



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2017-2018

Community Leadership Academy



Expanding Frontiers in Public Education

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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 **September**. 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, listed below:

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 October 12th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. 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).

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 2018. 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.
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. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did 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 can release an additional report containing disaggregated math results by test by request.
- 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?

Community Leadership Academy Overview

Year Opened/Transferred: 2011-2012

Grades Served: PK-5

School Model: Core Knowledge

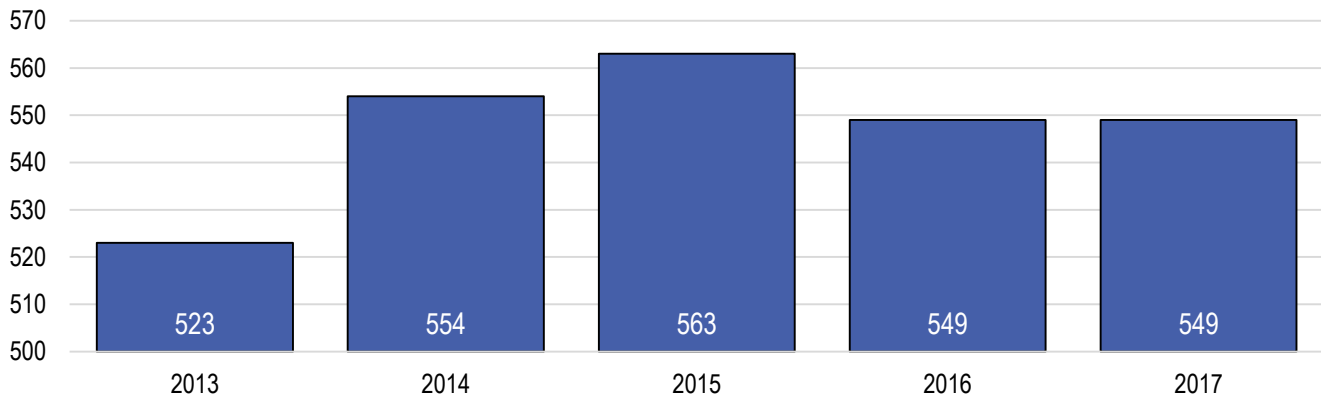
Town/City: Commerce City

District of Residence: Adams County 14

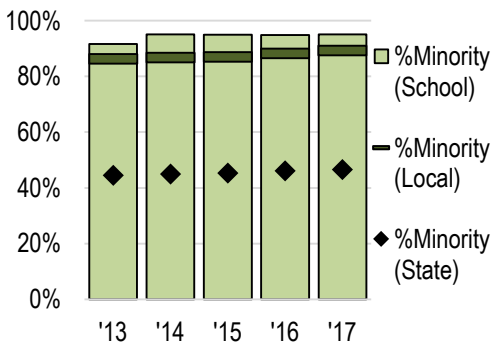
Original Application Type: Transfer

Enrollment and Student Demographics over Time						
October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	523	554	563	549	549	
Minority	91.6%	95.1%	95.0%	94.9%	95.1%	
EL	66.3%	72.6%	68.0%	63.9%	65.0%	
FRL	83.0%	85.7%	85.4%	88.7%	88.0%	
Gifted	2.1%	1.4%	2.5%	0.9%	0.9%	
SPED	4.6%	4.2%	4.4%	4.2%	4.4%	
504	0.0%	0.0%	0.0%	0.0%	0.2%	

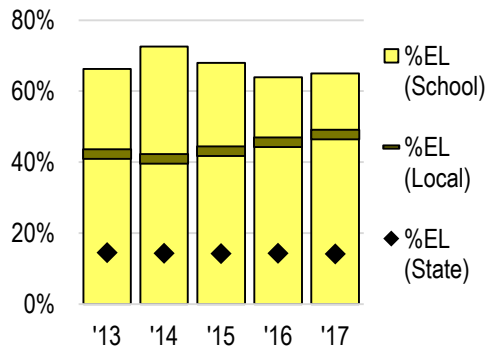
Enrollment over Time



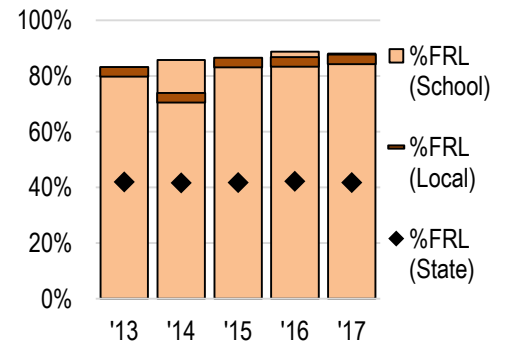
Minority Students



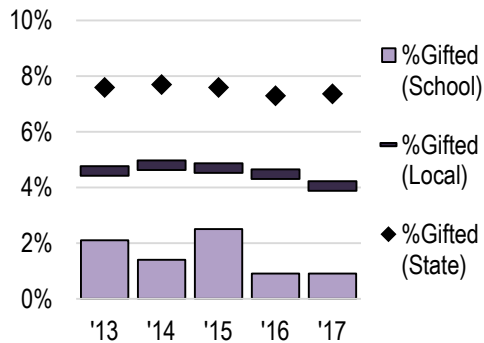
English Learners



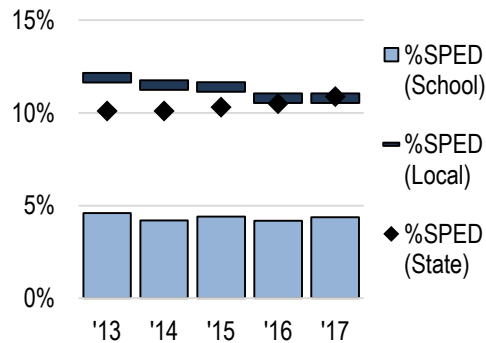
Lunch Eligibility



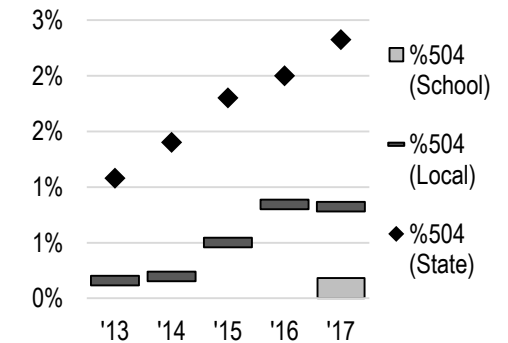
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

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
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance

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	250	250	100.0%	0	100.0%	Meets 95%
Math	250	250	100.0%	0	100.0%	Meets 95%
Science	86	86	100.0%	0	100.0%	Meets 95%

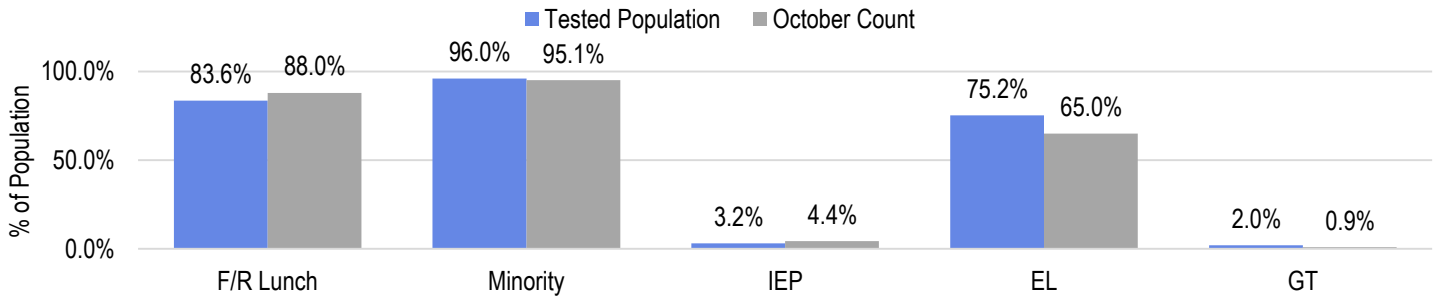
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	250	250	100.0%	0	100.0%	Meets 95%
CMAS Math	250	250	100.0%	0	100.0%	Meets 95%
CMAS Science	86	86	100.0%	0	100.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

Participation Rate Comparison

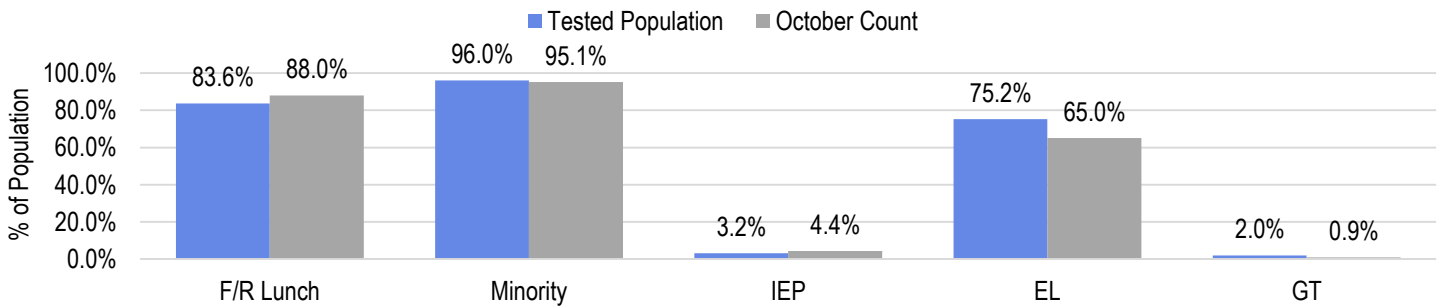
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	83.6%	88.0%	83.6%	88.0%	87.2%	88.0%
Minority	96.0%	95.1%	96.0%	95.1%	94.2%	95.1%
IEP	3.2%	4.4%	3.2%	4.4%	4.7%	4.4%
EL	75.2%	65.0%	75.2%	65.0%	67.4%	65.0%
GT	2.0%	0.9%	2.0%	0.9%	1.2%	0.9%

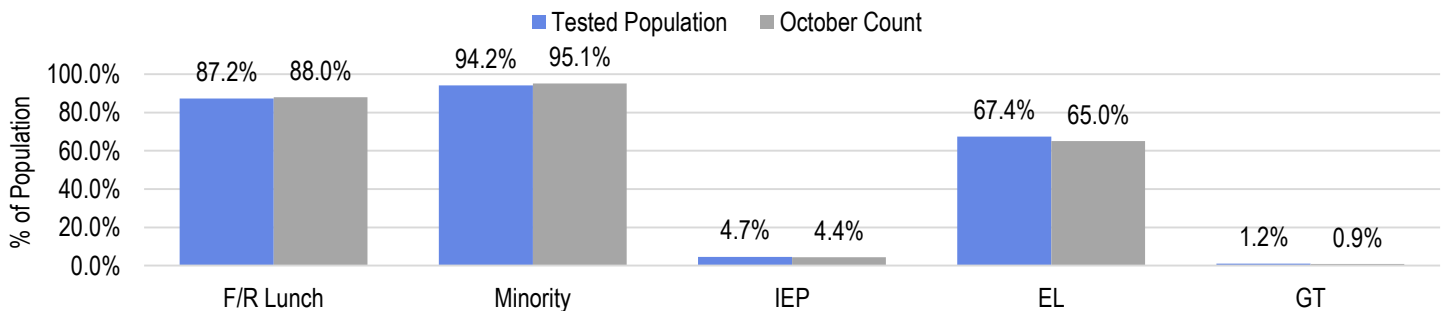
English Language Arts



Math



Science



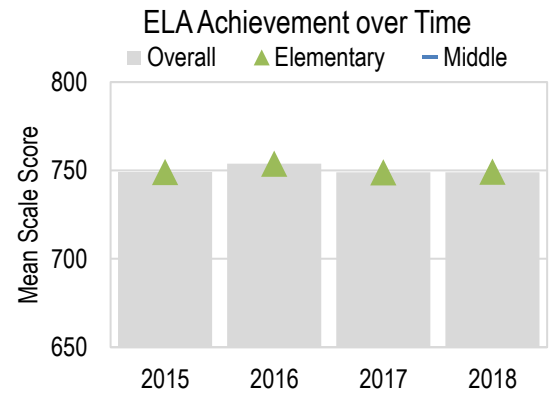
English Language Arts Achievement

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		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	90	747	80	752	84	753	79	742
4	78	751	87	756	81	749	85	759
5	80	749	79	754	83	745	86	747
Elementary	248	749	246	754	248	749	250	749
6	NA	--	NA	--	NA	--	NA	--
7	NA	--	NA	--	NA	--	NA	--
8	NA	--	NA	--	NA	--	NA	--
Middle	0	--	0	--	n<16	--	n<16	--
Overall	248	749	246	754	248	749	250	749

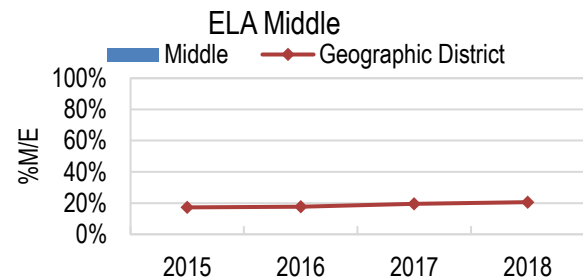
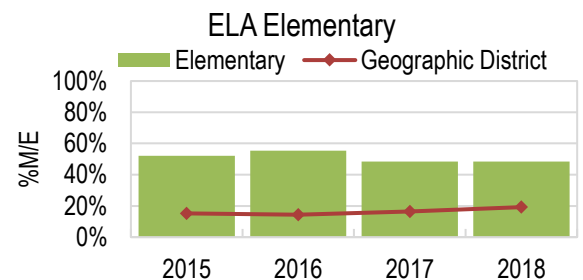
*Overall results before 2017-18 also include high school grade levels.



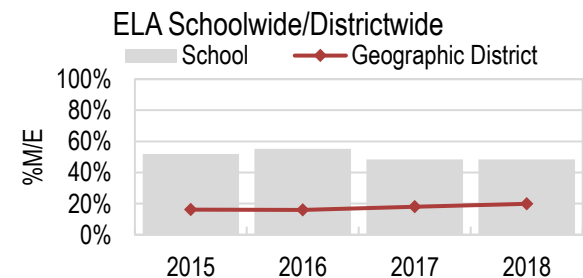
CMAS ELA: Local Comparison

-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		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	90	50.0%	80	52.5%	84	51.2%	79	34.2%
4	78	55.1%	87	57.5%	81	51.9%	85	62.4%
5	80	51.3%	79	55.7%	83	42.2%	86	47.7%
Elementary	248	52.0%	246	55.3%	248	48.4%	250	48.4%
6	NA	--	NA	--	NA	--	NA	--
7	NA	--	NA	--	NA	--	NA	--
8	NA	--	NA	--	NA	--	NA	--
Middle	0	--	0	--	0	--	n<16	--
Overall	248	52.0%	246	55.3%	248	48.4%	250	48.4%



Geographic District Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	594	14.3%	560	13.8%	549	14.8%	504	14.7%
4	532	14.5%	564	16.3%	566	17.1%	539	21.0%
5	528	17.0%	541	12.9%	554	17.5%	571	21.5%
Elementary	1654	15.2%	1665	14.4%	1669	16.5%	1614	19.2%
6	535	13.3%	535	12.3%	527	14.4%	534	17.2%
7	525	18.9%	548	17.5%	512	22.3%	519	25.2%
8	507	19.7%	541	22.9%	524	21.9%	502	19.3%
Middle	1567	17.2%	1624	17.6%	1563	19.5%	1555	20.6%
Overall	3221	16.2%	3289	16.0%	3232	17.9%	3169	19.9%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. From 2014-15 to 2015-16, overall mean scale score increased. From 2015-16 to 2016-17, overall mean scale score decreased. Since last school year, overall mean scale score has increased by 0.1 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County 14) for the past four years. Overall, the school has performed greater than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed greater than their geo. district by 28.5 percentage points.

Looking through CARS: There are four pages for CMAS English Language Arts achievement and growth data. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

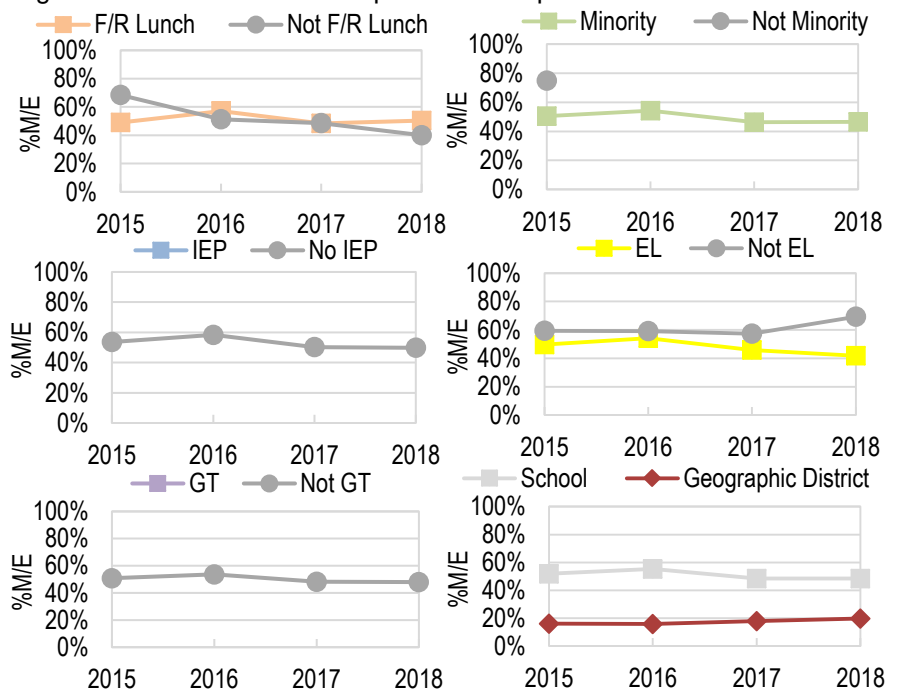
English Language Arts Subgroup Achievement

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 in ELA					
CMAS ELA		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	49.0%	57.1%	48.3%	50.2%
	N	68.4%	51.3%	48.6%	40.0%
Minority	Y	50.4%	54.1%	46.4%	46.4%
	N	75.0%	--	--	--
IEP	Y	--	--	--	--
	N	53.6%	58.4%	50.2%	49.8%
EL	Y	49.7%	54.1%	45.9%	41.7%
	N	59.3%	59.0%	57.4%	69.4%
GT	Y	--	--	--	--
	N	50.8%	53.6%	48.1%	48.0%
Schoolwide		52.0%	55.3%	48.4%	48.4%
Geographic District		16.2%	16.0%	17.9%	19.9%



CMAS ELA: Subgroup Local Comparison

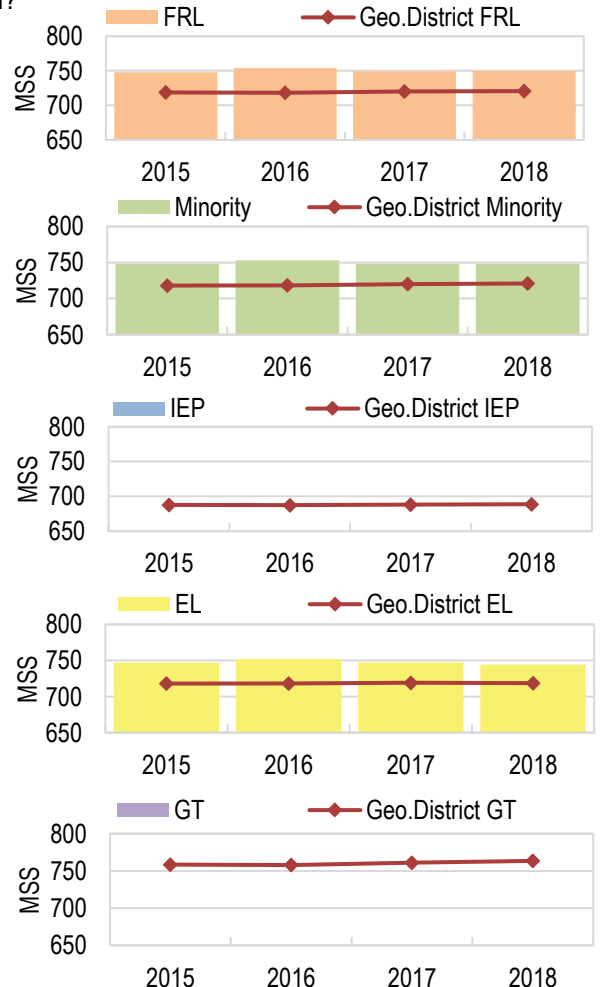
-How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	210	748	170	754	211	749	209	750
Minority	232	748	231	753	233	748	239	748
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	189	747	185	752	194	747	187	744
GT	n<16	--	n<16	--	n<16	--	n<16	--

Geographic District Subgroup Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	2564	719	3086	718	3053	720	2422	721
Minority	3081	718	3125	718	3118	720	2618	721
IEP	438	688	411	687	379	688	304	689
EL	2161	718	2182	718	2191	719	1733	719
GT	259	759	244	758	227	761	179	764

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, English learner (EL) performance decreased, and overall student performance increased. This year, FRL students outperformed their non-FRL peers, non-EL students outperformed their EL peers, overall, the school outperformed Adams County 14. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.



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

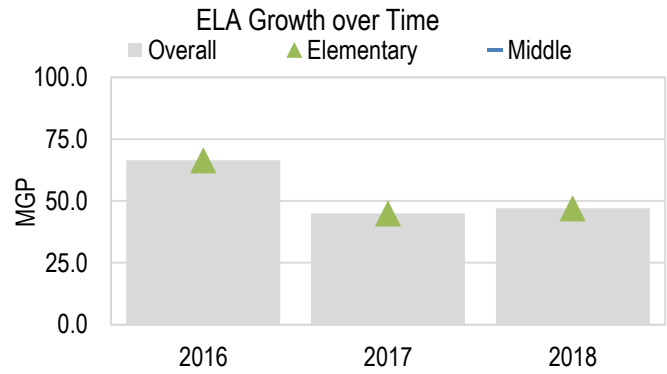


English Language Arts Growth

CMAS ELA: School Status and Trends

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

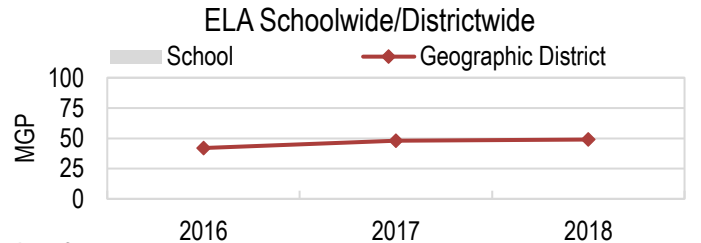
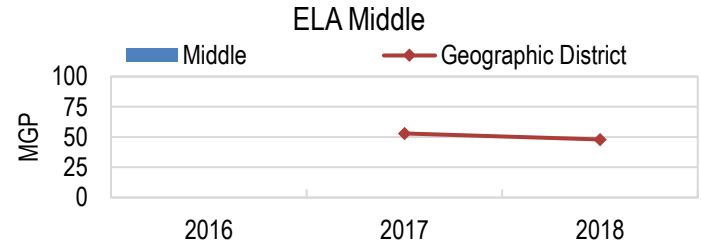
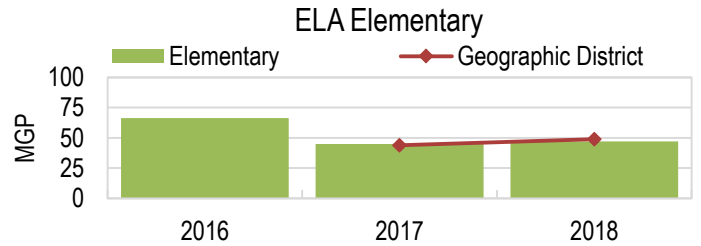
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	84	72.0	78	44.5	83	49.0
5	72	53.5	79	45.0	82	45.0
Elementary	156	66.5	157	45.0	165	47.0
6	NA	--	NA	--	NA	--
7	NA	--	NA	--	NA	--
8	NA	--	NA	--	NA	--
Middle	NA	--	NA	--	NA	--
Overall	156	66.5	157	45.0	165	47.0



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		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	524	37.0	509	45.0	477	44.0
5	499	38.0	514	43.0	519	54.0
Elementary	NA	--	1023	44.0	996	49.0
6	472	38.0	483	50.0	475	51.0
7	491	45.0	469	56.0	452	50.0
8	493	52.0	477	52.0	452	44.5
Middle	NA	--	1429	53.0	1379	48.0
Overall	2914	42.0	2880	48.0	2375	49.0



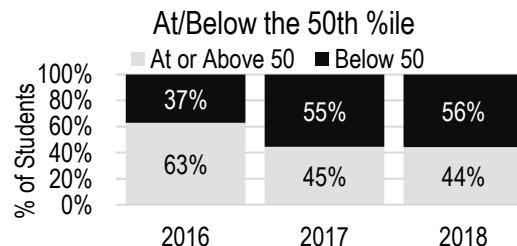
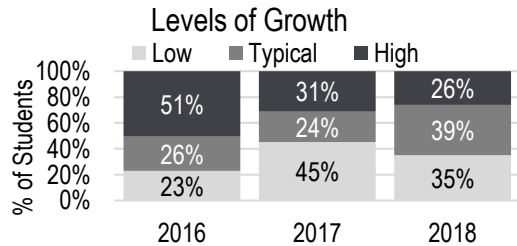
Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth increased by 2 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

CMAS ELA: Levels of Growth

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

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	23%	45%	35%
Typical (35-65)	26%	24%	39%
High (above 65)	51%	31%	26%



ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	63%	45%	44%
Below 50	37%	55%	56%

Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 35% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 26% of students. The percent of students at or above the 50th percentile has decreased from last year (45% to 44%). Since 2016, the percent of students at or above the 50th percentile has decreased (63% to 44%).

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

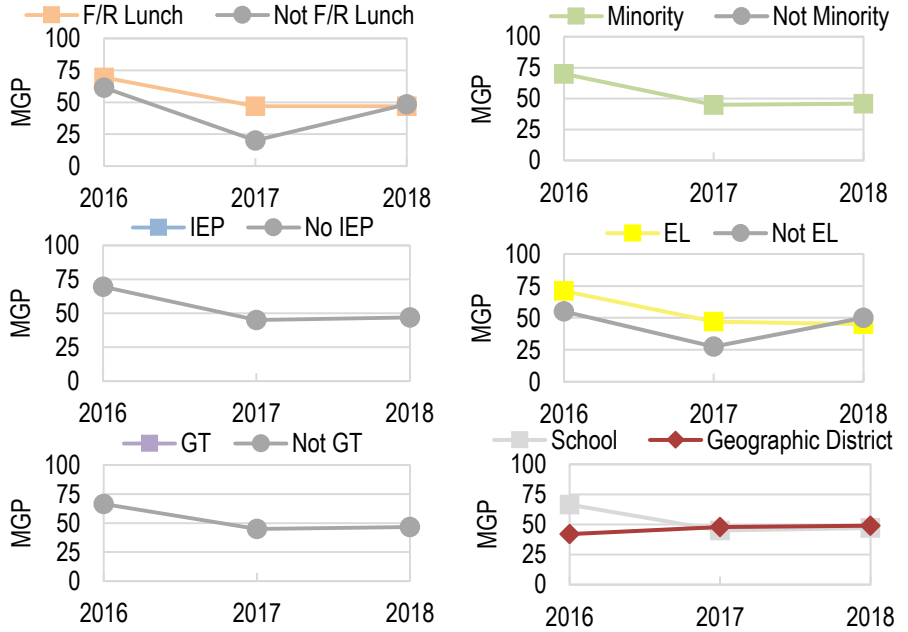
English Language Arts Subgroup Growth

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?

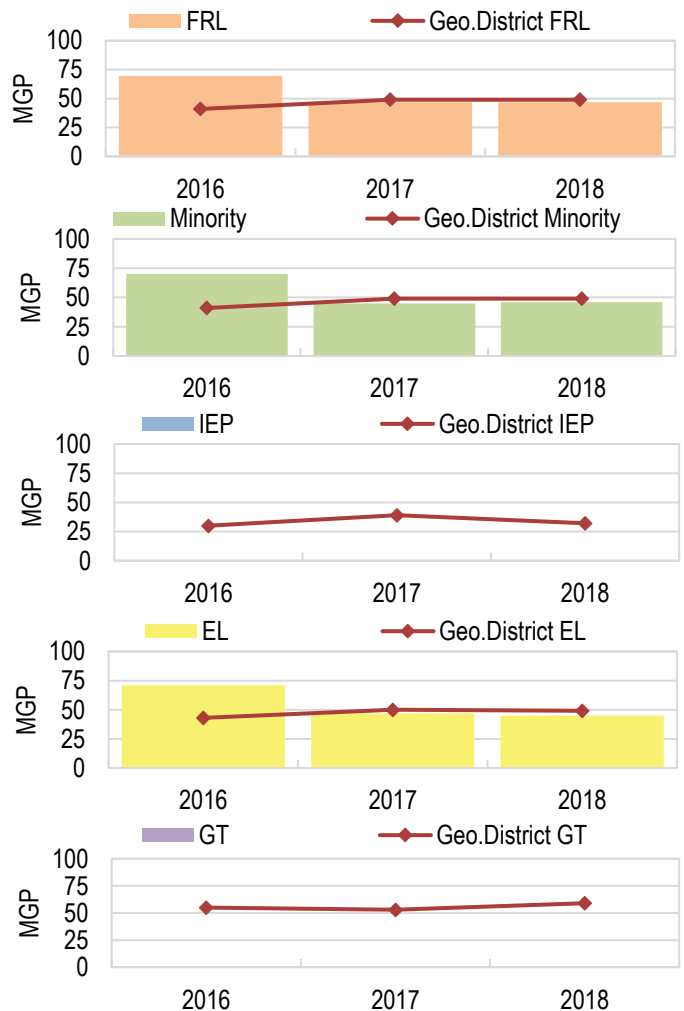
Subgroup Growth Gap Trends over Time in ELA				
CMAS ELA		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	69.5	47.0	47.0
	N	61.5	20.0	48.5
Minority	Y	70.0	45.0	46.0
	N	--	--	--
IEP	Y	--	--	--
	N	69.5	45.0	47.0
EL	Y	71.0	47.0	45.0
	N	55.0	27.5	50.0
GT	Y	--	--	--
	N	66.5	45.0	46.5
Schoolwide		66.5	45.0	47.0
Geographic District		42.0	48.0	49.0



CMAS ELA: 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 Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	112	69.5	128	47.0	139	47.0
Minority	146	70.0	147	45.0	157	46.0
IEP	n<20	--	n<20	--	n<20	--
EL	117	71.0	117	47.0	120	45.0
GT	n<20	--	n<20	--	n<20	--



Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	2527	41.0	2498	49.0	1961	49.0
Minority	2559	41.0	2568	49.0	2133	49.0
IEP	329	30.0	290	39.0	221	32.0
EL	1807	43.0	1819	50.0	1413	49.0
GT	207	55.0	202	53.0	145	59.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, English learner (EL) performance decreased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-EL students outperformed their EL peers, overall, Adams County 14 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, additional details are available in the graphs on the right.

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



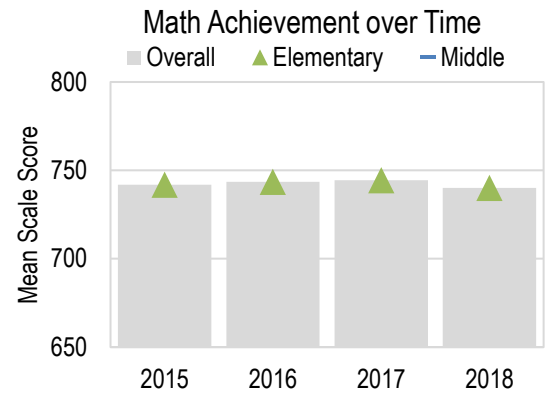
Mathematics Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	MSS	N	MSS	N	MSS	N	MSS
3	90	741	80	747	84	757	79	739
4	78	739	87	743	81	737	85	747
5	80	746	79	740	83	739	86	734
Elementary	248	742	246	743	248	744	250	740
6	NA	--	NA	--	NA	--	NA	--
7	NA	--	NA	--	NA	--	NA	--
8	NA	--	NA	--	NA	--	NA	--
Middle	0	--	0	--	0	--	n<16	--
Overall	248	742	246	743	248	744	250	740

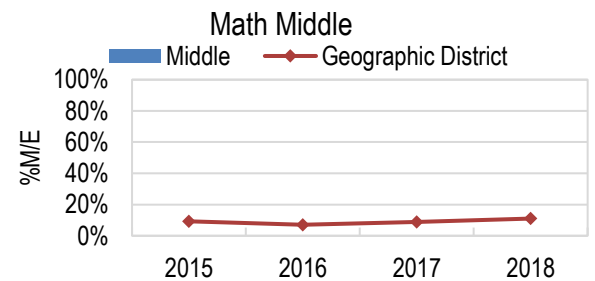
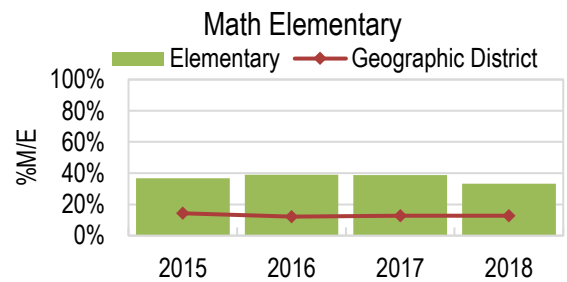
*Overall results before 2017-18 also include high school grade levels.



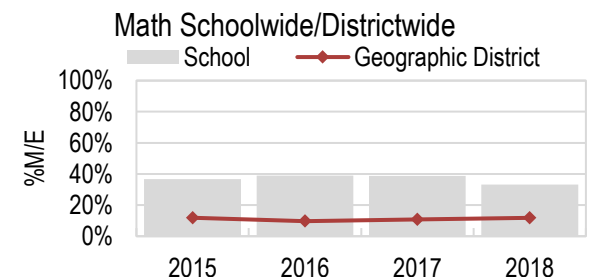
CMAS Math: Local Comparison

-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		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	90	37.8%	80	47.5%	84	60.7%	79	29.1%
4	78	30.8%	87	40.2%	81	33.3%	85	44.7%
5	80	41.3%	79	29.1%	83	21.7%	86	25.6%
Elementary	248	36.7%	246	39.0%	248	38.7%	250	33.2%
6	NA	--	NA	--	NA	--	NA	--
7	NA	--	NA	--	NA	--	NA	--
8	NA	--	NA	--	NA	--	NA	--
Middle	0	--	0	--	0	--	n<16	--
Overall	248	36.7%	246	39.0%	248	38.7%	250	33.2%



Geographic District Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	593	18.2%	559	17.2%	558	17.0%	504	19.2%
4	536	11.6%	561	11.2%	570	11.8%	543	10.7%
5	530	12.6%	542	7.9%	558	9.3%	568	8.8%
Elementary	1659	14.3%	1662	12.2%	1686	12.7%	1615	12.7%
6	512	8.8%	532	8.6%	528	11.2%	530	6.2%
7	526	10.3%	543	8.3%	512	9.0%	520	11.0%
8	440	8.4%	472	3.8%	458	5.9%	503	16.1%
Middle	1478	9.2%	1547	7.0%	1498	8.8%	1553	11.0%
Overall	3137	11.9%	3209	9.7%	3184	10.9%	3168	11.9%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. From 2014-15 to 2015-16, overall mean scale score increased. From 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has decreased by 4.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County 14) for the past four years. Overall, the school has performed greater than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed greater than their geo. district by 21.3 percentage points.

Looking through CARS: There are four pages for CMAS Mathematics achievement and growth data. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

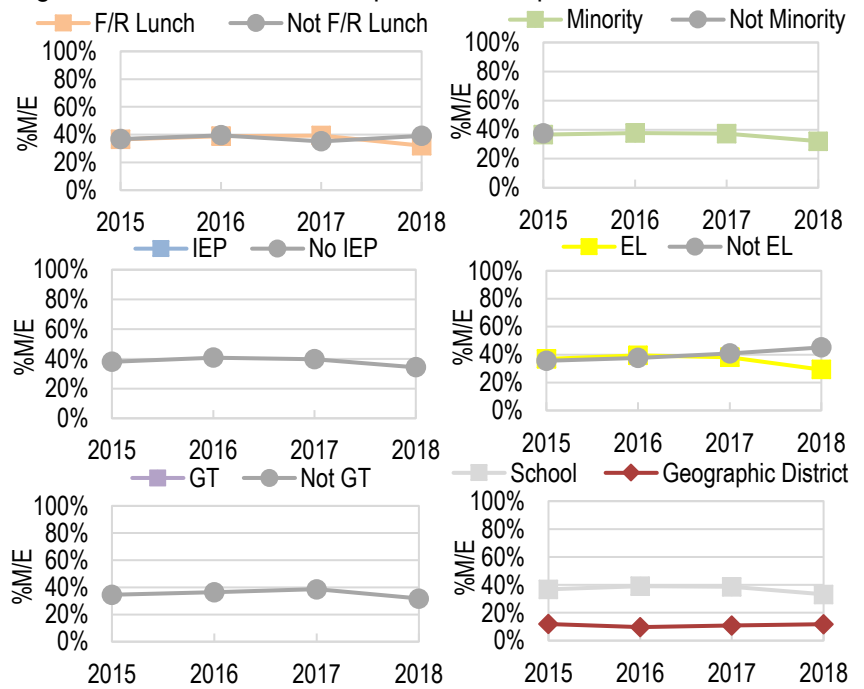
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

CMAS Math: Subgroup Status and Gap Trends

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

CMAS Math	2015	2016	2017	2018	
Student Subgroup	%M/E	%M/E	%M/E	%M/E	
F/R Lunch	Y	36.7%	38.8%	39.3%	32.1%
	N	36.8%	39.5%	35.1%	39.0%
Minority	Y	36.6%	37.7%	37.3%	32.1%
	N	37.5%	--	--	--
IEP	Y	--	--	--	--
	N	38.0%	40.8%	39.7%	34.3%
EL	Y	37.0%	39.5%	38.1%	29.3%
	N	35.6%	37.7%	40.7%	45.2%
GT	Y	--	--	--	--
	N	34.6%	36.5%	38.7%	31.8%
Schoolwide	36.7%	39.0%	38.7%	33.2%	
Geographic District	11.9%	9.7%	10.9%	11.9%	



CMAS Math: Subgroup Local Comparison

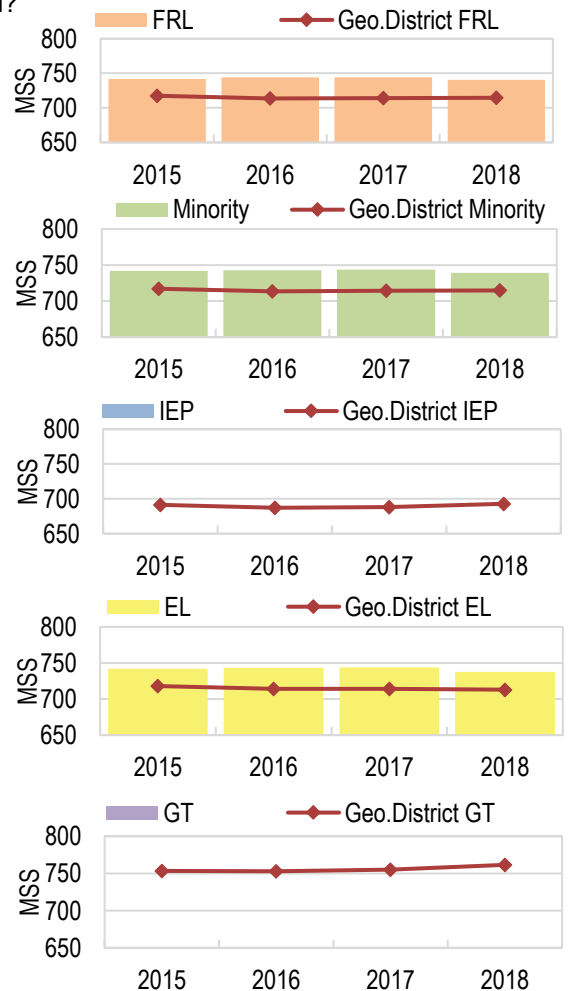
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	210	742	170	744	211	744	209	740
Minority	232	742	231	743	233	744	240	739
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	189	742	185	744	194	744	188	738
GT	n<16	--	n<16	--	n<16	--	n<16	--

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	2554	718	3081	714	3045	714	2450	715
Minority	3069	717	3120	714	3108	714	2644	715
IEP	419	691	410	687	376	688	306	693
EL	2151	718	2185	714	2201	714	1761	713
GT	262	753	240	753	218	755	181	762

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, English learner (EL) performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-EL students outperformed their EL peers, overall, the school outperformed Adams County 14. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.



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



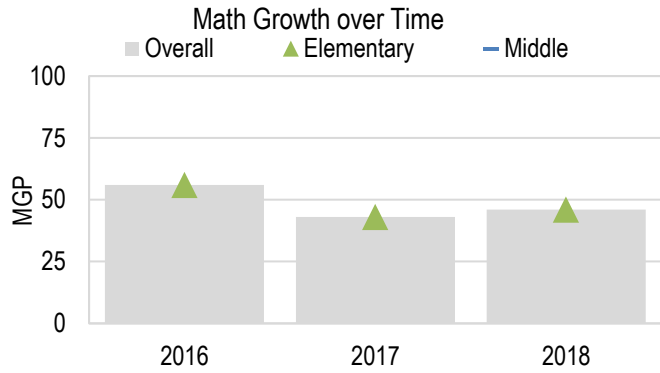
Mathematics Growth

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		2018	
	N	MGP	N	MGP	N	MGP
4	84	62.5	78	34.0	83	51.0
5	72	42.5	79	54.0	82	43.0
Elementary	156	56.0	157	43.0	165	46.0
6	NA	--	NA	--	NA	--
7	NA	--	NA	--	NA	--
8	NA	--	NA	--	NA	--
Middle	NA	--	NA	--	NA	--
Overall	156	56.0	157	43.0	165	46.0

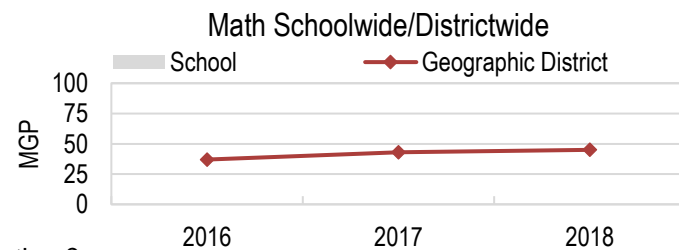
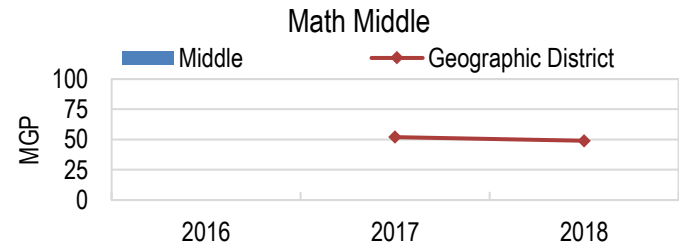
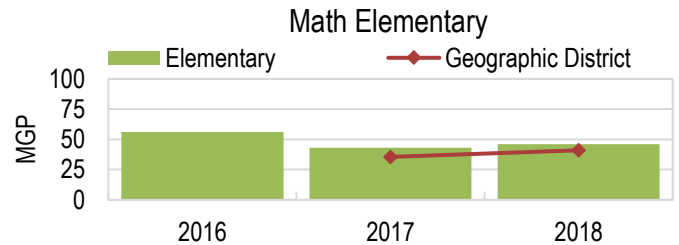


CMAS Math: Local Comparison

-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		2018	
	N	MGP	N	MGP	N	MGP
4	523	30.0	507	33.0	490	41.5
5	496	26.0	513	38.0	516	40.0
Elementary	NA	--	1020	35.5	1006	41.0
6	465	39.0	480	50.5	478	42.5
7	461	52.0	460	49.0	455	57.0
8	495	50.0	463	56.0	451	47.0
Middle	NA	--	1403	52.0	1384	49.0
Overall	2797	37.0	2814	43.0	2390	45.0



Growth Status and Local Comparison Narrative

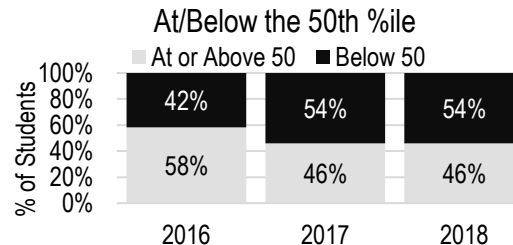
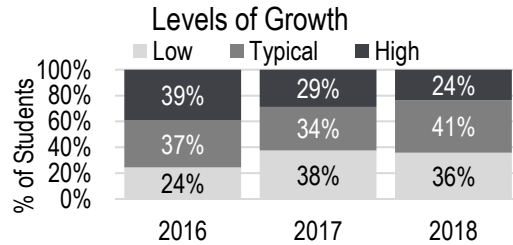
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth increased by 3 percentile points. In 2018, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

CMAS Math: Levels of Growth

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

CMAS Math	%Students		
	2016	2017	2018
Low (below 35)	24%	38%	36%
Typical (35-65)	37%	34%	41%
High (above 65)	39%	29%	24%

CMAS Math	%Students		
	2016	2017	2018
At or Above 50	58%	46%	46%
Below 50	42%	54%	54%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 36% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 24% of students. The percent of students at or above the 50th percentile has increased from last year (46% to 46%). Since 2016, the percent of students at or above the 50th percentile has decreased (58% to 46%).

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



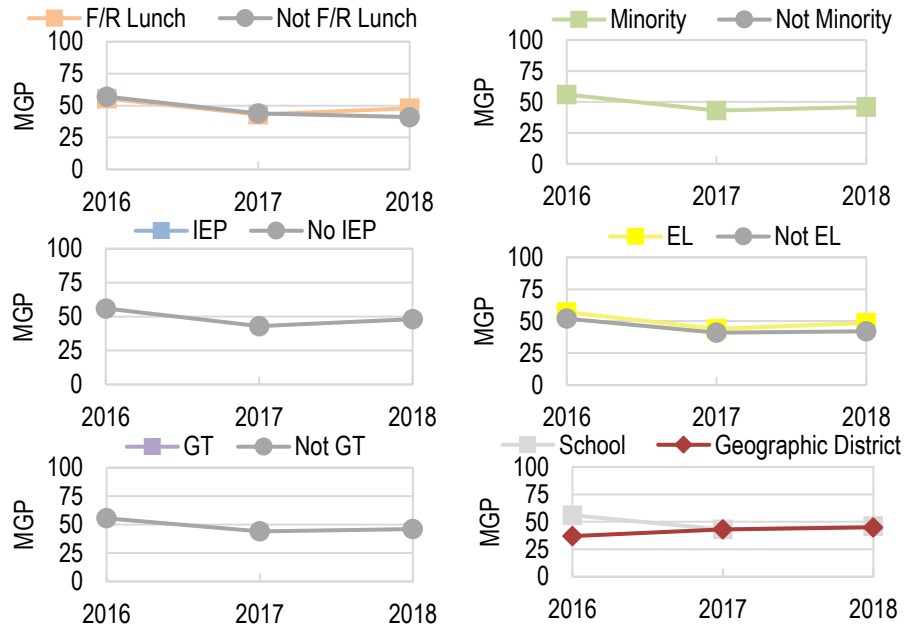
Mathematics Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments in Mathematics over time?

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

CMAS Math	2016	2017	2018	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	55.5	43.0	48.0
	N	57.0	44.0	41.0
Minority	Y	56.0	43.0	46.0
	N	--	--	--
IEP	Y	--	--	--
	N	56.0	43.0	48.0
EL	Y	57.0	44.0	48.5
	N	52.0	41.0	42.0
GT	Y	--	--	--
	N	55.5	44.0	46.0
Schoolwide	56.0	43.0	46.0	
Geographic District	37.0	43.0	45.0	



CMAS Math: Subgroup Local Comparison

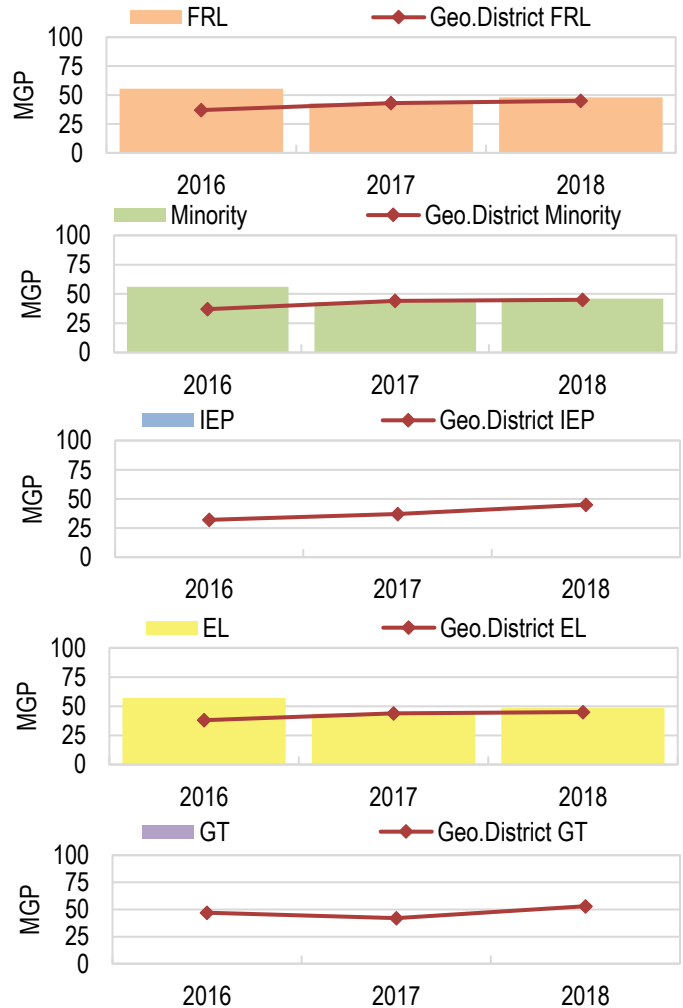
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	112	55.5	128	43.0	139	48.0
Minority	146	56.0	147	43.0	157	46.0
IEP	n<20	--	n<20	--	n<20	--
EL	117	57.0	117	44.0	120	48.5
GT	n<20	--	n<20	--	n<20	--

CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	2426	37.0	2443	43.0	1973	45.0
Minority	2460	37.0	2513	44.0	2146	45.0
IEP	305	32.0	280	37.0	223	45.0
EL	1739	38.0	1788	44.0	1427	45.0
GT	190	47.0	192	42.0	146	53.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, English learner (EL) performance increased, and overall student performance increased. This year, FRL students outperformed their non-FRL peers, EL students outperformed their non-EL peers, overall, the school outperformed Adams County 14. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.



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



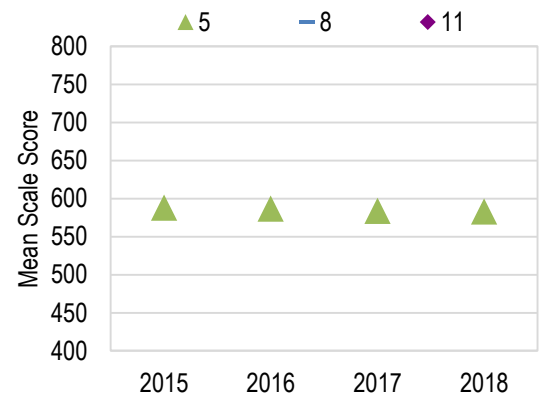
Science Achievement

CMAS Science: School Status and Trends

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

Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	80	588	79	587	83	584	86	583
8	0	--	0	--	0	--	0	--
11	0	--	0	--	0	--	0	--

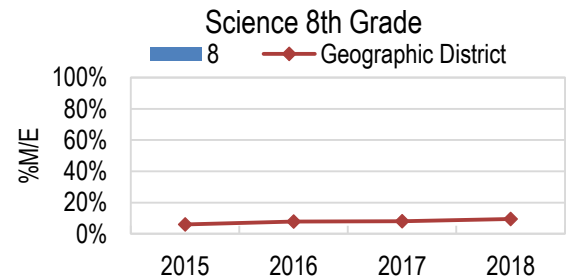
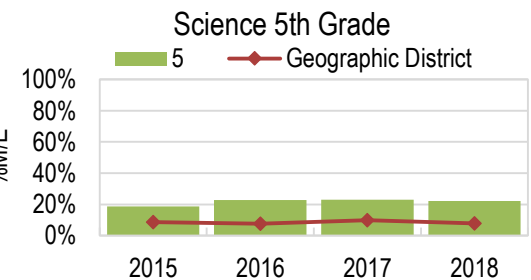
Science Achievement over Time



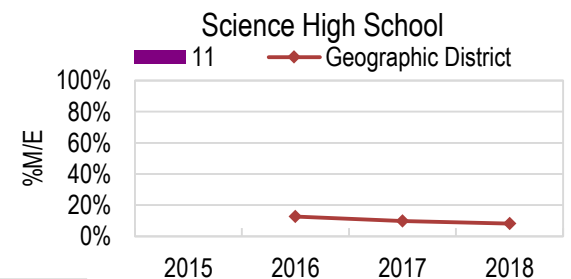
CMAS Science: Local Comparison

-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 Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	80	18.8%	79	22.8%	83	22.9%	86	22.1%
8	0	--	0	--	0	--	0	--
11	0	--	0	--	0	--	0	--
Overall	80	18.8%	79	22.8%	83	22.9%	86	22.1%



Geographic District Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	533	8.6%	535	7.7%	557	9.9%	566	7.8%
8	514	6.0%	548	7.8%	524	8.0%	504	9.5%
11	0	--	381	12.6%	402	9.7%	330	8.2%
Overall	1047	7.4%	1464	9.0%	1483	9.2%	1400	8.5%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. 5th grade mean scale score has decreased by 1 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County 14) for the past four years. In 2018, the school performed greater than the geo. district in 5th grade, and, overall, 22% of students met or exceeded state expectations.

Looking through CARS: There are two pages for CMAS Science achievement data. No growth data is available for CMAS Science. CMAS Science is administered to 5th, 8th, and 11th grade. Achievement contains trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

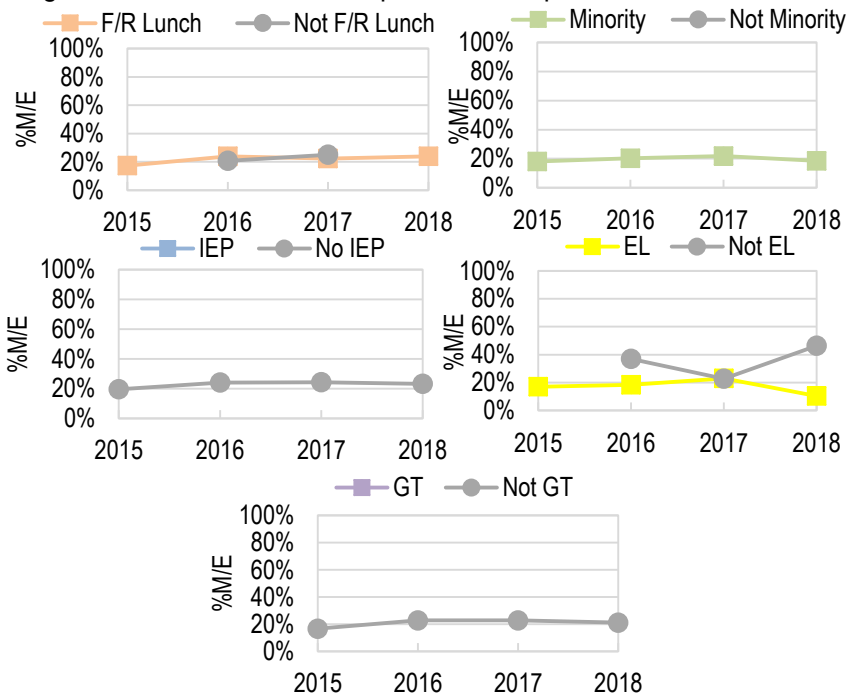
Science Subgroup Achievement

CMAS Science: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in Science over time?

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

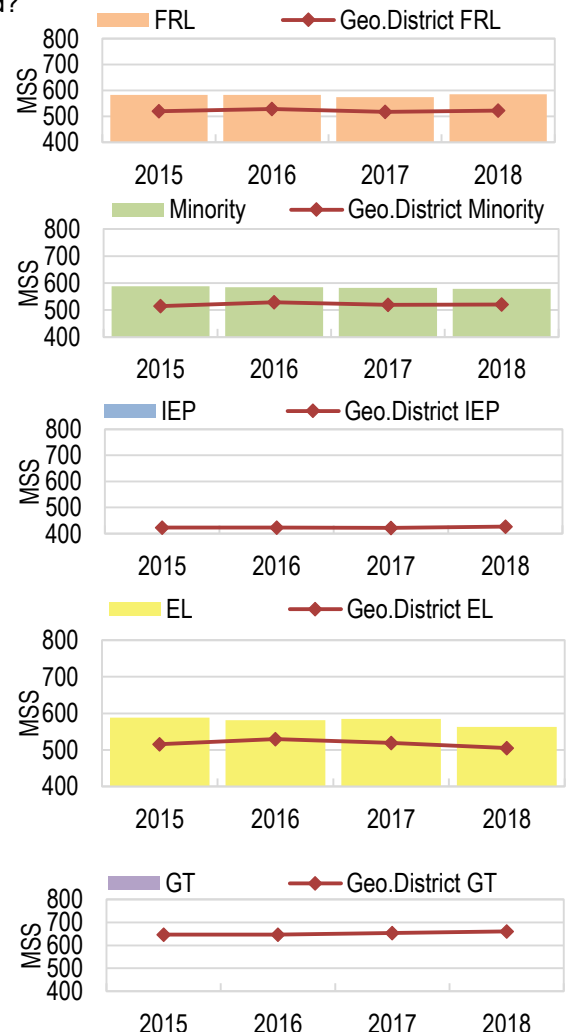
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	17.4%	24.0%	22.2%	24.0%
	N	--	20.7%	25.0%	--
Minority	Y	18.2%	20.3%	21.8%	18.5%
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	19.5%	24.0%	24.4%	23.2%
EL	Y	16.9%	18.3%	23.0%	10.3%
	N	--	36.8%	22.7%	46.4%
GT	Y	--	--	--	--
	N	16.7%	22.8%	22.9%	21.2%



CMAS Science: 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 Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	69	584	50	584	63	574	75	586
Minority	77	588	74	585	78	582	81	578
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	65	589	60	581	61	585	58	563
GT	n<16	--	0	--	0	--	n<16	--



Geographic District Subgroup Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	710	520	1167	529	1182	518	1098	523
Minority	854	514	1226	529	1249	520	1203	520
IEP	127	423	151	424	137	423	139	427
EL	619	515	866	530	895	520	760	505
GT	79	647	105	647	103	653	87	660

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance decreased, English learner (EL) performance decreased, and overall student performance decreased. This year, non-EL students outperformed their EL peers, overall, the school outperformed Adams County 14. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, additional details are available in the graphs on the right.

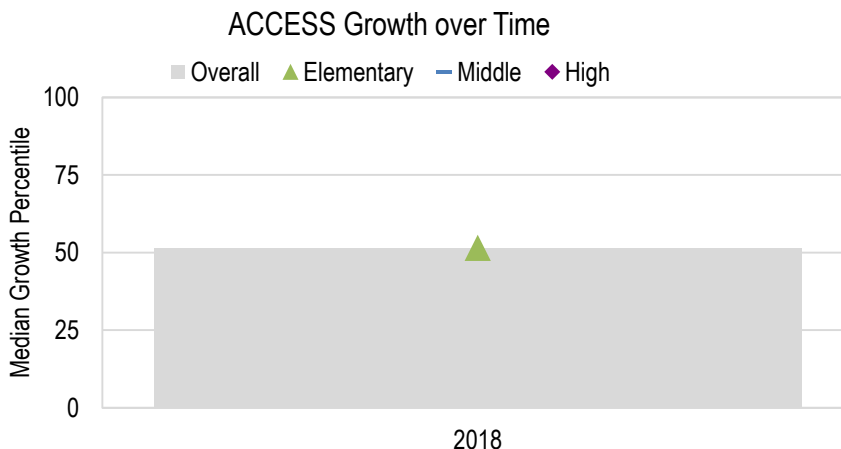
NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.



English Language Proficiency (ELP) Growth ACCESS for ELLs: School Status and Trends

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

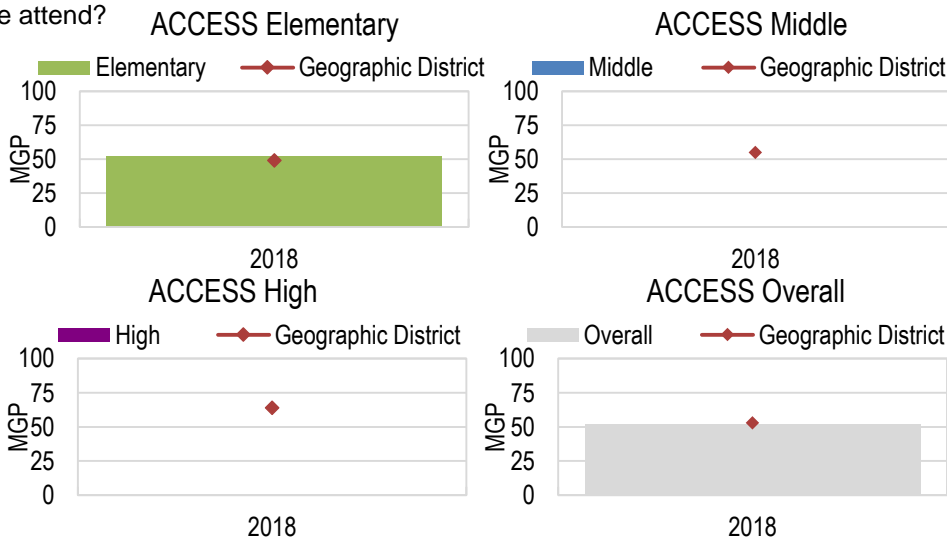
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	57	50.0	75.4%
2	40	70.5	95.0%
3	49	49.0	85.7%
4	30	56.5	86.7%
5	22	27.5	54.5%
Elementary	198	51.5	81.3%
6	NA	--	--
7	NA	--	--
8	NA	--	--
Middle	NA	--	--
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	198	51.5	81.3%



ACCESS for ELLs: 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 on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
Elementary	1234	49.0	NA
Middle	461	55.0	NA
High	389	64.0	NA
Overall	2084	53.0	NA



ACCESS: Subgroup Status and Gap Trends*

-How are traditionally underserved students growing on state assessments in ACCESS over time?

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

*ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2018, overall student growth met state expectations and was below the geo. district. 81% of students were reported as being on track to reach English language proficiency.

Looking through CARS: There is one page for ELP growth data. ACCESS is the assessment used. Growth data is not available for comparison before 2018. "% On Track" are the percent of students on track to reach EL proficiency. Narrative boxes provide further context to the data on each page.

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

Academic Performance Metrics

School Observations

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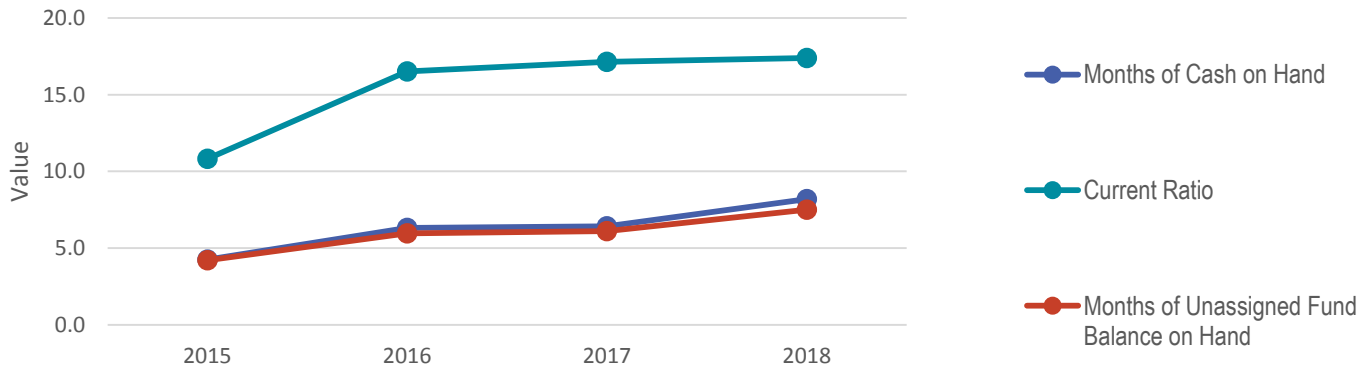
Fiscal Years 2015-2018 Financial Results

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?

Looking through CARS: There are two pages for Financial Performance results. All applicable financial indicators have been uniquely color coded to demonstrate the school's financial health. The financial performance narrative on the second page describes the school's overall financial performance in more detail. To understand if financial performance impacted your school's accreditation rating, view the "CARS Rating" page in this report.

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	13.6%	16.1%	5.3%	9.6%
Months of Cash on Hand	4.26	6.32	6.43	8.20
Current Ratio	10.81	16.51	17.13	17.40
Months of Unassigned Fund Balance on Hand	4.21	5.97	6.12	7.50
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES



Enrollment

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

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	-5.6%	-7.8%	-11.9%	-4.1%
Change in FPC from Prior-Year	11.8%	9.6%	-4.9%	2.4%

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	2018
Months of Cash on Hand	29.67	20.89	0.00	0.00
Current Ratio	3.91	0.17	3.61	3.60
Debt to Asset Ratio	1.04	1.06	1.06	1.10
Change in Net Position	-560114.00	-409714.00	1323.00	40395.00

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	2018
Debt to Asset Ratio	1.17	1.16	1.22	1.35
Change in Net Position	\$16,067	\$77,656	(\$3,412,486)	(\$4,787,766)
Default	NO	NO	NO	NO

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

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

Community Leadership Academy/Victory Preparatory 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 39.1 pupils (4 percent), and 21.8 pupils (2 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 8.2 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 10 percent and an increase in their unassigned fund balance.

School Observations

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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

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 2017-18 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

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

CSI Review

CSI was not made aware of any issues related to protecting the rights of all students.

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 2017-18 school year.

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 2017-18 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2017-18 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2017-18 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2017-18 school year. All of the Organizational Submissions were completed on time and were compliant. The School did receive some very public complaints and worked with CSI in resolving those.

School Observations

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Expanding Frontiers in Public Education

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