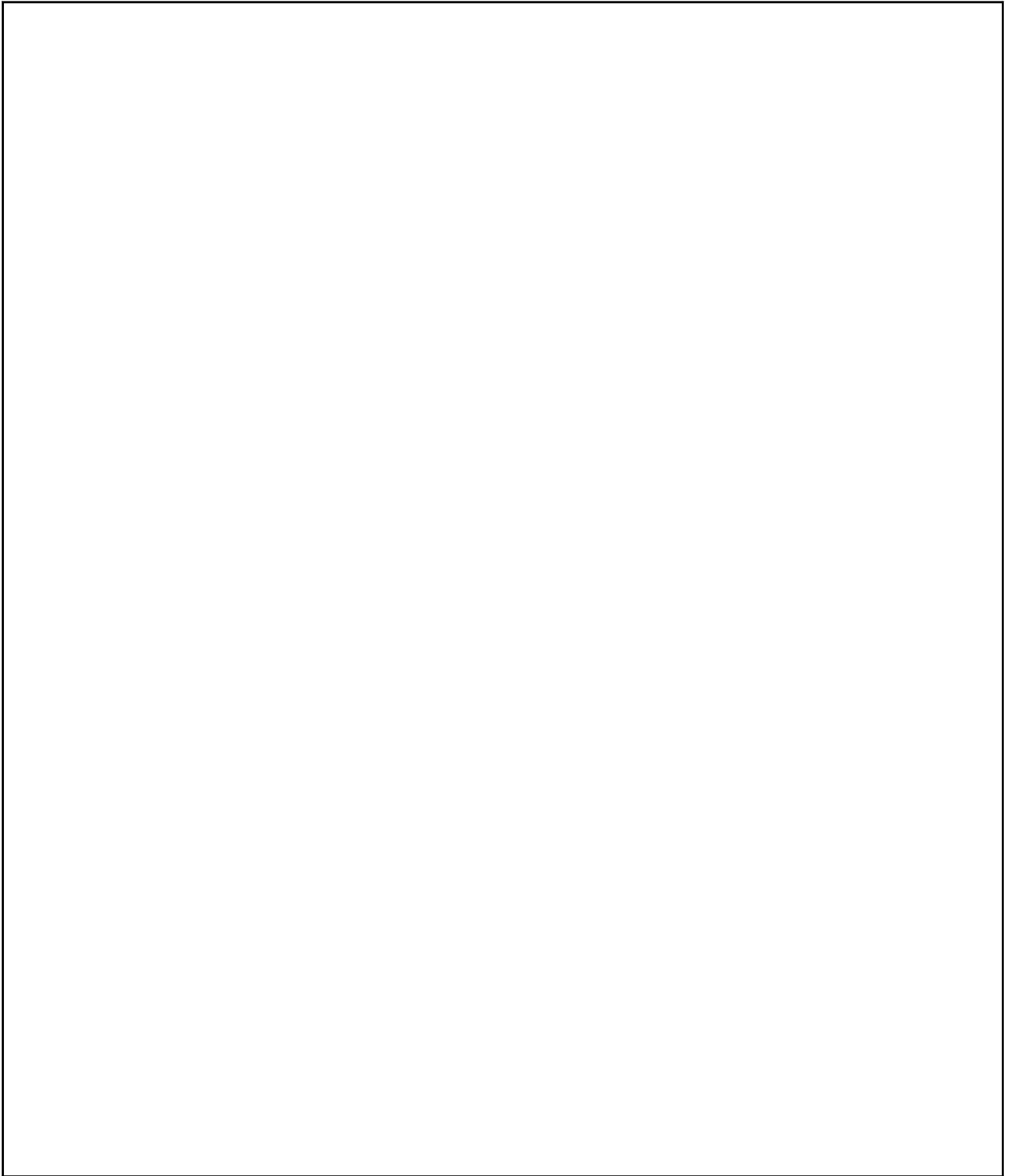
Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.





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