



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

Global Village Academy - Fort Collins



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:

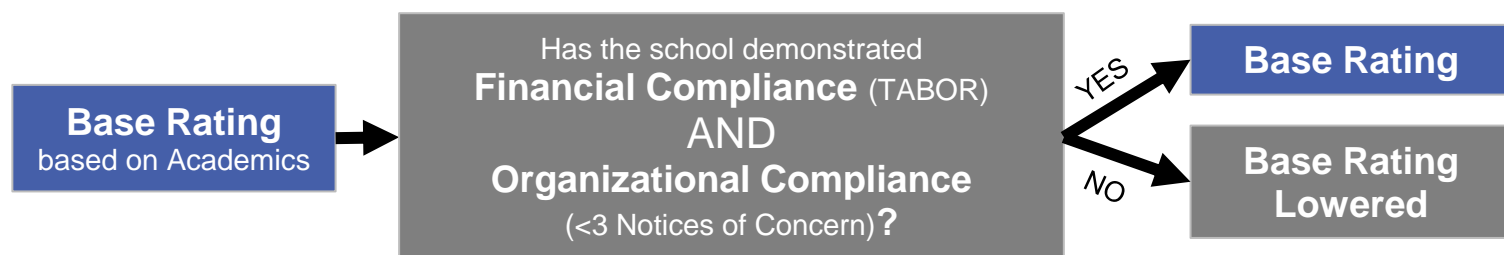
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

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?

Global Village Academy - Fort Collins Overview

Year Opened/Transferred: 2011-2012

Grades Served: K-8

School Model: Language Immersion

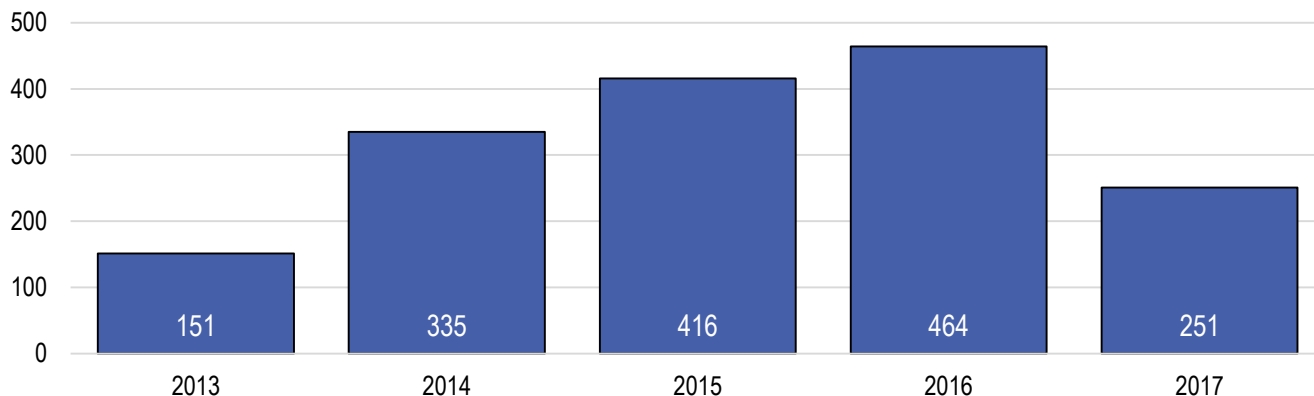
Town/City: Fort Collins

District of Residence: Poudre R-1

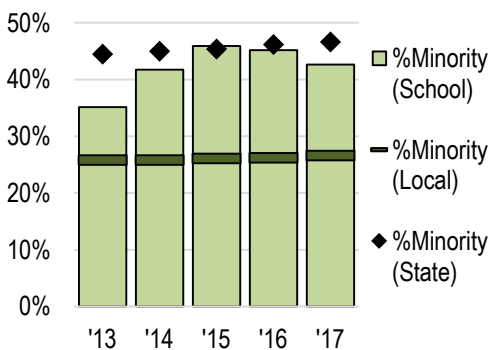
Original Application Type: Replication

Enrollment and Student Demographics over Time						
October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	151	335	416	464	251	
Minority	35.1%	41.7%	45.9%	45.2%	42.6%	
EL	5.4%	13.2%	13.7%	9.6%	9.6%	
FRL	15.5%	47.5%	44.9%	44.9%	34.7%	
Gifted	0.7%	0.0%	2.5%	2.8%	3.2%	
SPED	7.9%	0.6%	3.8%	4.7%	4.8%	
504	0.0%	0.0%	1.0%	0.6%	0.8%	

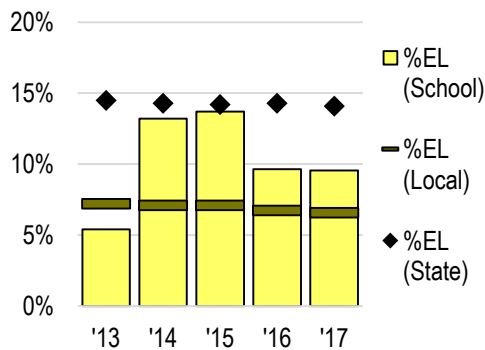
Enrollment over Time



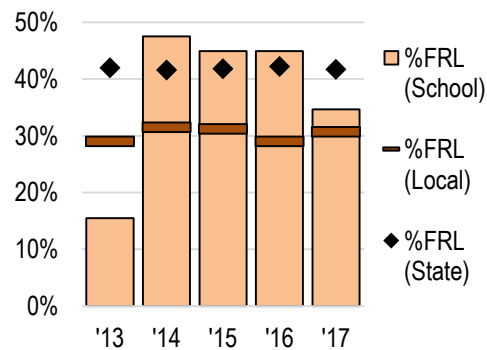
Minority Students



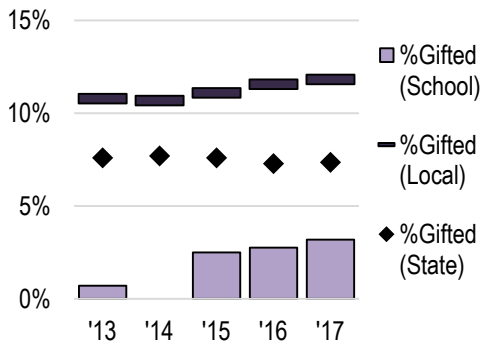
English Learners



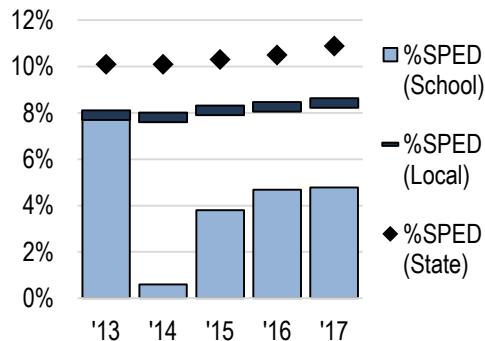
Lunch Eligibility



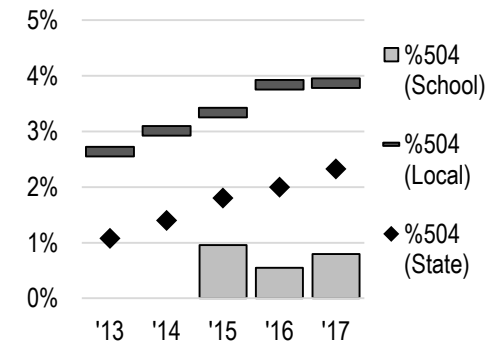
Gifted Students



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	91	86	94.5%	4	98.9%	Meets 95%
Math	91	86	94.5%	4	98.9%	Meets 95%
Science	20	19	95.0%	1	100.0%	Meets 95%

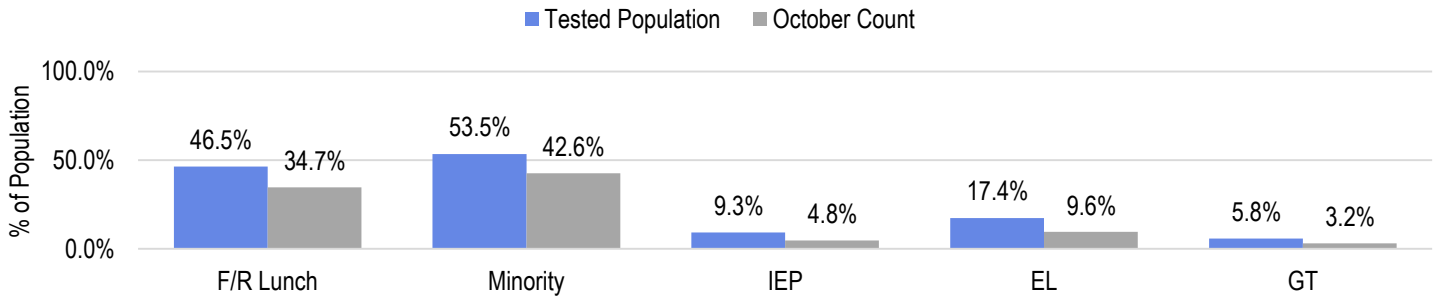
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	91	86	94.5%	4	98.9%	Meets 95%
CMAS Math	91	86	94.5%	4	98.9%	Meets 95%
CMAS Science	20	19	95.0%	1	100.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

Participation Rate Comparison

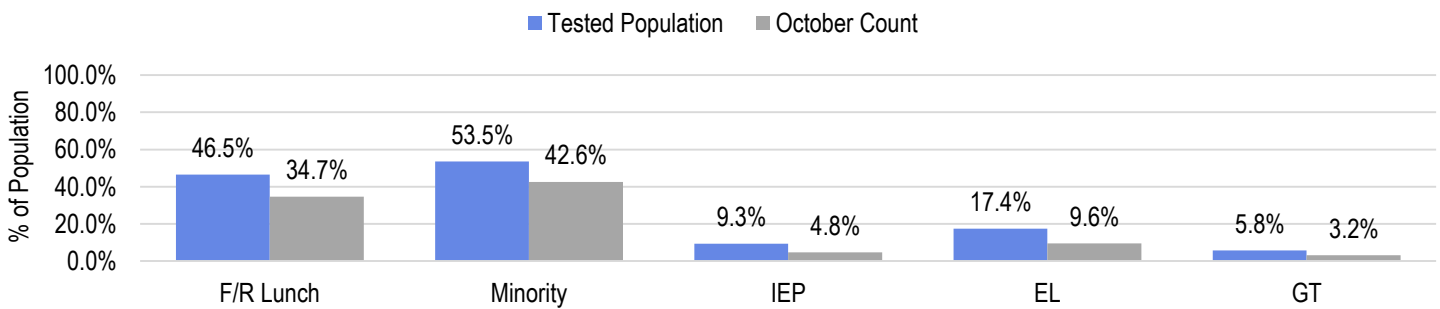
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	46.5%	34.7%	46.5%	34.7%	52.6%	34.7%
Minority	53.5%	42.6%	53.5%	42.6%	52.6%	42.6%
IEP	9.3%	4.8%	9.3%	4.8%	10.5%	4.8%
EL	17.4%	9.6%	17.4%	9.6%	26.3%	9.6%
GT	5.8%	3.2%	5.8%	3.2%	5.3%	3.2%

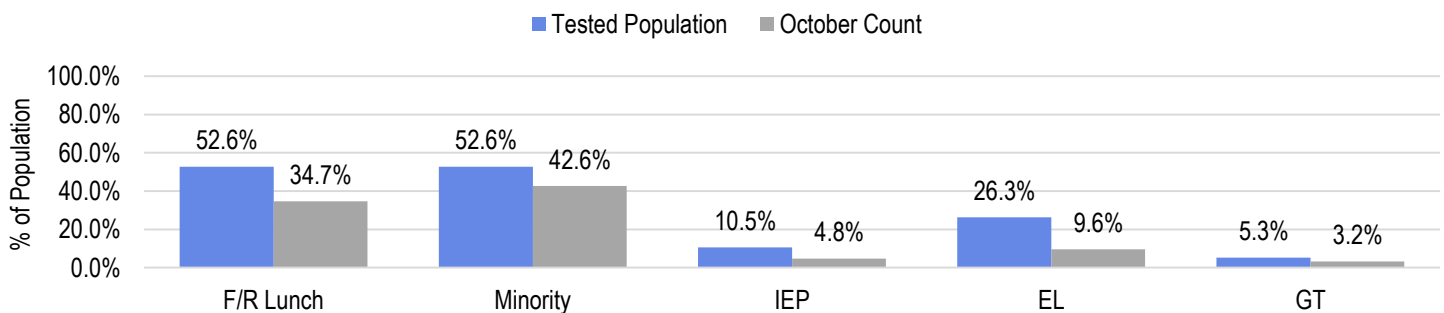
English Language Arts



Math



Science



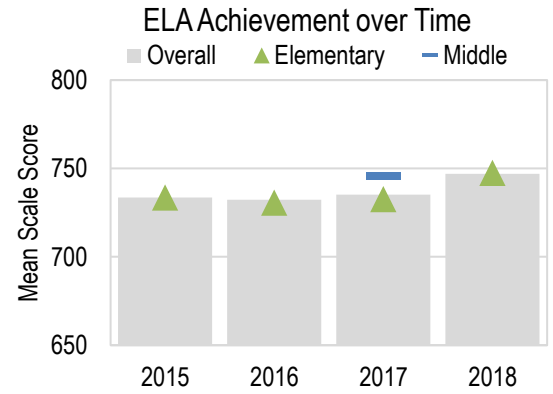
English Language Arts Achievement

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	26	735	32	721	36	738	45	747
4	22	731	21	732	21	726	17	748
5	22	735	20	745	17	729	16	749
Elementary	74	734	73	731	74	733	78	748
6	n<16	--	n<16	--	n<16	--	n<16	--
7	NA	--	n<16	--	n<16	--	n<16	--
8	NA	--	NA	--	n<16	--	n<16	--
Middle	0	--	n<16	--	n<16	746	n<16	--
Overall	74	734	82	732	91	735	86	747

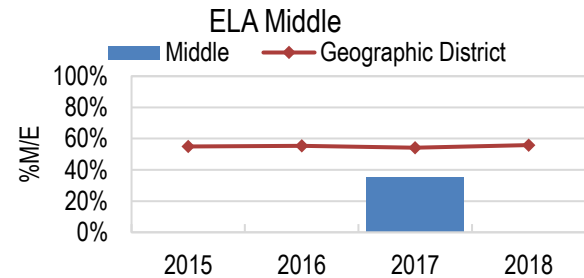
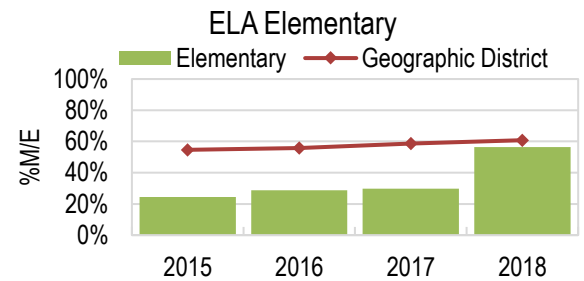
*Overall results before 2017-18 also include high school grade levels.



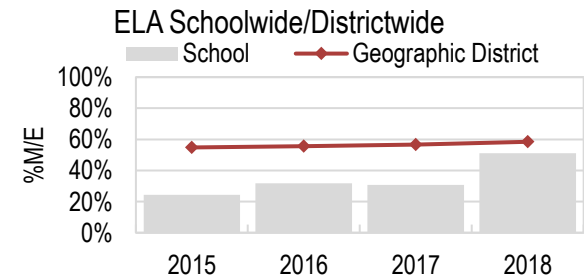
CMAS ELA: Local Comparison

-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	26	34.6%	32	15.6%	36	38.9%	45	55.6%
4	22	18.2%	21	23.8%	21	19.0%	17	64.7%
5	22	22.7%	20	55.0%	17	23.5%	16	50.0%
Elementary	74	24.3%	73	28.8%	74	29.7%	78	56.4%
6	n<16	--	n<16	--	n<16	--	n<16	--
7	NA	--	n<16	--	n<16	--	n<16	--
8	NA	--	NA	--	n<16	--	n<16	--
Middle	0	--	n<16	--	17	35.3%	n<16	--
Overall	74	24.3%	82	31.7%	91	30.8%	86	51.2%



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	2235	48.3%	2171	50.4%	2180	54.3%	2214	56.5%
4	2072	59.5%	2267	57.6%	2202	61.2%	2256	63.2%
5	2160	56.6%	2106	59.4%	2290	60.3%	2241	62.7%
Elementary	6467	54.6%	6544	55.8%	6672	58.6%	6711	60.8%
6	2151	54.7%	2094	52.6%	2031	53.1%	2211	55.9%
7	2006	56.7%	1908	56.5%	1948	53.3%	1995	57.1%
8	1937	53.6%	1709	57.5%	1721	56.4%	1883	54.4%
Middle	6094	55.0%	5711	55.4%	5700	54.2%	6089	55.9%
Overall	12561	54.8%	12255	55.6%	12372	56.6%	12800	58.5%



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 decreased. From 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has increased by 11.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. Overall, the school has performed lower than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed lower than their geo. district by 7.3 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

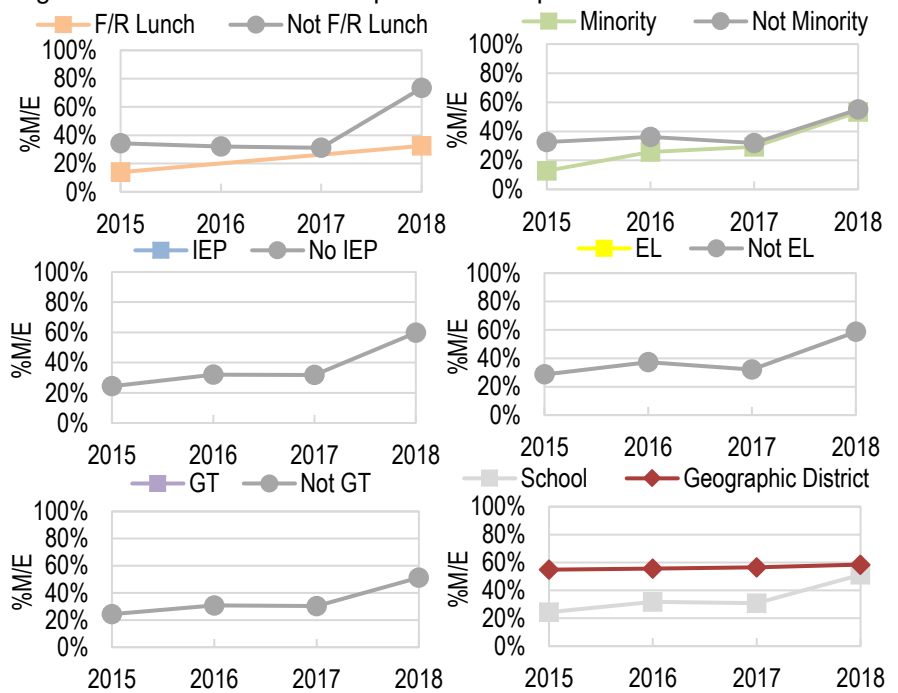
English Language Arts Subgroup Achievement

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?

CMAS ELA	2015	2016	2017	2018	
Student Subgroup	%M/E	%M/E	%M/E	%M/E	
F/R Lunch	Y	13.9%	--	--	32.5%
	N	34.2%	32.1%	31.1%	73.3%
Minority	Y	12.9%	25.7%	29.3%	53.3%
	N	32.6%	36.2%	32.0%	55.0%
IEP	Y	--	--	--	--
	N	24.3%	32.1%	31.8%	59.7%
EL	Y	--	--	--	--
	N	28.6%	37.3%	32.1%	58.6%
GT	Y	--	--	--	--
	N	24.3%	30.9%	30.3%	51.3%
Schoolwide	24.3%	31.7%	30.8%	51.2%	
Geographic District	54.8%	55.6%	56.6%	58.5%	

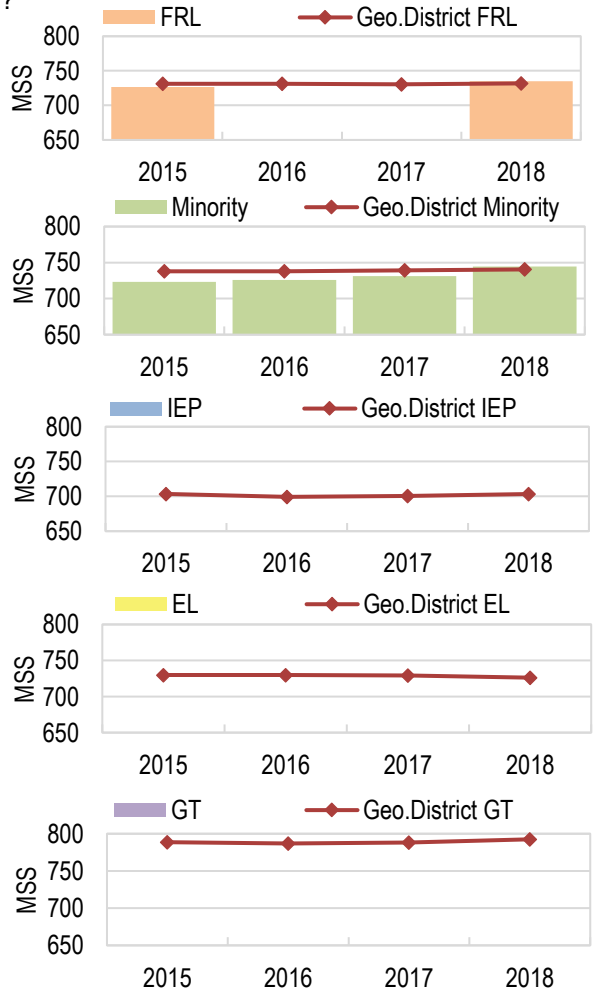


CMAS ELA: Subgroup Local Comparison

-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?

CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	36	727	n<16	--	n<16	--	40	735
Minority	31	723	35	726	41	731	45	745
IEP	0	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	0	--	n<16	--	n<16	--	n<16	--

CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	4369	731	4262	731	3728	731	3633	732
Minority	3519	738	3501	738	3410	739	3270	741
IEP	1113	704	1061	699	1053	701	1003	703
EL	1339	730	1356	730	1298	729	1115	726
GT	2166	789	2333	787	2219	788	2158	793



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, minority student performance increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2018, the following subgroups outperformed the geo. district: FRL, minority, 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.

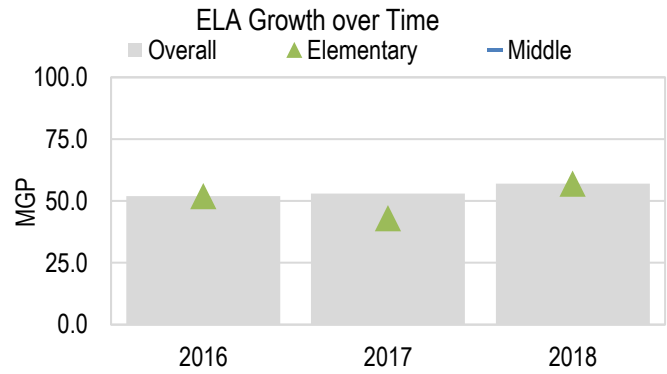


English Language Arts Growth

CMAS ELA: School Status and Trends

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

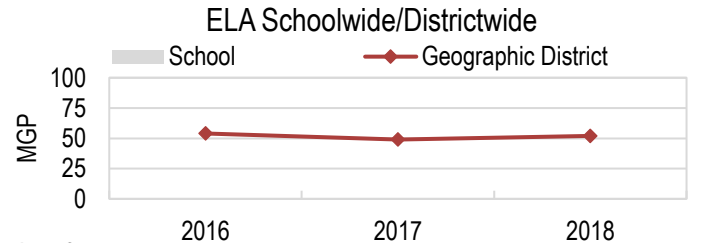
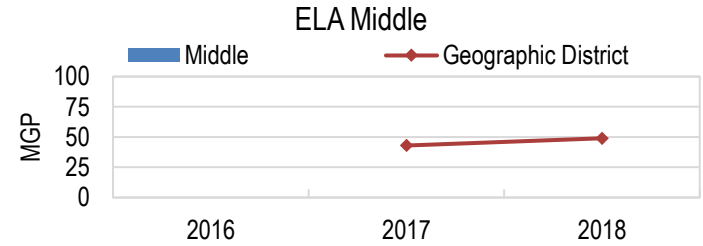
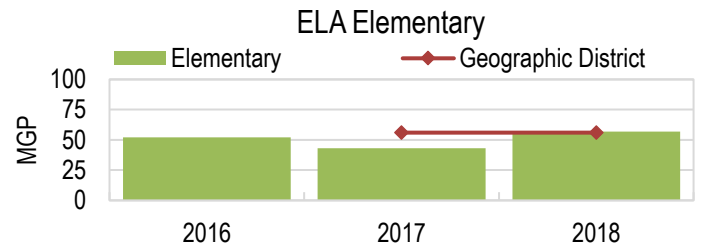
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	n<20	--	23	51.0	n<20	--
5	20	66.5	n<20	--	n<20	--
Elementary	39	52.0	39	43.0	32	57.0
6	n<20	--	n<20	--	n<20	--
7	n<20	--	n<20	--	n<20	--
8	NA	--	n<20	--	n<20	--
Middle	n<20	--	n<20	--	n<20	--
Overall	47	52.0	55	53.0	37	57.0



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	2080	58.0	2036	59.0	2062	59.0
5	1952	55.0	2110	53.0	2065	53.0
Elementary	NA	--	4146	56.0	4129	56.0
6	1938	51.0	1884	42.5	2047	48.0
7	1754	54.0	1785	41.0	1780	48.0
8	1583	51.0	1534	45.0	1647	50.0
Middle	NA	--	5203	43.0	5472	49.0
Overall	10296	54.0	10277	49.0	9601	52.0

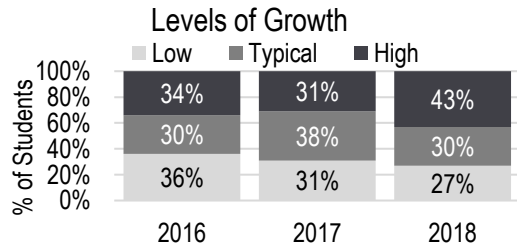


Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 4 percentile points. In 2018, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

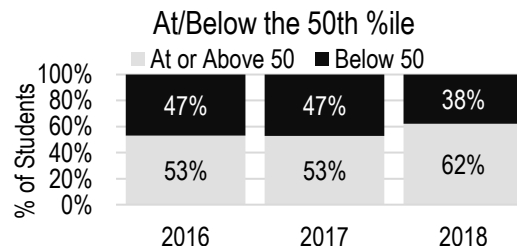
CMAS ELA: Levels of Growth

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

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	36%	31%	27%
Typical (35-65)	30%	38%	30%
High (above 65)	34%	31%	43%



ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	53%	53%	62%
Below 50	47%	47%	38%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 27% 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 43% of students. The percent of students at or above the 50th percentile has increased from last year (53% to 62%). Since 2016, the percent of students at or above the 50th percentile has increased (53% to 62%).

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



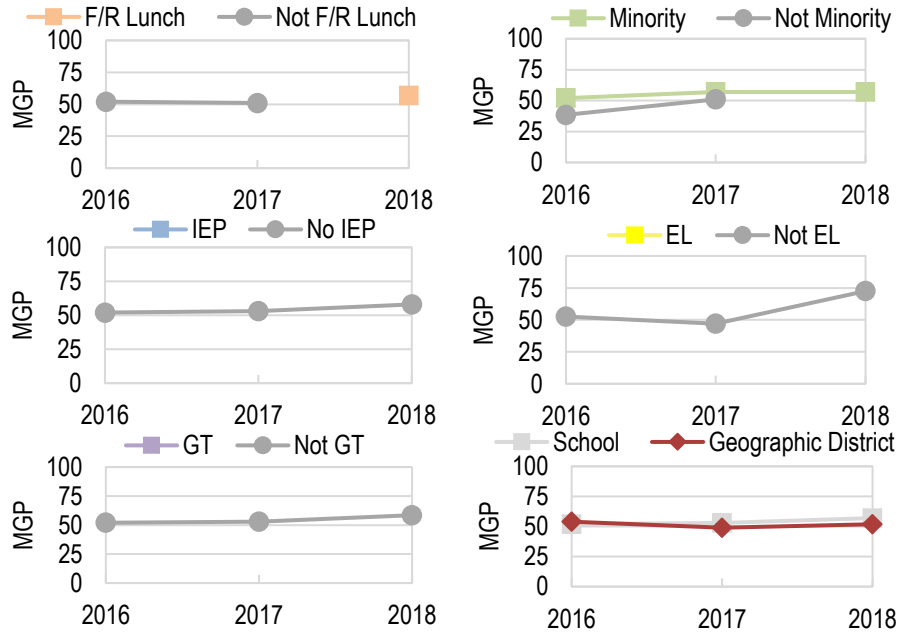
English Language Arts Subgroup Growth

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	--	--	57.0
	N	52.0	51.0	--
Minority	Y	52.0	57.0	57.0
	N	38.5	51.0	--
IEP	Y	--	--	--
	N	52.0	53.0	58.0
EL	Y	--	--	--
	N	52.5	47.0	72.5
GT	Y	--	--	--
	N	52.0	53.0	58.5
Schoolwide		52.0	53.0	57.0
Geographic District		54.0	49.0	52.0



CMAS ELA: Subgroup Local Comparison

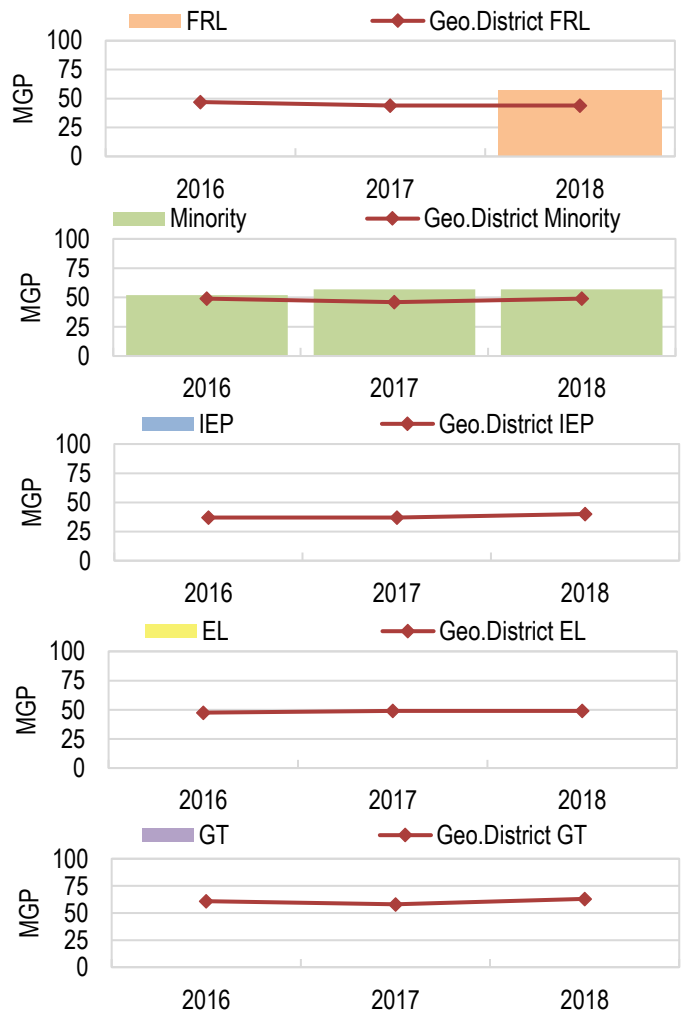
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	n<20	--	n<20	--	21	57.0
Minority	21	52.0	26	57.0	21	57.0
IEP	0	--	n<20	--	n<20	--
EL	n<20	--	n<20	--	n<20	--
GT	0	--	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	3240	47.0	2834	44.0	2691	44.0
Minority	2725	49.0	2652	46.0	2475	49.0
IEP	718	37.0	765	37.0	693	40.0
EL	1062	47.5	997	49.0	832	49.0
GT	1994	61.0	1936	58.0	1853	63.0

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, minority student performance increased, and overall student performance increased. This year, overall, the school outperformed Poudre R-1. In 2018, the following subgroups outperformed the geo. district: FRL, minority, 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.

Exceeds	Approaching
Meets	Does Not Meet

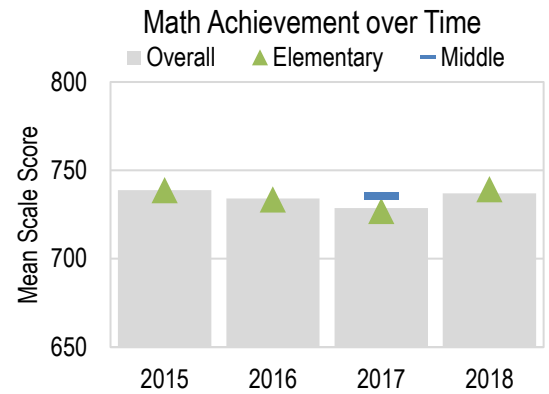
Mathematics Achievement

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	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	26	739	34	730	36	740	45	744
4	22	742	21	728	24	716	17	735
5	21	737	20	745	17	714	16	731
Elementary	73	739	75	734	77	727	78	739
6	n<16	--	n<16	--	n<16	--	n<16	--
7	NA	--	n<16	--	n<16	--	n<16	--
8	NA	--	NA	--	n<16	--	n<16	--
Middle	0	--	n<16	--	18	735	n<16	--
Overall	73	739	84	734	95	729	86	737

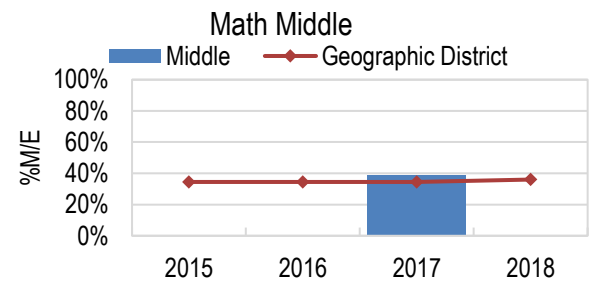
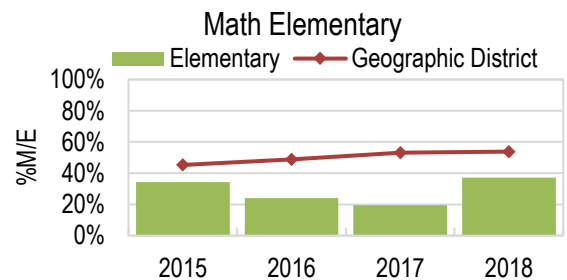
*Overall results before 2017-18 also include high school grade levels.



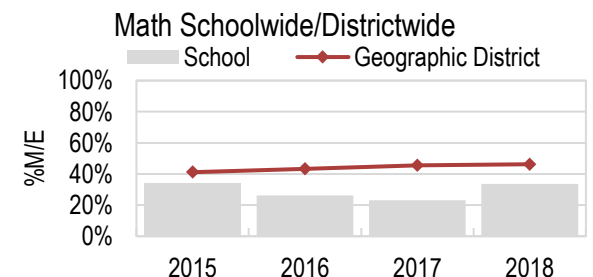
CMAS Math: Local Comparison

-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	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	26	34.6%	34	17.6%	36	33.3%	45	48.9%
4	22	36.4%	21	19.0%	24	12.5%	17	17.6%
5	21	38.1%	20	40.0%	17	0.0%	16	25.0%
Elementary	73	34.2%	75	24.0%	77	19.5%	78	37.2%
6	n<16	--	n<16	--	n<16	--	n<16	--
7	NA	--	n<16	--	n<16	--	n<16	--
8	NA	--	NA	--	n<16	--	n<16	--
Middle	0	--	n<16	--	18	38.9%	n<16	--
Overall	73	34.2%	84	26.2%	95	23.2%	86	33.7%



Geographic District Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	2258	47.5%	2195	50.3%	2206	56.7%	2249	54.7%
4	2074	45.5%	2273	47.6%	2211	52.0%	2254	51.9%
5	2161	42.7%	2108	48.5%	2285	50.6%	2247	54.8%
Elementary	6493	45.3%	6576	48.8%	6702	53.1%	6750	53.8%
6	2160	45.7%	2113	45.4%	2045	44.6%	2228	43.8%
7	1450	25.5%	1496	27.6%	1568	28.5%	1681	35.3%
8	429	8.4%	557	11.7%	834	20.7%	1051	20.6%
Middle	4039	34.5%	4166	34.5%	4447	34.5%	4960	36.0%
Overall	10532	41.1%	10742	43.3%	11149	45.6%	11710	46.3%



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 decreased. From 2015-16 to 2016-17, overall mean scale score decreased. Since last school year, overall mean scale score has increased by 8.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. Overall, the school has performed lower than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed lower than their geo. district by 12.5 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.

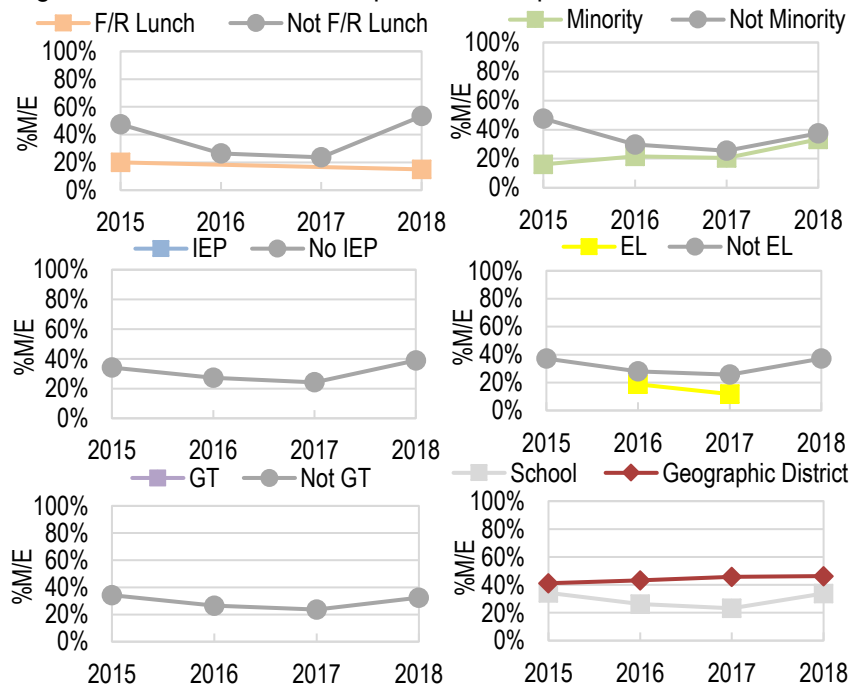
Exceeds	Approaching
Meets	Does Not Meet

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?

Subgroup Achievement Gap Trends over Time in Math					
CMAS Math		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	20.0%	--	--	15.0%
	N	47.4%	26.5%	23.7%	53.3%
Minority	Y	16.1%	21.6%	20.5%	33.3%
	N	47.6%	29.8%	25.5%	37.5%
IEP	Y	--	--	--	--
	N	34.2%	27.2%	24.2%	39.0%
EL	Y	--	18.8%	11.8%	--
	N	37.1%	27.9%	25.6%	37.1%
GT	Y	--	--	--	--
	N	34.2%	26.5%	23.7%	32.5%
Schoolwide		34.2%	26.2%	23.2%	33.7%
Geographic District		41.1%	43.3%	45.6%	46.3%

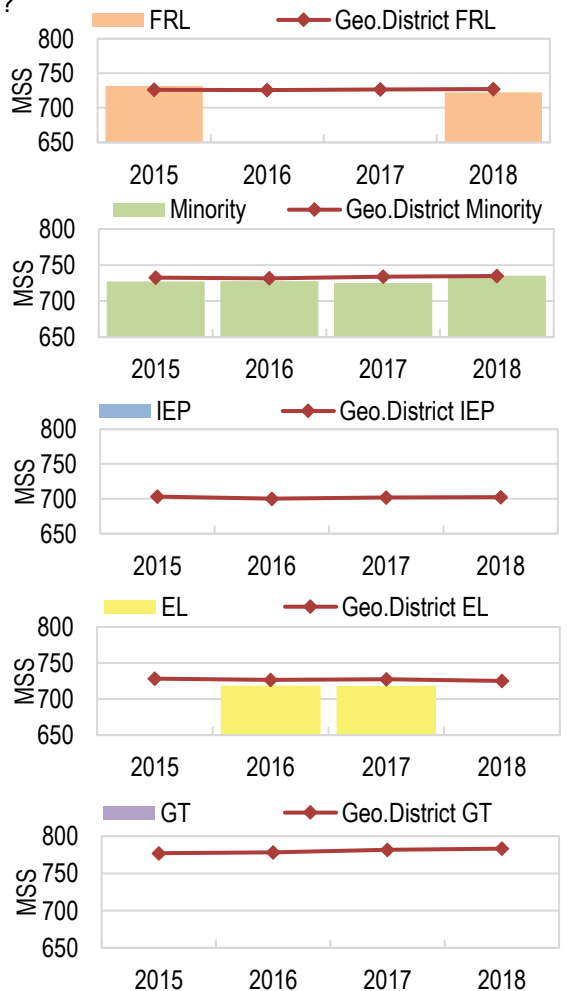


CMAS Math: Subgroup Local Comparison

- 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 Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	35	732	n<16	--	n<16	--	40	723
Minority	31	727	37	728	44	725	45	735
IEP	0	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	16	719	17	718	n<16	--
GT	0	--	n<16	--	n<16	--	n<16	--

Geographic District Subgroup Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	4380	726	4285	726	3748	727	3671	727
Minority	3534	732	3526	732	3421	734	3316	735
IEP	1117	703	1057	700	1051	702	1001	702
EL	1368	728	1386	727	1325	727	1163	725
GT	2161	777	2332	778	2225	782	2164	783



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, minority student performance increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2018, the following subgroups outperformed the geo. district: minority, 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.

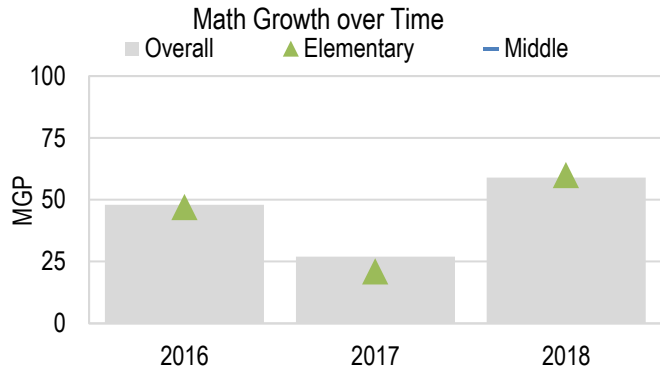


Mathematics Growth

CMAS Math: School Status and Trends

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

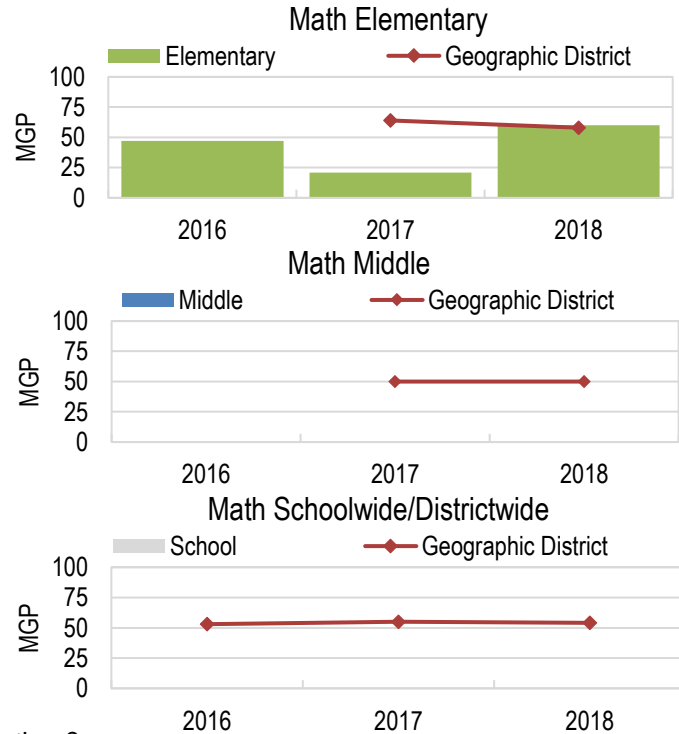
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	n<20	--	24	26.5	n<20	--
5	20	49.5	n<20	--	n<20	--
Elementary	39	47.0	39	21.0	32	60.0
6	n<20	--	n<20	--	n<20	--
7	n<20	--	n<20	--	n<20	--
8	NA	--	n<20	--	n<20	--
Middle	n<20	--	n<20	--	n<20	--
Overall	47	48.0	55	27.0	37	59.0



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	
Grade/Level	N	MGP	N	MGP	N	MGP
4	2101	61.0	2059	66.0	2076	58.0
5	1952	51.5	2110	61.0	2074	57.0
Elementary	NA	--	4169	64.0	4152	58.0
6	1945	53.0	1892	48.0	2052	45.0
7	1355	50.0	1801	49.0	1487	54.0
8	1551	52.0	1537	52.0	1310	54.0
Middle	NA	--	5230	50.0	4847	50.0
Overall	9474	53.0	9924	55.0	8999	54.0



Growth Status and Local Comparison Narrative

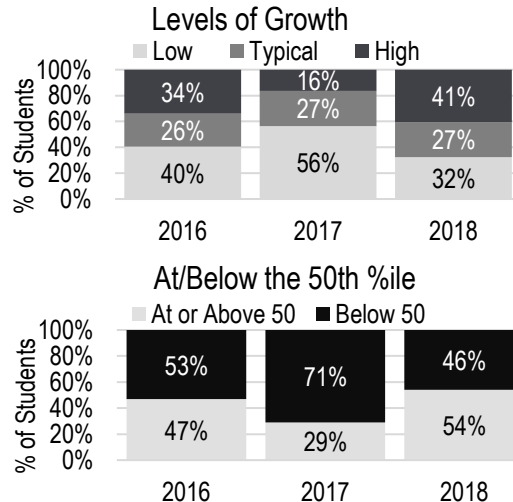
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 32 percentile points. In 2018, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

CMAS Math: Levels of Growth

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

Math Levels of Growth			
CMAS Math	%Students		
Category	2016	2017	2018
Low (below 35)	40%	56%	32%
Typical (35-65)	26%	27%	27%
High (above 65)	34%	16%	41%

Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	47%	29%	54%
Below 50	53%	71%	46%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32% 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 41% of students. The percent of students at or above the 50th percentile has increased from last year (29% to 54%). Since 2016, the percent of students at or above the 50th percentile has increased (47% to 54%).

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



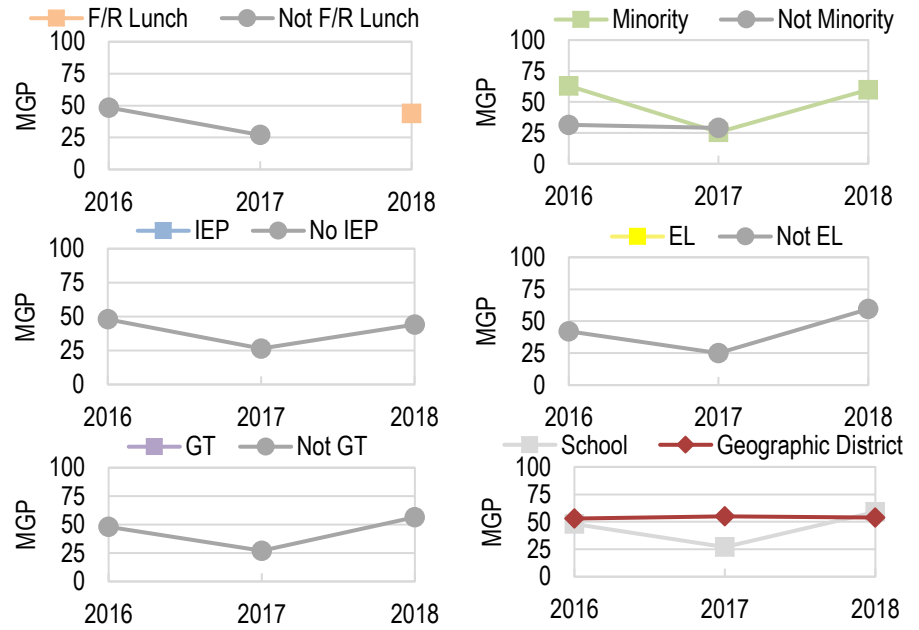
Mathematics Subgroup Growth

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?

Subgroup Growth Gap Trends over Time in Math				
CMAS Math		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	--	44.0
	N	48.5	27.0	--
Minority	Y	63.0	25.5	60.0
	N	31.5	29.0	--
IEP	Y	--	--	--
	N	48.0	26.5	44.0
EL	Y	--	--	--
	N	42.0	25.0	59.5
GT	Y	--	--	--
	N	48.0	27.0	56.5
Schoolwide		48.0	27.0	59.0
Geographic District		53.0	55.0	54.0



CMAS Math: Subgroup Local Comparison

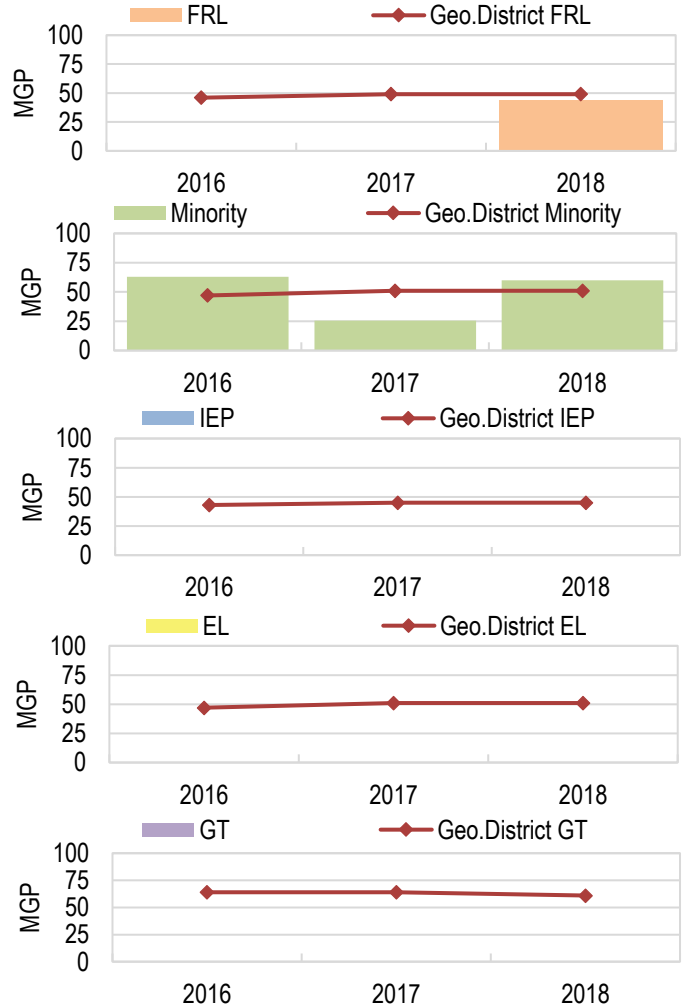
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	n<20	--	n<20	--	21	44.0
Minority	21	63.0	26	25.5	21	60.0
IEP	0	--	n<20	--	n<20	--
EL	n<20	--	n<20	--	n<20	--
GT	0	--	n<20	--	n<20	--

Geographic District Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	3163	46.0	2823	49.0	2692	49.0
Minority	2609	47.0	2596	51.0	2422	51.0
IEP	706	43.0	757	45.0	693	45.0
EL	1037	47.0	1008	51.0	869	51.0
GT	1547	64.0	1761	64.0	1366	61.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, minority student performance increased, and overall student performance increased. This year, overall, the school outperformed Poudre R-1. In 2018, the following subgroups outperformed the geo. district: minority, 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.

Exceeds	Approaching
Meets	Does Not Meet

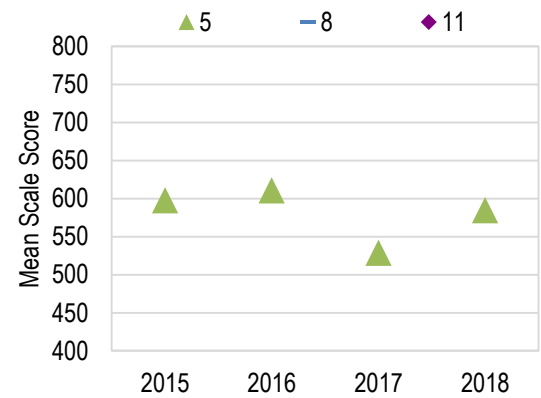
Science Achievement

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	22	598	20	611	18	529	16	585
8	0	--	0	--	n<16	--	n<16	--
11	0	--	0	--	0	--	0	--

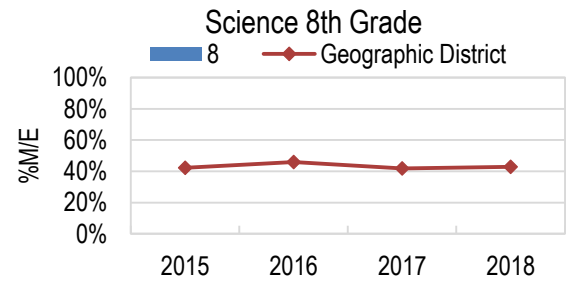
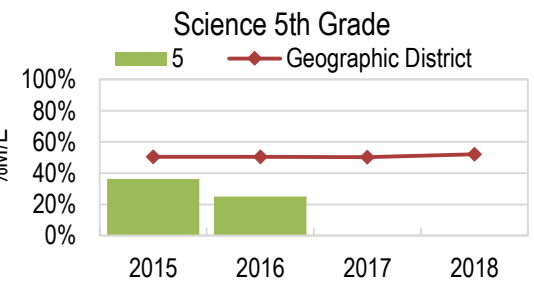
Science Achievement over Time



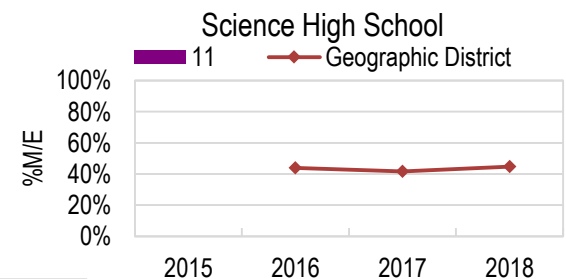
CMAS Science: Local Comparison

-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	22	36.4%	20	25.0%	18	0.0%	16	0.0%
8	0	--	0	--	n<16	--	n<16	--
11	0	--	0	--	0	--	0	--
Overall	22	36.4%	20	25.0%	18	0.0%	16	0.0%



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	2166	50.5%	2102	50.4%	2273	50.3%	2243	52.0%
8	2027	42.2%	1683	46.0%	1694	41.8%	1860	43.0%
11	0	--	627	43.9%	522	41.6%	401	44.6%
Overall	4193	46.5%	4412	47.8%	4489	46.1%	4504	47.6%



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 increased by 56 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. In 2018, the school performed lower than the geo. district in 5th grade, and, overall, 0% 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

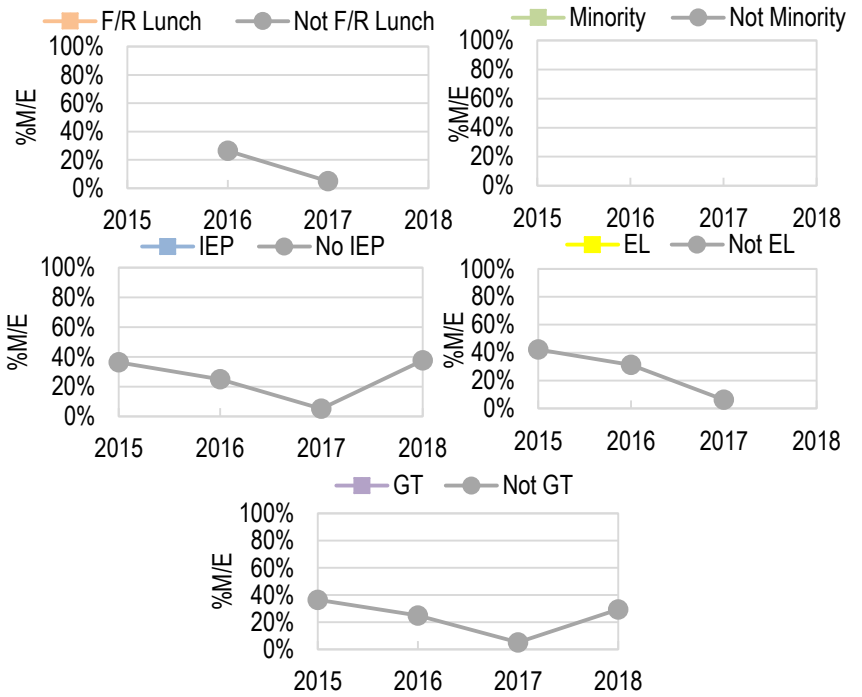
Science Subgroup Achievement

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?

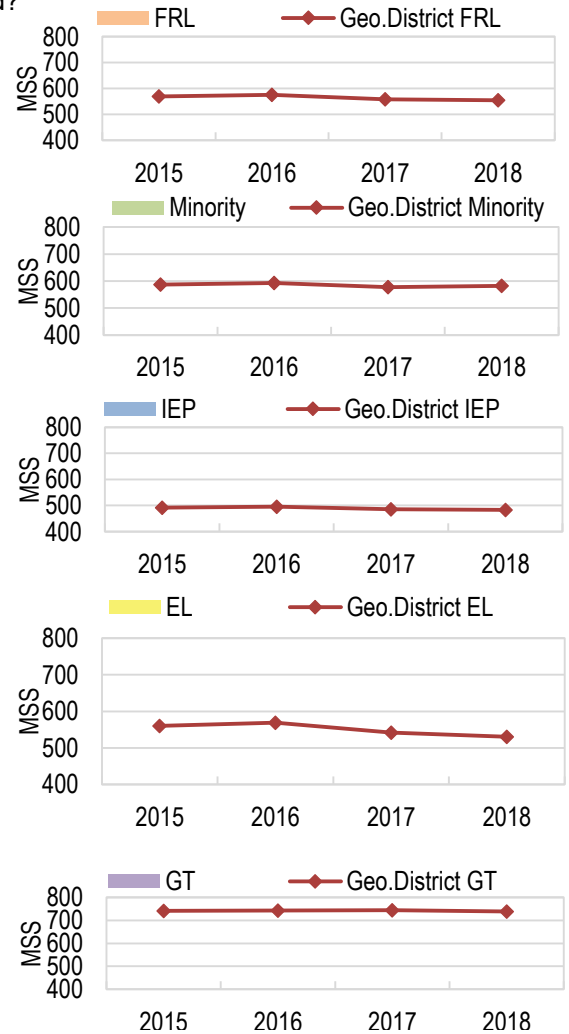
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	--
	N	--	26.3%	5.0%	--
Minority	Y	--	--	--	--
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	36.4%	25.0%	5.0%	37.5%
EL	Y	--	--	--	--
	N	42.1%	31.3%	6.3%	--
GT	Y	--	--	--	--
	N	36.4%	25.0%	5.0%	29.4%



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	n<16	--	n<16	--	0	--	n<16	--
Minority	n<16	--	n<16	--	n<16	--	n<16	--
IEP	0	--	0	--	0	--	n<16	--
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	0	--	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	1336	570	1353	576	1211	559	1209	554
Minority	1110	587	1137	593	1146	578	1172	582
IEP	305	492	341	496	353	486	387	484
EL	413	560	453	569	442	542	365	531
GT	726	741	886	743	754	744	819	739

Achievement Subgroup Status and Local Comparison Narrative	
--	

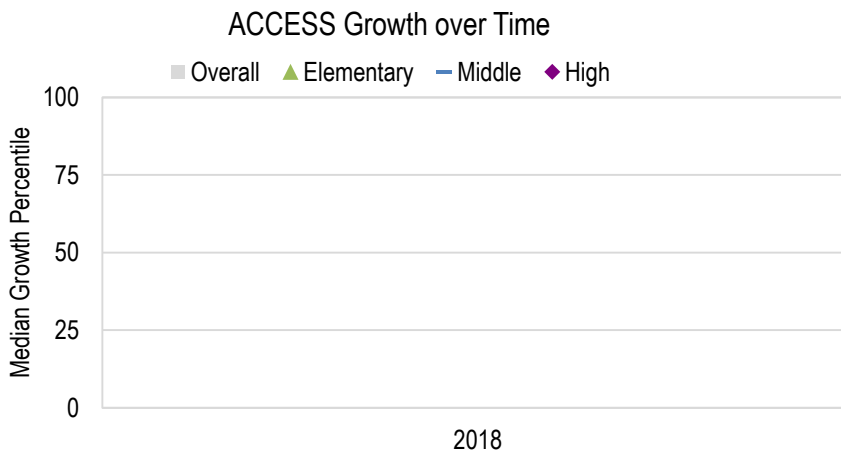
NA	Not reported by the state.
*	Not available due to student counts of 0.
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Exceeds	Approaching
Meets	Does Not Meet

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

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

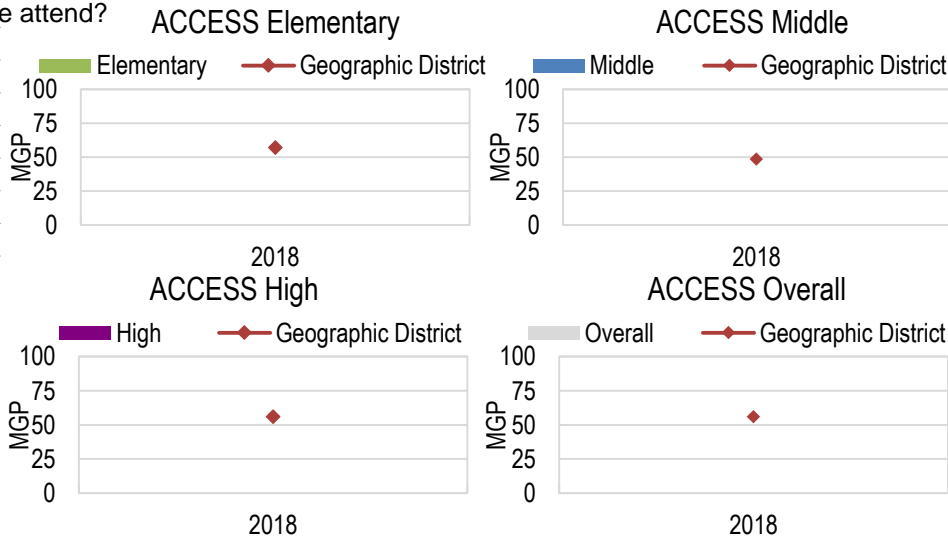
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	n<20	--	--
2	n<20	--	--
3	n<20	--	--
4	n<20	--	--
5	n<20	--	--
Elementary	n<20	--	--
6	NA	--	--
7	NA	--	--
8	NA	--	--
Middle	NA	--	--
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	n<20	--	--



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	782	57.0	NA
Middle	174	48.5	NA
High	145	56.0	NA
Overall	1101	56.0	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	
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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

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.

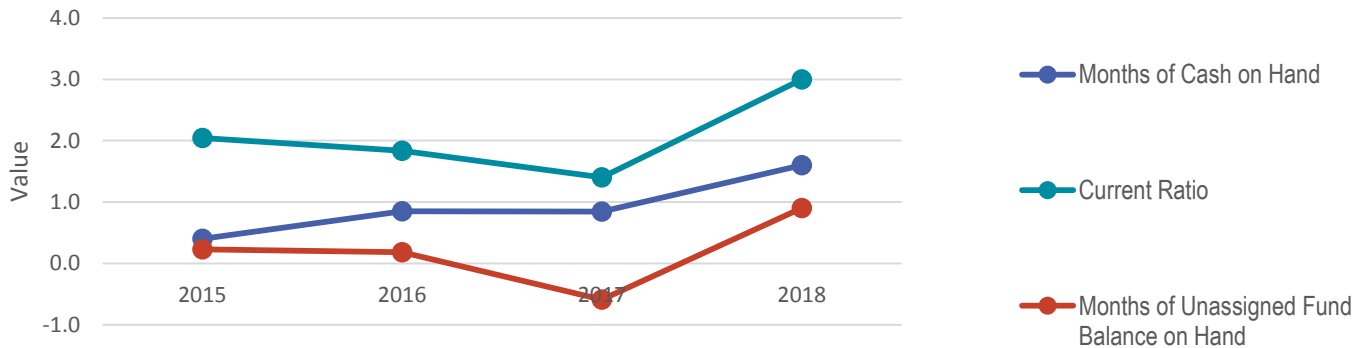
Fiscal Years 2015-2018 Financial Results

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	3.1%	0.5%	0.6%	4.1%
Months of Cash on Hand	0.40	0.85	0.84	1.60
Current Ratio	2.05	1.83	1.41	3.00
Months of Unassigned Fund Balance on Hand	0.23	0.18	-0.59	0.90
Positive Unassigned Fund Balance (TABOR)	YES	YES	N	YES



Enrollment

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

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	4.0%	-26.0%	-14.5%	-21.3%
Change in FPC from Prior-Year	54.6%	4.6%	18.4%	-40.7%

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	--	--	--	--
Current Ratio	--	--	--	--
Debt to Asset Ratio	--	--	--	--
Change in Net Position	--	--	--	--

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	3.62	2.01	1.63	2.25
Change in Net Position	\$110,327	(\$275,566)	(\$1,346,658)	(\$1,742,581)
Default	--	--	NO	NO

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

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

Global Village Academy - Fort Collins 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 0 pupils (21 percent), and 322.4 pupils (41 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 1.6 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 4 percent and an increase in their unassigned fund balance.

School Observations

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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

No - A Notice of Concern was issued in October 2017 for failure to submit any of the Organizational Submissions documents despite several reminders.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited moderate operational performance during the 2017-18 school year. A Notice of Concern was issued for failure to submit any of the Organizational Submissions documents despite numerous reminders. The School was at times unresponsive, and could benefit from additional operational support. The School also had another leadership turnover at the end of the 2017-18 school year, contributing to its pattern of very frequent leadership turnover. The constant leadership turnover has been detrimental to the operations of the school.

School Observations

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Expanding Frontiers in Public Education

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