



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

Two Rivers Community School



CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

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

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational—correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **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?

Two Rivers Community School Overview

Year Opened/Transferred: 2014-2015

Grades Served: K-8

School Model: Place based

Town/City: Glenwood Springs

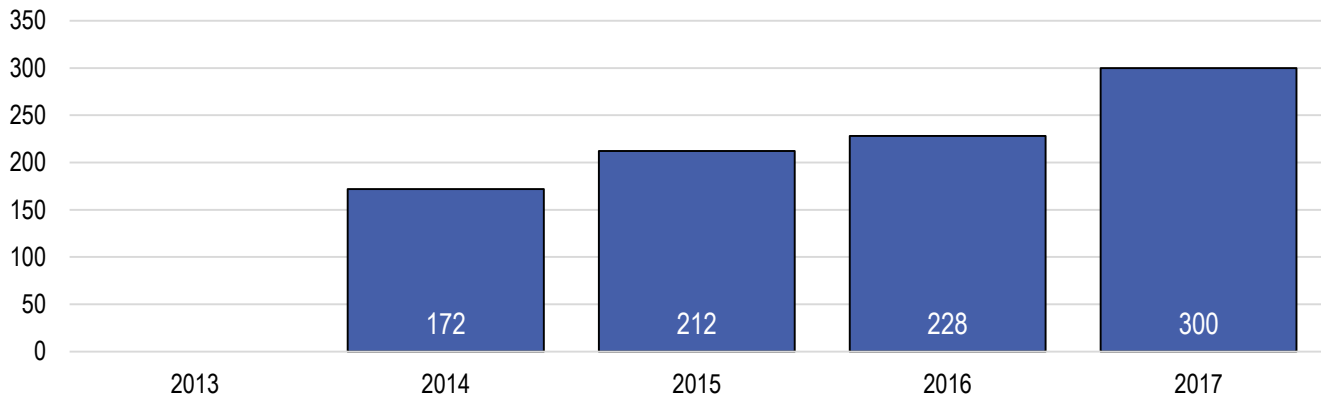
District of Residence: Roaring Fork RE-1

Original Application Type: New School

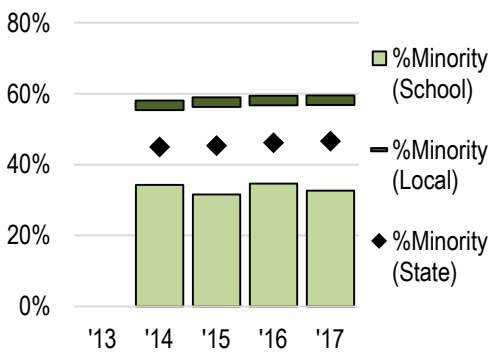
Enrollment and Student Demographics over Time

October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	--	172	212	228	300	
Minority	--	34.3%	31.6%	34.6%	32.7%	
EL	--	11.6%	13.7%	16.2%	16.0%	
FRL	--	11.6%	12.7%	18.0%	22.7%	
Gifted	--	9.9%	7.1%	5.3%	3.3%	
SPED	--	1.7%	6.6%	5.7%	8.3%	
504	--	1.2%	2.8%	1.8%	1.0%	

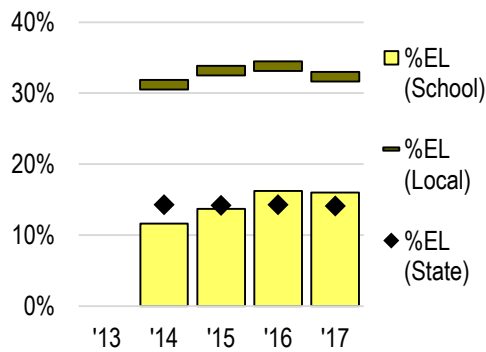
Enrollment over Time



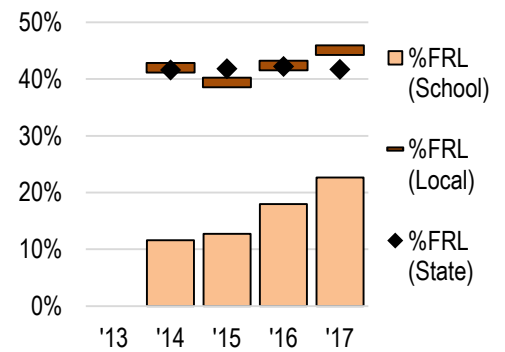
Minority Students



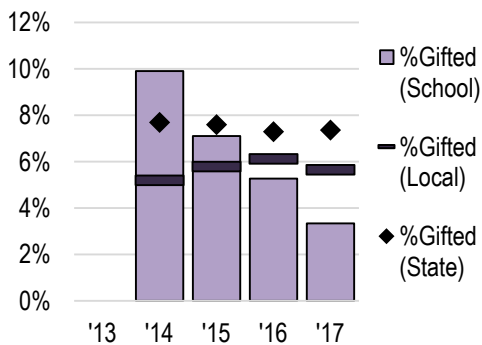
English Learners



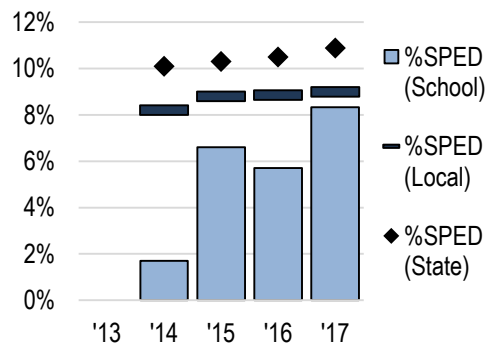
Lunch Eligibility



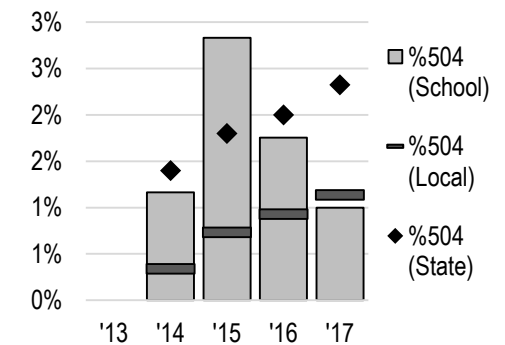
Gifted Students



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

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	202	196	97.0%	6	100.0%	Meets 95%
Math	202	196	97.0%	6	100.0%	Meets 95%
Science	69	68	98.6%	0	98.6%	Meets 95%

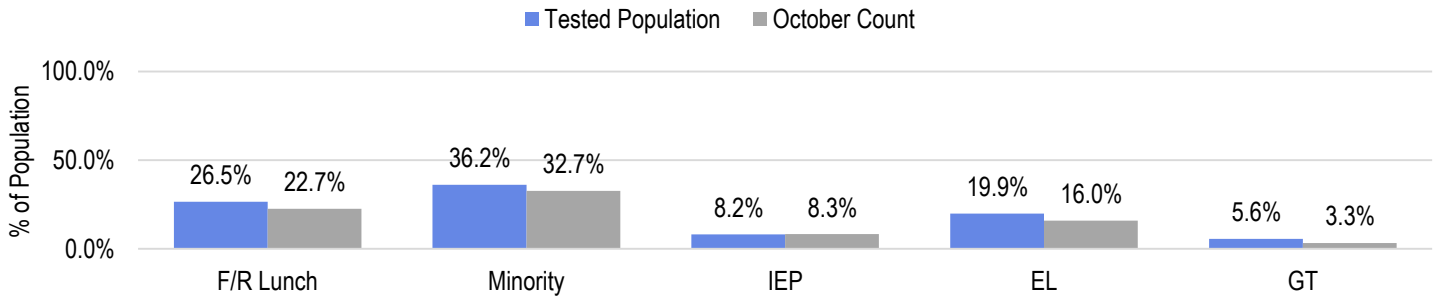
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	202	196	97.0%	6	100.0%	Meets 95%
CMAS Math	202	196	97.0%	6	100.0%	Meets 95%
CMAS Science	69	68	98.6%	0	98.6%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

Participation Rate Comparison

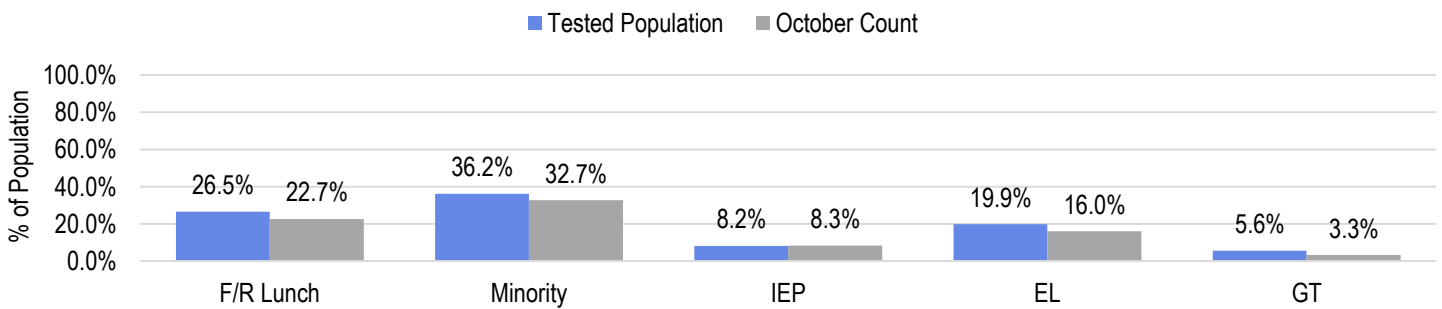
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	26.5%	22.7%	26.5%	22.7%	25.0%	22.7%
Minority	36.2%	32.7%	36.2%	32.7%	32.4%	32.7%
IEP	8.2%	8.3%	8.2%	8.3%	8.8%	8.3%
EL	19.9%	16.0%	19.9%	16.0%	17.6%	16.0%
GT	5.6%	3.3%	5.6%	3.3%	8.8%	3.3%

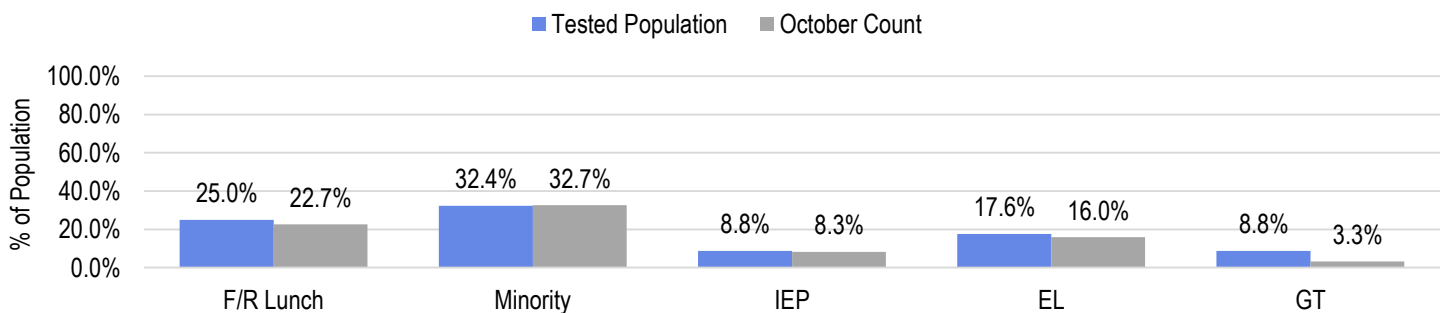
English Language Arts



Math



Science



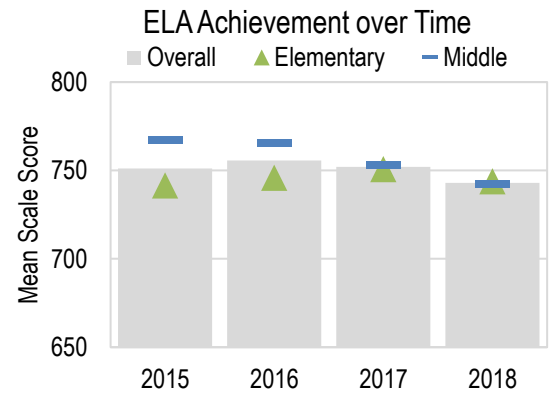
English Language Arts Achievement

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	742	20	759	21	749	25	745
4	19	746	26	738	23	762	30	738
5	21	737	23	744	24	741	41	747
Elementary	66	742	69	746	68	751	96	744
6	20	759	27	744	37	741	33	747
7	19	776	22	770	21	750	40	741
8	NA	--	21	789	21	776	27	739
Middle	39	767	70	765	79	753	100	743
Overall	105	751	139	756	147	752	196	743

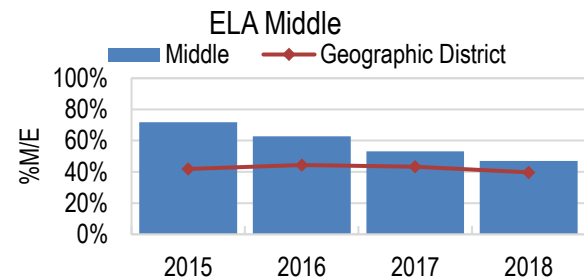
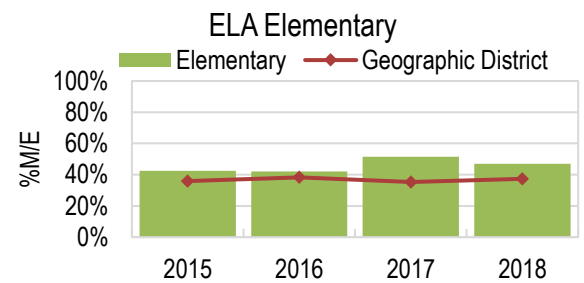
*Overall results before 2017-18 also include high school grade levels.



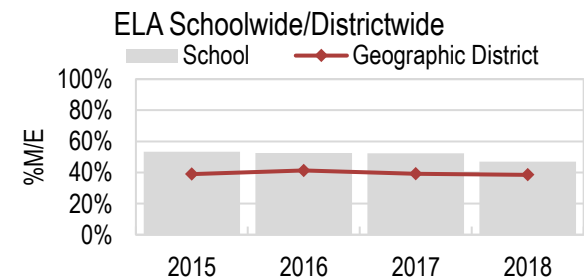
CMAS ELA: Local Comparison

-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	42.3%	20	60.0%	21	47.6%	25	44.0%
4	19	47.4%	26	30.8%	23	65.2%	30	43.3%
5	21	38.1%	23	39.1%	24	41.7%	41	51.2%
Elementary	66	42.4%	69	42.0%	68	51.5%	96	46.9%
6	20	65.0%	27	37.0%	37	43.2%	33	60.6%
7	19	78.9%	22	72.7%	21	47.6%	40	42.5%
8	NA	--	21	85.7%	21	76.2%	27	37.0%
Middle	39	71.8%	70	62.9%	79	53.2%	100	47.0%
Overall	105	53.3%	139	52.5%	147	52.4%	196	46.9%



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	385	40.0%	414	35.3%	366	27.9%	359	29.0%
4	369	38.5%	383	41.0%	411	37.0%	367	37.3%
5	374	29.1%	368	38.9%	390	40.5%	430	44.4%
Elementary	1128	35.9%	1165	38.3%	1167	35.3%	1156	37.4%
6	429	40.6%	367	32.4%	375	34.7%	388	32.7%
7	356	45.8%	439	51.9%	370	51.1%	365	45.5%
8	370	39.5%	350	47.4%	413	44.1%	369	41.2%
Middle	1155	41.8%	1156	44.4%	1158	43.3%	1122	39.7%
Overall	2283	38.9%	2321	41.3%	2325	39.3%	2278	38.5%



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 increased. From 2015-16 to 2016-17, overall mean scale score decreased. Since last school year, overall mean scale score has decreased by 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 (Roaring Fork RE-1) 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 8.4 percentage points.

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

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

Exceeds	Approaching
Meets	Does Not Meet

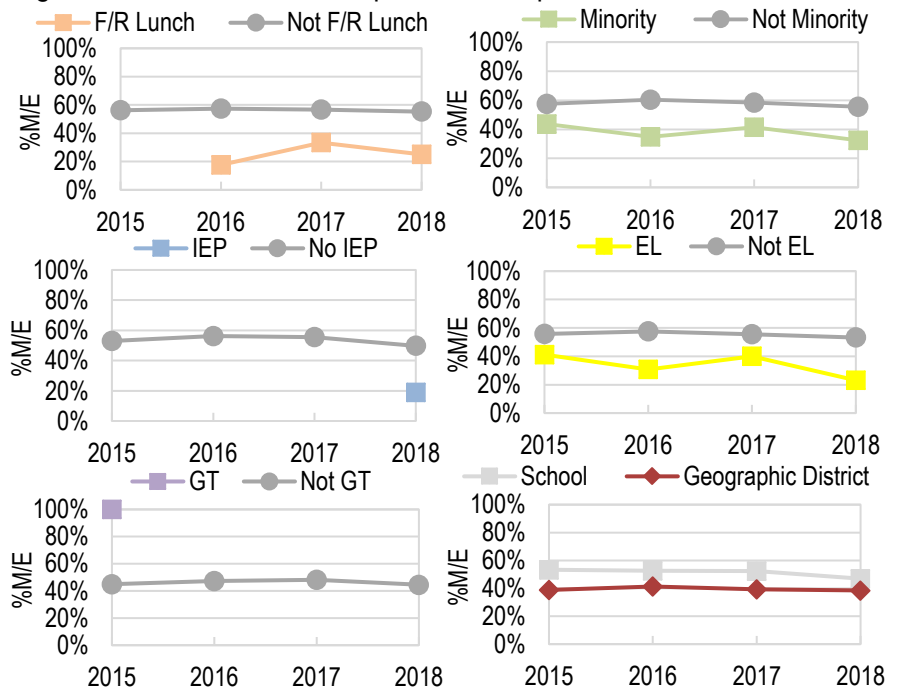
English Language Arts Subgroup Achievement

CMAS ELA: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in English Language Arts over time?

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

Subgroup Achievement Gap Trends over Time in ELA					
CMAS ELA		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	17.6%	33.3%	25.0%
	N	56.3%	57.4%	56.7%	55.2%
Minority	Y	43.8%	34.9%	41.5%	32.4%
	N	57.5%	60.4%	58.5%	55.6%
IEP	Y	--	--	--	18.8%
	N	52.9%	56.3%	55.6%	49.7%
EL	Y	41.2%	30.8%	40.0%	23.1%
	N	55.7%	57.5%	55.6%	53.2%
GT	Y	100.0%	--	--	--
	N	44.9%	47.2%	48.1%	44.6%
Schoolwide		53.3%	52.5%	52.4%	46.9%
Geographic District		38.9%	41.3%	39.3%	38.5%

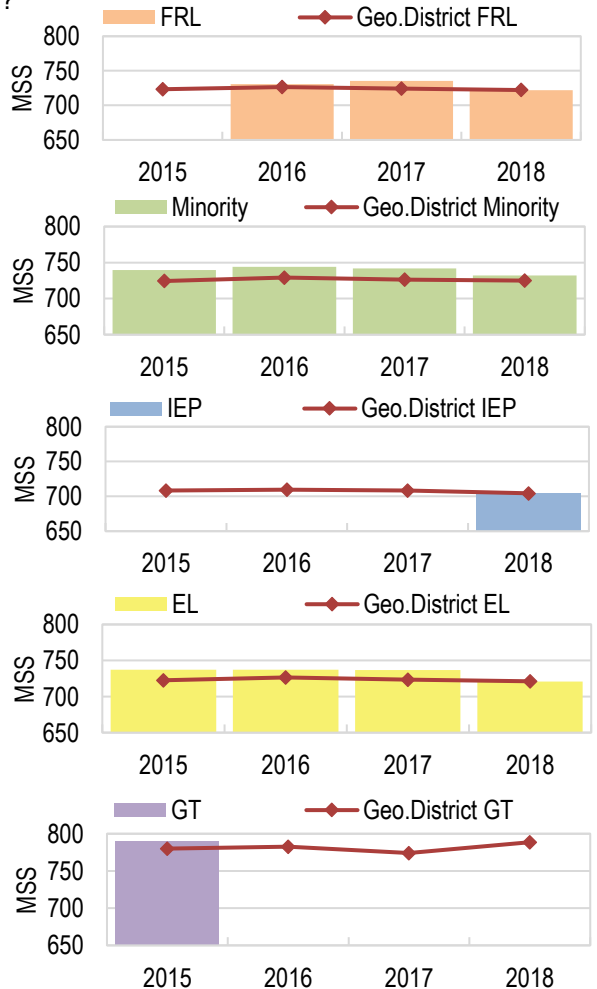


CMAS ELA: Subgroup Local Comparison

-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?

School Subgroup Proficiency over Time in ELA									
CMAS ELA		2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS	
F/R Lunch	n<16	--	17	731	27	735	52	722	
Minority	32	740	43	744	53	742	71	732	
IEP	n<16	--	n<16	--	n<16	--	16	705	
EL	17	737	26	737	30	737	39	721	
GT	16	789	n<16	--	n<16	--	n<16	--	

Geographic District Subgroup Proficiency over Time in ELA									
CMAS ELA		2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS	
F/R Lunch	1175	724	1173	727	1197	724	994	722	
Minority	1467	724	1495	729	1534	726	1324	725	
IEP	223	708	218	710	227	709	212	704	
EL	1210	722	1276	727	1283	723	1063	721	
GT	118	780	227	782	65	774	174	789	



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, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, the school outperformed Roaring Fork RE-1. In 2018, the following subgroups outperformed the geo. district: minority, IEP, 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.

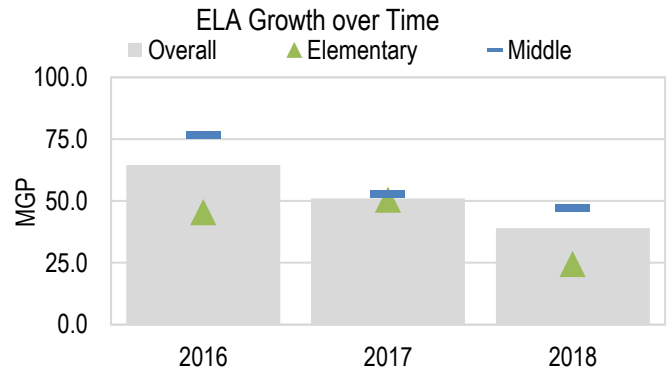


English Language Arts Growth

CMAS ELA: School Status and Trends

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

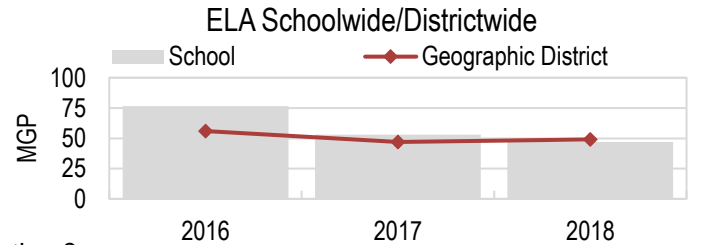
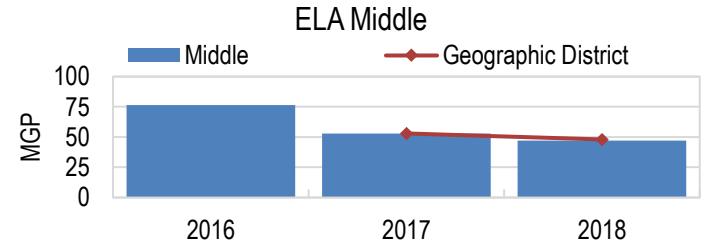
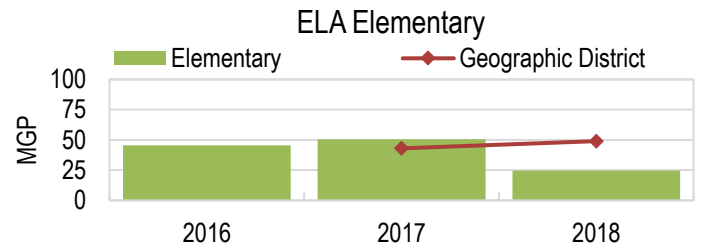
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	25	43.0	23	51.0	27	25.0
5	23	46.0	25	50.0	33	21.0
Elementary	48	45.5	48	50.5	60	24.5
6	25	65.0	35	38.0	30	56.0
7	20	76.5	21	58.0	37	39.0
8	21	82.0	21	76.0	24	43.0
Middle	66	76.5	77	53.0	91	47.0
Overall	114	64.5	125	51.0	151	39.0



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	345	47.0	379	43.0	337	49.0
5	340	48.0	353	42.0	388	51.0
Elementary	NA	--	918	43.0	897	49.0
6	337	62.0	335	48.0	357	44.0
7	397	74.0	341	70.0	346	61.5
8	319	54.0	378	40.0	337	38.0
Middle	NA	--	868	53.0	868	48.0
Overall	2047	56.0	2067	47.0	1765	49.0

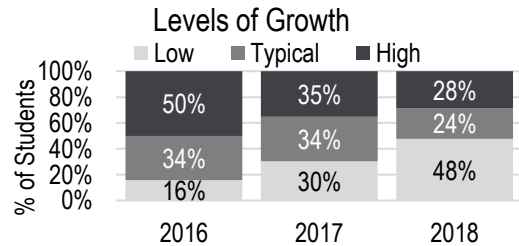


Growth Status and Local Comparison Narrative
 The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth decreased by 12 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

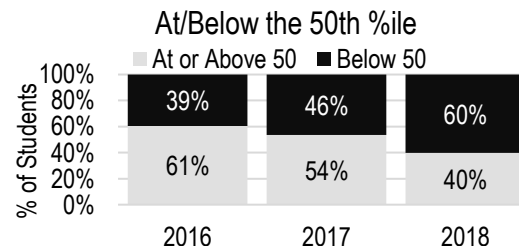
CMAS ELA: Levels of Growth

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

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	16%	30%	48%
Typical (35-65)	34%	34%	24%
High (above 65)	50%	35%	28%



ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	61%	54%	40%
Below 50	39%	46%	60%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 48% 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 28% of students. The percent of students at or above the 50th percentile has decreased from last year (54% to 40%). Since 2016, the percent of students at or above the 50th percentile has decreased (61% to 40%).

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



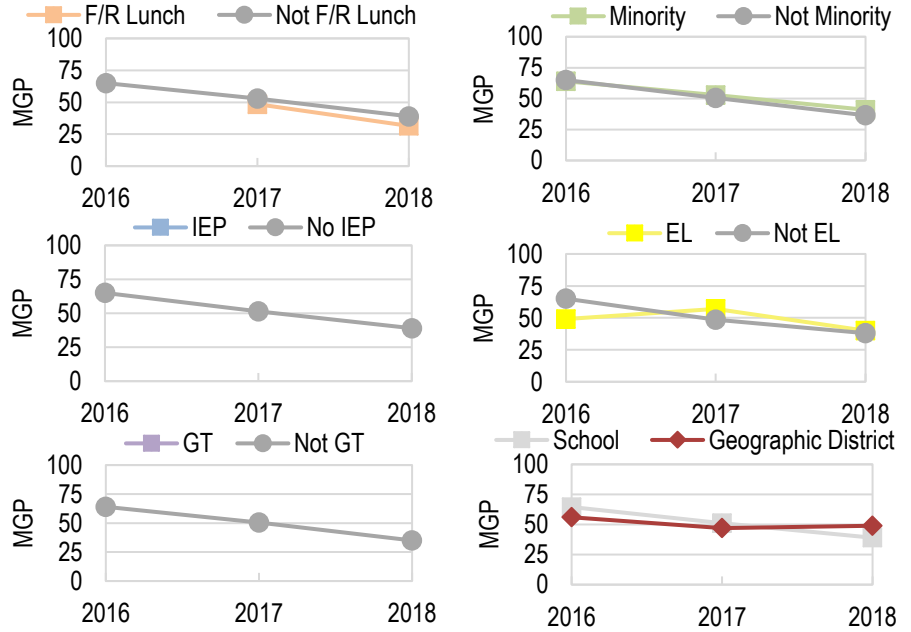
English Language Arts Subgroup Growth

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	--	48.5	31.5
	N	65.0	53.0	39.0
Minority	Y	64.0	53.0	41.0
	N	65.0	50.5	36.5
IEP	Y	--	--	--
	N	65.0	51.5	39.0
EL	Y	49.0	57.0	40.0
	N	65.0	48.5	38.0
GT	Y	--	--	--
	N	64.0	50.5	35.0
Schoolwide		64.5	51.0	39.0
Geographic District		56.0	47.0	49.0



CMAS ELA: Subgroup Local Comparison

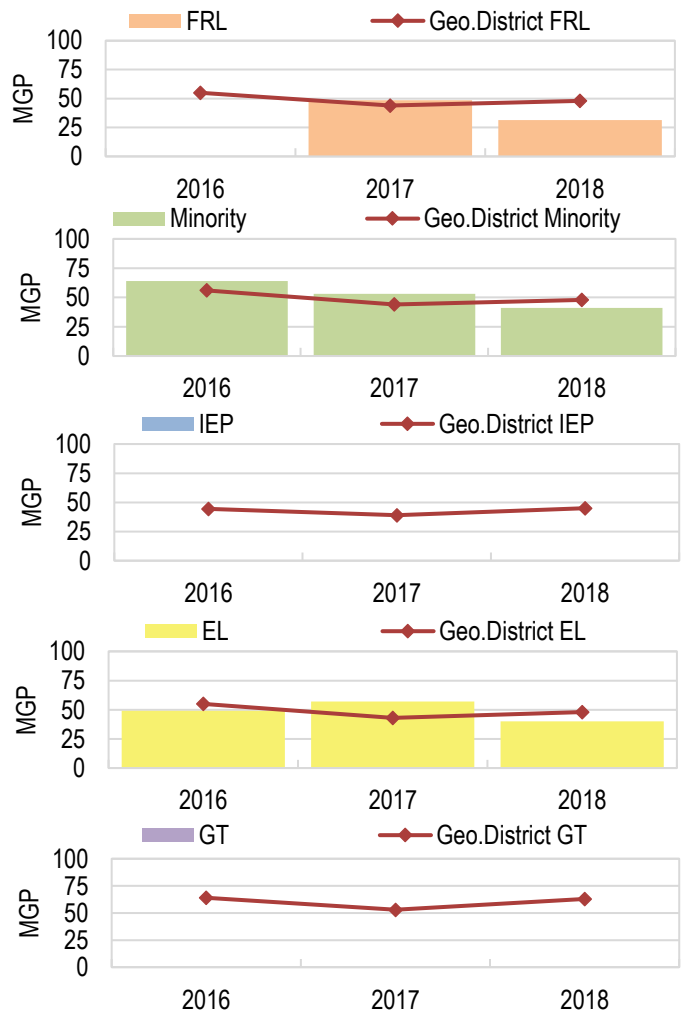
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	n<20	--	22	48.5	40	31.5
Minority	35	64.0	43	53.0	59	41.0
IEP	n<20	--	n<20	--	n<20	--
EL	20	49.0	27	57.0	34	40.0
GT	n<20	--	n<20	--	n<20	--

Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	899	55.0	902	44.0	724	48.0
Minority	1156	56.0	1161	44.0	987	48.0
IEP	166	44.5	163	39.0	153	45.0
EL	991	55.0	987	43.0	791	48.0
GT	189	64.0	59	53.0	156	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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, English learner (EL) performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, EL students outperformed their non-EL peers, overall, Roaring Fork RE-1 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, additional details are available in the graphs on the right.



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



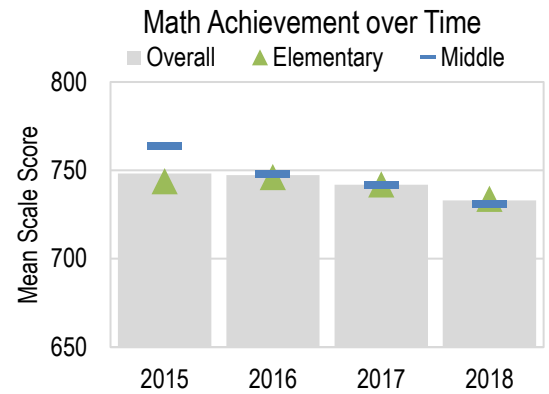
Mathematics Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	MSS	N	MSS	N	MSS	N	MSS
3	26	742	20	757	21	737	25	740
4	19	754	26	739	23	760	30	725
5	21	737	23	745	24	729	41	737
Elementary	66	744	69	746	68	742	96	734
6	n<16	--	26	733	37	735	33	727
7	19	764	22	744	23	737	40	736
8	NA	--	20	772	22	759	27	730
Middle	19	764	68	748	82	742	99	731
Overall	85	748	137	747	150	742	196	733

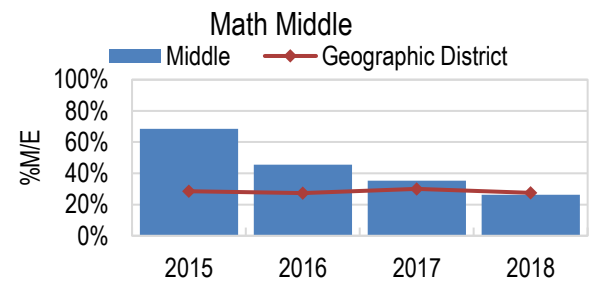
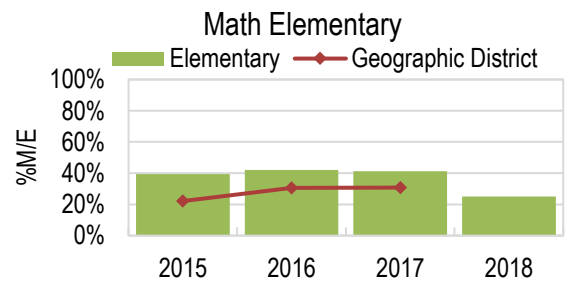
*Overall results before 2017-18 also include high school grade levels.



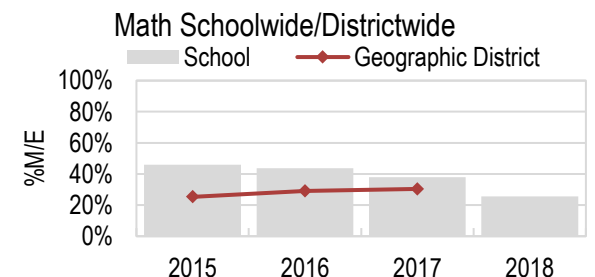
CMAS Math: Local Comparison

-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	26	34.6%	20	50.0%	21	38.1%	25	24.0%
4	19	47.4%	26	38.5%	23	65.2%	30	10.0%
5	21	38.1%	23	39.1%	24	20.8%	41	36.6%
Elementary	66	39.4%	69	42.0%	68	41.2%	96	25.0%
6	n<16	--	26	34.6%	37	24.3%	33	18.2%
7	19	68.4%	22	36.4%	23	34.8%	40	30.0%
8	NA	--	20	70.0%	22	54.5%	27	29.6%
Middle	19	68.4%	68	45.6%	82	35.4%	99	26.3%
Overall	85	45.9%	137	43.8%	150	38.0%	196	25.5%



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	407	27.8%	441	34.0%	404	36.9%	399	35.3%
4	372	17.7%	393	29.3%	430	26.5%	403	--
5	374	20.3%	374	28.1%	398	29.1%	442	30.3%
Elementary	1153	22.1%	1208	30.6%	1232	30.8%	1244	--
6	438	27.4%	368	23.4%	377	23.9%	392	26.3%
7	358	27.1%	439	30.3%	375	32.8%	369	24.9%
8	359	31.2%	316	27.8%	397	33.2%	335	31.9%
Middle	1155	28.5%	1123	27.3%	1149	30.0%	1096	27.6%
Overall	2308	25.3%	2331	29.0%	2381	30.4%	2340	--



Achievement Status and Local Comparison Narrative

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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.

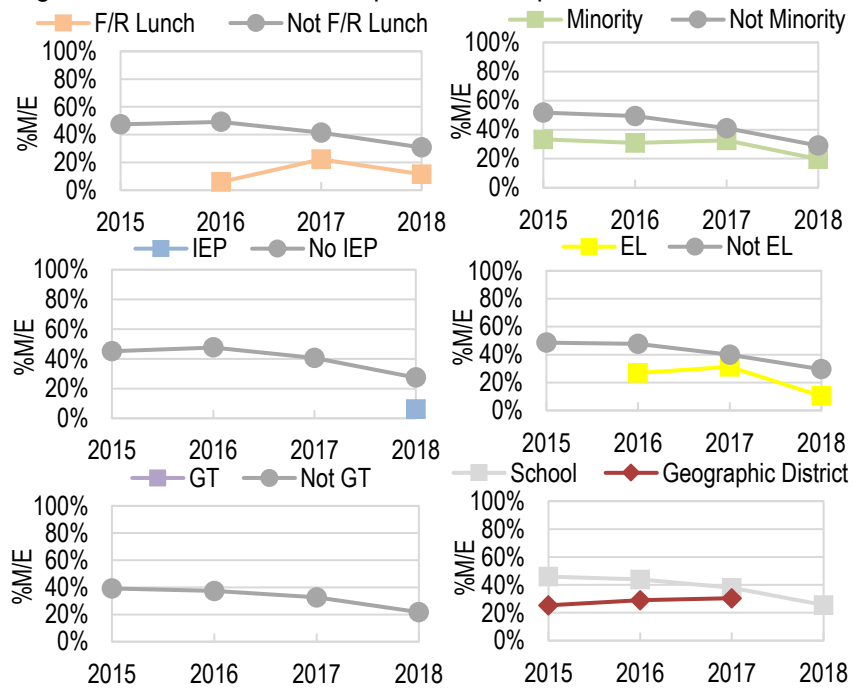
Exceeds	Approaching
Meets	Does Not Meet

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	--	5.9%	22.2%	11.5%
	N	47.4%	49.2%	41.5%	30.8%
Minority	Y	33.3%	31.0%	32.7%	19.7%
	N	51.7%	49.5%	41.1%	29.0%
IEP	Y	--	--	--	6.3%
	N	45.2%	47.6%	40.6%	27.4%
EL	Y	--	26.9%	31.3%	10.3%
	N	48.6%	47.7%	39.8%	29.5%
GT	Y	--	--	--	--
	N	39.2%	37.4%	32.6%	21.7%
Schoolwide	45.9%	43.8%	38.0%	25.5%	
Geographic District	25.3%	29.0%	30.4%	--	

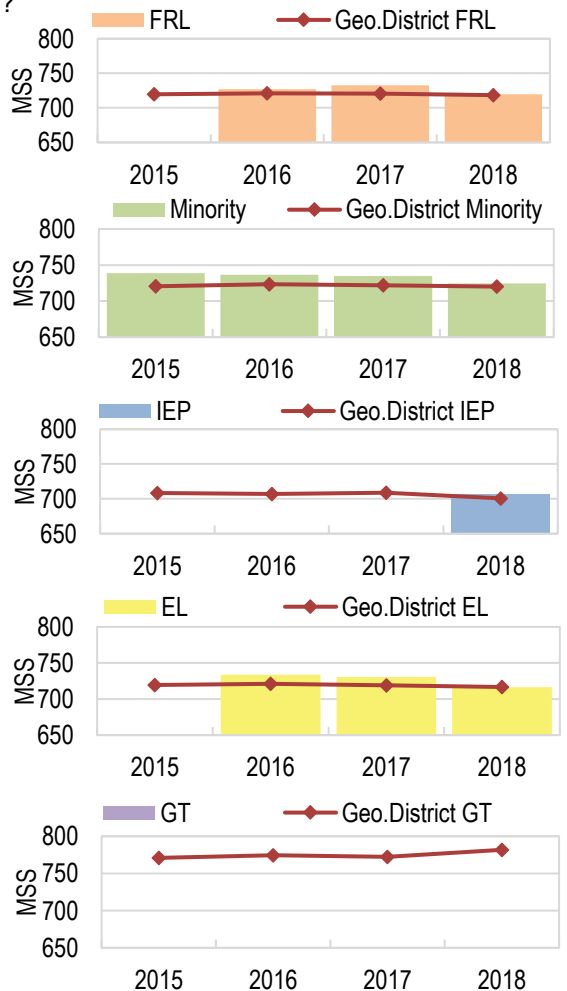


CMAS Math: Subgroup Local Comparison

- 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	n<16	--	17	727	27	733	52	719
Minority	27	739	42	737	55	735	71	725
IEP	n<16	--	n<16	--	n<16	--	16	707
EL	n<16	--	26	734	32	730	39	716
GT	n<16	--	n<16	--	n<16	--	n<16	--

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	1204	720	1179	721	1213	721	1017	718
Minority	1506	721	1496	723	1549	722	1346	720
IEP	226	708	230	707	229	709	215	701
EL	1240	719	1279	721	1301	719	1087	717
GT	118	771	227	775	63	772	175	782



Achievement Subgroup Status and Local Comparison Narrative

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

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



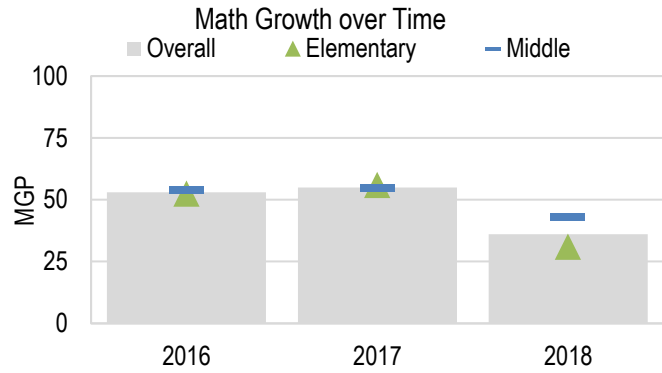
Mathematics Growth

CMAS Math: School Status and Trends

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

Growth over Time in Math

CMAS Math	2016		2017		2018	
	N	MGP	N	MGP	N	MGP
Grade/Level						
4	25	57.0	23	63.0	27	36.0
5	23	52.0	24	33.0	33	22.0
Elementary	48	52.5	47	56.0	60	31.0
6	24	32.5	35	37.0	30	39.0
7	n<20	--	21	64.0	37	51.0
8	20	73.5	22	84.5	26	42.0
Middle	50	54.0	78	55.0	93	43.0
Overall	98	53.0	125	55.0	153	36.0

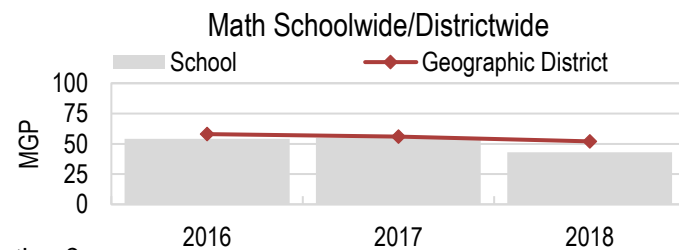
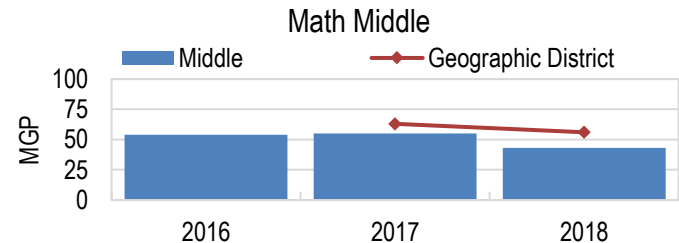
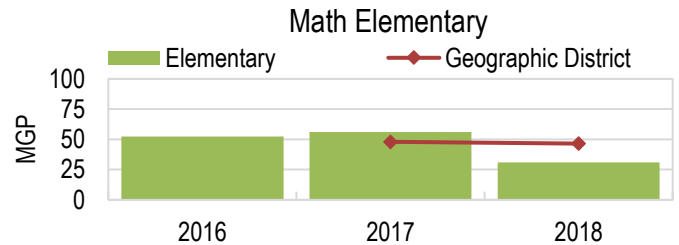


CMAS Math: Local Comparison

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

Geographic District Growth over Time in Math

CMAS Math	2016		2017		2018	
	N	MGP	N	MGP	N	MGP
Grade/Level						
4	369	49.0	401	37.0	370	33.5
5	345	62.0	363	55.0	407	53.0
Elementary	NA	--	952	48.0	952	46.5
6	336	55.0	340	56.0	364	54.0
7	404	64.0	343	72.0	348	61.0
8	286	58.0	355	54.0	309	54.0
Middle	NA	--	850	63.0	846	56.0
Overall	1982	58.0	2001	56.0	1798	52.0



Growth Status and Local Comparison Narrative

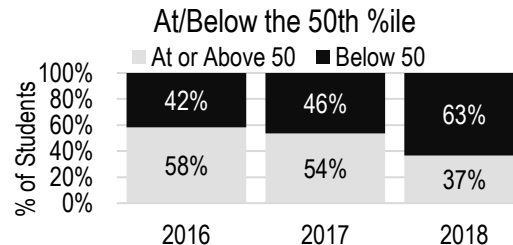
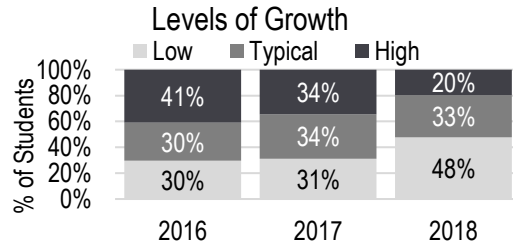
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth decreased by 19 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

CMAS Math: Levels of Growth

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

CMAS Math	%Students		
	2016	2017	2018
Category			
Low (below 35)	30%	31%	48%
Typical (35-65)	30%	34%	33%
High (above 65)	41%	34%	20%

CMAS Math	%Students		
	2016	2017	2018
Category			
At or Above 50	58%	54%	37%
Below 50	42%	46%	63%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 48% 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 20% of students. The percent of students at or above the 50th percentile has decreased from last year (54% to 37%). Since 2016, the percent of students at or above the 50th percentile has decreased (58% to 37%).

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



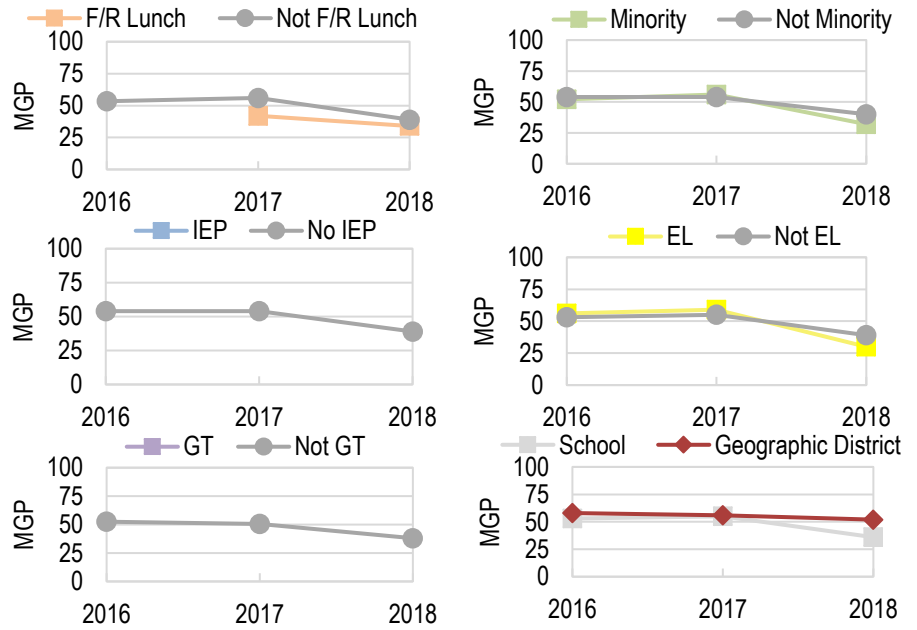
Mathematics Subgroup Growth

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	--	42.0	34.0
	N	53.5	56.0	39.0
Minority	Y	52.0	56.0	32.0
	N	54.0	54.0	40.0
IEP	Y	--	--	--
	N	54.0	54.0	39.0
EL	Y	56.0	59.0	30.0
	N	53.0	55.0	39.0
GT	Y	--	--	--
	N	52.5	50.5	38.0
Schoolwide		53.0	55.0	36.0
Geographic District		58.0	56.0	52.0



CMAS Math: Subgroup Local Comparison

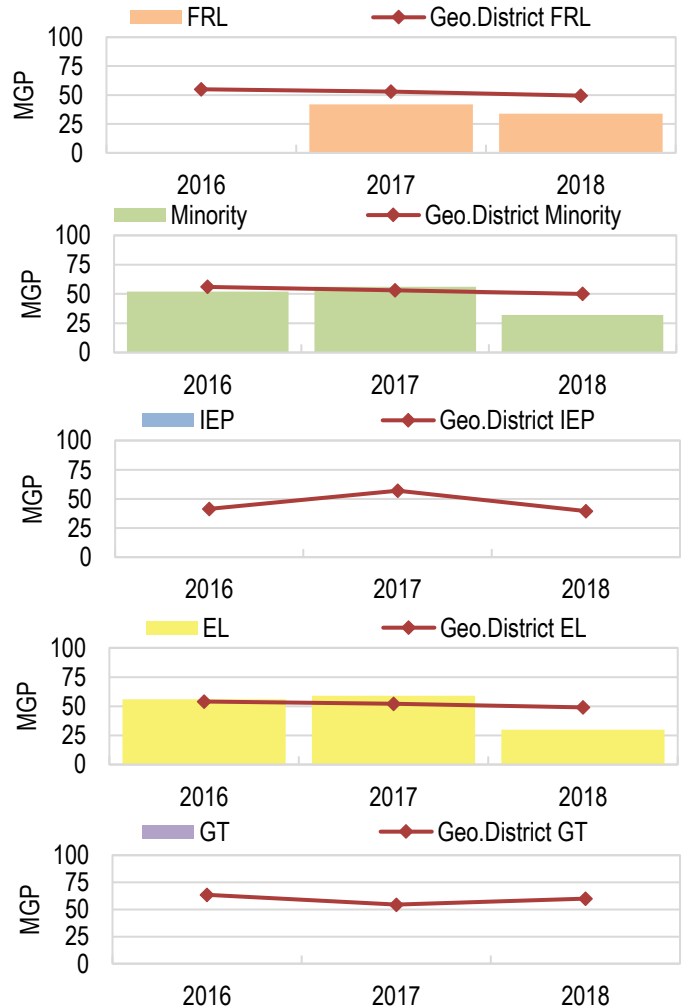
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	n<20	--	21	42.0	41	34.0
Minority	32	52.0	43	56.0	60	32.0
IEP	n<20	--	n<20	--	n<20	--
EL	20	56.0	27	59.0	35	30.0
GT	n<20	--	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	917	55.0	928	53.0	768	49.5
Minority	1168	56.0	1175	53.0	1043	50.0
IEP	176	41.5	175	57.0	156	39.5
EL	1014	54.0	1013	52.0	854	49.0
GT	160	63.5	42	54.5	142	60.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, English learner (EL) performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, Roaring Fork RE-1 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, additional details are available in the graphs on the right.



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

Exceeds	Approaching
Meets	Does Not Meet

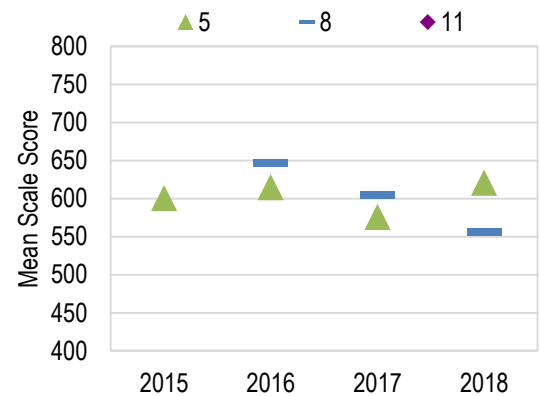
Science Achievement

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	21	601	23	615	24	576	41	621
8	0	--	19	647	21	604	27	556
11	0	--	0	--	0	--	0	--

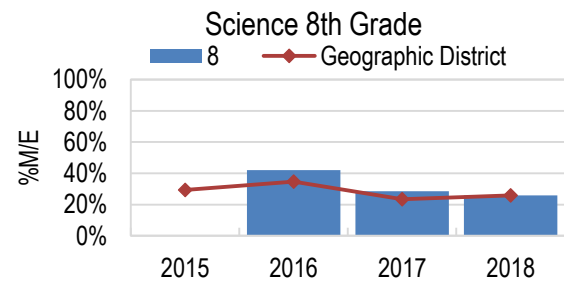
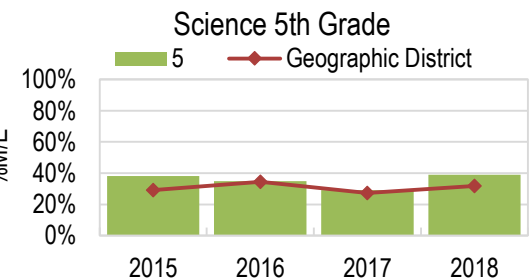
Science Achievement over Time



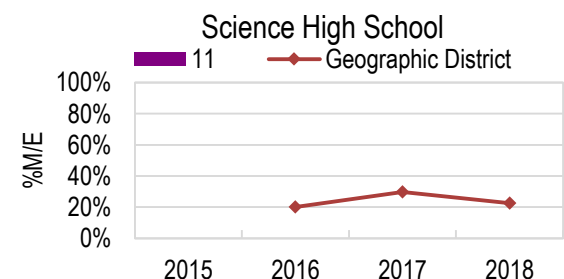
CMAS Science: Local Comparison

-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	21	38.1%	23	34.8%	24	29.2%	41	39.0%
8	0	--	19	42.1%	21	28.6%	27	25.9%
11	0	--	0	--	0	--	0	--
Overall	21	38.1%	42	38.1%	45	28.9%	68	33.8%



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	370	29.2%	359	34.5%	392	27.3%	439	31.9%
8	393	29.3%	341	34.6%	412	23.3%	370	25.9%
11	0	--	199	20.1%	208	29.8%	239	22.6%
Overall	763	29.2%	899	31.4%	1012	26.2%	1048	27.7%



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 45 scale score points. 8th grade mean scale score has decreased by 48 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Roaring Fork RE-1) for the past four years. In 2018, the school performed greater than the geo. district in 5th grade, lower than the geo. district in 8th grade, and, overall, 34% 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

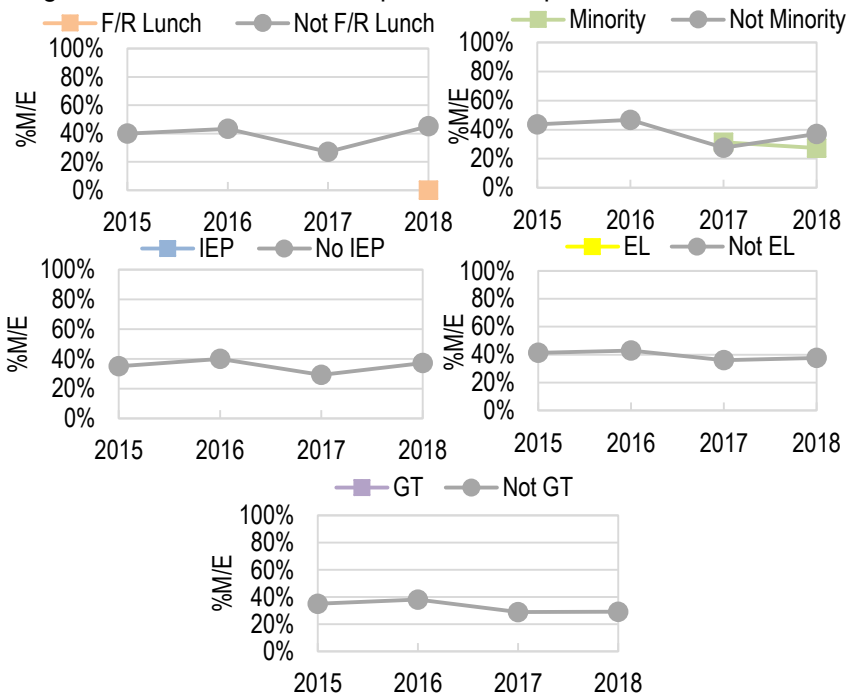
Science Subgroup Achievement

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?

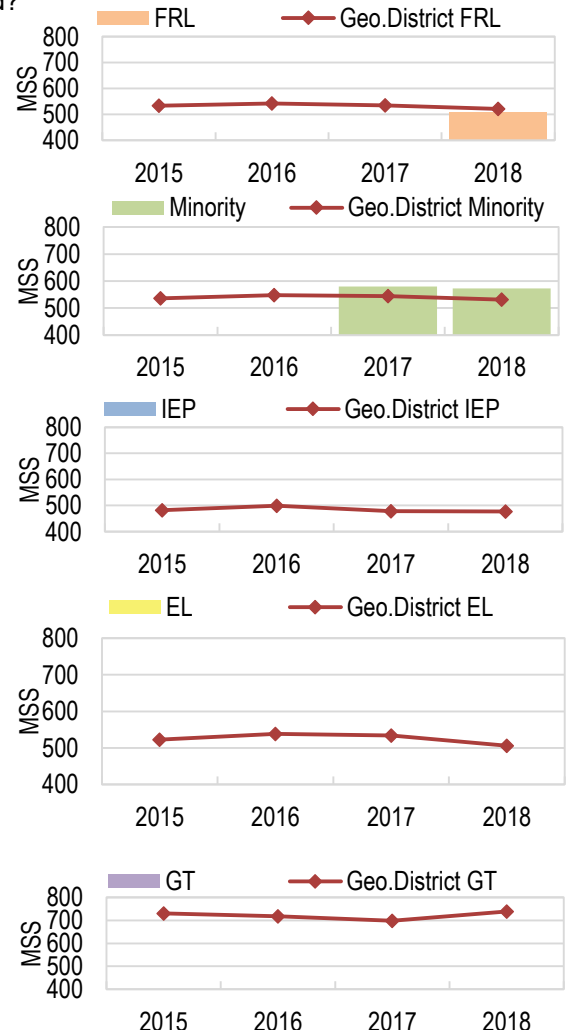
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	0.0%
	N	40.0%	43.2%	27.0%	45.1%
Minority	Y	--	--	31.3%	27.3%
	N	43.8%	46.7%	27.6%	37.0%
IEP	Y	--	--	--	--
	N	35.0%	40.0%	29.3%	37.1%
EL	Y	--	--	--	--
	N	41.2%	42.9%	36.1%	37.5%
GT	Y	--	--	--	--
	N	35.0%	38.1%	28.9%	29.0%



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	--	n<16	--	17	508
Minority	n<16	--	n<16	--	16	580	22	573
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	n<16	--	0	--	0	--	n<16	--



Geographic District Subgroup Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	338	533	373	543	425	535	416	522
Minority	397	536	491	548	577	544	566	531
IEP	70	482	91	500	90	479	98	478
EL	342	522	409	538	485	534	391	506
GT	56	731	89	717	28	699	76	738

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 decreased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed Roaring Fork RE-1. In 2018, the following subgroups outperformed the geo. district: minority, additional details are available in the graphs on the right.

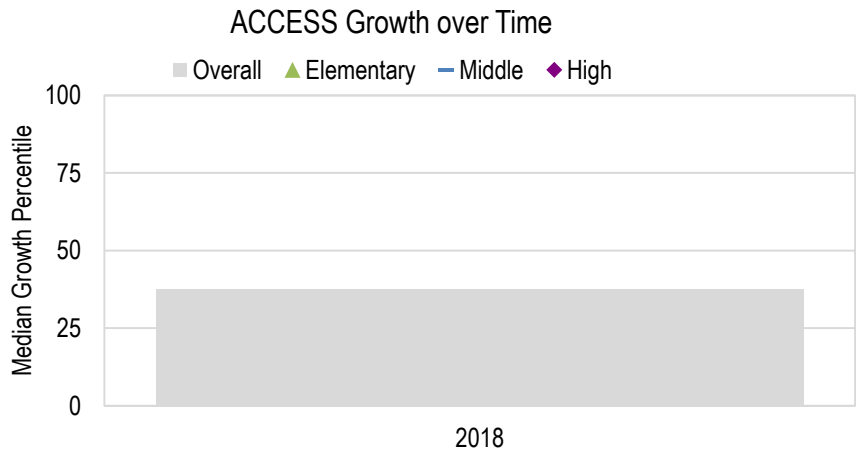
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Exceeds	Approaching
Meets	Does Not Meet

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

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

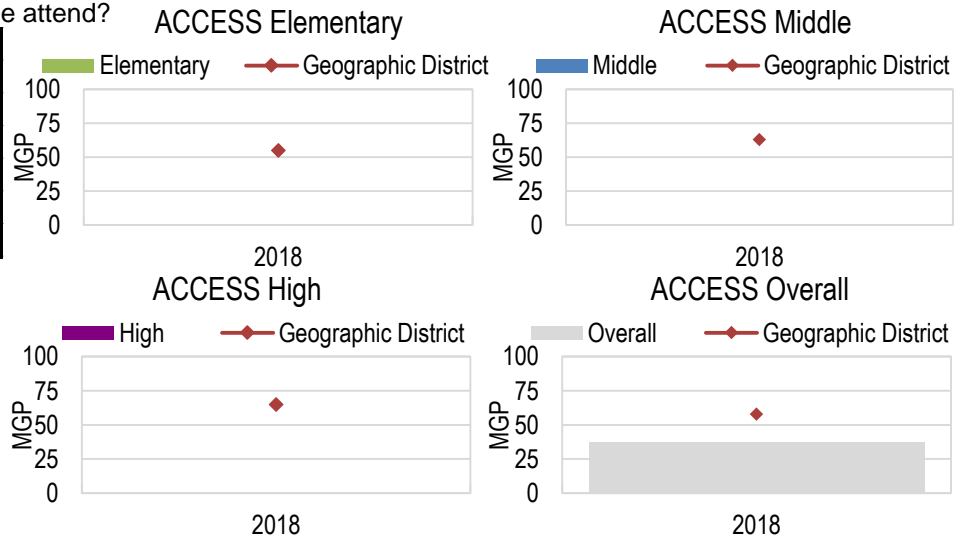
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	n<20	--	--
2	n<20	--	--
3	n<20	--	--
4	n<20	--	--
5	n<20	--	--
Elementary	n<20	--	--
6	n<20	--	--
7	n<20	--	--
8	NA	--	--
Middle	n<20	--	--
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	22	37.5	68.2%



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	765	55.0	NA
Middle	160	63.0	NA
High	209	65.0	NA
Overall	1134	58.0	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 was approaching state expectations and was below the geo. district. 68% 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.

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Meets	Does Not Meet

Academic Performance Metrics

School Observations

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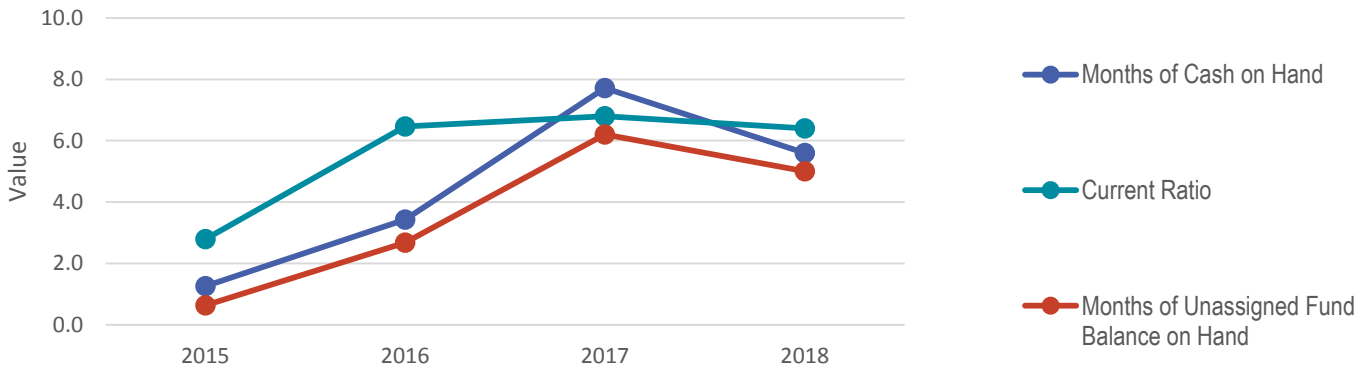
Fiscal Years 2015-2018 Financial Results

Governmental Funds Financial Statement Metrics

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

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

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	10.7%	14.7%	18.6%	8.0%
Months of Cash on Hand	1.26	3.43	7.72	5.60
Current Ratio	2.79	6.47	6.80	6.40
Months of Unassigned Fund Balance on Hand	0.63	2.68	6.20	5.00
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	-9.8%	5.7%	-1.1%	0.3%
Change in FPC from Prior-Year	100.0%	24.4%	7.6%	22.6%

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
Current Ratio	--	--	20.35	9.80
Debt to Asset Ratio	--	--	0.05	0.10
Change in Net Position	--	--	5412002.00	-4543892.00

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	1.04	1.17	1.08	1.21
Change in Net Position	(\$57,106)	(\$305,263)	(\$740,938)	(\$1,755,989)
Default	--	--	NO	NO

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Meets	Does Not Meet

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

Two Rivers Community School ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by 0.8 pupils (0 percent), and 63.9 pupils (23 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 5.6 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 8 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

Although there were concerns relating to technical IEP processes, CSI was not made aware of any issues related to protecting the rights of all students.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2017-18 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

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

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

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

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2017-18 school year. The Organizational Submissions were completed ontime and were generally compliant, with minor revisions needed. In addition, the School is generally very responsive to feedback and questions.

School Observations

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Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us