



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

Ricardo Flores Magon 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?

Ricardo Flores Magon Academy Overview

Year Opened/Transferred: 2007-2008

Grades Served: K-8

School Model: College Prep

Town/City: Westminster

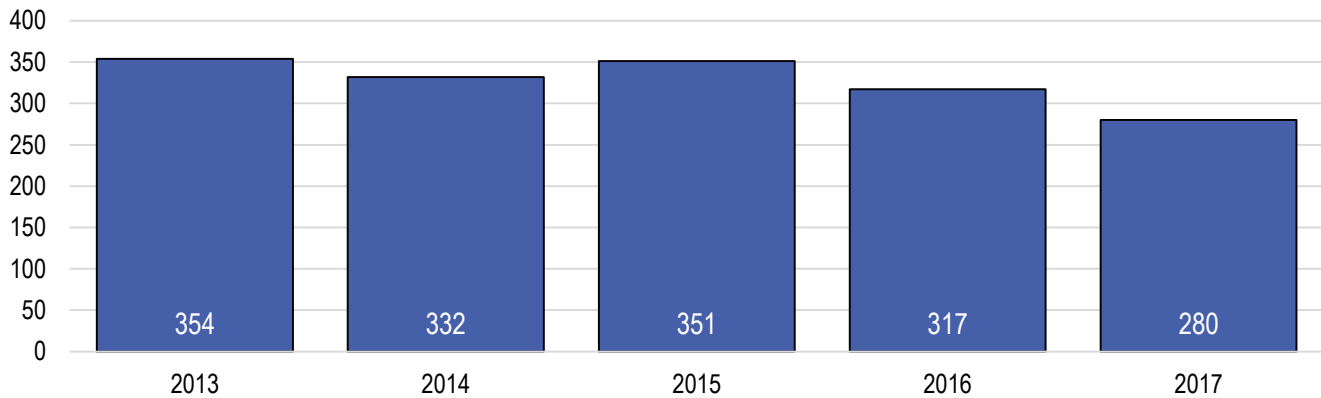
District of Residence: Adams County School District 50

Original Application Type: New School

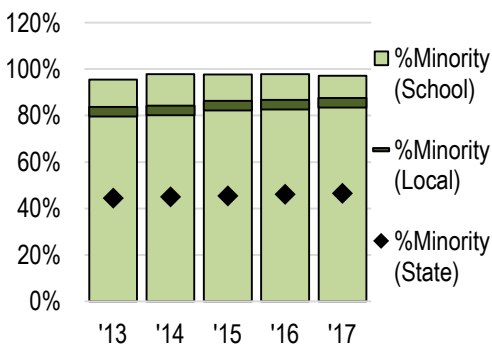
Enrollment and Student Demographics over Time

October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	354	332	351	317	280	
Minority	95.5%	97.9%	97.7%	97.8%	97.1%	
EL	74.9%	75.9%	71.8%	71.0%	71.4%	
FRL	90.7%	92.2%	82.6%	87.7%	84.3%	
Gifted	0.6%	0.3%	0.0%	0.0%	0.0%	
SPED	9.6%	9.6%	6.6%	9.8%	8.6%	
504	0.0%	0.0%	0.0%	0.3%	1.1%	

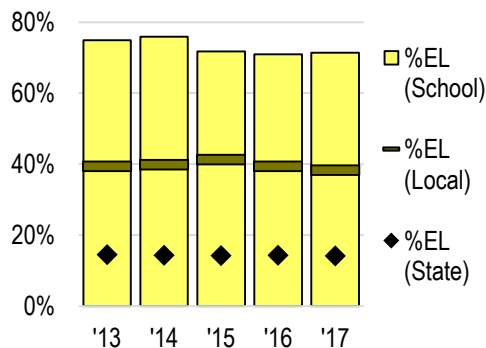
Enrollment over Time



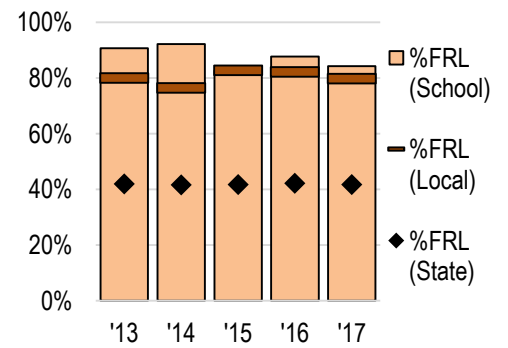
Minority Students



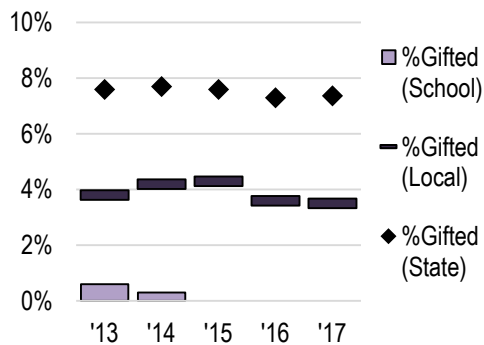
English Learners



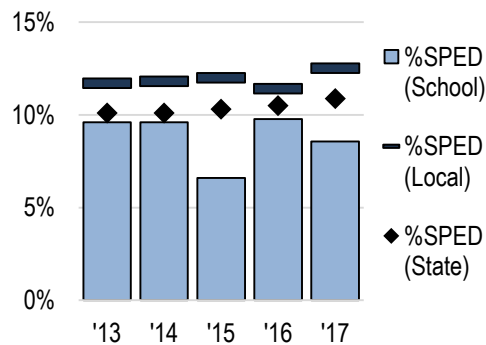
Lunch Eligibility



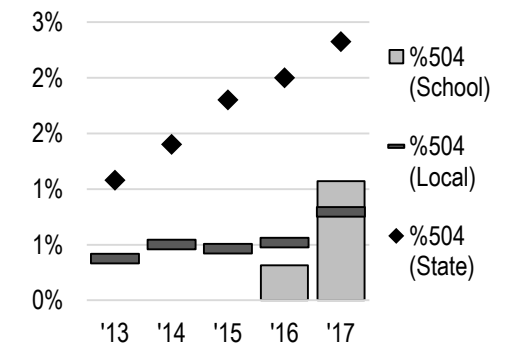
Gifted Students



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	198	196	99.0%	0	99.0%	Meets 95%
Math	198	196	99.0%	0	99.0%	Meets 95%
Science	65	65	100.0%	0	100.0%	Meets 95%

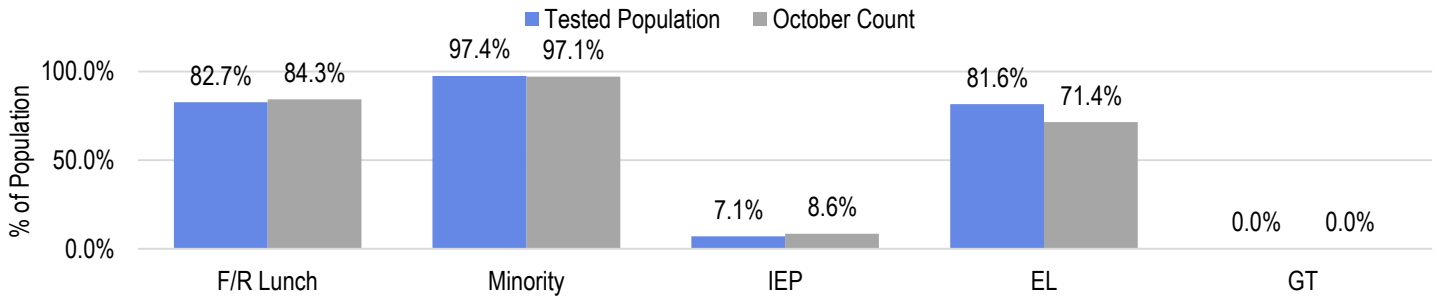
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	198	196	99.0%	0	99.0%	Meets 95%
CMAS Math	198	196	99.0%	0	99.0%	Meets 95%
CMAS Science	65	65	100.0%	0	100.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

Participation Rate Comparison

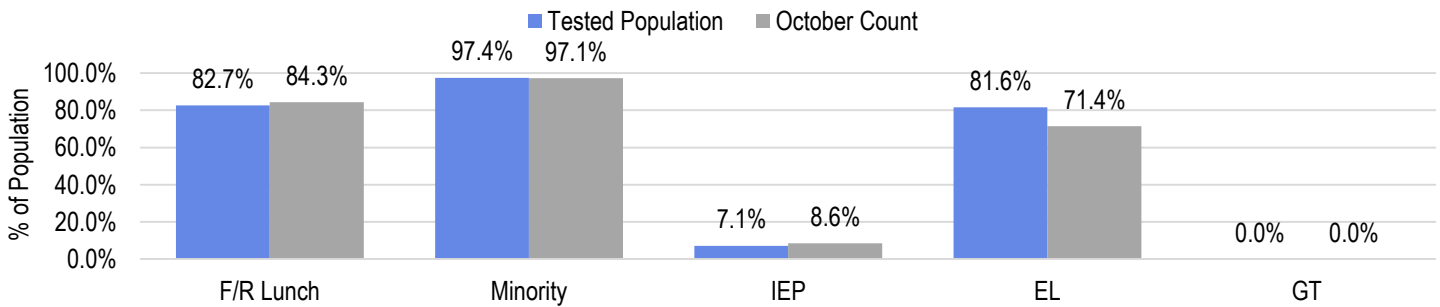
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	82.7%	84.3%	82.7%	84.3%	78.5%	84.3%
Minority	97.4%	97.1%	97.4%	97.1%	96.9%	97.1%
IEP	7.1%	8.6%	7.1%	8.6%	6.2%	8.6%
EL	81.6%	71.4%	81.6%	71.4%	83.1%	71.4%
GT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

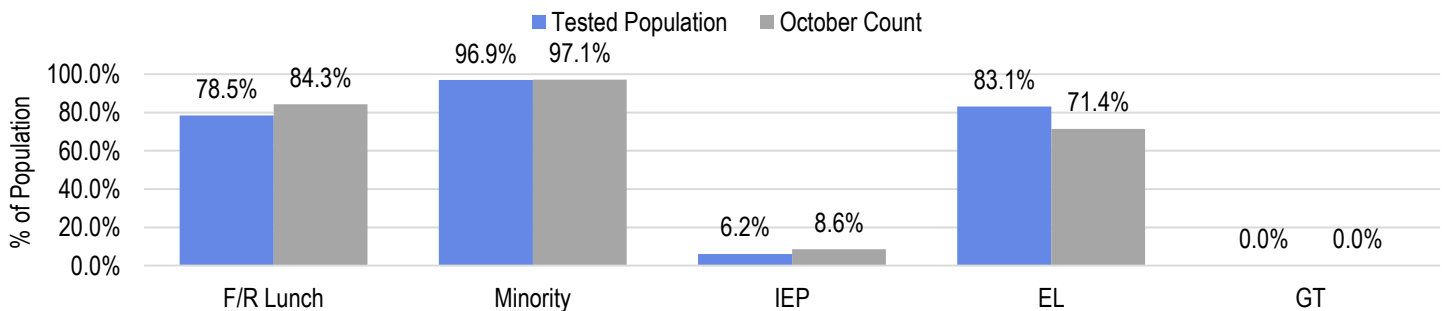
English Language Arts



Math



Science



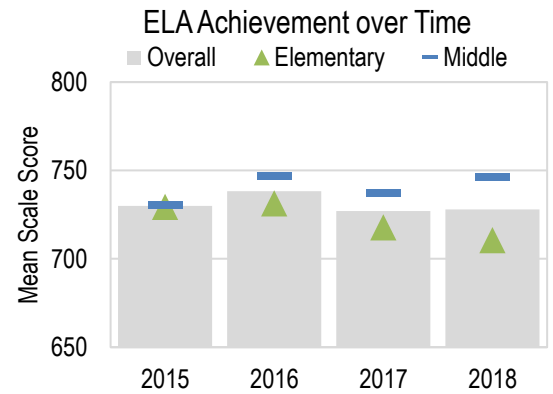
English Language Arts Achievement

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	35	749	39	723	31	696	30	695
4	36	717	40	742	40	718	30	709
5	35	722	37	728	34	738	32	725
Elementary	106	729	116	731	105	718	92	711
6	31	727	37	741	31	723	41	737
7	24	734	31	748	33	745	30	739
8	30	732	26	752	30	744	33	757
Middle	85	731	94	747	94	737	104	746
Overall	191	730	210	738	199	727	196	728

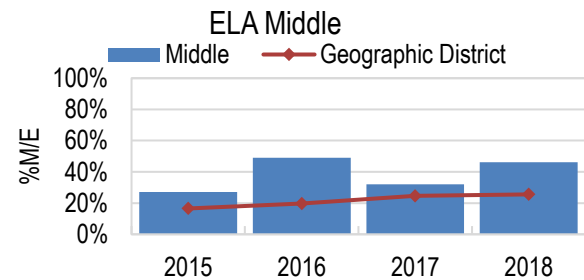
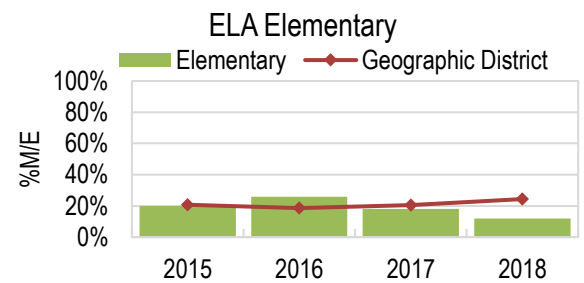
*Overall results before 2017-18 also include high school grade levels.



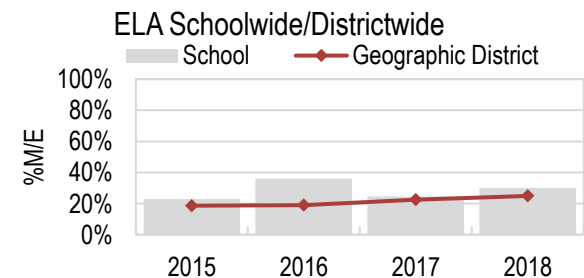
CMAS ELA: Local Comparison

-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	35	40.0%	39	10.3%	31	3.2%	30	10.0%
4	36	8.3%	40	37.5%	40	15.0%	30	6.7%
5	35	11.4%	37	29.7%	34	35.3%	32	18.8%
Elementary	106	19.8%	116	25.9%	105	18.1%	92	12.0%
6	31	16.1%	37	35.1%	31	6.5%	41	29.3%
7	24	45.8%	31	54.8%	33	45.5%	30	50.0%
8	30	23.3%	26	61.5%	30	43.3%	33	63.6%
Middle	85	27.1%	94	48.9%	94	31.9%	104	46.2%
Overall	191	23.0%	210	36.2%	199	24.6%	196	30.1%



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	719	16.8%	692	15.8%	687	15.9%	667	19.6%
4	737	22.7%	666	20.9%	720	19.4%	688	24.7%
5	812	22.2%	706	19.3%	687	26.3%	684	28.7%
Elementary	2268	20.6%	2064	18.6%	2094	20.5%	2039	24.4%
6	695	14.4%	700	18.4%	629	18.3%	611	20.9%
7	691	16.4%	656	18.6%	731	29.4%	619	25.2%
8	688	18.9%	614	22.1%	660	25.3%	699	29.9%
Middle	2074	16.5%	1970	19.6%	2020	24.6%	1929	25.6%
Overall	4342	18.7%	4034	19.1%	4114	22.5%	3968	24.9%



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 0.9 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 School District 50) 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 5.2 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

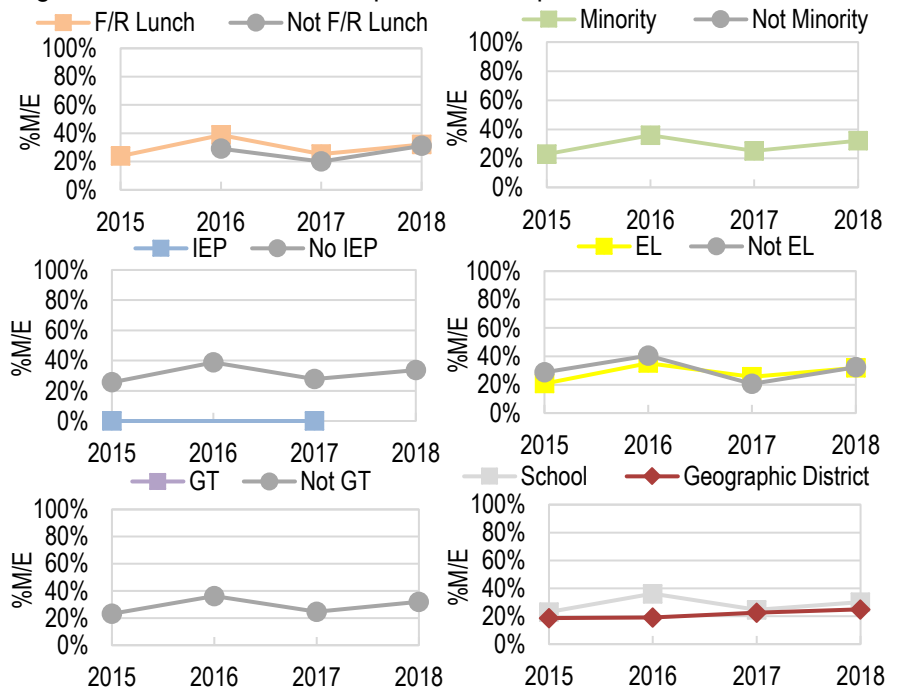
English Language Arts Subgroup Achievement

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	23.9%	38.7%	25.3%	32.1%
	N	--	29.1%	20.0%	31.0%
Minority	Y	22.9%	35.9%	25.1%	32.2%
	N	--	--	--	--
IEP	Y	0.0%	--	0.0%	--
	N	25.6%	38.8%	27.7%	33.7%
EL	Y	20.7%	35.1%	25.5%	31.8%
	N	28.6%	40.5%	20.6%	32.4%
GT	Y	--	--	--	--
	N	23.2%	36.2%	24.6%	31.9%
Schoolwide	23.0%	36.2%	24.6%	30.1%	
Geographic District	18.7%	19.1%	22.5%	24.9%	

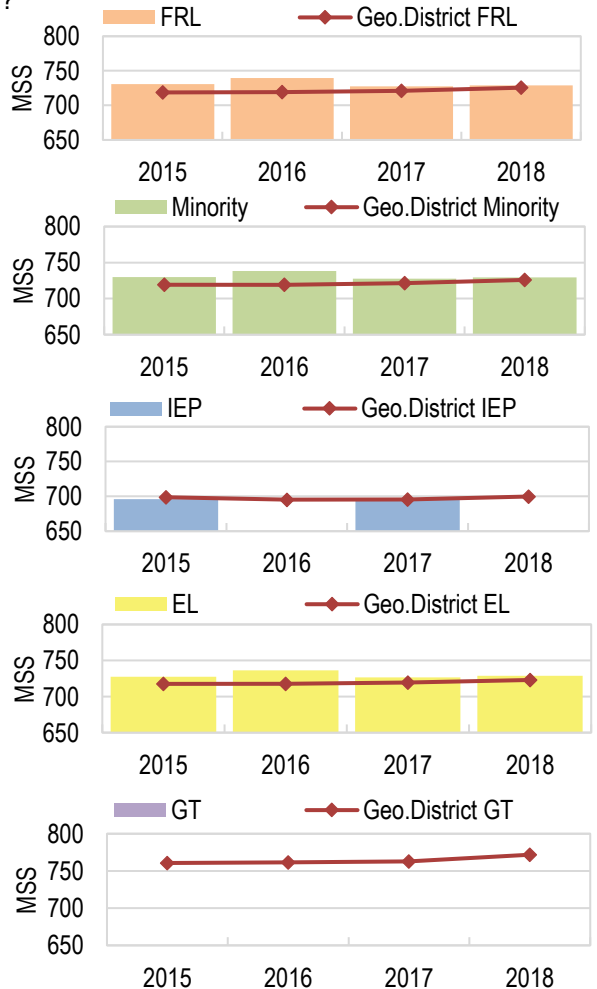


CMAS ELA: Subgroup Local Comparison

-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?

CMAS ELA	2015		2016		2017		2018	
	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	176	731	155	739	174	727	156	729
Minority	188	730	206	738	195	728	180	730
IEP	19	696	n<16	--	22	696	n<16	--
EL	135	728	168	736	165	727	151	729
GT	n<16	--	0	--	0	--	0	--

CMAS ELA	2015		2016		2017		2018	
	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	3868	719	3722	719	3627	721	3046	726
Minority	3894	719	3765	719	3784	721	3278	726
IEP	606	699	550	695	550	696	511	700
EL	2419	718	2361	718	2335	720	1874	723
GT	393	761	261	762	212	763	159	772



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 increased, 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 School District 50. 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.

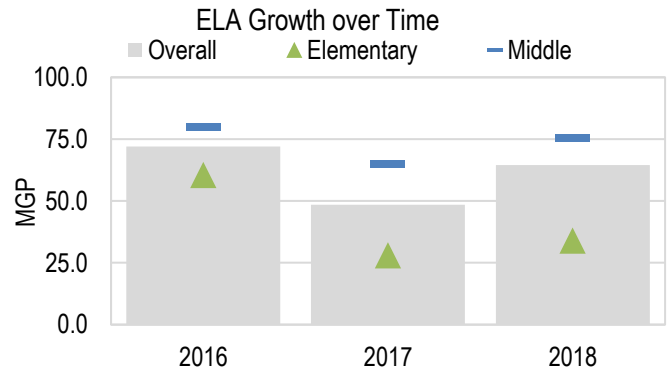


English Language Arts Growth

CMAS ELA: School Status and Trends

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

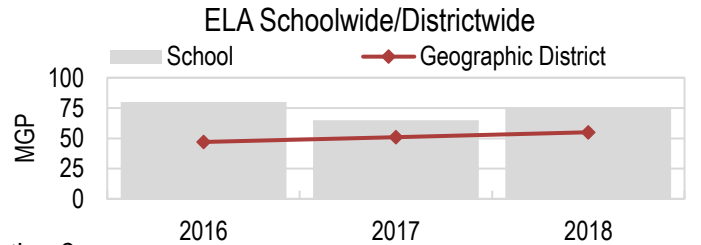
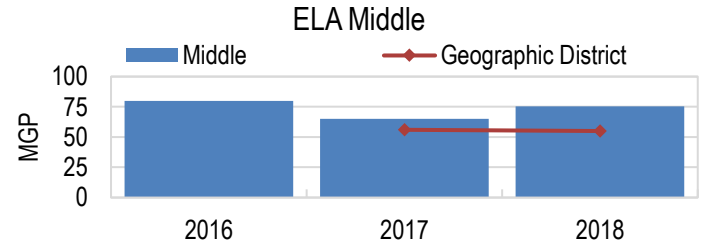
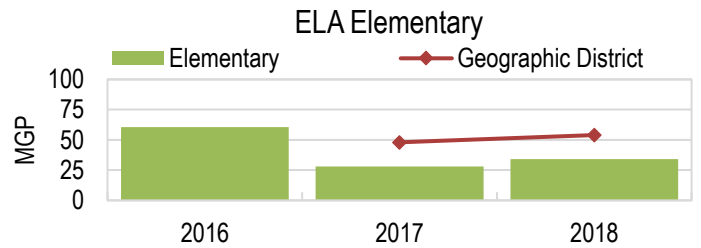
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	36	44.5	37	19.0	23	50.0
5	36	72.0	30	39.0	29	32.0
Elementary	72	60.5	67	28.0	52	34.0
6	37	79.0	30	46.5	35	65.0
7	28	87.0	32	76.5	27	86.0
8	25	78.0	29	53.0	32	76.0
Middle	90	80.0	91	65.0	94	75.5
Overall	162	72.0	158	48.5	146	64.5



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	585	44.0	636	42.0	623	48.0
5	610	46.0	614	52.5	631	60.0
Elementary	NA	--	1274	48.0	1254	54.0
6	630	40.0	578	48.0	561	51.0
7	569	46.0	663	61.0	548	62.5
8	556	60.0	591	59.0	638	56.0
Middle	NA	--	1808	56.0	1747	55.0
Overall	3510	47.0	3617	51.0	3001	55.0

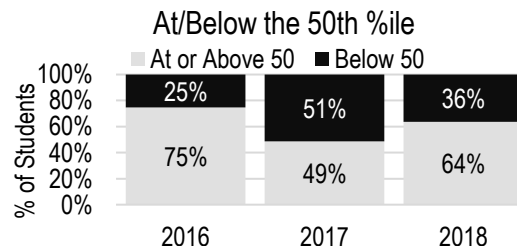
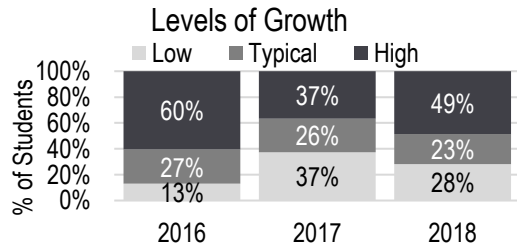


Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth increased by 16 percentile points. In 2018, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

CMAS 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)	13%	37%	28%
Typical (35-65)	27%	26%	23%
High (above 65)	60%	37%	49%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 28% 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 49% of students. The percent of students at or above the 50th percentile has increased from last year (49% to 64%). Since 2016, the percent of students at or above the 50th percentile has decreased (75% to 64%).

ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	75%	49%	64%
Below 50	25%	51%	36%

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

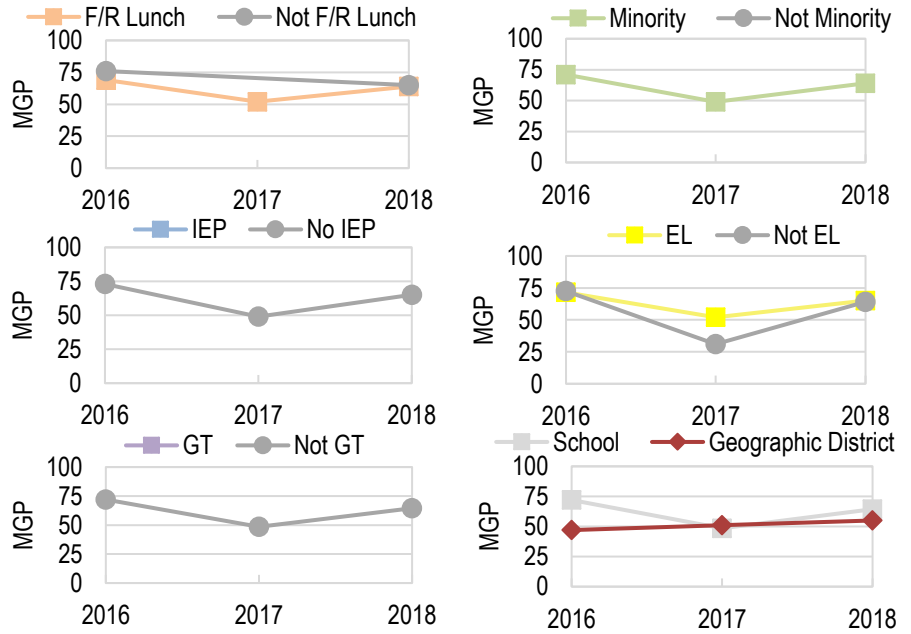
English Language Arts Subgroup Growth

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?

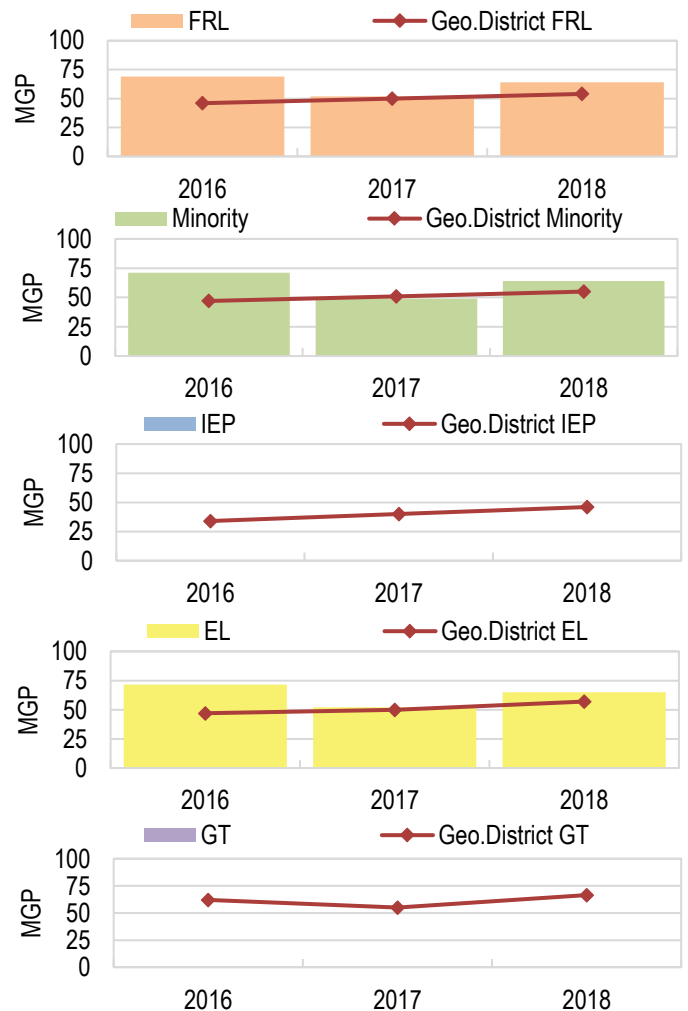
Subgroup Growth Gap Trends over Time in ELA				
CMAS ELA		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	69.0	52.0	64.0
	N	76.0	--	65.0
Minority	Y	71.0	49.0	64.0
	N	--	--	--
IEP	Y	--	--	--
	N	73.0	49.0	65.0
EL	Y	71.5	52.0	65.0
	N	72.5	31.0	64.0
GT	Y	--	--	--
	N	72.0	48.5	64.5
Schoolwide		72.0	48.5	64.5
Geographic District		47.0	51.0	55.0



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	125	69.0	139	52.0	123	64.0
Minority	159	71.0	155	49.0	143	64.0
IEP	n<20	--	n<20	--	n<20	--
EL	126	71.5	131	52.0	125	65.0
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	2938	46.0	2972	50.0	2413	54.0
Minority	2968	47.0	3103	51.0	2604	55.0
IEP	394	34.0	381	40.0	345	46.0
EL	1902	47.0	1948	50.0	1508	57.0
GT	259	62.0	195	55.0	142	66.5

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 increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, EL students outperformed their non-EL peers, overall, the school outperformed Adams County School District 50. 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.



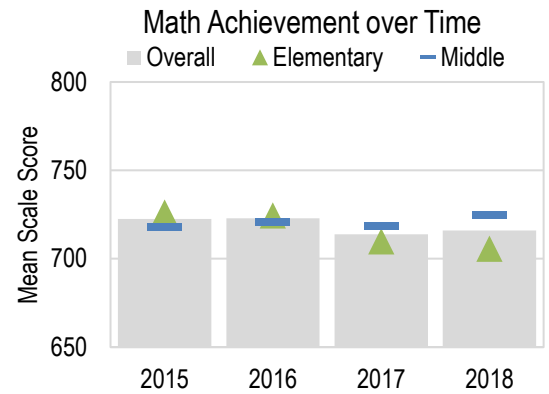
Mathematics Achievement

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	35	743	39	727	31	692	30	690
4	36	720	40	725	40	710	30	707
5	35	715	37	721	35	726	32	719
Elementary	106	726	116	725	106	710	88	706
6	31	712	37	717	32	719	41	720
7	24	730	31	721	33	721	30	722
8	30	715	26	728	30	714	33	731
Middle	85	718	94	721	95	718	100	725
Overall	191	723	210	723	201	714	196	716

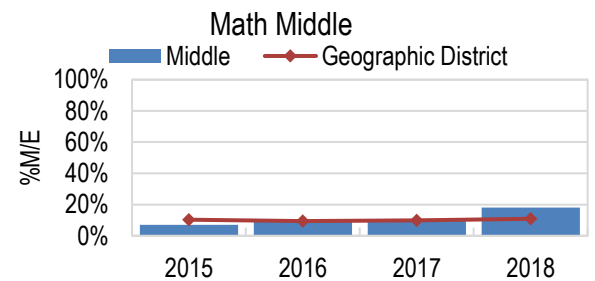
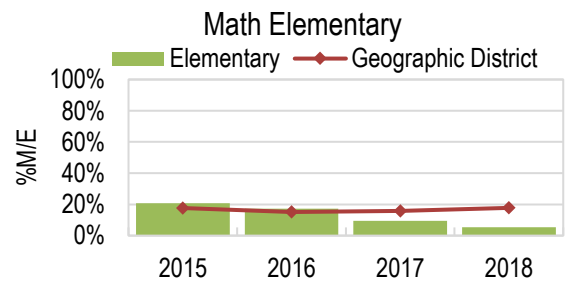
*Overall results before 2017-18 also include high school grade levels.



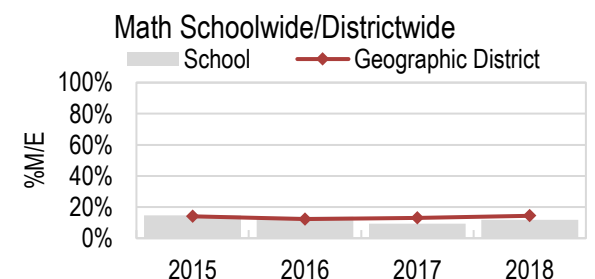
CMAS Math: Local Comparison

-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	35	48.6%	39	20.5%	31	0.0%	30	3.3%
4	36	13.9%	40	17.5%	40	7.5%	30	3.3%
5	35	0.0%	37	13.5%	35	20.0%	32	9.4%
Elementary	106	20.8%	116	17.2%	106	9.4%	92	5.4%
6	31	3.2%	37	2.7%	32	9.4%	41	14.6%
7	24	12.5%	31	9.7%	33	3.0%	30	10.0%
8	30	6.7%	26	19.2%	30	16.7%	33	27.3%
Middle	85	7.1%	94	9.6%	95	9.5%	100	18.0%
Overall	191	14.7%	210	13.8%	201	9.5%	196	11.7%



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	732	19.8%	699	18.0%	691	18.7%	672	18.8%
4	745	14.5%	674	11.1%	730	12.2%	695	16.4%
5	810	18.4%	705	16.0%	686	17.1%	688	18.2%
Elementary	2287	17.6%	2078	15.1%	2107	15.9%	2055	17.8%
6	701	9.3%	701	10.7%	628	8.8%	613	10.0%
7	694	9.4%	659	9.0%	731	9.7%	623	7.4%
8	684	12.4%	617	8.4%	657	11.3%	697	14.8%
Middle	2079	10.3%	1977	9.4%	2016	9.9%	1933	10.9%
Overall	4366	14.1%	4055	12.3%	4123	13.0%	3988	14.4%



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 decreased. Since last school year, overall mean scale score has increased by 2.2 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 School District 50) for the past four years. Overall, the school has performed lower than their geo. district in 2017, and 2018. This year, the school performed lower than their geo. district by 2.7 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.

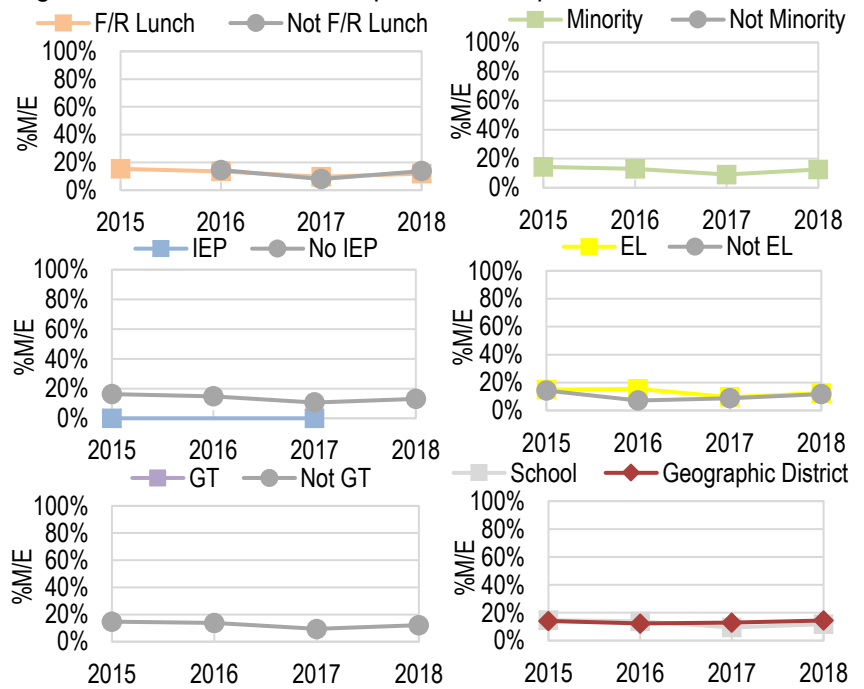
Exceeds	Approaching
Meets	Does Not Meet

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?

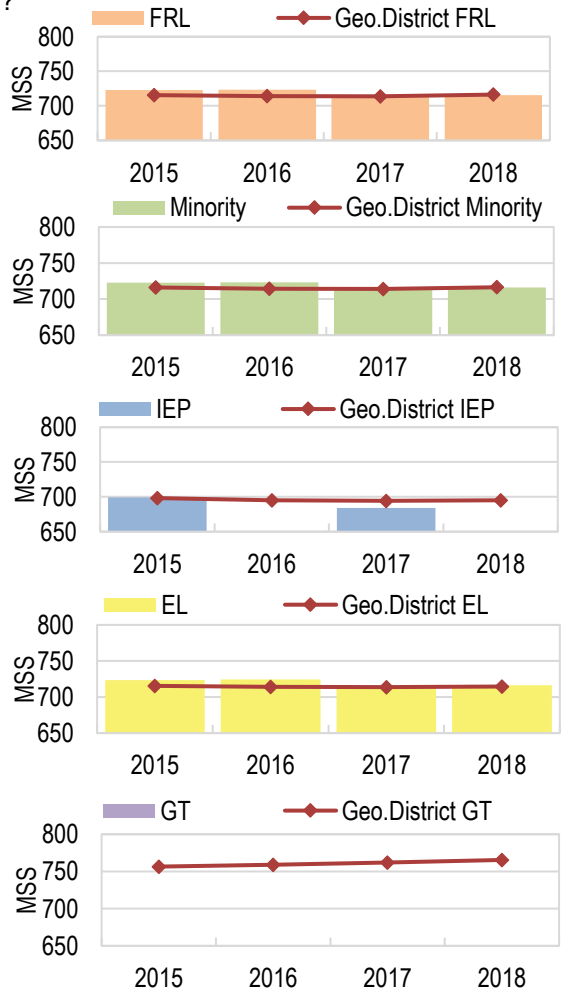
CMAS Math	2015	2016	2017	2018	
Student Subgroup	%M/E	%M/E	%M/E	%M/E	
F/R Lunch	Y	15.3%	13.5%	9.7%	11.9%
	N	--	14.5%	8.0%	13.8%
Minority	Y	14.4%	13.1%	9.1%	12.6%
	N	--	--	--	--
IEP	Y	0.0%	--	0.0%	--
	N	16.3%	14.8%	10.6%	13.1%
EL	Y	14.8%	15.5%	9.6%	12.3%
	N	14.3%	7.1%	8.8%	11.8%
GT	Y	--	--	--	--
	N	14.7%	13.8%	9.5%	12.2%
Schoolwide	14.7%	13.8%	9.5%	11.7%	
Geographic District	14.1%	12.3%	13.0%	14.4%	



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	176	723	155	723	176	715	159	715
Minority	188	723	206	723	197	714	183	716
IEP	19	699	n<16	--	22	684	n<16	--
EL	135	723	168	724	167	714	154	717
GT	n<16	--	0	--	0	--	0	--



CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	3870	715	3710	714	3682	714	3064	716
Minority	3899	716	3756	714	3847	714	3302	716
IEP	605	698	550	695	553	694	506	695
EL	2432	716	2367	714	2398	714	1904	714
GT	392	757	260	759	213	762	159	765

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 increased, minority student performance increased, English learner (EL) performance increased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, EL students outperformed their non-EL peers, overall, Adams County School District 50 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: 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.

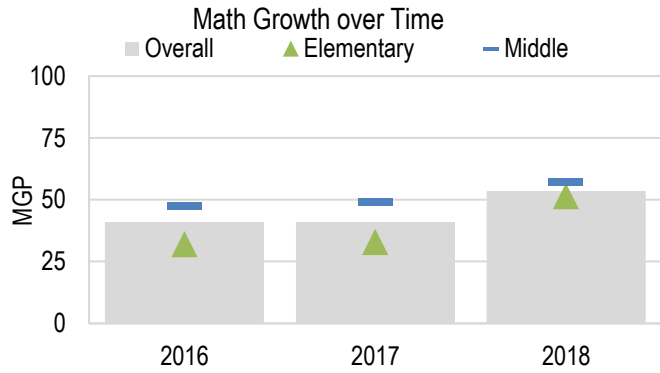
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends

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

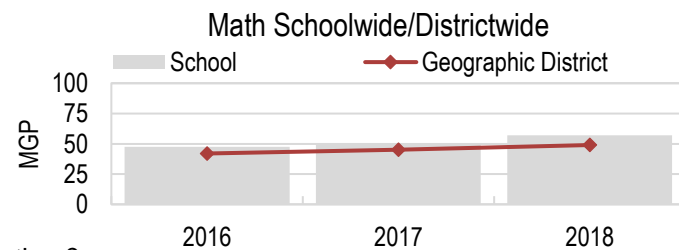
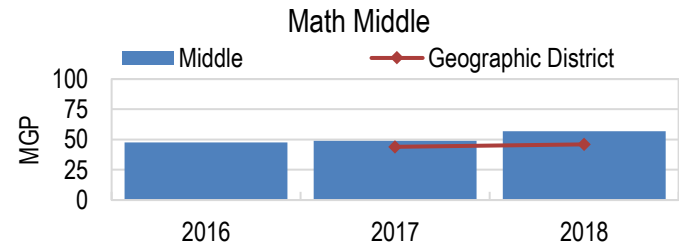
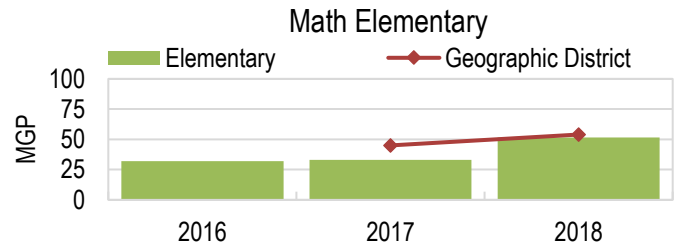
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	39	29.0	39	24.0	27	63.0
5	36	41.0	33	39.0	29	45.0
Elementary	75	32.0	72	33.0	56	51.5
6	37	41.0	30	43.0	35	46.0
7	28	50.0	32	61.0	27	49.0
8	25	58.0	29	48.0	32	73.5
Middle	90	47.5	91	49.0	94	57.0
Overall	165	41.0	163	41.0	150	53.5



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	597	35.0	648	40.0	630	52.0
5	616	46.0	623	49.0	636	57.0
Elementary	NA	--	1295	45.0	1266	54.0
6	629	33.0	577	47.0	557	47.0
7	576	51.5	664	43.0	545	44.0
8	560	39.0	590	43.0	633	47.0
Middle	NA	--	1807	44.0	1735	46.0
Overall	3532	42.0	3640	45.0	3001	49.0



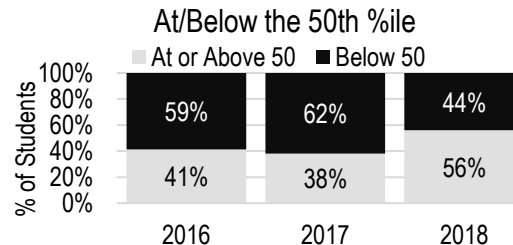
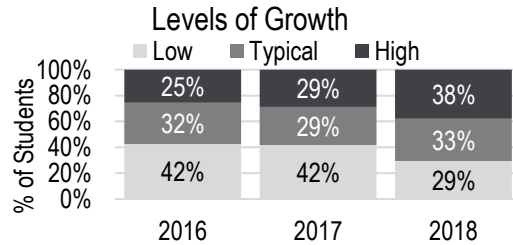
Growth Status and Local Comparison Narrative
 The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 12.5 percentile points. In 2018, overall student growth met state expectations and 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)	42%	42%	29%
Typical (35-65)	32%	29%	33%
High (above 65)	25%	29%	38%

Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	41%	38%	56%
Below 50	59%	62%	44%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 29% 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 38% of students. The percent of students at or above the 50th percentile has increased from last year (38% to 56%). Since 2016, the percent of students at or above the 50th percentile has increased (41% to 56%).

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

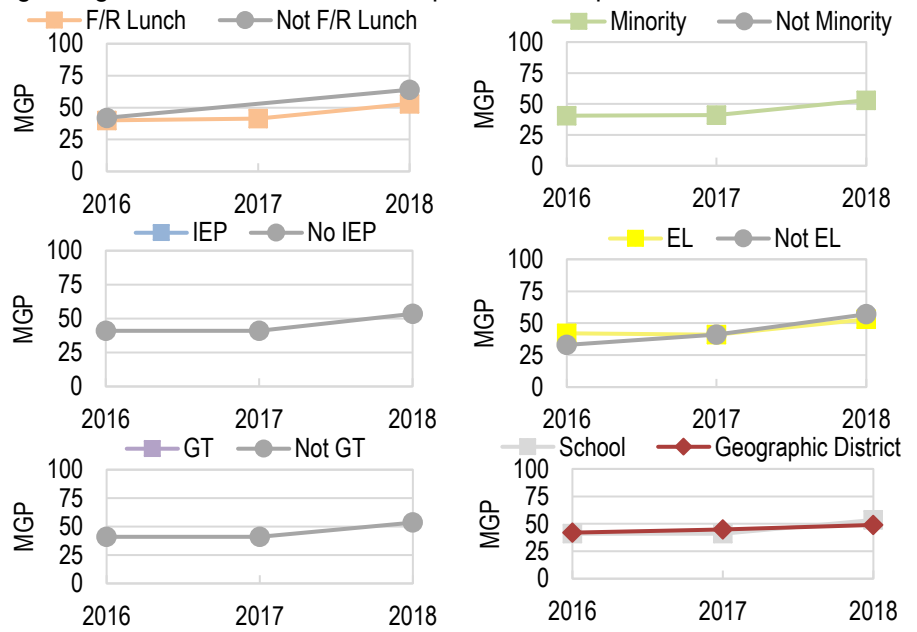


Mathematics Subgroup Growth

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	40.0	41.5	53.0
	N	42.0	--	64.0
Minority	Y	40.5	41.0	53.0
	N	--	--	--
IEP	Y	--	--	--
	N	41.0	41.0	53.5
EL	Y	42.0	41.0	53.0
	N	33.0	41.0	57.0
GT	Y	--	--	--
	N	41.0	41.0	53.5
Schoolwide	41.0	41.0	53.5	
Geographic District	42.0	45.0	49.0	



CMAS Math: Subgroup Local Comparison

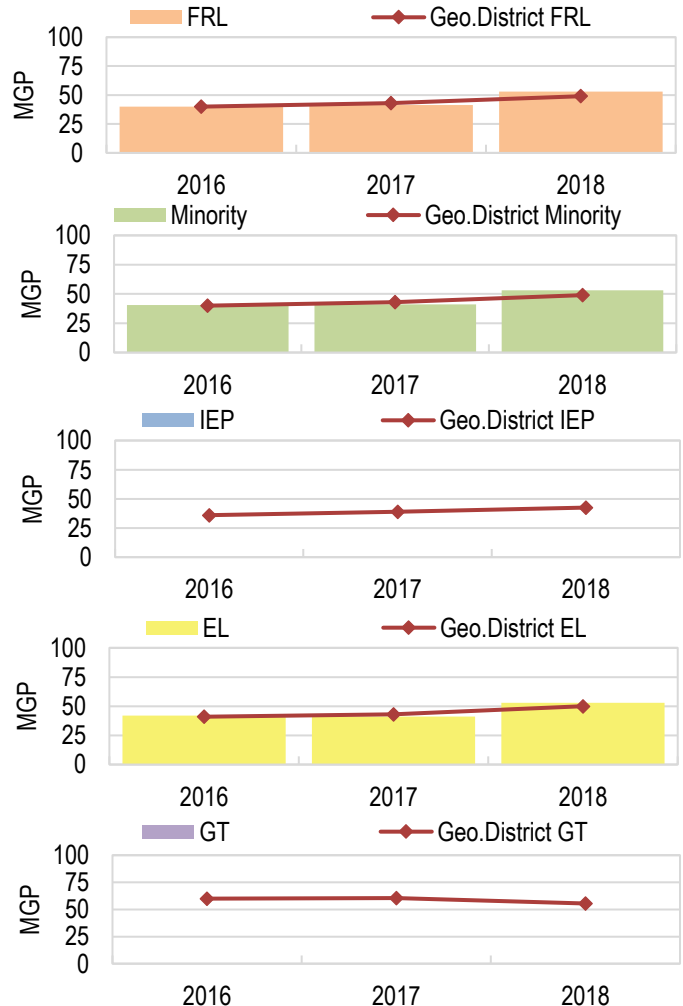
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	125	40.0	144	41.5	127	53.0
Minority	162	40.5	160	41.0	147	53.0
IEP	n<20	--	n<20	--	n<20	--
EL	129	42.0	136	41.0	129	53.0
GT	0	--	n<20	--	n<20	--

CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	2961	40.0	2993	43.0	2410	49.0
Minority	2994	40.0	3128	43.0	2607	49.0
IEP	397	36.0	383	39.0	340	42.5
EL	1924	41.0	1972	43.0	1518	50.0
GT	256	60.0	196	60.5	142	55.5

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, non-FRL students outperformed their FRL peers, non-EL students outperformed their EL peers, overall, the school outperformed Adams County School District 50. 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.
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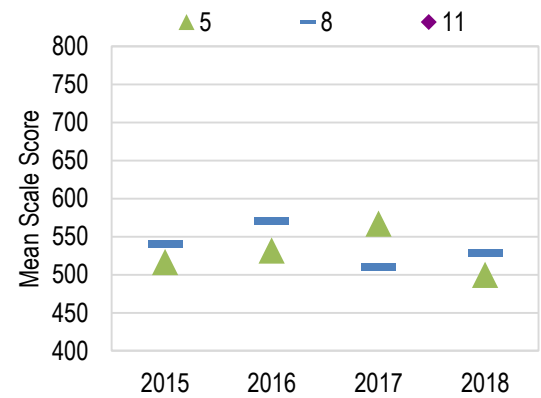
Science Achievement

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	35	517	37	532	35	567	32	500
8	30	540	26	570	30	511	33	529
11	0	--	0	--	0	--	0	--

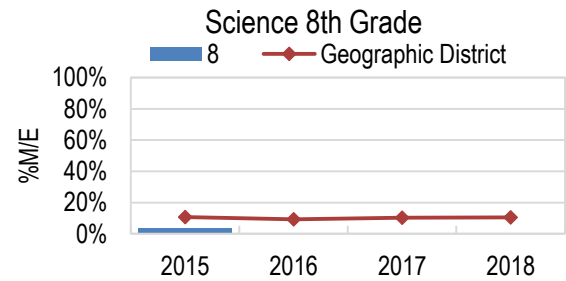
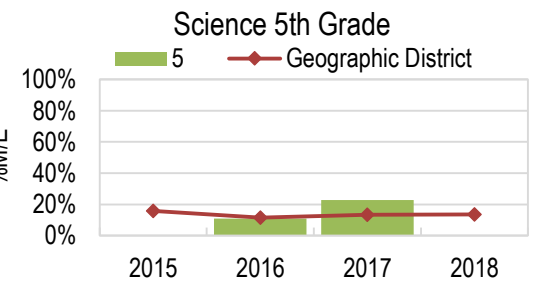
Science Achievement over Time



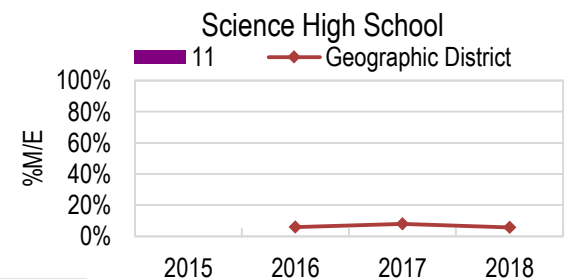
CMAS Science: Local Comparison

-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	35	0.0%	37	10.8%	35	22.9%	32	0.0%
8	30	3.3%	26	0.0%	30	0.0%	33	0.0%
11	0	--	0	--	0	--	0	--
Overall	65	1.5%	63	6.3%	65	12.3%	65	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	819	15.9%	701	11.6%	684	13.5%	687	13.5%
8	701	10.7%	612	9.2%	645	10.2%	693	10.5%
11	0	--	529	5.9%	548	7.8%	594	5.7%
Overall	1520	13.5%	1842	9.1%	1877	10.7%	1974	10.1%



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 67 scale score points. 8th grade mean scale score has increased by 18 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 School District 50) for the past four years. In 2018, the school performed lower than the geo. district in 5th grade, lower than the geo. district in 8th 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

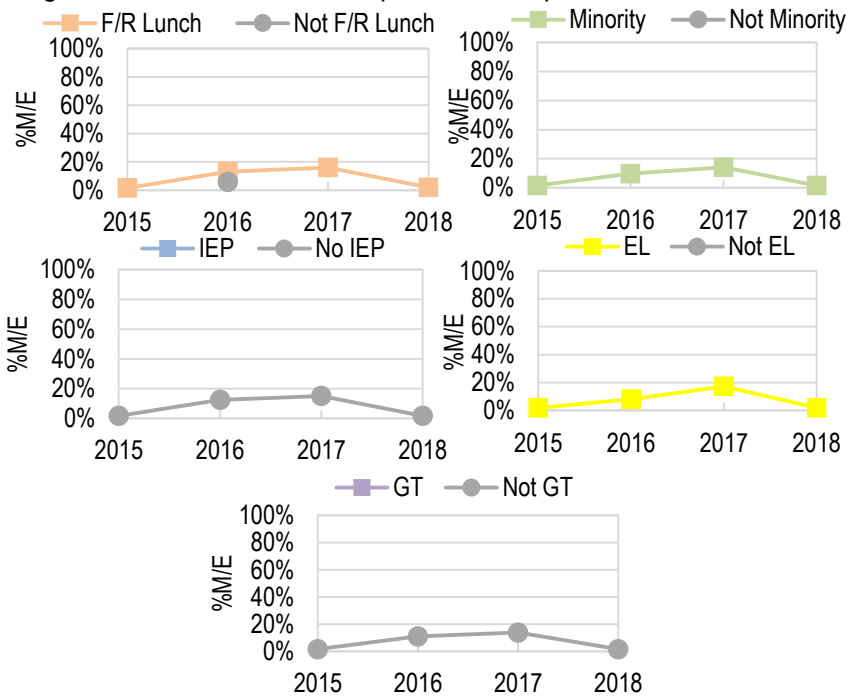
Science Subgroup Achievement

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?

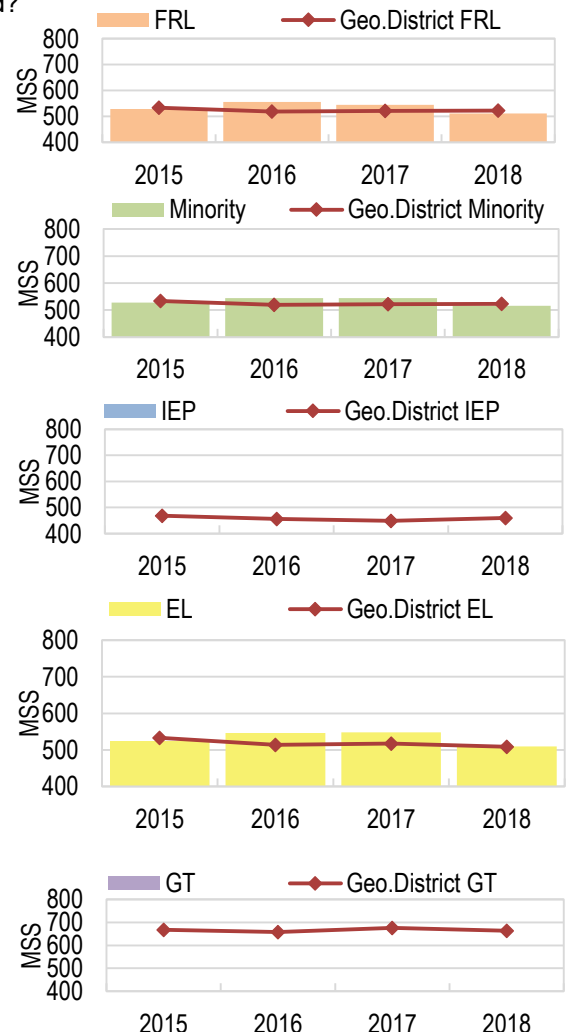
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	1.6%	13.0%	16.1%	2.0%
	N	--	5.9%	--	--
Minority	Y	1.5%	9.8%	14.1%	1.6%
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	1.6%	12.5%	15.0%	1.7%
EL	Y	1.8%	8.2%	17.3%	1.9%
	N	--	--	--	--
GT	Y	--	--	--	--
	N	1.6%	11.1%	13.8%	1.6%



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	62	528	46	556	56	544	50	512
Minority	65	527	61	544	64	545	61	516
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	57	524	49	546	52	548	52	510
GT	n<16	--	0	--	0	--	0	--



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	1200	534	1424	519	1393	522	1416	523
Minority	1203	534	1461	519	1521	522	1636	523
IEP	198	469	179	457	202	449	221	461
EL	744	533	939	514	992	517	880	509
GT	156	668	123	658	94	676	139	663

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 decreased, minority student performance decreased, English learner (EL) performance decreased, and overall student performance decreased. This year, overall, Adams County School District 50 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, additional details are available in the graphs on the right.

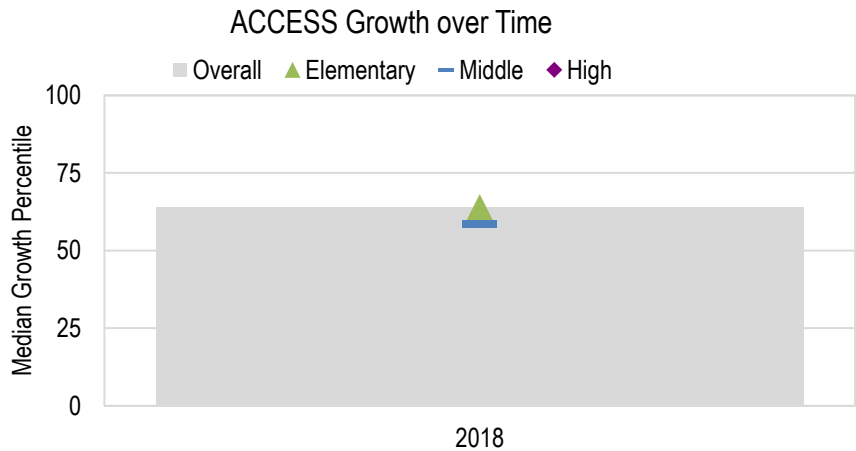
NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.



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

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

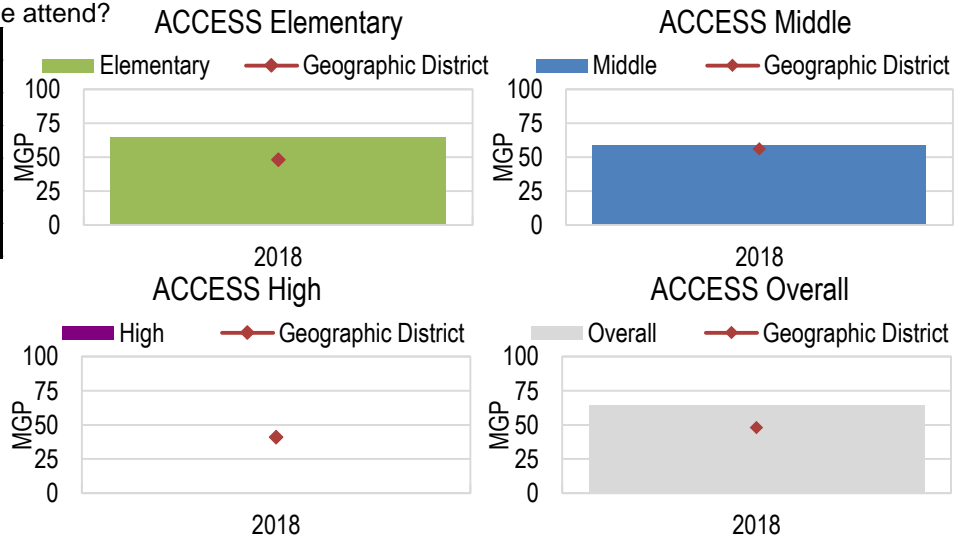
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	n<20	--	--
2	25	70.0	80.0%
3	n<20	--	--
4	22	76.0	90.9%
5	n<20	--	--
Elementary	89	64.0	78.7%
6	n<20	--	--
7	n<20	--	--
8	n<20	--	--
Middle	28	58.5	64.3%
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	117	64.0	75.2%



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	1044	48.0	NA
Middle	461	56.0	NA
High	501	41.0	NA
Overall	2006	48.0	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 above the geo. district. 75% 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

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.

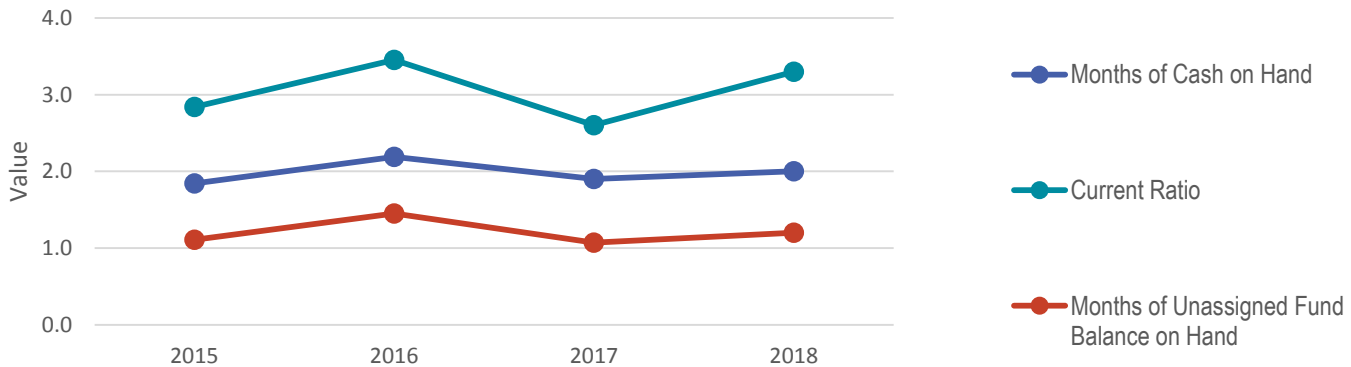
Fiscal Years 2015-2018 Financial Results

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	0.9%	3.5%	-3.2%	0.2%
Months of Cash on Hand	1.84	2.19	1.90	2.00
Current Ratio	2.84	3.45	2.60	3.30
Months of Unassigned Fund Balance on Hand	1.11	1.45	1.07	1.20
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	-10.2%	-1.2%	-8.3%	-11.1%
Change in FPC from Prior-Year	-3.1%	4.8%	-9.8%	-9.0%

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	0.00	0.00	0.00	0.00
Current Ratio	0.00	0.00	0.00	0.00
Debt to Asset Ratio	0.69	0.70	0.75	0.80
Change in Net Position	-37942.00	-30705.00	-116409.00	-107667.00

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	1.84	1.76	1.71	2.33
Change in Net Position	(\$176,732)	(\$273,797)	(\$2,237,759)	(\$2,395,702)
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

Ricardo Flores Magon Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 34.9 pupils (11 percent), and 25.2 pupils (9 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 2 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 0 percent and a decrease 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. Universal Screening was implemented in 2018 to increase access to gifted education for 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. The Organizational Submissions were completed ontime and were compliant, with minor revisions needed. The School underwent a leadership transition toward the end of the 2017-18 school year, which caused some delays in communication.

School Observations

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Expanding Frontiers in Public Education

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