

Annotated CARS Report

2018-19



COLORADO CHARTER SCHOOL INSTITUTE

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison

- How are students achieving on state assessments?
- How are students achieving on state assessments or schools that students might otherwise attend?

What's on this page?

This page shows your school's achievement data for the CMAS English Language Arts assessment. Math data is listed as CMAS Math. Achievement data tells you whether your school's performance is exceeding, meeting, approaching, or not meeting state expectations.

Achievement over Time

CMAS ELA	2015		2016		2017	2018	2019
	N	MSS	N	MSS			
Grade/Level	N	MSS	N	MSS	N	MSS	MSS
3						137	756
4						138	761
5						140	754
Elementary						415	757
6						140	761
7						133	756
8						110	744
Middle						383	754
Overall						798	756

This first section shows performance disaggregated by grade and level. Performance is shown by Mean Scale Scores (MSS). More details about Mean Scale Scores are available here: <https://www.cde.state.co.us/accountability/scale-scores-and-mean-scale-scores>. Values are color coded based on state benchmarks. Exceeding expectations is blue, meeting expectations is green, approaching expectations is yellow, and not meeting expectations is red.

Geographic District Achievement over Time in ELA

CMAS ELA	2015		2016		2017		2018		2019	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Grade/Level	N <td>MSS</td> <td>N <td>MSS</td> <td>N <td>MSS</td> <td>N <td>MSS</td> <td>N <td>MSS</td> </td></td></td></td>	MSS	N <td>MSS</td> <td>N <td>MSS</td> <td>N <td>MSS</td> <td>N <td>MSS</td> </td></td></td>	MSS	N <td>MSS</td> <td>N <td>MSS</td> <td>N <td>MSS</td> </td></td>	MSS	N <td>MSS</td> <td>N <td>MSS</td> </td>	MSS	N <td>MSS</td>	MSS
3							2,790	737	2,576	737
4							2,839	746	2,822	744
5							2,894	747	2,867	749
Elementary							8,523	743	8,265	744
6							2,774	743	2,816	742
7							2,782	747	2,731	747
8	2,695	739	2,773	739	2,760	742	2,792	744	2,685	747
Middle	8,478	737	8,494	738	8,368	742				
Overall	19,412	737	19,724	738	19,509	741				

This section shows Mean Scale Scores disaggregated by grade and level for your geographic district. Your "Geographic District" is the district where your school is located. Throughout the report, red tables will always represent your geographic district data.

What does N mean?

N refers to total student counts. Any achievement n-value less than 16 will be hidden for data privacy reasons (shown as n<16).

CMAS ELA: School Status, Trends, and Local Comparison

ELA - Schoolwide

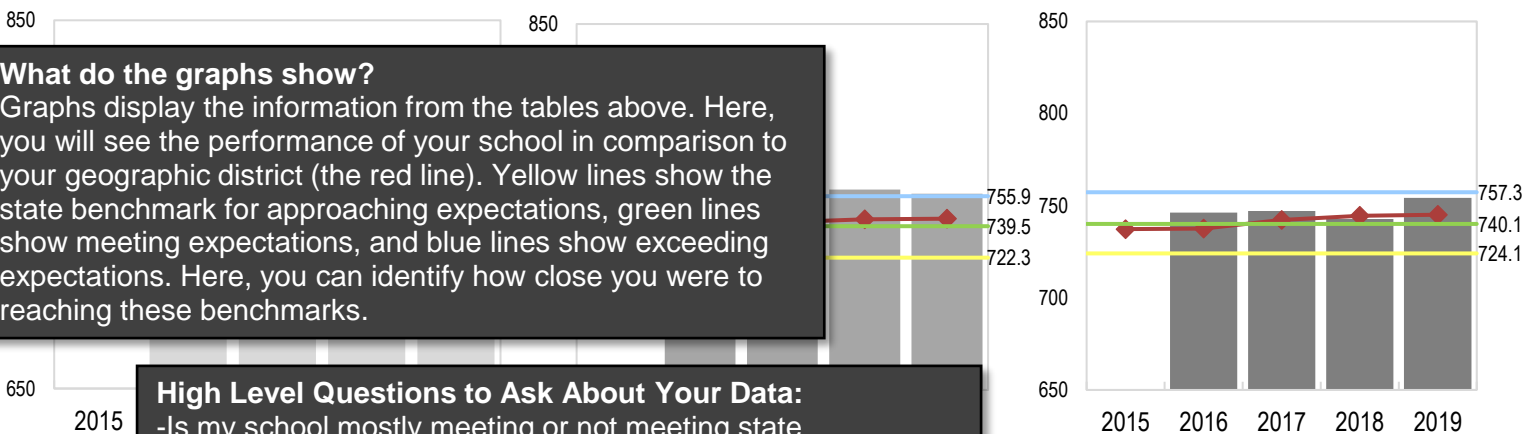
ELA - Elementary

ELA - Middle

■ School ▲ Elementary — Middle

■ Elementary — Geographic District

■ Middle — Geographic District



What do the graphs show?

Graphs display the information from the tables above. Here, you will see the performance of your school in comparison to your geographic district (the red line). Yellow lines show the state benchmark for approaching expectations, green lines show meeting expectations, and blue lines show exceeding expectations. Here, you can identify how close you were to reaching these benchmarks.

High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district?
- How is my school performing over time? Is performance increasing or decreasing?

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Achievement

CMAS ELA: Subgroup Status, Gap Trends, and Local

- How are traditionally underserved students achieving on
- How are traditionally underserved students achieving on
- How are traditionally underserved students achieving on geographic home district or schools that students might otherwise attend?

What's on this page?

This page shows subgroup achievement data for the CMAS English Language Arts assessment. Math data is listed as CMAS Math.

Subgroup Achievement Gap Trends over Time in ELA

CMAS	Student Subgroup	2015	2016	2017	2018	2019	
NA	Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	F/R Lunch	Y	720	722	725	726	727
		N	746	747	751	756	757
Minority	Minority	Y	727	729	731	734	735
		N	745	746	750	754	755
IEP	IEP	Y	699	700	701	702	704
		N	741	742	746	749	749
EL	EL	Y	723	726	728	726	726
		N	741	742	745	749	750
GT	GT	Y	776	776	779	784	782
		N	731	733	736	738	738
Schoolwide	Schoolwide		737	738	741	744	744

What are subgroups?

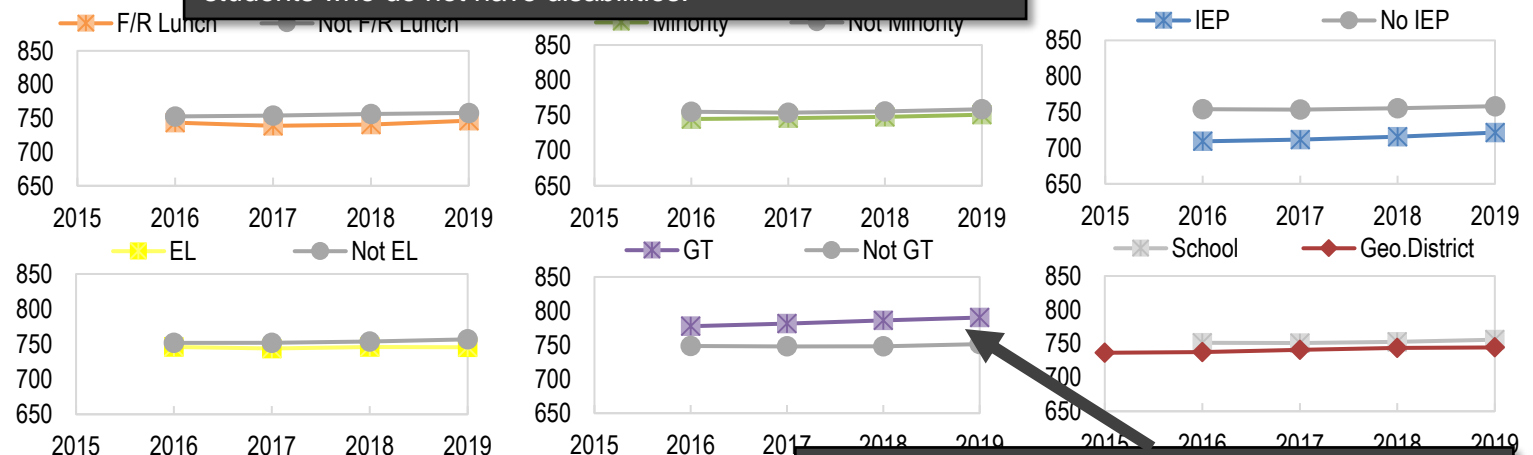
Subgroups are specific student groups who fulfill certain state designations. F/R Lunch (or FRL for short) are all students eligible for free or reduced price lunch. Minority students are non-white students in the school. IEP refers to students with disabilities. EL students are students designated as English learners. GT are students designated as Gifted & Talented.

"Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities.

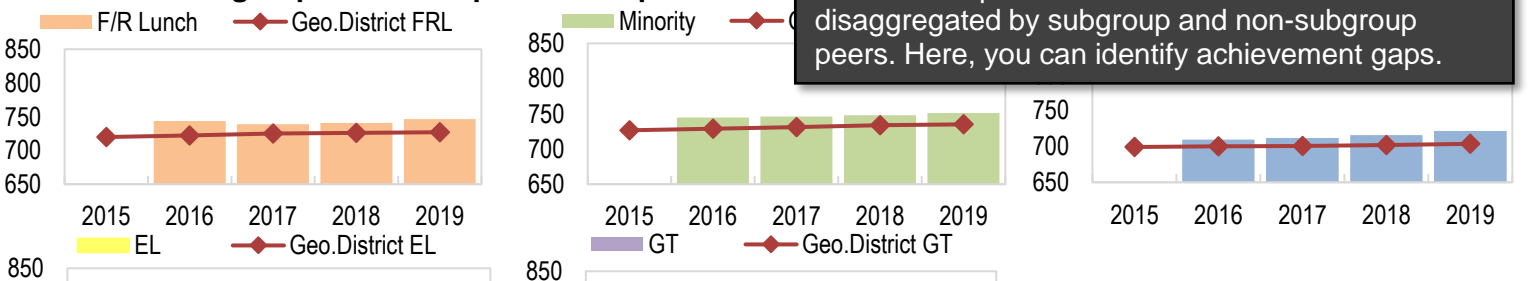
Geographic District Gap Trends over Time in ELA

CMAS ELA	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	720	722	725	726	727
	N	746	747	751	756	757
Minority	Y	727	729	731	734	735
	N	745	746	750	754	755
IEP	Y	699	700	701	702	704
	N	741	742	746	749	749
EL	Y	723	726	728	726	726
	N	741	742	745	749	750
GT	Y	776	776	779	784	782
	N	731	733	736	738	738
Schoolwide		737	738	741	744	744

CMAS ELA: Subgroup



CMAS ELA: Subgroup Local Comparison Graphs



This section provides mean scale scores disaggregated by subgroup and non-subgroup peers. Here, you can identify achievement gaps.

High Level Questions to Ask About Your Data:

- Are subgroups at my school performing above or below their non-subgroup peers?
- Are subgroups at my school performing above or below subgroups in our geographic district?
- How are subgroups at my school performing over time? Is performance increasing or decreasing? Are subgroup gaps increasing or decreasing?

This n

Comparison Narrative

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments?

What's on this page?

This page shows your school's growth data for the CMAS English Language Arts assessment. Math data is listed as CMAS Math. Growth data shows how much progress your students are making over time.

This section shows growth disaggregated by grade and level. Growth is shown by Median Growth Percentiles (MGP). More details about Median Growth Percentiles are available here:

<https://www.cde.state.co.us/accountability/coloradogrowth>. Values are color coded based on state benchmarks. Exceeding expectations is blue, meeting expectations is green, approaching expectations is yellow, and not meeting expectations is red.

This section provides MGPs disaggregated by grade and level for your school and for your geographic district.

What does N mean?

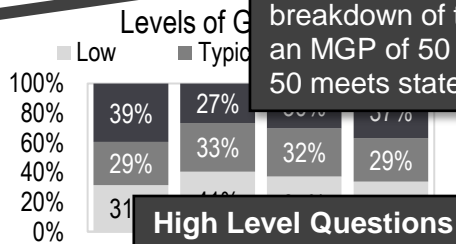
N refers to total student counts. Any growth n-value less than 20 will be hidden for data privacy reasons (shown as n<20).

CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth

CMAS ELA	%Students			
Category	2016	2017	2018	2019
Low (below 35)	31%	41%	37%	34%
Typical (35-65)	29%	33%	32%	29%
High (above 65)	39%	27%	30%	37%



ELA At/Below 50th %ile

CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	55%	41%	47%	50%
Below 50	45%	59%	53%	50%

High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district?
- How is my school performing over time? Is performance increasing or decreasing?
- Are the percent of students with typical or high levels of growth increasing or decreasing over time? What about the percent of students at or above the 50th percentile?

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



English Language Arts Subgroup Growth

CMAS ELA: Subgroup Status, Gap Trends, and L

- How are traditionally underserved students growing
- How are traditionally underserved students growing
- How are traditionally underserved students growing geographic home district or schools that students might otherwise attend?

What's on this page?

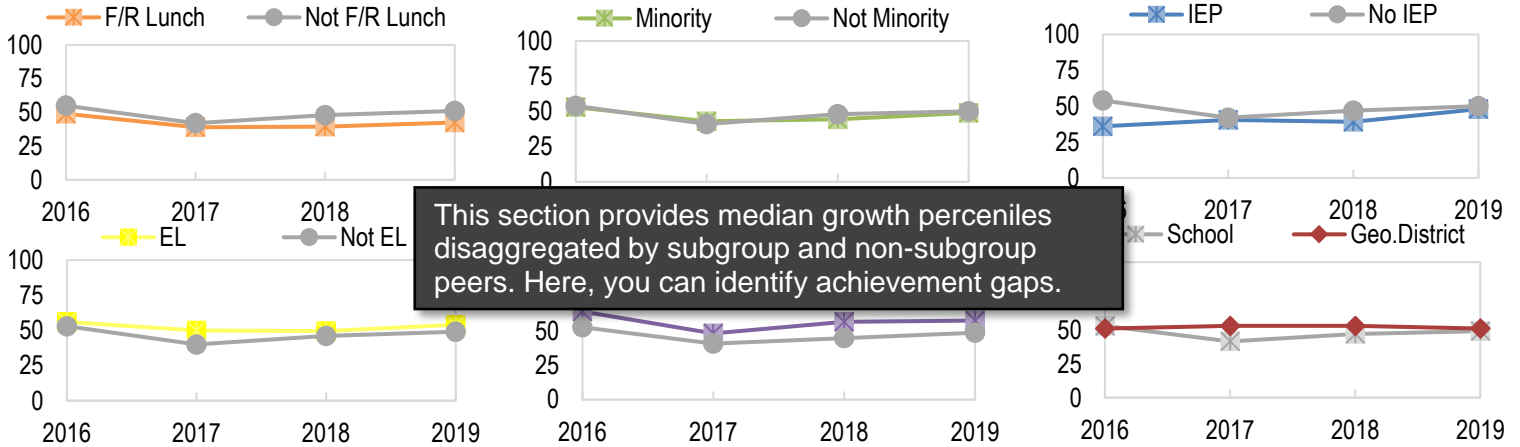
This page shows subgroup growth data for the CMAS English Language Arts assessment disaggregated by subgroup. Math data is listed as CMAS Math.

CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	49.0	39.0	39.5	42.5
	N	55.0	42.0	48.0	51.0
Minority	Y	50.0	49.0	49.5	49.0
	N	52.0	54.0	57.0	53.0
IEP	Y	39.0	42.0	44.0	44.0
	N	52.0	54.0	54.0	52.0
EL	Y	51.0	53.0	51.0	51.0
	N	51.0	53.0	54.0	51.0
GT	Y	61.0	58.0	64.0	56.0
	N	49.0	52.0	52.0	50.0
Schoolwide		53.0	41.5	47.0	49.0

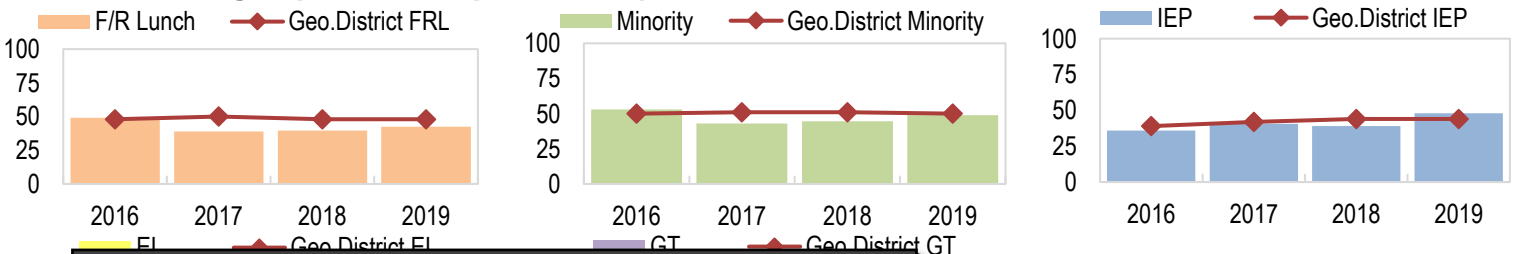
CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	48.0	50.0	48.0	48.0
	N	52.0	54.0	57.0	53.0
Minority	Y	50.0	51.0	51.0	50.0
	N	52.0	55.0	56.0	52.0
IEP	Y	39.0	42.0	44.0	44.0
	N	52.0	54.0	54.0	52.0
EL	Y	51.0	53.0	51.0	51.0
	N	51.0	53.0	54.0	51.0
GT	Y	61.0	58.0	64.0	56.0
	N	49.0	52.0	52.0	50.0
Geographic District		51.0	53.0	53.0	51.0

This section shows median growth percentiles for each subgroup. "Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities.

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



High Level Questions to Ask About Your Data:

- Are subgroups at my school performing above or below their non-subgroup peers?
- Are subgroups at my school performing above or below subgroups in our geographic district?
- How are subgroups at my school performing over time? Is performance increasing or decreasing? Are subgroup gaps increasing or decreasing?

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Comparison Narrative

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

Exceeds	Approaching
Meets	Does Not Meet

Science Achievement

CMAS Science: School Status, Trends, and

- How are students achieving on state assessments?
- How are students achieving on state assessments compared to schools that students might otherwise attend?

What's on this page?

This page shows your school's achievement data for the CMAS Science assessment, disaggregated by grade level tested. Only three grades are tested each year on CMAS science - 5th, 8th, and 11th. There is no growth data for science. Achievement is shown using mean scale scores. Values are color coded based on state benchmarks. Exceeding expectations is blue, meeting expectations is green, approaching expectations is yellow, and not meeting expectations is red.

Achievement over

CMAS Science	2015		2016	
	N	MSS	N	MSS
Elementary (5th)	201	555	167	543
Middle (8th)	172	585	178	534
High (11th)	--	--	118	603

This section provides mean scale scores disaggregated by grade for your school and for your geographic district.

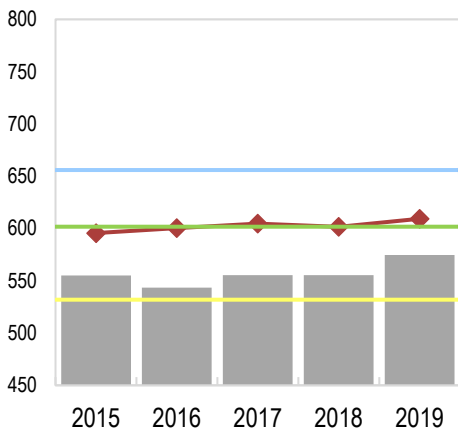
Mean in Science

CMAS Science	2015		2016		2017		2018		2019	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	2,990	596	2,848	600	2,871	605	2,887	602	2,871	609
Middle (8th)	2,800	585	2,750	585	2,745	585	2,783	586	2,672	590
High (11th)	--	--	1,971	584	2,087	593	2,120	594	2,012	574

CMAS Science: School Local Comparison Graphs

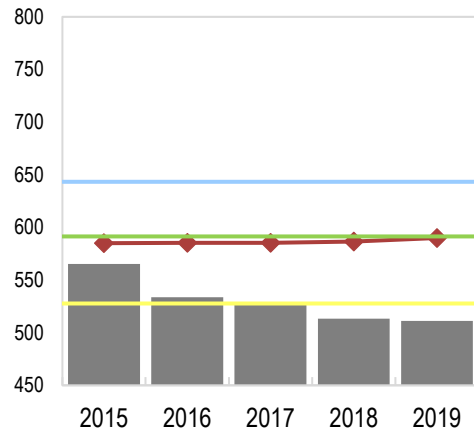
Science - Elementary (5th grade)

Elementary Geographic District



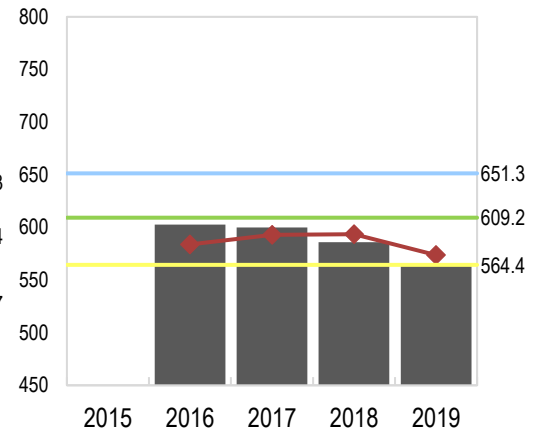
Science - Middle (8th grade)

Middle Geographic District



Science - High (11th grade)

High Geographic District



High Level Questions to Ask About Your Data:

- Is my school performing above or below our geographic district?
- How is my school performing over time? Is performance increasing or decreasing?

Achievement Status and Local Comparison Narrative

This narrative will populate when the final version of CARS is released.

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

Exceeds	Approaching
Meets	Does Not Meet

Science Subgroup Achievement

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

- How are traditionally underserved students achieving
- How are traditionally underserved students achieving
- How are traditionally underserved students achieving geographic home district or schools that students mi

What's on this page?

This page shows subgroup achievement data for the CMAS Science assessment disaggregated by subgroup.

Elementary (5th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	540	--	548	551	564
	N	591	544	583	569	603
Minority	Y	545	533	551	548	566
	N	602	583	619	600	600
IEP	Y	546	558	550	548	544
	N	612	615	622	621	630
EL	Y	727	725	734	724	732
	N	577	582	584	584	589
GT	Y					
	N					

Geographic District Gap Trends over Time in Science						
CMAS Science	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	543	549	548	547	553
	N	632	634	647	642	654
Minority	Y	563	567	564	567	570
	N	627	632	643	639	653
IEP	Y	487	487	478	463	479
	N	609	615	621	617	625
EL	Y	546	558	550	548	544
	N	612	615	622	621	630
GT	Y	727	725	734	724	732
	N	577	582	584	584	589

This section shows mean scale scores for each subgroup, disaggregated by test. "Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities.

Middle (8th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	553	--	513	506	494
	N	586	535	551	536	540
Minority	Y	557	523	519	511	502
	N	602	583	564	522	584
IEP	Y	--	--	--	--	401
	N	569	538	536	525	524
EL	Y	559	524	505	498	469
	N	572	546	559	527	560
GT	Y	--	--	681	--	--
	N	558	522	510	503	501

Geographic District Gap Trends over Time in Science						
CMAS Science	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	531	528	528	517	525
	N	618	622	621	630	631
Minority	Y	546	549	548	549	553
	N	619	619	621	625	630
IEP	Y	463	469	454	442	451
	N	598	598	600	601	603
EL	Y	543	537	532	513	512
	N	598	603	603	608	611
GT	Y	708	723	724	723	721
	N	567	566	565	565	570

High (11th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	--	--	574	568	557
	N	--	603	646	614	577
Minority	Y	--	610	593	580	554
	N	--	607	620	623	612
IEP	Y	--	523	510	501	477
	N	--	589	599	602	582
EL	Y	--	552	567	531	500
	N	--	595	601	608	596
GT	Y	--	698	702	710	698
	N	--	570	578	579	560

Geographic District Gap Trends over Time in Science						
CMAS Science	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	--	552	554	555	537
	N	--	595	606	610	592
Minority	Y	--	561	566	566	544
	N	--	607	620	623	612
IEP	Y	--	523	510	501	477
	N	--	589	599	602	582
EL	Y	--	552	567	531	500
	N	--	595	601	608	596
GT	Y	--	698	702	710	698
	N	--	570	578	579	560

High Level Questions to Ask About Your Data:

- Are subgroups at my school performing above or below their non-subgroup peers?
- Are subgroups at my school performing above or below subgroups in our geographic district?
- How are subgroups at my school performing over time? Is performance increasing or decreasing? Are subgroup gaps increasing or decreasing?

Achievement Subgroup Status and Local Comparison Narrative

This narrative will populate when the final version of CARS is released.

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Proficiency (ELP) Growth ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments?
- How are students growing on state assessments in comparison to other schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments?
- How are traditionally underserved students growing on state assessments in comparison to other schools that students might otherwise attend?

What's on this page?

This page shows your school's growth data for the ACCESS for ELLs assessment, disaggregated by grade/level tested. ACCESS for ELLs tests for English Language Proficiency and is administered to English Learners. More information about ACCESS for ELLs is available here: <https://www.cde.state.co.us/assessment/ela-about>. Only one year of growth data is available.

Growth over Time on ACCESS

ACCESS	2016**		2017**		2018	N	MGP	N	MGP	% On Track
	N	MGP	N	MGP						
Elementary	--	--	--	--	335					
Middle	--	--	--	--	131	58.0	92	37.5	25.0%	
High	--	--	--	--	56	53.5	50	52.0	43.1%	
Overall	--	--	--	--	522	54.0	426	43.0	52.1%	

Geographic District Growth over Time on ACCESS

ACCESS	2016**		2017**		2018		2019		
	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary					2186	54.0	2222	53.0	73.9%
Middle					825	47.0	833	55.0	44.1%
High					777	58.0	837	55.0	43.7%
Overall					3,788	53.0	3892	54.0	61.0%

This section shows median growth percentiles (MGP) and the percent of students on track to English learner proficiency disaggregated by grade/level for your school.

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

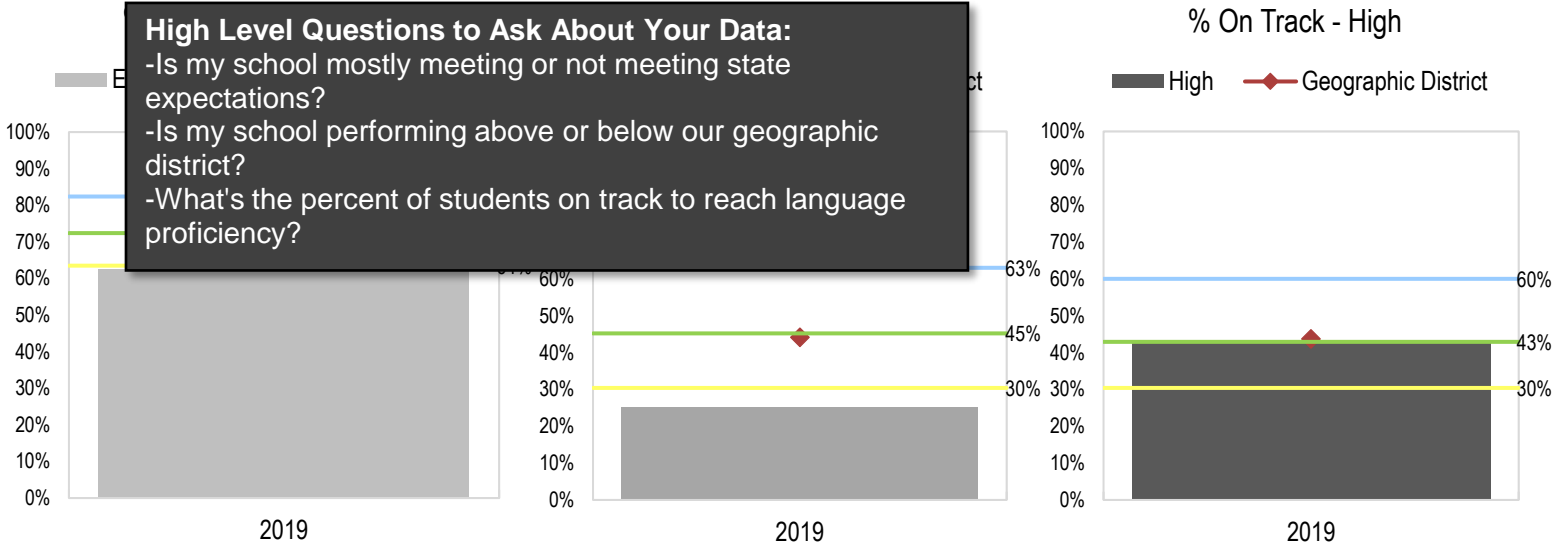
**ACCESS growth was not released in 2016 or 2017.

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

ACCESS: School Local Comparison Graphs

High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district?
- What's the percent of students on track to reach language proficiency?



Growth Status and Local Comparison Narrative

This narrative will populate when the final version of CARS is released.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Achievement

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

- How are students achieving on state assessments?
- How are students achieving on state assessments or schools that students might otherwise attend?

What's on this page?

This page shows your school's achievement data for the PSAT/SAT Evidence-Based Reading and Writing assessments. Math data is listed as PSAT/SAT Math. Achievement data tells you whether your school's performance is exceeding, meeting, approaching, or not meeting state expectations.

Achievement over Time

PSAT/SAT EBRW	2015		2016		N
	N	MSS	N	MSS	
Grade/Level					
PSAT (9th)*	--	--	--	--	--
PSAT (10th)*					55
	123	558	133	555	
	43	634	46	617	
	166	578	179	571	

This first section shows performance disaggregated by grade tested. Performance is shown by Mean Scale Scores (MSS). Values are color coded based on state benchmarks. Exceeding expectations is blue, meeting expectations is green, approaching expectations is yellow, and not meeting expectations is red. Grade level benchmarks for PSAT 9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

EBRW			
2018		2019^	
N	MSS	N	MSS
1,606	435	1,590	438
1,634	463	1,582	459
3,240	449	3,172	448
44	497	1,525	484
84	465	4,697	460

This section shows geographic district results (red table) and comparisons to your school's results (charts on the bottom). Your "Geographic District" is the district where your school is located.

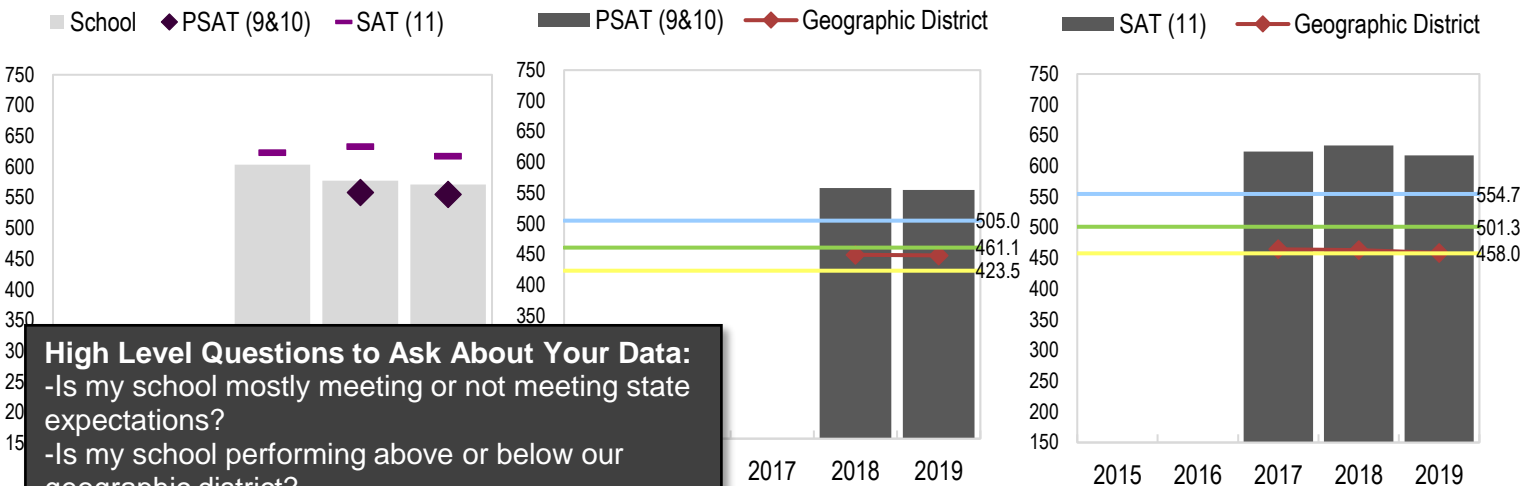
*Grade level benchmarks for PSAT 9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.
 ^CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores. District results may not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district?
- How is my school performing over time? Is performance increasing or decreasing?

Achievement Status and Local Comparison Narrative

This narrative will populate when the final version of CARS is released.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Achievement

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

- How are traditionally underserved students achieving on state assessments in EBRW over time?
- How are traditionally underserved students achieving
- How are traditionally underserved students achieving geographic home district or schools that students mig

What's on this page?

This page shows subgroup achievement data for the PSAT/SAT Evidence-Based Reading and Writing assessments. Math data is listed as PSAT/SAT Math.

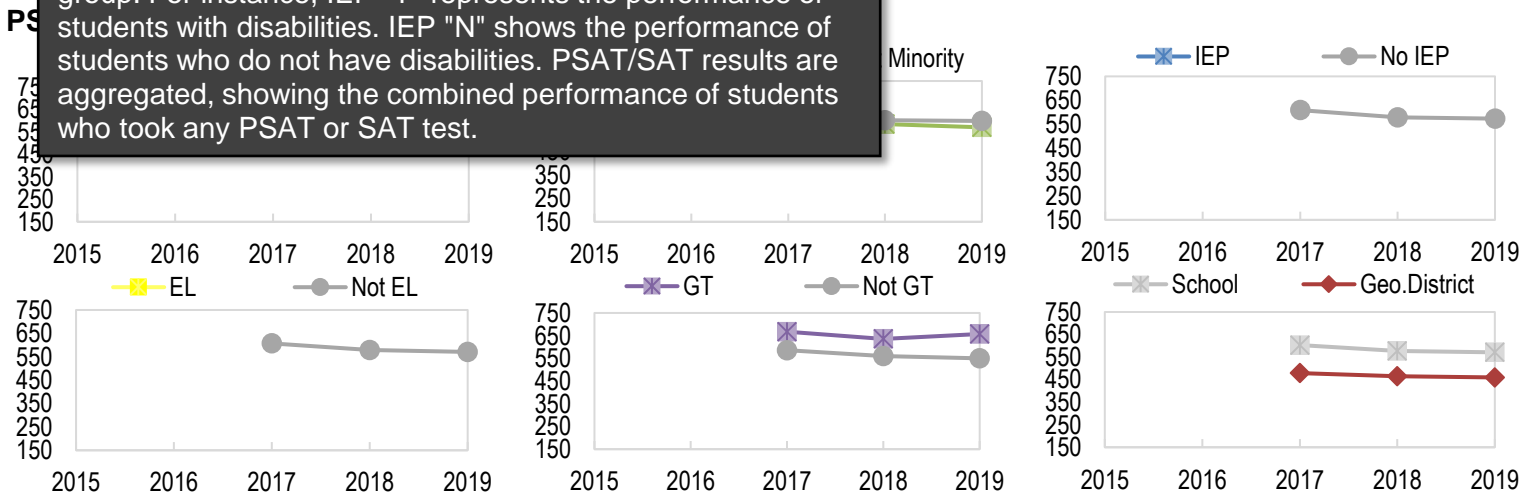
Subgroup Achievement Gap Trends over Time in EBRW

PSAT/SAT EBRW	2015	2016	2017	2018	2019	PSAT/SAT EBRW	2015	2016	2017	2018	2019
Student Subgroup	MSS	MSS	MSS				MSS	MSS	MSS		
F/R Lunch	Y	--	--	612			447	437	433		
	N	--	--	601			507	493	485		
Minority	Y	--	--	584			451	440	439		
	N	--	--	609			503	488	480		
IEP	Y	--	--	--			374	362	358		
	N	--	--	609			486	474	468		
EL	Y	--	--	--			432	386	380		
	N	--	--	607			486	471	465		
GT	Y	--	--	668	636	657	588	580	580		
	N	--	--				462	448	444		
Geographic District	--	--	--				479	465	460		

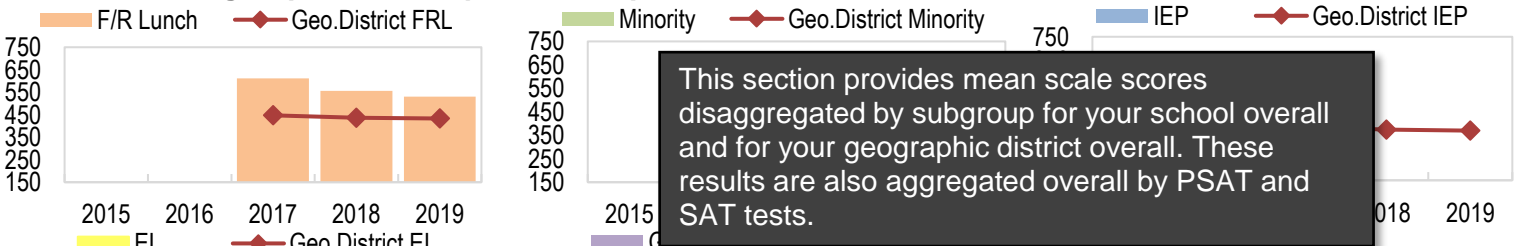
What are subgroups?

Subgroups are specific student groups who fulfill certain state designations. F/R Lunch (or FRL for short) are all students eligible for free or reduced price lunch. Minority students are non-white students in the school. IEP refers to students with disabilities. EL students are students designated as English learners. GT are students designated as Gifted & Talented.

"Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities. PSAT/SAT results are aggregated, showing the combined performance of students who took any PSAT or SAT test.



PSAT/SAT: Subgroup Local Comparison Graphs



This section provides mean scale scores disaggregated by subgroup for your school overall and for your geographic district overall. These results are also aggregated overall by PSAT and SAT tests.

High Level Questions to Ask About Your Data:

- Are subgroups at my school performing above or below their non-subgroup peers?
- Are subgroups at my school performing above or below subgroups in our geographic district?
- How are subgroups at my school performing over time? Is performance increasing or decreasing? Are subgroup gaps increasing or decreasing?

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Growth

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

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

Growth over Time in EBRW				
PSAT/SAT EBRW	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9 ^A	--	--	65	74.0
PSAT 9 to PSAT 10	--	--	47	59.0
PSAT 10 to SAT 11	38	34.5	43	53.0
Overall	38	34.5	155	64.0

What's on this page?

This page shows your school's growth data for the PSAT/SAT Evidence-Based Reading and Writing assessments. Math data is listed as PSAT/SAT Math. Growth data shows how much progress your students are making over time.

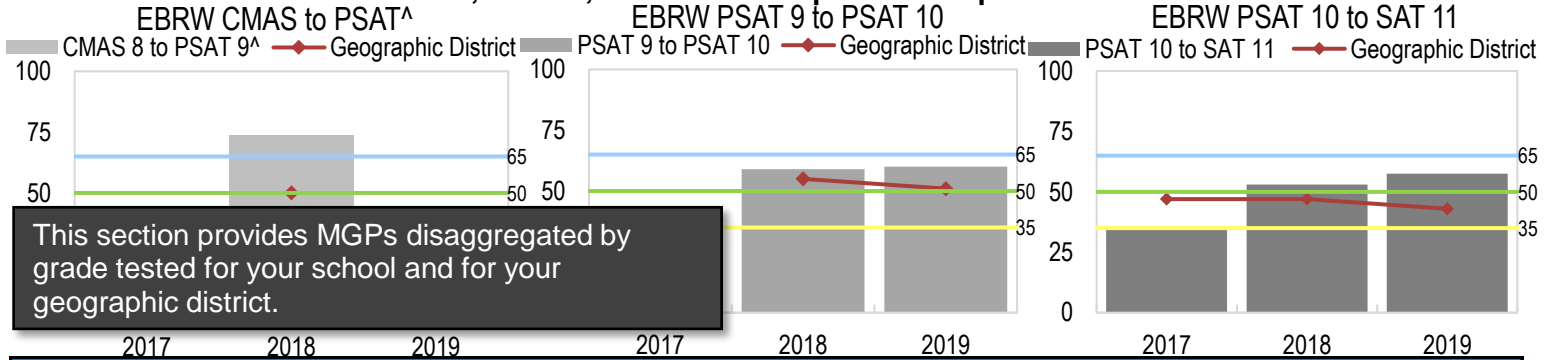
- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

Geographic District Comparison Table for EBRW				
PSAT/SAT EBRW	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9 ^A	--	--	65	74.0
PSAT 9 to PSAT 10	--	--	47	59.0
PSAT 10 to SAT 11	38	34.5	43	53.0
Overall	38	34.5	155	64.0

This section shows growth disaggregated by grade tested. Growth is shown by Median Growth Percentiles (MGP). Values are color coded based on state benchmarks. Exceeding expectations is blue, meeting expectations is green, approaching expectations is yellow, and not meeting expectations is red.

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

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



This section provides MGPs disaggregated by grade tested for your school and for your geographic district.

Growth Status and Local Comparison Narrative

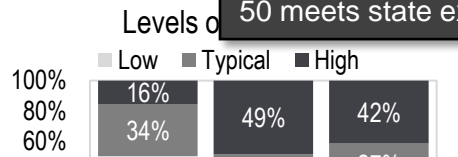
This narrative will populate when the final version of CARS is released.

This section shows the percent of students with low (an MGP less than 35), typical (an MGP between 35 and 65), or high (an MGP above 65) levels of growth. At the bottom of the page, there is also a breakdown of the percent of students at or above an MGP of 50 or below an MGP of 50. An MGP of 50 meets state expectations for growth.

PSAT/SAT EBRW: Levels of Growth Tables

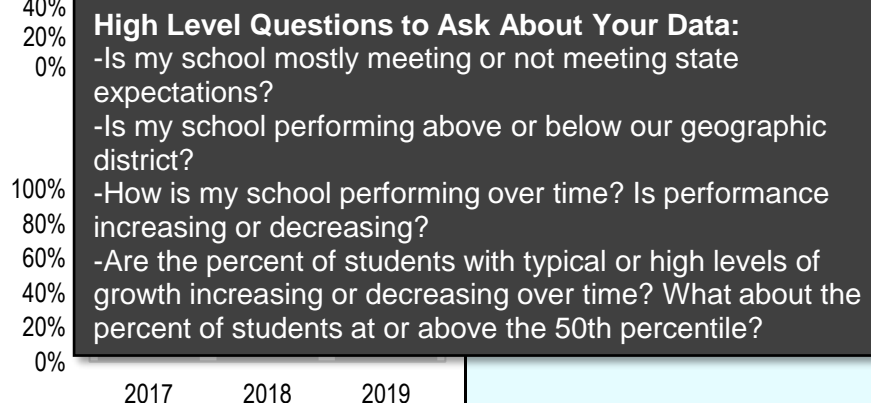
- How is student growth distributed across growth levels over time?

EBRW Levels of Growth			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
Low (below 35)	50%	18%	31%
Typical (35-65)	34%	33%	27%
High (above 65)	16%	49%	42%



This narrative will populate when the final version of CARS is released.

EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
At or Above 50	39%	66%	58%
Below 50	61%	34%	42%



High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district?
- How is my school performing over time? Is performance increasing or decreasing?
- Are the percent of students with typical or high levels of growth increasing or decreasing over time? What about the percent of students at or above the 50th percentile?

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Growth

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

- How are traditionally underserved students growing on state assessments in EBRW over time?
- How are traditionally underserved students growing on state assessments in EBRW over time?
- How are traditionally underserved students growing on state assessments in EBRW over time?

What's on this page?

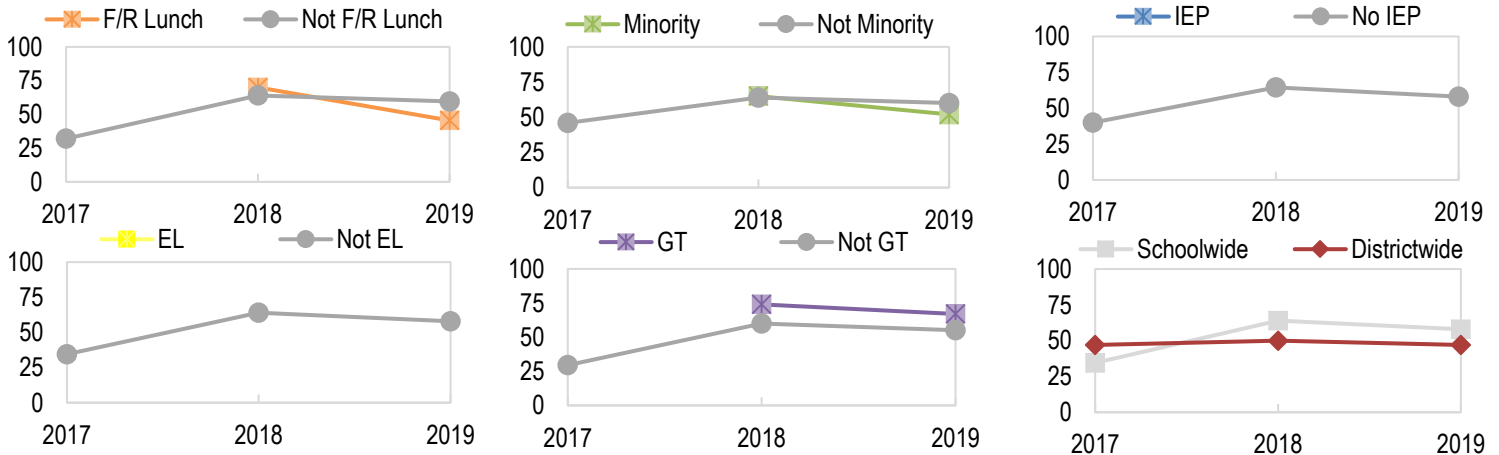
This page shows subgroup growth data for the PSAT/SAT Evidence-Based Reading and Writing assessments disaggregated by subgroup. Math data is listed as PSAT/SAT Math.

Subgroup Growth Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	70.0	45.5
	N	32.0	64.0	59.5
Minority	Y	--	65.0	52.0
	N	46.0	64.0	60.0

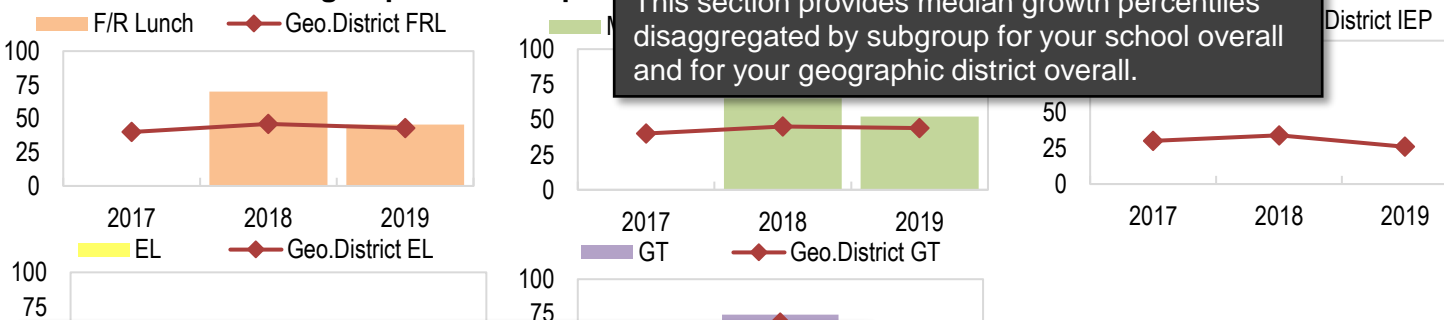
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	40.0	46.0	43.0
	N	52.0	56.0	50.0
Minority	Y	40.0	45.0	44.0
	N	53.0	56.0	49.0
IEP	Y	30.0	34.0	26.0
	N	49.0	51.0	49.0
EL	Y	38.0	36.0	37.0
	N	49.0	52.0	48.0
GT	Y	53.0	68.0	55.0
	N	46.0	48.0	45.0
Geographic District		47.0	50.0	47.0

This section shows median growth percentiles for each subgroup. "Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities.

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison



This section provides median growth percentiles disaggregated by subgroup for your school overall and for your geographic district overall.

High Level Questions to Ask About Your Data:

- Are subgroups at my school performing above or below their non-subgroup peers?
- Are subgroups at my school performing above or below subgroups in our geographic district?
- How are subgroups at my school performing over time? Is performance increasing or decreasing? Are subgroup gaps increasing or decreasing?

Comparison Narrative

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

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

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

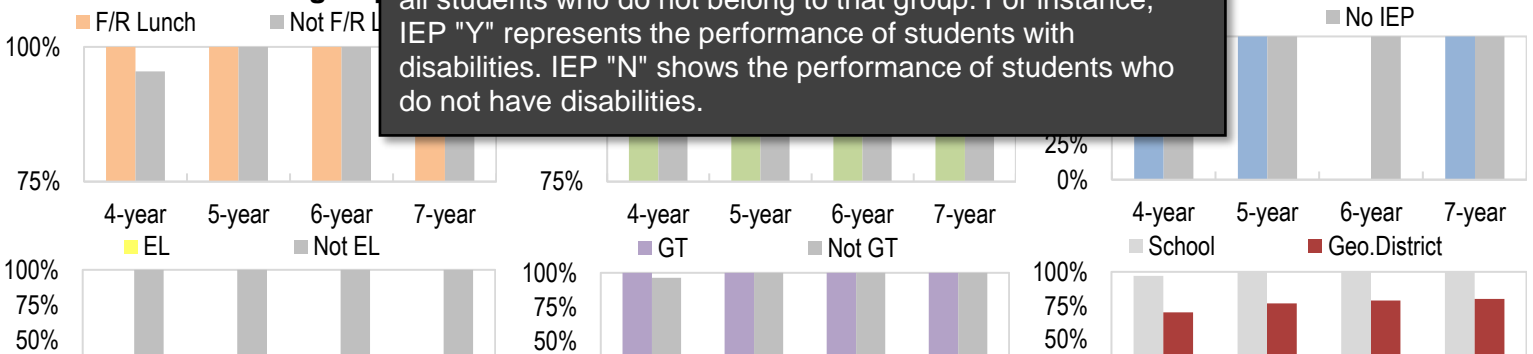
Subgroup Graduation Gap Trends over Time							Geographic District Graduation Gap Trends over Time				
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	8-year	7-year	8-year	9-year	10-year	
Student Subgroup		Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	
F/R Lunch	Y	4-year	100%	100%	100%	100%	74%	88%	77%	82%	
	N	5-year	95%	100%	100%	100%	73%	79%	80%	82%	
Minority	Y	5-year	86%	100%	100%	100%	62%	80%	74%	80%	
	N	4-year	100%	100%	100%	100%	71%	77%	79%	80%	
IEP	Y	4-year	100%	100%	100%	100%	92%	93%	93%	93%	
	N	5-year	97%	100%	100%	100%	68%	75%	77%	78%	
EL	Y	4-year	0%	--	--	--	77%	79%	80%	80%	
	N	4-year	100%	100%	100%	100%					
GT	Y	4-year	100%	100%	100%	100%					
	N	5-year	96%	100%	100%	100%					
Schoolwide		5-year	97%								

What's on this page?

This page shows graduation rate data disaggregated by subgroup and graduation cohort year. Best of graduation rates are provided on the far left column. To understand how CDE calculates graduation rates, consult resources here: <http://www.cde.state.co.us/cdereval/gradratecurrent>

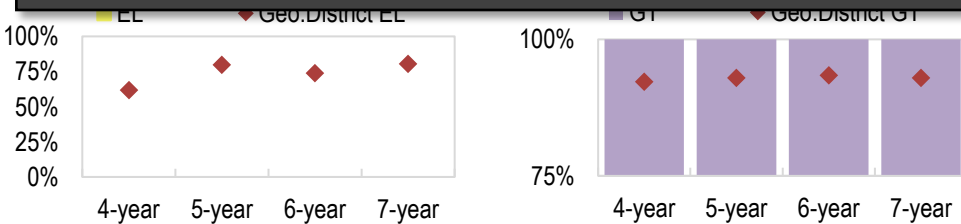
When looking at subgroup performance, "Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities.

Graduation Rate: Subgroup



High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district overall?
- Are subgroups at my school performing above or below their non-subgroup peers?
- How do the graduation rates of the different cohort groups differ? What is my school's best of graduation rate overall and for each subgroup?
- Are subgroups at my school performing above or below subgroups in our geographic district?
- Is my school performing above or below our geographic district overall?



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

Graduation Rate Subgroup Status and Local Comparison Narrative

This narrative will populate when the final version of CARS is released.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Ad

Dropout Rate: Subgroup Status and Gap Trends

- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the ge otherwise attend?

What's on this page?

This page shows dropout rate data disaggregated by subgroup. To understand how CDE calculates dropout rates, consult resources here: <http://www.cde.state.co.us/cdereval/dropoutcurrent>

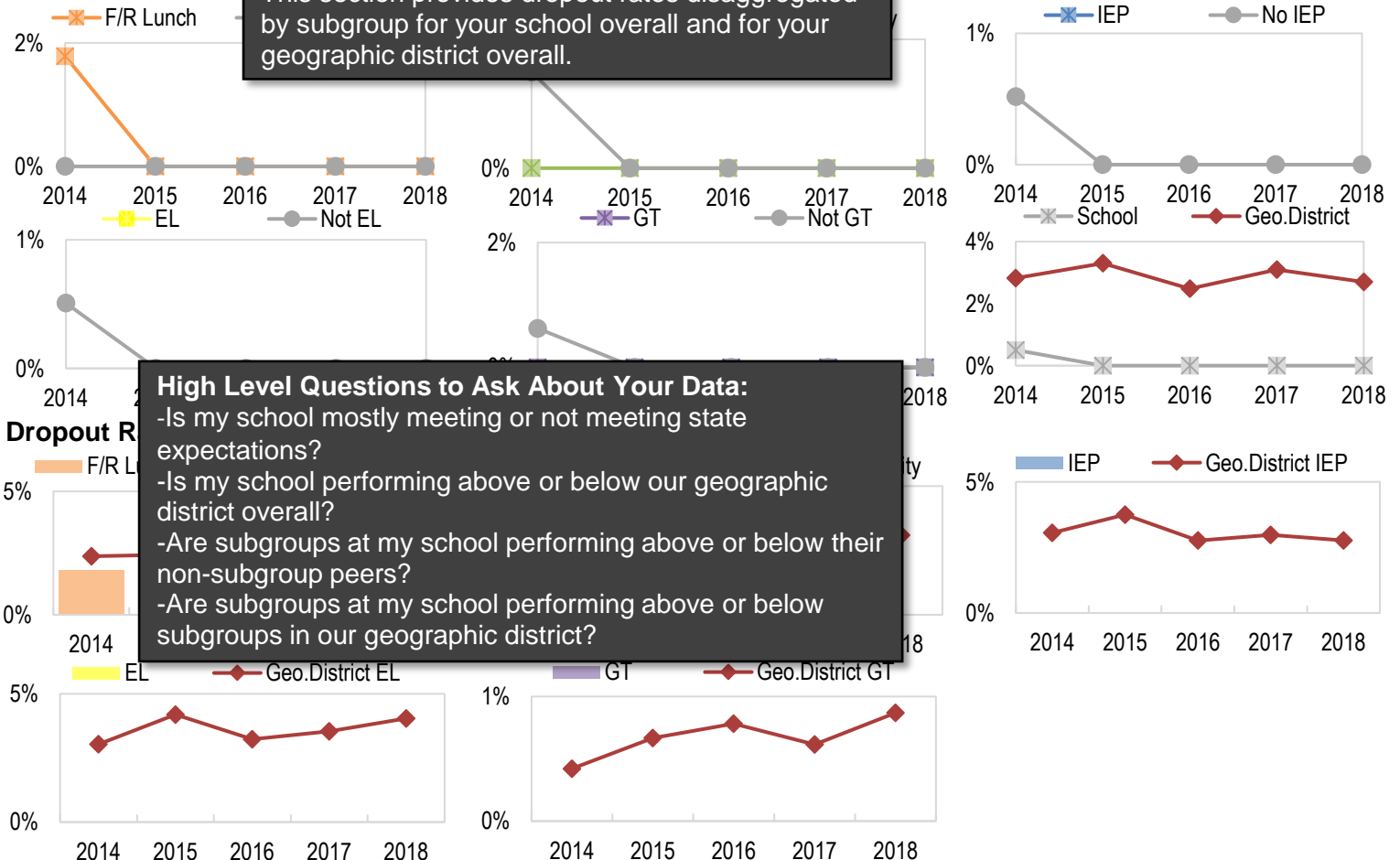
Subgroup Dropout Gap Trends over Time						
Dropout Rate	2014	2015	2016	2017	2018	
Student Subgroup	Rate	Rate	Rate	Rate	Rate	
F/R Lunch	Y	1.8%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%			
Minority	Y	0.0%	0.0%			
	N	0.7%	0.0%			
IEP	Y	--	--			
	N	0.5%	0.0%			
EL	Y	--	--			
	N	0.5%	0.0%	0.0%	0.0%	0.0%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.6%	0.0%	0.0%	0.0%	0.0%
Schoolwide		0.5%	0.0%	0.0%	0.0%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate	2014	2015	2016	2017	2018	
Student Subgroup	Rate	Rate	Rate	Rate	Rate	
F/R Lunch	Y	2.4%	2.4%	2.0%	2.7%	2.4%
	N	0.0%	0.0%	0.0%	3.6%	3.1%
Minority	Y	0.0%	0.0%	0.0%	3.4%	3.1%
	N	0.0%	0.0%	0.0%	2.8%	2.7%
IEP	Y	0.0%	0.0%	0.0%	3.0%	2.8%
	N	0.0%	0.0%	0.0%	3.1%	2.7%
EL	Y	0.0%	0.0%	0.0%	3.5%	4.0%
	N	2.8%	3.2%	2.4%	3.1%	2.6%
GT	Y	0.4%	0.7%	0.8%	0.6%	0.9%
	N	3.1%	3.6%	2.7%	3.4%	2.9%
Geographic District		2.8%	3.3%	2.5%	3.1%	2.7%

When looking at subgroup performance, "Y" refers to all students belonging to that student group, while "N" refers to all students who do not belong to that group. For instance, IEP "Y" represents the performance of students with disabilities. IEP "N" shows the performance of students who do not have disabilities.

Dropout Rate: Sub

This section provides dropout rates disaggregated by subgroup for your school overall and for your geographic district overall.



High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district overall?
- Are subgroups at my school performing above or below their non-subgroup peers?
- Are subgroups at my school performing above or below subgroups in our geographic district?

Dropout Subgroup Status and Local Comparison Narrative

This narrative will populate when the final version of CARS is released.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

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

What's on this page?

This page shows matriculation rate data disaggregated by category. "2 yr" refers to the percent of students attending two year degree programs. "4 yr" refers to the percent of students attending four year degree programs. "CTE" refers to the percent of students attending Career and Technical Education programs. To understand how CDE calculates matriculation rates, consult resources here: https://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

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

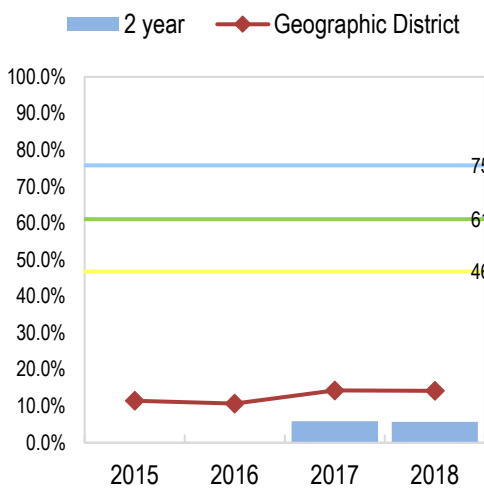
Category	2015		2016		2017		2018 ^A	
	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,758	11.5%	1,858	10.7%	1,738	14.3%	1,794	11.7%
4 year	1,758	27.7%	1,858	27.2%	1,738	27.1%	1,794	27.9%
CTE	1,758	4.6%	1,858	3.4%	1,738	5.8%	1,794	7.1%
Geo. District	1,758	43.3%	1,858	41.2%	1,738	46.7%	1,794	44.0%

This section provides matriculation rates from your geographic district for comparison.

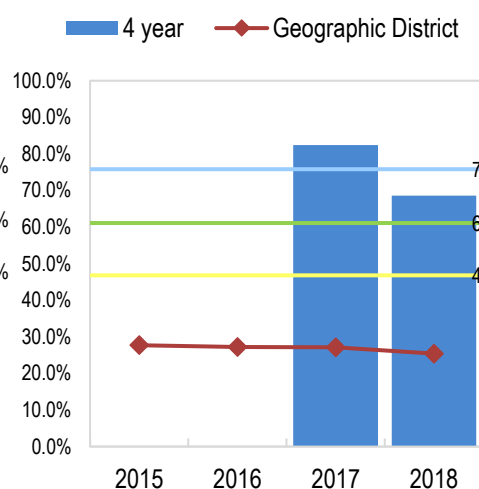
^ACDE renamed matriculation benchmarks for the most recent school year. Therefore, benchmarks from previous school years do not look the same as benchmarks from the 2017-18 school year.

Matriculation Rate: School Status and Local Comparison Graphs

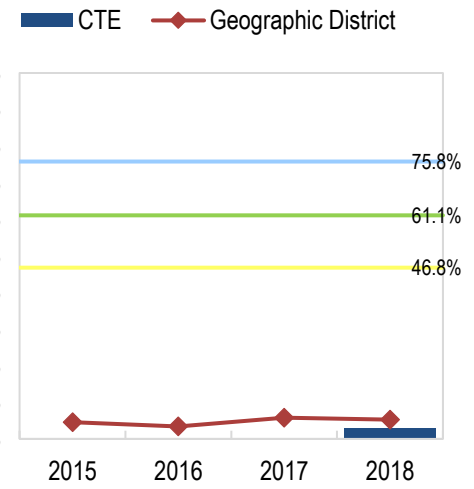
2 Year Matriculation Rates



4 Year Matriculation Rates



CTE Matriculation Rates



High Level Questions to Ask About Your Data:

- Is my school mostly meeting or not meeting state expectations?
- Is my school performing above or below our geographic district overall?

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

Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2018 Financial Results

Governmental Funds Financial Statement Metrics

Looking through CARS: There are two pages for Financial Performance results. All applicable financial indicators have been uniquely color coded to demonstrate the school's financial health. The financial performance narrative on the second page describes the school's overall financial performance in more detail. To understand if financial performance impacted your school's Accredited Rating

What's on this page?
This page shows your school's financial data over the past four years.

This first section shows governmental fund metrics. **Operating Margin** demonstrates whether a school spent more than they brought in during a fiscal year. **Months of Cash on Hand** is critical to ensure liquid assets are sufficient to meet current obligations. Schools with less than 2 months of cash on hand may have difficulty making facility and payroll expenses if/when receipts are delayed or less than expected. **Current Ratio** demonstrates whether current assets (cash on hand, liquid investments, receivables) are sufficient to cover current liabilities, the school is at risk for being unable to meet current obligations such as rent and payroll. **Months of Unassigned Fund Balance on Hand** ensures that the school can weather unexpected expenses or decreased revenues with little to no operational impact. The higher the fund balance, the more insulated the operations (teacher pay, rent, instructional supplies) are from unexpected negative events. **Positive Unassigned Fund Balance (TABOR)** is equal to total fund balance less restrictions imposed by state law, board policy, lenders, authorizers, or assigned for specific use by staff. If this indicator is negative, it signals that the school does not have an adequate fund balance to comply with law, policy, or other regulations.



● Months of Cash on Hand
● Current Ratio

Enrollment

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

Enrollment	
Metric	2015
Funded Pupil Count (FPC) Current-Year Variance	4.0%
Change in FPC from Prior-Year	54.6%

This section shows enrollment metrics. **FPC Current-Year Variance** measures the accuracy of funded pupil count projections which correlates directly to the accuracy of revenue projections. A variance of +/- 4.9% is expected. Negative variances of more than 5% signal potential financial distress and the need for financial monitoring and interventions. **Change in FPC from Prior Year** measures the variance of enrollment from year to year. A variance of -3% or +5% is expected due to immaterial variances in population. Negative variances of more than 3% signal a potential shift in demand for the school and a higher likelihood that fixed costs will begin to take up an unsustainable and growing portion of the revenue, leading to instability in facilities and/or administration.

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	
Metric	
Months of Cash on Hand	
Current Ratio	
Debt to Asset Ratio	
Change in Net Position	

This section shows proprietary fund metrics. **Debt to Asset Ratio** demonstrates whether a school's debt is higher than the school's assets. If a school has a debt to asset ratio of 1, then the school has the same amount of debt as they do assets. If a school has a debt to asset ratio of 0.5, then the school's debt is 50% (or half) of the school's assets. A debt to asset ratio of 2 signals that the school's debt is twice as high as the value of their assets. This signals a weak financial position because the school owes significantly more than it owns, and likely has high debt service requirements, or a balloon payment in the future. **Change in Net Position** demonstrates whether a school's net position (assets less liabilities) increased or decreased. A decrease in net position is an indicator that liabilities increased faster than assets, signaling a potential weakening in the school's financial position.

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	
Metric	
Debt to Asset Ratio	
Change in Net Position	

This page shows government-wide metrics. **Default** represents whether a school has defaulted on any of its financial covenants – particularly with lenders. Default usually occurs when a school does not make minimum payments on debt. This is a strong indicator of financial risk.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

--	--	NO	NO	Exceeds Meets	Approaching Does Not Meet
----	----	----	----	---------------	---------------------------

Financial Performance Narrative

School 123 ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 0 pupils (21 percent), and 322.4 pupils (41 percent) lower than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 1.6 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 4 percent and an increase in their unassigned fund balance.

What's on this page?

This financial narrative page represents a summative account of the financial information from the previous page. If any of your financial metrics cause concern, you should see a narrative here explaining why.

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.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

- Is the school complying with the essential delivery of the education program as defined in the charter agreement?
- Instructional days or minutes
- Graduation and promotion
- Alignment with content standards
- State-required assessments
- Implementation of mandated programming as a result of state or federal funding

What's on this page?

This organizational narrative page represents a summative account of any concerns made with parts of your charter contract, including:

- Education Program
- Diversity, Equity of Access, and Inclusion
- Governance Management

Any notices of concern issued by CSI will be listed here.

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2017-18 school year.

Diversity, Equity of Access, and Inclusion

- Is the school protecting the rights of all students?

Protecting student rights pursuant to:

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

CSI Review

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

Governance Management

- Is the school complying with governance requirements?

Includes:

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

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2017-18 school year.

Organizational Performance Metrics

Financial Management

- Is the school satisfying financial reporting requirements?
Includes:
 - *Compliance with the Financial Reporting Act*
 - *Complete and on-time submission of budgets (if applicable), performance reports, and contracts with an educational institution*
 - *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*

What's on this page?

This organizational narrative page represents a summative account of any concerns made with parts of your charter contract, including:

- Financial Management
- School Operations and Environment
- Any Additional Obligations

Any notices of concern issued by CSI will be listed here.

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

- Is the school complying with health and safety requirements?
Includes:

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

- Is the school complying with facilities and transportation requirements?
Includes:

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

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

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

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2017-18 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2017-18 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2017-18 school year.

Additional Obligations

- Is the school complying with all other obligations?

CSI Review

No - A Notice of Concern was issued in October 2017 for failure to submit any of the Organizational Submissions documents despite several reminders.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited moderate operational performance during the 2017-18 school year. A Notice of Concern was issued for failure to submit any of the Organizational Submissions documents despite numerous reminders. The School was at times unresponsive, and could benefit from additional operational support. The School also had another leadership turnover at the end of the 2017-18 school year, contributing to its pattern of very frequent leadership turnover. The constant leadership turnover has been detrimental to the operations of the school.

What's on this page?

This organizational narrative page represents a summative account of the organizational information from the previous page. If any of your organizational metrics cause concern, you should see a narrative here explaining why.

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.