



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2023-2024

Ascent Classical Academy Northern Denver



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 (ryanmarks@csi.state.co.us)

Financial Performance: Dave Sever (davesever@csi.state.co.us)

Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (stephaniearagon@csi.state.co.us) - 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., NWEA). 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?

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?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. To what extent are students graduating high school?
- c. To what extent are students dropping out of high school?
- d. To what extent 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 2019 to 2024. 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.

CSI Performance Framework

Financial Performance Framework

1. Enrollment

- a. How has the school's enrollment varied over time?

2. Debt

- a. How has the school been able to cover its debt obligations?
- b. To what extent has the school relied on borrowed funds to finance its operations?

3. Balance Sheet

- a. To what extent has the school maintained the appropriate unrestricted fund balance to provide for unexpected expenses?
- b. How has the school's unassigned fund balance changed over time?
- c. To what extent can the school pay its short-term obligations?

4. Operating Margin

- a. To what extent is the school living within their means?
- b. How has the school's operating margin changed over time?

Organizational Performance Framework

1. Governance

- a. Is the school complying with applicable education requirements?

2. Education Program

- a. How is the school fulfilling obligations and expectations relating to the educational program?
- b. How successful is the school producing positive academic outcomes? (see academic measures)

3. Diversity, Equity of Access, and Inclusion

- a. How is the school protecting the rights of all students?
- b. How is the school supporting students to read at grade-level?
- c. How is the school supporting students and families in preparing to make post-secondary enrollment accessible?

3. Financial Management

- a. How is the school satisfying financial reporting and compliance requirements?
- b. How accurately is the school able to project enrollment?
- c. How effectively is the school able to manage and spend grant funds?

4. School Operations and Environment

- a. How is the school fulfilling obligations and expectations relating to operational requirements?
- b. Is the school soliciting feedback from stakeholders and sharing with the community?
- c. How stable is the student population during the school year?
- d. To what extent are students returning to the school the following school year?

5. Additional Obligations

- a. How is the school complying with all other obligations?

Additional information about the CSI Performance Framework can be found at
<https://www.csi.state.co.us/about/school-accountability/>

Ascent Classical Academy Northern Denver Overview

Year Opened/Transferred: 2023-24

Grades Served: K-7

School Model: Classical

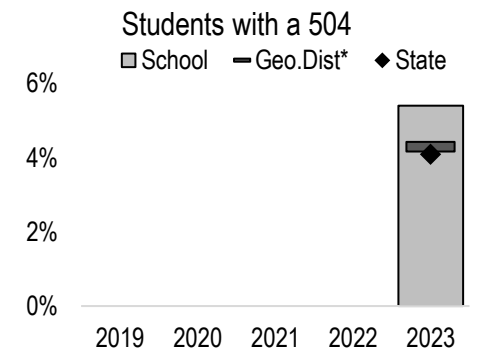
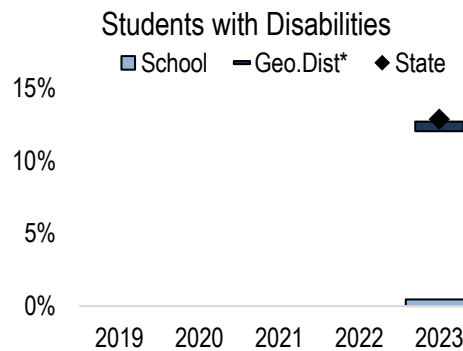
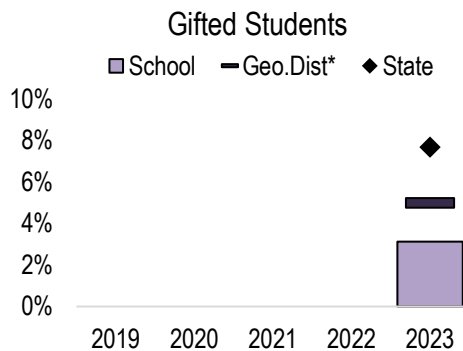
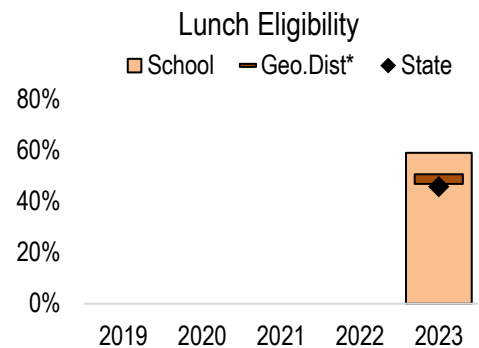
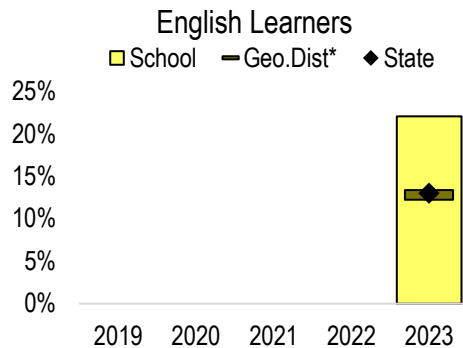
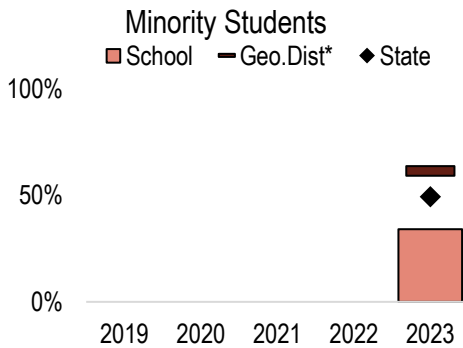
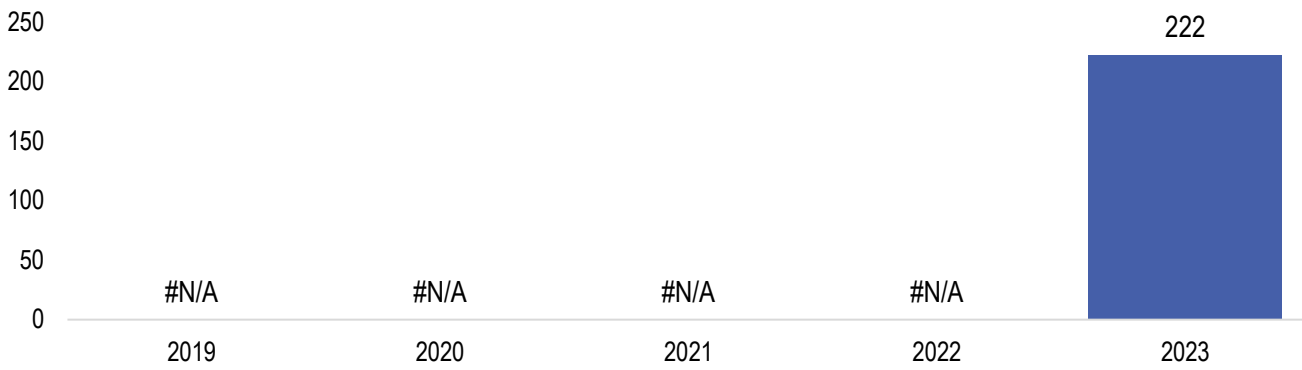
Town/City: Brighton

District of Residence: Brighton School District 27J

Original Application Type: Replication

Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	--	--	--	--	222
F/R Lunch	--	--	--	--	59.0%
Minority	--	--	--	--	34.2%
IEP	--	--	--	--	0.5%
EL	--	--	--	--	22.1%
Gifted	--	--	--	--	3.1%
504	--	--	--	--	5.4%

Enrollment over Time



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

*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 or equal to 71.8% Points Earned

Performance: Between 53% to 71.7% 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	Turnaround: Decreased due to Participation (Points Earned: 40.6%)
Elementary School Rating	Priority Improvement (Points Earned: 35%)
Middle School Rating	Improvement (Points Earned: 47.5%)
High School Rating	--
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Turnaround: Decreased due to Participation

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

Assurance	
	Rating
Accountability Participation Rate	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	125	117	93.6%	0	93.6%	Does Not Meet 95%
Math	125	117	93.6%	0	93.6%	Does Not Meet 95%
Science	26	23	88.5%	0	88.5%	Does Not Meet 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	125	117	93.6%	0	93.6%	Does Not Meet 95%
CMAS Math	125	117	93.6%	0	93.6%	Does Not Meet 95%
CMAS Science	26	23	88.5%	0	88.5%	Does Not Meet 95%
PSAT/SAT Evidence-Based Reading and Writing	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Math	N/A	N/A	N/A	N/A	N/A	N/A

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	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	29	731
4	--	--	--	--	--	--	--	--	25	732
5	--	--	--	--	--	--	--	--	23	735
Elementary	--	--	--	--	--	--	--	--	77	733
6	--	--	--	--	--	--	--	--	25	732
7	--	--	--	--	--	--	--	--	n < 16	n < 16
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	40	737
Overall	--	--	--	--	--	--	--	--	117	734

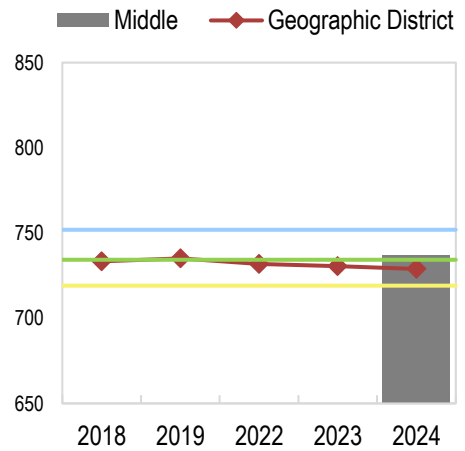
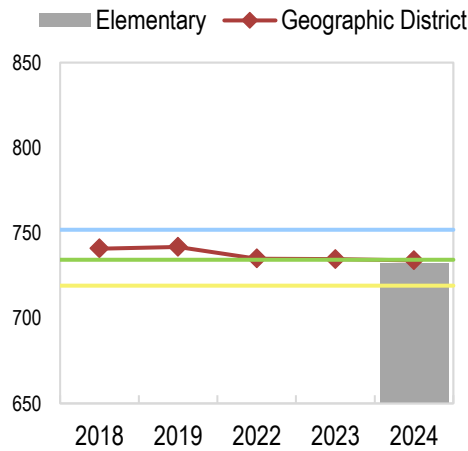
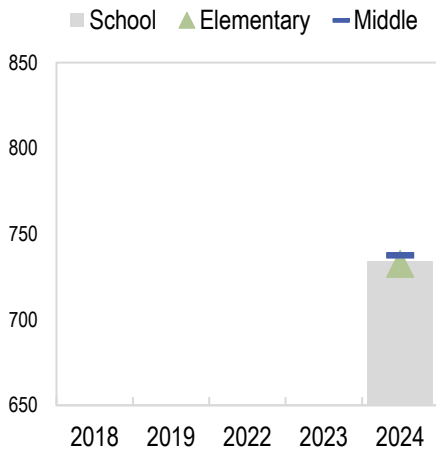
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,329	737	1,343	740	1,407	731	1,420	729	1,503	729
4	1,370	744	1,383	741	1,422	736	1,443	736	1,457	733
5	1,377	742	1,390	745	1,339	738	1,432	739	1,459	741
Elementary	4,076	741	4,116	742	4,168	735	4,295	735	4,419	734
6	1,280	735	1,415	737	1,417	734	1,380	731	1,457	731
7	1,259	731	1,323	735	1,348	730	1,437	733	1,369	729
8	1,078	734	1,260	733	1,332	731	1,265	728	1,424	727
Middle	3,617	733	3,998	735	4,097	732	4,082	731	4,250	729
Overall	7,693	737	8,114	739	8,265	734	8,377	733	8,669	731

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. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Brighton School District 27J) for the past five years. Overall, the school outperforms their geo. district by 2.8 scale score points.

English Language Arts Subgroup Achievement

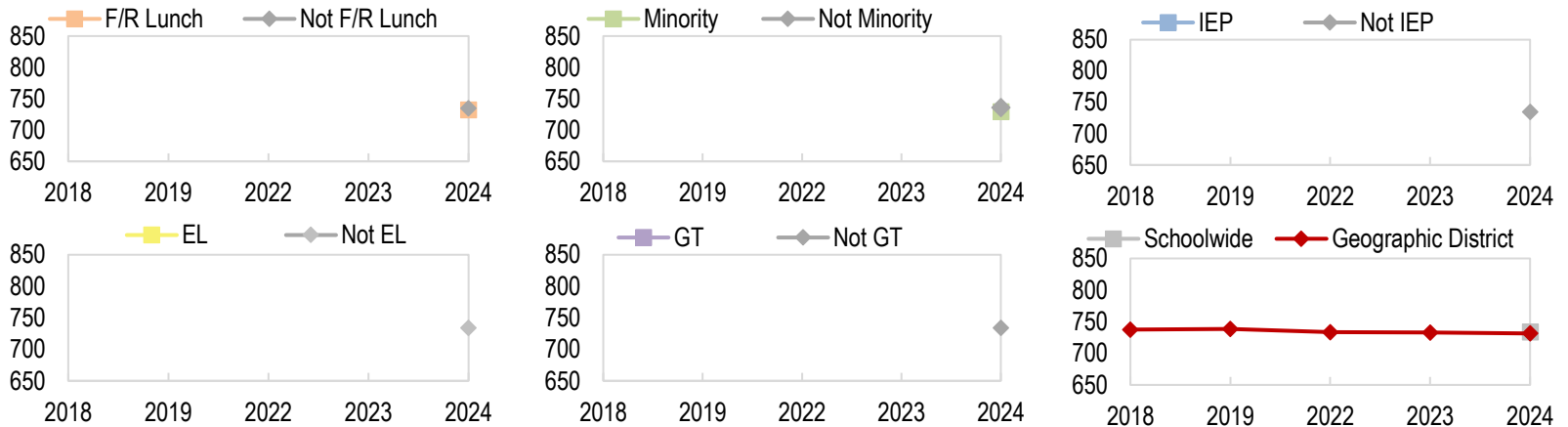
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

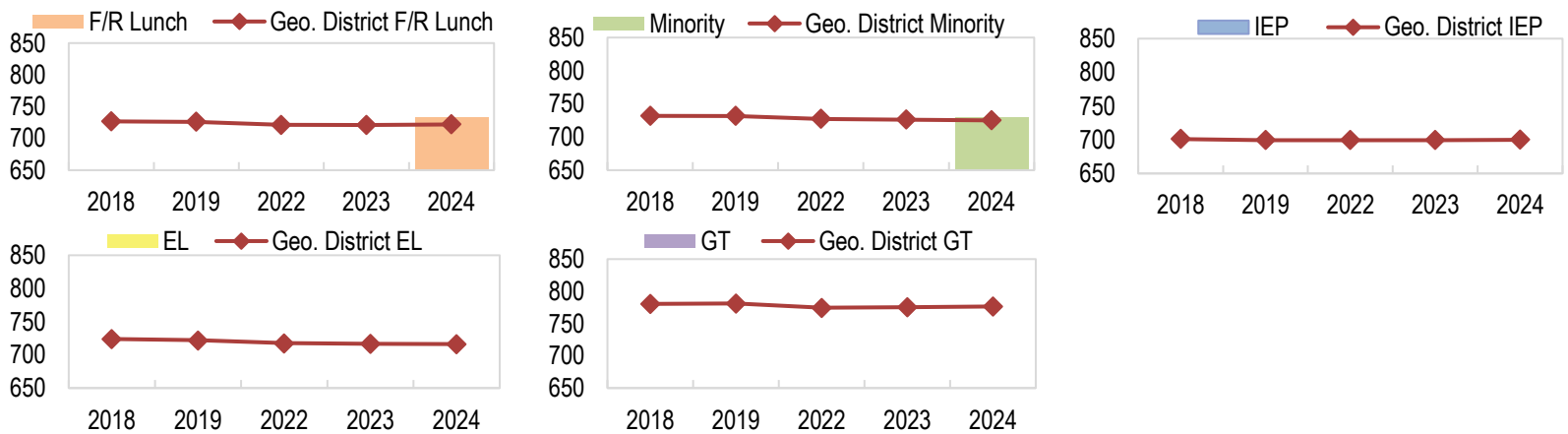
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	732.3
	N	--	--	--	--	734.8
Minority	Y	--	--	--	--	729.5
	N	--	--	--	--	736.1
IEP	Y	--	--	--	--	n<16
	N	--	--	--	--	734.7
EL	Y	--	--	--	--	n<16
	N	--	--	--	--	734.2
GT	Y	--	--	--	--	n<16
	N	--	--	--	--	734.2
Schoolwide		--	--	--	--	734

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	726.8	726.2	721.2	721.1	722.1
	N	744.2	745.8	739.5	740.9	740.7
Minority	Y	731.9	731.8	727.2	726.2	725.1
	N	743.8	746.5	742.5	742.6	741.9
IEP	Y	701.0	699.4	699.3	699.4	700.0
	N	741.8	742.9	737.7	736.8	735.4
EL	Y	723.9	722.0	717.5	716.7	716.2
	N	740.5	742.1	737.7	737.1	736.0
GT	Y	780.4	781.2	774.6	775.5	776.7
	N	734.6	735.3	730.9	730.0	727.8
Geographic District		737	739	734	733	731

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

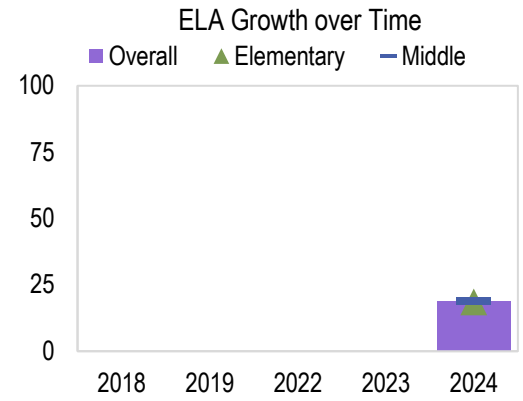
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed Brighton School District 27J. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - 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?

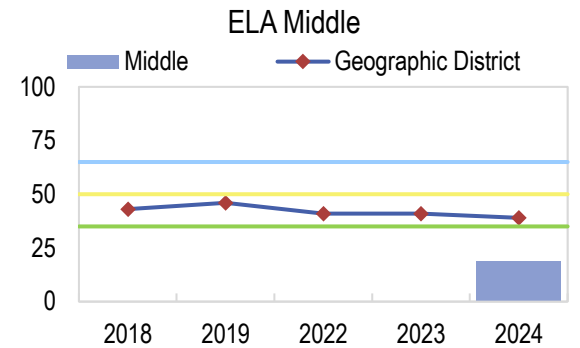
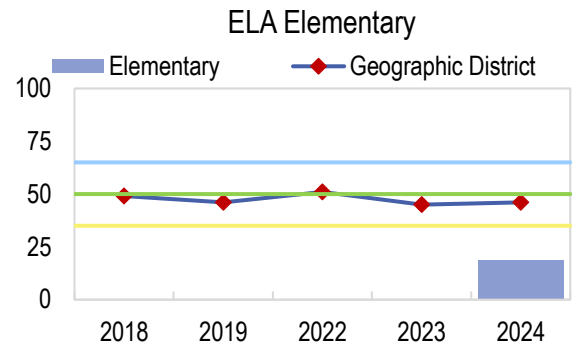
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--	n < 20	-
5	--	--	--	--	--	--	--	--	n < 20	-
Elementary	--	--	--	--	--	--	--	--	30	18.5
6	--	--	--	--	--	--	--	--	n < 20	-
7	--	--	--	--	--	--	--	--	n < 20	-
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	23	19.0
Overall	--	--	--	--	--	--	--	--	53	19.0



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	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,325	49.0	1,320	46.0	1,107	51.0	1,378	48.0	1,390	46.0
5	1,323	50.0	1,346	47.0	--	--	1,377	42.0	1,380	46.0
Elementary	2,648	49.0	2,666	46.0	1,107	51.0	2,755	45.0	2,770	46.0
6	1,233	44.0	1,363	44.0	1,095	44.0	1,323	39.0	1,385	36.0
7	1,204	39.0	1,263	46.0	--	--	1,372	44.0	1,289	40.0
8	1,014	47.0	1,202	48.5	983	37.0	1,190	40.0	1,326	43.0
Middle	3,451	43.0	3,828	46.0	2,078	41.0	3,885	41.0	4,000	39.0
Overall	1,014	47.0	6,494	46.0	3,185	45.0	6,640	43.0	6,770	42.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. In 2024, 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.

English Language Arts Subgroup Growth

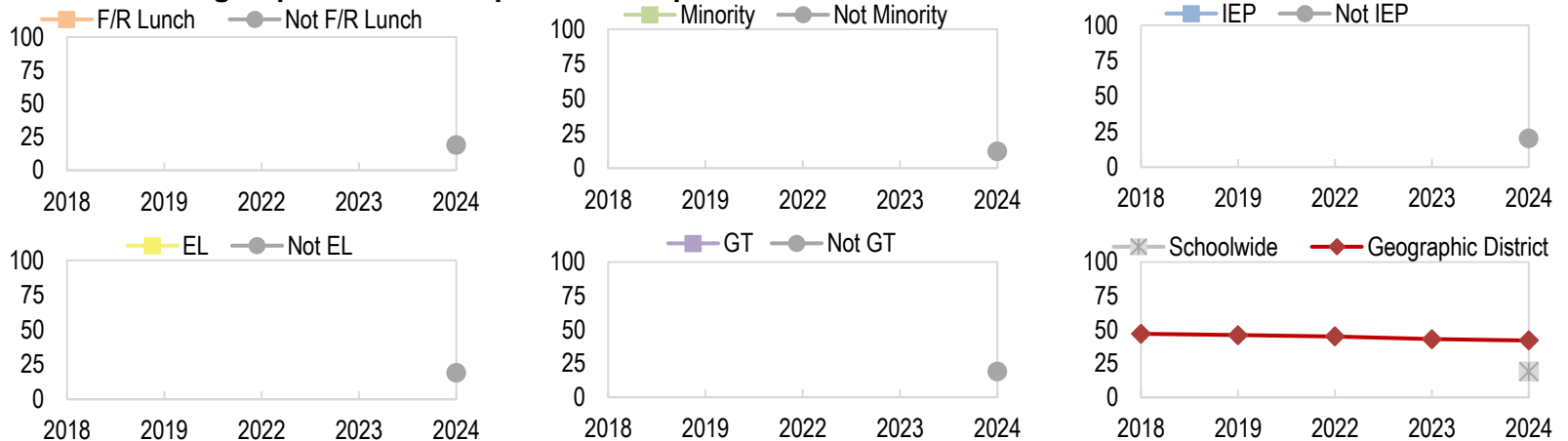
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

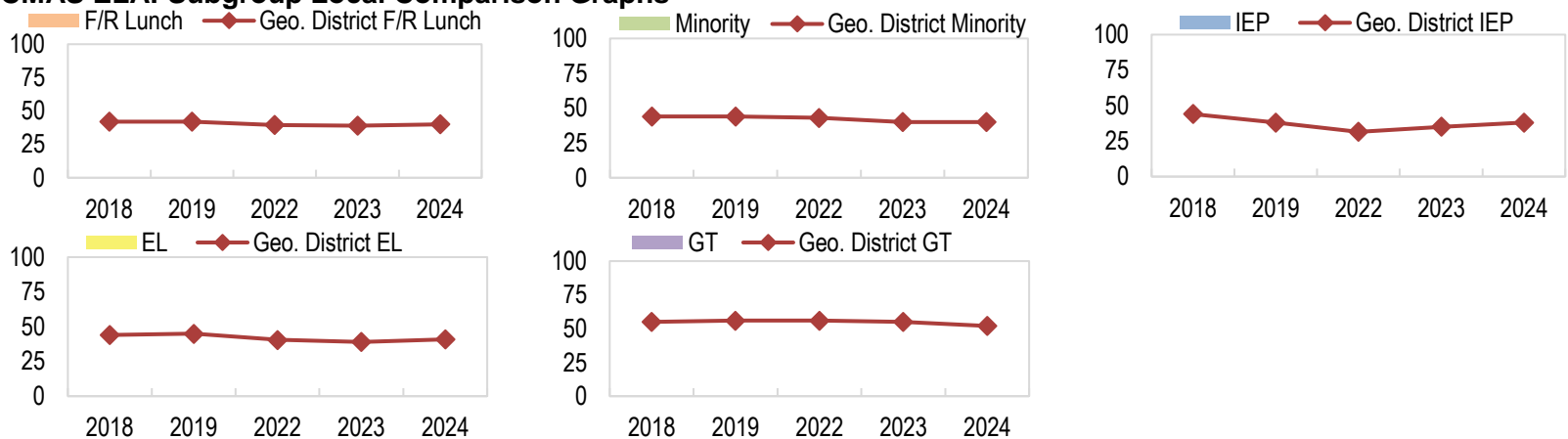
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--	n<20
	N	--	--	--	--	19.0
Minority	Y	--	--	--	--	n<20
	N	--	--	--	--	12.0
IEP	Y	--	--	--	--	n<20
	N	--	--	--	--	20.0
EL	Y	--	--	--	--	n<20
	N	--	--	--	--	19.0
GT	Y	--	--	--	--	n<20
	N	--	--	--	--	19.0
Schoolwide		--	--	--	--	19.0

CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	42.0	42.0	39.5	39.0	40.0
	N	49.0	48.0	48.0	45.0	43.0
Minority	Y	44.0	44.0	43.0	40.0	40.0
	N	49.0	48.0	47.0	47.0	44.0
IEP	Y	44.0	38.0	31.5	35.0	38.0
	N	48.0	47.0	46.0	44.0	42.0
EL	Y	44.0	45.0	40.5	39.0	41.0
	N	47.0	46.0	46.0	43.0	42.0
GT	Y	55.0	56.0	56.0	55.0	52.0
	N	46.0	45.0	44.0	42.0	41.0
Geographic District		47.0	46.0	45.0	43.0	42.0

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): overall, Brighton School District 27J outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Mathematics Achievement

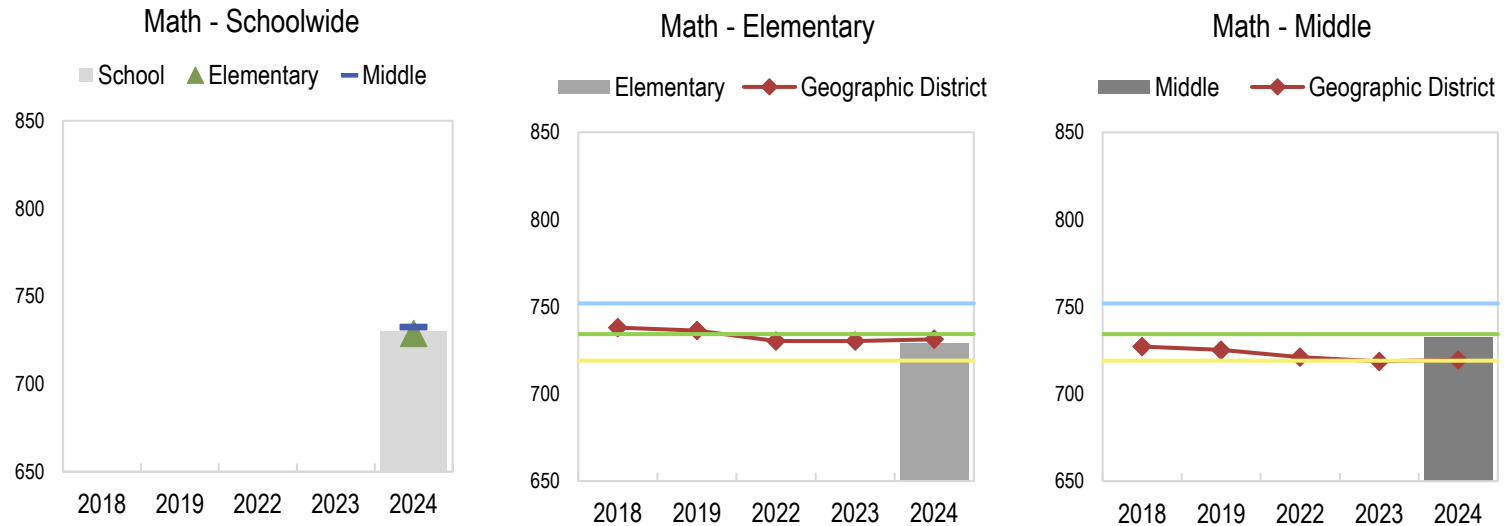
CMAS Math: School Status, Trends, and Local Comparison Tables

- 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	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	29	725
4	--	--	--	--	--	--	--	--	25	737
5	--	--	--	--	--	--	--	--	23	726
Elementary	--	--	--	--	--	--	--	--	77	729
6	--	--	--	--	--	--	--	--	25	728
7	--	--	--	--	--	--	--	--	n < 16	n < 16
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	40	733
Overall	--	--	--	--	--	--	--	--	117	730

Geographic District Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,327	739	1,342	739	1,408	733	1,434	732	1,501	734
4	1,373	737	1,375	733	1,424	728	1,449	727	1,458	727
5	1,386	738	1,398	737	1,321	730	1,431	731	1,458	733
Elementary	4,086	738	4,115	736	4,153	730	4,314	730	4,417	731
6	1,288	726	1,416	727	1,424	721	1,387	718	1,461	720
7	1,265	726	1,327	726	1,331	723	1,440	723	1,370	723
8	1,074	730	1,262	722	1,330	720	1,255	715	1,431	716
Middle	3,627	727	4,005	725	4,085	721	4,082	719	4,262	720
Overall	7,713	733	8,120	731	8,238	726	8,396	725	8,679	726

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. 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 outperforms their geo. district by 4.6 scale score points.

Mathematics Subgroup Achievement

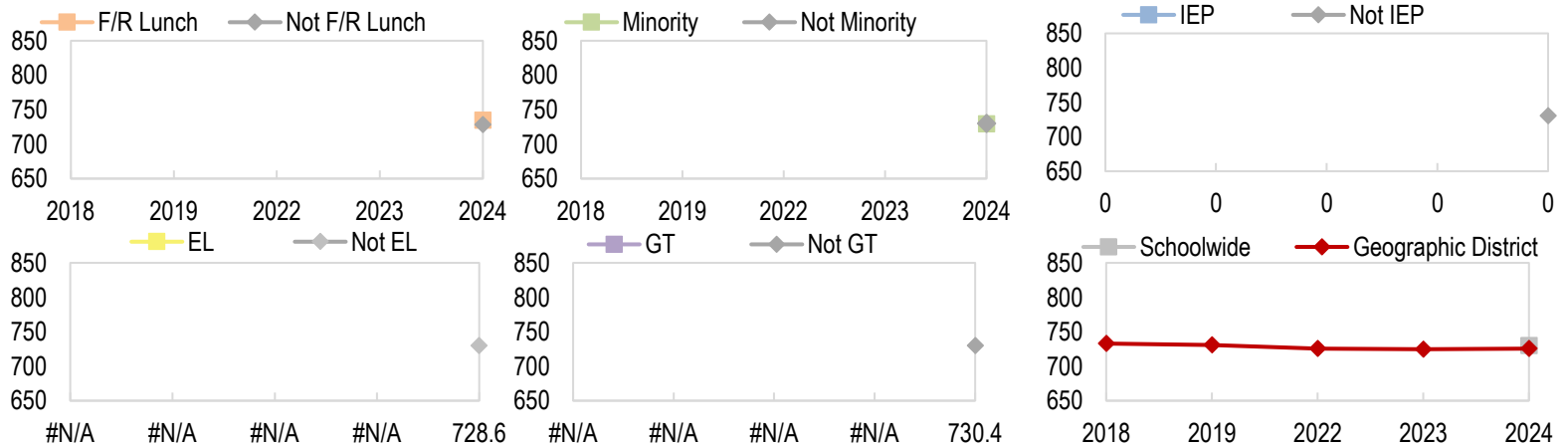
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

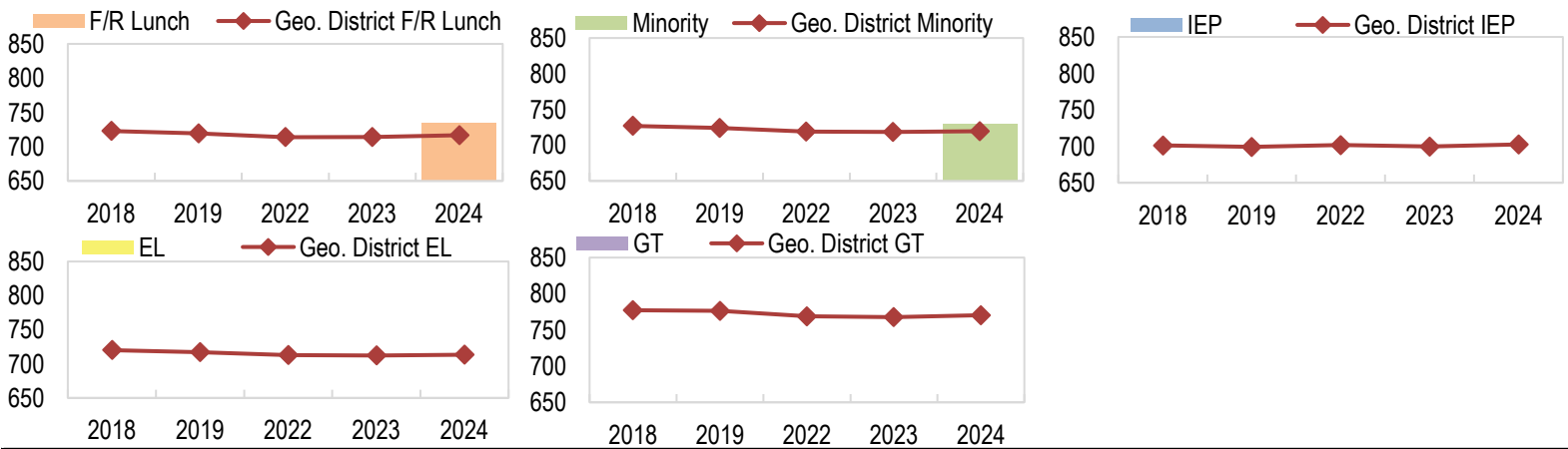
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	734.9
	N	--	--	--	--	728.6
Minority	Y	--	--	--	--	729.4
	N	--	--	--	--	730.4
IEP	Y	--	--	--	--	n<16
	N	--	--	--	--	730.4
EL	Y	--	--	--	--	n<16
	N	--	--	--	--	730.1
GT	Y	--	--	--	--	n<16
	N	--	--	--	--	730.1
Schoolwide		--	--	--	--	730

Geographic District Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	722.8	719.5	713.8	714.0	716.7
	N	739.5	737.6	731.6	732.4	734.2
Minority	Y	726.9	724.2	719.1	718.5	719.5
	N	740.1	738.9	735.4	734.2	735.4
IEP	Y	701.1	699.2	701.7	699.6	702.5
	N	736.8	734.4	728.7	727.8	728.4
EL	Y	720.0	717.2	712.8	712.2	713.3
	N	736.0	733.9	729.2	728.3	729.2
GT	Y	777.2	776.6	769.1	767.7	770.3
	N	730.1	727.5	723.0	722.0	721.9
Geographic District		733	731	726	725	726

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

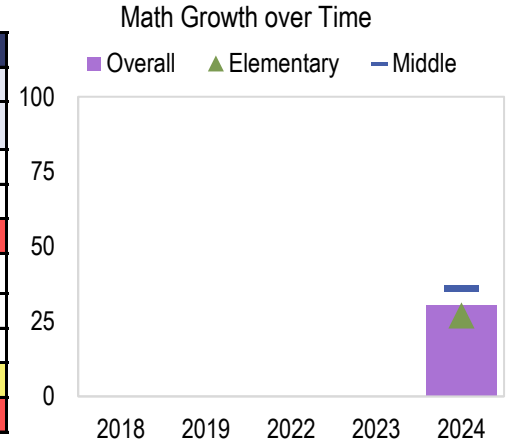
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed Brighton School District 27J. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - 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?

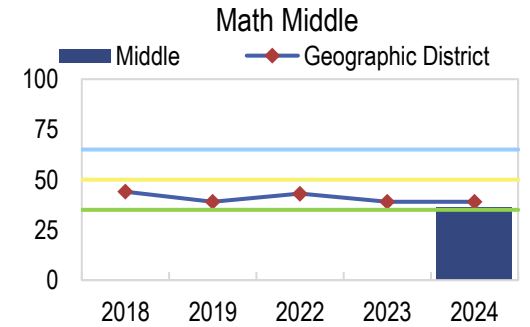
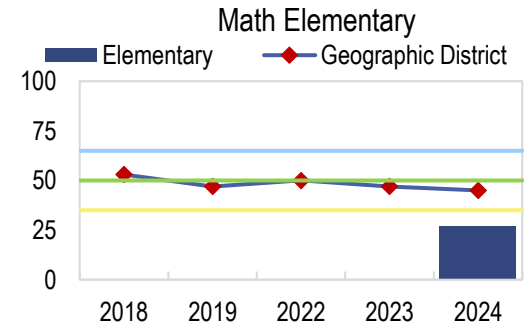
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--	n < 20	-
5	--	--	--	--	--	--	--	--	n < 20	-
Elementary	--	--	--	--	--	--	--	--	31	27.0
6	--	--	--	--	--	--	--	--	n < 20	-
7	--	--	--	--	--	--	--	--	n < 20	-
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	23	36.0
Overall	--	--	--	--	--	--	--	--	54	30.5



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	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,324	54.0	1,303	47.0	--	--	1,384	44.0	1,396	41.5
5	1,324	53.0	1,345	46.0	1,061	50.0	1,375	49.0	1,378	48.0
Elementary	2,648	53.0	2,648	47.0	1,061	50.0	2,759	47.0	2,774	45.0
6	1,230	40.0	1,361	38.0	--	--	1,302	37.0	1,380	34.5
7	1,204	43.0	1,265	41.0	1,009	43.0	1,362	44.0	1,283	44.0
8	1,005	52.0	1,197	39.0	--	--	1,169	35.0	1,311	40.0
Middle	3,439	44.0	3,823	39.0	1,009	43.0	3,833	39.0	3,974	39.0
Overall	1,005	52.0	6,471	42.0	2,070	46.0	6,592	42.0	6,748	41.0



Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the Math state assessment. In 2024, 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.

Mathematics Subgroup Growth

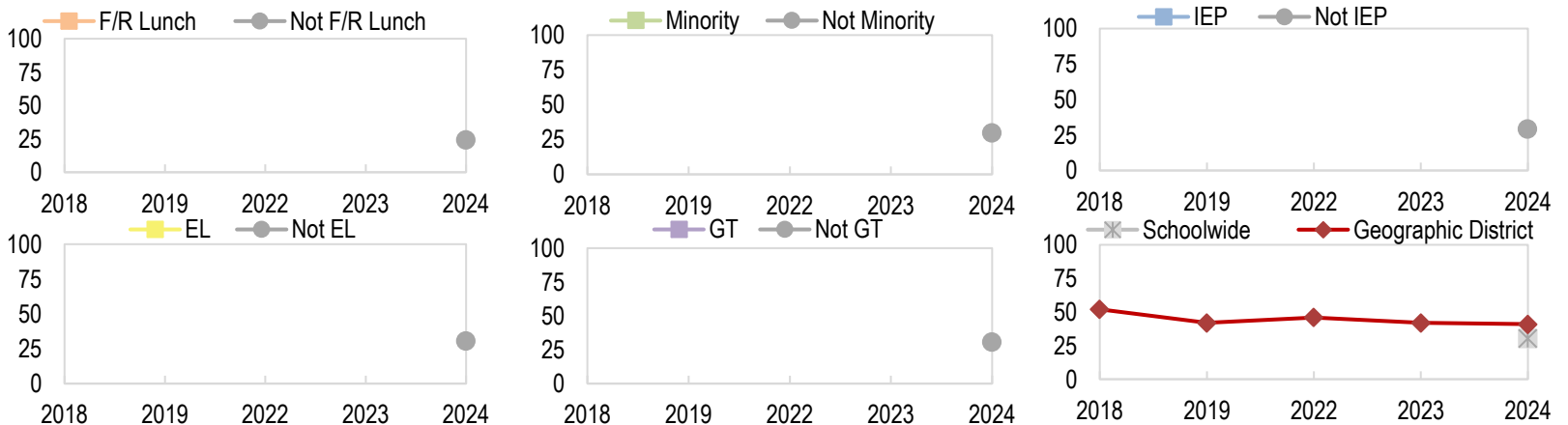
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

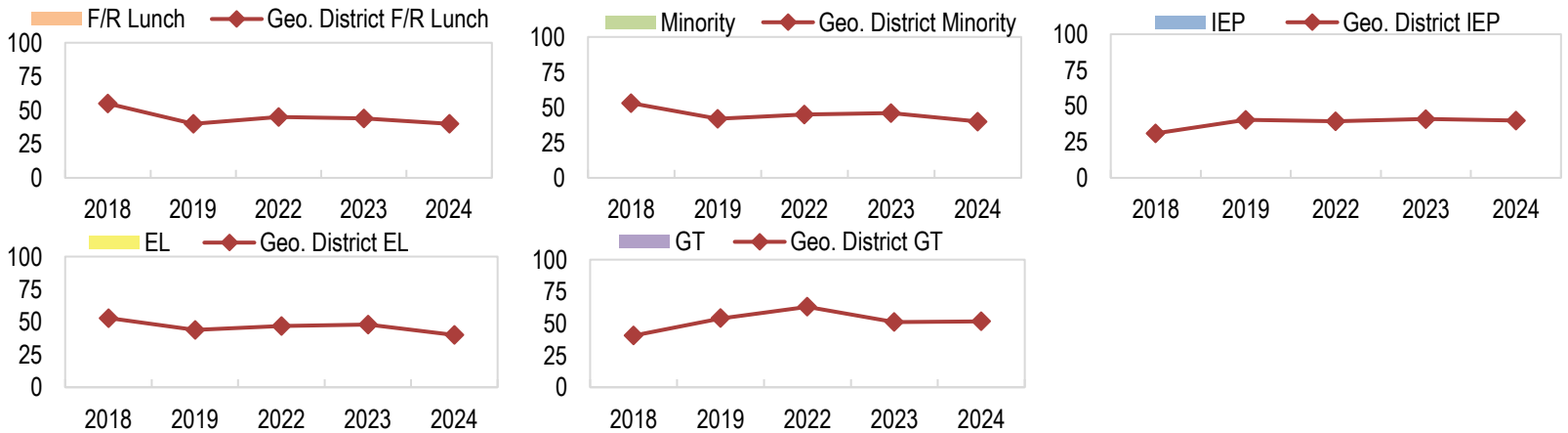
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--	n<20
	N	--	--	--	--	24.0
Minority	Y	--	--	--	--	n<20
	N	--	--	--	--	29.5
IEP	Y	--	--	--	--	n<20
	N	--	--	--	--	29.0
EL	Y	--	--	--	--	n<20
	N	--	--	--	--	30.5
GT	Y	--	--	--	--	n<20
	N	--	--	--	--	30.5
Schoolwide		--	--	--	--	30.5

Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	55.0	40.0	45.0	44.0	40.0
	N	49.0	43.0	46.0	48.0	42.0
Minority	Y	53.0	42.0	45.0	46.0	40.0
	N	50.0	43.0	47.0	47.0	43.0
IEP	Y	31.0	40.5	39.5	41.0	40.0
	N	54.0	42.0	47.0	48.0	41.0
EL	Y	53.0	44.0	47.0	48.0	40.0
	N	52.0	42.0	46.0	46.5	42.0
GT	Y	40.5	54.0	63.0	51.0	51.5
	N	52.0	41.0	45.0	46.0	41.0
Geographic District		52.0	42.0	46.0	42.0	41.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): overall, Brighton School District 27J outperformed the school. In 2024, 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 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? ^^

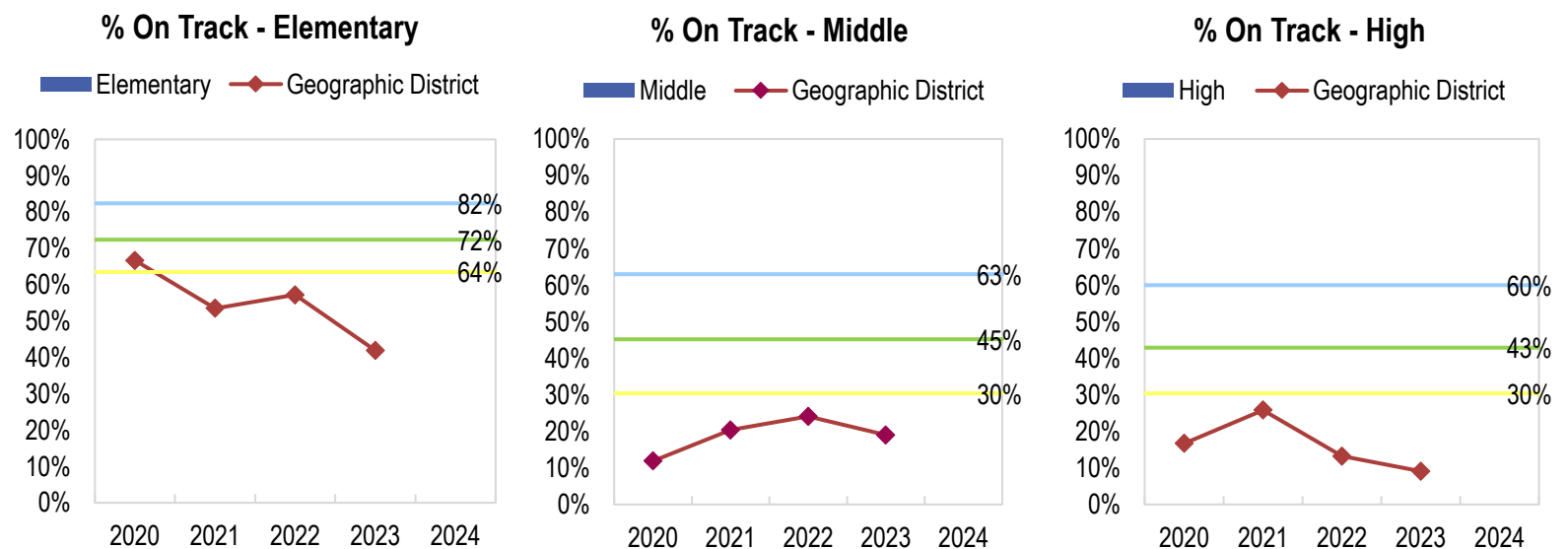
Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	--	--	--	--	--	--	--	--	--	--	--	--	n < 20	n < 20	-
Middle	--	--	--	--	--	--	--	--	--	--	--	--	n < 20	n < 20	-
High	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--	--	--	--	--	n < 20	-	-

Geographic District Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On
Elementary	943	46.0	66.7%	965	49.0	53.5%	988	45.0	57.2%	149	40.0	41.9%	1,467	52.0	--
Middle	225	33.0	11.9%	251	55.0	20.4%	243	51.0	24.1%	84	42.5	19.0%	370	52.5	--
High	195	37.0	16.7%	176	42.0	25.8%	202	41.5	13.2%	53	48.0	9.1%	295	39.0	--
Overall	1,363	43.0	50.5%	1,392	49.0	45.5%	1,433	45.0	48.1%	1,842	45.5	48.1%	2,132	51.0	--

^^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



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2024, overall student growth exceeded state expectations and was above the geo. district. of students were reported as being on track to reach English language proficiency.

Academic Performance Metrics

School Observations

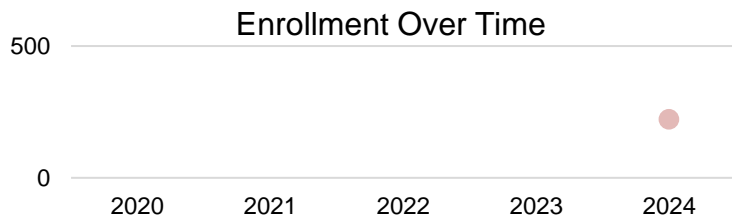
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Financial Performance Metrics

Enrollment

-How has the school's enrollment varied over time?

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	--	--	--	--	222.0
One-Year Enrollment Variance	+0.0%	+0.0%	N/A	+0.0%	+0.0%
Three-Year Enrollment Variance	+0.0%	+0.0%	N/A	+0.0%	+0.0%



Enrollment is the keystone of a school's financial viability. The greatest amount of unencumbered funds comes from PPR. These metrics demonstrate whether a school has the ability to maintain or grow enrollment in a sustainable way that supports financial health. This report calculates the 1-year and 3-year changes as a

Debt

-How has the school been able to cover its debt obligations?

-To what extent has the school relied on borrowed funds to finance its operations?

Debt					
Metric	2020	2021	2022	2023	2024
Debt Service Coverage	0	0	0	0	46.615
Debt to Asset Ratio	0	0	0	0	0.4377

Controlling occupancy related debt is critical to a sustainable budget. This section considers if the school is in default of debt, has a healthy debt service coverage score, and a Debt to Asset Ratio that is within reasonable range.

Debt service coverage = (Net change in FB) / (Annual Prin, int & Lease), should be equal to or better than 1.1

Debt to Asset Ratio = (total liabilities /

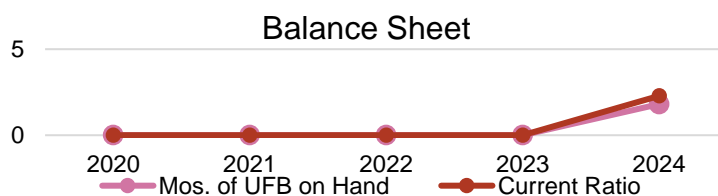
Balance Sheet

-Has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenue or expenses?

-How has the school's unassigned fund balance changed over time?

-To what extent can the school pay its short-term obligations?

Balance Sheet					
Metric	2020	2021	2022	2023	2024
Months of Unassigned Fund Balance on Hand	0.00	0.00	0.00	0.00	1.80
Change in Unassigned Fund Balance from Prior Year	+0.0%	+0.0%	+0.0%	+0.0%	+0.0%
Current Ratio	0.00	0.00	0.00	0.00	2.28



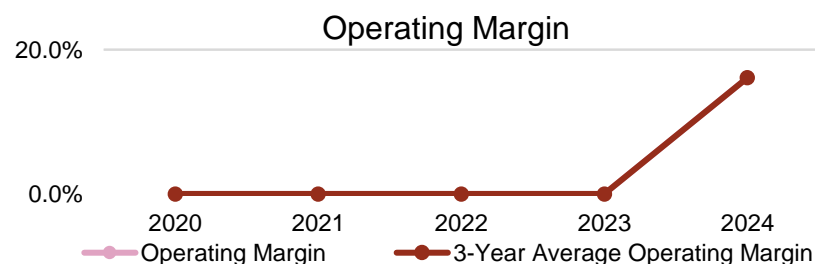
The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance on hand to a degree that ensures near term liabilities will be met. A trend of positive growth in unassigned fund balance year over year. As well as, the current ratio = (total liabilities / total assets), should be equal to or greater than 1.1

Operating Margin

-To what extent is the school living within their means?

-How has the school's operating margin changed over time?

Operating Margin					
Metric	2020	2021	2022	2023	2024
Operating Margin	0.0%	0.0%	0.0%	0.0%	16.1%
3-Year Average Operating Margin	0.0%	0.0%	0.0%	0.0%	16.1%



Operating margin measures whether a school can manage expenses and spend less than the revenue received. The ability to control spending and maintain established reserves is key to sustaining financial health.

Operating margin = Net Change in Fund Balance / total revenue, this value should be positive.

3-year average = Total 3 yr Net Inc / Total 3 yr Rev.,

Financial Performance Narrative

Ascent Classical Academy Northern Denver ended the year with sufficient reserves to satisfy the TABOR reserve requirement. The school's funded-pupil count came in higher than the prior year and the school ended the year with 1.8 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 16.1%.

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 Narrative

CSI was not made aware of any issues related to the organizational performance of Ascent Classical Academy Northern Denver in the 2023-2024 school year. Ascent Classical Academy Northern Denver had no organizational performance issues in the prior school year. Current year results show similar organizational performance compared to prior year.

Trends in Non-Compliance					
Category	2020	2021	2022	2023	2024
Governance					
"Is the school complying with applicable governance requirements?"	0	0	0	0	0
Education Program					
"Is the school fulfilling obligations and expectations relating to the educational program?"	0	0	0	0	0
Diversity, Equity of Access, and Inclusion					
"Is the school protecting the rights of all students?"	0	0	0	0	0
Financial Management					
"Is the school satisfying financial reporting and compliance requirements?"	0	0	0	0	0
School Operations and Environment					
"Is the school fulfilling obligations and expectations relating to the operational requirements?"	0	0	0	0	0
Additional Obligations					
"Is the school complying with all other obligations?"	0	0	0	0	0
Overall	0	0	0	0	0



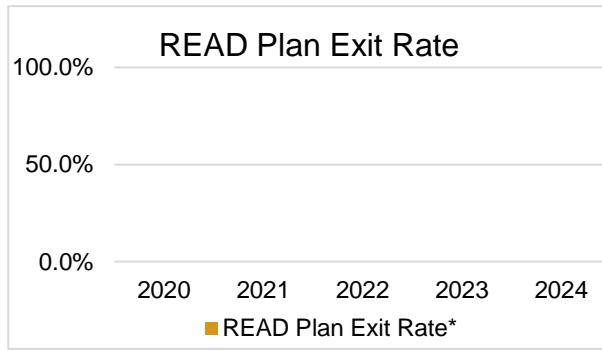
Instances of Non-Compliance			
Year	Category	Type	Narrative

Organizational Performance Metrics

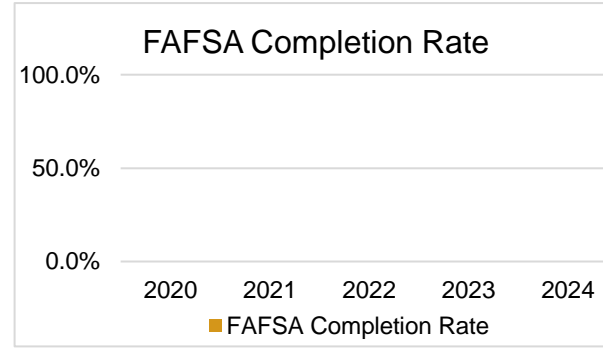
Diversity, Equity of Access, and Inclusion Metrics

- Is the school supporting students in reading at grade-level? (*only reported for schools serving K-3)
- Is the school supporting students and families in making post-secondary enrollment accessible? (*only reported for schools serving 9-12)

Diversity, Equity of Access, and Inclusion					
	2020	2021	2022	2023	2024
READ Plan Exit Rate*	--	--	--	--	--
FAFSA Completion Rate*	--	--	--	--	--



READ Plan Exit Rate is based on the unduplicated number of students who were on a READ plan the previous school year and were no longer on a READ plan the following year divided by the total number of students who were on a READ plan the previous year.



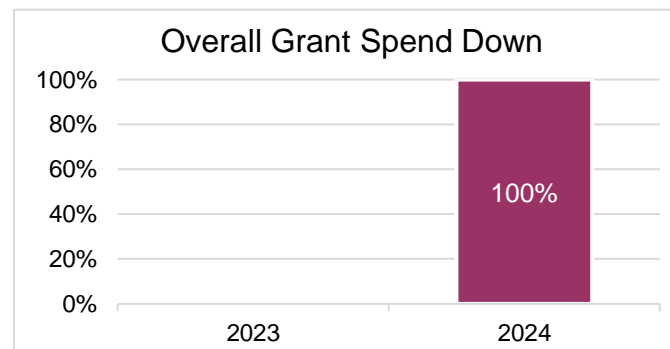
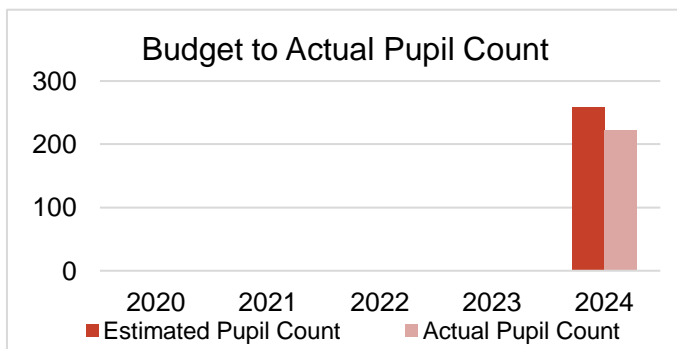
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporting year.

The 2024 data reflects the FAFSA completion rate

Financial Management Metrics

- Is the school accurately projecting enrollment?
- Is the school effectively managing and spending grant funds?

Financial Management					
	2020	2021	2022	2023	2024
Funded Pupil Count (FPC) Current-Year Variance (%)	--	--	--	--	-14.0%
<i>Estimated Pupil Count</i>	--	--	--	--	258.0
<i>Actual Pupil Count</i>	--	--	--	--	222.0
Overall Grant Spend Down (%)	--	--	--	--	100%
<i>Total Grant Funds Unrecoverable (\$)</i>	--	--	--	--	\$0.00
TABOR	--	--	--	--	YES
Debt Default	--	--	--	--	NO

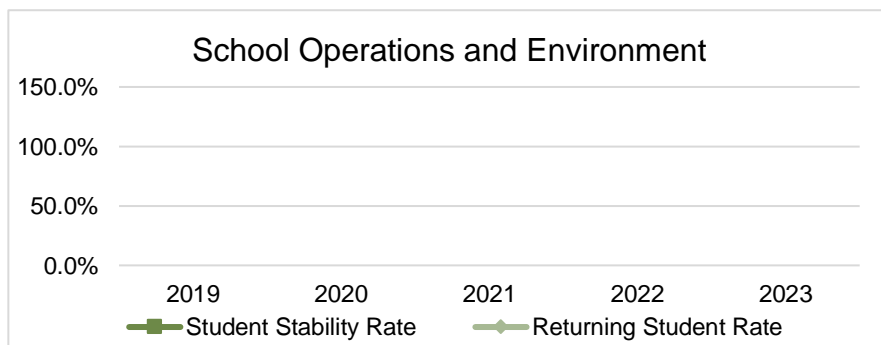


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of annual operating expenses as required by Colorado statute.

School Operations and Environment Metrics

- Is the student population stable during the school year?
- Are students returning to the school the following school year?
- Is the school soliciting feedback from stakeholders and sharing it with the community?

School Operations and Environment					
	2019	2020	2021	2022	2023
Student Stability Rate	--	--	--	--	--
Returning Student Rate	--	--	--	--	--
Survey Administration and Dissemination*	--	--	--	--	--



Student Stability Rate is defined by CDE as the unduplicated count of students who remained in a school divided by the total number of students that were part of the school at any time during a given school year.

Returning Student Rate is based on EOY data where the unduplicated number of students who did not exit the previous school year and returned for the following school year is divided by the total number of students who did not exit the previous year.

Both of these measures are lagged. The 2023 reporting year reflects the stability rate for 2022-23 and the returning student rate reflects students who completed the 2021-22 school year and returned for the 2022-23 school year.

Organizational 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.



Expanding Frontiers in Public Education

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