



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

The New America School - Lowry



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.

The New America School - Lowry Overview

Year Opened/Transferred: 2014-2015

Grades Served: 9-12

School Model: Alternative Education Campus

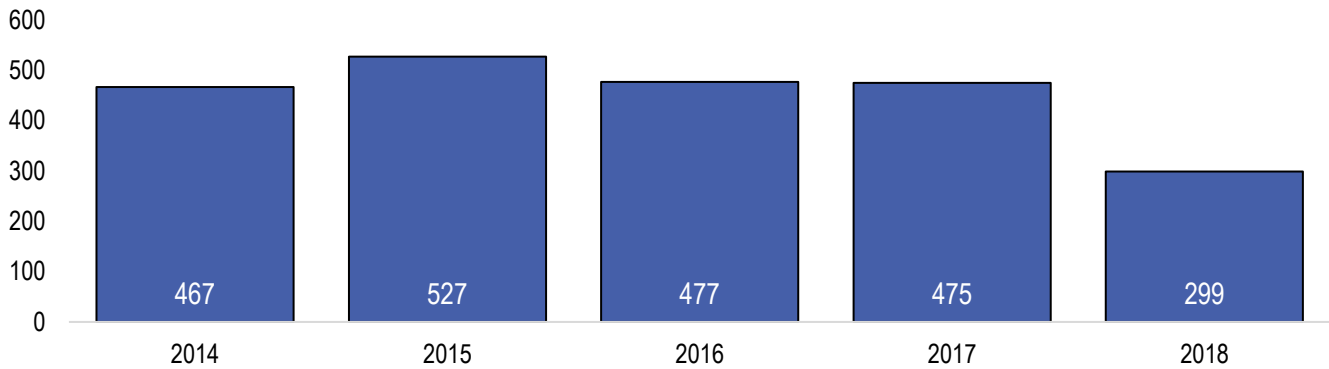
Town/City: Aurora

District of Residence: Adams Arapahoe 28J

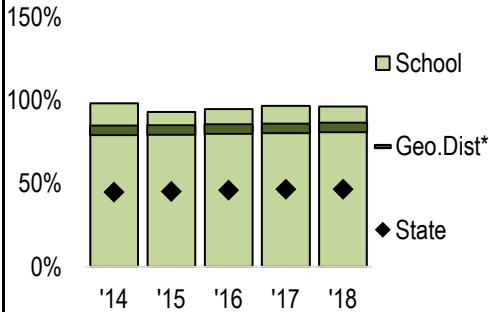
Original Application Type: Transfer

Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	467	527	477	475	299	
F/R Lunch	83.7%	71.5%	76.9%	83.2%	83.9%	
Minority	98.3%	93.0%	94.8%	96.6%	96.3%	
IEP	1.1%	2.8%	4.8%	4.8%	4.7%	
EL	73.4%	70.6%	74.4%	70.5%	68.9%	
Gifted	0.0%	0.0%	0.0%	0.0%	0.0%	
504	0.0%	0.9%	0.8%	0.6%	1.3%	

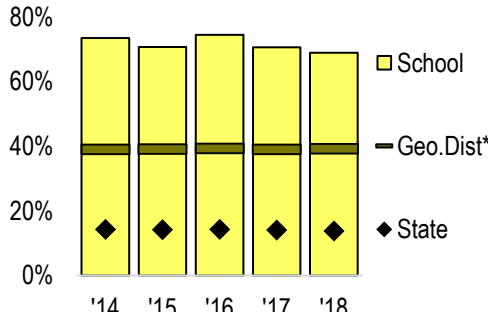
Enrollment over Time



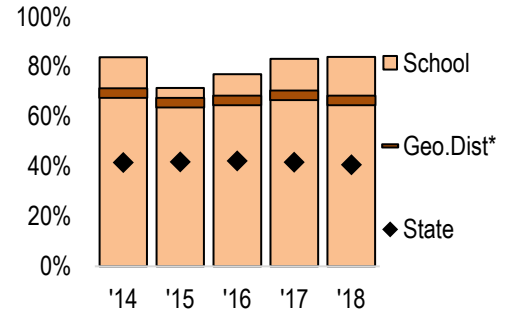
Minority Students



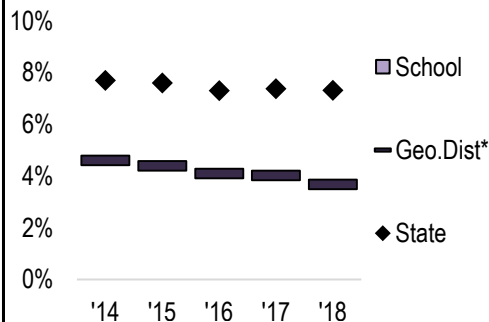
English Learners



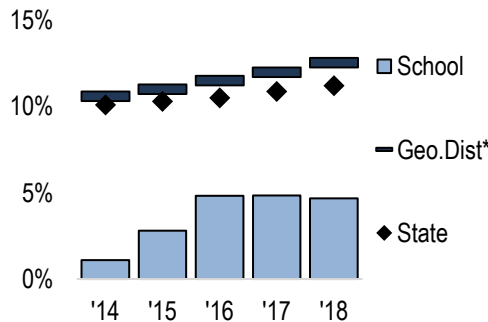
Lunch Eligibility



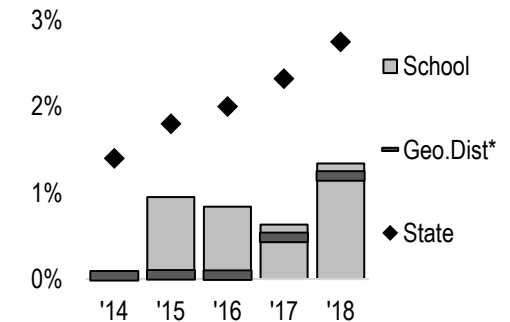
Gifted Students



Students with Disabilities



Students with a 504



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

*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	AEC: Improvement
Elementary School Rating	--
Middle School Rating	--
High School Rating	AEC: Improvement (Points Earned: 54.5%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	AEC: Improvement

Plan Type

AEC: Improvement
54.48 / 100.00

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/ Eligible	Rating
Academic Achievement	46.4%	6.96 / 15.00	Approaching
Academic Growth	70.8%	24.77 / 35.00	Meets
Student Engagement	45.0%	9.00 / 20.00	Approaching
Postsecondary & Workforce Readiness	45.8%	13.75 / 30.00	Approaching

Performance

54.48%

Improvement

Priority Imp

Turnaround

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 90% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school level. Districts are encouraged to report three years of data when available.

Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

$$\text{Measure Points Eligible} = (\text{Measure N} / \text{Total N}) \times \text{PE}$$

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed.

Cut-Points for Each Performance Indicator

Academic Achievement; Academic Growth; Student Engagement; Postsecondary Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

The plan type presented above is based on the percent of points earned of the total points eligible on the framework:

AEC Performance:
60.0% - 100.0%

AEC Improvement:
47.0% - 59.99%

AEC Priority Improvement:
33.0% - 46.99%

AEC Turnaround:
0.0% - 32.99%

Insufficient Data:
No reportable data

(*) Not Applicable; (-) No Reportable Data

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

6219: NEW AMERICA SCHOOL - LOWRY | 8001: CHARTER SCHOOL INSTITUTE

Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Participation Rate	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CMAS	Science	141	61.2%	454.3	0.21 / 0.84	25.0%	Does Not Meet
	CO PSAT	Evidence-Based Rea..	111	75.1%	367.6	0.17 / 0.66	25.0%	Does Not Meet
		Math	116	75.1%	362.7	0.17 / 0.69	25.0%	Does Not Meet
Optional Measures	NWEA MAP Acheivement	Languge Usage	694		55.6%	2.08 / 4.15	50.0%	Approaching
		Math	704		55.1%	2.11 / 4.21	50.0%	Approaching
		Reading	740		55.0%	2.22 / 4.43	50.0%	Approaching
TOTAL	Total	TOTAL				6.96 / 15.00	46.4%	Approaching

ACADEMIC ACHIEVEMENT MEASURES & METRICS

CMAS	Mean Scale Score
CO PSAT	Mean Score on the PSAT
NWEA MAP Acheivement	Percent of students scoring at or increasing at least one grade level

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CMAS - Science	<40th percentile of AECs	300.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	503.0	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	515.0	0.75	Meets
	>=90th percentile of AECs	577.0	1	Exceeds
CO PSAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	379.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	395.3	0.75	Meets
	>=90th percentile of AECs	426.8	1	Exceeds
CO PSAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	371.7	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	380.7	0.75	Meets
	>=90th percentile of AECs	401.2	1	Exceeds
NWEA MAP Acheivement	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

CMAS includes 3rd to 8th grade results for years 2017 to 2019. CO PSAT includes 9th grade results for 2018 and 2019 and 10th grade results for years 2017 to 2019. ...

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Level: ALL

ACADEMIC GROWTH							
Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	State Calculated Growth	English Language Arts	141	34.0	0.47 / 1.89	25.0%	Does Not Meet
		Math	158	36.0	1.06 / 2.12	50.0%	Approaching
Optional Measures	NWEA MAP RIT Change Percentile	Langage Usage	758	61.0	7.63 / 10.17	75.0%	Meets
		Math	777	72.0	7.82 / 10.43	75.0%	Meets
		Reading	774	71.0	7.79 / 10.39	75.0%	Meets
TOTAL	Total	TOTAL			24.77 / 35.00	70.8%	Meets

ACADEMIC GROWTH MEASURES & METRICS

NWEA MAP RIT Change Percentile Percentile rank of the change in students' RIT points across testing windows

State Calculated Growth Median Growth Percentile (MGP)

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
State Calculated Growth	<35 MGP	0	0.25	Does Not Meet
	<50 & >=35 MGP	35.0	0.5	Approaching
	<65 & >=50 MGP	50.0	0.75	Meets
	>=65 MGP	65.0	1	Exceeds
NWEA MAP RIT Change Percentile	<40th percentile rank	1.0	0.25	Does Not Meet
	<60th & >=40th percentile rank	40.0	0.5	Approaching
	<90th & >=60th percentile rank	60.0	0.75	Meets
	>=90th percentile rank	90.0	1	Exceeds

State Calculated Growth may include SGP data from CMAS, PSAT, and/or SAT from grades 3 through 11 across the last three years.

(*) Not Applicable; (-) No Reportable Data

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Level: ALL

STUDENT ENGAGEMENT							
Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	Attendance	Attendance	-	69.9%	1.00 / 4.00	25.0%	Does Not Meet
	Truancy	Truancy	-	26.7%	1.00 / 4.00	25.0%	Does Not Meet
Optional Measures	JeffCo District-Wide Student Survey	Subconstruct Mean	409	2.0	2.00 / 4.00	50.0%	Approaching
	Returning Student Rate	Returning Student Rate	890	80.0%	3.00 / 4.00	75.0%	Meets
	Student Discipline	NAS Lowry	1,715	6.0%	2.00 / 4.00	50.0%	Approaching
TOTAL	Total	TOTAL			9.00 / 20.00	45.0%	Approaching

STUDENT ENGAGEMENT MEASURES & METRICS	
Attendance	Average daily attendance rate of the school
Truancy	Truancy rate of the school
JeffCo District-Wide Student Survey	Positive survey response rate
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall
Student Discipline	Percent of unduplicated students with a behavior incident

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS					
Measure	Norm Description	Value	Pts Earned	Rating	
Attendance	<40th percentile of AECs	0.0%	0.25	Does Not Meet	
	<60th percentile & >=40th percentile of AECs	80.20%	0.5	Approaching	
	<90th percentile & >=60th percentile of AECs	86.50%	0.75	Meets	
	>=90th percentile of AECs	94.80%	1	Exceeds	
Truancy	<40th percentile of AECs	11.91%	0.25	Does Not Meet	
	<60th percentile & >=40th percentile of AECs	7.81%	0.5	Approaching	
	<90th percentile & >=60th percentile of AECs	0.01%	0.75	Meets	
	>=90th percentile of AECs	0.0%	1	Exceeds	
JeffCo District-Wide Student Survey	<1.75 subconstruct mean	0	0.25	Does Not Meet	
	<2.5 & >=1.75 subconstruct mean	1.8	0.5	Approaching	
	<3.25 & >=2.5 subconstruct mean	2.5	0.75	Meets	
	>=3.25 subconstruct mean	3.3	1	Exceeds	
Returning Student Rate	<40% of students	0.0%	0.25	Does Not Meet	
	<60% & >=40% of students	40.00%	0.5	Approaching	
	<90% & >=60% of students	60.00%	0.75	Meets	
	>=90% of students	90.00%	1	Exceeds	
Student Discipline	<=4.4% of students	0.0%	1	Exceeds	
	>4.4% & <=5.9% of students	4.40%	0.75	Meets	
	>5.9% & <=7.4% of students	5.90%	0.5	Approaching	
	>7.4% of students	7.40%	0.25	Does Not Meet	

All calculations reported on this page are based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

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Level: ALL

POSTSECONDARY & WORKFORCE READINESS

Required/ Optional	Measure	Subject	Count	Participation Rate	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CO SAT	Evidence-Based Rea..	134	68.9%	387.4	1.25 / 5.00	25.0%	Does Not Meet
		Math	134	68.9%	369.1	1.25 / 5.00	25.0%	Does Not Meet
	Completion	Completion	619		39.1%	1.25 / 5.00	25.0%	Does Not Meet
	Dropout	Dropout	2,018		32.8%	1.25 / 5.00	25.0%	Does Not Meet
Optional Measures	Post-Completion Su..	Post-Completion Su..	242		91.0%	5.00 / 5.00	100.0%	Exceeds
	WORKKEYS Certific..	Certificate-Earned R..	220		83.0%	3.75 / 5.00	75.0%	Meets
TOTAL	Total	TOTAL				13.75 / 30...	45.8%	Approaching

POSTSECONDARY & WORKFORCE READINESS MEASURES & METRICS

CO SAT	Mean Score on the SAT
Completion	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout	Dropout rate of the school
Post-Completion Success Rate	Percent of students with positive educational or workforce outcomes following completion
WORKKEYS Certificate	Percent of students who earned at least a Bronze rating on the National Career Readiness Certificate

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CO SAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	412.7	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	424.4	0.75	Meets
	>=90th percentile of AECs	468.9	1	Exceeds
CO SAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	390.9	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	398.6	0.75	Meets
	>=90th percentile of AECs	428.8	1	Exceeds
Completion	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	40.00%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	49.50%	0.75	Meets
	>=90th percentile of AECs	69.40%	1	Exceeds
Dropout	<40th percentile of AECs	18.20%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	12.80%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	4.60%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
Post-Completion Success Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds
WORKKEYS Certificate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

CO SAT calculations include grade 11 results for years 2017 to 2019 where available.

(*) Not Applicable; (-) No Reportable Data

Academic Performance Metrics

School Observations

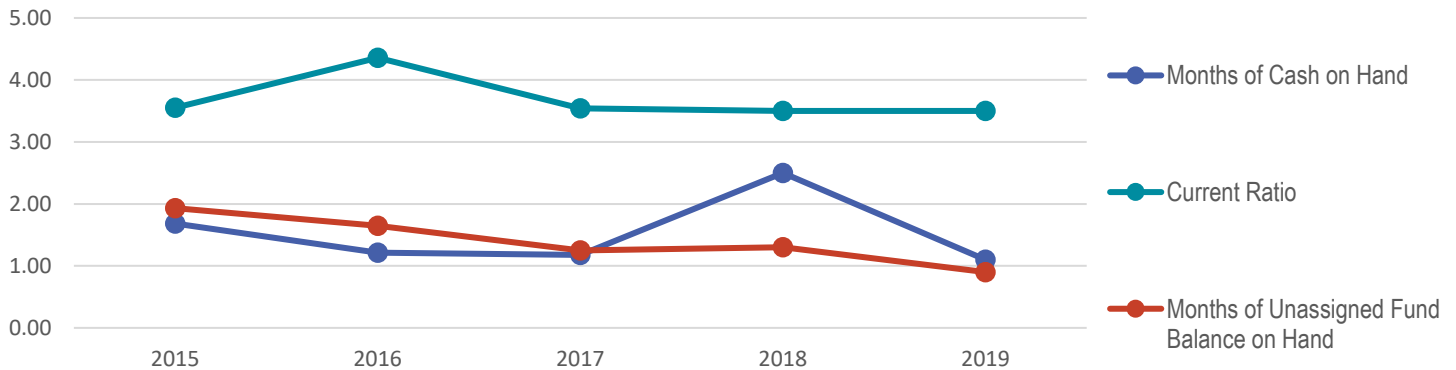
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

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	9.3%	-0.7%	-2.7%	4.3%	-9.7%
Months of Cash on Hand	1.68	1.22	1.17	2.50	1.10
Current Ratio	3.55	4.36	3.54	3.50	3.50
Months of Unassigned Fund Balance on Hand	1.93	1.65	1.25	1.30	0.90
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	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	6.2%	0.6%	-1.9%	9.9%	-32.4%
Change in FPC from Prior-Year	100.0%	-0.1%	-2.4%	-0.5%	-47.5%

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	N/A	N/A	N/A	N/A
Current Ratio	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio	N/A	N/A	N/A	N/A	N/A
Change in Net Position	N/A	N/A	N/A	N/A	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	3.69	2.94	1.97	2.47	4.57
Change in Net Position	\$555,498	(\$323,093)	(\$2,113,406)	(\$2,442,709)	(\$364,447)
Default	N/A	N/A	NO	NO	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

The New America School - Lowry ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported 1 statutory violation in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 143 pupils (32 percent), and 141.5 pupils (47 percent) lower than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The school's governmental funds ended the year with 1.1 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a negative operating margin of 10 percent and a decrease in their unassigned fund balance.

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.

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. Some deadlines were missed throughout the year, including some of the Organizational Submissions deadlines. 2018- Support plan Implemented for Math Growth and School/career.

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.



Expanding Frontiers in Public Education

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