

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

Ricardo Flores Magon Academy



## 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.

**Colorado Charter School Institute**  
1580 Logan Street Suite 210 | Denver, CO 80203  
P: (303) 866-3299 | [www.csi.state.co.us](http://www.csi.state.co.us)

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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
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
<b>Overall Rating</b>	<b>Improvement</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	204	204	100.0%	0	100.0%	Meets 95%
Math	204	204	100.0%	0	100.0%	Meets 95%
Science	65	65	100.0%	0	100.0%	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	204	204	100.0%	0	100.0%	Meets 95%
CMAS Math	204	204	100.0%	0	100.0%	Meets 95%
CMAS Science	65	65	100.0%	0	100.0%	Meets 95%

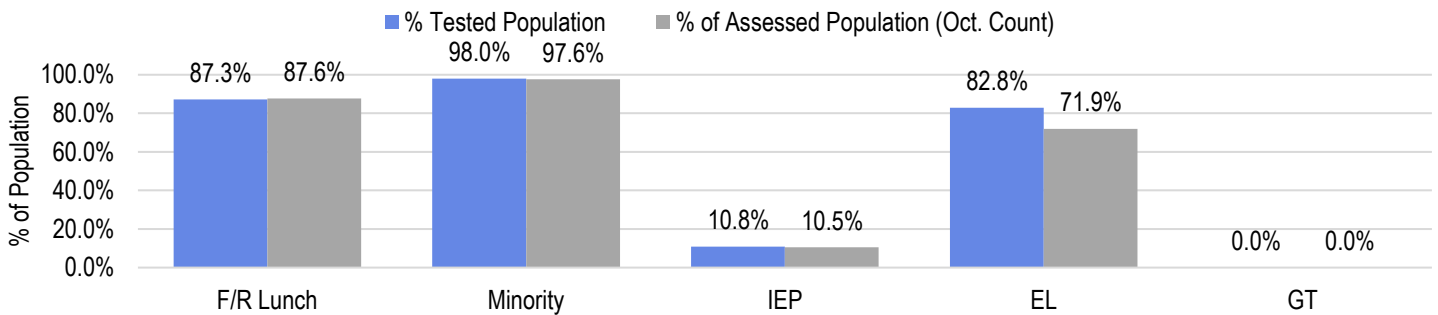
# Participation Rate Analysis

## Participation Rate Comparison

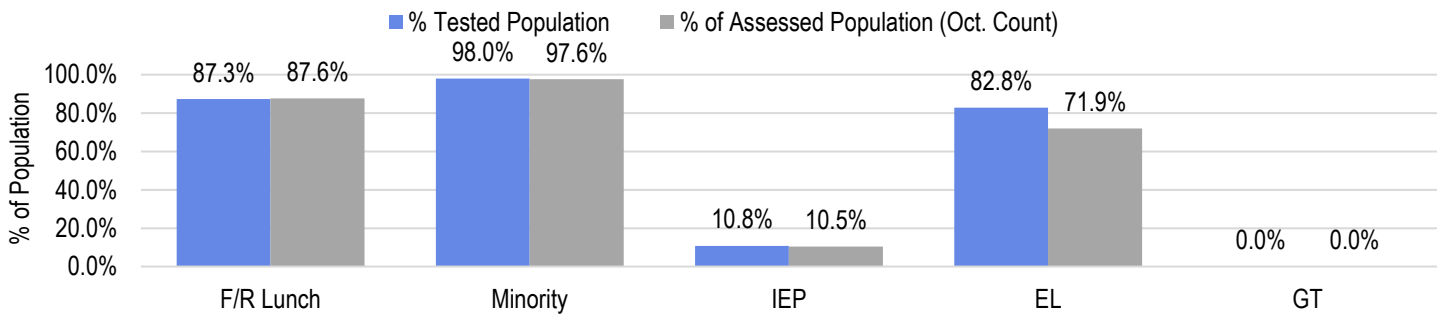
-Are the different subgroups in the school being represented appropriately in the participation rate?

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	87.3%	87.6%	87.3%	87.6%	#VALUE!	87.6%
Minority	98.0%	97.6%	98.0%	97.6%	98.5%	97.6%
IEP	10.8%	10.5%	10.8%	10.5%	7.7%	10.5%
EL	82.8%	71.9%	82.8%	71.9%	80.0%	71.9%
GT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

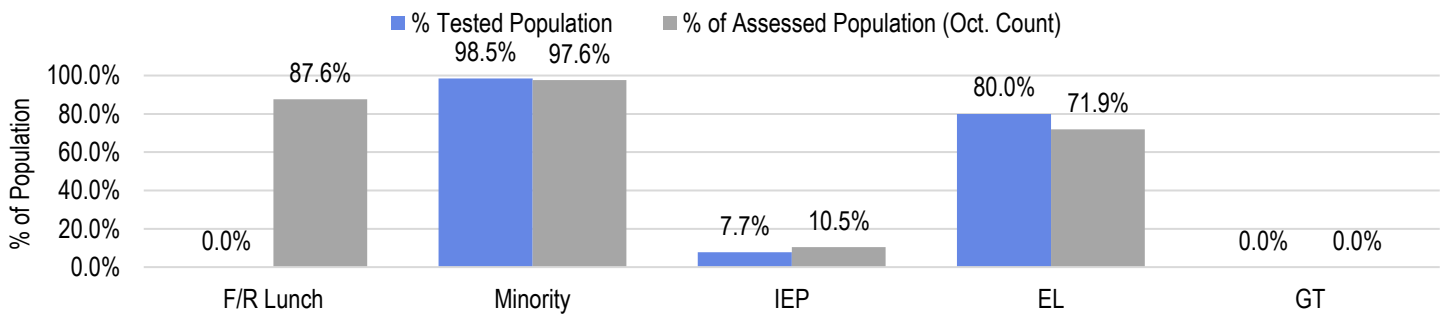
### English Language Arts



### Math



### Science

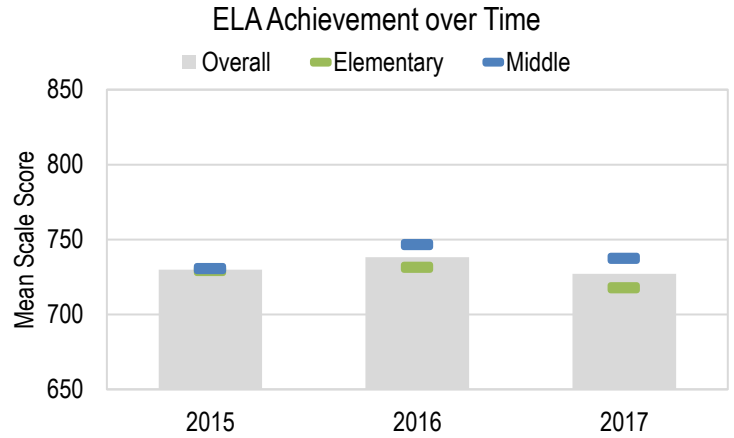


# Academic Performance

## 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	35	749	39	723	31	696
4	36	717	40	742	40	718
5	35	722	37	728	34	738
Elementary	106	729	116	731	105	718
6	31	727	37	741	31	723
7	24	734	31	748	33	745
8	30	732	26	752	30	744
Middle	85	731	94	747	94	737
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>191</b>	<b>730</b>	<b>210</b>	<b>738</b>	<b>199</b>	<b>727</b>



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

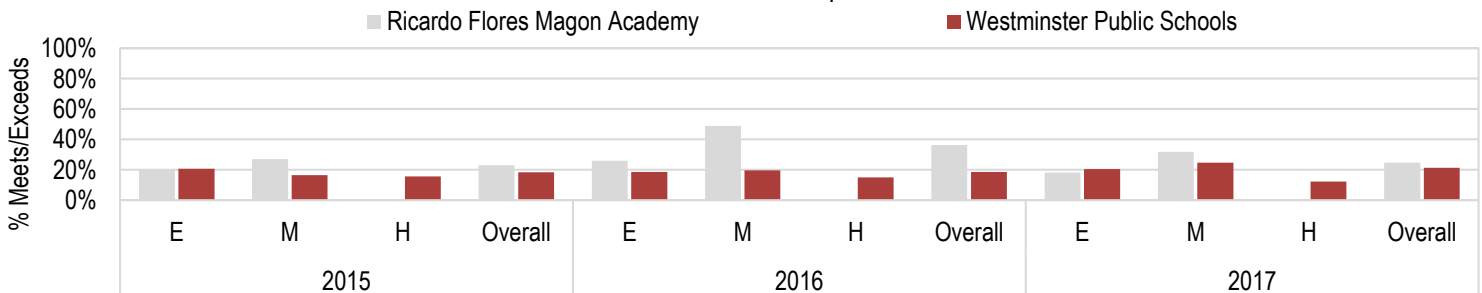
## CMAS ELA: Local Comparison

-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	35	40.0%	39	10.3%	31	3.2%
4	36	8.3%	40	37.5%	40	15.0%
5	35	11.4%	37	29.7%	34	35.3%
Elementary	106	19.8%	116	25.9%	105	18.1%
6	31	16.1%	37	35.1%	31	6.5%
7	24	45.8%	31	54.8%	33	45.5%
8	30	23.3%	26	61.5%	30	43.3%
Middle	85	27.1%	94	48.9%	94	31.9%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>191</b>	<b>23.0%</b>	<b>210</b>	<b>36.2%</b>	<b>199</b>	<b>24.6%</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	719	16.8%	692	15.8%	687	15.9%
4	737	22.7%	666	20.9%	720	19.4%
5	812	22.2%	706	19.3%	687	26.3%
Elementary	2268	20.6%	2064	18.6%	2094	20.5%
6	695	14.4%	700	18.4%	629	18.3%
7	691	16.4%	656	18.6%	731	29.4%
8	688	18.9%	614	22.1%	660	25.3%
Middle	2074	16.5%	1970	19.6%	2020	24.6%
9	620	15.6%	645	15.0%	592	12.2%
High	620	15.6%	645	15.0%	592	12.2%
<b>Overall</b>	<b>4962</b>	<b>18.3%</b>	<b>4679</b>	<b>18.6%</b>	<b>4706</b>	<b>21.2%</b>

## ELA Achievement Comparison



The School largely outperforms their geographic district in the percent of students meeting/exceeding state expectations in English Language Arts overall and at the middle school level. In 2015 and 2017, at the elementary school level, the geographic district outperformed the School.

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

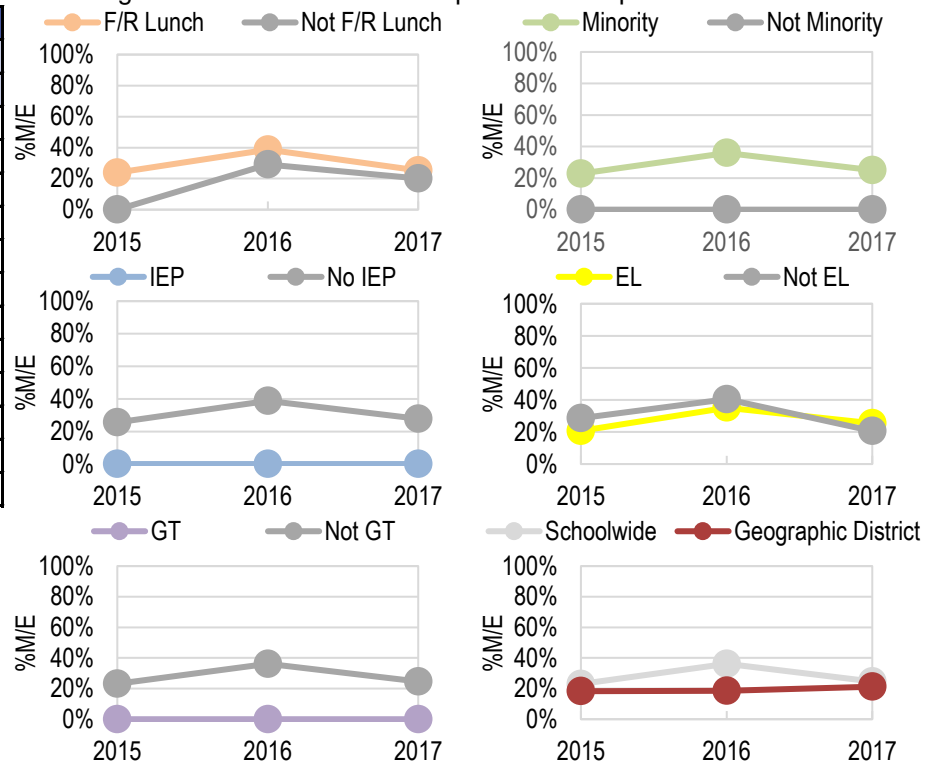
### English Language Arts Subgroup Achievement

#### 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	23.9%	38.7%	25.3%
	N	n<16	29.1%	20.0%
Minority	Y	22.9%	35.9%	25.1%
	N	n<16	n<16	n<16
IEP	Y	0.0%	n<16	0.0%
	N	25.6%	38.8%	27.7%
EL	Y	20.7%	35.1%	25.5%
	N	28.6%	40.5%	20.6%
GT	Y	n<16	*	*
	N	23.2%	36.2%	24.6%
Schoolwide		23.0%	36.2%	24.6%
Geographic District		18.3%	18.6%	21.2%

From 2016 to 2017, student performance overall and for traditionally underserved students in the School has decreased. In 2017, traditionally underserved students largely perform at levels above their non-subgroup peers in English Language Arts. Substantial gaps persist for students with disabilities.



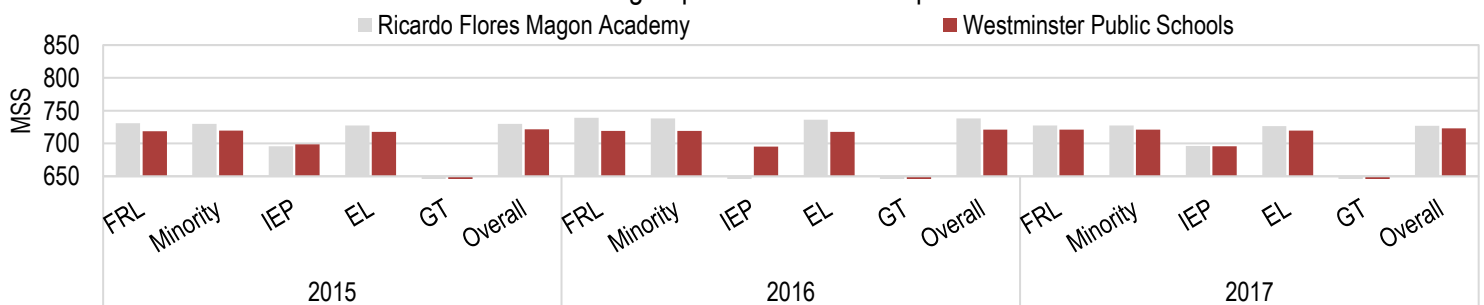
#### CMAS ELA: Subgroup Local Comparison

- 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	176	731	155	739	174	727
Minority	188	730	206	738	195	728
IEP	19	696	n<16	--	22	696
EL	135	728	168	736	165	727
GT	n<16	--	0	*	0	*
Schoolwide	191	730	210	738	199	727

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

#### ELA Subgroup Achievement Comparison



Traditionally underserved students largely outperform their peers in the geographic district in English Language Arts. In 2017, students with disabilities mirrored the results of their peers in the geographic district. In 2015, students with disabilities performed 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.

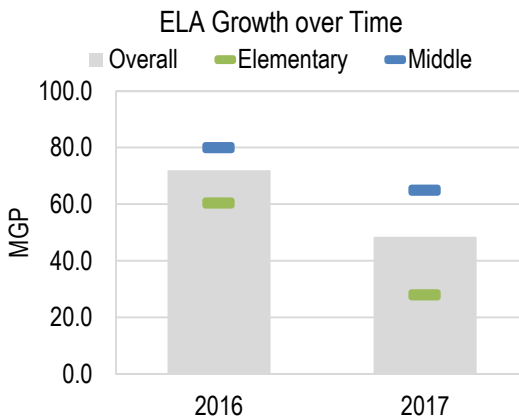
Exceeds	Approaching
Meets	Does Not Meet

**English Language Arts 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	36	44.5	37	19.0
5	36	72.0	30	39.0
Elementary	72	60.5	67	28.0
6	37	79.0	30	46.5
7	28	87.0	32	76.5
8	25	78.0	29	53.0
Middle	90	80.0	91	65.0
9	0	*	0	*
High	0	*	0	*
<b>Overall</b>	<b>162</b>	<b>72.0</b>	<b>158</b>	<b>48.5</b>

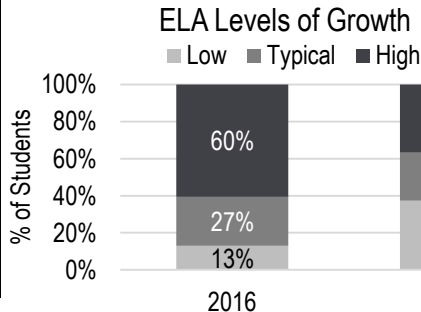


Overall the School is approaching state expectations for growth and growth scores have decreased over time overall and at the elementary and middle school levels. Growth at the elementary school level does not meet expectations. At the middle school level, growth exceeds state expectations.

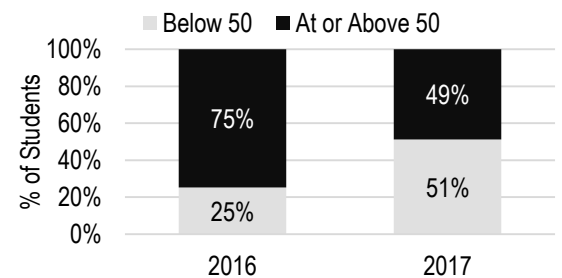
**CMAS ELA: Levels of Growth**

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

ELA Levels of Growth		
CMAS ELA	%Students	
Category	2016	2017
Low (below 35)	13%	37%
Typical (35-65)	27%	26%
High (above 65)	60%	37%



**At/Below the 50th %ile**



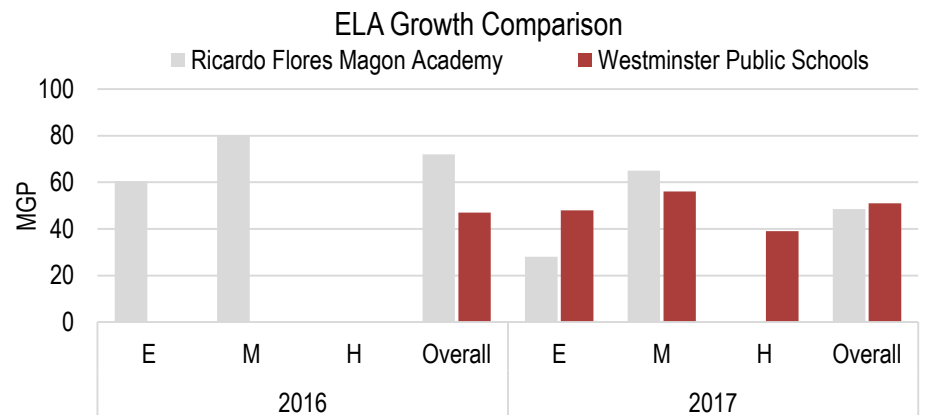
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	75%	49%
Below 50	25%	51%

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 37% of students. The percent of students at or above the 50th percentile has decreased from 75% in 2016 to 49% in 2017.

**CMAS ELA: Local Comparison**

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

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



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

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

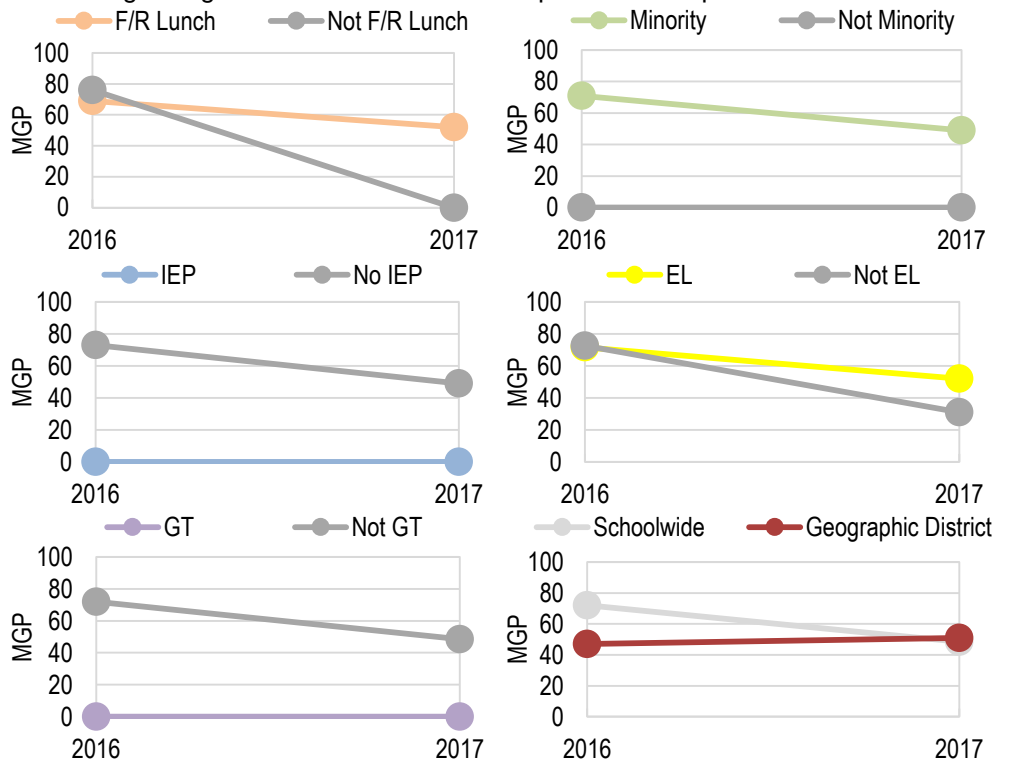
**English Language Arts Subgroup Growth**

**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	69.0	52.0
	N	76.0	n<20
Minority	Y	71.0	49.0
	N	n<20	n<20
IEP	Y	n<20	n<20
	N	73.0	49.0
EL	Y	71.5	52.0
	N	72.5	31.0
GT	Y	n<20	n<20
	N	72.0	48.5
Schoolwide		72.0	48.5
Geographic District		47.0	51.0

In 2017, traditionally underserved students have higher growth scores than their non-subgroup peers and growth scores have decreased from the year prior. In 2016, students eligible for free or reduced price lunch and English learners had lower growth scores than their non-subgroup peers.



**CMAS ELA: Subgroup Local Comparison**

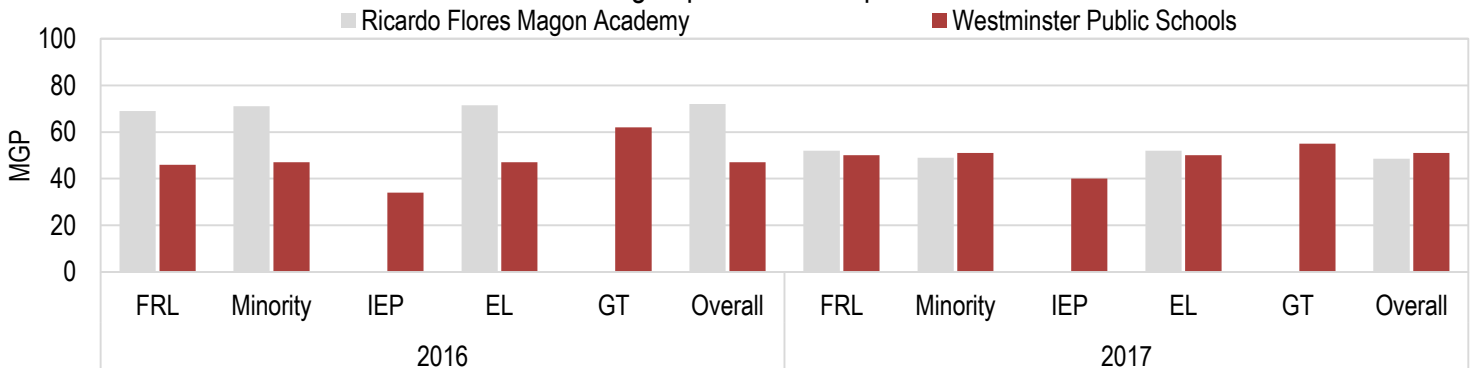
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	125	69.0	139	52.0
Minority	159	71.0	155	49.0
IEP	n<20	--	n < 20	--
EL	126	71.5	131	52.0
GT	n<20	--	n < 20	--
Schoolwide	162	72.0	158	48.5

Traditionally underserved students largely have higher growth scores than the geographic district. In 2017, minority students had slightly lower growth scores than their peers in the geographic district.

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

**ELA Subgroup Growth Comparison**



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

Exceeds	Approaching
Meets	Does Not Meet

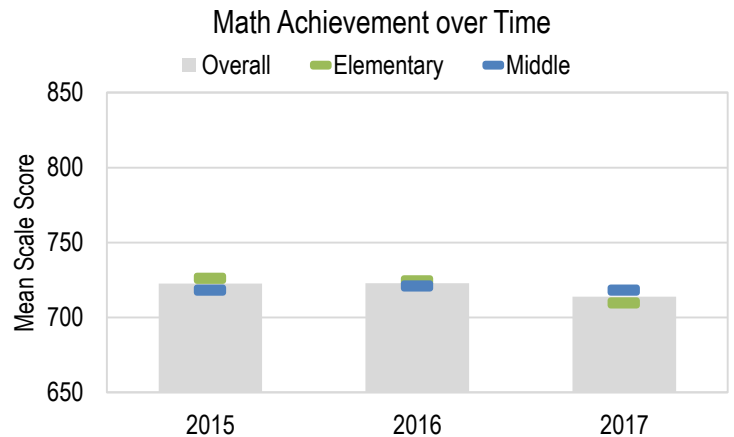
# Academic Performance

## Math Achievement

### CMAS Math: School Status and Trends

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

Achievement over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	35	743	39	727	31	692
4	36	720	40	725	40	710
5	35	715	37	721	35	726
Elementary	106	726	116	725	106	710
6	31	712	37	717	32	719
7	24	730	31	721	33	721
8	30	715	26	728	30	714
Middle	85	718	94	721	95	718
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>191</b>	<b>723</b>	<b>210</b>	<b>723</b>	<b>201</b>	<b>714</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.

The School has seen decreases in math performance over the last three years overall and at the elementary school levels. At the middle school level, performance has been relatively stable, with a slight drop from 2016 to 2017.

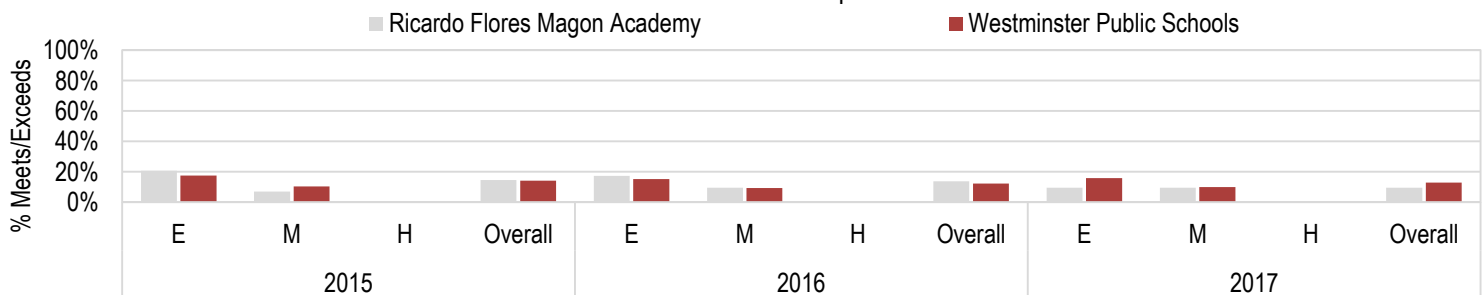
## CMAS Math: Local Comparison

-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	35	48.6%	39	20.5%	31	0.0%
4	36	13.9%	40	17.5%	40	7.5%
5	35	0.0%	37	13.5%	35	20.0%
Elementary	106	20.8%	116	17.2%	106	9.4%
6	31	3.2%	37	2.7%	32	9.4%
7	24	12.5%	31	9.7%	33	3.0%
8	30	6.7%	26	19.2%	30	16.7%
Middle	85	7.1%	94	9.6%	95	9.5%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
<b>Overall</b>	<b>191</b>	<b>14.7%</b>	<b>210</b>	<b>13.8%</b>	<b>201</b>	<b>9.5%</b>

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

## Math Achievement Comparison



In 2017, the School largely performs lower than their geographic district in the percent of students meeting/exceeding state expectations in math overall and at each level. In 2015 and 2016, the elementary school level was above the geographic district. In 2016, the middle school level was slightly higher than the geographic district. In 2015, the middle school level was below 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

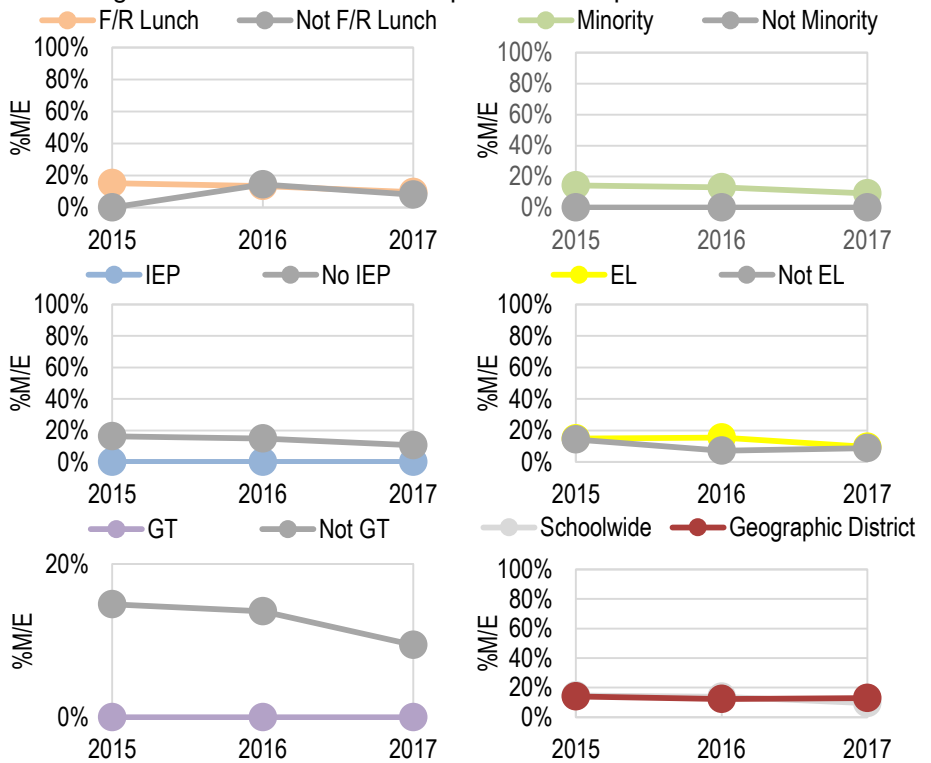
**Math Subgroup Achievement**

**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	15.3%	13.5%	9.7%
	N	n<16	14.5%	8.0%
Minority	Y	14.4%	13.1%	9.1%
	N	n<16	n<16	n<16
IEP	Y	0.0%	n<16	0.0%
	N	16.3%	14.8%	10.6%
EL	Y	14.8%	15.5%	9.6%
	N	14.3%	7.1%	8.8%
GT	Y	n<16	*	*
	N	14.7%	13.8%	9.5%
Schoolwide		14.7%	13.8%	9.5%
Geographic District		14.1%	12.3%	13.0%

Traditionally underserved students in the School largely perform at levels above their non-subgroup peers in math. Students with disabilities in 2016 and 2017 and students eligible for free or reduced price lunch in 2016 perform below their non-subgroup peers. Traditionally underserved student performance decreased from 2016 to 2017.



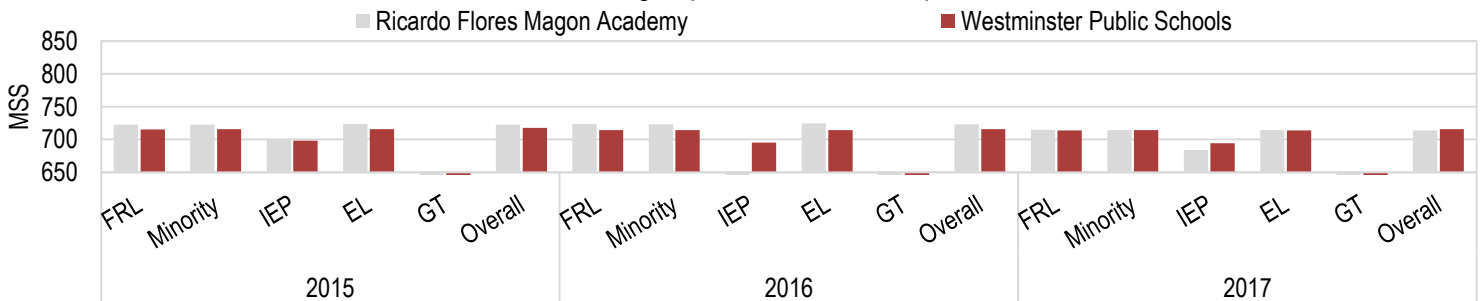
**CMAS Math: Subgroup Local Comparison**

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

School Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
	N	MSS	N	MSS	N	MSS
F/R Lunch	176	723	155	723	176	715
Minority	188	723	206	723	197	714
IEP	19	699	n<16	--	22	684
EL	135	723	168	724	167	714
GT	n<16	--	0	*	0	*
Schoolwide	191	723	210	723	201	714

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

**Math Subgroup Achievement Comparison**



Traditionally underserved students largely outperform their peers in the geographic district in math. In 2017, minority students and students with disabilities perform lower than their peers in the geographic district while English learners mirror their peers in the geographic district.

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Exceeds	Approaching
Meets	Does Not Meet

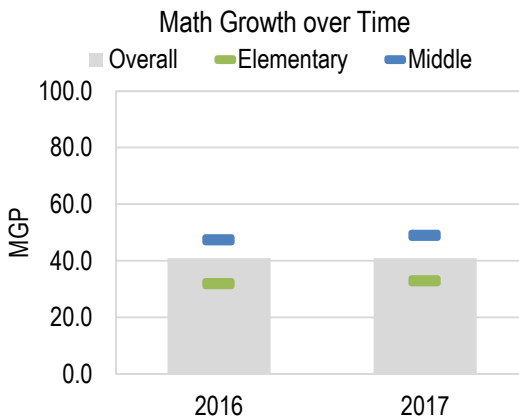
# Academic Performance

## 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	39	29.0	39	24.0
5	36	41.0	33	39.0
Elementary	75	32.0	72	33.0
6	37	41.0	30	43.0
7	28	50.0	32	61.0
8	25	58.0	29	48.0
Middle	90	47.5	91	49.0
9	0	*	0	*
High	0	*	0	*
<b>Overall</b>	<b>165</b>	<b>41.0</b>	<b>163</b>	<b>41.0</b>

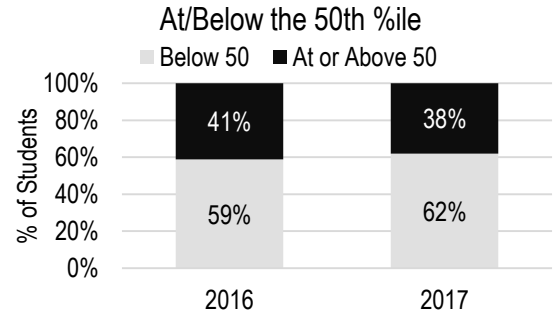
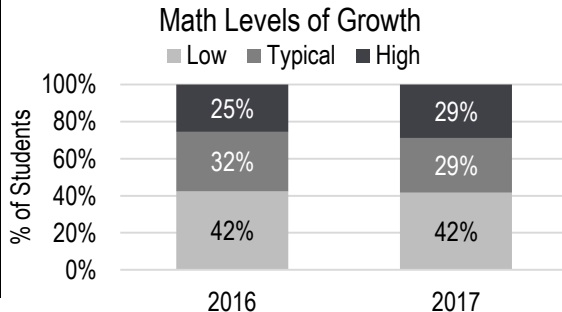


Overall the School is approaching state expectations for growth and growth scores have stayed the same over time overall. At the elementary school level, growth does not meet expectations and slightly decreased over time. Growth scores at the middle school level are approaching expectations and slightly increased over time.

### 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)	42%	42%
Typical (35-65)	32%	29%
High (above 65)	25%	29%



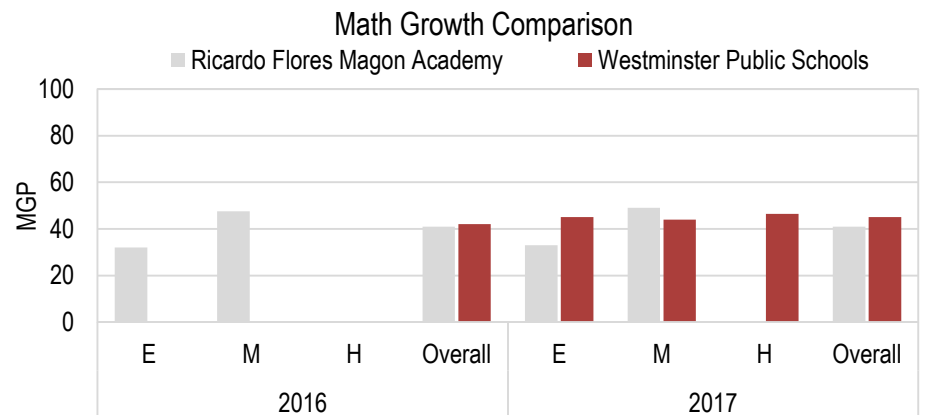
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	41%	38%
Below 50	59%	62%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 42% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 29% of students. The percent of students at or above the 50th percentile has decreased from 41% in 2016 to 38% in 2017.

### CMAS Math: Local Comparison

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

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



The School demonstrates lower growth scores than their geographic district overall and at the elementary school level. At the middle school level, growth scores are higher than the geographic district. Additionally, the geographic district growth scores increased over time while the School's growth scores have stayed the same.

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

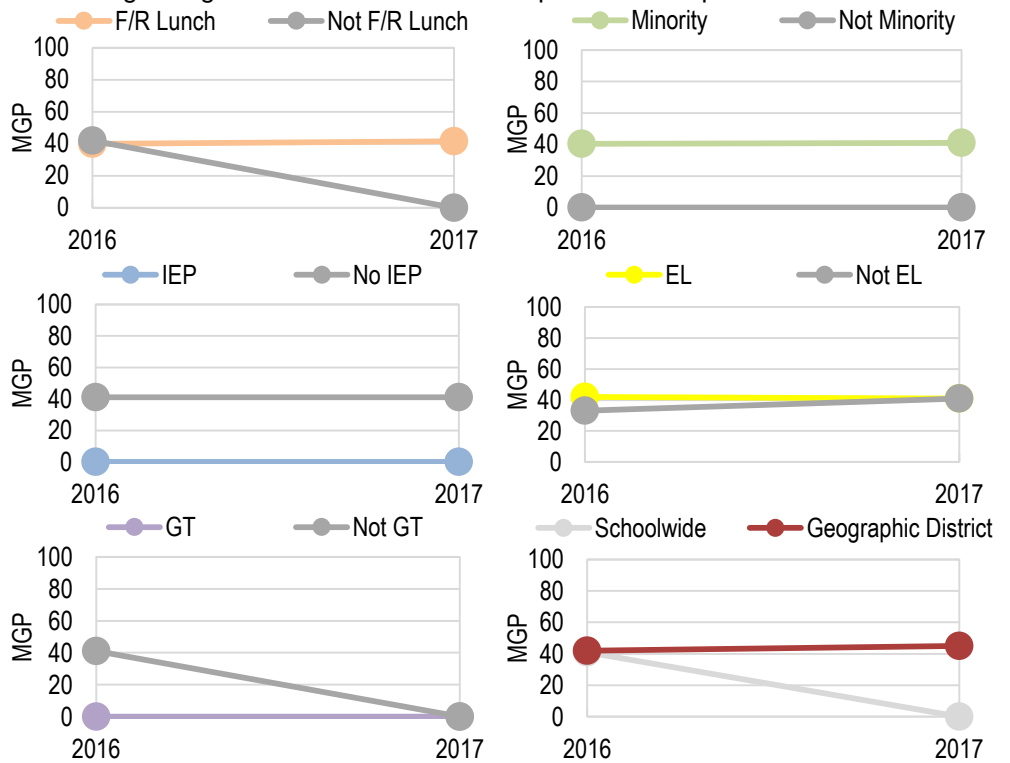
**Math Subgroup Growth**

**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	40.0	41.5
	N	42.0	n<20
Minority	Y	40.5	41.0
	N	n<20	n<20
IEP	Y	n<20	n<20
	N	41.0	41.0
EL	Y	42.0	41.0
	N	33.0	41.0
GT	Y	n<20	n<20
	N	41.0	41.0
Schoolwide		41.0	n<20
Geographic District		42.0	45.0

Growth scores for students eligible for free or reduced price lunch have slightly increased from the year prior. For English learners, growth scores have slightly decreased from 2016 to 2017. English learners' growth scores mirror the results of non-subgroup peers.



**CMAS Math: Subgroup Local Comparison**

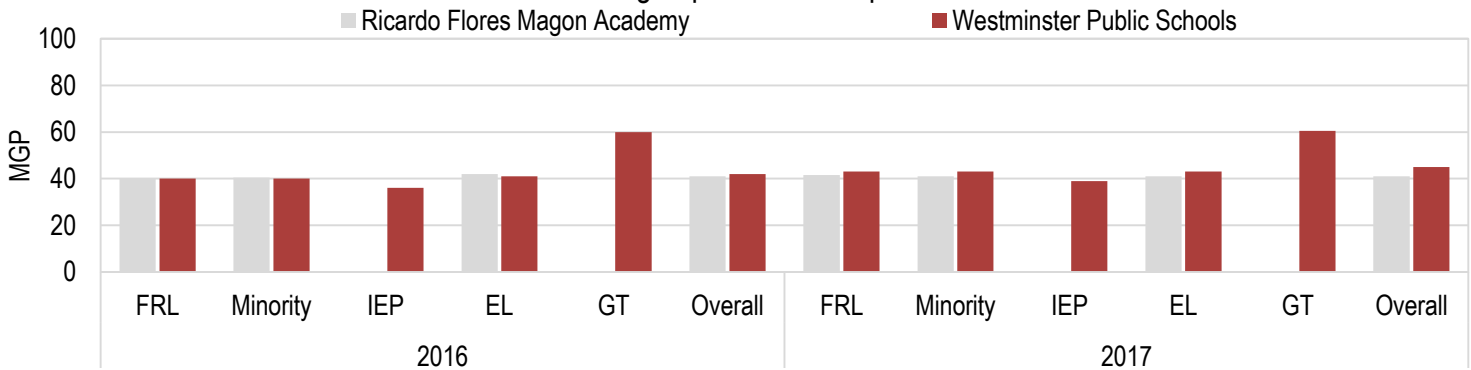
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	125	40.0	144	41.5
Minority	162	40.5	160	41.0
IEP	n<20	--	n < 20	--
EL	129	42.0	136	41.0
GT	n<20	--	n < 20	--
Schoolwide	165	41.0	163	41.0

Traditionally underserved students largely have growth scores below their peers in the geographic district. In 2016, minority students and English learners have growth scores slightly higher than the geographic district.

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

**Math Subgroup Growth Comparison**



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

Exceeds	Approaching
Meets	Does Not Meet

## Academic Performance

### **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

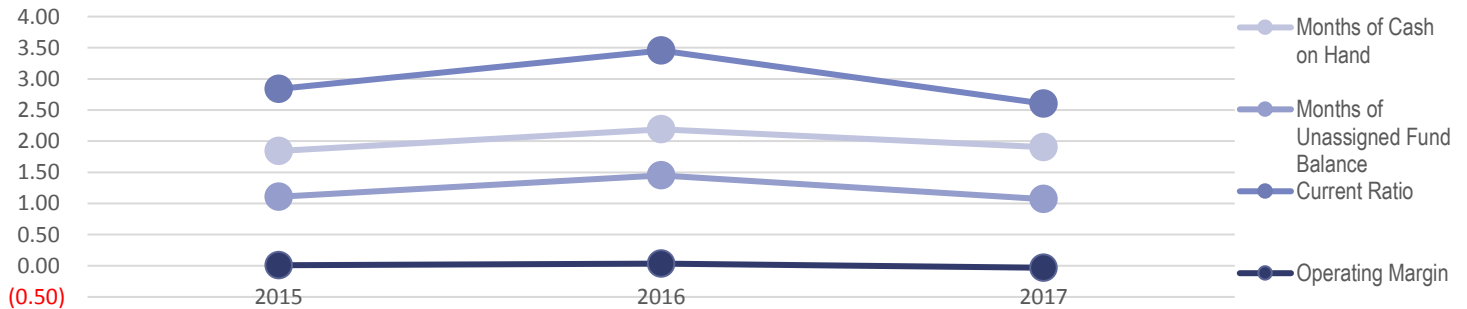
Metric	2015	2016	2017
Debt to Asset Ratio	1.84	1.76	1.71
Change in Net Position	\$ (176,732.00)	\$ (273,797.00)	\$ (2,237,759.00)
Default	NO	NO	NO

### Governmental Funds Financial Statement Metrics

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

#### Governmental Funds Financial Statement Metrics

Metric	2015	2016	2017
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES
Months of Cash on Hand	1.84	2.19	1.90
Months of Unassigned Fund Balance on Hand	1.11	1.45	1.07
Current Ratio	2.84	3.45	2.60
Operating Margin	0.9%	3.5%	-3.2%



### 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	0.00	0.00	0.00
Current Ratio	0.00	0.00	0.00
Debt to Asset Ratio	0.69	0.70	0.75
Change in Net Position	\$ (37,942.00)	\$ (30,705.00)	\$ (116,409.00)

### Enrollment

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

#### Enrollment

Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	-10.2%	-1.2%	-8.3%
Change in FPC from Prior-Year	-3.1%	4.8%	-9.8%

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

### Financial Performance Narrative

Ricardo Flores Magon Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 27.4 pupils (8 percent), and 33.2 pupils (10 percent) lower than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB no. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 1.9 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a negative operating margin of 3 percent and an increase in their unassigned fund balance.

### School Observations

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

# Organizational Performance

## Organizational Performance Metrics

### Education Program

-Is the school complying with applicable education requirements?

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

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

### CSI Review

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

### Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

*Protecting student rights pursuant to:*

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

### CSI Review

RFMA has developed procedures to identify gifted students and are beginning to implement the process. They are also participating in the Universal Screening Grant for the first time during 2017-2018. 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.

The school did have an issue relating to licensure of a SPED provider, but that issue was promptly remedied.

### Additional Obligations

-Is the school complying with all other obligations?

### CSI Review

The School received several Corrective Action Notices for late submissions but did not otherwise exhibit any significant concerns relating to organizational compliance.

## Organizational Performance

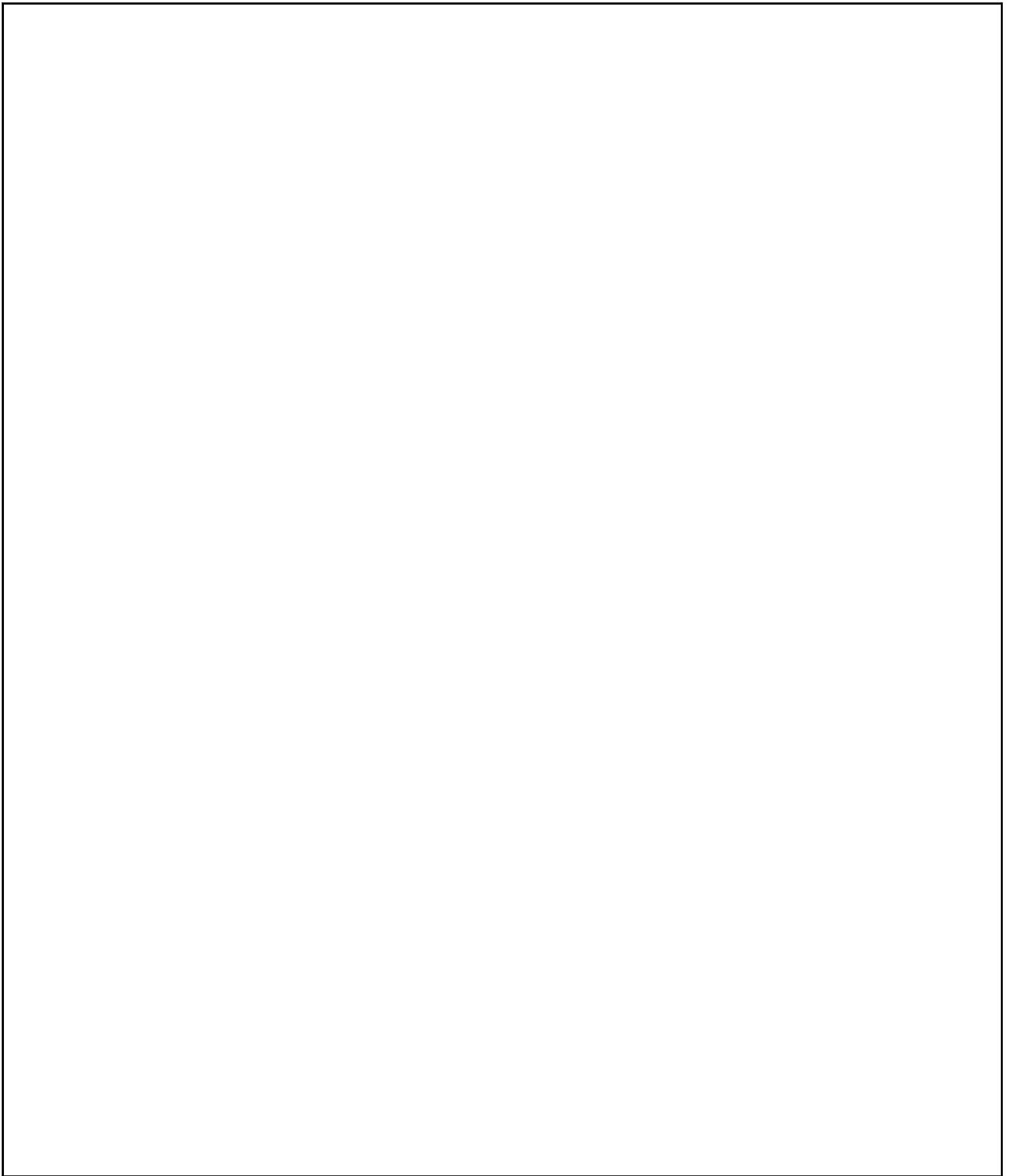
### **Organizational Performance Metrics**

Organizational Performance Additional Narrative

N/A

School Observations

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**Colorado Charter School Institute**  
**1580 Logan Street Suite 210 | Denver, CO 80203**  
**P: (303) 866-3299 | [www.csi.state.co.us](http://www.csi.state.co.us)**