

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

Global Village Academy – Fort Collins







## **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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### 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 impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
<b>Overall Rating</b>	<b>Priority Improvement: Decreased due to Financial Noncompliance</b>

## 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	103	97	94.2%	6	100.0%	Meets 95%
Math	103	97	94.2%	6	100.0%	Meets 95%
Science	22	21	95.5%	0	95.5%	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	103	97	94.2%	6	100.0%	Meets 95%
CMAS Math	103	97	94.2%	6	100.0%	Meets 95%
CMAS Science	22	21	95.5%	0	95.5%	Meets 95%

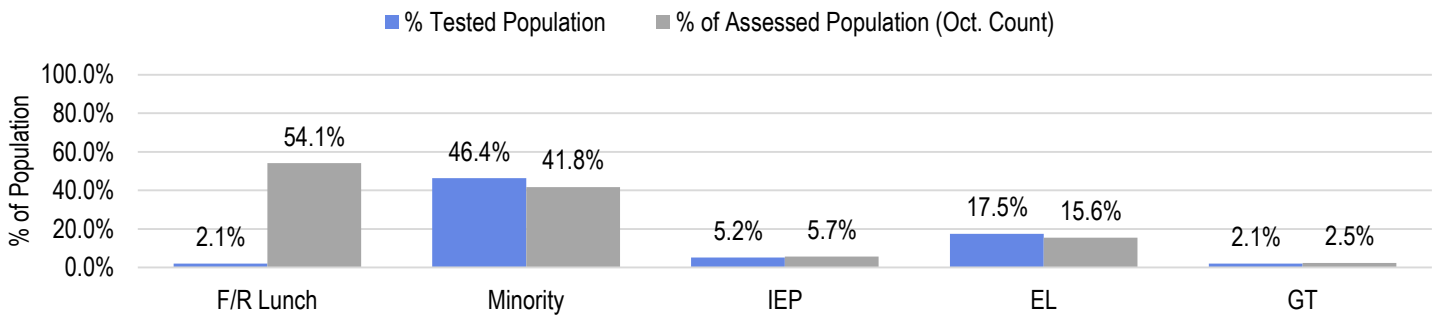
# Participation Rate Analysis

## Participation Rate Comparison

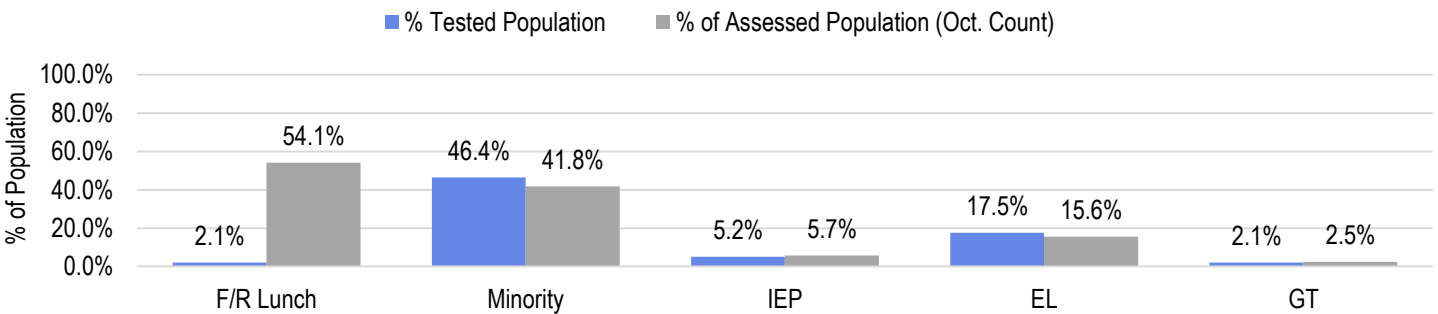
-Are the different subgroups in the school being represented appropriately in the participation rate?

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	2.1%	54.1%	2.1%	54.1%	0.0%	54.1%
Minority	46.4%	41.8%	46.4%	41.8%	47.6%	41.8%
IEP	5.2%	5.7%	5.2%	5.7%	4.8%	5.7%
EL	17.5%	15.6%	17.5%	15.6%	19.0%	15.6%
GT	2.1%	2.5%	2.1%	2.5%	0.0%	2.5%

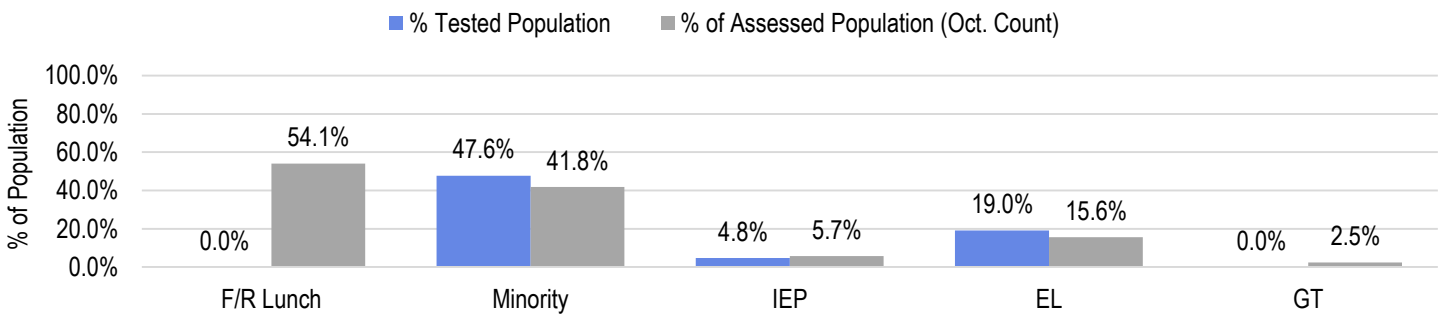
### English Language Arts



### Math



### Science



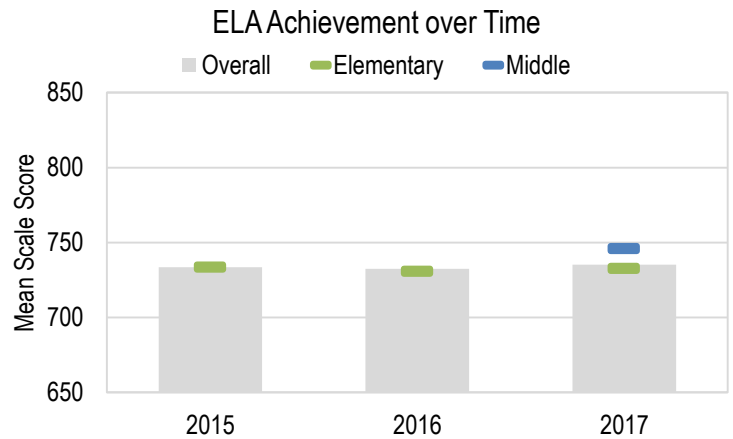
# Academic Performance

## 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	26	735	32	721	36	738
4	22	731	21	732	21	726
5	22	735	20	745	17	729
Elementary	74	734	73	731	74	733
6	n<16	--	n<16	--	n<16	--
7	NA	NA	n<16	--	n<16	--
8	NA	NA	NA	NA	n<16	--
Middle	0	NA	n<16	--	17	746
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>74</b>	<b>734</b>	<b>82</b>	<b>732</b>	<b>91</b>	<b>735</b>



The elementary and middle school levels had inconsistent performance over the past three years, with slight increases in performance from 2016 to 2017.

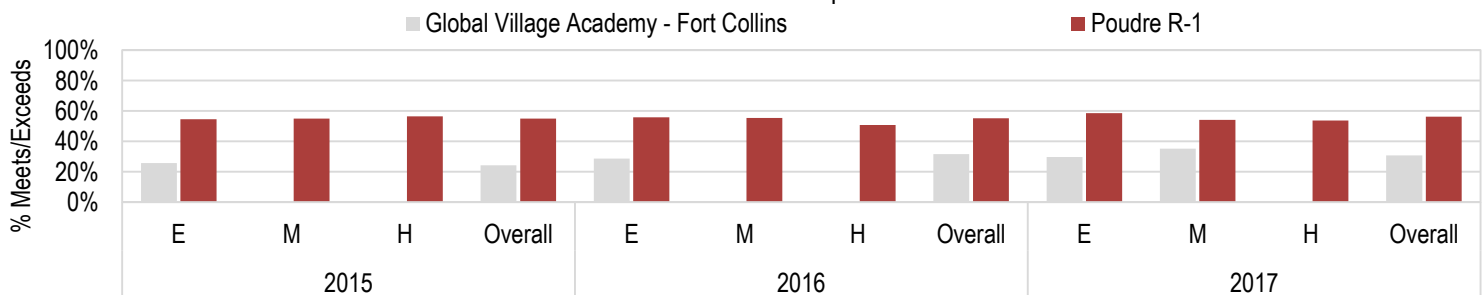
### CMAS ELA: Local Comparison

-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	26	34.6%	32	15.6%	36	38.9%
4	22	18.2%	21	23.8%	21	19.0%
5	22	22.7%	20	55.0%	17	23.5%
Elementary	70	25.7%	73	28.8%	74	29.7%
6	n<16	--	n<16	--	n<16	--
7	NA	NA	n<16	--	n<16	--
8	NA	NA	NA	NA	n<16	--
Middle	n<16	--	n<16	--	17	35.3%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>74</b>	<b>24.3%</b>	<b>82</b>	<b>31.7%</b>	<b>91</b>	<b>30.8%</b>

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2235	48.3%	2171	50.4%	2180	54.3%
4	2072	59.5%	2267	57.6%	2202	61.2%
5	2160	56.6%	2106	59.4%	2290	60.3%
Elementary	6467	54.6%	6544	55.8%	6672	58.6%
6	2151	54.7%	2094	52.6%	2031	53.1%
7	2006	56.7%	1908	56.5%	1948	53.3%
8	1937	53.6%	1709	57.5%	1721	56.4%
Middle	6094	55.0%	5711	55.4%	5700	54.2%
9	1239	56.6%	1120	50.8%	1074	53.7%
High	1239	56.6%	1120	50.8%	1074	53.7%
<b>Overall</b>	<b>13800</b>	<b>55.0%</b>	<b>13375</b>	<b>55.2%</b>	<b>13446</b>	<b>56.4%</b>

### ELA Achievement Comparison



The geographic district consistently outperforms the School in the percent of students meeting/exceeding state expectations in English Language Arts overall and at each level.

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

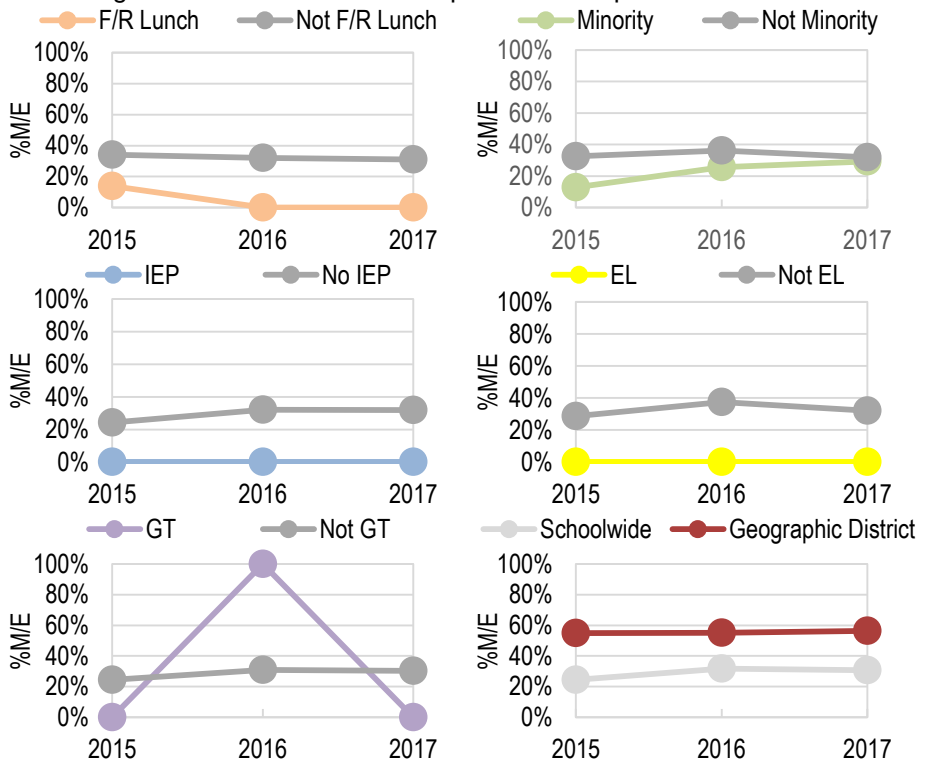
**English Language Arts Subgroup Achievement**

**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	13.9%	n<16	n<16
	N	34.2%	32.1%	31.1%
Minority	Y	12.9%	25.7%	29.3%
	N	32.6%	36.2%	32.0%
IEP	Y	*	n<16	n<16
	N	24.3%	32.1%	31.8%
EL	Y	n<16	n<16	n<16
	N	28.6%	37.3%	32.1%
GT	Y	*	100.0%	n<16
	N	24.3%	30.9%	30.3%
Schoolwide		24.3%	31.7%	30.8%
Geographic District		55.0%	55.2%	56.4%

Traditionally underserved students in the School perform at levels below their non-subgroup peers in English Language Arts. The School has made progress at closing the achievement gap between minority students.



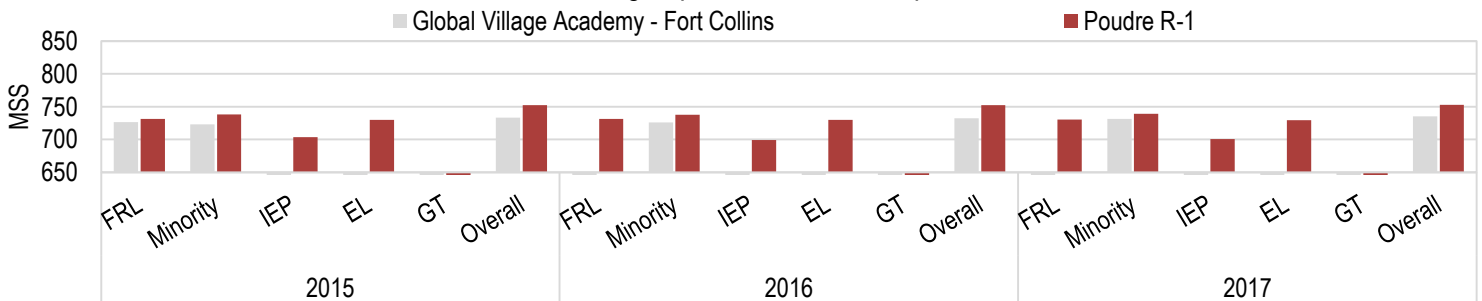
**CMAS ELA: Subgroup Local Comparison**

- 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	36	727	n<16	--	n<16	--
Minority	31	723	35	726	41	731
IEP	0	*	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--
GT	0	*	n<16	--	n<16	--
Schoolwide	74	734	82	732	91	735

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	4369	731	4262	731	3728	731
Minority	3519	738	3501	738	3410	739
IEP	1113	704	1061	699	1053	701
EL	1339	730	1356	730	1298	729
GT	NA	NA	NA	NA	NA	NA
Geo. District	13584	752	13201	752	13269	753

**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

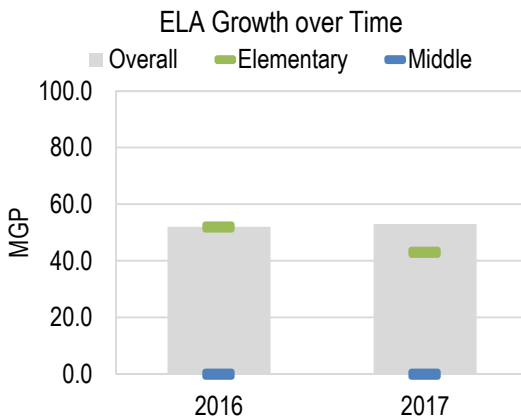
# Academic Performance

## 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	n < 20	-	23	51.0
5	20	66.5	n < 20	--
Elementary	39	52.0	39	43.0
6	n < 20	-	n < 20	--
7	n < 20	-	n < 20	--
8	0	*	n < 20	--
Middle	n < 20	--	n < 20	--
9	0	*	0	*
High	0	*	0	*
<b>Overall</b>	<b>47</b>	<b>52.0</b>	<b>55</b>	<b>53.0</b>

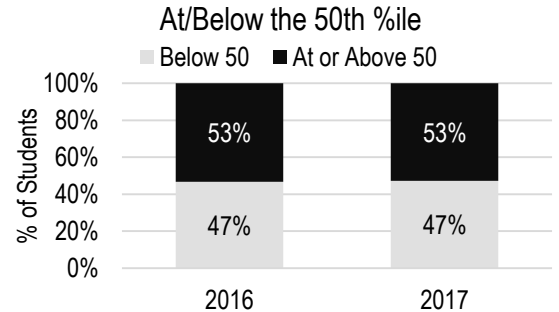
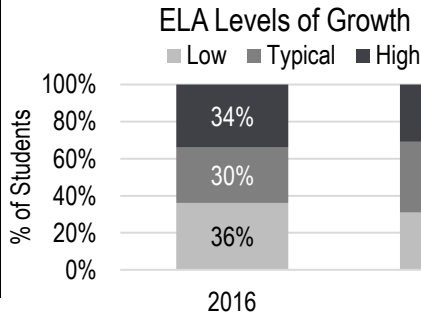


Overall the School is meeting state expectations for growth and growth scores have decreased over time overall and at the elementary level, however, the elementary school is approaching state expectations for growth.

### 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)	36%	31%
Typical (35-65)	30%	38%
High (above 65)	34%	31%



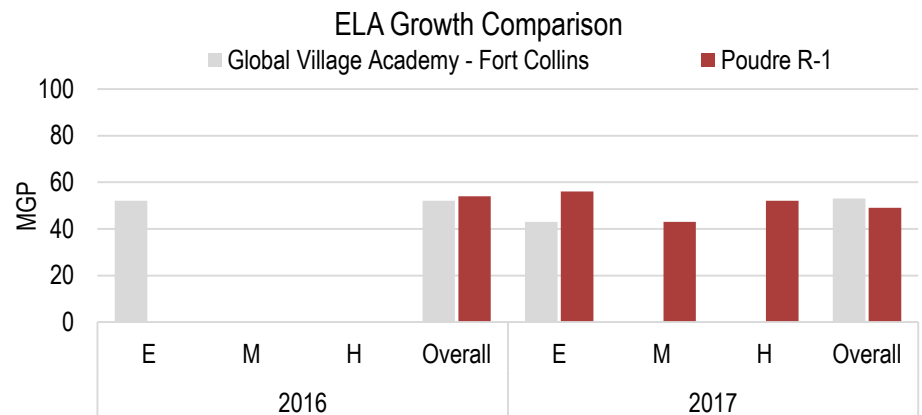
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	53%	53%
Below 50	47%	47%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 31% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 31% of students. The percent of students at or above the 50th percentile has stayed the same in 2016 and in 2017, at 53%.

### 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	2080	58.0	2036	59.0
5	1952	55.0	2110	53.0
Elementary	4032	NA	4146	56.0
6	1938	51.0	1884	42.5
7	1754	54.0	1785	41.0
8	1583	51.0	1534	45.0
Middle	5275	NA	5203	43.0
9	989	52.0	928	52.0
High	989	NA	928	52.0
<b>Overall</b>	<b>10296</b>	<b>54.0</b>	<b>10277</b>	<b>49.0</b>



The School demonstrates higher growth scores than their geographic district overall. Growth scores at the elementary school level are lower than the geographic district. Additionally, the geographic district growth scores have decreased over time while the School's growth scores have slightly increased.

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

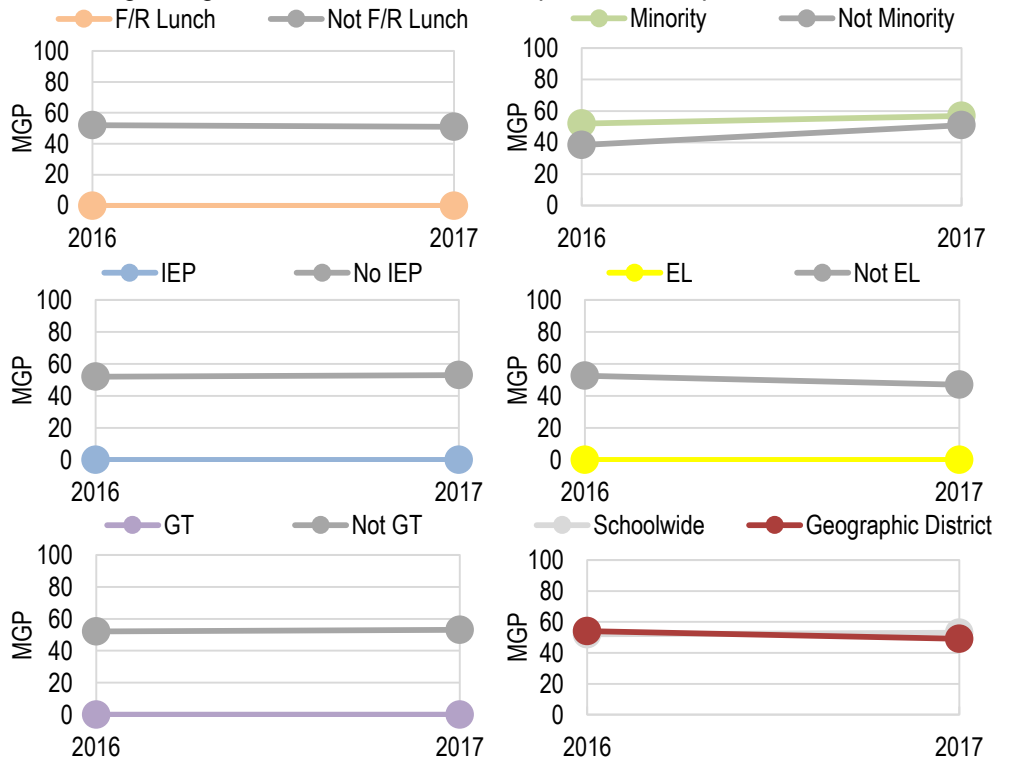
**English Language Arts Subgroup Growth**

**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	n<20	n<20
	N	52.0	51.0
Minority	Y	52.0	57.0
	N	38.5	51.0
IEP	Y	n<20	n<20
	N	52.0	53.0
EL	Y	n<20	n<20
	N	52.5	47.0
GT	Y	n<20	n<20
	N	52.0	53.0
Schoolwide		52.0	53.0
Geographic District		54.0	49.0

Minority students have growth scores above their non-subgroup peers and growth scores have increased over time.



**CMAS ELA: Subgroup Local Comparison**

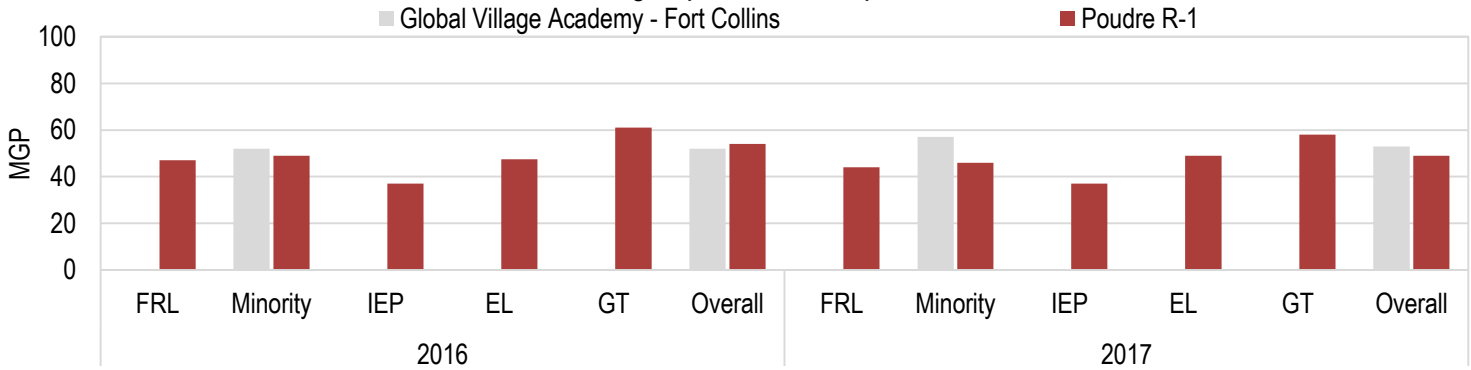
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n < 20	--
Minority	21	52.0	26	57.0
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	47	52.0	55	53.0

Traditionally underserved students outperform the geographic district.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	3240	47.0	2834	44.0
Minority	2725	49.0	2652	46.0
IEP	718	37.0	765	37.0
EL	1062	47.5	997	49.0
GT	1994	61.0	1936	58.0
Geo. District	10296	54.0	10277	49.0

**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

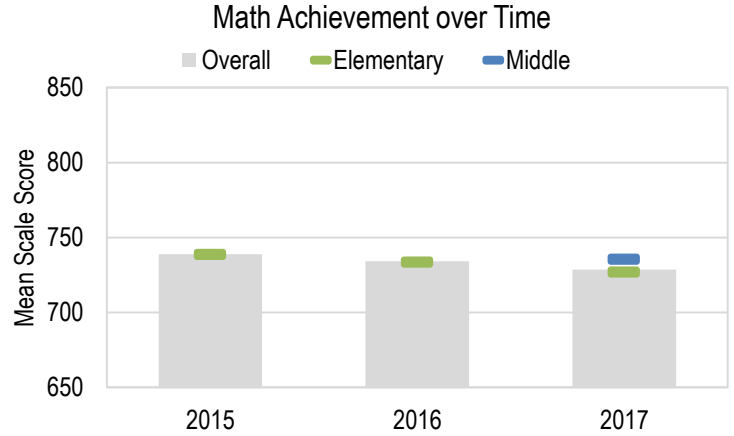
# Academic Performance

## 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	
	N	MSS	N	MSS	N	MSS
3	26	739	34	730	36	740
4	22	742	21	728	24	716
5	21	737	20	745	17	714
Elementary	69	739	75	734	77	727
6	n<16	--	n<16	--	n<16	--
7	NA	NA	n<16	--	n<16	--
8	NA	NA	NA	NA	n<16	--
Middle	n<16	--	n<16	--	18	735
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>73</b>	<b>739</b>	<b>84</b>	<b>734</b>	<b>95</b>	<b>729</b>



\*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.

Performance in the elementary school has consistently decreased over the past three years overall and at the elementary school level.

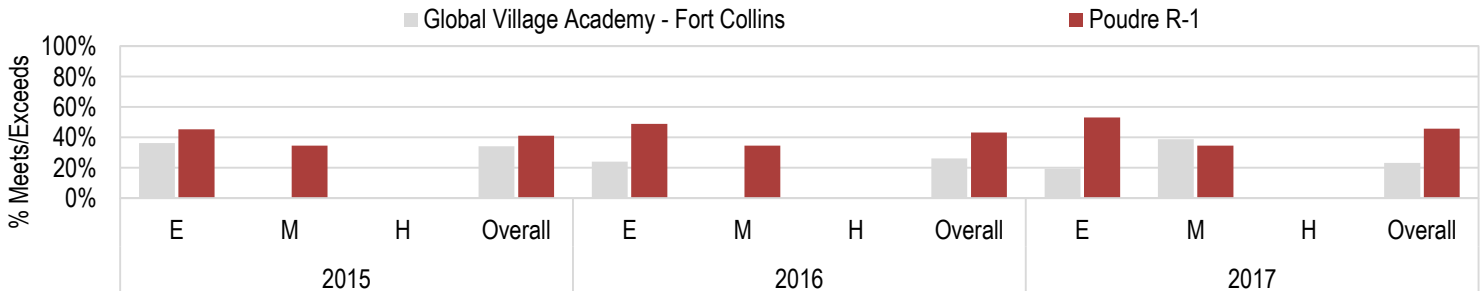
## CMAS Math: Local Comparison

-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	
	N	%M/E	N	%M/E	N	%M/E
3	26	34.6%	34	17.6%	36	33.3%
4	22	36.4%	21	19.0%	24	12.5%
5	21	38.1%	20	40.0%	17	0.0%
Elementary	69	36.2%	75	24.0%	77	19.5%
6	n<16	--	n<16	--	n<16	--
7	NA	NA	n<16	--	n<16	--
8	NA	NA	NA	NA	n<16	--
Middle	n<16	--	n<16	--	18	38.9%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>73</b>	<b>34.2%</b>	<b>84</b>	<b>26.2%</b>	<b>95</b>	<b>23.2%</b>

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
	N	%M/E	N	%M/E	N	%M/E
3	2258	47.5%	2195	50.3%	2206	56.7%
4	2074	45.5%	2273	47.6%	2211	52.0%
5	2161	42.7%	2108	48.5%	2285	50.6%
Elementary	6493	45.3%	6576	48.8%	6702	53.1%
6	2160	45.7%	2113	45.4%	2045	44.6%
7	1450	25.5%	1496	27.6%	1568	28.5%
8	429	8.4%	557	11.7%	834	20.7%
Middle	4039	34.5%	4166	34.5%	4447	34.5%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
<b>Overall</b>	<b>10532</b>	<b>41.1%</b>	<b>10742</b>	<b>43.3%</b>	<b>11149</b>	<b>45.6%</b>

## Math Achievement Comparison



The geographic district outperforms the school in the percent of students meeting/exceeding state expectations in math overall and at the elementary school level. In 2017, math performance at the middle school level was higher than the geographic district.

NA	Not reported by the state.
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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

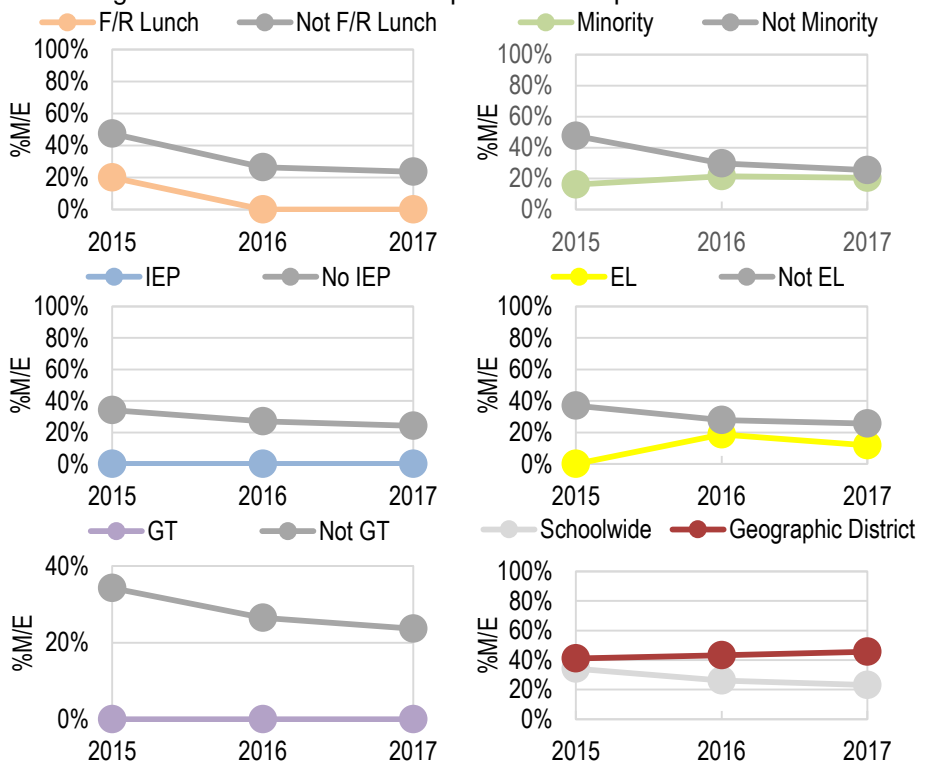
### Math Subgroup Achievement

#### 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	20.0%	n<16	n<16
	N	47.4%	26.5%	23.7%
Minority	Y	16.1%	21.6%	20.5%
	N	47.6%	29.8%	25.5%
IEP	Y	*	n<16	n<16
	N	34.2%	27.2%	24.2%
EL	Y	n<16	18.8%	11.8%
	N	37.1%	27.9%	25.6%
GT	Y	*	n<16	n<16
	N	34.2%	26.5%	23.7%
Schoolwide		34.2%	26.2%	23.2%
Geographic District		41.1%	43.3%	45.6%

Traditionally underserved students in the School perform at levels below their non-subgroup peers in math. The School has made progress at closing the achievement gap for minority students.



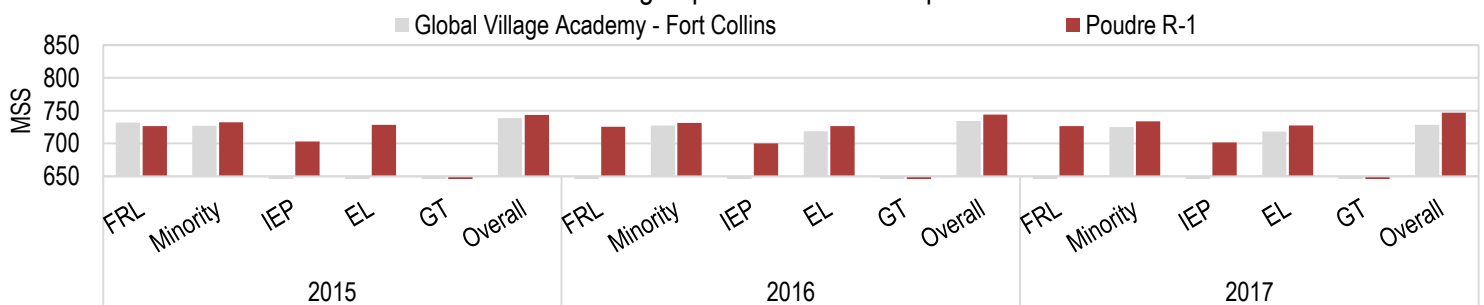
#### CMAS Math: Subgroup Local Comparison

- 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	35	732	n<16	--	n<16	--
Minority	31	727	37	728	44	725
IEP	0	*	n<16	--	n<16	--
EL	n<16	--	16	719	17	718
GT	0	*	n<16	--	n<16	--
Schoolwide	73	739	84	734	95	729

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	4380	726	4285	726	3748	727
Minority	3534	732	3526	732	3421	734
IEP	1117	703	1057	700	1051	702
EL	1368	728	1386	727	1325	727
GT	NA	NA	NA	NA	NA	NA
Geo. District	13590	744	13230	744	13313	747

#### Math Subgroup Achievement Comparison



Traditionally underserved students perform at levels above their peers in the geographic district in math. In 2015, students eligible for free or reduced price lunch performed higher than 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

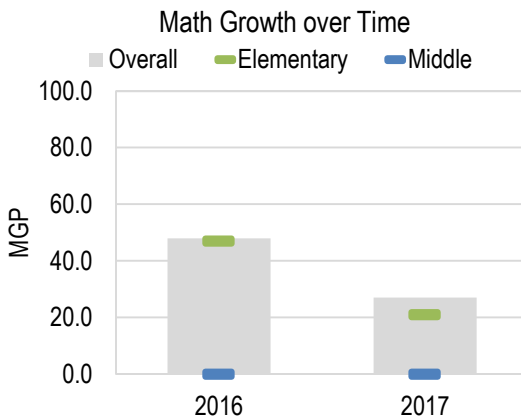
# Academic Performance

## 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	n < 20	-	24	26.5
5	20	49.5	n < 20	--
Elementary	39	47.0	39	21.0
6	n < 20	-	n < 20	--
7	n < 20	-	n < 20	--
8	0	*	n < 20	--
Middle	n < 20	--	n < 20	--
9	0	*	0	*
High	0	*	0	*
<b>Overall</b>	<b>47</b>	<b>48.0</b>	<b>55</b>	<b>27.0</b>

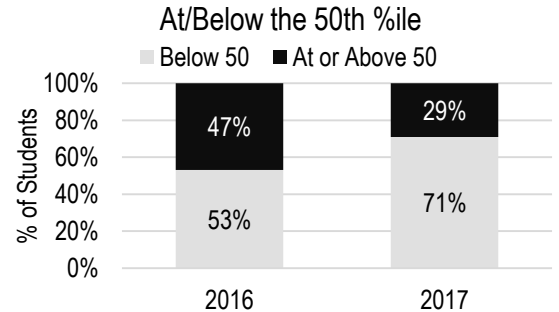
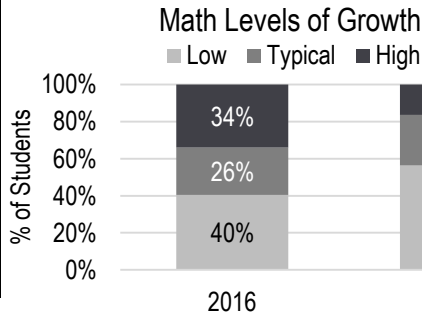


Overall the School is not meeting state expectations for growth and growth scores have decreased over time overall and at the elementary school level.

### 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)	40%	56%
Typical (35-65)	26%	27%
High (above 65)	34%	16%



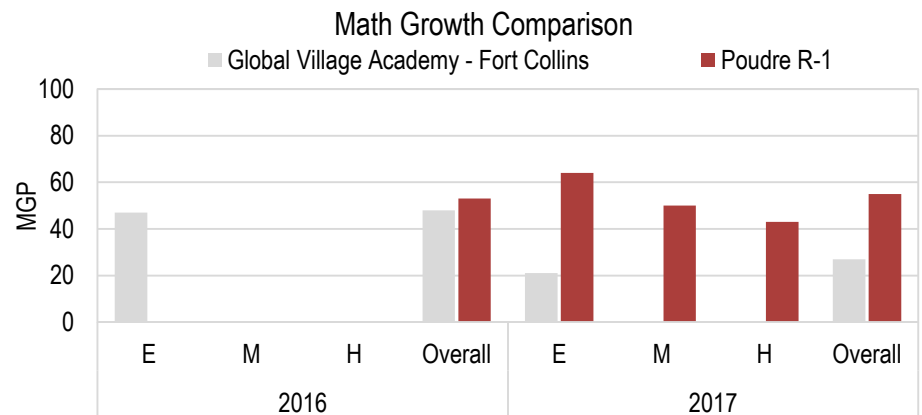
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	47%	29%
Below 50	53%	71%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 56% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 16% of students. The percent of students at or above the 50th percentile has decreased from 47% in 2016 to 29% 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	2101	61.0	2059	66.0
5	1952	51.5	2110	61.0
Elementary	4053	NA	4169	64.0
6	1945	53.0	1892	48.0
7	1355	50.0	1801	49.0
8	1551	52.0	1537	52.0
Middle	4851	NA	5230	50.0
9	570	38.0	525	43.0
High	570	NA	525	43.0
<b>Overall</b>	<b>9474</b>	<b>53.0</b>	<b>9924</b>	<b>55.0</b>



The School demonstrates lower growth scores than their geographic district overall and at the elementary school level. Additionally, the School's growth scores have decreased over time while the geographic district's growth scores have increased.

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

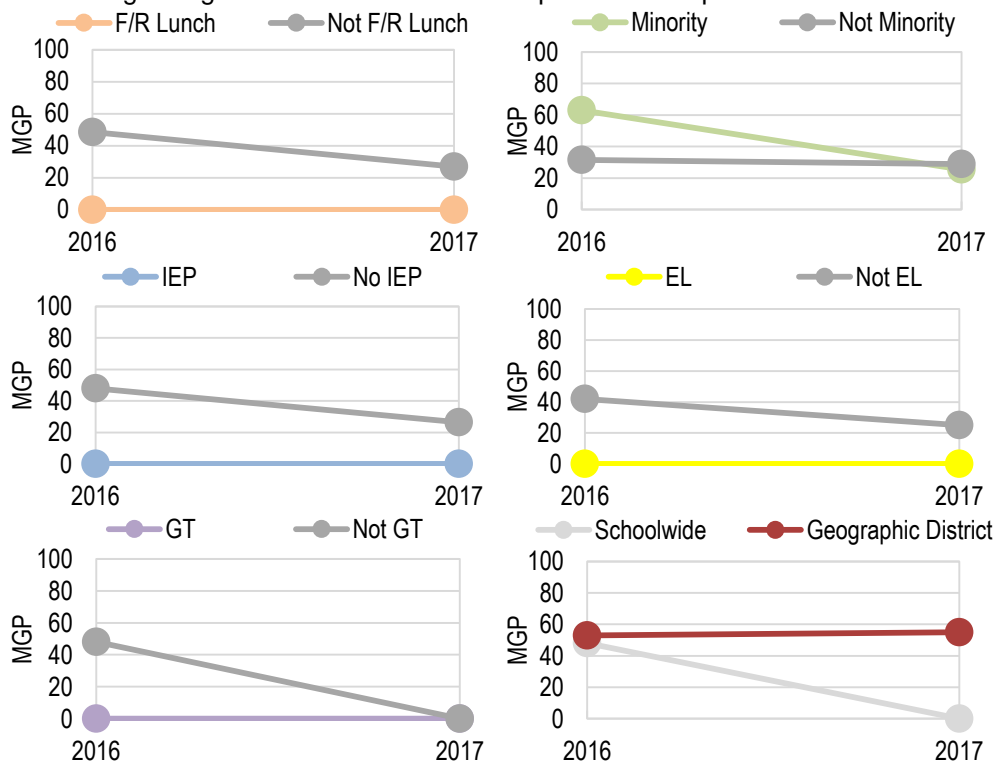
### Math Subgroup Growth

#### 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	n<20	n<20
	N	48.5	27.0
Minority	Y	63.0	25.5
	N	31.5	29.0
IEP	Y	n<20	n<20
	N	48.0	26.5
EL	Y	n<20	n<20
	N	42.0	25.0
GT	Y	n<20	n<20
	N	48.0	27.0
Schoolwide		48.0	n<20
Geographic District		53.0	55.0

Traditionally underserved students' growth scores have decreased from the year prior. In 2017, minority students demonstrate lower growth than their non-subgroup peers.



#### CMAS Math: Subgroup Local Comparison

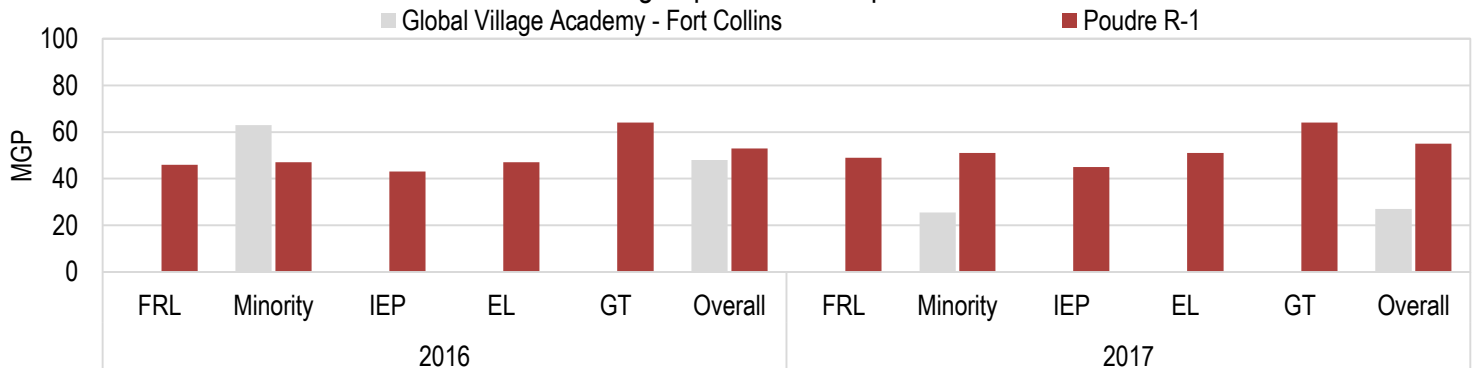
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n < 20	--
Minority	21	63.0	26	25.5
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	47	48.0	55	27.0

in 2017, minority students have growth scores below their peers in the geographic district. In 2016, minority students had higher growth scores than their peers in the geographic district.

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	3163	46.0	2823	49.0
Minority	2609	47.0	2596	51.0
IEP	706	43.0	757	45.0
EL	1037	47.0	1008	51.0
GT	1547	64.0	1761	64.0
Geo. District	9474	53.0	9924	55.0

#### 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

### **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

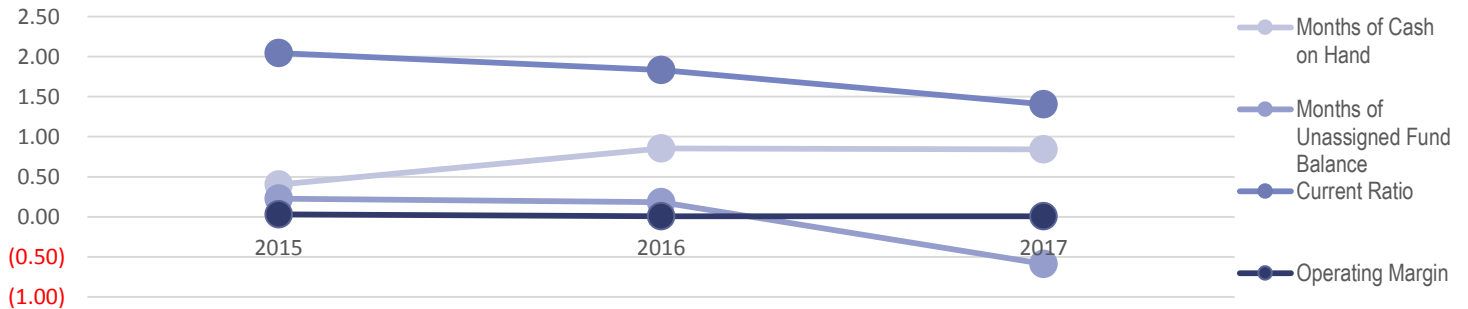
Metric	2015	2016	2017
Debt to Asset Ratio	3.62	2.01	1.63
Change in Net Position	\$ 110,327.00	\$ (275,566.00)	\$ (1,346,658.00)
Default	N/A	N/A	NO

### 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	N
Months of Cash on Hand	0.40	0.85	0.84
Months of Unassigned Fund Balance on Hand	0.23	0.18	(0.59)
Current Ratio	2.05	1.83	1.41
Operating Margin	3.1%	0.5%	0.6%



### 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	N/A
Debt to Asset Ratio	N/A	N/A	N/A
Change in Net Position	N/A	N/A	N/A

### Enrollment

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

#### Enrollment

Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	4.0%	-26.0%	-14.5%
Change in FPC from Prior-Year	54.6%	4.6%	18.4%

## **Fiscal Years 2015-2017 Financial Results**

### Financial Performance Narrative

Global Village Academy - Ft. Collins' financial position has decreased in the past year and ended the year with the majority of financial indicators showing heightened financial risk for the school. The school ended the year with a decrease in net position and reported one statutory violation in their Assurances for Financial Accreditation for failure to comply with TABOR reserve requirements. The school's actual Fy 2016-17 funded-pupil count came in under budget by 54.6 pupils (14.5 percent), and 50.2 pupils (18.4 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 less than 1 month of cash on hand and enough current assets to cover current liabilities. The school experienced a positive operating margin of 0.6 percent and a negative 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

CSI was not made aware of any issues relating to diversity, equity of access, and inclusion for the 2016-17 school year.

### 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

Members of the governing board attended a CSI Performance Management Committee meeting in May of 2017 to discuss the school's change in leadership and plans for addressing the school's challenges.

# 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.

CDE identified compliance issues with the school's transportation as part of its STAR review. The school timely remedied those areas of noncompliance.

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

The School received a Notice of Concern for failure to submit various required organizational submissions documents after a Corrective Action Notice was sent.

*Additionally, the School underwent a public turnover of administration resulting from issues of non-compliance with certain operational and*

## Organizational Performance

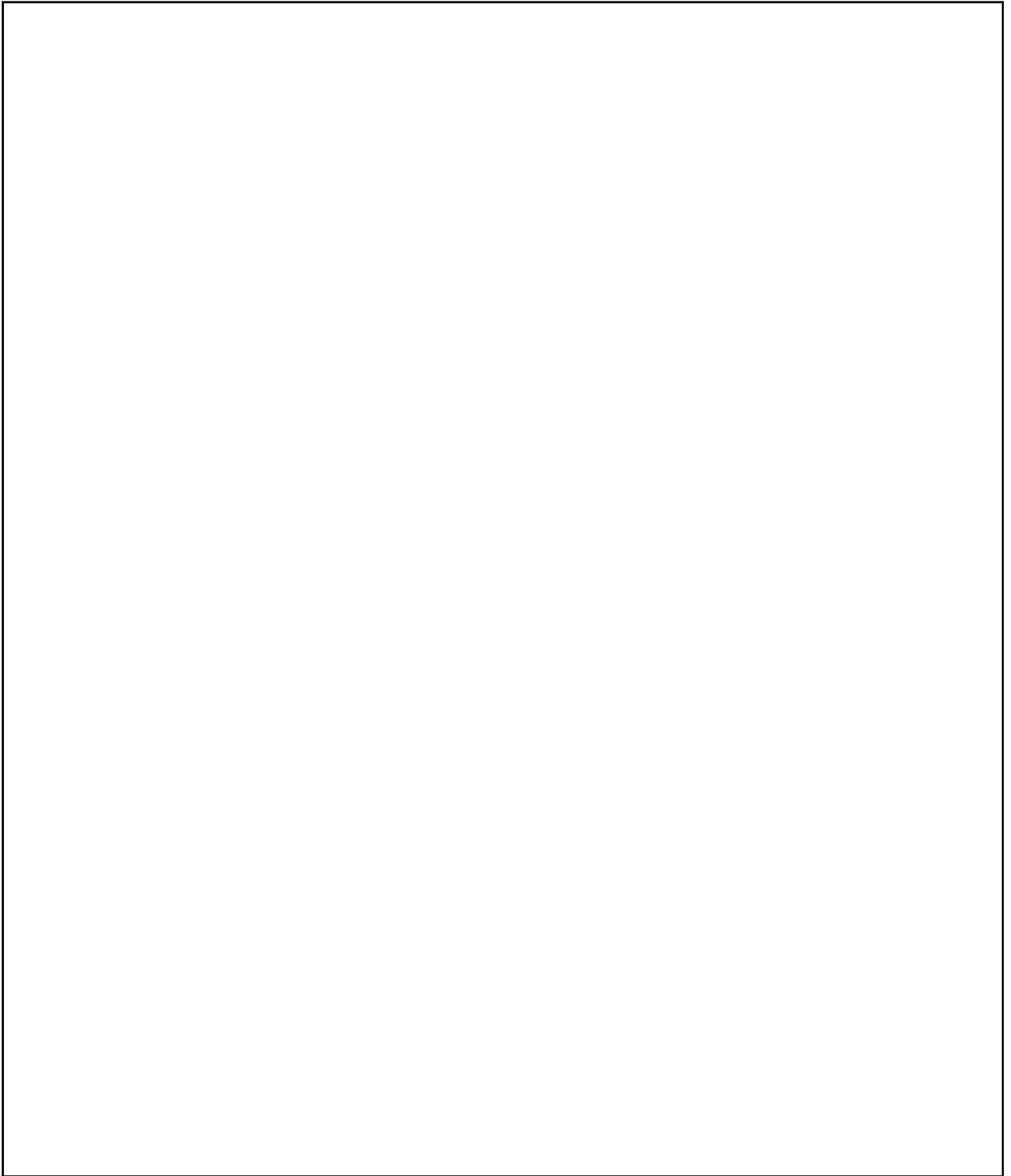
### **Organizational Performance Metrics**

Organizational Performance Additional Narrative

N/A

School Observations

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