

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

Mountain Song Community School



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	Performance: Low Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance: 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	208	196	94.2%	9	98.5%	Meets 95%
Math	208	197	94.7%	9	99.0%	Meets 95%
Science	68	61	89.7%	2	92.4%	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	208	196	94.2%	9	98.5%	Meets 95%
CMAS Math	208	197	94.7%	9	99.0%	Meets 95%
CMAS Science	68	61	89.7%	2	92.4%	Does Not Meet 95%

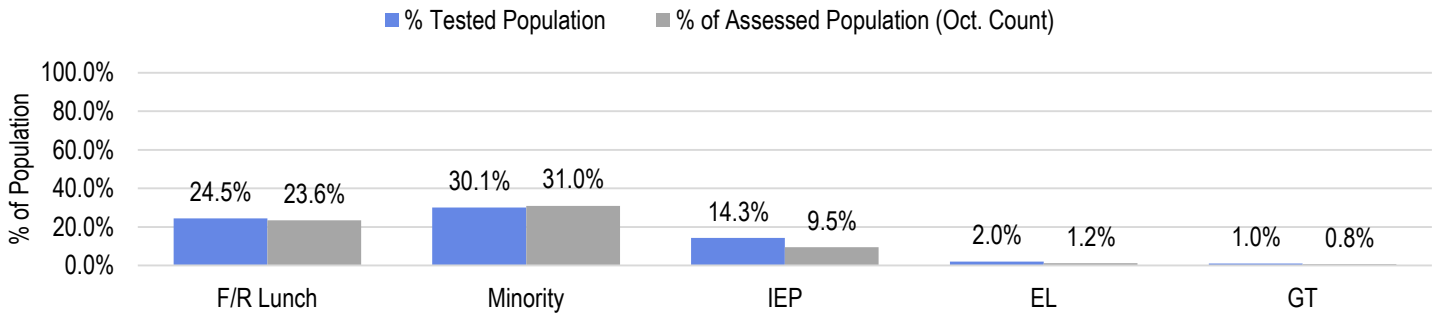
Participation Rate Analysis

Participation Rate Comparison

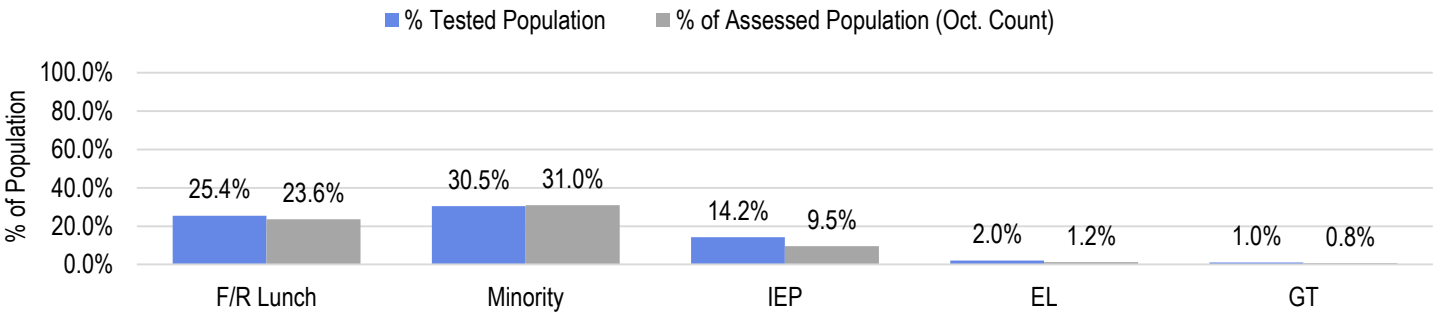
-Are the different subgroups in the school being represented appropriately in the participation rate?

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	24.5%	23.6%	25.4%	23.6%	29.5%	23.6%
Minority	30.1%	31.0%	30.5%	31.0%	29.5%	31.0%
IEP	14.3%	9.5%	14.2%	9.5%	14.8%	9.5%
EL	2.0%	1.2%	2.0%	1.2%	3.3%	1.2%
GT	1.0%	0.8%	1.0%	0.8%	0.0%	0.8%

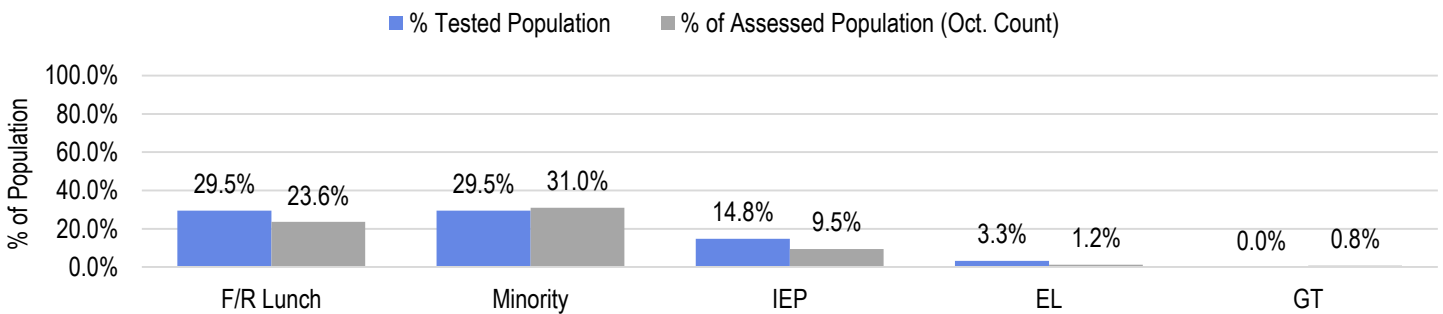
English Language Arts



Math



Science

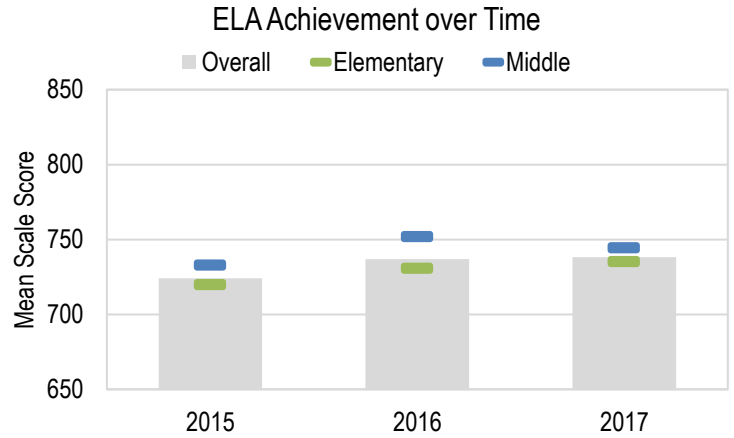


Academic Performance

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	27	717	36	728	46	731
4	17	731	39	729	44	744
5	n<16	--	24	737	45	732
Elementary	57	720	99	731	135	735
6	20	740	18	739	22	740
7	n<16	--	22	763	18	736
8	NA	NA	NA	NA	17	760
Middle	28	733	40	752	57	745
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	85	724	139	737	192	738



The elementary school level has seen increases in performance over the last three years, while performance in the middle school has seen a slight decrease from 2016 to 2017.

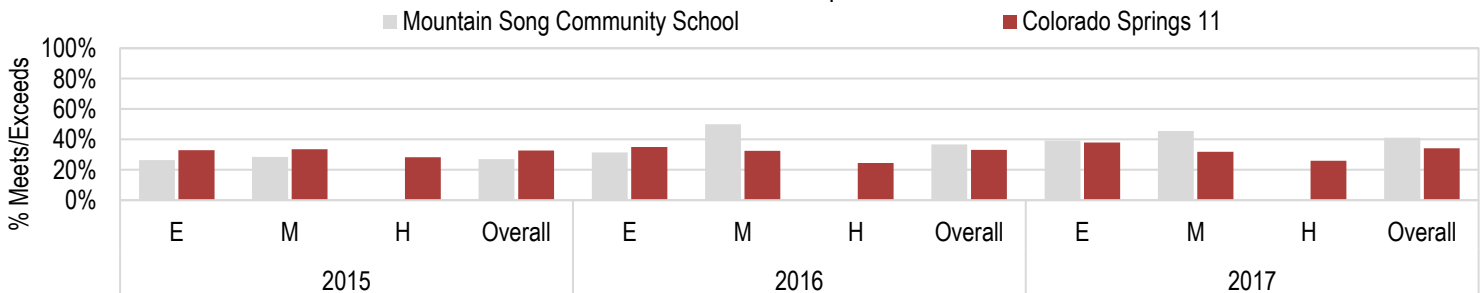
CMAS ELA: Local Comparison

-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	27	33.3%	36	27.8%	46	34.8%
4	17	23.5%	39	33.3%	44	47.7%
5	n<16	--	24	33.3%	45	35.6%
Elementary	57	26.3%	99	31.3%	135	39.3%
6	20	35.0%	18	38.9%	22	36.4%
7	n<16	--	22	59.1%	18	38.9%
8	NA	NA	NA	NA	17	64.7%
Middle	28	28.6%	40	50.0%	57	45.6%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	85	27.1%	139	36.7%	192	41.1%

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2129	34.1%	2091	32.2%	2134	33.1%
4	2035	32.2%	2090	37.3%	2062	37.5%
5	1968	32.4%	1994	35.5%	2105	43.5%
Elementary	6132	32.9%	6175	35.0%	6301	38.0%
6	1764	31.0%	1693	30.7%	1790	29.7%
7	1820	34.2%	1689	31.8%	1686	32.9%
8	1672	35.2%	1681	35.2%	1633	33.1%
Middle	5256	33.5%	5063	32.6%	5109	31.8%
9	1134	28.3%	978	24.4%	1513	25.8%
High	1134	28.3%	978	24.4%	1513	25.8%
Overall	12522	32.7%	12216	33.1%	12923	34.1%

ELA Achievement Comparison



In 2017, the School consistently outperforms their geographic district in the percent of students meeting/exceeding state expectations in English Language Arts overall and at each level. In 2016 at the elementary school level and in 2015 overall and at every level, the School performs lower 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

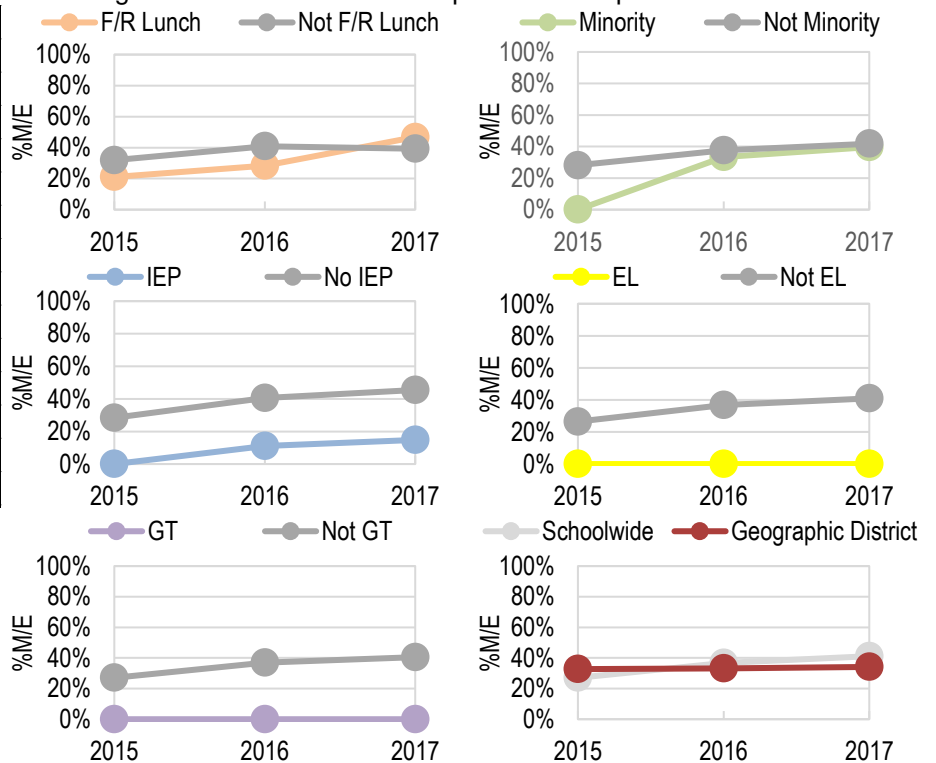
English Language Arts Subgroup Achievement

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	21.1%	28.3%	46.8%
	N	31.9%	40.9%	39.3%
Minority	Y	n<16	33.3%	39.7%
	N	28.2%	37.6%	41.8%
IEP	Y	n<16	11.1%	14.8%
	N	28.4%	40.5%	45.5%
EL	Y	n<16	n<16	n<16
	N	26.5%	36.8%	41.0%
GT	Y	*	0.0%	n<16
	N	27.1%	37.0%	40.5%
Schoolwide		27.1%	36.7%	41.1%
Geographic District		32.7%	33.1%	34.1%

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



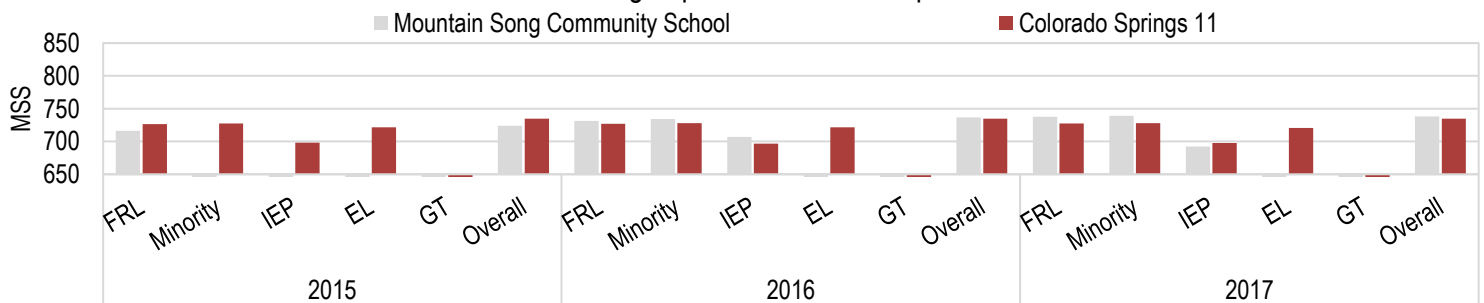
CMAS ELA: Subgroup Local Comparison

- 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	38	716	46	731	47	738
Minority	n<16	--	30	735	58	739
IEP	n<16	--	18	707	27	692
EL	n<16	--	n<16	--	n<16	--
GT	0	*	n<16	--	n<16	--
Schoolwide	85	724	139	737	192	738

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	7061	727	6949	727	7411	727
Minority	5788	728	5577	728	6035	728
IEP	1152	698	1172	697	1296	698
EL	1578	722	1539	722	1500	721
GT	NA	NA	NA	NA	NA	NA
Geo. District	11830	735	11494	735	12257	735

ELA Subgroup Achievement Comparison



In 2016 and 2017, traditionally underserved students largely outperform their peers in the geographic district in English Language Arts. Students with disabilities performed lower than their peers in the geographic district in 2017.

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

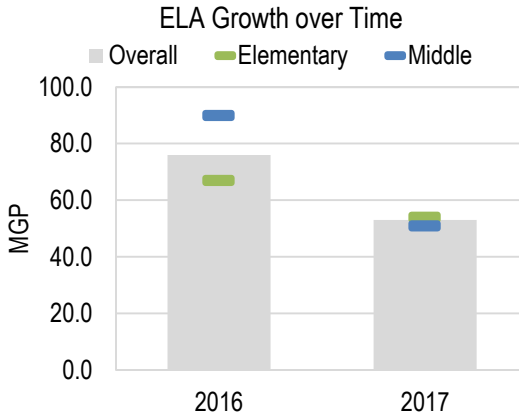
Exceeds	Approaching
Meets	Does Not Meet

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	28	63.0	42	56.5
5	n < 20	-	41	38.0
Elementary	43	67.0	83	54.0
6	n < 20	-	20	53.5
7	n < 20	-	n < 20	--
8	0	*	n < 20	--
Middle	29	90.0	54	51.0
9	0	*	0	*
High	0	*	0	*
Overall	72	76.0	137	53.0

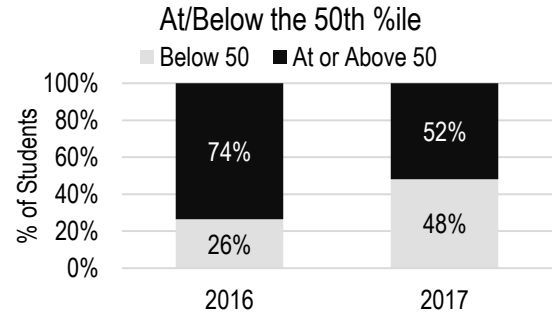
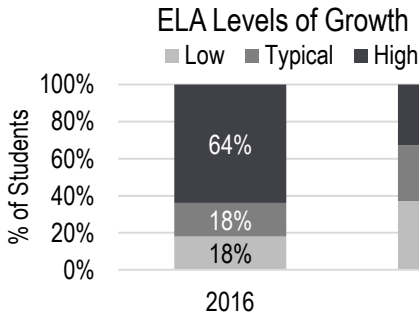


Overall the School meets state expectations for growth and growth scores have decreased over time overall and at the elementary and middle school level.

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)	18%	37%
Typical (35-65)	18%	30%
High (above 65)	64%	33%



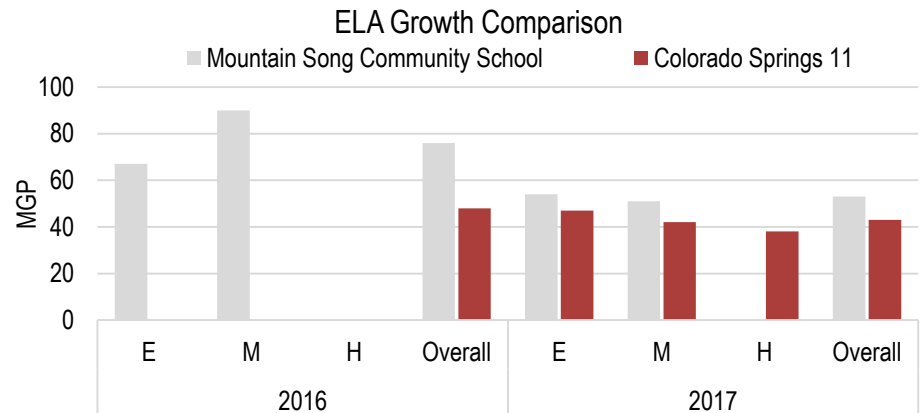
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	74%	52%
Below 50	26%	48%

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 33% of students. The percent of students at or above the 50th percentile has decreased from 74% in 2016 to 52% 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	1796	47.0	1788	44.0
5	1715	54.0	1818	49.0
Elementary	3511	NA	3623	47.0
6	1457	46.0	1543	42.0
7	1398	45.0	1425	41.0
8	1408	46.5	1385	46.0
Middle	4263	NA	4336	42.0
9	757	43.0	1210	38.0
High	757	NA	1210	38.0
Overall	8531	48.0	9169	43.0



The School demonstrates higher growth scores than their geographic district overall and at the elementary and middle school 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

Academic Performance

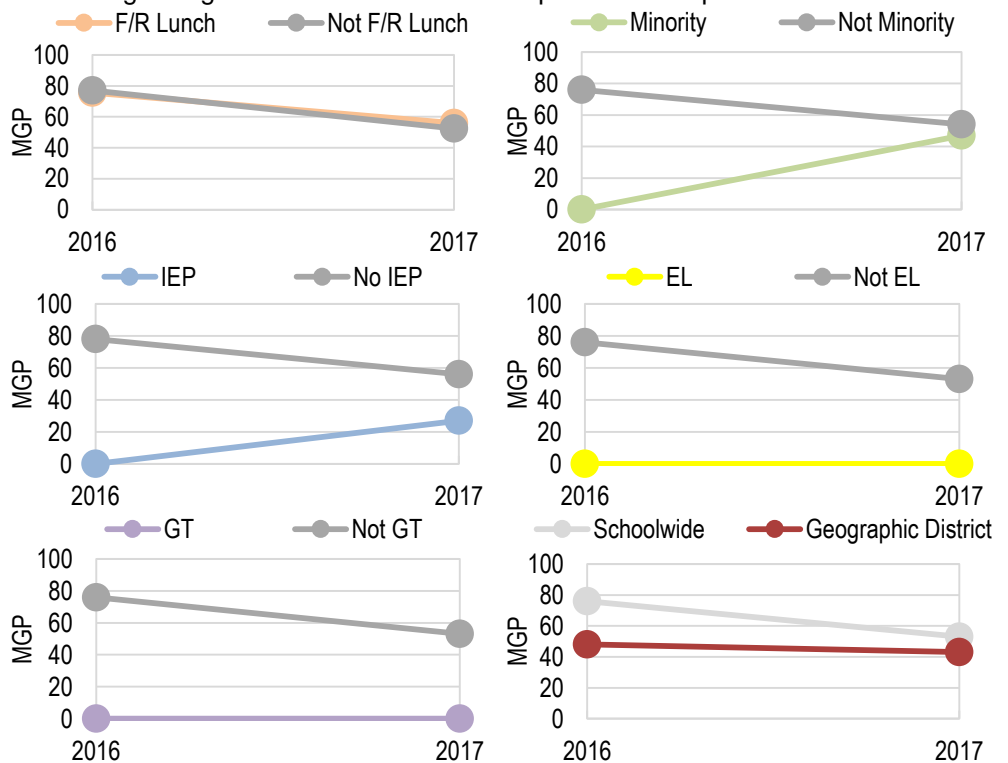
English Language Arts Subgroup Growth

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	75.5	56.0
	N	77.0	52.5
Minority	Y	n<20	47.0
	N	76.0	54.0
IEP	Y	n<20	27.0
	N	78.0	56.0
EL	Y	n<20	n<20
	N	76.0	53.0
GT	Y	n<20	n<20
	N	76.0	53.0
Schoolwide		76.0	53.0
Geographic District		48.0	43.0

The School has made progress at closing the achievement gap between minority and non-minority students, however, substantial gaps persist for students with disabilities.



CMAS ELA: Subgroup Local Comparison

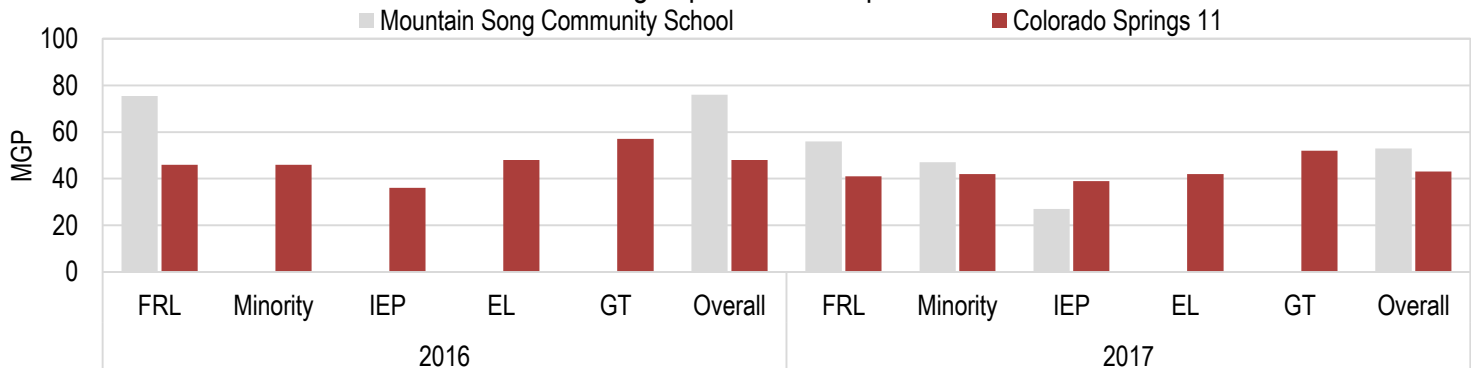
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	24	75.5	33	56.0
Minority	n<20	--	37	47.0
IEP	n<20	--	22	27.0
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	72	76.0	137	53.0

Traditionally underserved students generally outperform the geographic district. However, in 2017, students with disabilities saw growth scores below their peers in the geographic district.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	5022	46.0	5490	41.0
Minority	4125	46.0	4547	42.0
IEP	755	36.0	830	39.0
EL	1149	48.0	1214	42.0
GT	1049	57.0	1089	52.0
Geo. District	8531	48.0	9169	43.0

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

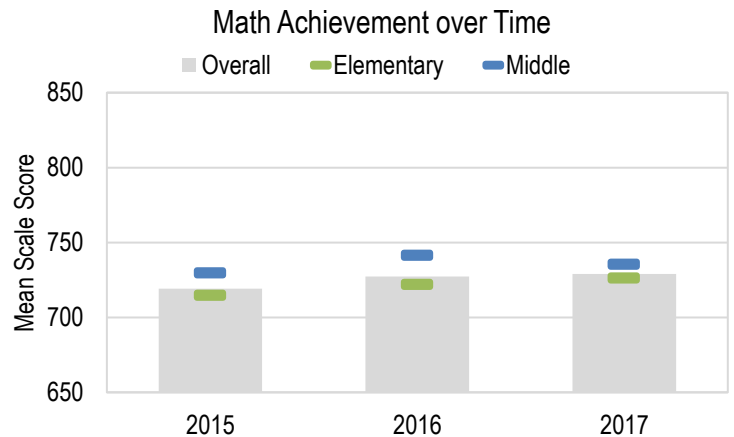
Academic Performance

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	29	715	38	729	45	734
4	19	713	39	720	44	723
5	16	716	24	715	47	721
Elementary	64	715	101	722	136	726
6	20	738	17	730	22	722
7	n<16	--	21	751	18	731
8	NA	NA	NA	NA	18	756
Middle	28	730	38	741	58	736
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	92	719	139	727	194	729



*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.

The elementary school level has seen increases in performance over the last three years, while performance in the middle school level has been stable, with a slight decrease from 2016 to 2017.

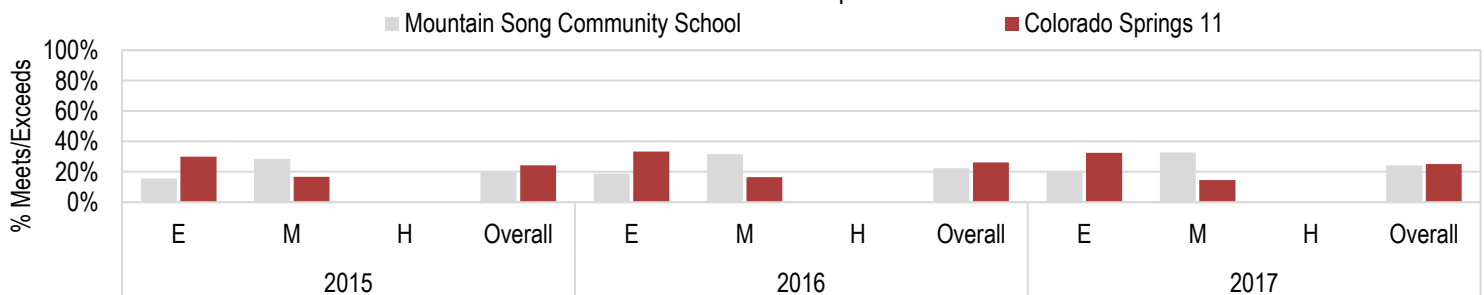
CMAS Math: Local Comparison

-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	29	27.6%	38	21.1%	45	24.4%
4	19	5.3%	39	23.1%	44	20.5%
5	16	6.3%	24	8.3%	47	17.0%
Elementary	64	15.6%	101	18.8%	136	20.6%
6	20	35.0%	17	23.5%	22	18.2%
7	n<16	--	21	38.1%	18	27.8%
8	NA	NA	NA	NA	18	55.6%
Middle	28	28.6%	38	31.6%	58	32.8%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	92	19.6%	139	22.3%	194	24.2%

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2131	36.1%	2105	37.4%	2147	34.9%
4	2032	26.5%	2123	31.5%	2085	29.8%
5	1960	26.6%	1996	30.8%	2108	32.6%
Elementary	6123	29.9%	6224	33.3%	6340	32.5%
6	1764	22.2%	1691	21.3%	1790	19.2%
7	1681	15.8%	1603	15.4%	1582	14.7%
8	1136	9.0%	1238	11.4%	1191	7.8%
Middle	4581	16.6%	4532	16.5%	4563	14.7%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	10704	24.2%	10756	26.2%	10903	25.0%

Math Achievement Comparison



The School consistently performs lower than their geographic district in the percent of students meeting/exceeding state expectations in math overall and at the elementary school level. At the middle school level, the School outperforms the geographic district all three years.

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

Academic Performance

Math Subgroup Achievement

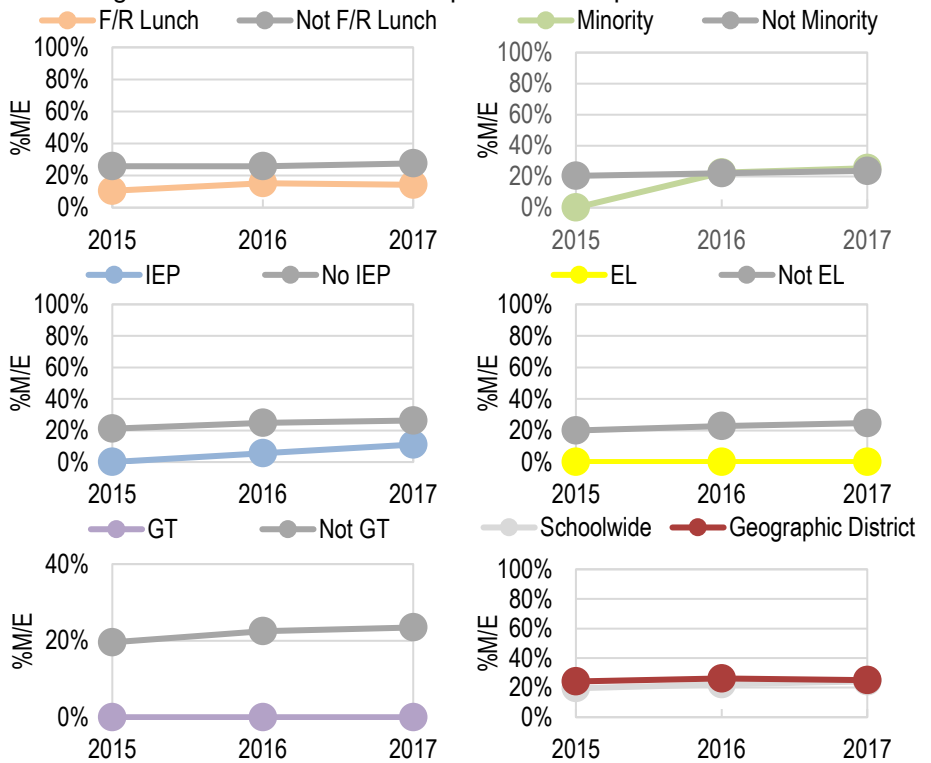
CMAS Math: Subgroup Status and Gap Trends

-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	10.5%	15.2%	14.3%
	N	25.9%	25.8%	27.6%
Minority	Y	n<16	22.6%	25.4%
	N	20.5%	22.2%	23.7%
IEP	Y	n<16	5.6%	11.1%
	N	21.2%	24.8%	26.3%
EL	Y	n<16	n<16	n<16
	N	20.0%	22.8%	24.7%
GT	Y	*	n<16	n<16
	N	19.6%	22.5%	23.4%
Schoolwide		19.6%	22.3%	24.2%
Geographic District		24.2%	26.2%	25.0%

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



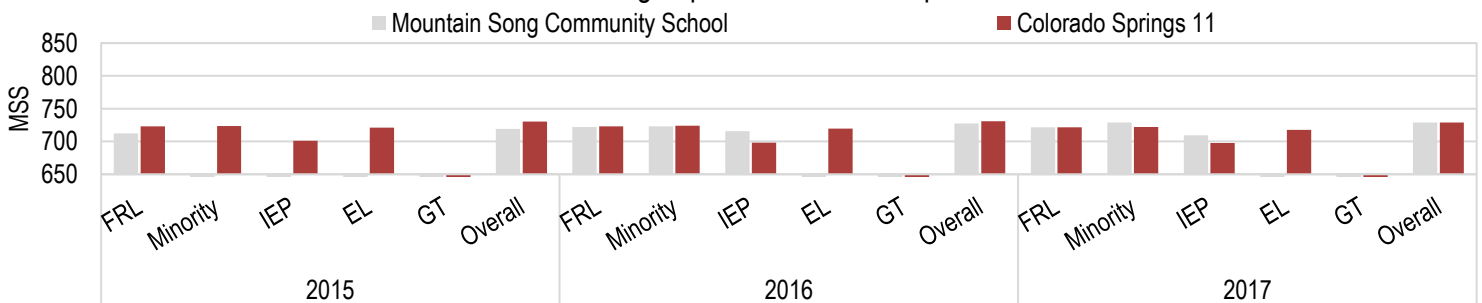
CMAS Math: Subgroup Local Comparison

-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	38	712	46	722	49	722
Minority	n<16	--	31	723	59	729
IEP	n<16	--	18	716	27	710
EL	n<16	--	n<16	--	n<16	--
GT	0	*	n<16	--	n<16	--
Schoolwide	92	719	139	727	194	729

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	7031	723	6923	723	7466	722
Minority	5767	724	5560	724	6088	722
IEP	1135	701	1171	698	1298	698
EL	1576	721	1532	720	1575	718
GT	NA	NA	NA	NA	NA	NA
Geo. District	11779	730	11501	731	12318	729

Math Subgroup Achievement Comparison



In 2017, traditionally underserved students largely outperform their peers in the geographic district in math. Students eligible for free or reduced price lunch mirror the performance of their peers in the geographic district.

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

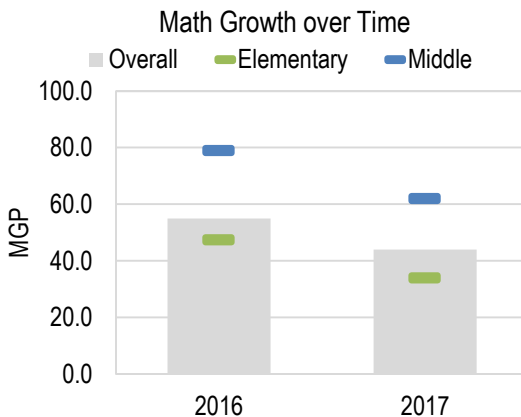
Academic Performance

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	28	48.5	43	31.0
5	n < 20	-	43	37.0
Elementary	44	47.5	86	34.0
6	n < 20	-	20	70.5
7	n < 20	-	n < 20	--
8	0	*	n < 20	--
Middle	27	79.0	53	62.0
9	0	*	0	*
High	0	*	0	*
Overall	71	55.0	139	44.0

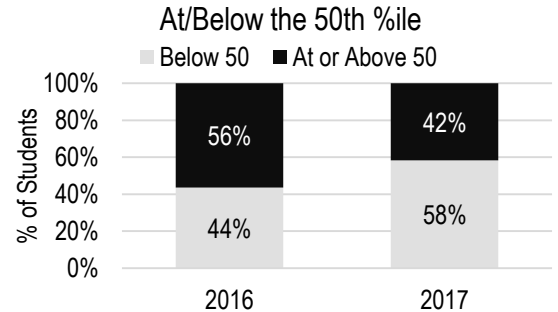
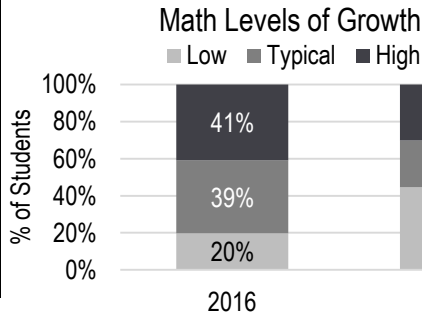


Overall the School is approaching state expectations for growth and growth scores have decreased over time overall and at the elementary and middle school levels. The elementary school level does not meet state expectations, while the middle school level meets expectations.

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)	20%	45%
Typical (35-65)	39%	25%
High (above 65)	41%	30%



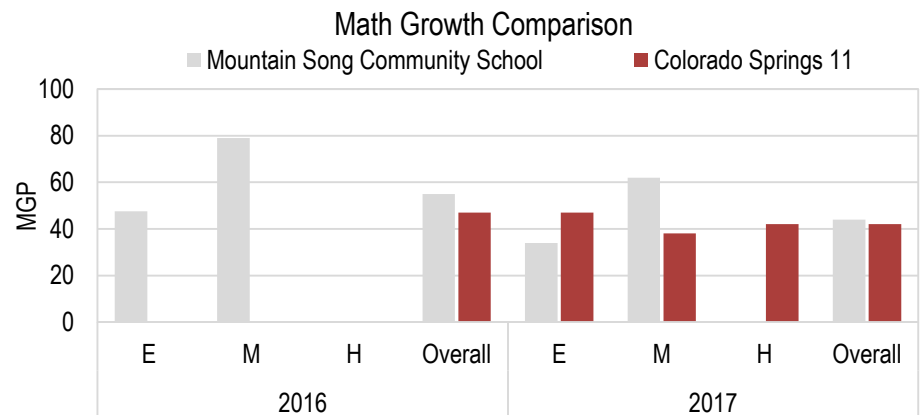
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	56%	42%
Below 50	44%	58%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 45% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 30% of students. The percent of students at or above the 50th percentile has decreased from 56% in 2016 to 42% 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	1816	48.0	1800	43.0
5	1712	52.0	1846	50.0
Elementary	3528	NA	3663	47.0
6	1450	37.0	1547	31.0
7	1323	48.0	1418	44.0
8	1378	46.5	1368	40.0
Middle	4151	NA	4316	38.0
9	618	50.0	965	42.0
High	618	NA	965	42.0
Overall	8297	47.0	8944	42.0



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

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Exceeds	Approaching
Meets	Does Not Meet

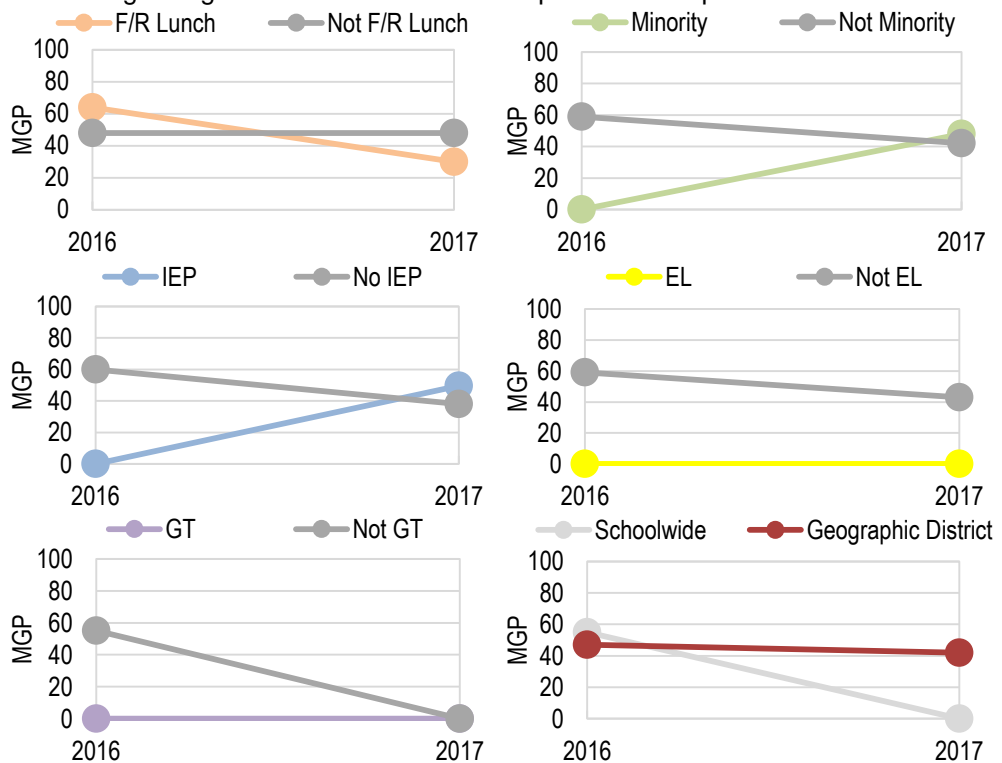
Math Subgroup Growth

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	64.0	30.0
	N	48.0	48.0
Minority	Y	n<20	48.0
	N	59.0	42.0
IEP	Y	n<20	49.5
	N	60.0	38.0
EL	Y	n<20	n<20
	N	59.0	43.0
GT	Y	n<20	n<20
	N	55.0	44.0
Schoolwide		55.0	n<20
Geographic District		47.0	42.0

Growth scores for students eligible for free or reduced price lunch have decreased from the year prior and have lower growth scores than their non-subgroup peers. In 2017, growth scores minority students and students with disabilities are higher than their non-subgroup peers.



CMAS Math: Subgroup Local Comparison

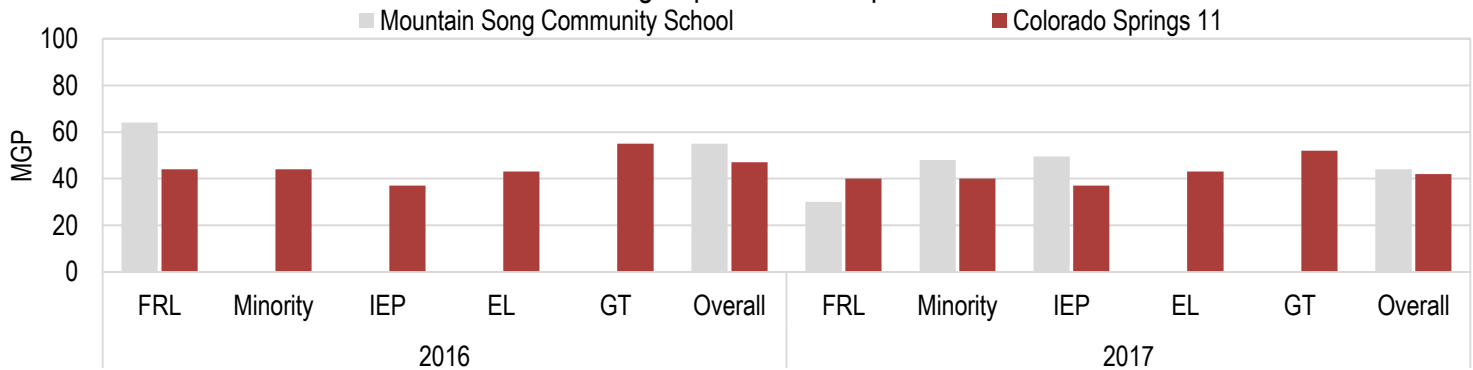
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	24	64.0	35	30.0
Minority	n<20	--	39	48.0
IEP	n<20	--	22	49.5
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	71	55.0	139	44.0

Traditionally underserved students largely have growth scores above their peers in the geographic district. In 2017, students eligible for free or reduced price lunch have lower 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	4914	44.0	5377	40.0
Minority	4036	44.0	4438	40.0
IEP	748	37.0	823	37.0
EL	1121	43.0	1196	43.0
GT	941	55.0	998	52.0
Geo. District	8297	47.0	8944	42.0

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

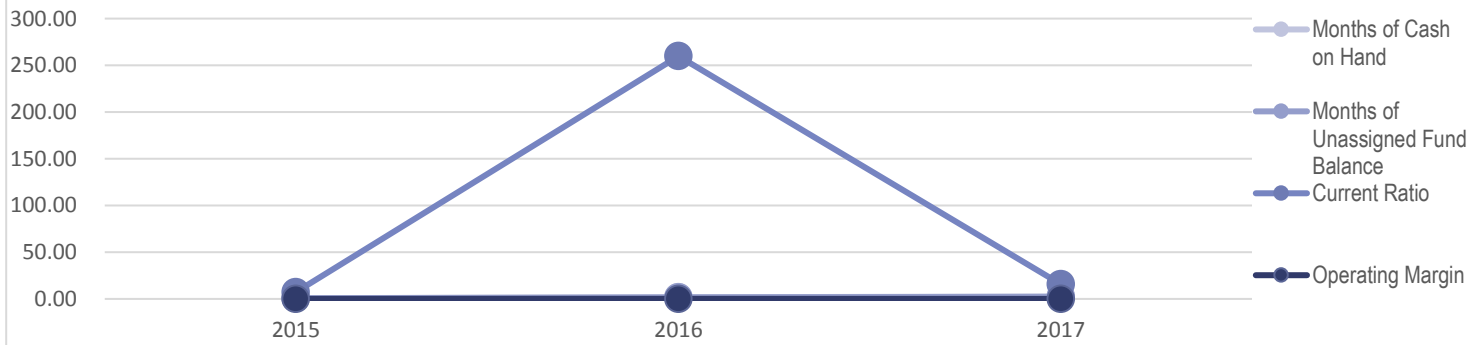
Metric	2015	2016	2017
Debt to Asset Ratio	10.51	3.19	1.99
Change in Net Position	\$ (237,315.00)	\$ (235,755.00)	\$ (1,550,183.00)
Default	N/A	N/A	NO

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	0.81	1.87	2.63
Months of Unassigned Fund Balance on Hand	0.70	1.65	2.25
Current Ratio	7.35	259.77	15.82
Operating Margin	2.1%	7.6%	6.9%



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%	2.3%	3.9%
Change in FPC from Prior-Year	14.7%	5.8%	14.3%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

Mountain Song Community School 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 higher than budget by 11.8 pupils (4 percent), and 39.5 pupils (14 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 2.63 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 7 percent and an increase in their unassigned fund balance.

School Observations

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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

The school had significant leadership turnover at the end of the 2016-17 school year, and some conflict between staff, parents, administration, board was apparent.

Organizational Performance

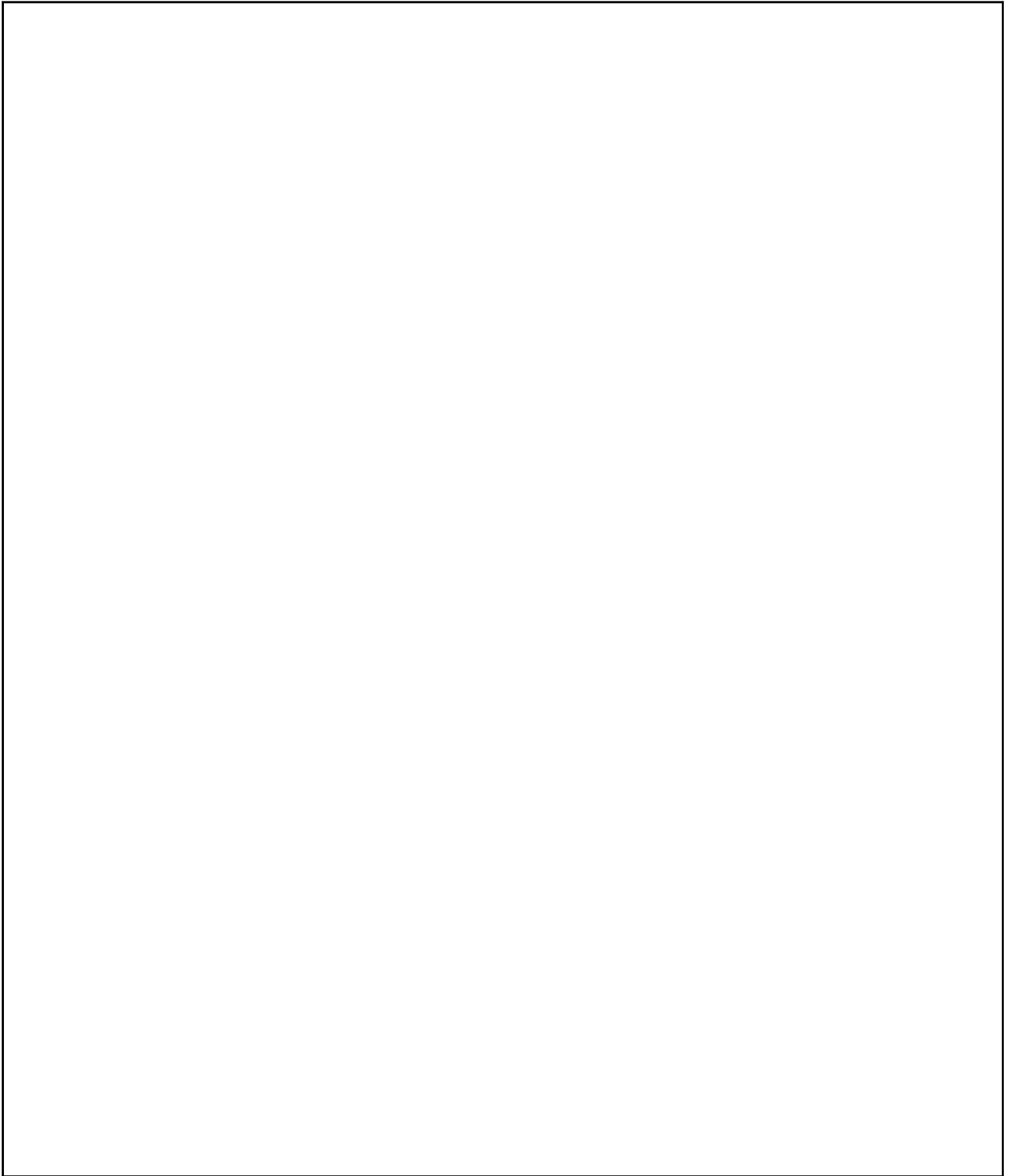
Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

School Observations

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