



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2018-2019

Golden View Classical Academy



ounty R-1

Expanding Frontiers in Public Education

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COLORADO

CHARTER SCHOOL INSTITUTE

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 | Anastasia Hawkins - 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 September 27th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

- How are students achieving on state assessments?
- How are students achieving on state assessments over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- Are students making sufficient growth on state assessments?
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How is student growth distributed across growth levels?
- How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- 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 2019. 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?

Golden View Classical Academy Overview

Year Opened/Transferred: 2018-2019

Grades Served: K-12

School Model: Classical

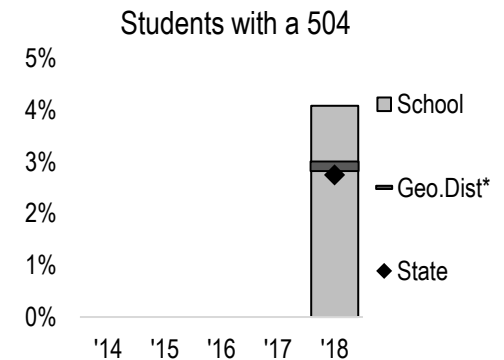
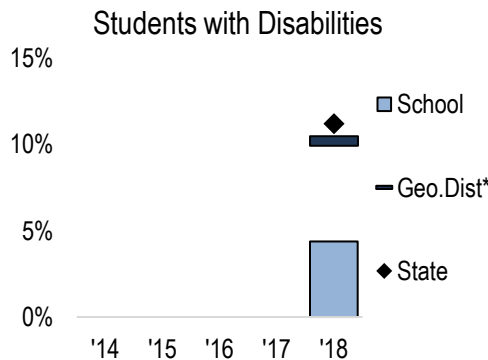
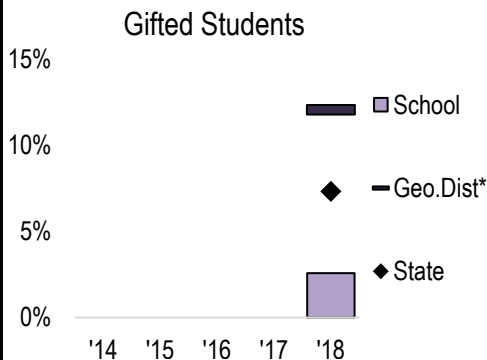
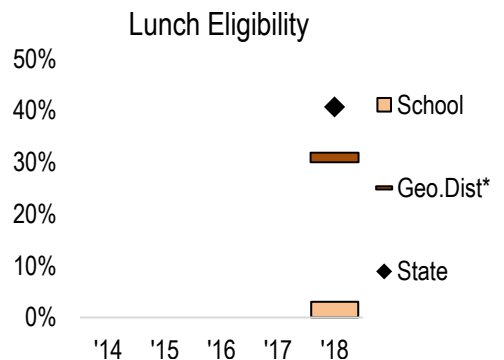
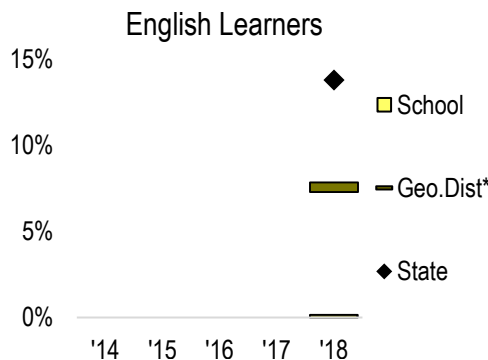
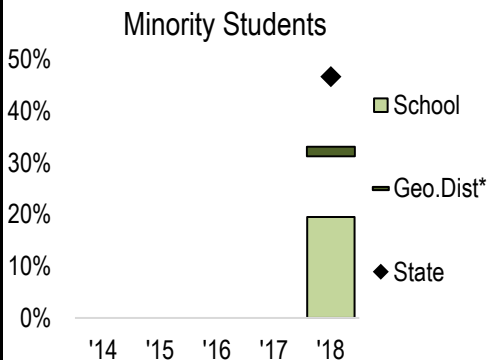
Town/City: Golden

District of Residence: Jefferson County R-1

Original Application Type: Transfer

Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	--	--	--	--	662	*
F/R Lunch	--	--	--	--	3.0%	*
Minority	--	--	--	--	19.5%	*
IEP	--	--	--	--	4.4%	*
EL	--	--	--	--	0.2%	*
Gifted	--	--	--	--	2.6%	*
504	--	--	--	--	4.1%	*

Enrollment over Time



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

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

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.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: *Greater than 71.3% Points Earned*

Performance: *Between 53% to 71.3% Points Earned*

Improvement: *Between 42% to 52.9% Points Earned*

Priority Improvement: *Between 34% and 41.9% Points Earned*

Turnaround: *Below 34% Points Earned*

Framework	CARS Rating
Academic	Performance with Distinction: Low Participation
Elementary School Rating	Performance (Points Earned: 71%)
Middle School Rating	Performance (Points Earned: 60.8%)
High School Rating	Performance with Distinction (Points Earned: 82.8%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	Performance with Distinction: Low Participation

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	454	424	93.4%	26	99.1%	Meets 95%
Math	453	419	92.5%	29	98.8%	Meets 95%
Science	134	116	86.6%	14	96.7%	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	350	322	92.0%	24	98.8%	Meets 95%
CMAS Math	349	317	90.8%	27	98.4%	Meets 95%
CMAS Science	134	116	86.6%	14	96.7%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	104	102	98.1%	2	100.0%	Meets 95%
PSAT/SAT Math	104	102	98.1%	2	100.0%	Meets 95%

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in English Language Arts over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	49	744	54	749	57	740	59	764
4	--	--	49	759	55	747	55	754	57	744
5	--	--	50	747	57	755	54	747	55	765
Elementary	--	--	148	750	166	750	166	747	171	758
6	--	--	44	744	52	738	53	744	57	749
7	--	--	41	753	48	743	44	750	48	746
8	--	--	n < 16	--	39	756	48	740	46	757
Middle	--	--	93	749	139	745	145	744	151	751
Overall	--	--	263	749	333	749	311	746	322	754

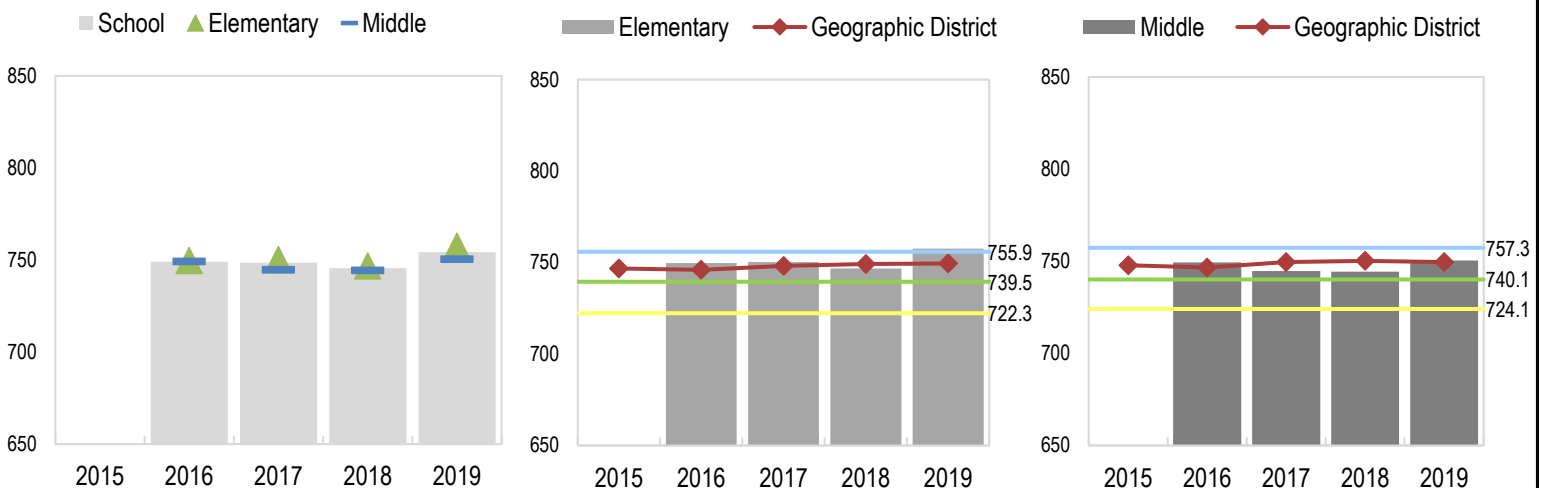
Geographic District Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	5,776	742	6,047	742	6,051	743	5,903	745	5,574	746
4	5,776	749	5,901	748	6,067	750	6,044	749	5,830	752
5	5,856	747	5,916	746	5,891	750	6,111	751	5,994	751
Elementary	22,093	747	22,418	746	22,312	748	22,215	749	18,894	750
6	6,045	751	6,002	749	5,911	750	5,975	752	5,888	750
7	5,564	748	6,038	747	5,849	750	5,842	751	5,730	750
8	5,490	747	5,570	745	5,866	750	5,712	749	5,475	749
Middle	12,414	748	13,056	747	13,323	750	13,372	750	15,597	750
Overall	39,553	747	40,782	746	40,872	748	35,587	750	34,491	750

CMAS ELA: School Status, Trends, and Local Comparison Graphs

ELA - Schoolwide

ELA - Elementary

ELA - Middle



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. Since last school year, overall mean scale score increased by 8.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 5 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Achievement

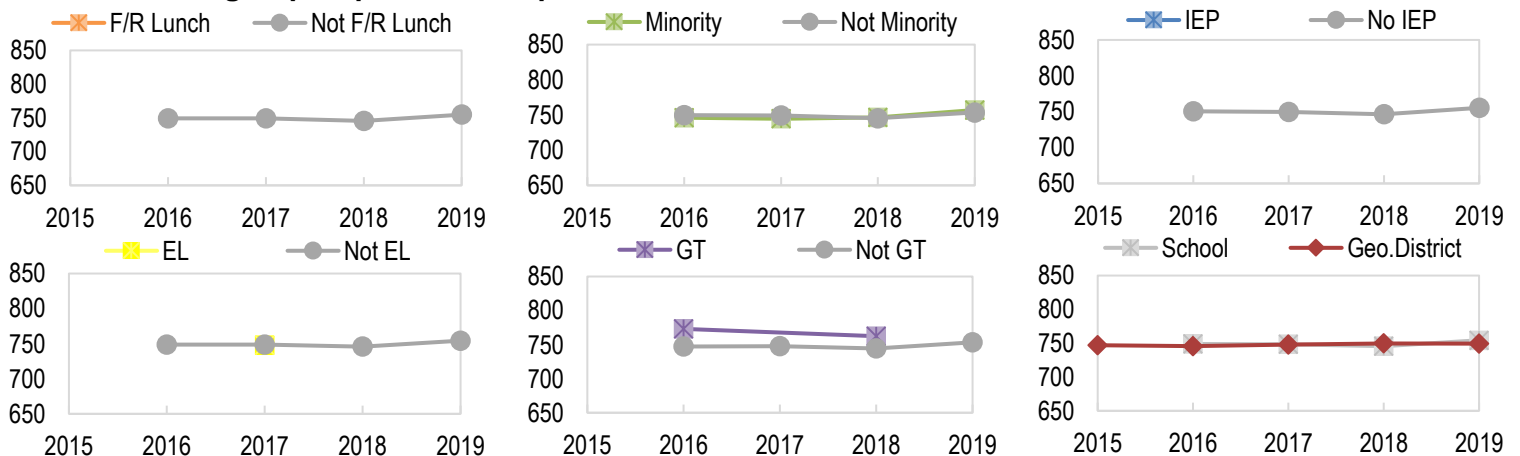
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

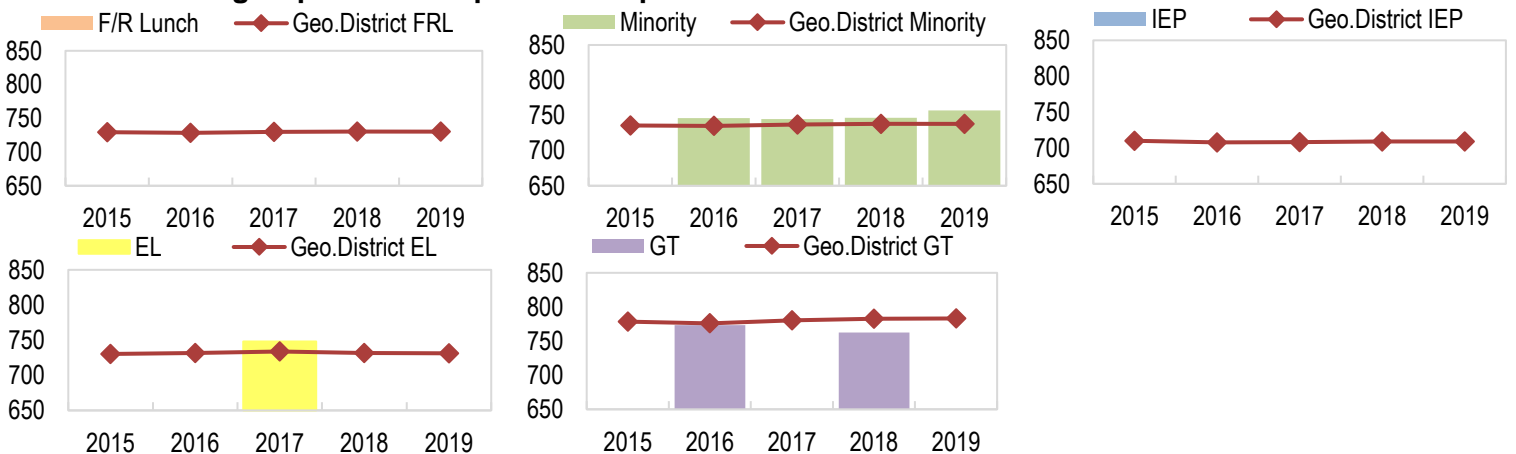
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	749.2	749.2	745.5	754.8
Minority	Y	--	746.1	744.6	746.7	757.0
	N	--	749.8	749.3	745.4	753.6
IEP	Y	--	--	--	--	--
	N	--	750.3	749.7	746.4	755.4
EL	Y	--	--	747.9	--	--
	N	--	748.6	748.5	745.8	754.3
GT	Y	--	773.1	--	762.4	--
	N	--	747.4	747.7	744.4	753.4
Schoolwide		--	749.1	748.5	745.6	754.3

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	729.3	728.4	729.7	730.1	730.2
	N	756.0	753.9	756.3	758.4	758.4
Minority	Y	735.7	735.0	736.9	738.0	737.8
	N	752.9	751.0	753.5	755.4	755.6
IEP	Y	710.0	707.8	708.0	709.0	709.2
	N	751.2	749.9	752.6	754.5	754.4
EL	Y	730.3	731.6	733.8	731.8	731.3
	N	749.4	747.5	749.7	751.6	751.6
GT	Y	778.3	775.9	780.2	782.6	783.1
	N	740.1	738.8	742.8	743.5	743.5
Geographic District		747.2	745.7	748.0	749.6	749.5

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



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. CMAS results show minority students outperformed their non-minority peers, overall, the school outperformed Jefferson County R-1. In 2019, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

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

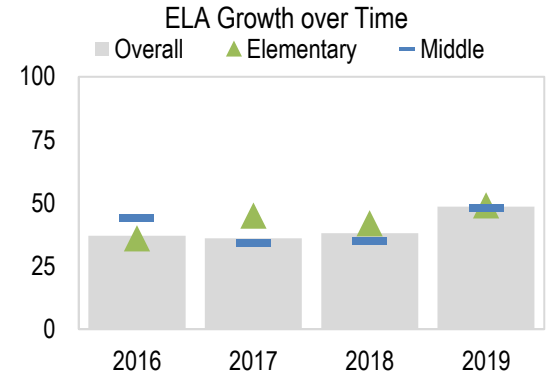
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

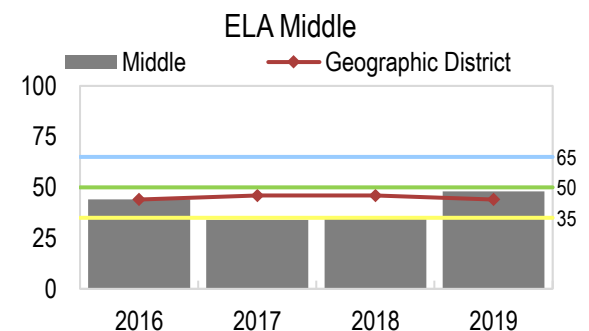
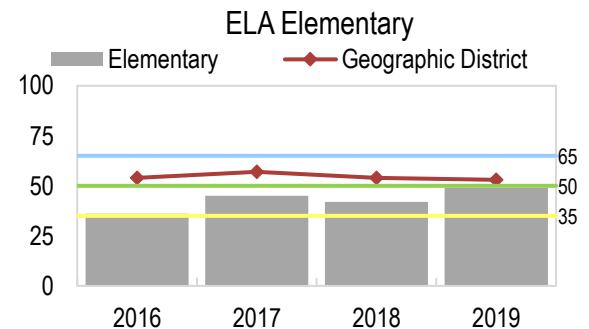
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	26	38.0	47	45.0	49	49.0	54	33.5
5	33	34.0	52	40.5	51	36.0	53	70.0
Elementary	59	36.0	99	45.0	100	42.0	107	49.0
6	n < 20	--	43	27.0	50	28.0	52	52.0
7	20	46.5	43	33.0	35	42.0	43	34.0
8	n < 20	--	34	54.0	40	40.5	40	62.5
Middle	43	44.0	120	34.0	125	35.0	135	48.0
Overall	112	37.0	227	36.0	225	38.0	242	48.5



CMAS ELA: Local Comparison Tables and Graphs

-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		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	5,503	51.0	5,675	56.0	5,675	51.0	5,549	53.0
5	5,533	49.0	5,582	51.0	5,779	50.0	5,671	51.0
Elementary	15,356	54.0	15,391	57.0	15,441	54.0	12,674	53.0
6	1,309	47.0	1,516	48.0	1,708	50.0	5,683	53.0
7	5,597	42.0	5,552	44.0	5,519	45.0	5,499	43.0
8	5,131	46.0	5,569	47.0	5,425	46.0	5,270	42.0
Middle	12,037	44.0	12,637	46.0	12,652	46.0	14,998	44.0
Overall	32,091	49.0	32,701	52.0	28,093	51.0	27,672	48.0

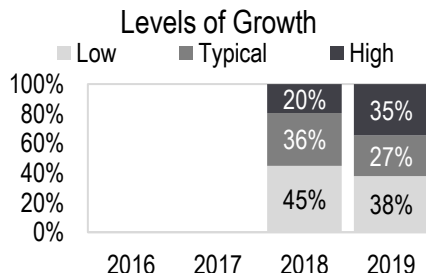


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 10.5 percentile points. In 2019, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

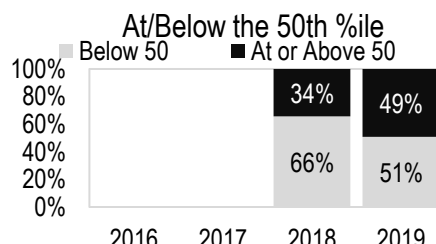
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
Low (below 35)	--	--	45%	38%
Typical (35-65)	--	--	36%	27%
High (above 65)	--	--	20%	35%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	--	--	34%	49%
Below 50	--	--	66%	51%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 38% 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 35% of students. The percent of students at or above the 50th percentile has increased from last year (34% to 49%).

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Growth

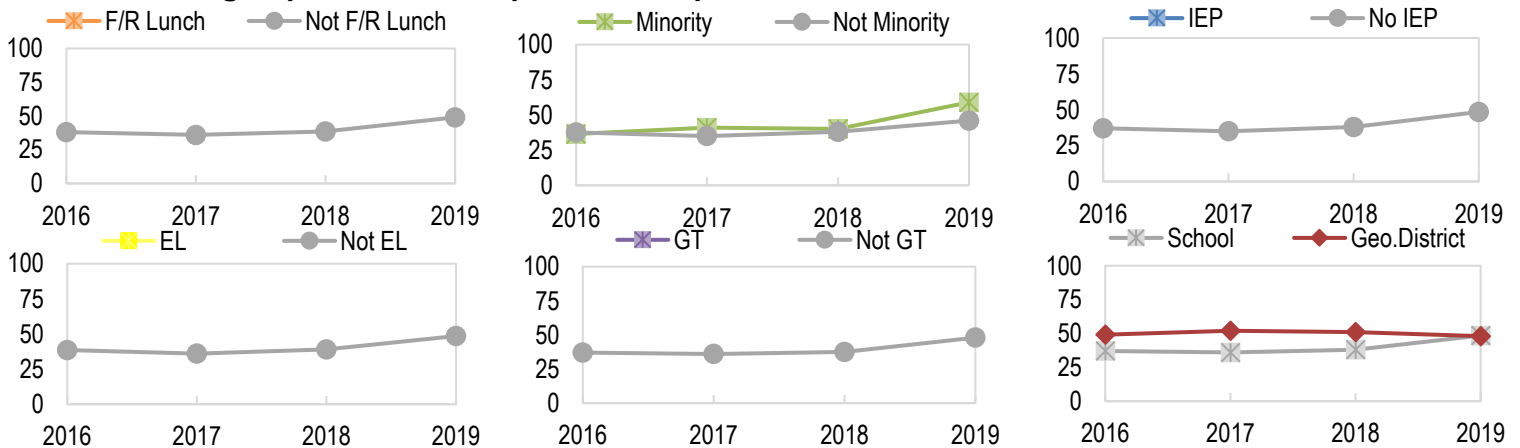
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

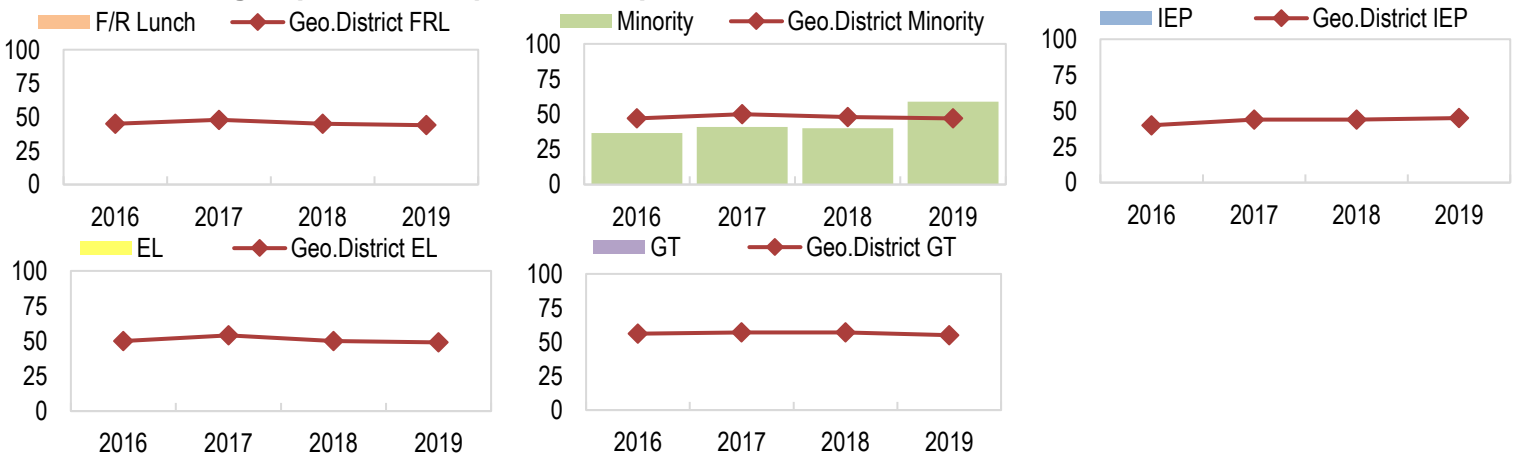
CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--
	N	38.0	36.0	38.5	49.0
Minority	Y	36.5	41.0	40.0	59.0
	N	37.5	35.0	38.0	46.0
IEP	Y	--	--	--	--
	N	37.0	35.0	38.0	48.5
EL	Y	--	--	--	--
	N	38.5	36.0	39.0	48.5
GT	Y	--	--	--	--
	N	37.0	36.0	37.5	48.0
Schoolwide		37.0	36.0	38.0	48.5

CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	45.0	48.0	45.0	44.0
	N	51.0	54.0	53.0	50.0
Minority	Y	47.0	50.0	48.0	47.0
	N	50.0	53.0	52.0	49.0
IEP	Y	40.0	44.0	44.0	45.0
	N	50.0	53.0	51.0	49.0
EL	Y	50.0	54.0	50.0	49.0
	N	49.0	52.0	51.0	48.0
GT	Y	56.0	57.0	57.0	55.0
	N	48.0	51.0	49.0	47.0
Geographic District		49.0	52.0	51.0	48.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show minority students outperformed their non-minority peers, overall, the school outperformed Jefferson County R-1. In 2019, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

CMAS Math: School Status, Trends, and Local Comparison Tables

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

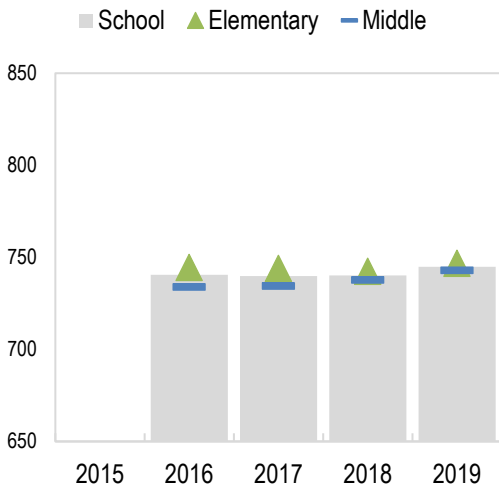
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	49	748	53	753	57	739	57	747
4	--	--	49	751	55	739	55	746	57	735
5	--	--	49	734	58	740	54	743	55	758
Elementary	--	--	147	745	166	744	166	742	169	747
6	--	--	44	732	50	733	53	740	56	741
7	--	--	38	737	48	738	44	748	48	740
8	--	--	23	733	39	732	47	726	44	750
Middle	--	--	105	734	137	735	144	738	148	743
Overall	--	--	273	741	332	740	310	740	317	745

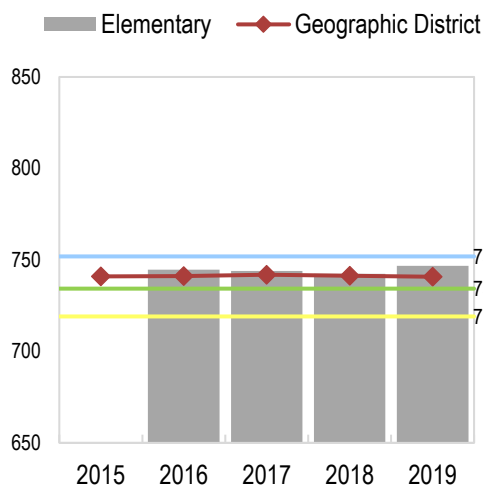
Geographic District Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	5,766	743	6,069	743	6,055	745	5,930	746	5,569	745
4	5,746	740	5,894	739	6,078	741	6,063	738	5,833	740
5	5,845	740	5,910	742	5,897	741	6,111	742	6,008	740
Elementary	22,030	741	22,426	741	22,343	742	22,263	741	18,913	741
6	6,028	743	5,998	741	5,923	742	5,986	741	5,900	737
7	5,519	740	6,028	740	5,884	740	5,851	740	5,742	740
8	5,467	737	5,559	736	5,879	739	5,693	740	5,482	742
Middle	12,341	739	13,032	739	13,373	740	13,371	740	15,621	740
Overall	39,352	740	40,753	740	40,951	741	35,634	741	34,534	741

CMAS Math: School Status, Trends, and Local Comparison Graphs

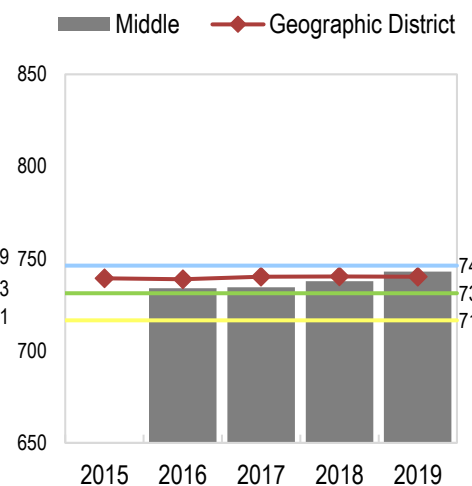
Math - Schoolwide



Math - Elementary



Math - Middle



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. Since last school year, overall mean scale score increased by 4.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 4 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

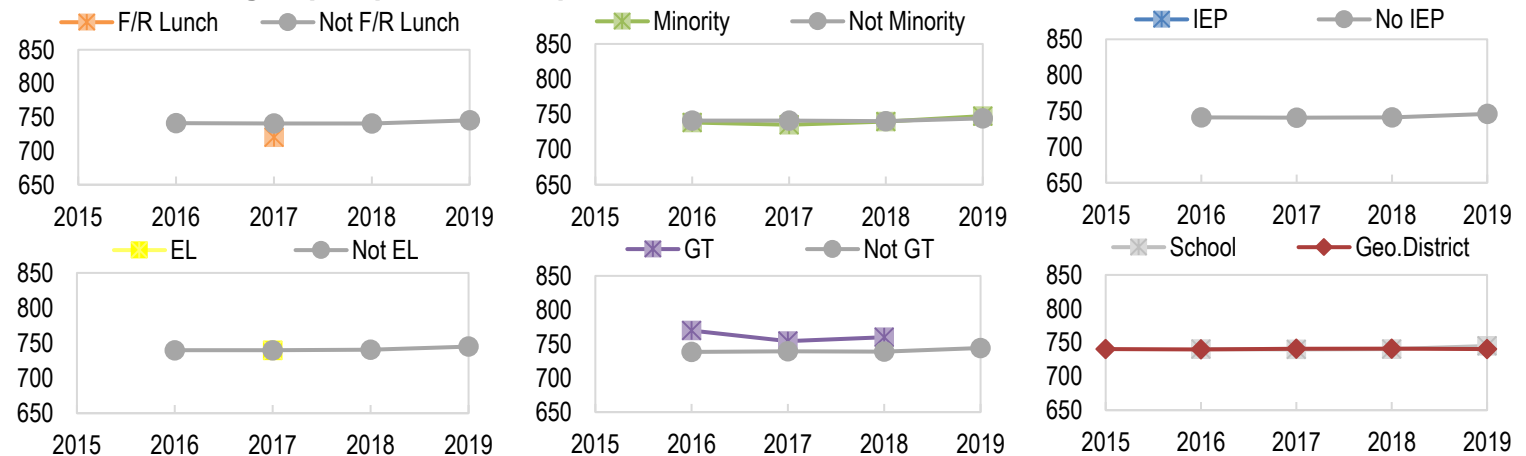
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

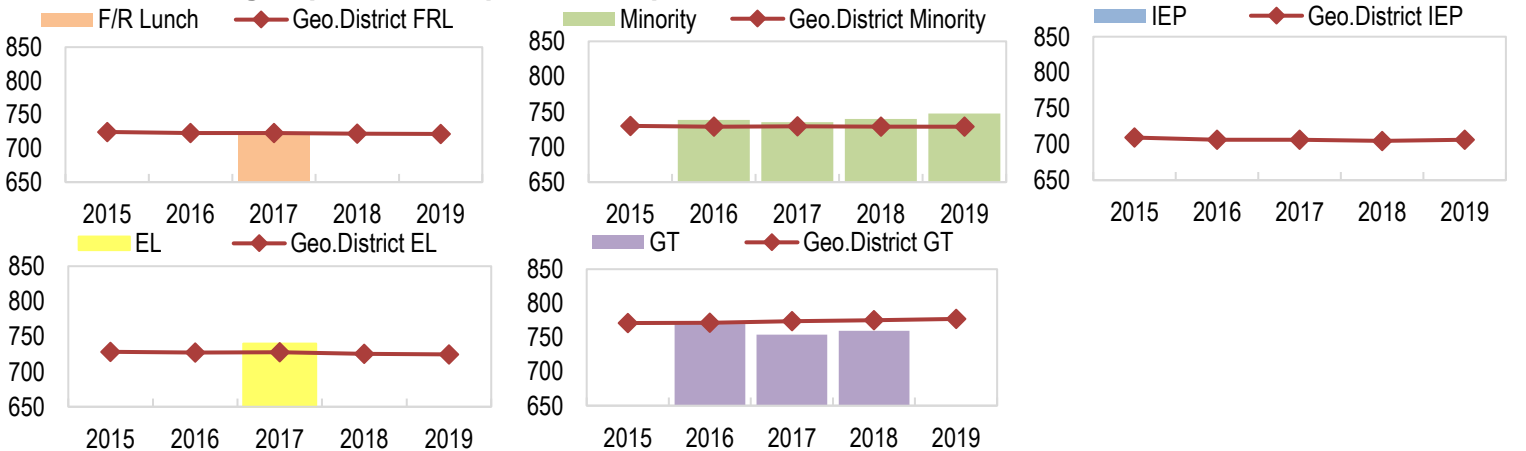
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	720.3	--	--
	N	--	741.1	740.8	740.7	745.4
Minority	Y	--	738.3	735.2	739.8	747.5
	N	--	741.0	740.9	740.3	744.3
IEP	Y	--	--	--	--	--
	N	--	741.1	740.8	741.1	746.0
EL	Y	--	--	739.8	--	--
	N	--	739.8	739.8	740.3	744.9
GT	Y	--	769.7	754.2	759.8	--
	N	--	738.4	739.1	738.8	744.1
Schoolwide		--	740.5	739.8	740.2	744.9

Geographic District Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	724.3	722.6	722.6	721.8	721.4
	N	748.3	748.1	749.3	749.7	749.3
Minority	Y	729.9	728.7	729.4	728.9	728.7
	N	745.6	745.4	746.7	747.1	746.6
IEP	Y	709.4	706.2	706.5	704.8	706.4
	N	743.8	743.6	744.9	745.4	744.6
EL	Y	728.2	727.2	727.8	725.4	724.5
	N	741.9	741.5	742.6	742.8	742.3
GT	Y	771.1	771.5	773.8	775.4	777.1
	N	733.5	732.8	735.7	734.8	734.0
Geographic District		740.4	739.8	740.9	741.0	740.5

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show minority students outperformed their non-minority peers, overall, the school outperformed Jefferson County R-1. In 2019, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

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

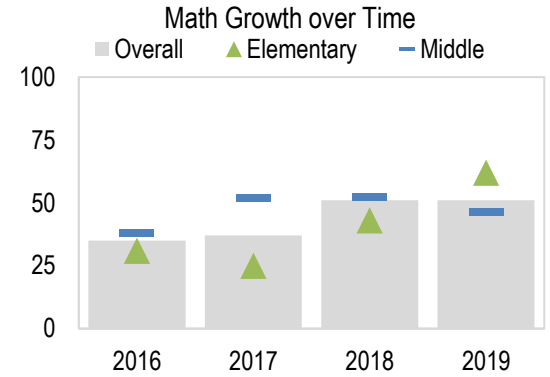
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

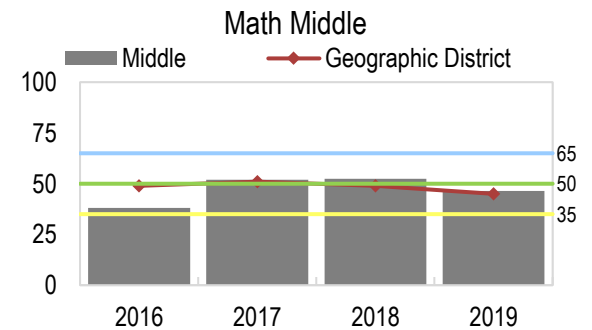
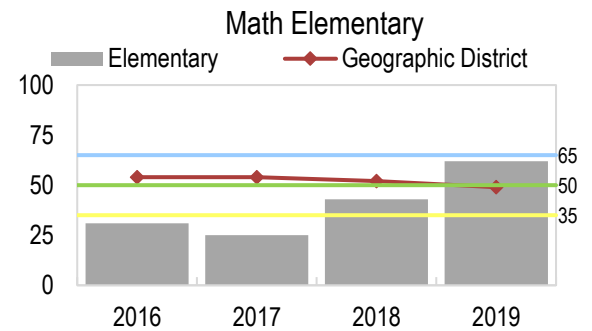
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	26	47.5	46	26.5	49	52.0	54	45.0
5	31	26.0	52	22.5	50	42.5	53	67.0
Elementary	57	31.0	98	25.0	99	43.0	107	62.0
6	n < 20	--	41	42.0	50	54.5	52	50.0
7	n < 20	--	43	69.0	35	65.0	43	46.0
8	n < 20	--	31	52.0	37	28.0	39	41.0
Middle	41	38.0	115	52.0	122	52.5	134	46.5
Overall	101	35.0	229	37.0	221	51.0	241	51.0



CMAS Math: Local Comparison Tables and Graphs

-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		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	5,548	50.0	5,788	52.0	5,805	47.0	5,637	49.0
5	5,495	55.0	5,624	54.0	5,843	51.0	5,784	46.0
Elementary	15,362	54.0	15,535	54.0	15,616	52.0	12,880	49.0
6	1,308	56.0	1,511	57.0	1,717	52.0	5,686	51.0
7	5,304	48.0	5,511	50.0	5,508	49.0	5,509	46.0
8	4,942	49.0	5,390	49.0	4,960	47.0	5,262	42.0
Middle	11,554	49.0	12,412	51.0	12,185	49.0	14,998	45.0
Overall	30,891	52.0	31,928	53.0	27,801	51.0	27,878	47.0

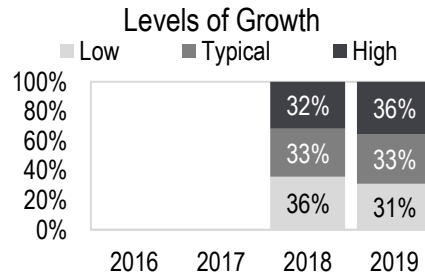


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the Math state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth decreased by 0 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

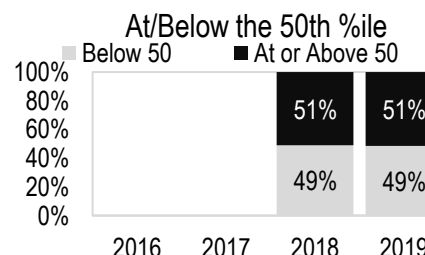
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2016	2017	2018	2019
Low (below 35)	--	--	36%	31%
Typical (35-65)	--	--	33%	33%
High (above 65)	--	--	32%	36%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	--	--	51%	51%
Below 50	--	--	49%	49%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 31% 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 36% of students. The percent of students at or above the 50th percentile has increased from last year (51% to 51%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

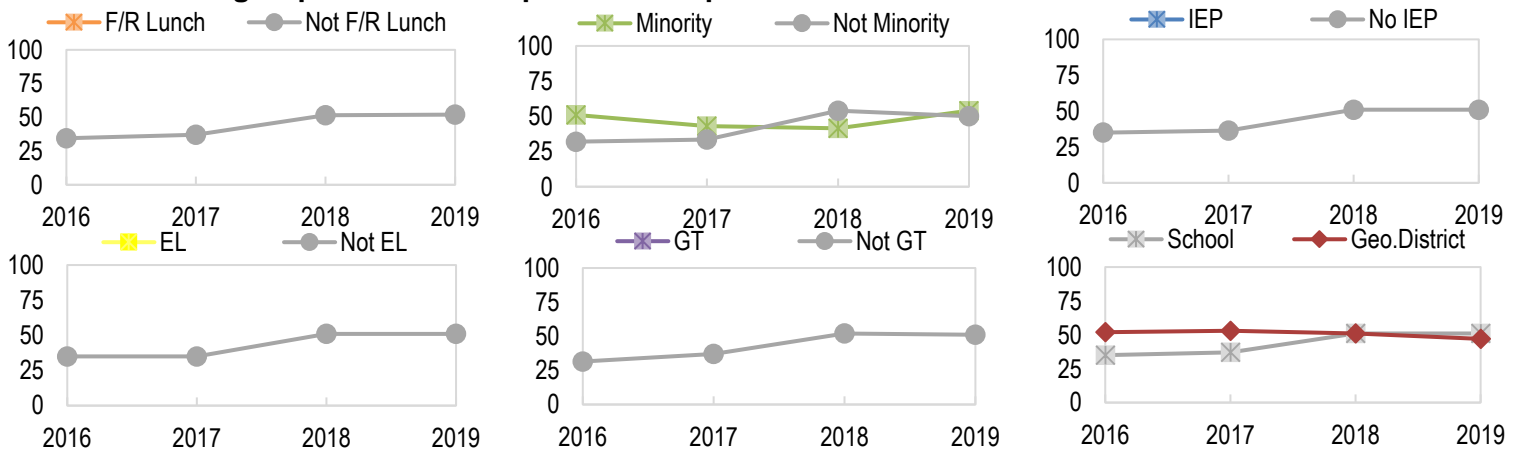
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

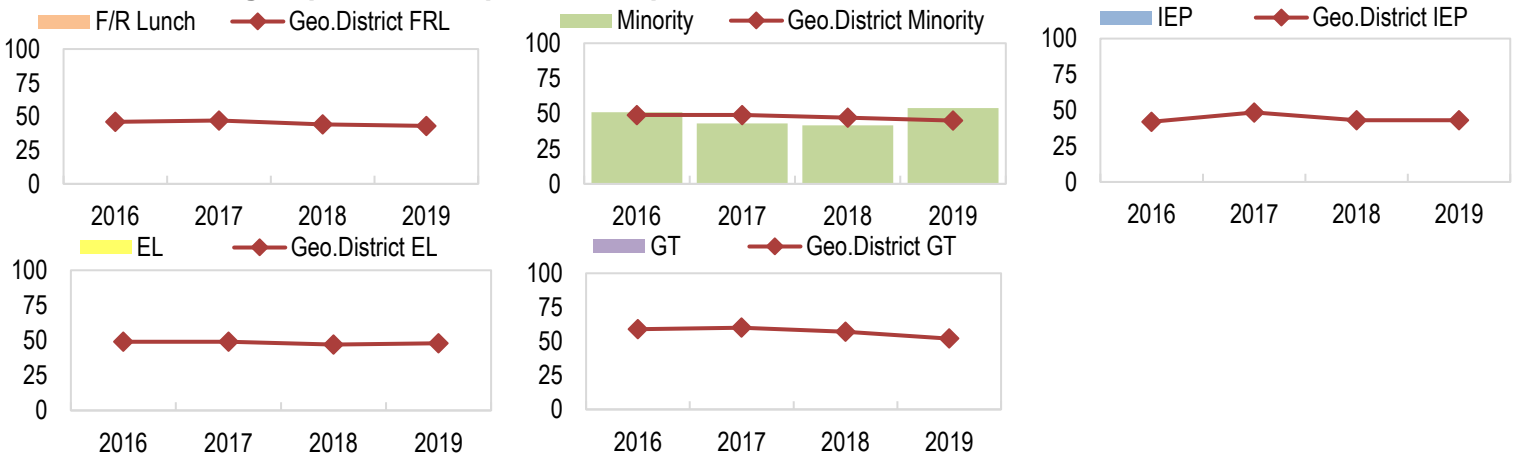
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--
	N	34.5	37.0	51.5	52.0
Minority	Y	51.0	43.0	41.5	54.0
	N	32.0	33.5	54.0	50.0
IEP	Y	--	--	--	--
	N	35.0	36.5	51.0	51.0
EL	Y	--	--	--	--
	N	35.0	35.0	51.0	51.0
GT	Y	--	--	--	--
	N	31.5	37.0	52.0	51.0
Schoolwide		35.0	37.0	51.0	51.0

CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	47.0	44.0	43.0
	N	55.0	56.0	53.0	49.0
Minority	Y	49.0	49.0	47.0	45.0
	N	54.0	55.0	52.0	48.0
IEP	Y	42.0	48.5	43.0	43.0
	N	53.0	54.0	51.0	47.0
EL	Y	49.0	49.0	47.0	48.0
	N	52.0	54.0	51.0	47.0
GT	Y	59.0	60.0	57.0	52.0
	N	51.0	52.0	49.0	46.0
Geographic District		52.0	53.0	51.0	47.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show minority students outperformed their non-minority peers, overall, the school outperformed Jefferson County R-1. In 2019, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

Science Achievement

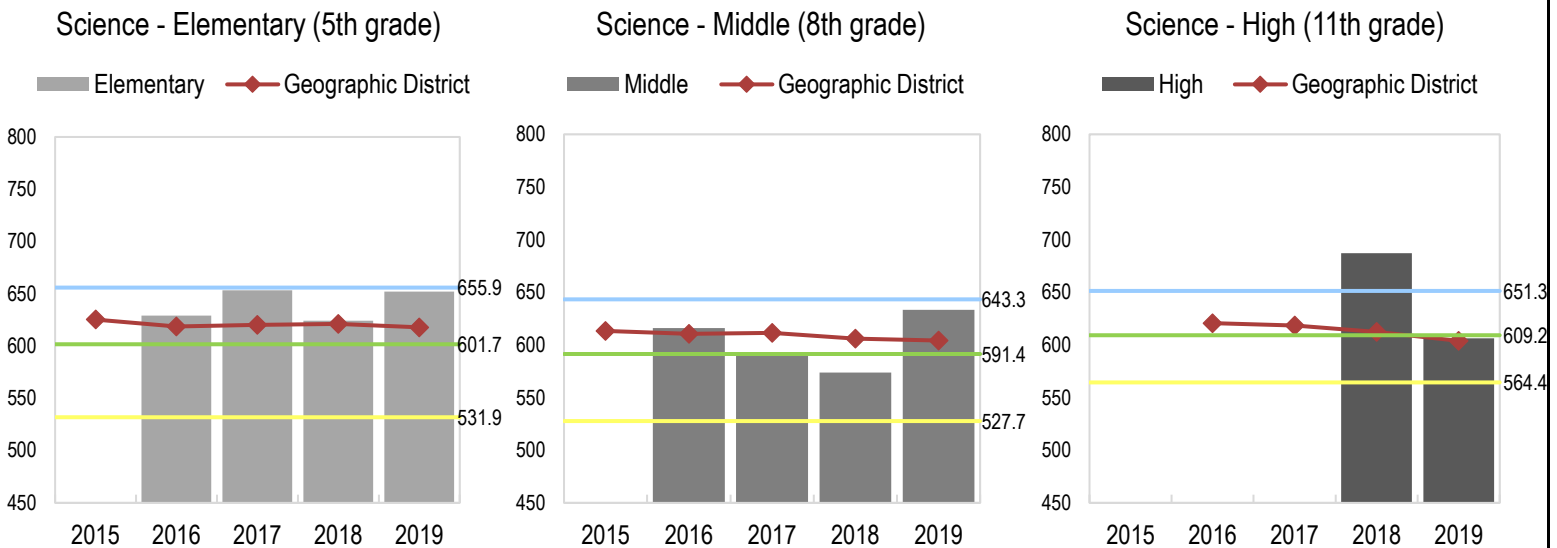
CMAS Science: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	--	--	49	629	57	653	54	624	53	652
Middle (8th)	--	--	23	616	39	590	48	574	44	633
High (11th)	--	--	--	--	n < 16	--	21	687	19	606

Geographic District Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	5,899	625	5,893	619	5,884	620	6,102	621	6,002	618
Middle (8th)	5,684	613	5,555	610	5,838	611	5,666	606	5,436	604
High (11th)	--	--	4,178	621	4,314	618	4,357	613	3,821	604

CMAS Science: School Local Comparison Graphs



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. 5th grade mean scale score has increased by 27.9 scale score points. 8th grade mean scale score has increased by 59.6 scale score points. 11th grade mean scale score has decreased by 80.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past four years. In 2019, the school performed greater than the geo. district in 5th grade, greater than the geo. district in 8th grade, greater than the geo. district in 11th grade, overall trends are in the graphs above.

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

Exceeds	Approaching
Meets	Does Not Meet

Science Subgroup Achievement

CMAS Science: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

Elementary (5th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	627	653	626	652
Minority	Y	--	--	--	--	--
	N	--	627	652	630	649
IEP	Y	--	--	--	--	--
	N	--	631	653	624	654
EL	Y	--	--	--	--	--
	N	--	628	650	626	652
GT	Y	--	--	--	--	--
	N	--	618	645	621	652

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	565	554	555	555	554
	N	656	649	652	653	650
Minority	Y	579	576	573	576	572
	N	648	640	643	646	642
IEP	Y	521	514	505	509	496
	N	638	632	635	636	635
EL	Y	561	559	553	559	547
	N	633	626	628	630	627
GT	Y	725	723	728	720	720
	N	602	599	605	599	596

Middle (8th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	621	595	575	630
Minority	Y	--	--	--	--	--
	N	--	624	596	587	635
IEP	Y	--	--	--	--	--
	N	--	616	591	576	635
EL	Y	--	--	--	--	--
	N	--	616	596	576	633
GT	Y	--	--	--	--	--
	N	--	612	590	569	628

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	551	547	538	526	528
	N	643	639	642	639	633
Minority	Y	565	568	564	553	555
	N	637	631	635	633	629
IEP	Y	499	488	489	481	465
	N	625	623	625	619	618
EL	Y	552	558	550	506	499
	N	622	617	620	616	614
GT	Y	715	714	722	709	718
	N	588	581	591	580	582

High (11th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	687	606
Minority	Y	--	--	--	--	--
	N	--	--	--	694	--
IEP	Y	--	--	--	--	--
	N	--	--	--	687	610
EL	Y	--	--	--	--	--
	N	--	--	--	687	606
GT	Y	--	--	--	--	--
	N	--	--	--	682	606

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	570	568	558	546
	N	--	640	637	633	622
Minority	Y	--	586	584	573	569
	N	--	638	637	633	623
IEP	Y	--	531	530	523	496
	N	--	629	625	620	611
EL	Y	--	577	568	516	508
	N	--	627	626	621	612
GT	Y	--	717	722	702	689
	N	--	601	602	591	580

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show disaggregated subgroup achievement performance disaggregated by grade level. Comparison geographic district values are in the tables to the right.

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

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

Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	--
High	--	--	--	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	2442	53.0	2187	54.0	72.6%
Middle	--	--	--	--	531	46.0	546	50.0	47.4%
High	--	--	--	--	754	55.0	729	57.0	49.2%
Overall	--	--	--	--	3,727	53.0	3462	54.0	63.7%

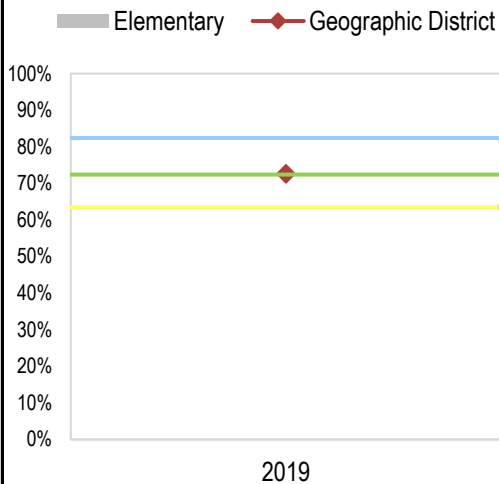
^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

**ACCESS growth was not released in 2016 or 2017.

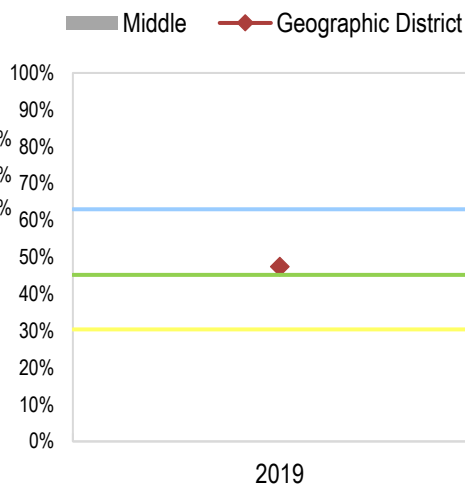
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

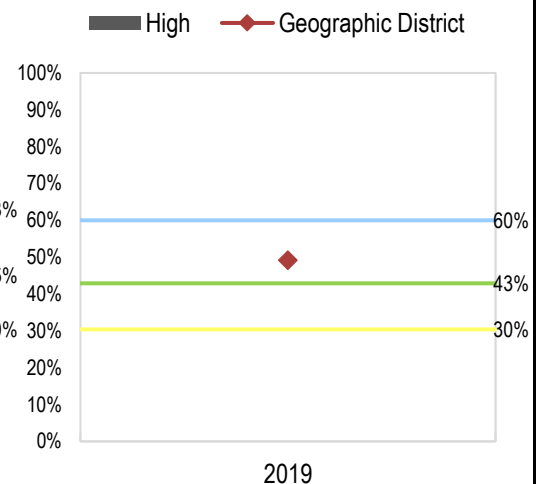
% On Track - Elementary



% On Track - Middle



% On Track - High



Growth Status and Local Comparison Narrative

--

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Achievement

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	34	531	40	496
PSAT (10th)*	--	--	--	--	26	555	33	556	35	549
PSAT (9th&10th)	--	--	--	--	--	--	67	543	75	520
SAT (11th)	--	--	--	--	n < 16	--	23	626	25	576
Overall	--	--	--	--	35	576	90	564	100	534

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	n<16	--	5,921	473
PSAT (10th)*	--	--	--	--	5,796	494	5,760	496	5,791	497
PSAT (9th&10th)	--	--	--	--	--	--	11,922	483	11,712	485
SAT (11th)	--	--	--	--	5,853	537	5,723	533	5,449	528
Overall	--	--	--	--	11,649	516	17,645	500	17,161	499

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

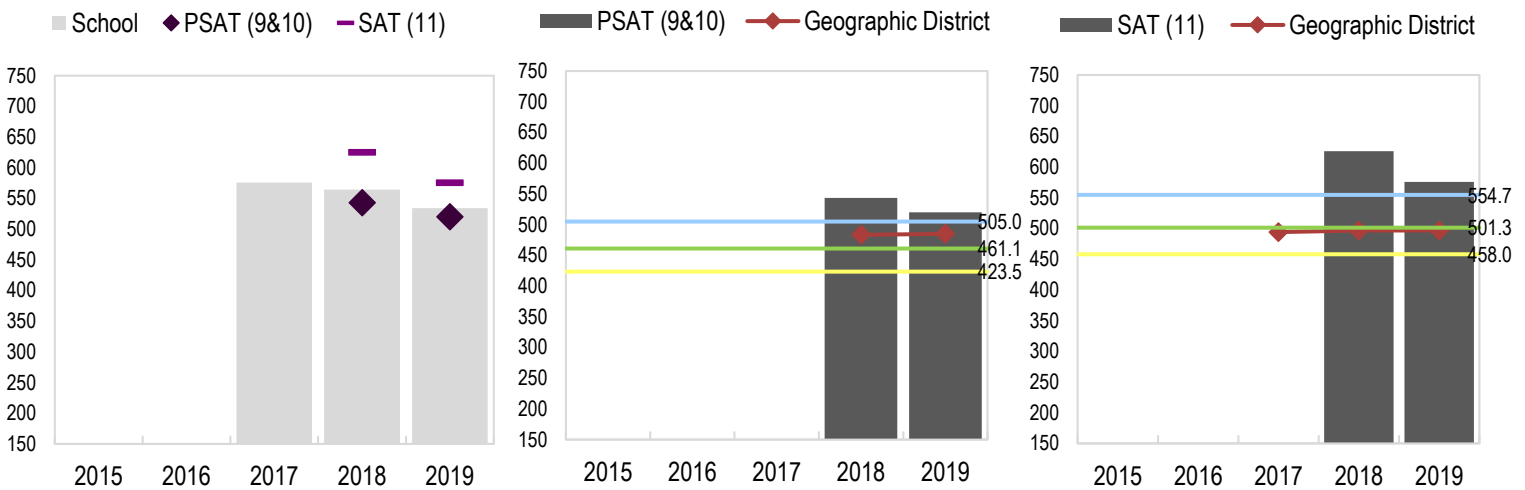
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 41.8 scale score points. Since last school year, overall mean scale score decreased by 30.1 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 36 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Achievement

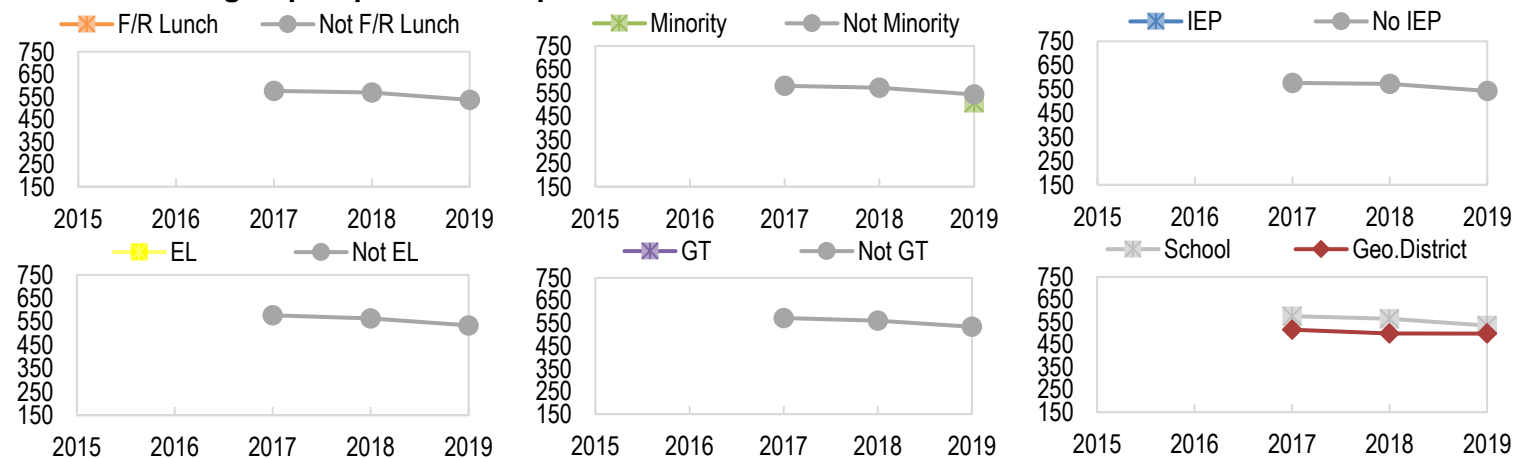
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

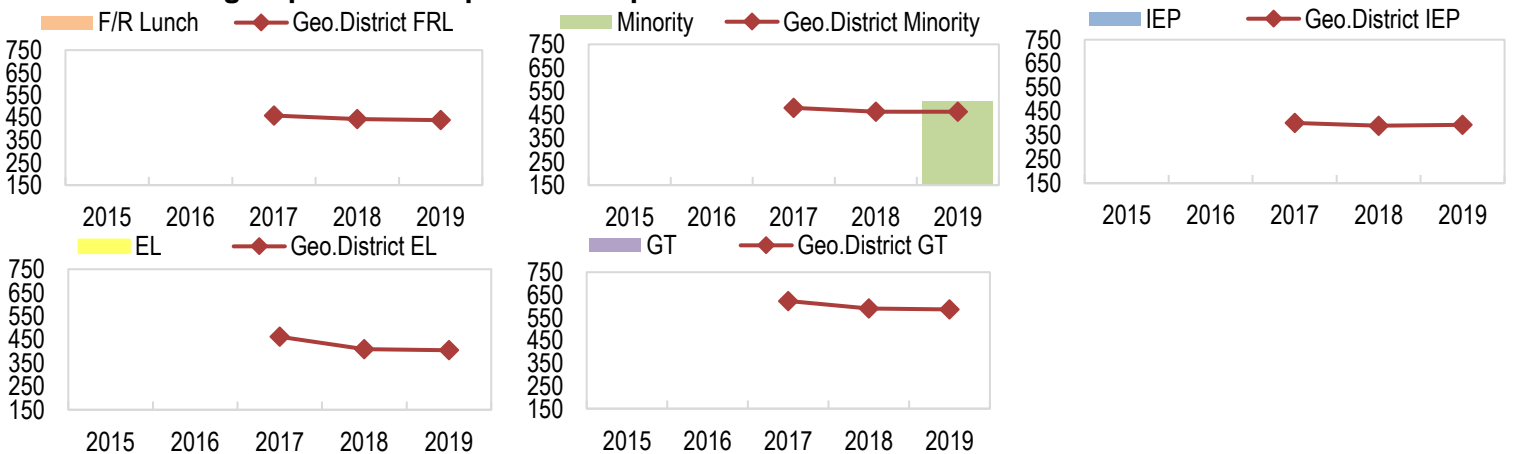
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	576	569	536
Minority	Y	--	--	--	--	508
	N	--	--	580	573	543
IEP	Y	--	--	--	--	--
	N	--	--	576	572	542
EL	Y	--	--	--	--	--
	N	--	--	577	564	534
GT	Y	--	--	--	--	--
	N	--	--	573	562	535
Schoolwide		--	--	576	564	534

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	459	444	439
	N	--	--	535	519	518
Minority	Y	--	--	479	463	463
	N	--	--	533	517	516
IEP	Y	--	--	402	391	394
	N	--	--	525	509	506
EL	Y	--	--	462	408	404
	N	--	--	523	506	505
GT	Y	--	--	623	590	586
	N	--	--	500	477	475
Geographic District		--	--	516	500	499

PSAT/SAT: Subgroup Gap Trends Graphs



PSAT/SAT: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show non-minority students outperformed their minority peers, overall the school outperformed District.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Growth

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	21	70.0	--	--
PSAT 9 to PSAT 10	--	--	--	--	31	47.0
PSAT 10 to SAT 11	n < 20	--	22	78.5	21	49.0
Overall	--	--	44	62.5	52	48.5

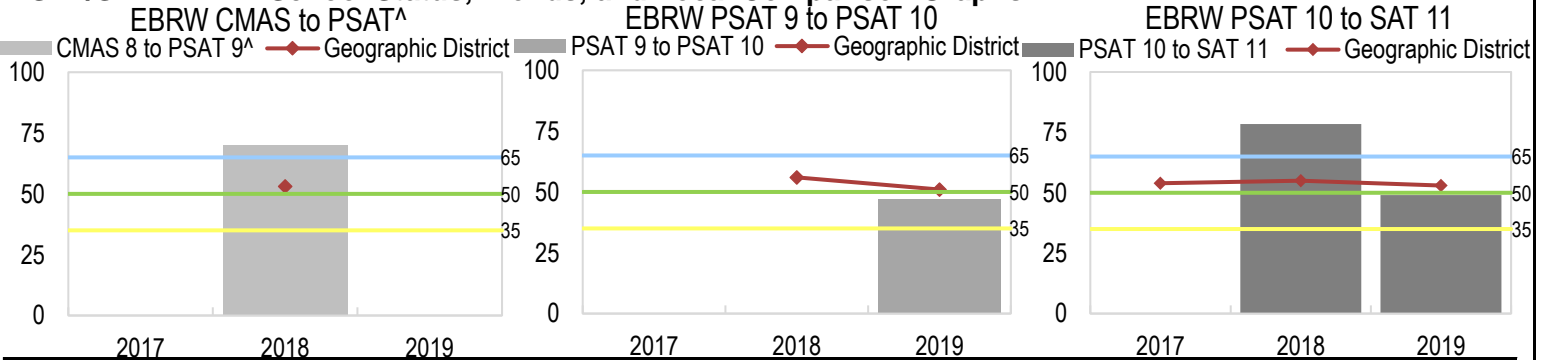
[^]In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math growth will be calculated and presented in the same manner as 2018 performance frameworks". To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	5,529	53.0	--	--
PSAT 9 to PSAT 10	--	--	4,830	56.0	5,556	51.0
PSAT 10 to SAT 11	5,408	54.0	5,337	55.0	5,166	53.0
Overall	5,408	54.0	15,696	55.0	10,722	52.0

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



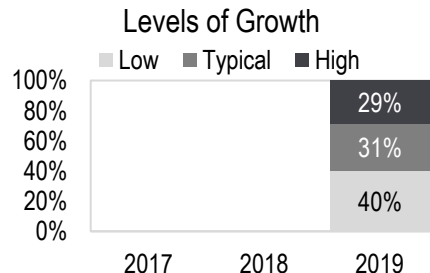
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. Since last year, student growth decreased by 14 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

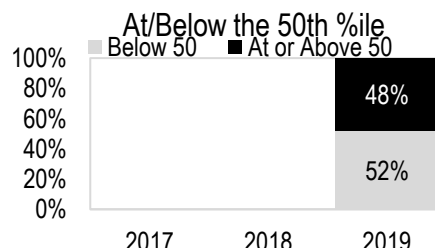
PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
Low (below 35)	--	--	40%
Typical (35-65)	--	--	31%
High (above 65)	--	--	29%



EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
At or Above 50	--	--	48%
Below 50	--	--	52%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 40% 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 29% of students. The percent of students at or above the 50th percentile has

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Growth

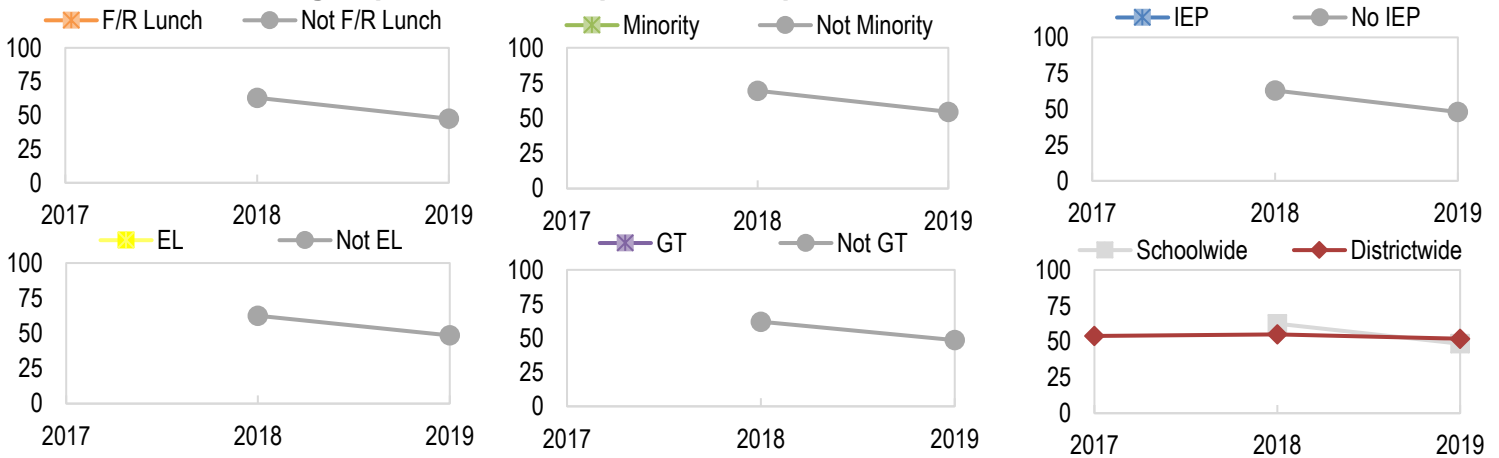
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

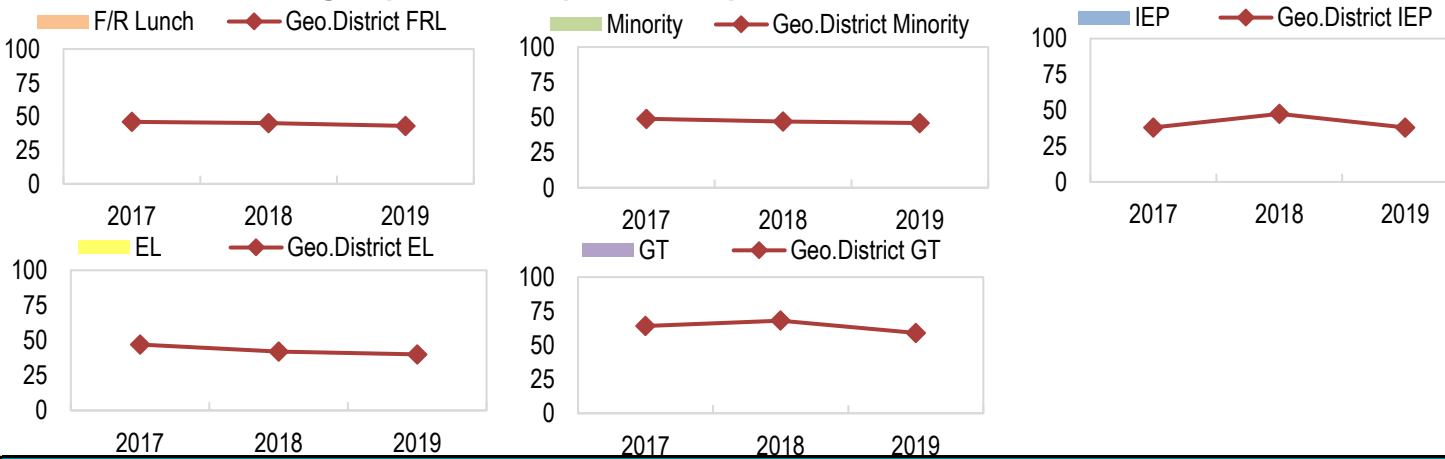
PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	--	--
	N	--	63.0
Minority	Y	--	--
	N	--	69.5
IEP	Y	--	--
	N	--	63.0
EL	Y	--	--
	N	--	62.5
GT	Y	--	--
	N	--	62.0
Schoolwide	--	62.5	48.5

PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	46.0	45.0
	N	56.0	58.0
Minority	Y	49.0	47.0
	N	56.0	58.0
IEP	Y	38.0	47.5
	N	55.0	55.0
EL	Y	47.0	42.0
	N	55.0	56.0
GT	Y	64.0	68.0
	N	53.0	51.0
Geographic District	54.0	55.0	52.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show overall Jefferson County R-1 outperformed the school.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

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

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

Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	34	478	40	459
PSAT (10th)*	--	--	--	--	26	529	33	505	35	504
PSAT (9th&10th)	--	--	--	--	--	--	67	491	75	480
SAT (11th)	--	--	--	--	n < 16	--	23	594	25	563
Overall	--	--	--	--	35	547	90	518	100	501

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	n<16	--	5,929	472
PSAT (10th)*	--	--	--	--	5,796	485	5,768	485	5,791	484
PSAT (9th&10th)	--	--	--	--	--	--	11,935	477	11,720	478
SAT (11th)	--	--	--	--	5,854	526	5,723	523	5,449	524
Overall	--	--	--	--	11,650	506	17,658	492	17,169	493

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

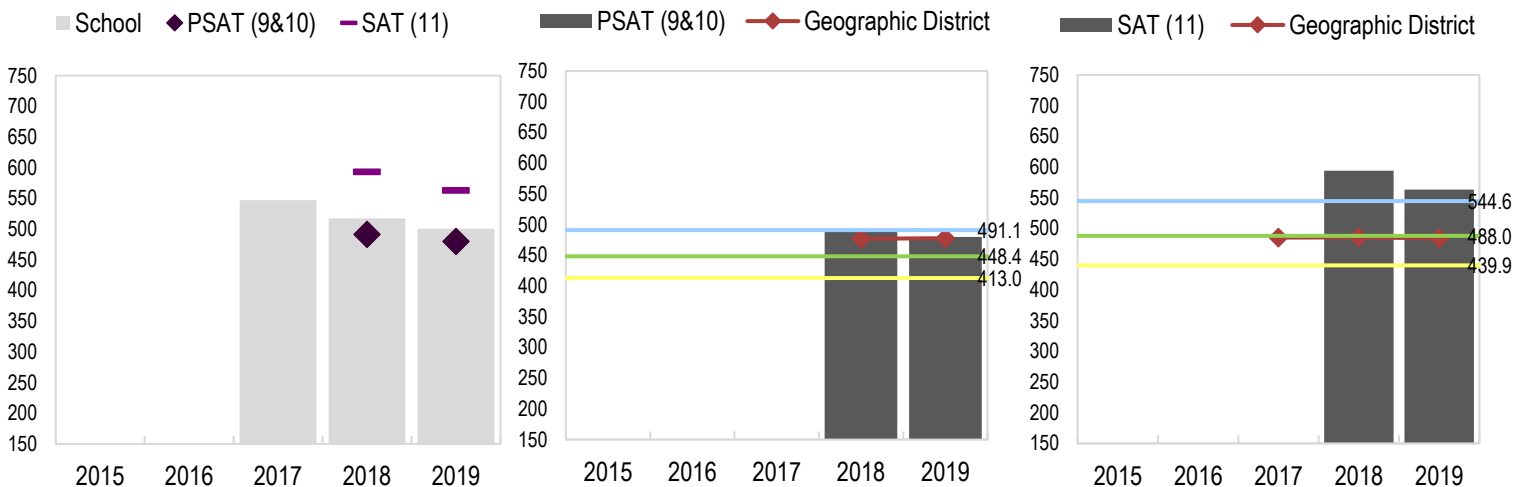
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 46.5 scale score points. Since last school year, overall mean scale score decreased by 16.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 8 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

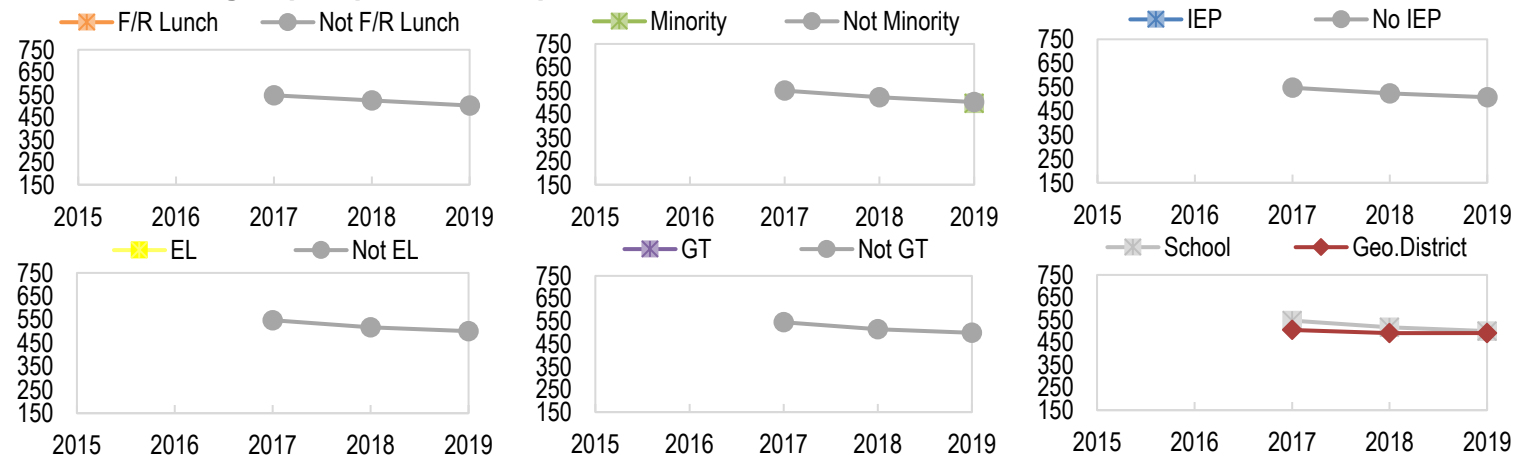
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

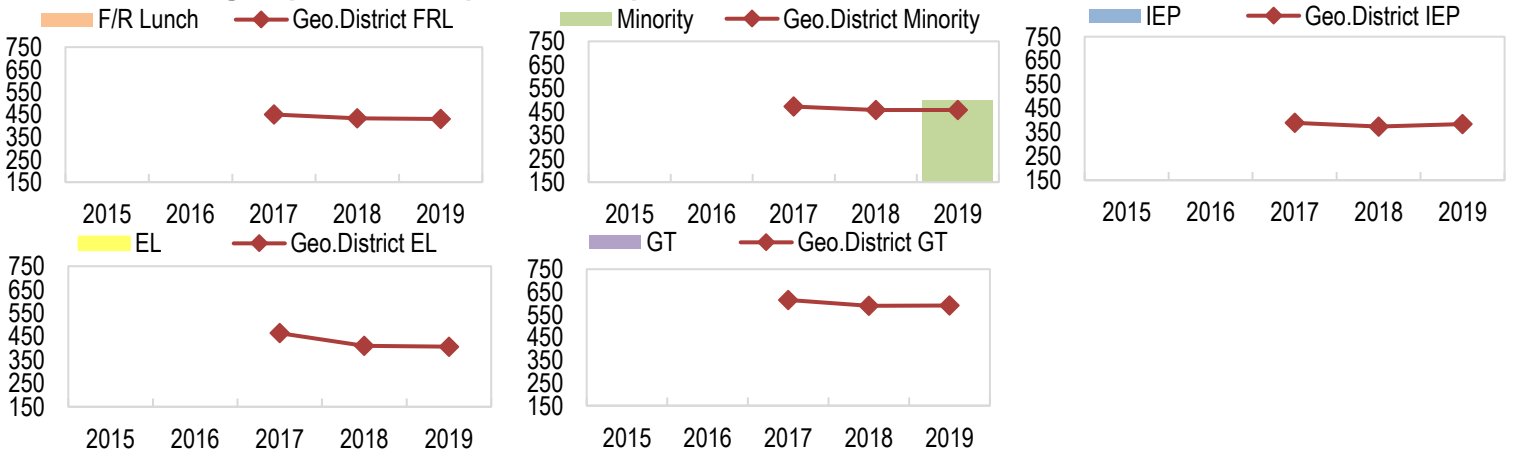
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	547	524	502
Minority	Y	--	--	--	--	497
	N	--	--	551	522	502
IEP	Y	--	--	--	--	--
	N	--	--	547	524	508
EL	Y	--	--	--	--	--
	N	--	--	548	518	501
GT	Y	--	--	--	--	--
	N	--	--	546	515	499
Schoolwide		--	--	547	518	501

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	451	434	431
	N	--	--	525	512	513
Minority	Y	--	--	472	457	458
	N	--	--	522	509	510
IEP	Y	--	--	390	374	384
	N	--	--	515	502	501
EL	Y	--	--	464	410	407
	N	--	--	511	498	499
GT	Y	--	--	615	589	590
	N	--	--	490	468	467
Geographic District		--	--	506	492	493

PSAT/SAT: Subgroup Gap Trends Graphs



PSAT/SAT: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show non-minority students outperformed their minority peers, overall the school outperformed District.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	23	52.0	29	70.0
PSAT 9 to PSAT 10	--	--	--	--	31	68.0
PSAT 10 to SAT 11	n < 20	--	22	73.5	21	74.0
Overall	--	--	67	58.0	81	69.0

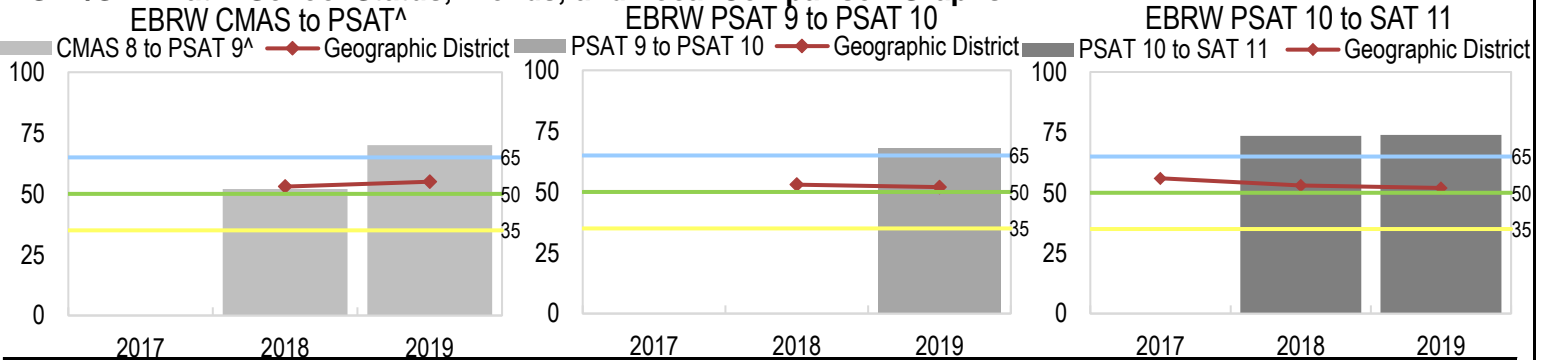
Geographic District Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	5,386	53.0	4,920	55.0
PSAT 9 to PSAT 10	--	--	4,451	53.0	5,556	52.0
PSAT 10 to SAT 11	5,408	56.0	5,337	53.0	5,166	52.0
Overall	5,408	56.0	15,174	53.0	15,642	53.0

[^]In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math growth will be calculated and presented in the same manner as 2018 performance frameworks". To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



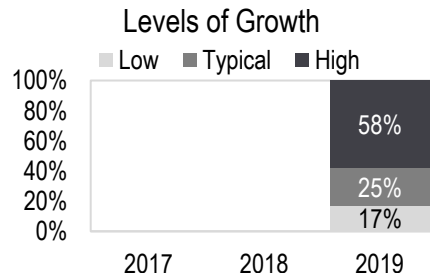
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. Since last year, student growth increased by 11 percentile points. In 2019, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

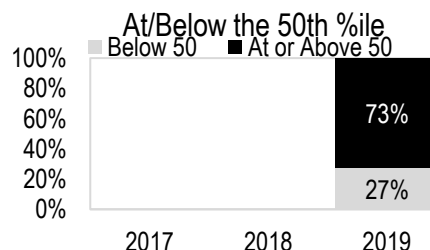
PSAT/SAT Math: Levels of Growth Tables

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

Math Levels of Growth			
PSAT/SAT Math	%Students		
	2017	2018	2019
Low (below 35)	--	--	17%
Typical (35-65)	--	--	25%
High (above 65)	--	--	58%



Math At/Below 50th %ile			
PSAT/SAT Math	%Students		
	2017	2018	2019
At or Above 50	--	--	73%
Below 50	--	--	27%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 17% 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 58% of students. The percent of students at or above the 50th percentile has

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

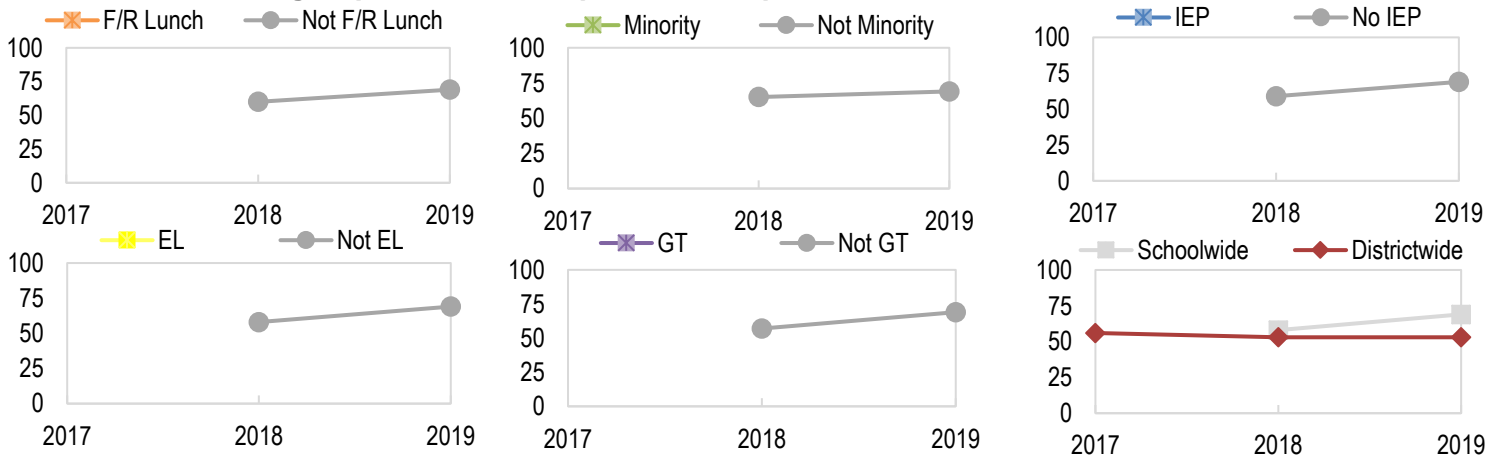
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

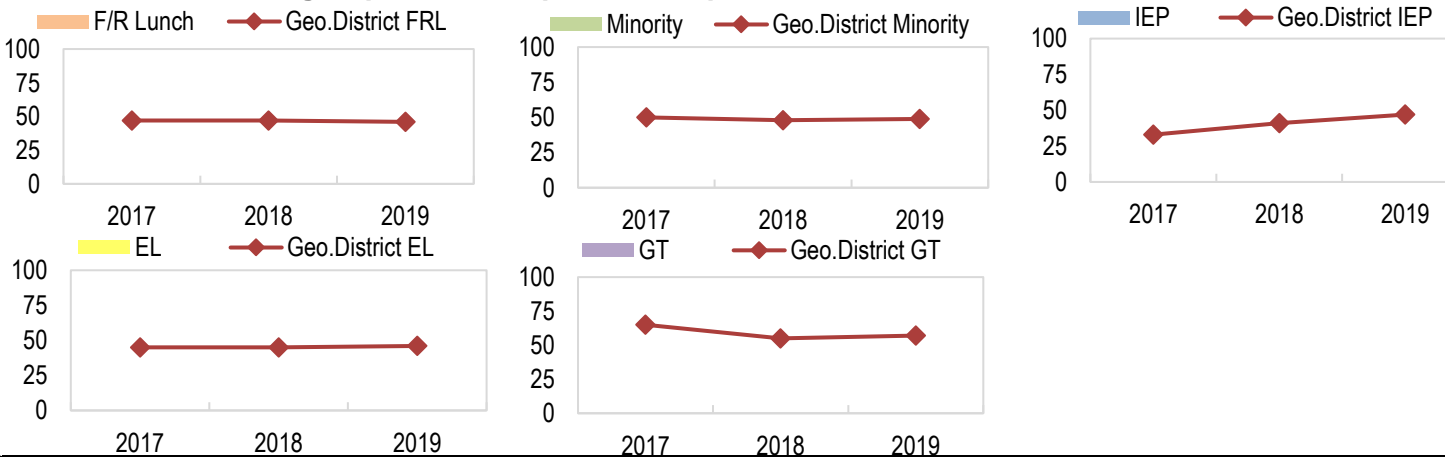
Subgroup Growth Gap Trends over Time in Math				
PSAT/SAT Math		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	--	--
	N	--	60.0	69.0
Minority	Y	--	--	--
	N	--	65.0	69.0
IEP	Y	--	--	--
	N	--	59.0	69.0
EL	Y	--	--	--
	N	--	58.0	69.0
GT	Y	--	--	--
	N	--	57.0	69.0
Schoolwide		--	58.0	69.0

Subgroup Growth Gap Trends over Time in Math				
PSAT/SAT Math		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	47.0	47.0	46.0
	N	59.0	55.0	56.0
Minority	Y	50.0	48.0	49.0
	N	59.0	55.0	55.0
IEP	Y	33.0	41.0	47.0
	N	58.0	54.0	54.0
EL	Y	45.0	45.0	46.0
	N	58.0	54.0	54.0
GT	Y	65.0	55.0	57.0
	N	54.0	53.0	52.0
Geographic District		56.0	53.0	53.0

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show overall the school outperformed Jefferson County R-1.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

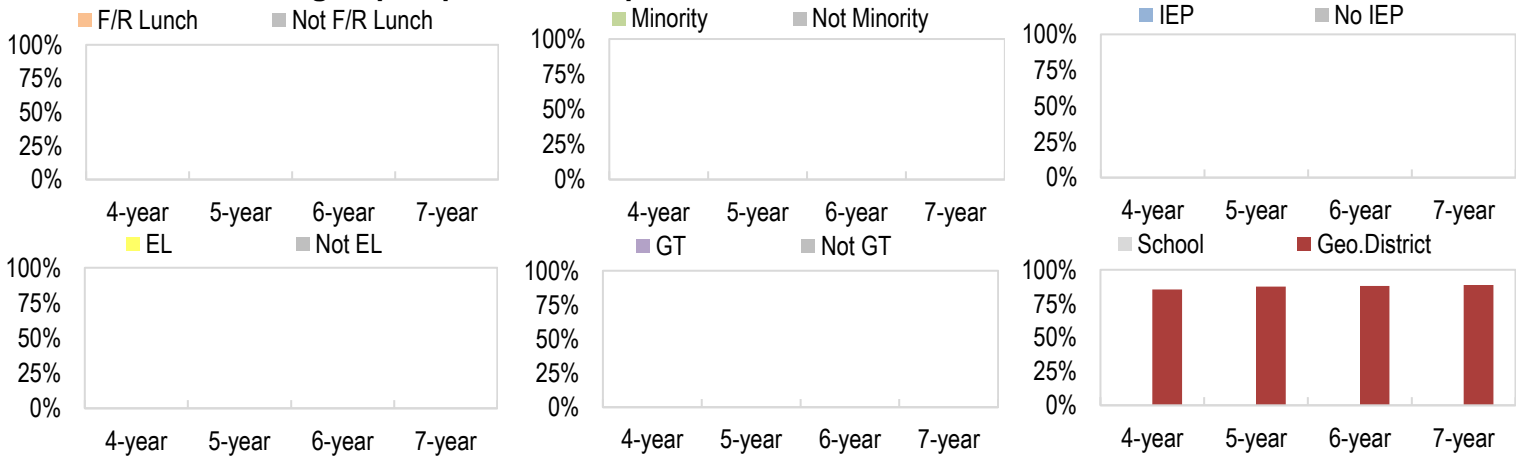
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

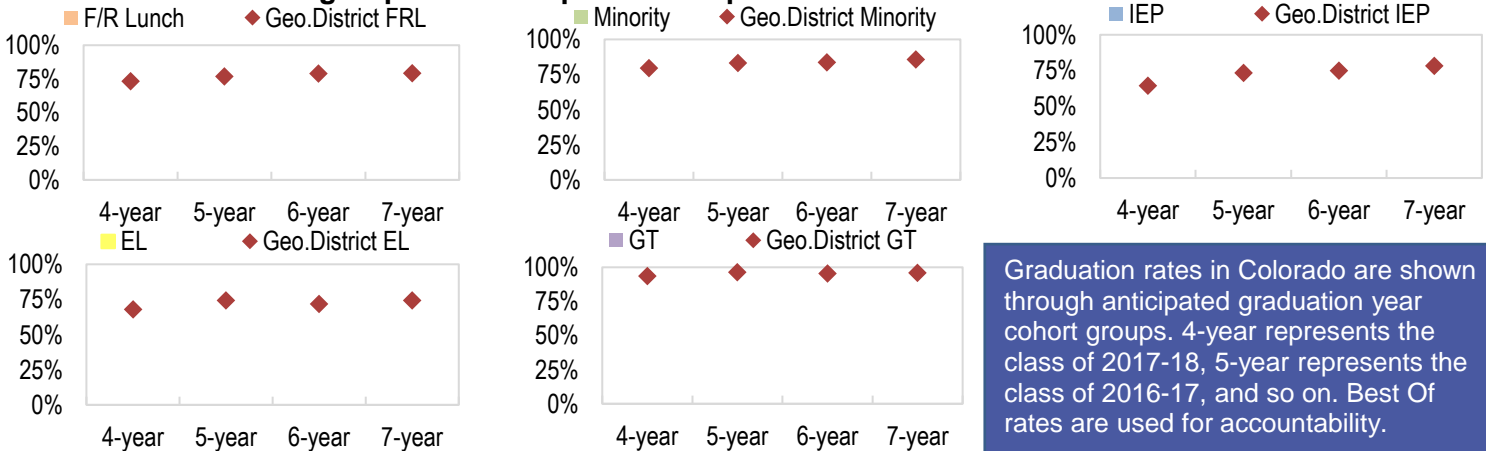
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year	5-year	6-year	7-year
			Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year	5-year	6-year	7-year
			Rate	Rate	Rate	Rate
F/R Lunch	Y	7-year	73%	77%	79%	79%
	N	7-year	92%	93%	93%	94%
Minority	Y	7-year	80%	83%	84%	86%
	N	6-year	88%	90%	90%	90%
IEP	Y	7-year	65%	73%	75%	78%
	N	7-year	87%	89%	89%	90%
EL	Y	7-year	68%	74%	72%	74%
	N	7-year	87%	89%	89%	90%
GT	Y	5-year	94%	96%	96%	96%
	N	7-year	84%	86%	87%	87%
Geographic District		7-year	85%	88%	88%	89%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2017-18, 5-year represents the class of 2016-17, and so on. Best Of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate cannot be reported due to low student counts. The best of rate for the geo. district is the 7 year rate of 89%.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

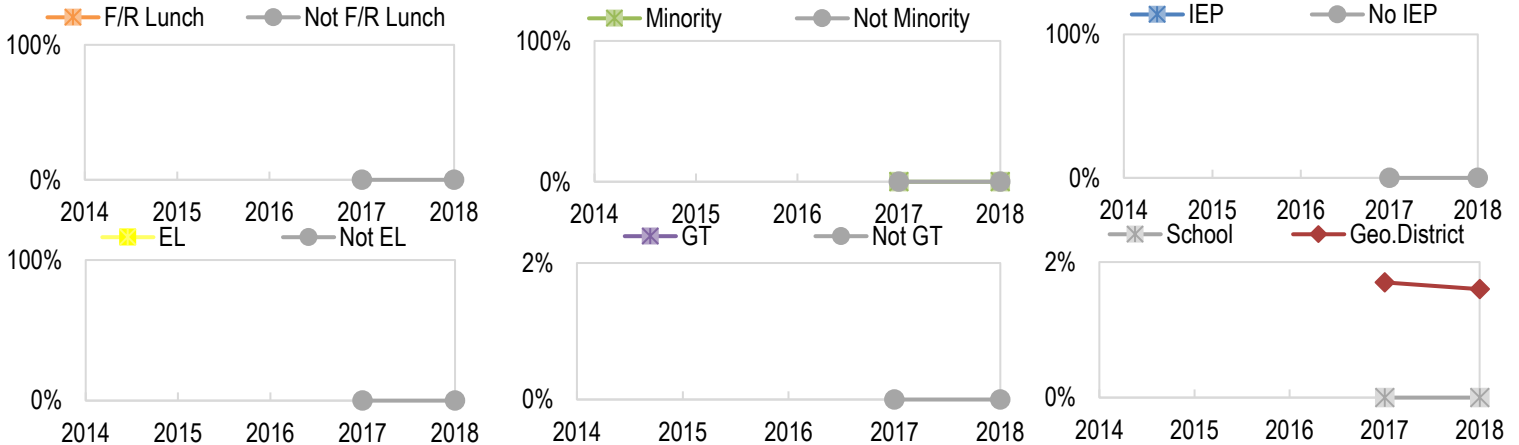
Dropout Rate: Subgroup Status and Gap Trends Tables

- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

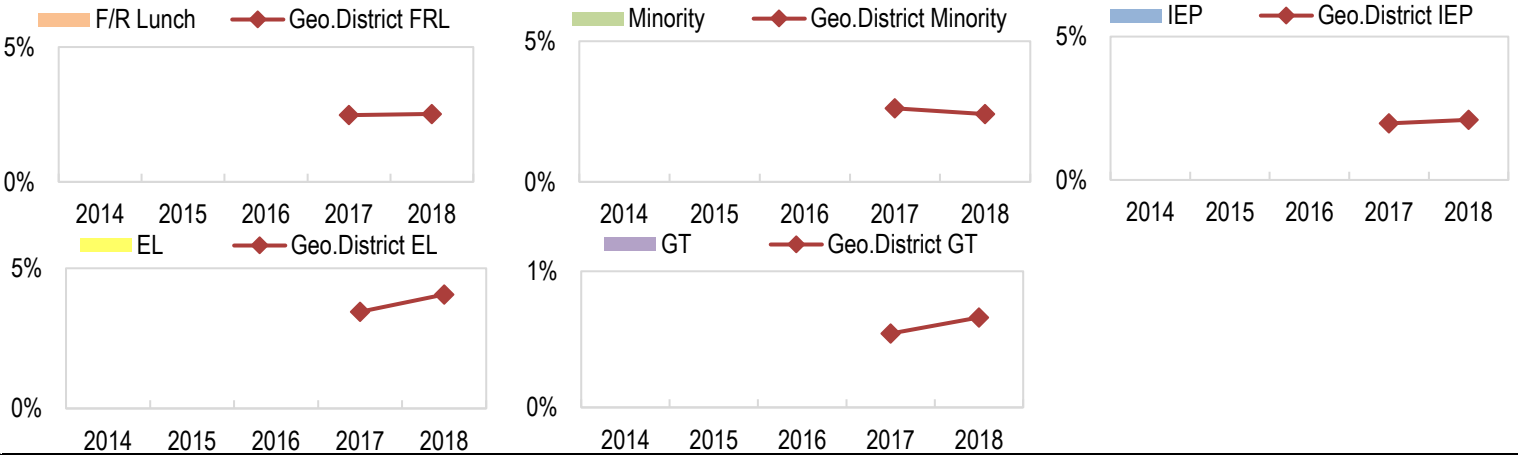
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	0.0%	0.0%
Minority	Y	--	--	--	0.0%	0.0%
	N	--	--	--	0.0%	0.0%
IEP	Y	--	--	--	--	--
	N	--	--	--	0.0%	0.0%
EL	Y	--	--	--	--	--
	N	--	--	--	0.0%	0.0%
GT	Y	--	--	--	--	--
	N	--	--	--	0.0%	0.0%
Schoolwide		--	--	--	0.0%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	2.5%	2.5%
	N	--	--	--	1.4%	1.2%
Minority	Y	--	--	--	2.6%	2.4%
	N	--	--	--	1.2%	1.6%
IEP	Y	--	--	--	2.0%	2.1%
	N	--	--	--	1.7%	1.6%
EL	Y	--	--	--	3.4%	4.1%
	N	--	--	--	1.6%	1.4%
GT	Y	--	--	--	0.3%	0.3%
	N	--	--	--	2.0%	1.9%
Geographic District		--	--	--	1.7%	1.6%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, minority student dropout rates had no change, and overall student dropout rates had no change. In 2018, the following subgroups had dropout rates lower than the geo. district: minority, - additional details are available in the graphs above.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018 [^]	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	n < 16	--	n < 16	--
4 year	--	--	--	--	n < 16	--	n < 16	--
CTE	--	--	--	--	n < 16	--	n < 16	--
Schoolwide	--	--	--	--	n < 16	--	n < 16	--

Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, 2018 represents data from the class of 2017-18, 2017 represents data from the class of 2016-17, and so on. Schoolwide matriculation rates are the only rates used for accountability.

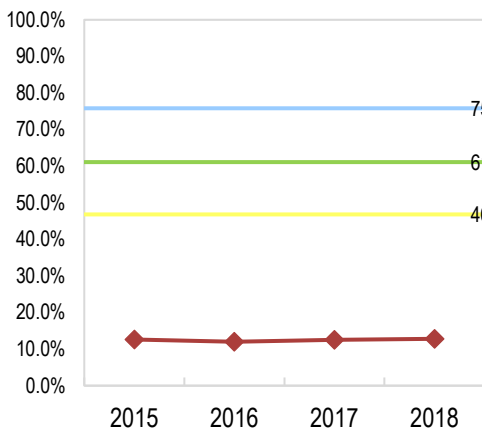
Geo. District Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018 [^]	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	5,861	12.6%	5,819	12.0%	5,868	12.5%	6,038	12.8%
4 year	5,861	48.5%	5,819	44.3%	5,868	47.5%	6,038	46.5%
CTE	5,861	6.2%	5,819	8.2%	5,868	8.7%	6,038	9.1%
Geo. District	5,861	65.2%	5,819	61.2%	5,868	65.3%	6,038	64.5%

[^]CDE renormed matriculation benchmarks for the most recent school year. Therefore, benchmarks from previous school years do not look the same as benchmarks from the 2017-18 school year.

Matriculation Rate: School Status and Local Comparison Graphs

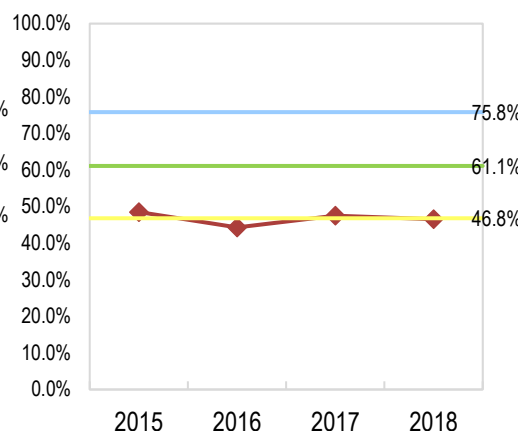
2 Year Matriculation Rates

2 year Geographic District



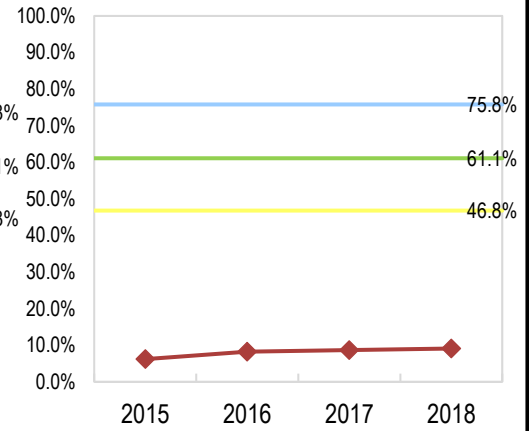
4 Year Matriculation Rates

4 year Geographic District



CTE Matriculation Rates

CTE Geographic District



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Jefferson County R-1. In 2018, school matriculation rates could not be reported due to low student counts.

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

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

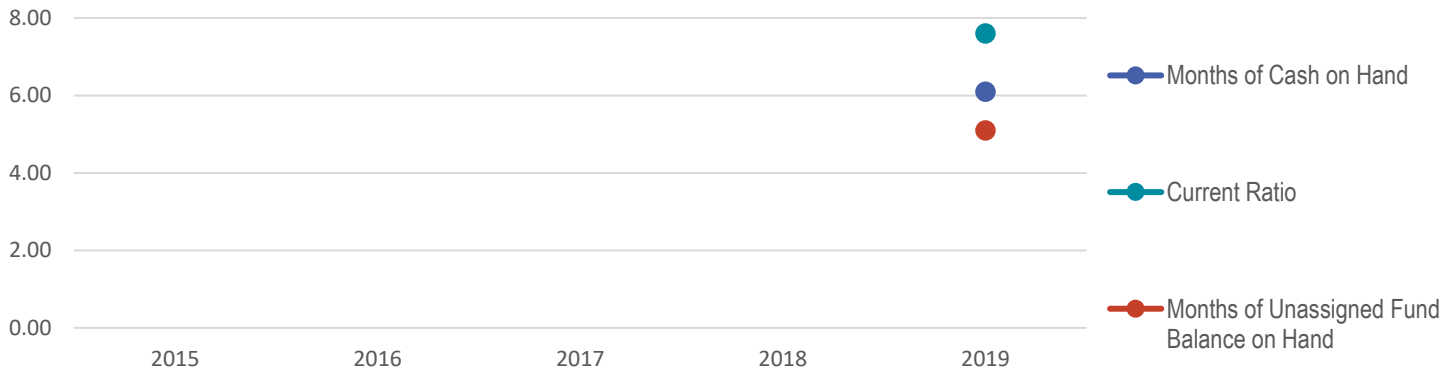
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2015-2019 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?

Governmental Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Operating Margin	--	--	--	--	10.6%
Months of Cash on Hand	--	--	--	--	6.10
Current Ratio	--	--	--	--	7.60
Months of Unassigned Fund Balance on Hand	--	--	--	--	5.10
Positive Unassigned Fund Balance (TABOR)	--	--	--	--	YES



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	--	--	--	--	-0.2%
Change in FPC from Prior-Year	--	--	--	--	100.0%

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	2019
Months of Cash on Hand	--	--	--	--	N/A
Current Ratio	--	--	--	--	N/A
Debt to Asset Ratio	--	--	--	--	N/A
Change in Net Position	--	--	--	--	N/A

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	2019
Debt to Asset Ratio	--	--	--	--	1.65
Change in Net Position	--	--	--	--	(\$831,885)
Default	--	--	--	--	No

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

Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2019 Financial Results

Financial Performance Narrative

Golden View Classical 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 1.1 pupils (0 percent), and 680.9 pupils (100 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 school's governmental funds ended the year with 6.1 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 11 percent and an increase in their unassigned fund balance.

School Observations

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

Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

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

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

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2018-19 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

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

CSI Review

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

Governance Management

-Is the school complying with governance requirements?

Includes:

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

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2018-19 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 requirements,*
- *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 2018-19 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2018-19 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2018-19 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 2018-19 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

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