



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

**Ross Montessori School**



Expanding Frontiers in Public Education

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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?

**Ross Montessori School Overview**

Year Opened/Transferred: 2005-2006

Grades Served: K-8

School Model: Montessori

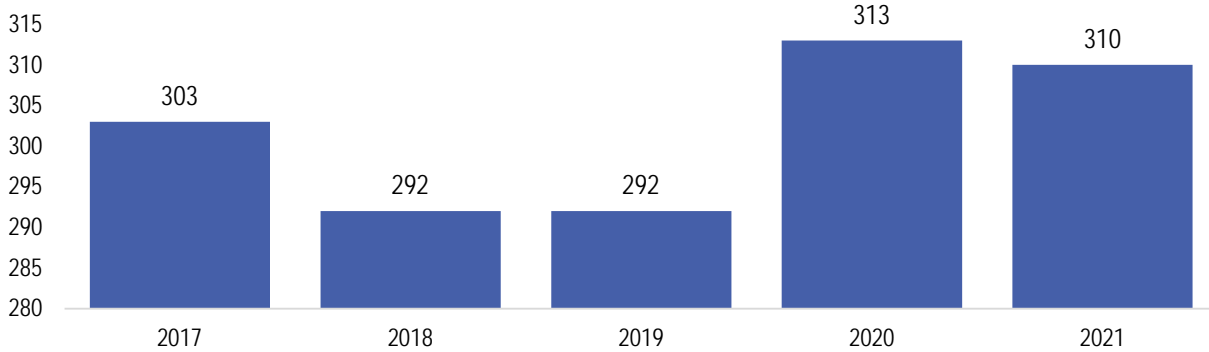
Town/City: Carbondale

District of Residence: Roaring Fork RE-1

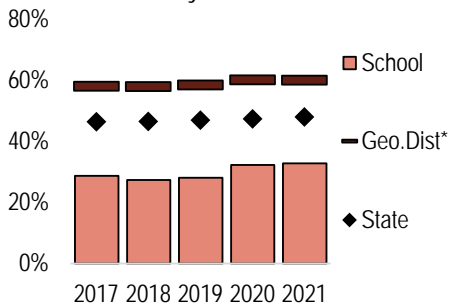
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	303	292	292	313	310
F/R Lunch	26.4%	17.5%	18.2%	23.3%	20.0%
Minority	28.7%	27.4%	28.1%	32.3%	32.9%
IEP	6.6%	4.8%	7.5%	6.4%	6.5%
EL	11.6%	13.4%	14.0%	16.0%	16.1%
Gifted	7.6%	8.2%	7.9%	7.0%	5.8%
504	0.7%	1.0%	1.0%	1.6%	1.0%

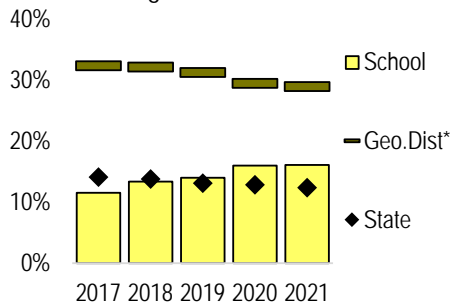
Enrollment over Time



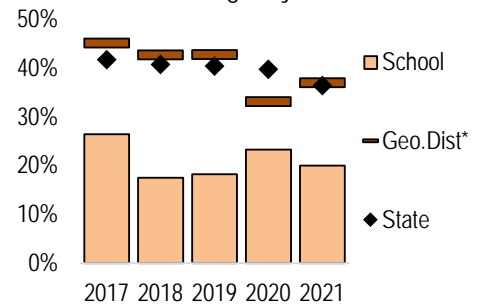
Minority Students



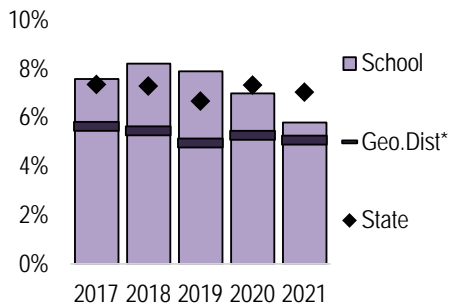
English Learners



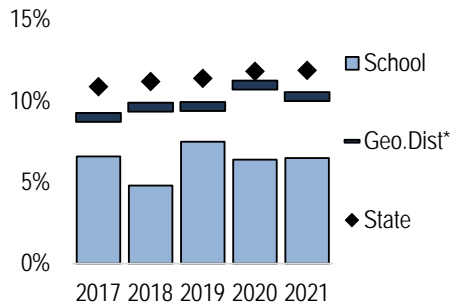
Lunch Eligibility



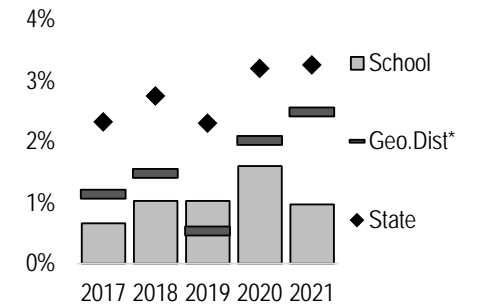
Gifted Students



Students with Disabilities



Students with a 504



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

\*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
<b>Academic</b>	Improvement Plan: Meets 95% Participation
Elementary School Rating	Priority Improvement (Points Earned: 39.9%)
Middle School Rating	Performance (Points Earned: 60%)
High School Rating	--
<b>Financial</b>	Financial performance does not impact the school accreditation rating
<b>Organizational</b>	Organizational performance does not impact the school accreditation
<b>Overall CARS Rating</b>	<b>Improvement</b>

## 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	<b>Meets 95%</b>

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	176	175	99.4%	1	100.0%	<b>Meets 95%</b>
Math	176	175	99.4%	1	100.0%	<b>Meets 95%</b>
Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	176	175	99.4%	1	100.0%	<b>Meets 95%</b>
CMAS Math	176	175	99.4%	1	100.0%	<b>Meets 95%</b>
CMAS Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
PSAT/SAT Evidence-Based Reading and Writing	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
PSAT/SAT Math	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>

## 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	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	17	738	28	745	44	743	47	745	39	723
4	n<16	--	29	742	29	743	32	731	34	733
5	n<16	--	27	736	32	738	24	754	29	739
Elementary	31	740	84	741	105	742	103	743	102	731
6	n<16	--	17	757	17	733	24	746	33	753
7	n<16	--	18	757	17	753	17	740	24	738
8	n<16	--	n<16	--	n<16	--	n<16	--	16	745
Middle	17	766	49	760	49	752	54	746	73	746
Overall	48	749	133	748	154	745	157	744	175	737

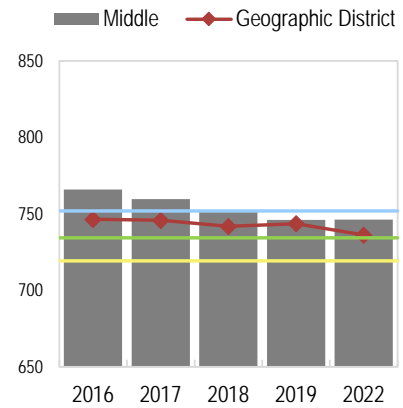
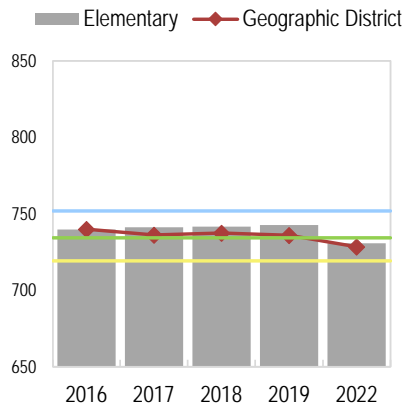
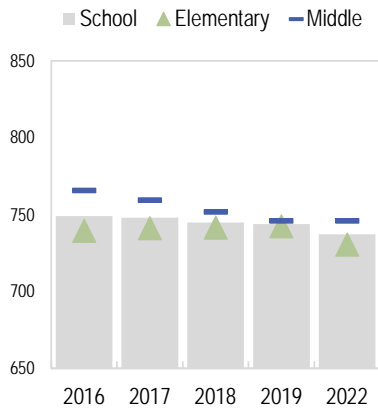
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	421	735	396	730	386	730	355	730	296	722
4	379	742	420	737	395	737	376	734	305	729
5	356	742	379	741	424	742	384	739	354	732
Elementary	1,340	740	1,396	736	1,384	737	1,317	736	1,126	728
6	359	739	364	738	376	738	422	741	336	731
7	430	751	356	751	360	746	384	745	359	735
8	343	747	405	745	355	742	363	746	332	740
Middle	948	746	924	746	912	742	967	744	856	736
Overall	2,651	742	2,656	740	2,296	739	2,284	739	1,982	732

### 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 ELA state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 11.8 scale score points. Since last school year, overall mean scale score decreased by 6.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Roaring Fork RE-1) for the past five years. Overall, the school outperforms their geo. district by 5.4 scale score points.

## English Language Arts Subgroup Achievement

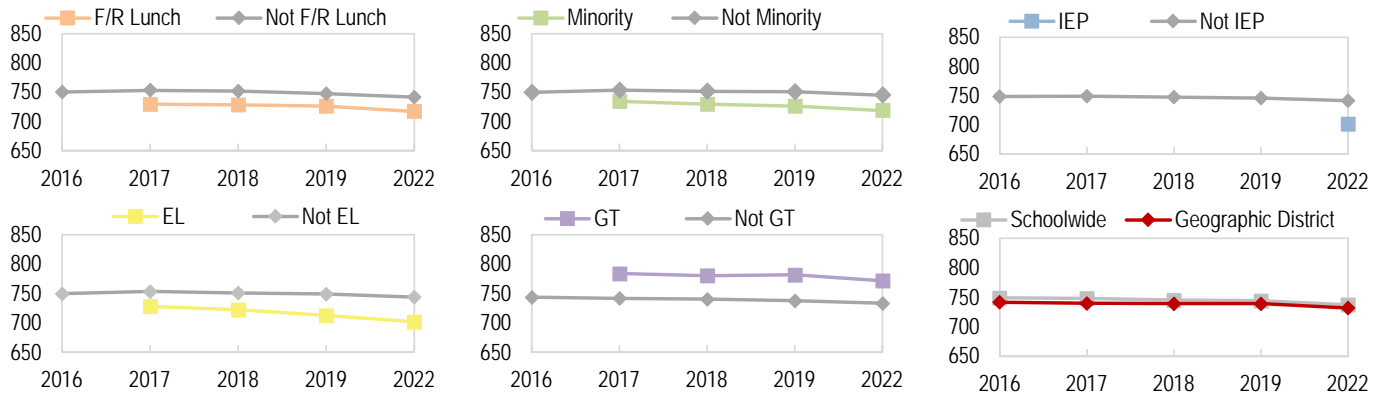
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

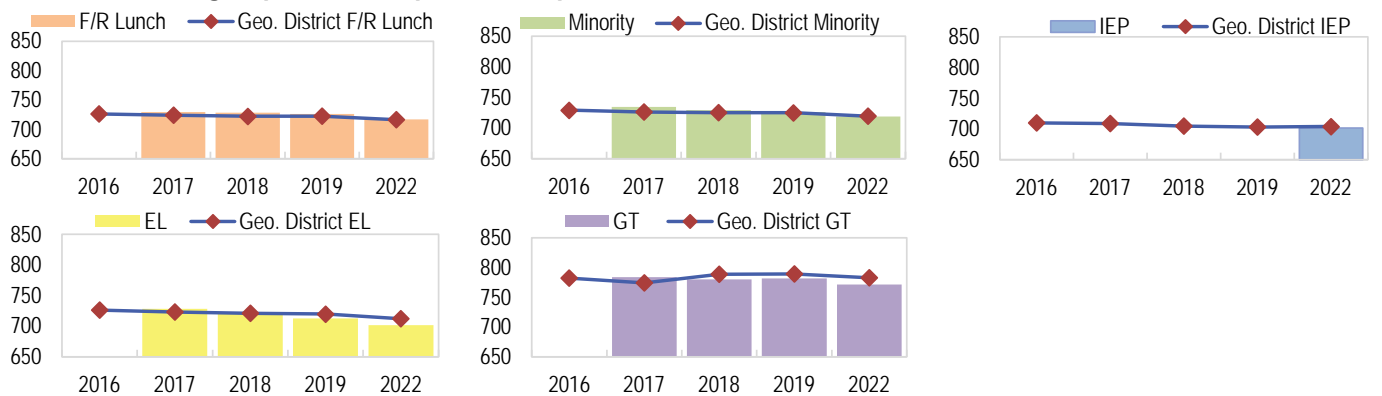
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	729.5	728.4	726.3	717.2
	N		750.3	753.4	751.7	747.3
Minority	Y	n<16	734.5	729.5	726.2	718.9
	N		749.6	753.6	751.6	745.0
IEP	Y	n<16	n<16	n<16	n<16	701.3
	N		748.5	749.0	747.3	745.5
EL	Y	n<16	728.2	722.5	712.5	701.6
	N		749.3	753.5	750.9	748.8
GT	Y	n<16	783.9	780.2	781.5	771.5
	N		743.5	741.6	740.2	737.5
Schoolwide		749	748	745	744	737

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y		726.5	724.1	722.2	722.5
	N		753.5	752.5	751.9	752.3
Minority	Y		729.2	726.4	725.1	725.0
	N		757.5	758.0	758.0	758.6
IEP	Y		709.6	708.6	704.4	703.0
	N		744.4	742.6	742.6	743.0
EL	Y		726.5	723.3	721.2	719.8
	N		755.5	755.1	754.4	755.2
GT	Y		782.4	774.1	788.6	789.1
	N		737.9	738.9	735.1	735.1
Geographic District		742	740	739	739	732

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

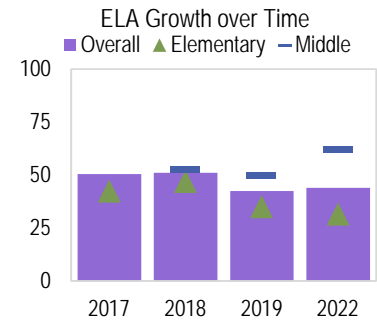
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Roaring Fork RE-1. In 2022, the following subgroups outperformed the geo. district: FRL, - additional details are available in the graphs. In 2019, the following subgroups outperformed the geo. district: FRL, - additional details are available in the graphs.

## English Language Arts Growth

### CMAS ELA: School Status and Trends Tables and Graphs

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

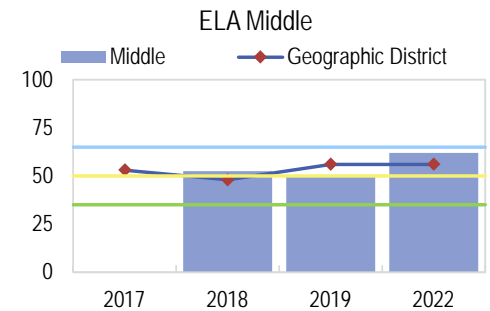
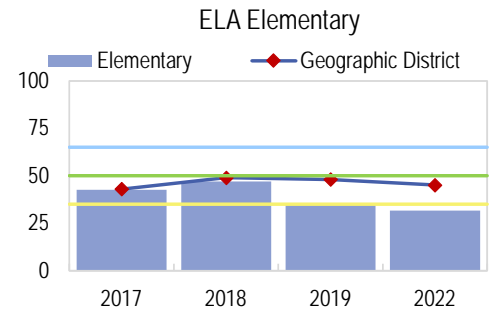
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	n < 20	--	24	43.5	32	22.5	32	31.5
5	n < 20	--	25	47.0	23	53.0	--	--
Elementary	22	42.5	49	47.0	55	35.0	32	31.5
6	n < 20	--	n < 20	--	23	50.0	33	68.0
7	n < 20	--	n < 20	--	n < 20	--	--	--
8	n < 20	--	n < 20	--	n < 20	--	n < 20	--
Middle	n < 20	--	44	52.5	51	50.0	47	62.0
Overall	36	50.5	93	51.0	106	42.5	79	44.0



### 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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	379	43.0	337	49.0	324	39.0	197	43.0
5	353	42.0	388	51.0	346	49.0	--	--
Elementary	918	43.0	897	49.0	859	48.0	343	45.0
6	149	50.0	185	41.0	404	54.0	289	52.0
7	341	70.0	346	61.5	366	58.5	--	--
8	378	40.0	337	38.0	343	56.0	296	56.5
Middle	868	53.0	868	48.0	924	56.0	439	56.0
Overall	2,067	47.0	1,765	49.0	1,783	52.0	782	51.0

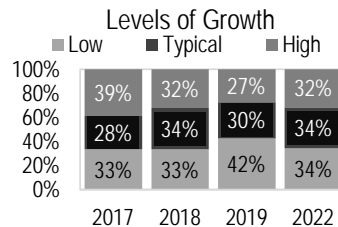


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth increased by 1.5 percentile points. In 2022, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

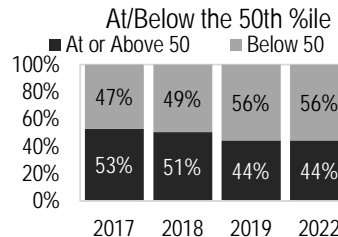
### CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	33%	33%	42%	34%
Typical (35-65)	28%	34%	30%	34%
High (above 65)	39%	32%	27%	32%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	53%	51%	44%	44%
Below 50	47%	49%	56%	56%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 34% 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 32% of students. The percent of students at or above the 50th percentile has decreased from last year (44% to 44%). Since 2017, the percent of students at or above the 50th percentile has decreased (53% to 44%).

## English Language Arts Subgroup Growth

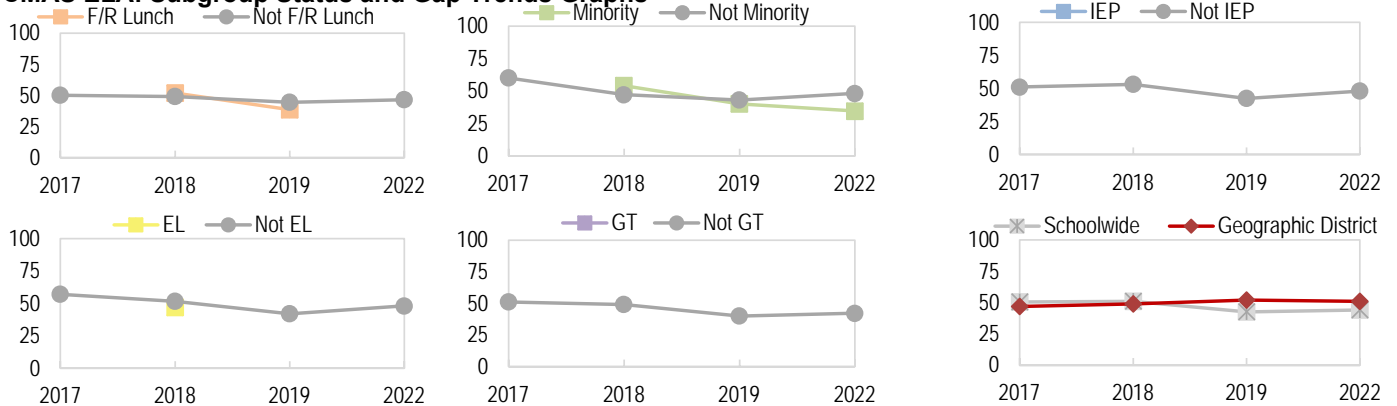
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

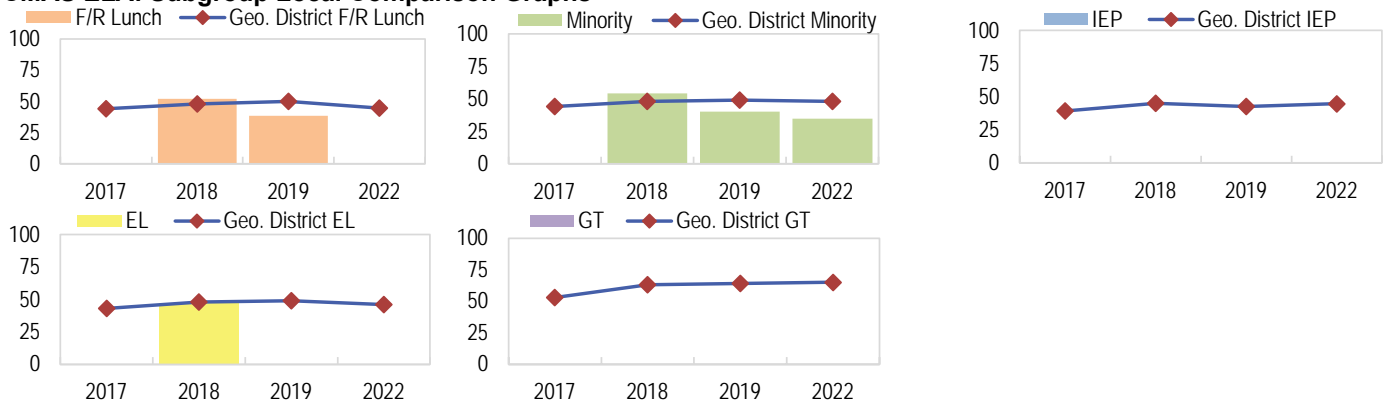
CMAS ELA	2017	2018	2019	2022
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	52.0	38.5
	N	50.0	49.0	44.5
Minority	Y	n<20	54.0	40.0
	N	60.0	47.0	43.0
IEP	Y	n<20	n<20	n<20
	N	51.0	53.0	42.5
EL	Y	n<20	47.0	n<20
	N	57.0	51.5	42.0
GT	Y	n<20	n<20	n<20
	N	51.0	49.0	40.0
Schoolwide	50.5	51.0	42.5	44.0

CMAS ELA	2017	2018	2019	2022
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	48.0	50.0
	N	49.0	50.0	54.0
Minority	Y	44.0	48.0	49.0
	N	51.5	49.5	56.0
IEP	Y	39.0	45.0	42.5
	N	48.0	49.0	53.0
EL	Y	43.0	48.0	49.0
	N	51.0	49.0	54.0
GT	Y	53.0	63.0	64.0
	N	46.0	47.0	51.0
Geographic District	47.0	49.0	52.0	51.0

### 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 growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, overall, Roaring Fork RE-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

## Mathematics Achievement

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

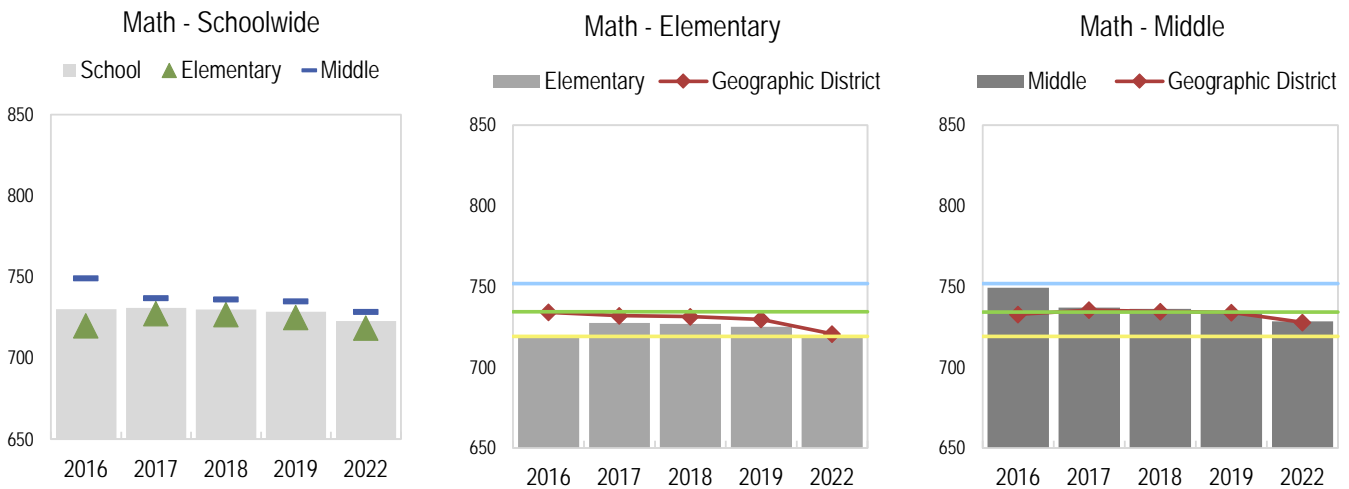
-How are students achieving on state assessments in Mathematics over time?

-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	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	17	718	28	737	44	735	47	734	39	715
4	n<16	--	29	726	29	728	32	709	34	718
5	n<16	--	27	719	31	715	24	727	29	725
Elementary	32	720	84	727	104	727	103	725	102	719
6	n<16	--	17	738	18	723	26	731	33	725
7	n<16	--	18	736	17	737	17	733	24	723
8	n<16	--	n<16	--	16	750	n<16	--	16	745
Middle	17	749	49	737	51	736	56	735	73	729
Overall	49	730	133	731	155	730	159	729	175	723

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	424	736	399	736	390	735	352	731	300	721
4	384	731	418	729	398	725	377	726	304	720
5	360	734	385	734	431	734	390	732	357	721
Elementary	1,352	734	1,403	732	1,399	731	1,320	730	1,136	721
6	358	730	366	730	379	731	426	730	344	722
7	429	735	364	737	364	733	389	734	365	728
8	344	734	407	734	361	738	367	737	346	730
Middle	947	733	936	736	924	735	981	734	880	728
Overall	2,656	735	2,669	734	2,323	733	2,301	732	2,016	724

### CMAS 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 grade and class level. From 2016 to 2022, overall student achievement decreased by 7.4 scale score points. Since last school year, overall mean scale score decreased by 5.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district ( ) for the past five years. Overall, the school performs lower than their geo. district by 1.2 scale score points.

## Mathematics Subgroup Achievement

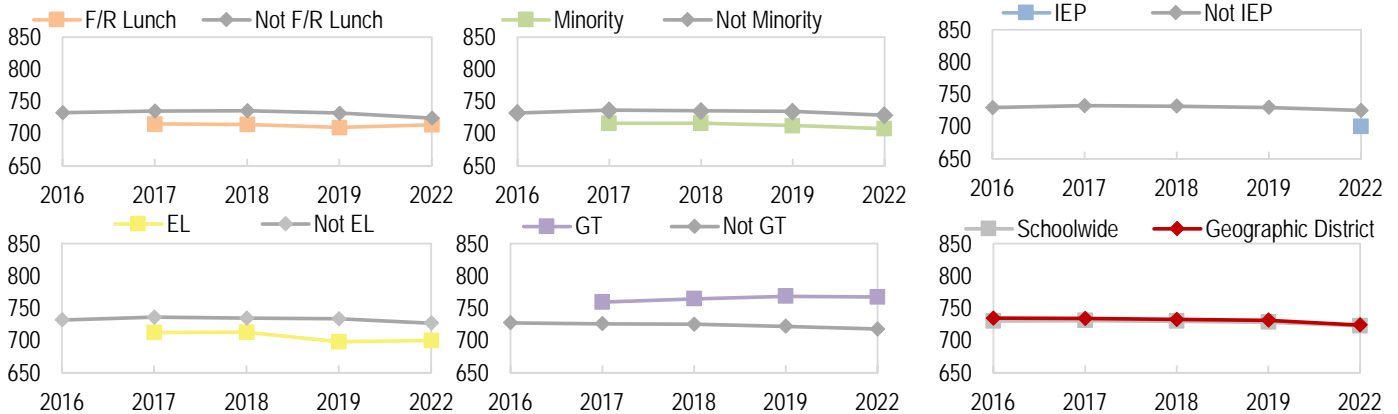
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

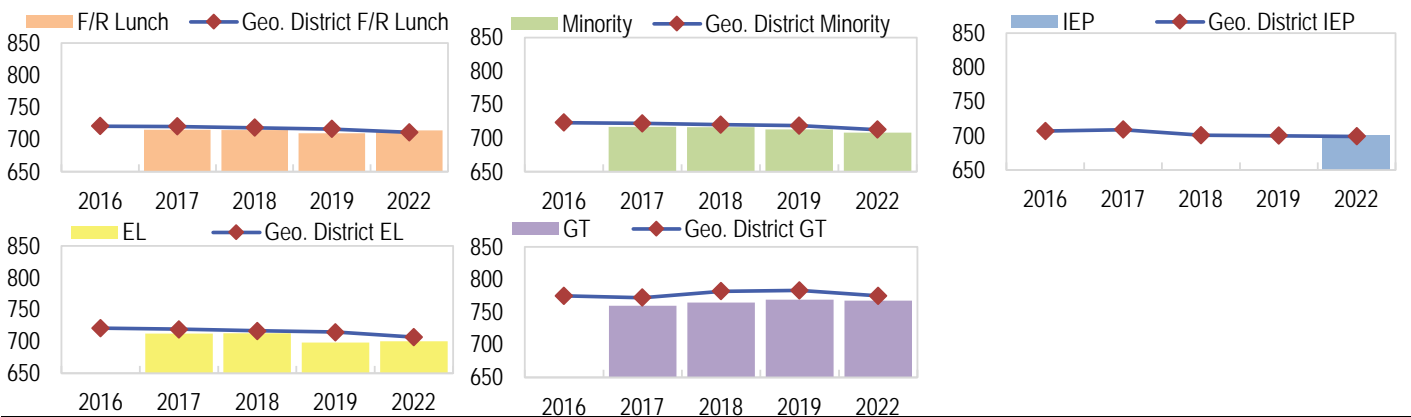
Subgroup Achievement Gap Trends over Time in Math							
CMAS Math		2016	2017	2018	2019	2022	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	n<16	715.4	714.6	710.0	714.1	
	N		733.2	735.5	736.1	732.4	724.7
Minority	Y	n<16	716.7	716.6	713.0	708.3	
	N		732.5	736.8	735.8	734.9	729.0
IEP	Y	n<16	n<16	n<16	n<16	700.4	
	N		729.6	732.5	732.0	729.9	725.3
EL	Y	n<16	712.4	712.7	698.0	700.0	
	N		731.9	736.1	734.7	733.6	727.0
GT	Y	n<16	759.4	764.6	768.6	767.4	
	N		727.5	725.9	725.3	722.0	717.9
Schoolwide			730	731	730	729	723

Geographic District Gap Trends over Time in Math							
CMAS Math		2016	2017	2018	2019	2022	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y		721.0	720.5	718.4	716.5	711.3
	N		745.7	745.5	743.9	743.6	730.4
Minority	Y		723.4	722.1	720.1	718.6	712.9
	N		749.3	750.8	750.1	749.7	742.6
IEP	Y		706.8	708.8	700.7	699.9	699.1
	N		737.4	736.5	736.0	734.8	727.1
EL	Y		721.1	719.2	716.7	714.6	707.0
	N		747.4	748.4	746.9	745.9	738.5
GT	Y		774.6	772.1	781.7	783.1	774.6
	N		731.1	733.4	728.9	727.5	721.0
Geographic District			735	734	733	732	724

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

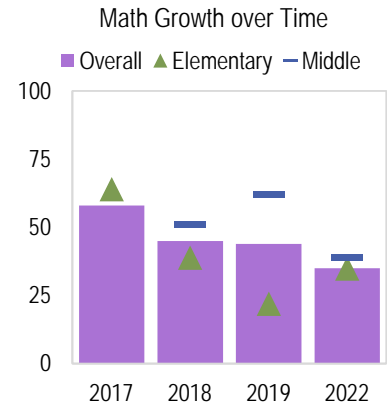
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Roaring Fork RE-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, EL, GT, - additional details are available in the graphs.

## Mathematics Growth

### CMAS Math: School Status and Trends Tables and Graphs

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

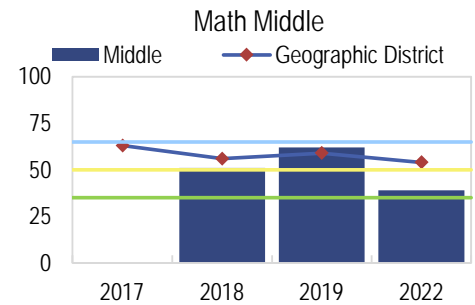
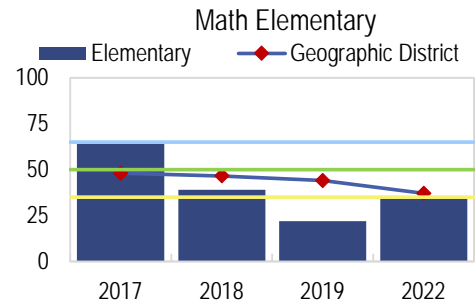
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	n < 20	--	24	46.5	32	20.0	--	--
5	n < 20	--	24	36.5	23	32.0	27	35.0
Elementary	23	64.0	48	39.0	55	22.0	27	35.0
6	n < 20	--	n < 20	--	25	72.0	--	--
7	n < 20	--	n < 20	--	n < 20	--	22	39.0
8	n < 20	--	n < 20	--	n < 20	--	--	--
Middle	n < 20	--	44	51.0	54	62.0	22	39.0
Overall	37	58.0	92	45.0	109	44.0	49	35.0



### 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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	401	37.0	370	33.5	359	34.0	--	--
5	363	55.0	407	53.0	380	51.0	315	37.0
Elementary	952	48.0	952	46.5	932	44.0	315	37.0
6	152	60.0	189	49.0	415	54.0	--	--
7	343	72.0	348	61.0	367	54.0	315	54.0
8	355	54.0	309	54.0	343	64.0	--	--
Middle	850	63.0	846	56.0	932	59.0	315	54.0
Overall	2,001	56.0	1,798	52.0	1,864	51.0	630	46.5

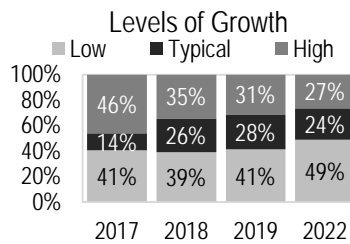


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth decreased by 9 percentile points. In 2022, overall student growth did not meet state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

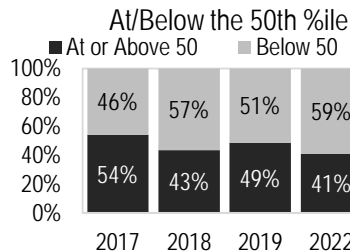
### CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	41%	39%	41%	49%
Typical (35-65)	14%	26%	28%	24%
High (above 65)	46%	35%	31%	27%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	54%	43%	49%	41%
Below 50	46%	57%	51%	59%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 49% 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 27% of students. The percent of students at or above the 50th percentile has decreased from last year (49% to 41%). Since 2017, the percent of students at or above the 50th percentile has decreased (54% to 41%).

## Mathematics Subgroup Growth

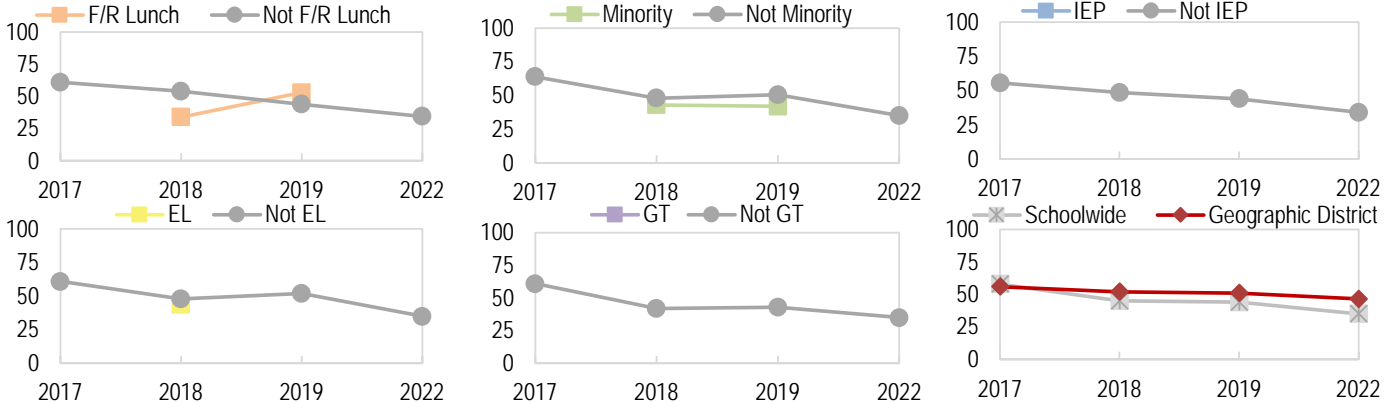
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

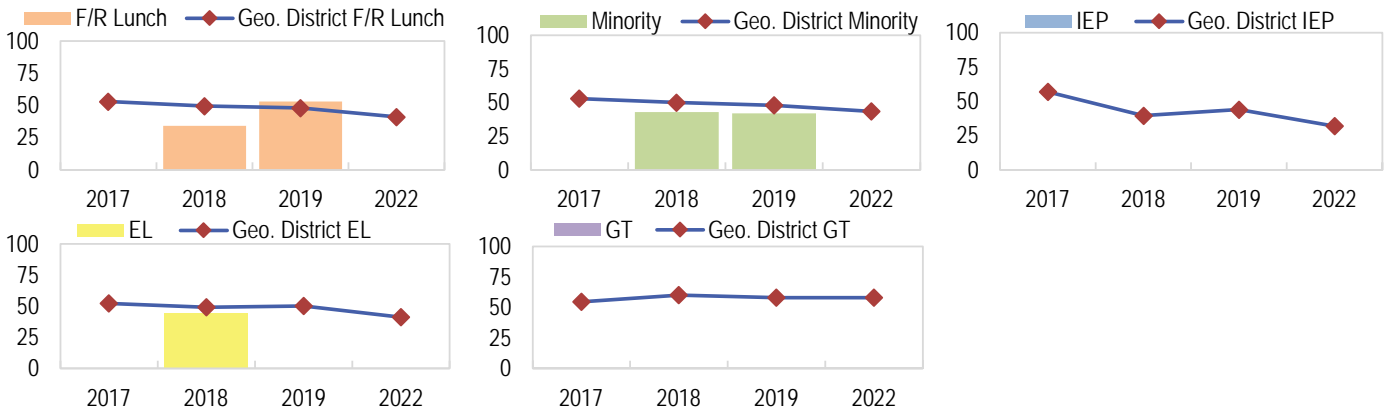
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	34.0	53.0	n<20
	N	61.0	54.0	44.0	34.5
Minority	Y	n<20	43.0	42.0	n<20
	N	64.0	48.0	50.5	35.0
IEP	Y	n<20	n<20	n<20	n<20
	N	55.5	48.5	44.0	34.0
EL	Y	n<20	44.0	n<20	n<20
	N	61.0	48.0	52.0	35.0
GT	Y	n<20	n<20	n<20	n<20
	N	61.0	42.0	43.0	35.0
Schoolwide		58.0	45.0	44.0	35.0

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	53.0	49.5	48.0	41.0
	N	57.0	53.0	53.0	48.0
Minority	Y	53.0	50.0	48.0	43.5
	N	60.0	53.0	56.0	51.0
IEP	Y	57.0	39.5	44.0	32.0
	N	56.0	52.0	52.0	48.0
EL	Y	52.0	49.0	50.0	41.0
	N	59.0	53.0	53.0	51.0
GT	Y	54.5	60.0	58.0	58.0
	N	56.0	51.0	51.0	45.0
Geographic District		56.0	52.0	51.0	46.5

### 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 growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): overall, Roaring Fork RE-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

## 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		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	24	38.0	23	58.0	28	50.5	53.6%
Middle	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
High	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	29	45.0	33	50.0	38	56.5	52.8%

Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	765	55.0	675	52.0	659	47.0	587	53.0	546	55.0	57.3%
Middle	160	63.0	153	54.0	116	47.5	136	58.5	138	57.0	21.0%
High	209	65.0	165	69.0	130	62.0	141	57.0	143	65.0	34.7%
Overall	1,134	58.0	993	55.0	905	50.0	864	55.0	827	57.0	48.1%

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

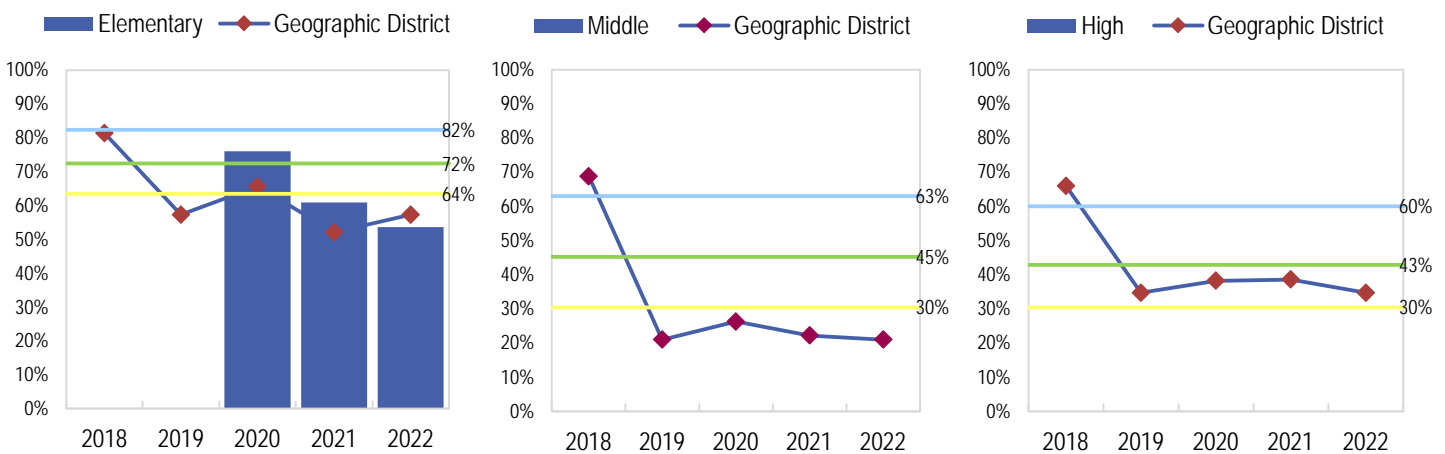
**What is On Track Growth?** This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency 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

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2022, overall student growth met state expectations and was below the geo. district. Additionally, 53% of students were reported as being on track to reach English language proficiency.

**Academic Performance Metrics**

School Observations

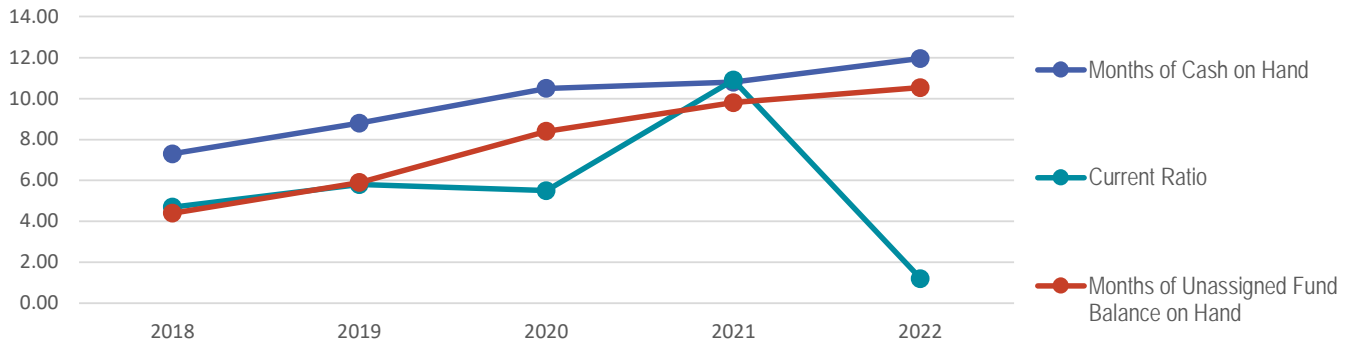
\*OPTIONAL\* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

## 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	9.6%	11.9%	15.5%	16.9%	14.3%
Months of Cash on Hand	7.30	8.80	10.50	10.80	11.96
Current Ratio	4.70	5.80	5.50	10.90	1.20
Months of Unassigned Fund Balance on Hand	4.40	5.90	8.40	9.80	10.53
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	-5.6%	-13.3%	-3.6%	4.3%	-3.1%
Change in FPC from Prior-Year	4.1%	-5.8%	6.9%	6.7%	-1.0%

### 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	2018	2019	2020	2021	2022
Months of Cash on Hand	9.90	7.10	--	13.20	--
Current Ratio	287.10	--	--	46.20	--
Debt to Asset Ratio	0.00	0.00	--	0.00	--
Change in Net Position	\$106,803	(\$32,547)	--	\$85,690	\$0

### 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	1.24	1.24	1.17	1.03	0.89
Change in Net Position	(\$1,145,808)	\$313,240	\$458,747	\$1,513,637	\$631,757
Default	No	No	No	No	No

## Fiscal Years 2018-2022 Financial Results

### Financial Performance Narrative

The school met TABOR requirements for the past 3 years. Average enrollment growth over 3 years is positive at 13.17%. The funded pupil count in October 2021 was 117. In 2021-22, the school's funded-pupil count came in higher than budget by 7 pupils or 106.36% of budget. The school has a strong financial position with growing reserves and has a strong financial outlook. There are \$880K in current assets as compared to \$168K of current liabilities which provides a favorable asset to liability ratio. The school has an improving financial position with growing unassigned reserves. Unassigned fund balance is \$655K and could cover expenses without additional revenue for 5.32 months. The school submitted a balanced multi-year forecast, assuming reasonable growth increments for PPR and enrollment. Forecast included 3.5% salary increases each year. The school did not spend all of its allocated grant funds in FY22. ESSER II & III had funds remaining at the end of the year, total of \$21K

### 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.



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