



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Colorado Early Colleges - Douglas County



Expanding Frontiers in Public Education

1600 Broadway Ste. 1250 Denver, CO 80202 • P: 303.866.3299 • F: 303.866.2530 • www.csi.state.co.us



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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. 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: Andi Denton

Organizational Performance: Kim Caplan & Matt Hudson - State/Federal Programs
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

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).

1. Academic Achievement

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. Are students graduating high school?
- c. Are students dropping out of high school?
- d. Are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school’s post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2016 to 2022. 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
--	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.

- 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?

Colorado Early Colleges - Douglas County Overview

Year Opened/Transferred: 2014-2015

Grades Served: 6-12

School Model: Early College

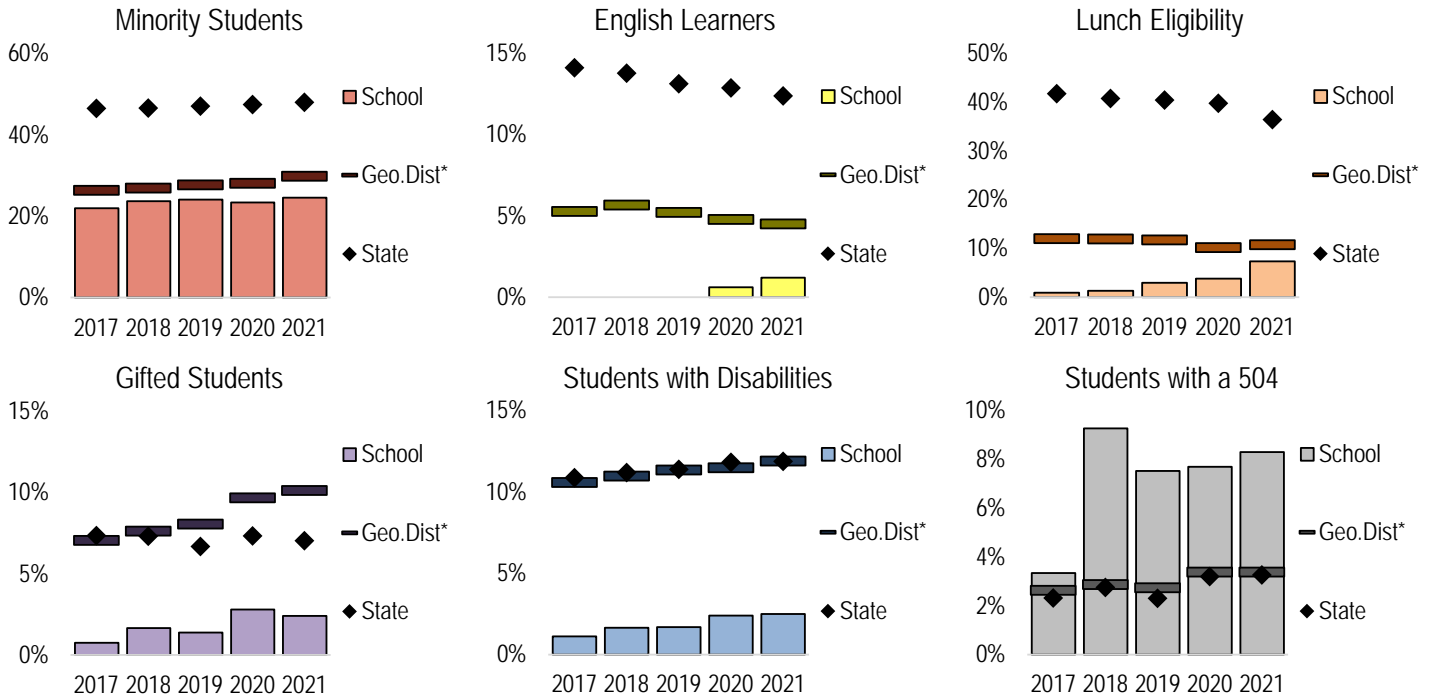
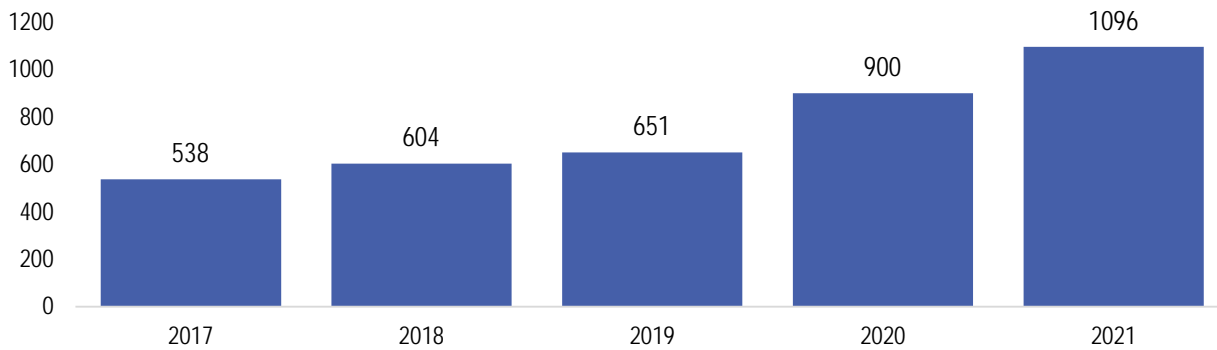
Town/City: Parker/Castle Rock/Inverness

District of Residence: Douglas County

Original Application Type: Replication

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	538	604	651	900	1096
F/R Lunch	0.9%	1.3%	2.9%	3.8%	7.3%
Minority	21.9%	23.7%	24.1%	23.4%	24.5%
IEP	1.1%	1.7%	1.7%	2.4%	2.5%
EL	0.0%	0.0%	0.0%	0.6%	1.2%
Gifted	0.7%	1.7%	1.4%	2.8%	2.4%
504	3.3%	9.3%	7.5%	7.7%	8.3%

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 70.1% Points Earned

Performance: Between 53% to 70.1% 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 Plan: Low Participation
Elementary School Rating	--
Middle School Rating	--
High School Rating	Performance (Points Earned: 85.9%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance with Distinction

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	Does Not Meet 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	653	463	70.9%	99	83.6%	Does Not Meet 95%
Math	653	463	70.9%	99	83.6%	Does Not Meet 95%
Science	N/A	N/A	N/A	N/A	N/A	N/A

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A
CMAS Math	N/A	N/A	N/A	N/A	N/A	N/A
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	653	463	70.9%	99	83.6%	Does Not Meet 95%
PSAT/SAT Math	653	463	70.9%	99	83.6%	Does Not Meet 95%

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	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	n < 20	--	--	--	--
High	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	1381	55.0	1270	54.0	1148	58.0	796	65.0	812	66.0	73.5%
Middle	411	55.0	381	51.0	300	47.0	244	61.5	208	47.0	23.3%
High	289	64.0	269	47.0	227	60.0	247	51.0	243	56.0	25.5%
Overall	2,081	56.0	1920	52.0	1675	57.0	1287	61.0	1263	59.0	58.4%

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

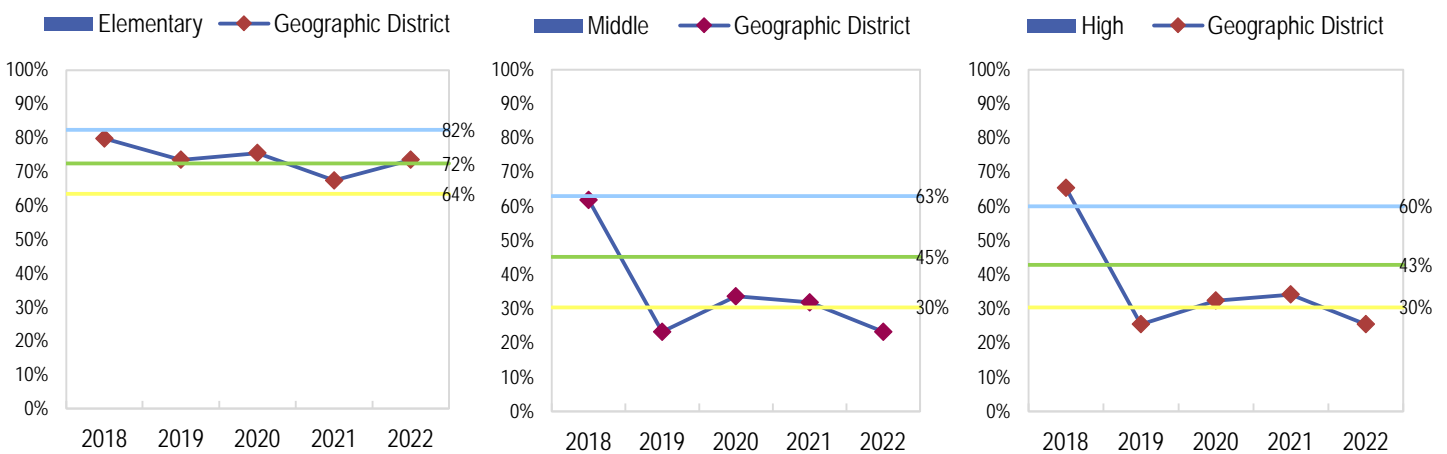
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 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	
Not applicable.	

Evidence-Based Reading and Writing Achievement

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

-How are students achieving on state assessments in Evidence-Based Reading & Writing 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	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	73	508	106	520	162	527
PSAT (10th)*	--	--	99	564	91	569	93	551	151	552
PSAT (9th&10th)	--	--	--	--	164	542	199	535	313	539
SAT (11th)	--	--	113	584	124	602	119	584	135	579
Overall	--	--	212	575	288	568	318	553	448	551

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	4,557	487	4,602	490	4,159	483
PSAT (10th)*	--	--	4,438	507	4,429	515	4,504	510	4,181	514
PSAT (9th&10th)	--	--	--	--	8,986	500	9,106	500	8,340	498
SAT (11th)	--	--	4,376	548	4,499	547	4,441	545	4,331	538
Overall	--	--	8,814	527	13,485	516	13,547	515	12,671	512

*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.

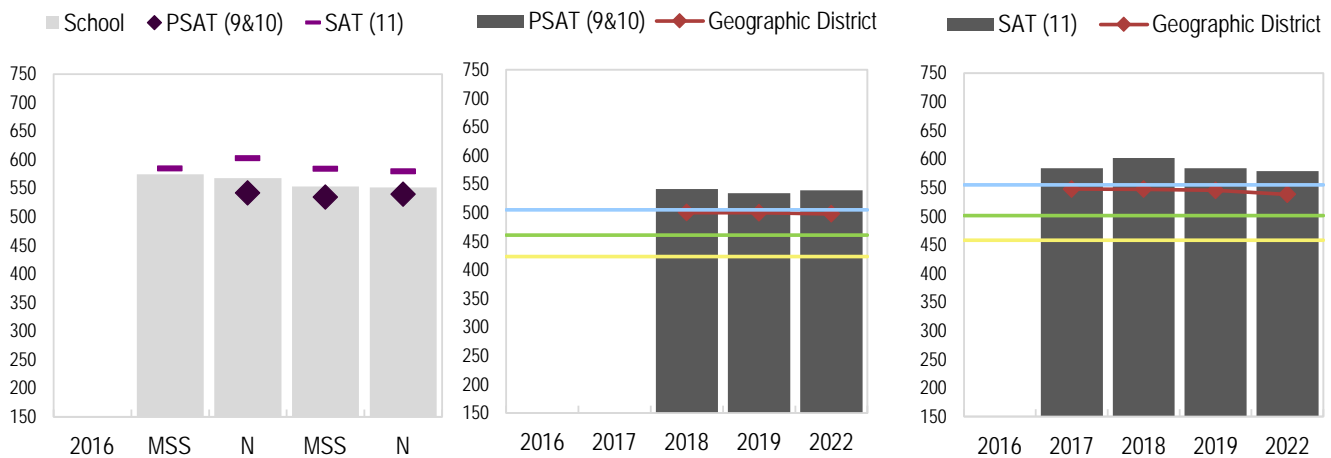
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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 EBRW state assessment over time disaggregated by test and grade level. From 2017 to 2022, overall student achievement decreased by 23.2 scale score points. Since last school year, overall mean scale score decreased by 1.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Douglas County) for the past five years. Overall, the school outperforms their geo. district by 39.5 scale score points.

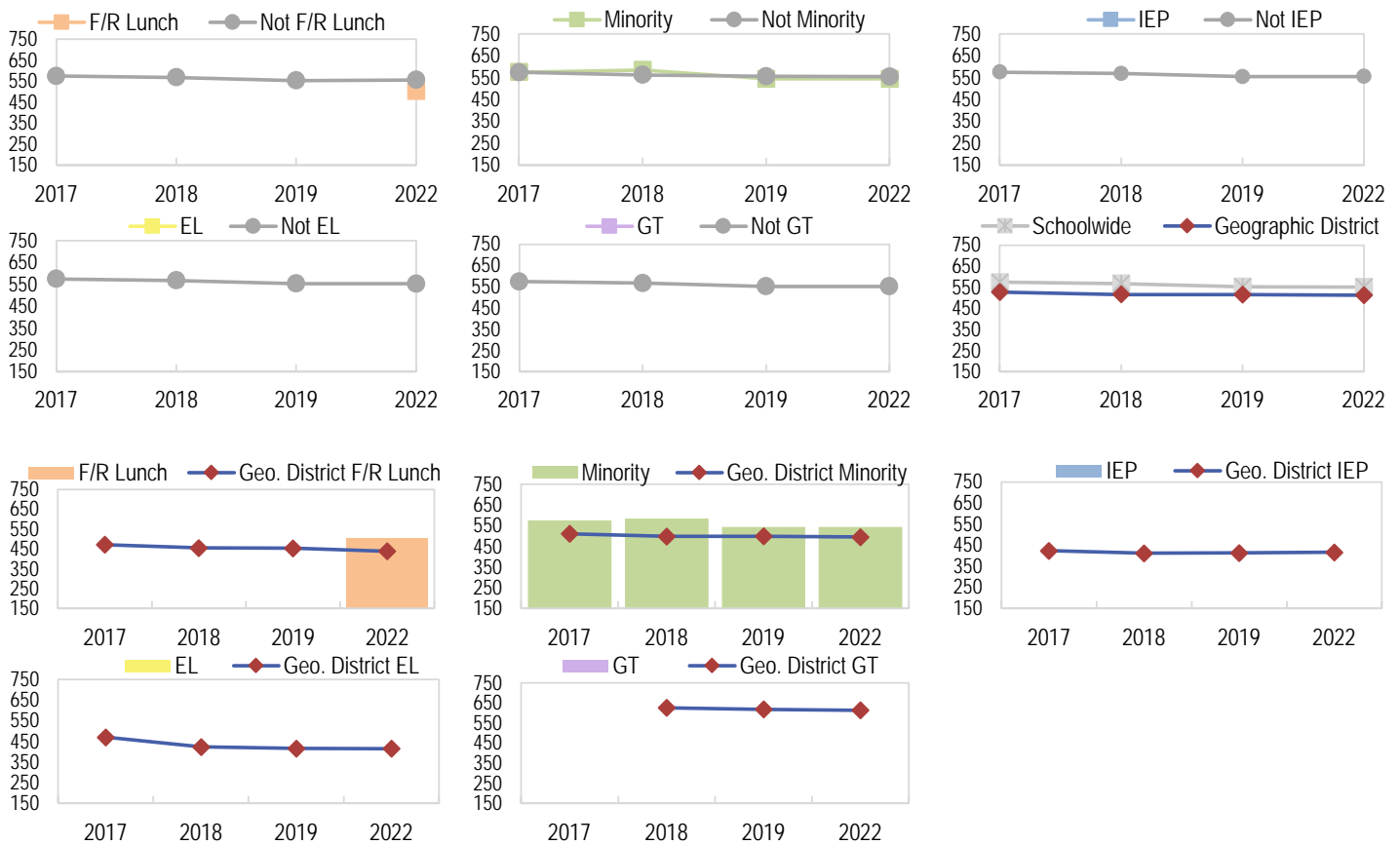
Evidence-Based Reading and Writing Subgroup Achievement

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

- How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing 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		2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	n<16	502
	N	575	568	553	556
Minority	Y	575	585	544	544
	N	575	562	556	554
IEP	Y	n<16	n<16	n<16	n<16
	N	575	569	554	555
EL	Y	n<16	n<16	n<16	n<16
	N	575	568	553	553
GT	Y	n<16	n<16	n<16	n<16
	N	575	567	552	551
Schoolwide		575	568	553	551

Geographic District Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	472	456	454	439
	N	532	522	521	519
Minority	Y	512	499	499	495
	N	532	521	520	518
IEP	Y	424	412	413	417
	N	536	525	523	519
EL	Y	470	423	415	415
	N	530	519	519	516
GT	Y	n<16	626	618	614
	N	528	507	504	493
Geographic District		527	516	515	512



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

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

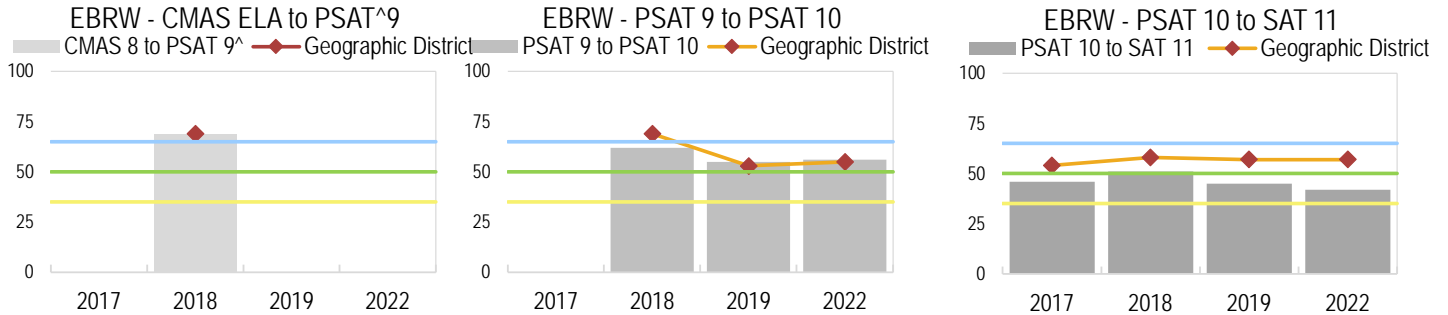
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	30	69.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	60	62.0	78	55.0	101	56.0
PSAT 10 to SAT 11	94	46.0	101	51.0	100	45.0	103	42.0
Overall	94	46	191	59.0	178	52.5	204	50.5

[^]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		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	2,858	69.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	2,123	69.0	4,177	53.0	3,434	55.0
PSAT 10 to SAT 11	3,854	54.0	4,150	58.0	4,103	57.0	3,650	57.0
Overall	3,854	54.0	9,131	65.0	8,280	55.0	7,084	57.0

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



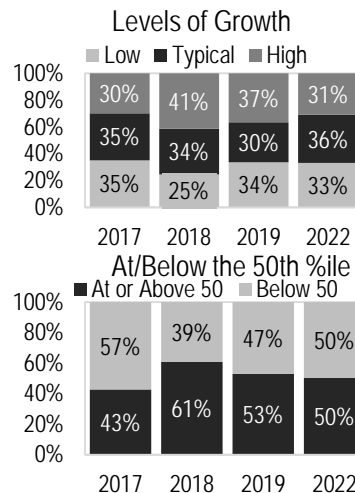
Growth Status and Local Comparison Narrative
 The graphs above show schoolwide growth on the EBRW state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth decreased by 2 percentile points. In 2022, overall student growth met state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district has increased 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	2022
Low (below 35)	35%	25%	34%	33%
Typical (35-65)	35%	34%	30%	36%
High (above 65)	30%	41%	37%	31%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2017	2018	2019	2022
At or Above 50	43%	61%	53%	50%
Below 50	57%	39%	47%	50%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 33% 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 31% of students. The percent of students at or above the 50th percentile has decreased from last year (53% to 50%). Since 2017, the percent of students at or above the 50th percentile has increased (43% to 50%).

Evidence-Based Reading and Writing Subgroup Growth

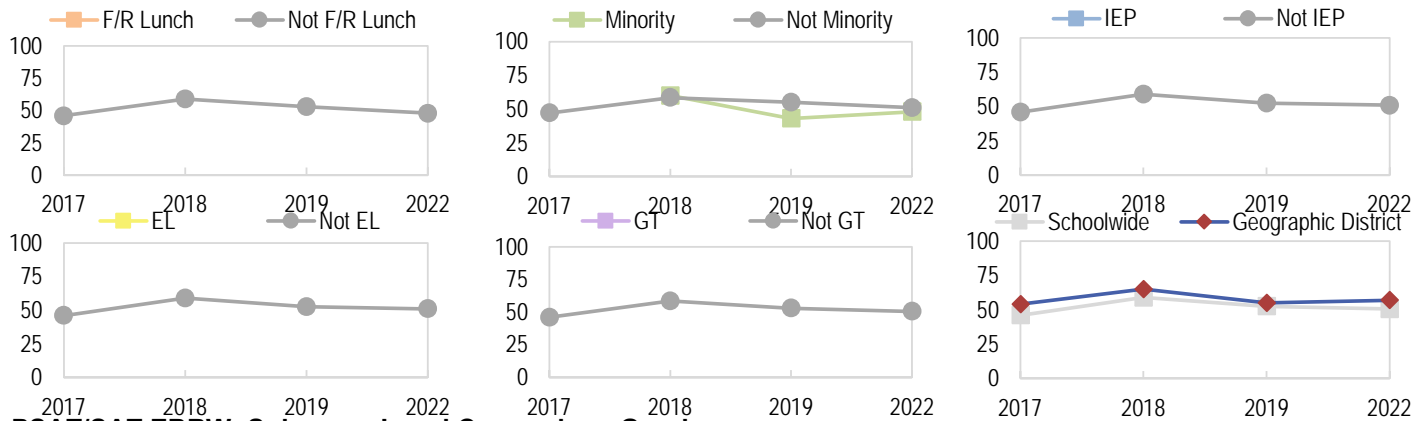
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing 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?

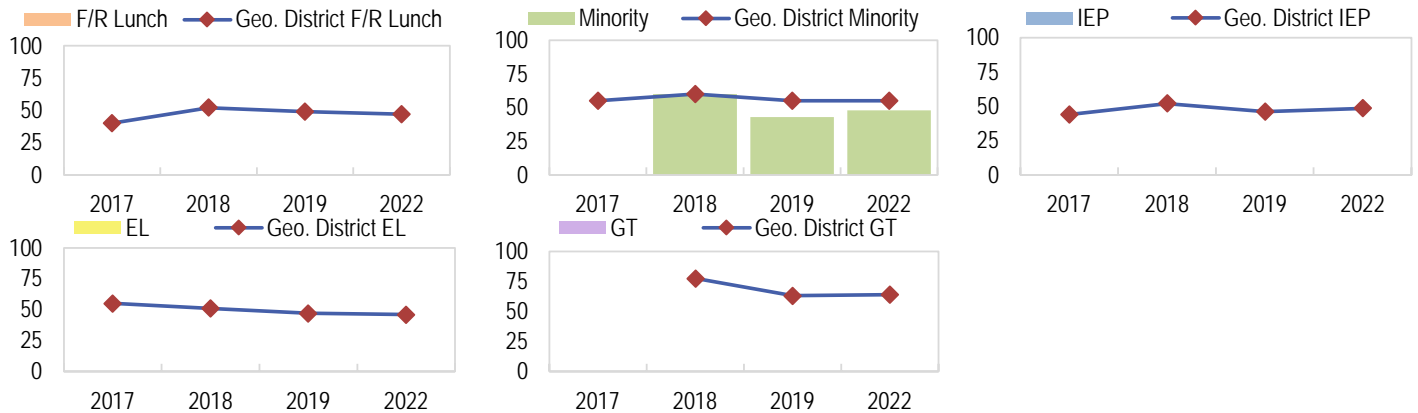
PSAT/SAT		2017	2018	2019	2022
Student	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	46.0	59.0	53.0	48.0
Minority	Y	n<20	60.0	43.0	48.0
	N	47.0	58.5	55.0	51.0
IEP	Y	n<20	n<20	n<20	n<20
	N	46.0	59.0	52.5	51.0
EL	Y	n<20	n<20	n<20	n<20
	N	46.0	59.0	52.5	51.0
GT	Y	n<20	n<20	n<20	n<20
	N	46.0	58.5	53.0	50.5
Schoolwide		46.0	59.0	52.5	50.5

PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	40.0	52.0	49.0	47.0
	N	54.0	65.0	56.0	57.0
Minority	Y	55.0	60.0	55.0	55.0
	N	54.0	66.0	56.0	57.0
IEP	Y	44.0	52.0	46.0	48.5
	N	54.0	65.0	56.0	57.0
EL	Y	55.0	51.0	47.0	46.0
	N	54.0	65.0	56.0	57.0
GT	Y	n<20	77.5	63.0	64.0
	N	54.0	63.0	54.5	55.0
Geographic District		54.0	65.0	55.0	57.0

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 growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-minority students outperformed their minority peers, overall, Douglas County outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Math 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?

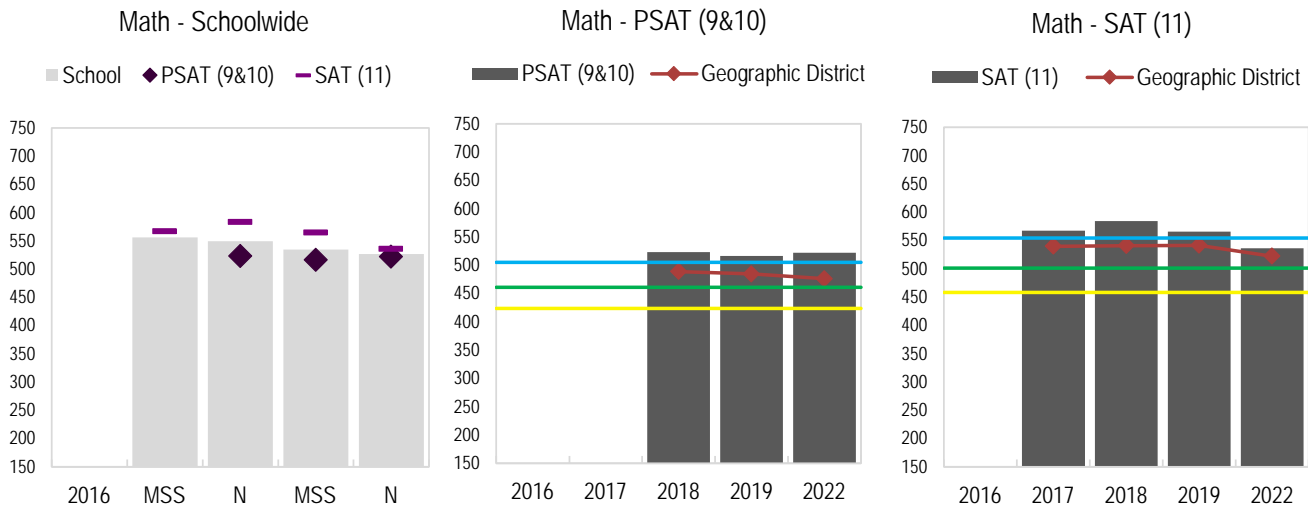
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	73	494	106	505	162	523
PSAT (10th) [*]	--	--	99	543	91	547	93	530	152	523
PSAT (9th&10th)	--	--	--	--	164	524	199	517	314	523
SAT (11th)	--	--	113	568	124	584	119	566	135	537
Overall	--	--	212	556	288	550	318	535	449	527

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	4,559	477	4,604	479	4,162	469
PSAT (10th) [*]	--	--	4,438	498	4,430	502	4,504	491	4,185	484
PSAT (9th&10th)	--	--	--	--	8,989	489	9,108	485	8,347	476
SAT (11th)	--	--	4,376	540	4,499	541	4,441	542	4,336	522
Overall	--	--	8,814	519	13,488	507	13,549	504	12,683	492

*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



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. From 2017 to 2022, overall student achievement decreased by 29.3 scale score points. Since last school year, overall mean scale score decreased by 8.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Douglas County) for the past five years. Overall, the school outperforms their geo. district by 34.8 scale score points.

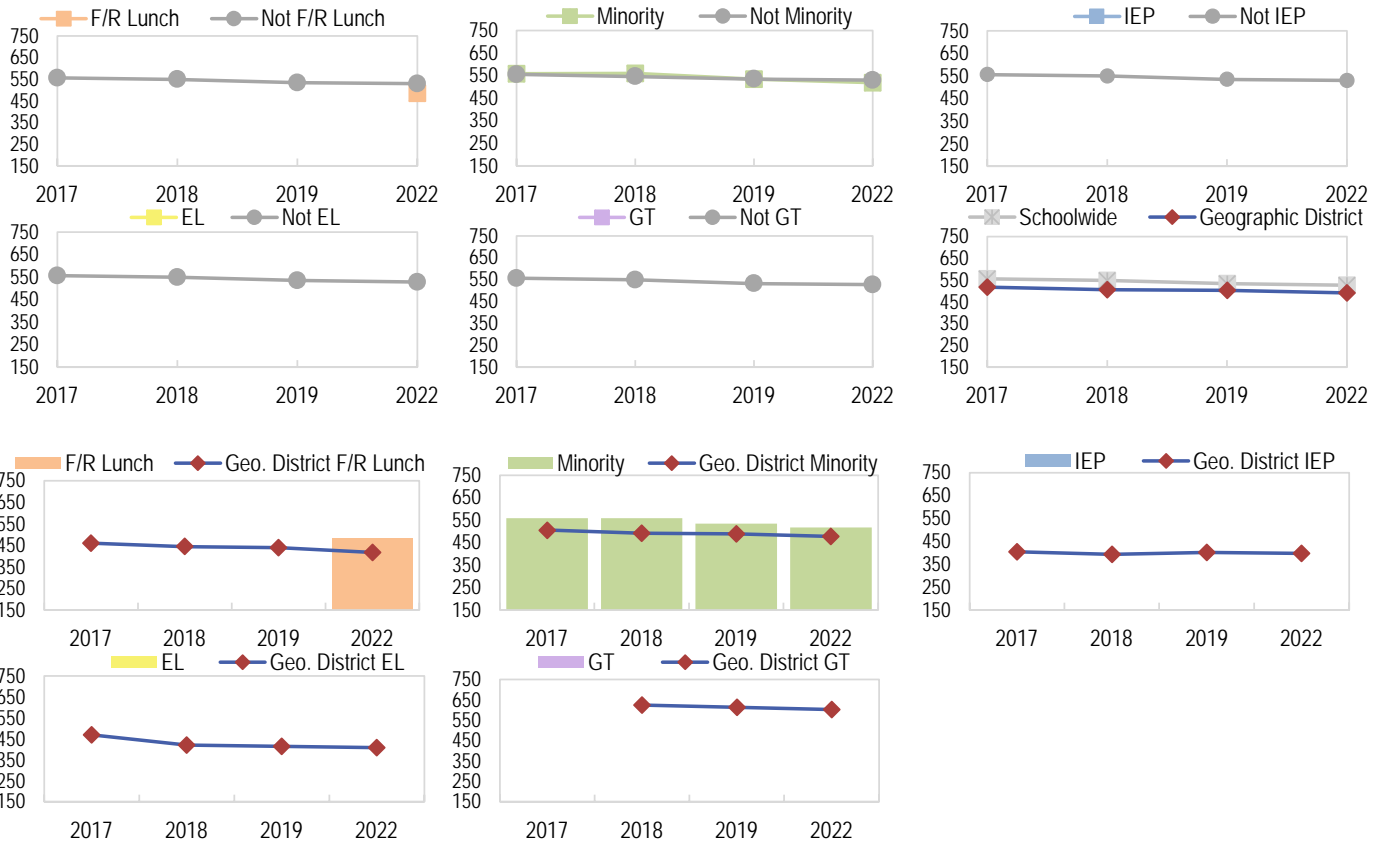
Math Subgroup Achievement

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?

PSAT/SAT Math	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	n<16
	N	556	550	535
Minority	Y	559	559	535
	N	555	547	535
IEP	Y	n<16	n<16	n<16
	N	557	550	536
EL	Y	n<16	n<16	n<16
	N	556	550	535
GT	Y	n<16	n<16	n<16
	N	556	549	533
Schoolwide	556	550	535	527

PSAT/SAT Math	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS
F/R Lunch	Y	461	445	439
	N	524	512	510
Minority	Y	506	493	489
	N	523	511	508
IEP	Y	404	394	401
	N	528	516	512
EL	Y	469	420	414
	N	521	510	507
GT	Y	n<16	625	614
	N	520	497	492
Geographic District	519	507	504	492



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Math Growth

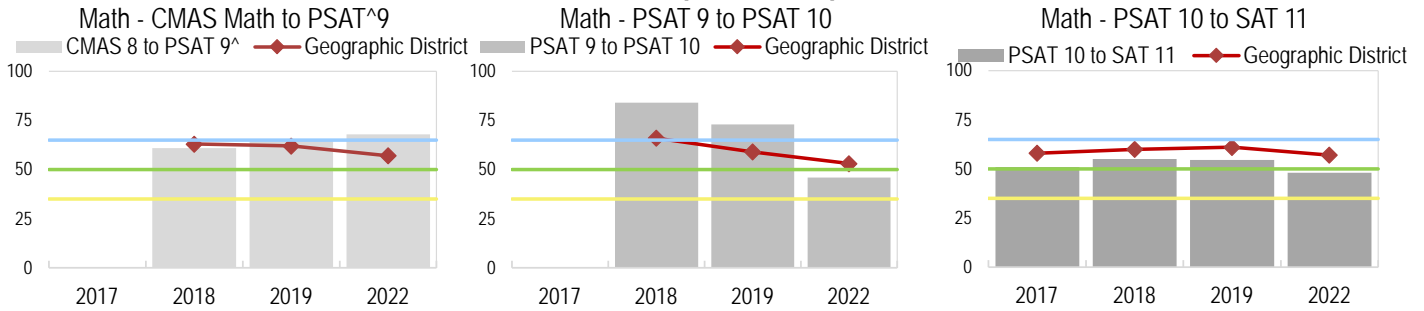
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	30	61.0	48	64.5	72	68.0
PSAT 9 to PSAT 10	--	--	49	84.0	78	73.0	101	46.0
PSAT 10 to SAT 11	94	51.0	101	55.0	100	54.5	103	48.0
Overall	94	51	180	68.0	226	64.0	276	51.0

Geographic District Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	2,851	63.0	3,103	62.0	2,542	57.0
PSAT 9 to PSAT 10	--	--	1,793	66.0	4,177	59.0	3,434	53.0
PSAT 10 to SAT 11	3,854	58.0	4,150	60.0	4,103	61.0	3,650	57.0
Overall	3,854	58.0	8,794	62.0	11,383	60.0	9,626	56.0

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



Growth Status and Local Comparison Narrative

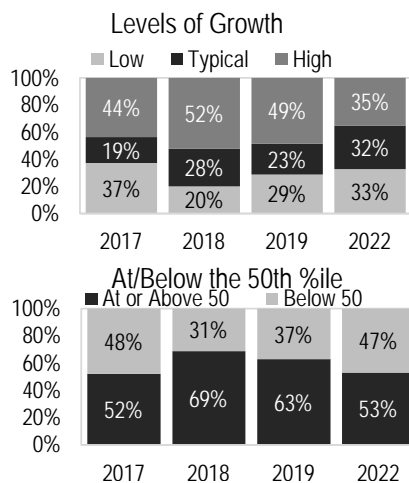
The graphs above show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth decreased by 13 percentile points. In 2022, overall student growth met state expectations. Overall student growth was below the geo. district. Overall 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			
Category	2017	2018	2019	2022
Low (below 35)	37%	20%	29%	33%
Typical (35-65)	19%	28%	23%	32%
High (above 65)	44%	52%	49%	35%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	52%	69%	63%	53%
Below 50	48%	31%	37%	47%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 33% 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 decreased from last year (63% to 53%). Since 2017, the percent of students at or above the 50th percentile has increased (52% to 53%).

Math Subgroup Growth

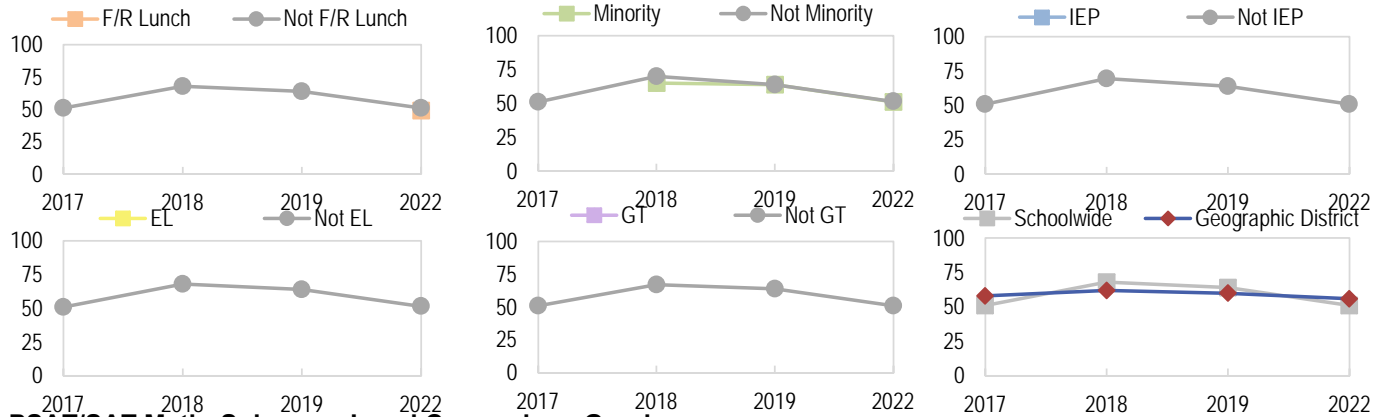
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

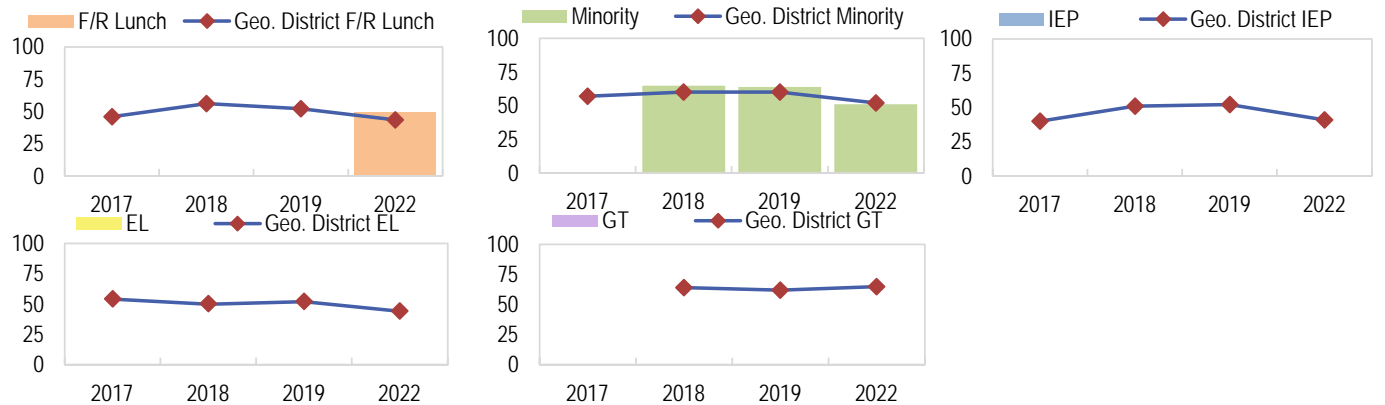
PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	n<20	n<20	n<20	49.0
	N	51.0	68.0	64.0	51.0
Minority	Y	n<20	65.0	64.0	51.0
	N	51.0	70.0	64.0	51.5
IEP	Y	n<20	n<20	n<20	n<20
	N	51.0	69.5	64.0	51.0
EL	Y	n<20	n<20	n<20	n<20
	N	51.0	68.0	64.0	51.5
GT	Y	n<20	n<20	n<20	n<20
	N	51.0	67.0	64.0	51.0
Schoolwide	51.0	68.0	64.0	51.0	

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	46.0	56.0	52.0	43.5
	N	59.0	63.0	61.0	57.0
Minority	Y	57.0	60.0	60.0	52.0
	N	58.0	63.0	60.0	57.0
IEP	Y	40.0	51.0	52.0	41.0
	N	59.0	63.0	61.0	57.0
EL	Y	54.0	50.0	52.0	44.0
	N	58.0	63.0	61.0	56.0
GT	Y	n<20	64.0	62.0	65.0
	N	58.0	62.0	60.0	55.0
Geographic District	58.0	62.0	60.0	56.0	

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 growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Douglas County outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

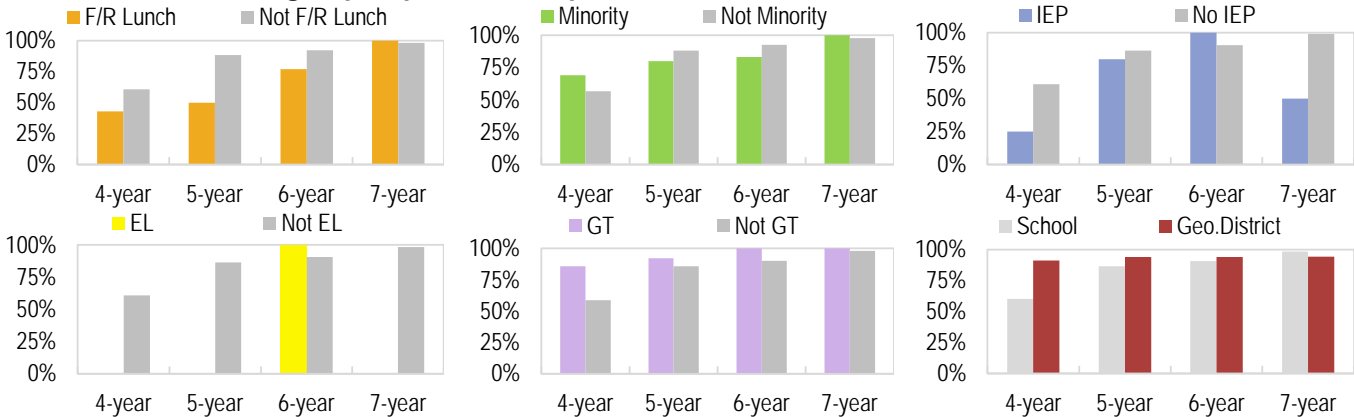
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

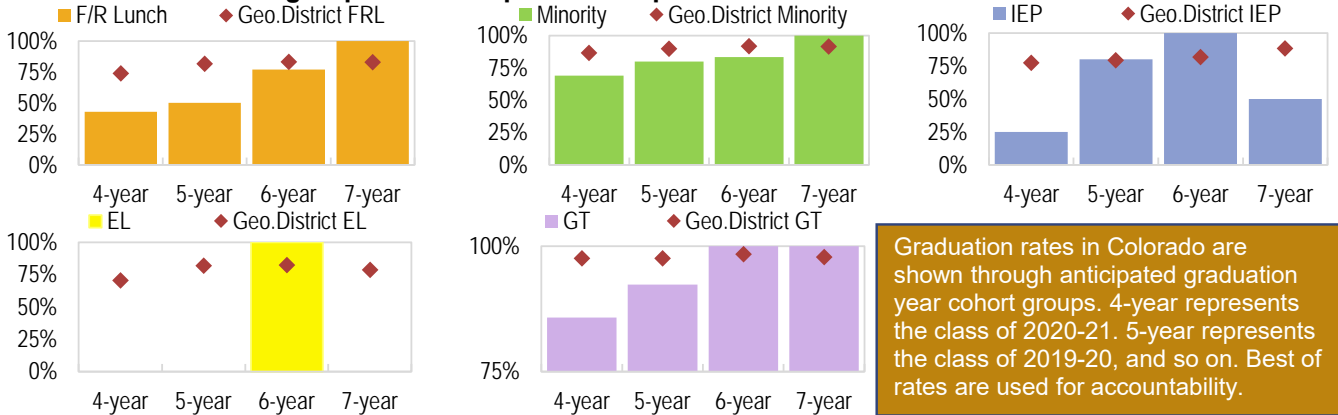
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	7-year	43%	50%	77%	100%
	N	7-year	61%	88%	92%	98%
Minority	Y	7-year	69%	80%	83%	100%
	N	7-year	57%	88%	93%	98%
IEP	Y	6-year	25%	80%	100%	50%
	N	7-year	61%	87%	91%	99%
EL	Y	6-year	0%	--	100%	--
	N	7-year	61%	86%	91%	98%
GT	Y	6-year	86%	92%	100%	100%
	N	7-year	59%	86%	90%	98%
Schoolwide		7-year	60%	86%	91%	98%

Geographic District Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	6-year	74%	81%	83%	83%
	N	7-year	94%	96%	96%	96%
Minority	Y	6-year	87%	90%	92%	91%
	N	5-year	93%	95%	95%	95%
IEP	Y	7-year	77%	79%	82%	88%
	N	5-year	93%	96%	95%	95%
EL	Y	6-year	71%	82%	82%	79%
	N	7-year	92%	94%	94%	95%
GT	Y	6-year	98%	98%	98%	98%
	N	7-year	91%	94%	94%	94%
Geographic District		7-year	91%	94%	94%	94%

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 2020-21. 5-year represents the class of 2019-20, 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 is the 7 year rate of 98%. The best of rate for the geo. district is the 7 year rate of 94%. The best of rate for students eligible for free or reduced price lunch is the 7 year rate of 100%. The best of rate for minority students is the 7 year rate of 100%. The best of rate for students with disabilities is the 6 year rate of 100%. The best of rate for English Learners is the 6 year rate of 100%. The best of rate for gifted students is the 6 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

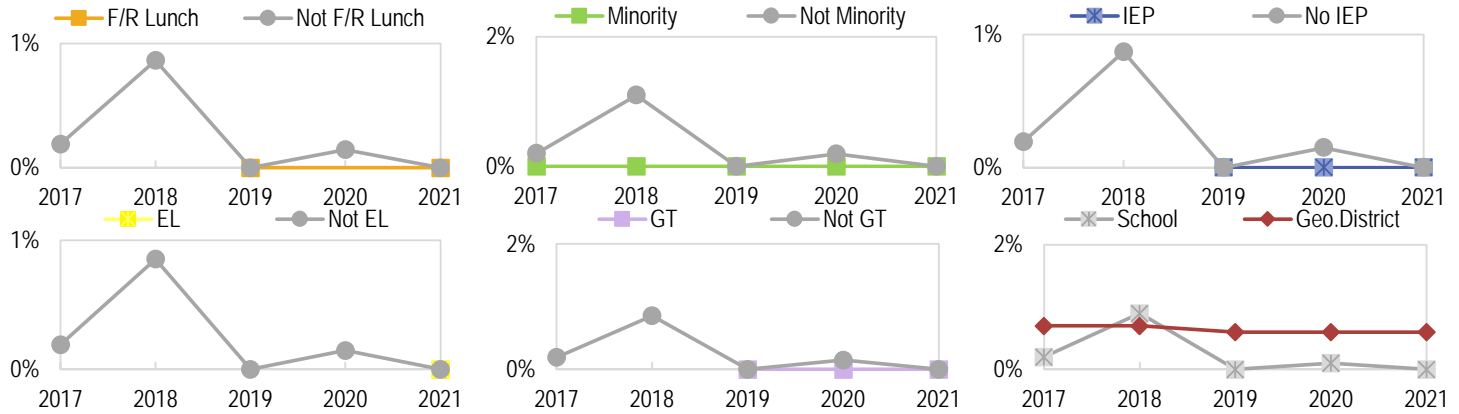
Dropout Rate: Subgroup Status and Gap Trends Tables

- 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?

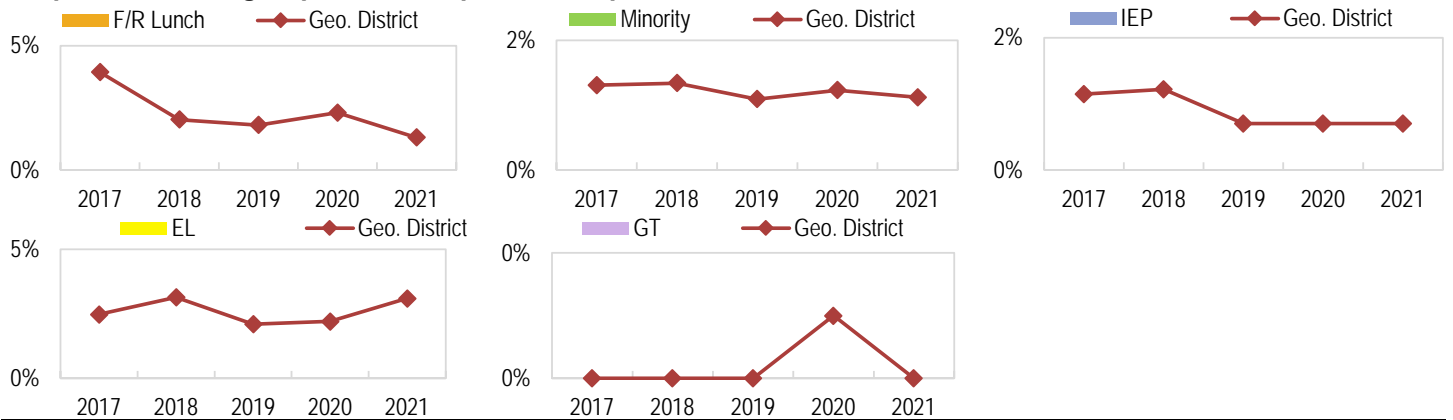
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	0.0%	--	0.0%
	N	0.2%	0.9%	0.0%	0.1%	0.0%
Minority	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.2%	1.1%	0.0%	0.2%	0.0%
IEP	Y	--	--	0.0%	0.0%	0.0%
	N	0.2%	0.9%	0.0%	0.1%	0.0%
EL	Y	--	--	--	--	0.0%
	N	0.2%	0.9%	0.0%	0.1%	0.0%
GT	Y	--	--	0.0%	0.0%	0.0%
	N	0.2%	0.9%	0.0%	0.1%	0.0%
Schoolwide		0.2%	0.9%	0.0%	0.1%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.9%	2.0%	1.8%	2.3%	1.3%
	N	0.5%	0.5%	0.4%	0.3%	0.5%
Minority	Y	1.3%	1.3%	1.1%	1.2%	1.1%
	N	0.5%	0.7%	0.4%	0.3%	0.4%
IEP	Y	1.1%	1.2%	0.7%	0.7%	0.7%
	N	0.7%	0.6%	0.5%	0.5%	0.6%
EL	Y	2.5%	3.1%	2.1%	2.2%	3.1%
	N	0.6%	0.6%	0.5%	0.5%	0.5%
GT	Y	0.0%	0.0%	0.0%	0.1%	0.0%
	N	0.7%	0.8%	0.6%	0.6%	0.7%
Geographic District		0.7%	0.7%	0.6%	0.6%	0.6%

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, IEP dropout rates had no change, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change. In 2021, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, EL, - additional details are available in the graphs above.

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	2018		^2019		2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	100	32.0%	117	38.5%	142	32.4%	164	43.3%	174	44.3%
4 year	100	54.0%	117	62.4%	142	64.8%	164	54.9%	174	45.4%
CTE	100	5.0%	117	7.7%	142	3.5%	164	9.8%	174	11.5%
Schoolwide	100	72.0%	117	76.9%	142	73.2%	164	78.7%	174	74.7%

Geo. District Matriculation Rate Trends over Time										
Matriculation	2018		^2019		^^2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	4,398	8.9%	4,629	7.4%	--	--	4,723	8.4%	4,801	8.0%
4 year	4,398	58.9%	4,629	60.3%	--	--	4,723	55.8%	4,801	55.2%
CTE	4,398	4.1%	4,629	4.3%	--	--	4,723	9.3%	4,801	11.6%
Geo. District	4,398	70.6%	4,629	71.0%	--	--	4,723	69.1%	4,801	69.8%

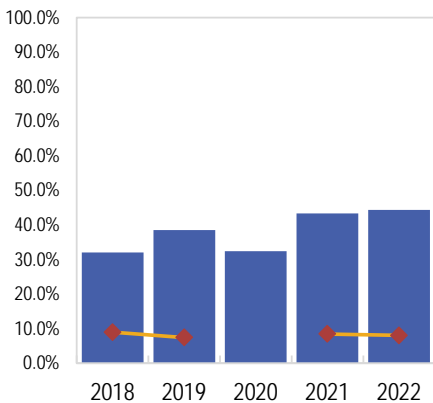
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2021-22) represent outcomes for the class of 2020-21 and data for the 2020-21 reporting year represent outcomes for the class of 2019-20, and so on. Schoolwide matriculation rates are the only rates used for accountability.

^ CDE renormed matriculation benchmarks in the 2018-19 school year.
 ^^ Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

Matriculation Rate: School Status and Local Comparison Graphs

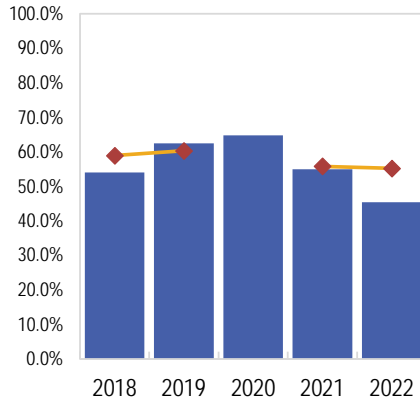
2 Year Matriculation Rates

■ 2 year ◆ Geo. District



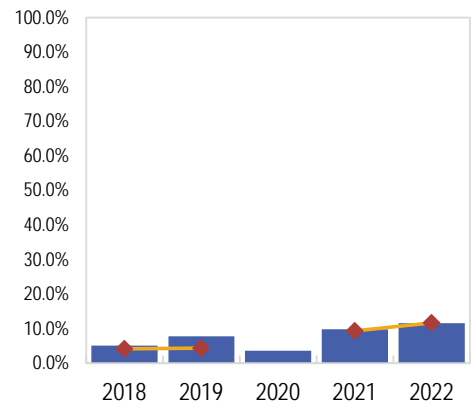
4 Year Matriculation Rates

■ 4 year ◆ Geo. District



CTE Matriculation Rates

■ CTE ◆ Geo. District



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Douglas County. In 2022, school matriculation rates met state expectations and were above the geo. district. Since last year, schoolwide matriculation rates decreased from 79% to 75%.

Academic Performance Metrics

School Observations

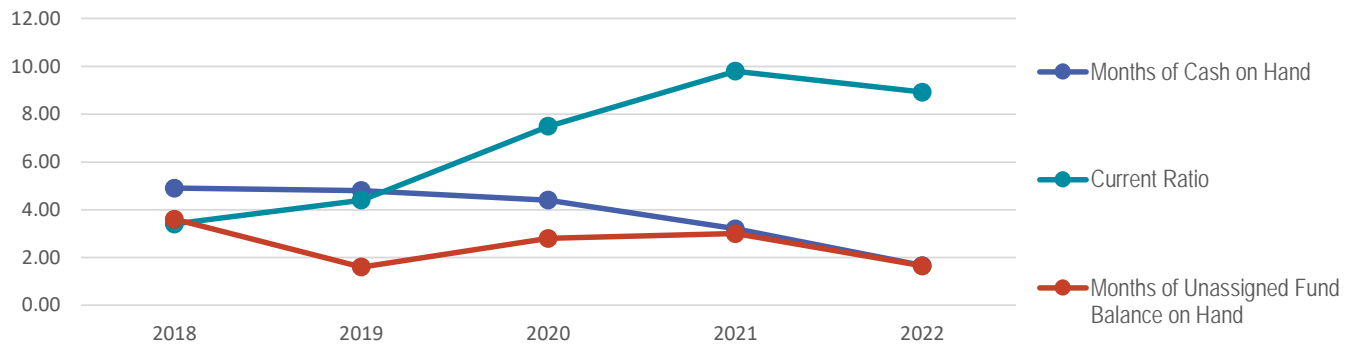
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 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	2018	2019	2020	2021	2022
Operating Margin	12.2%	8.2%	6.5%	3.2%	-3.0%
Months of Cash on Hand	4.90	4.80	4.40	3.20	1.66
Current Ratio	3.40	4.40	7.50	9.80	8.92
Months of Unassigned Fund Balance on Hand	3.60	1.60	2.80	3.00	1.65
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

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

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	3.0%	-16.0%	0.2%	-1.3%	-16.7%
Change in FPC from Prior-Year	9.8%	10.5%	6.8%	23.9%	19.1%

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	2018	2019	2020	2021	2022
Months of Cash on Hand	--	27.10	0.00	0.00	0.00
Current Ratio	--	61.10	5.40	3.50	--
Debt to Asset Ratio	--	1.00	1.30	1.10	--
Change in Net Position	--	(\$18,311)	(\$2,249,971)	(\$3,025,634)	\$4,367,306

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	2018	2019	2020	2021	2022
Debt to Asset Ratio	1.62	1.17	1.42	1.14	0.11
Change in Net Position	(\$1,858,591)	(\$11,028)	(\$151,382)	(\$1,604,921)	(\$418,758)
Default	No	No	No	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative

Colorado Early Colleges - Parker (Dougco) 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 -198.5 or -16.73 percent, and 158.5 students or 19.12 percent higher than the prior year. The school's governmental funds ended the year with 1.66 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a negative operating margin of -3.02

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.

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 in the 2021-22 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 in the 2021-22 school year.

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 in the 2021-22 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 in the 2021-22 school year.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

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

-Is the school complying with facilities and transportation requirements?

Includes:

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

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

Includes:

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

CSI Review

CSI was not made aware of any issues relating to health and safety requirements in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 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 in the 2021-22 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the school exhibited strong operational performance in the 2021-22 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued.

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

1600 Broadway Ste. 1250 Denver, CO 80202 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us