



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

Mountain Middle School



Expanding Frontiers in Public Education

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COLORADO

CHARTER SCHOOL INSTITUTE

CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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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 and presented to each school in **September**. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Anastasia Hawkins - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than September 27th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

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

*Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2019. 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
NA	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.
--	Used when data is not reportable due to low student counts.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

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

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

Mountain Middle School Overview

Year Opened/Transferred: 2011-2012

Grades Served: 4-8

School Model: Project-Based Learning

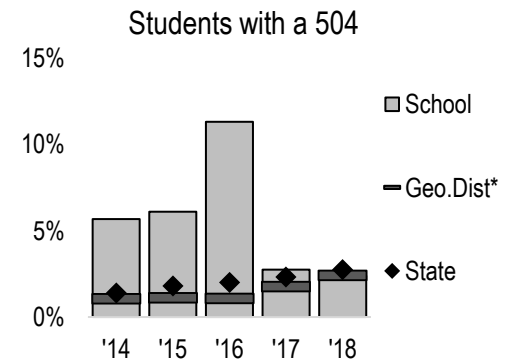
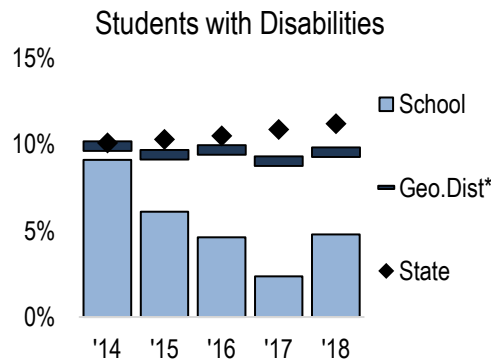
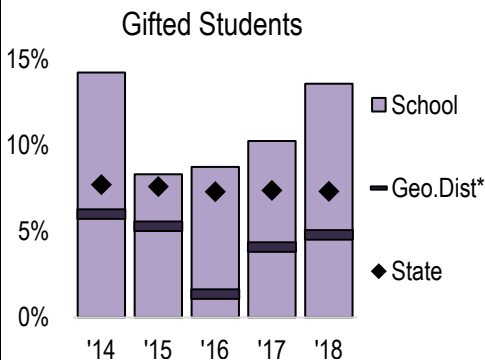
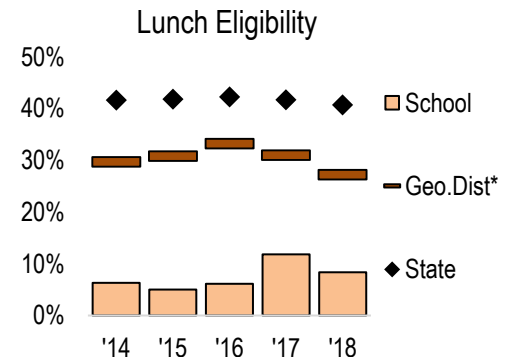
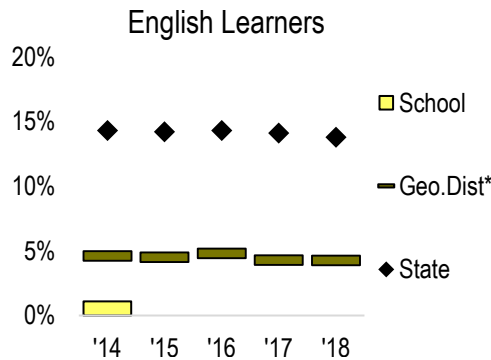
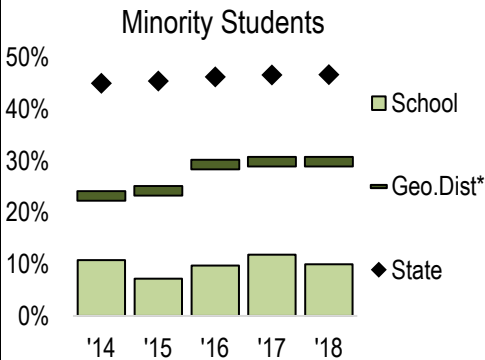
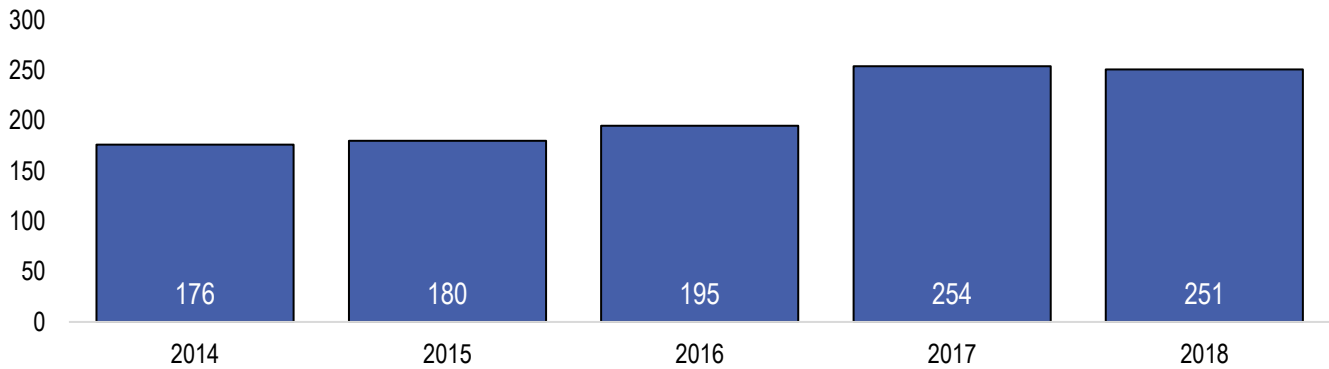
Town/City: Durango

District of Residence: Durango 9-R

Original Application Type: New School

Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	176	180	195	254	251	
F/R Lunch	6.3%	5.0%	6.2%	11.8%	8.4%	
Minority	10.8%	7.2%	9.7%	11.8%	10.0%	
IEP	9.1%	6.1%	4.6%	2.4%	4.8%	
EL	1.1%	0.0%	0.0%	0.0%	0.0%	
Gifted	14.2%	8.3%	8.7%	10.2%	13.5%	
504	5.7%	6.1%	11.3%	2.8%	2.4%	

Enrollment over Time



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

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: *Greater than 71.3% Points Earned*

Performance: *Between 53% to 71.3% Points Earned*

Improvement: *Between 42% to 52.9% Points Earned*

Priority Improvement: *Between 34% and 41.9% Points Earned*

Turnaround: *Below 34% Points Earned*

Framework	CARS Rating
Academic	Performance with Distinction
Elementary School Rating	Performance with Distinction (Points Earned: 81.7%)
Middle School Rating	Performance with Distinction (Points Earned: 77.7%)
High School Rating	--
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	Performance with Distinction

Participation

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

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

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

Assurance	
	Rating
Accountability Participation Rate	Meets 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	239	230	96.2%	9	100.0%	Meets 95%
Math	239	230	96.2%	9	100.0%	Meets 95%
Science	89	85	95.5%	4	100.0%	Meets 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	239	230	96.2%	9	100.0%	Meets 95%
CMAS Math	239	230	96.2%	9	100.0%	Meets 95%
CMAS Science	89	85	95.5%	4	100.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

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?

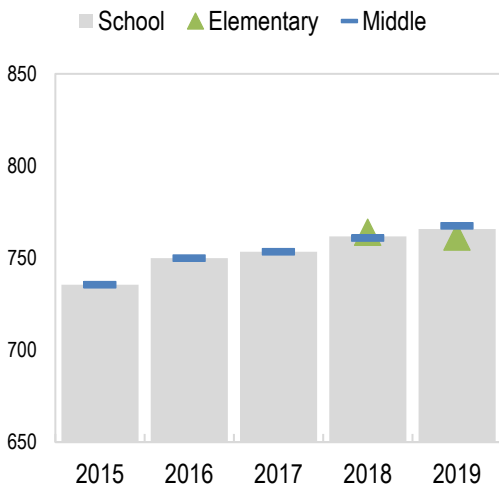
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	28	764	29	752
5	--	--	--	--	--	--	31	764	30	770
Elementary	--	--	--	--	--	--	59	764	59	761
6	49	745	57	752	59	761	57	756	54	771
7	54	734	56	749	54	753	60	770	59	773
8	45	728	52	749	55	746	54	757	55	758
Middle	148	735	165	750	168	753	171	761	168	767
Overall	148	735	165	750	168	753	230	762	227	766

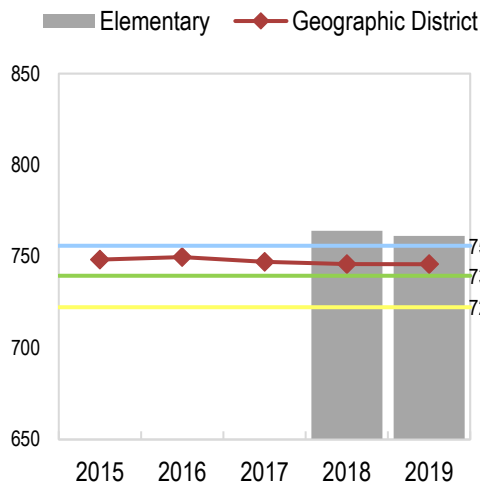
Geographic District Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	326	744	381	741	363	735	358	738	395	739
4	362	749	332	755	388	753	346	744	326	747
5	297	752	350	754	343	753	380	756	360	752
Elementary	985	748	1,063	750	1,094	747	1,084	746	1,081	746
6	325	742	259	750	310	750	308	746	348	746
7	274	744	324	747	284	751	316	752	304	743
8	268	747	260	754	332	744	307	753	293	753
Middle	867	744	843	750	926	748	931	750	945	747
Overall	2,093	747	2,148	751	2,297	748	2,015	748	2,026	747

CMAS ELA: School Status, Trends, and Local Comparison Graphs

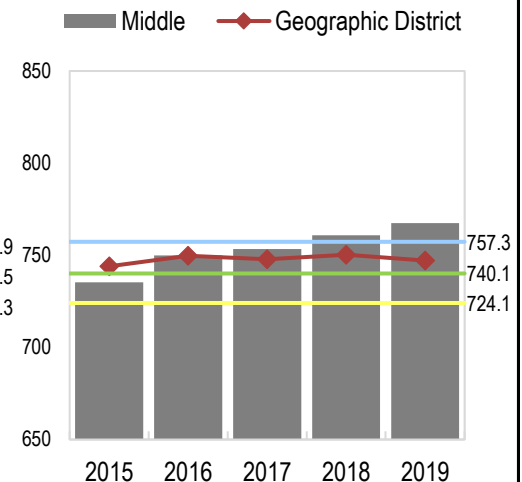
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement increased by 30.4 scale score points. Since last school year, overall mean scale score increased by 4.1 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Durango 9-R) for the past five years. Overall, the school outperforms their geo. district by 19 scale score points.

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

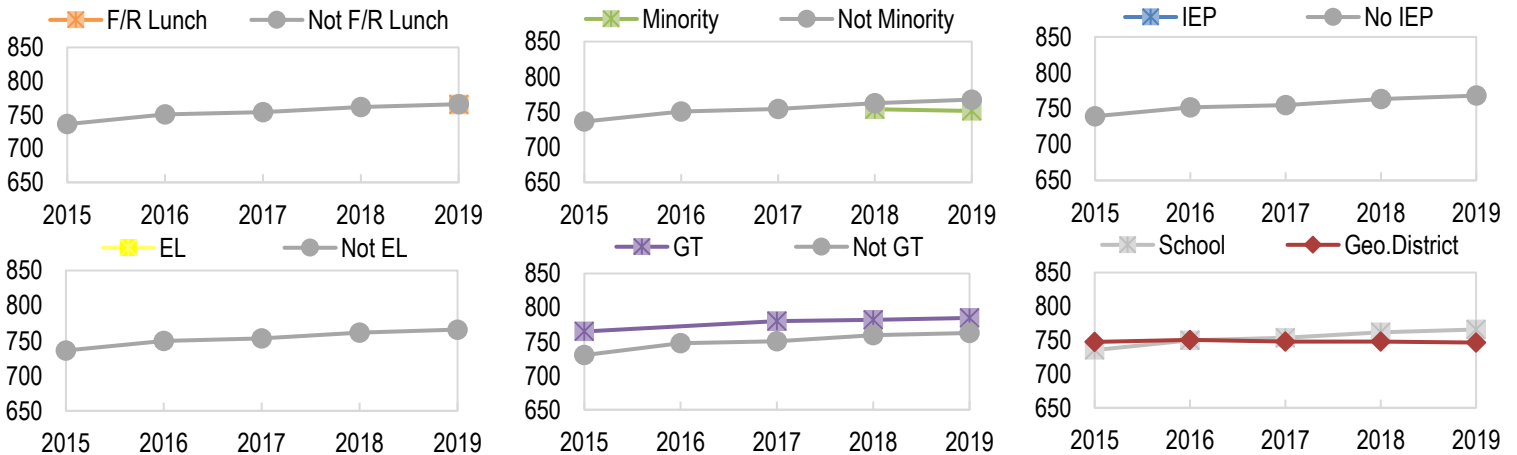
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

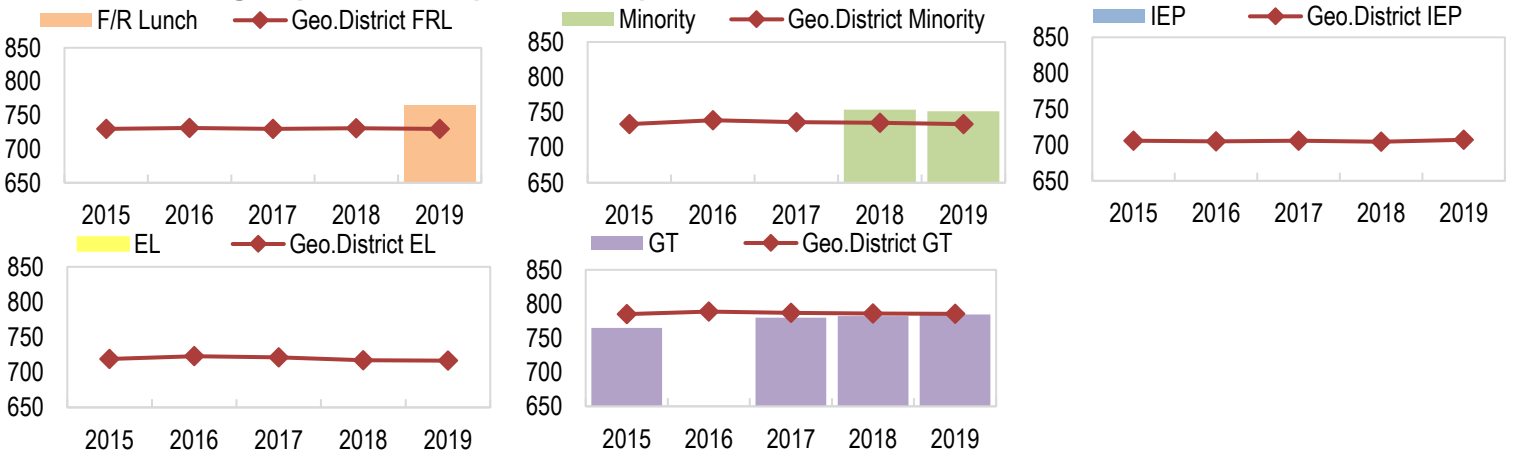
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	765.3
	N	736.3	750.9	753.8	761.7	765.8
Minority	Y	--	--	--	753.9	751.4
	N	736.4	750.6	754.3	762.6	767.6
IEP	Y	--	--	--	--	--
	N	739.5	751.8	755.0	763.3	768.2
EL	Y	--	--	--	--	--
	N	736.0	749.8	753.4	761.7	765.8
GT	Y	764.9	--	779.9	782.1	784.8
	N	730.2	747.5	750.6	759.4	762.7
Schoolwide		735.4	749.9	753.4	761.7	765.8

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	729.9	731.2	729.9	730.7	729.8
	N	754.6	759.4	757.2	757.0	755.9
Minority	Y	733.4	738.8	735.9	735.4	733.3
	N	752.7	755.3	753.2	753.8	752.8
IEP	Y	706.1	705.0	705.8	704.5	707.2
	N	752.0	755.4	752.6	752.6	750.6
EL	Y	718.9	722.8	721.1	717.1	716.5
	N	749.2	752.4	749.9	750.1	748.7
GT	Y	785.1	788.8	787.0	786.1	785.7
	N	743.8	747.2	747.2	745.1	742.6
Geographic District		747.3	750.5	747.9	747.9	746.5

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 English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, GT students outperformed their non-GT peers, overall, the school outperformed Durango 9-R. In 2019, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

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

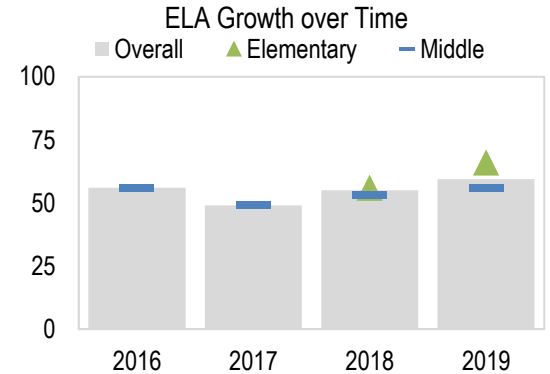
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

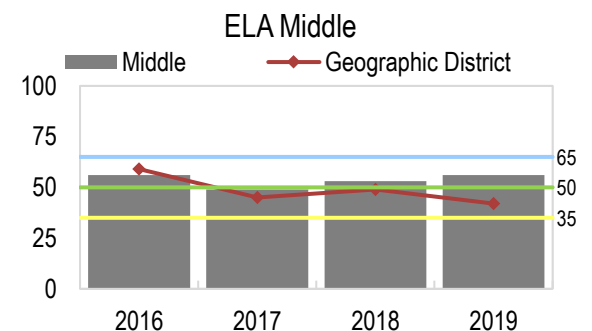
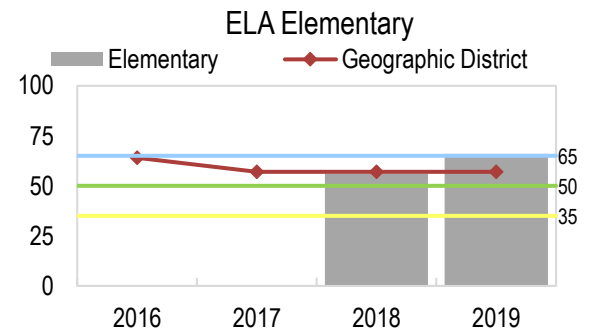
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	n < 20	--	25	60.0
5	--	--	--	--	24	56.5	30	73.0
Elementary	--	--	--	--	40	56.0	55	66.0
6	42	39.0	46	55.0	40	36.5	49	72.0
7	46	52.0	51	36.0	57	60.0	56	63.5
8	47	79.0	49	46.0	46	56.0	54	33.0
Middle	135	56.0	146	49.0	143	53.0	159	56.0
Overall	135	56.0	146	49.0	183	55.0	214	59.5



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	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	303	60.0	361	59.0	321	55.0	299	54.0
5	323	66.0	310	52.5	346	58.0	332	61.0
Elementary	626	64.0	671	57.0	667	57.0	631	57.0
6	228	51.0	281	52.0	276	43.5	318	42.0
7	298	61.5	253	44.0	285	47.0	281	38.0
8	238	65.0	307	44.0	275	57.0	267	48.0
Middle	764	59.0	841	45.0	836	49.0	866	42.0
Overall	1,593	62.0	1,725	53.0	1,503	53.0	1,497	49.0



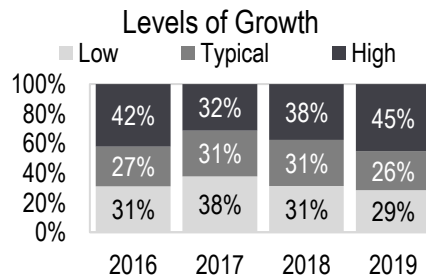
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 4.5 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

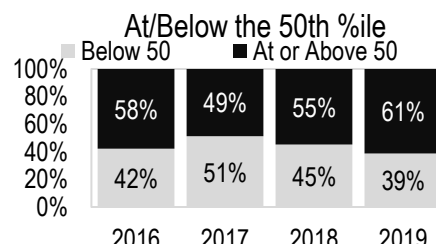
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
Low (below 35)	31%	38%	31%	29%
Typical (35-65)	27%	31%	31%	26%
High (above 65)	42%	32%	38%	45%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	58%	49%	55%	61%
Below 50	42%	51%	45%	39%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 29% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 45% of students. The percent of students at or above the 50th percentile has increased from last year (55% to 61%). Since 2016, the percent of students at or above the 50th percentile has increased (58% to 61%).

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 Growth

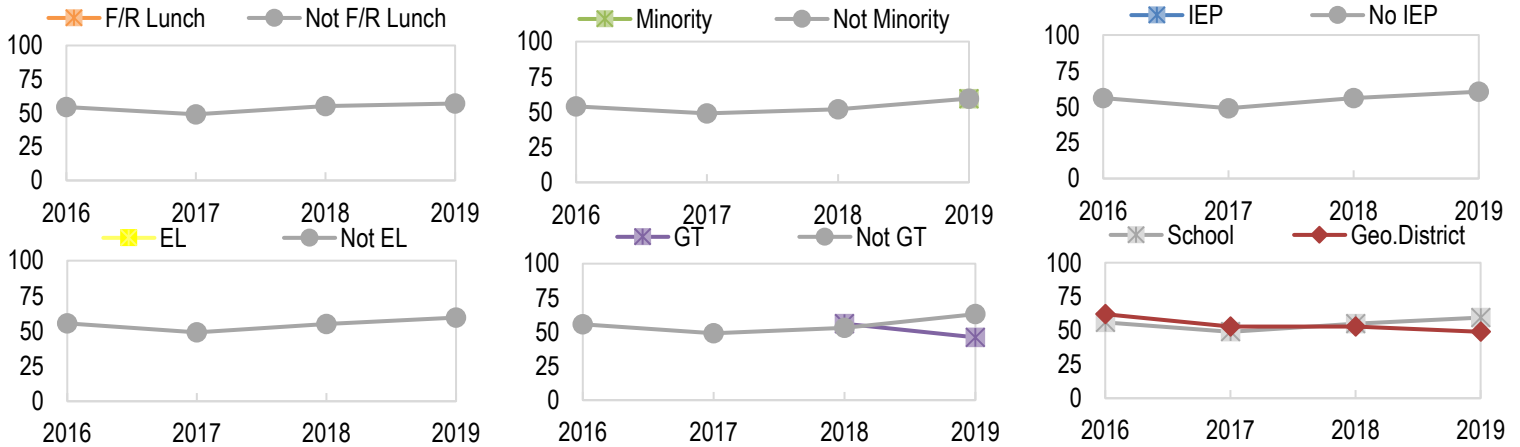
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

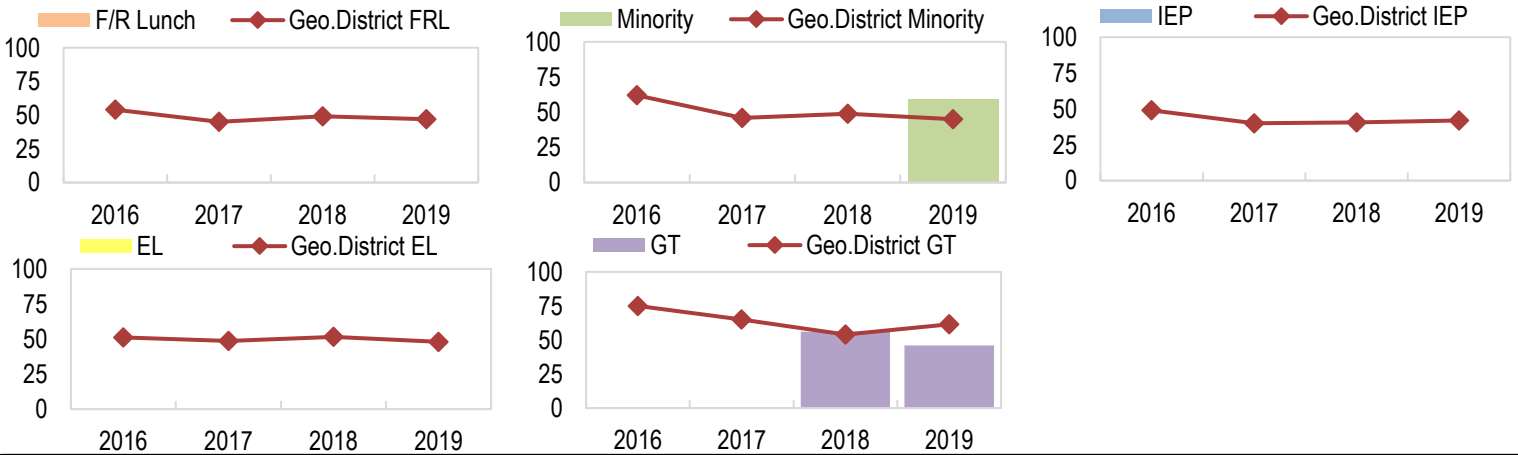
CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--
	N	54.5	49.0	55.0	57.0
Minority	Y	--	--	--	59.5
	N	54.0	49.0	52.0	59.5
IEP	Y	--	--	--	--
	N	56.0	49.0	56.0	60.5
EL	Y	--	--	--	--
	N	55.5	49.0	55.0	59.5
GT	Y	--	--	56.0	46.0
	N	55.5	49.0	53.0	63.0
Schoolwide		56.0	49.0	55.0	59.5

CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	54.0	45.0	49.0	47.0
	N	66.0	58.0	55.5	50.0
Minority	Y	62.0	46.0	49.0	45.0
	N	62.5	56.0	55.0	51.0
IEP	Y	49.0	40.0	40.5	42.0
	N	64.0	55.0	54.0	50.0
EL	Y	51.0	48.5	51.5	48.0
	N	63.0	53.0	53.0	49.0
GT	Y	75.0	65.0	54.0	61.5
	N	60.0	52.0	53.0	47.0
Geographic District		62.0	53.0	53.0	49.0

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 performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-minority students outperformed their minority peers, non-GT students outperformed their GT peers, overall, the school outperformed Durango 9-R. In 2019, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

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

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

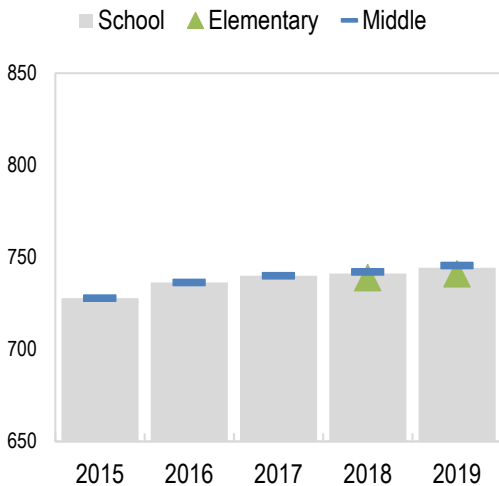
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	28	744	29	730
5	--	--	--	--	--	--	30	734	30	752
Elementary	--	--	--	--	--	--	58	739	59	741
6	48	732	57	741	59	746	57	738	54	748
7	54	731	56	732	54	736	60	744	59	745
8	45	720	52	735	56	738	55	744	55	744
Middle	147	728	165	736	169	740	172	742	168	746
Overall	147	728	165	736	169	740	230	741	227	744

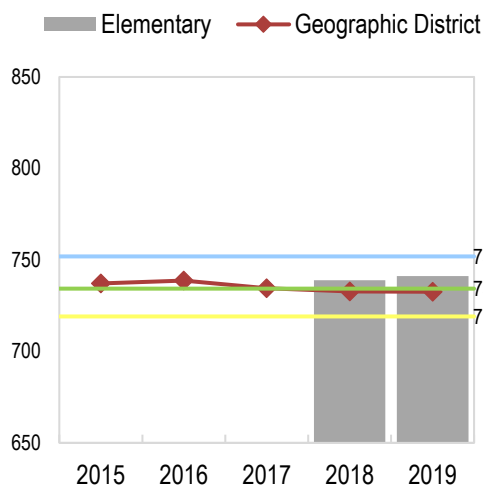
Geographic District Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	325	740	381	739	365	732	361	732	395	736
4	363	734	333	736	387	737	347	729	327	728
5	299	738	351	742	341	734	380	736	360	733
Elementary	987	737	1,065	739	1,093	735	1,088	733	1,082	733
6	326	734	259	735	307	734	309	731	348	730
7	276	736	324	734	286	735	314	735	305	730
8	269	730	257	731	333	725	308	738	294	740
Middle	871	733	840	733	926	731	931	735	947	733
Overall	2,098	736	2,146	736	2,288	733	2,019	734	2,029	733

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

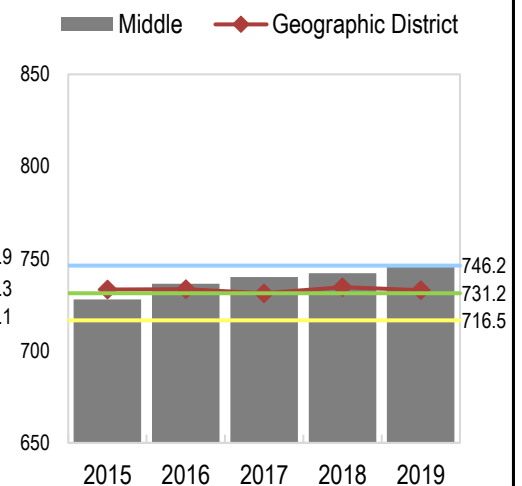
Math - Schoolwide



Math - Elementary



Math - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement increased by 16.5 scale score points. Since last school year, overall mean scale score increased by 3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Durango 9-R) for the past five years. Overall, the school outperforms their geo. district by 12 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

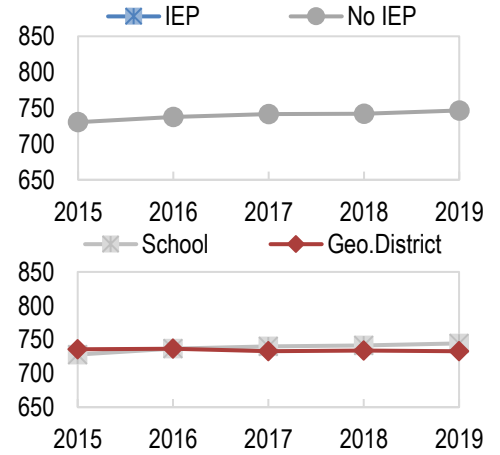
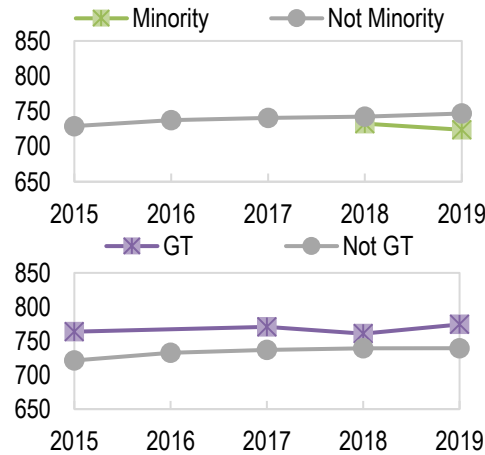
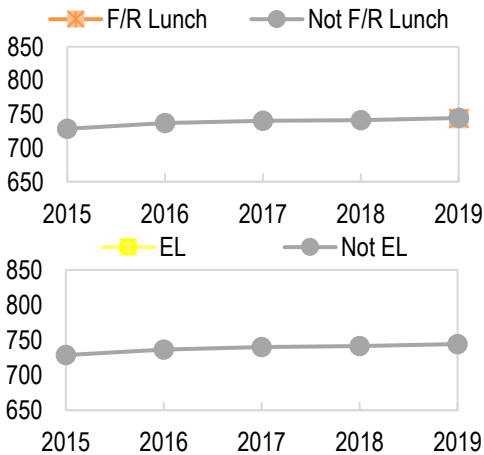
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

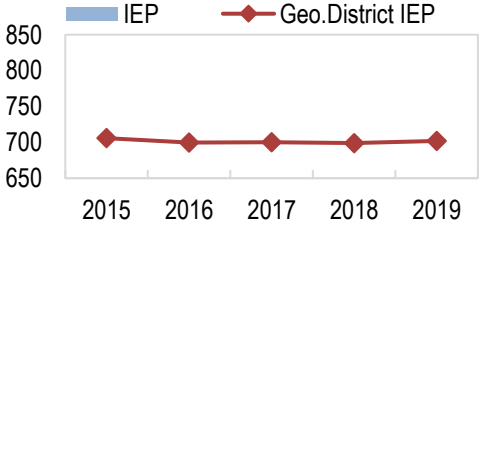
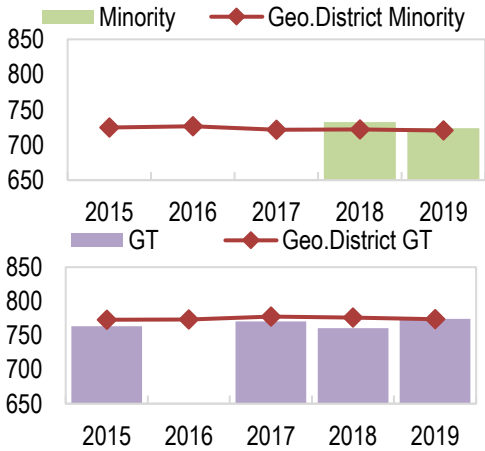
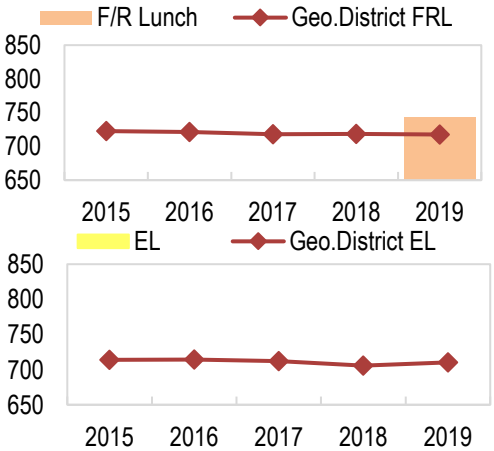
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	743.4
	N	728.4	737.2	740.1	741.3	744.4
Minority	Y	--	--	--	732.5	723.8
	N	729.0	737.4	740.6	742.3	746.9
IEP	Y	--	--	--	--	--
	N	730.3	737.6	741.5	742.0	746.6
EL	Y	--	--	--	--	--
	N	728.6	736.6	740.0	741.3	744.3
GT	Y	763.6	--	770.5	760.8	774.3
	N	721.4	732.9	736.8	739.2	739.4
Schoolwide		727.8	736.4	740.0	741.3	744.3

Geographic District Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	722.6	721.1	717.8	718.5	717.6
	N	741.1	743.5	740.8	741.3	741.3
Minority	Y	724.9	726.5	721.5	721.9	720.5
	N	739.8	740.5	738.1	739.0	738.6
IEP	Y	705.8	699.6	700.3	699.0	701.7
	N	739.0	740.4	736.6	737.2	736.0
EL	Y	713.7	714.3	712.2	705.7	710.1
	N	737.1	737.9	734.5	735.6	734.4
GT	Y	773.0	773.5	777.6	776.2	773.6
	N	732.3	733.2	732.2	730.3	728.7
Geographic District		735.6	736.4	733.0	733.5	732.7

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 non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, GT students outperformed their non-GT peers, overall, the school outperformed Durango 9-R. In 2019, the following subgroups outperformed the geo. district: FRL, minority, GT, - additional details are available in the graphs.

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

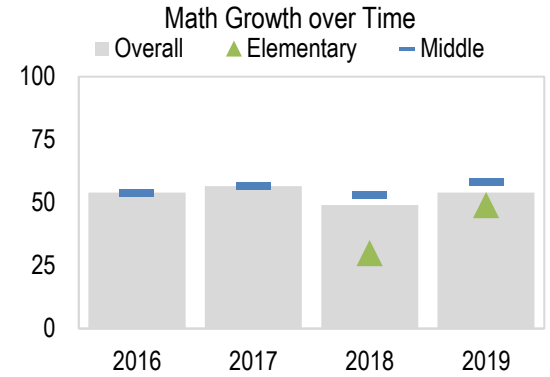
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

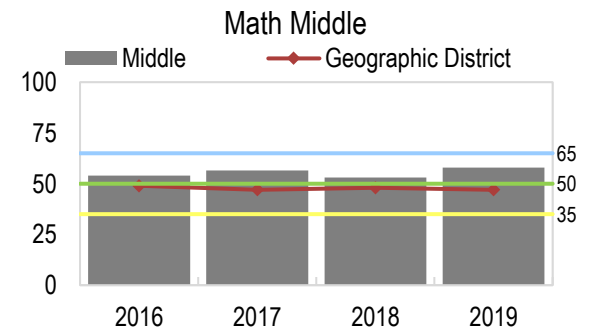
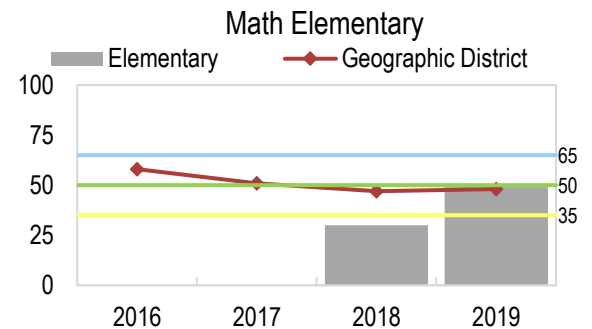
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	n < 20	--	25	21.0
5	--	--	--	--	22	27.5	30	61.0
Elementary	--	--	--	--	38	30.0	55	49.0
6	42	56.0	45	57.0	39	57.0	48	80.0
7	45	46.0	51	36.0	57	52.0	56	52.5
8	47	57.0	50	74.0	47	53.0	54	42.5
Middle	134	54.0	146	56.5	143	53.0	158	58.0
Overall	134	54.0	146	56.5	181	49.0	213	54.0



CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	303	51.0	360	54.0	321	47.0	301	48.0
5	324	65.5	307	48.0	348	46.0	331	47.0
Elementary	627	58.0	667	51.0	669	47.0	632	48.0
6	232	43.5	279	48.0	274	52.5	319	44.0
7	288	57.0	255	51.0	285	47.0	281	39.0
8	169	37.0	233	44.0	269	50.0	267	59.0
Middle	689	49.0	767	47.0	828	48.0	867	47.0
Overall	1,448	53.0	1,451	49.0	1,497	48.0	1,499	48.0



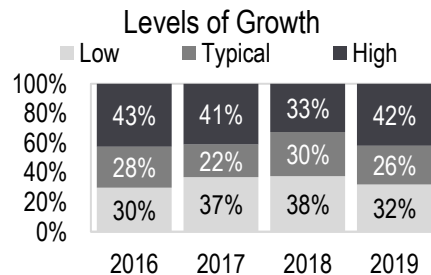
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 5 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

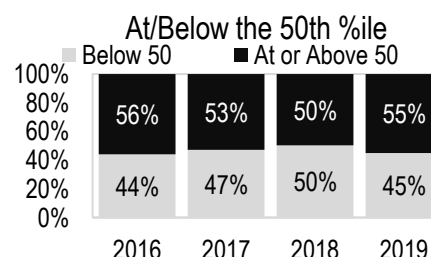
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2016	2017	2018	2019
Low (below 35)	30%	37%	38%	32%
Typical (35-65)	28%	22%	30%	26%
High (above 65)	43%	41%	33%	42%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	56%	53%	50%	55%
Below 50	44%	47%	50%	45%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 42% of students. The percent of students at or above the 50th percentile has increased from last year (50% to 55%). Since 2016, the percent of students at or above the 50th percentile has decreased (56% to 55%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

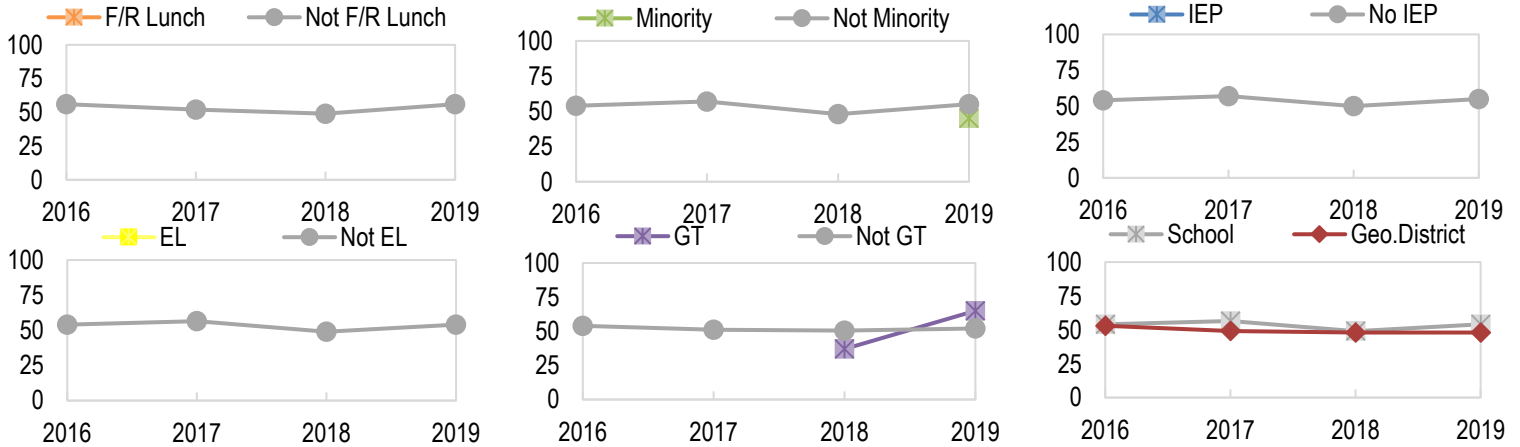
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

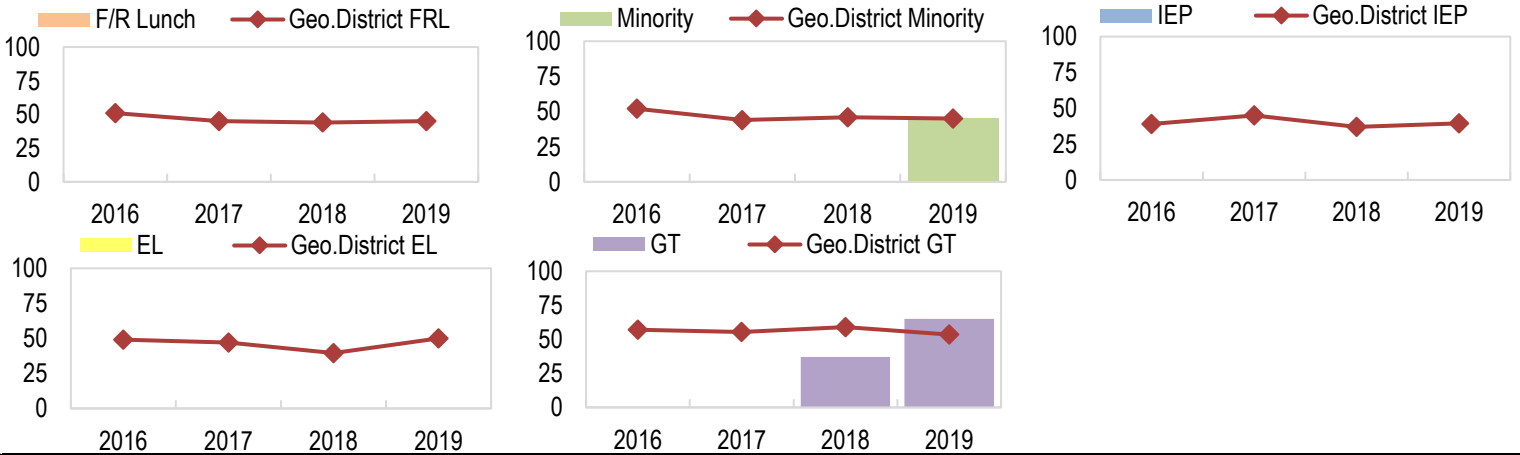
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--
	N	56.0	52.0	49.0	56.0
Minority	Y	--	--	--	45.0
	N	54.0	57.0	48.0	55.0
IEP	Y	--	--	--	--
	N	54.0	57.0	50.0	55.0
EL	Y	--	--	--	--
	N	54.0	56.5	49.0	54.0
GT	Y	--	--	37.0	65.0
	N	54.0	51.0	50.5	52.0
Schoolwide		54.0	56.5	49.0	54.0

CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	51.0	45.0	44.0	45.0
	N	55.0	52.0	50.0	49.0
Minority	Y	52.0	44.0	46.0	45.0
	N	55.0	52.0	48.5	48.0
IEP	Y	39.0	45.0	37.0	39.5
	N	56.0	50.0	50.0	48.0
EL	Y	49.0	47.0	39.5	50.0
	N	54.0	49.0	48.0	47.0
GT	Y	57.0	55.5	59.0	53.5
	N	53.0	49.0	47.0	47.0
Geographic District		53.0	49.0	48.0	48.0

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 performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-minority students outperformed their minority peers, GT students outperformed their non-GT peers, overall, the school outperformed Durango 9-R. In 2019, the following subgroups outperformed the geo. district: GT, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

Science Achievement

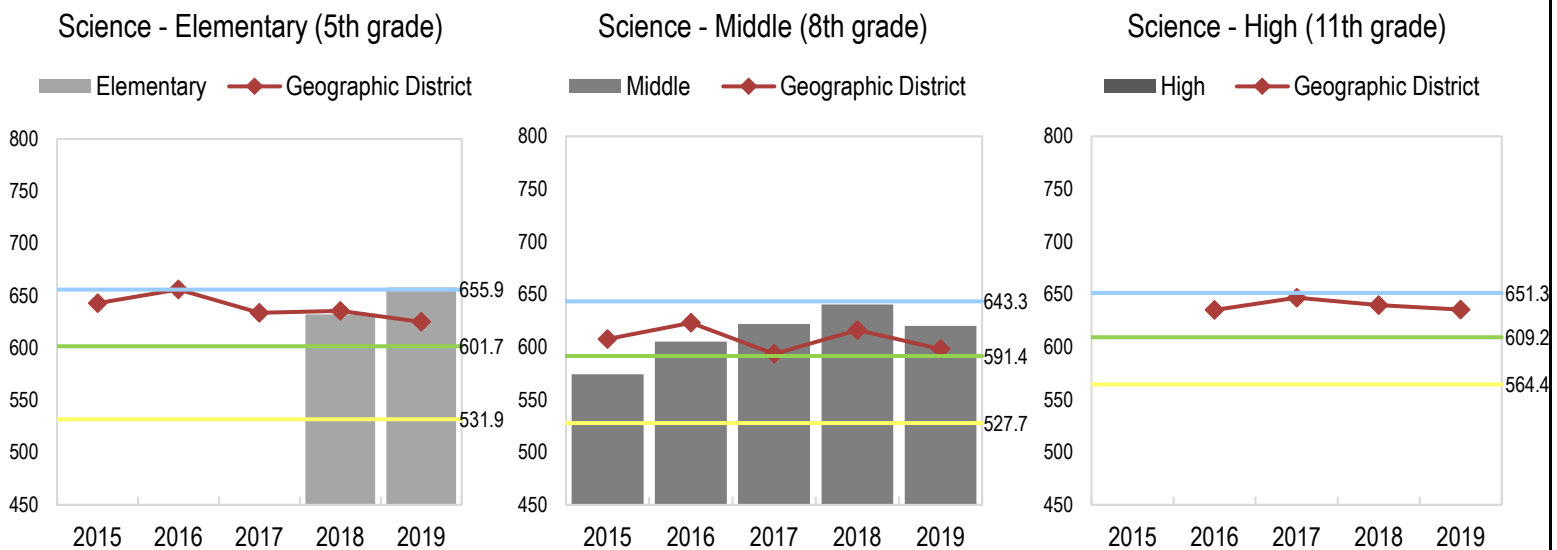
CMAS Science: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Science 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 Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	--	--	--	--	--	--	29	632	30	658
Middle (8th)	47	574	52	605	54	622	54	640	55	620
High (11th)	--	--	--	--	--	--	--	--	--	--

Geographic District Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	304	643	348	656	338	634	379	636	356	625
Middle (8th)	277	608	259	623	325	593	301	616	291	598
High (11th)	--	--	252	635	201	647	258	640	239	636

CMAS Science: School Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. 5th grade mean scale score has increased by 25.8 scale score points. 8th grade mean scale score has decreased by 20.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Durango 9-R) for the past four years. In 2019, the school performed greater than the geo. district in 5th grade, greater than the geo. district in 8th grade, overall trends are in the graphs above.

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 on state assessments in Science 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?

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	--	--	--	--	--
	N	--	--	--	632	665
Minority	Y	--	--	--	--	--
	N	--	--	--	632	665
IEP	Y	--	--	--	--	--
	N	--	--	--	632	664
EL	Y	--	--	--	--	--
	N	--	--	--	632	658
GT	Y	--	--	--	--	--
	N	--	--	--	626	643

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	604	588	589	584	569
	N	660	690	659	666	656
Minority	Y	603	611	605	585	583
	N	657	676	648	658	648
IEP	Y	537	500	533	531	511
	N	652	671	646	644	638
EL	Y	574	555	561	530	538
	N	648	665	639	643	633
GT	Y	744	773	749	759	721
	N	635	643	626	624	615

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	--	--	--	--	--
	N	587	605	625	640	616
Minority	Y	--	--	--	--	--
	N	585	615	620	640	631
IEP	Y	--	--	--	--	--
	N	590	609	627	645	630
EL	Y	--	--	--	--	--
	N	576	605	622	640	620
GT	Y	--	--	--	--	--
	N	556	591	608	635	613

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	542	548	558	528
	N	632	658	621	639	629
Minority	Y	563	595	541	573	537
	N	624	631	619	633	631
IEP	Y	490	496	480	468	433
	N	622	638	609	630	614
EL	Y	500	--	512	469	471
	N	615	626	599	624	608
GT	Y	701	--	--	745	737
	N	597	614	593	607	584

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	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
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	--	604	612	593	594
	N	--	645	661	651	645
Minority	Y	--	568	615	599	598
	N	--	655	660	655	645
IEP	Y	--	567	566	559	525
	N	--	643	654	648	643
EL	Y	--	--	583	--	--
	N	--	642	653	646	639
GT	Y	--	741	--	734	--
	N	--	626	647	632	629

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show disaggregated subgroup achievement performance disaggregated by grade level. Comparison geographic district values are in the tables to the right.

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 over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	--
High	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	102	45.0	79	47.0	64.6%
Middle	--	--	--	--	25	33.0	29	39.0	27.6%
High	--	--	--	--	20	75.5	n < 20	--	--
Overall	--	--	--	--	147	47.0	121	43.0	52.1%

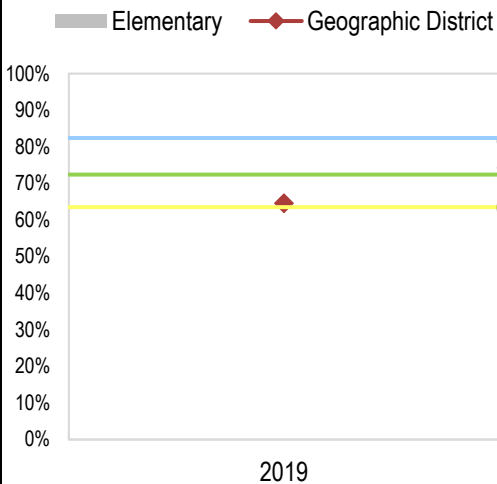
^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

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

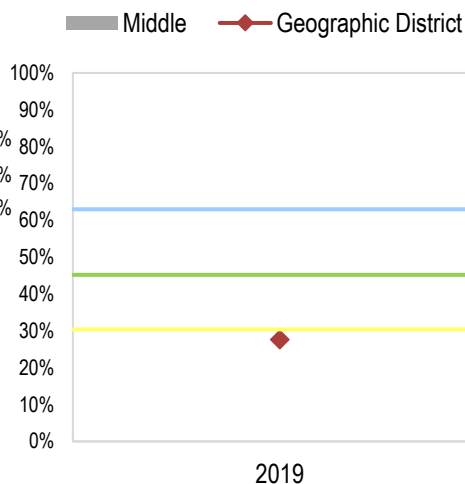
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within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

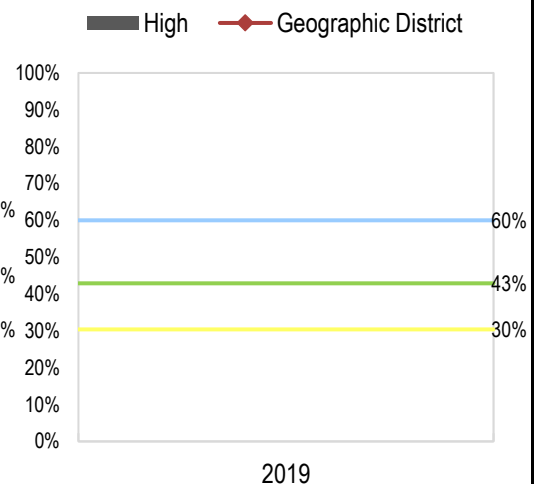
% On Track - Elementary



% On Track - Middle



% On Track - High



Growth Status and Local Comparison Narrative

--

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

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

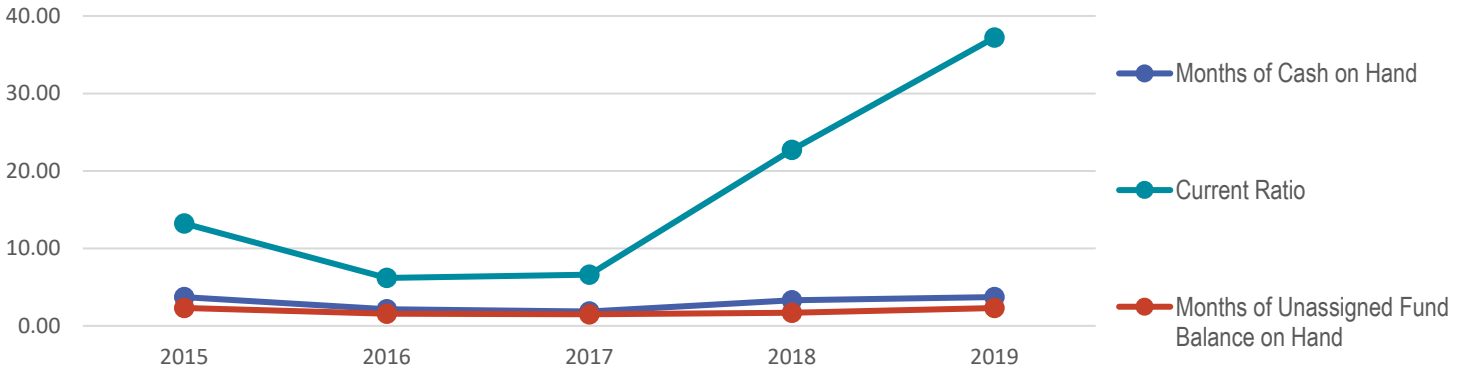
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2015-2019 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Operating Margin	8.4%	-11.3%	0.1%	13.1%	6.9%
Months of Cash on Hand	3.71	2.14	1.85	3.30	3.70
Current Ratio	13.22	6.19	6.62	22.70	37.20
Months of Unassigned Fund Balance on Hand	2.29	1.55	1.49	1.70	2.30
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	0.0%	1.1%	0.3%	-1.6%	0.8%
Change in FPC from Prior-Year	6.3%	2.9%	4.4%	23.6%	0.0%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Months of Cash on Hand	N/A	18.55	2.59	1.70	0.90
Current Ratio	N/A	0.02	0.93	0.30	0.10
Debt to Asset Ratio	N/A	0.15	0.66	0.70	0.60
Change in Net Position	N/A	\$691,320	\$69,032	(\$18,741)	\$75,093

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Debt to Asset Ratio	3.19	1.50	2.03	1.47	1.46
Change in Net Position	\$27,627	\$403,778	(\$775,269)	(\$937,572)	\$275,176
Default	N/A	NO	NO	NO	No

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

Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2019 Financial Results

Financial Performance Narrative

Mountain Middle School ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase in net position, and reported 1 statutory violation in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by 2 pupils (1 percent), and 0 pupils (0 percent) equal to than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The school's governmental funds ended the year with 3.7 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 7 percent and an increase in their unassigned fund balance.

School Observations

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

Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2018-19 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

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

CSI Review

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

Governance Management

-Is the school complying with governance requirements?

Includes:

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

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2018-19 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

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

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

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

-Is the school complying with facilities and transportation requirements?

Includes:

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

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

Includes:

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

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2018-19 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2018-19 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2018-19 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2018-19 school year. The Organizational Submissions were completed ontime and were generally compliant, with minor revisions needed. In addition, the School is generally very responsive to feedback and questions.

School Observations

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Expanding Frontiers in Public Education

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