

EARLY COLLEGE OF ARVADA



ANNUAL PERFORMANCE REPORT 2013-2014



COLORADO
CHARTER SCHOOL INSTITUTE

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OUR MISSION

The mission of the Charter School Institute shall be to foster high-quality public school choices offered through Institute charter schools that deliver rigorous academic content and high academic performance in a safe environment and on par with the highest performing schools, including particularly schools for at-risk students.

OUR VISION

The vision of CSI 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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How to Use this Report

This Annual Performance Report summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by the Institute 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 within the CSI Performance Frameworks.

In order to summarize each section, the Institute 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 the Institute. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and professional development, for example, are important in your internal evaluations and Unified Improvement Planning efforts, but are not considered by CSI as part of your annual evaluation.

Schools should be looking at trends in the data and using 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. By completing the school-specific sections of this report, the Annual Performance Report will also serve as the school's annual Unified Improvement Plan (UIP). In future years, these sections will be entirely pre-populated with prior year UIP information, so that schools may simply update or tweak the templates where existing strategies are being continued, and streamline overall analysis and planning efforts.

A majority of the metrics within this report will be collected by the Institute on a yearly basis and presented to each school by the first week of November. 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 Kristen Stolpa at kristenstolpa@csi.state.co.us or (303) 866-6973 no later than **November 14th**. If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to the Institute no later than **December 1st**.

Once all data have been reviewed (and where applicable, incorporated into the report), the Institute will send each school a final report after the State Board of Education approves all annual accreditation plan types as final at the December State Board meeting.

Please note:

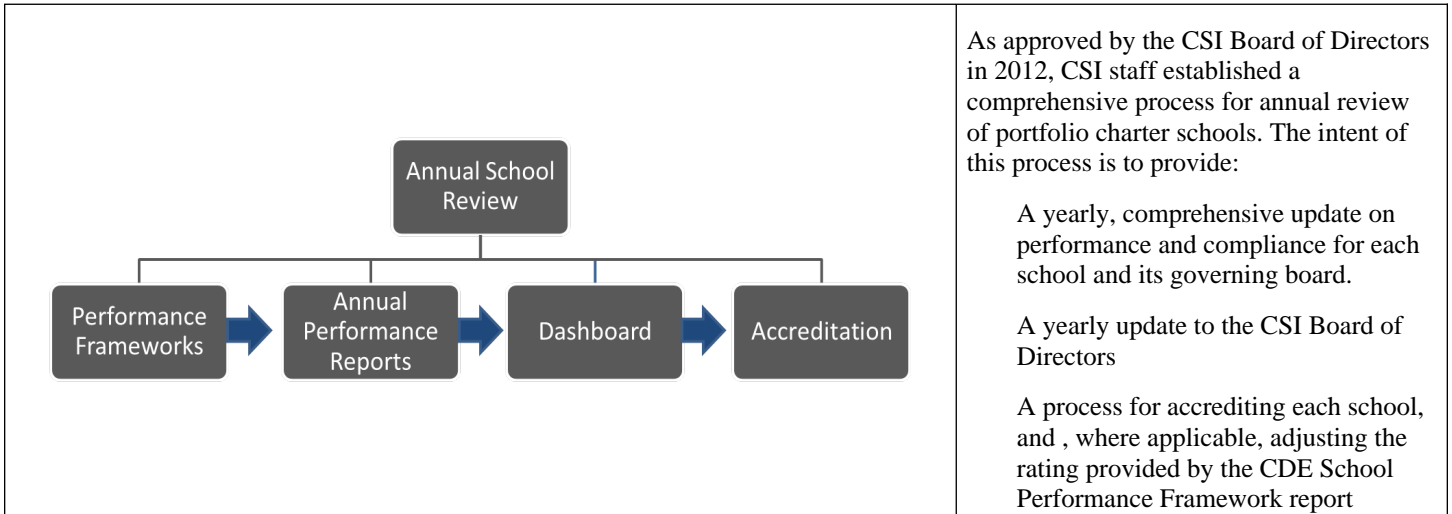
Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed test, generated through the official reporting system (e.g., Edusoft). Where this is not possible, 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 a 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 that nation, state, or pre-approved by CSI.

Regarding other supplemental evidence that you wish to submit, it should be noted that:

- 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 Annual Review of Schools (CARS) Summary



As approved by the CSI Board of Directors in 2012, CSI staff established a comprehensive process for annual review of portfolio charter schools. The intent of this process is to provide:

A yearly, comprehensive update on performance and compliance for each school and its governing board.

A yearly update to the CSI Board of Directors

A process for accrediting each school, and , where applicable, adjusting the rating provided by the CDE School Performance Framework report

<input type="checkbox"/> Performance Frameworks	<p>Performance Frameworks exist for the areas of Academics, Finance, and Organization. They cover all primary areas of performance and compliance, detailing the measures and metrics by which CSI holds schools accountable. The Performance Frameworks should serve as a guide for schools.</p>
<input type="checkbox"/> Annual Performance Reports	<p>The Annual Performance Report will summarize the school’s cumulative performance data and compliance information collected in accordance with the Performance Frameworks. These quantitative and qualitative analyses will provide guidance and direction for the school throughout its lifespan. Further, the report process includes a feedback loop, which allows schools to request clarifying information where necessary, as well as provide additional, school-specific information to CSI for consideration in its evaluation process.</p>
<input type="checkbox"/> Dashboard	<p>The Dashboard serves as a way for the Institute to integrate selected information from the Performance Frameworks into a unified display. It aims to serve as a snapshot of overall school performance from year-to-year. This single rating will be based upon the output from the Performance Calculator, which utilizes all measures and metrics contained in the Academic Performance Frameworks and is aligned with the CDE SPF calculations where possible.</p> <p>However, in some circumstances, this overall rating may be modified by information or outcomes collected via the Financial and/or Organizational Performance Frameworks, as set forth in the CSI Accreditation Policy. As reflected in the Dashboard, if a school fails to maintain an unrestricted positive fund balance, honoring TABOR, -OR- if a school is placed into Level 2 on the CSI Ladder of Compliance and has not made reasonable efforts to rectify the concerns, staff may recommend to the CSI Board that the school’s Accreditation rating be lowered to Priority Improvement.</p>
<input type="checkbox"/> Accreditation	<p>Each school’s accreditation rating will be determined annually by the CSI Board based on a recommendation from CDE through the School Performance Framework report, and in conjunction with the CSI Dashboard rating. Schools will receive a single rating, or plan type, which will translate into their Unified Improvement Planning requirements, as well as relevant state or federal sanctions.</p>

CSI Performance Frameworks

Quality Indicators and Performance Measures	
Quality Indicator: Academic Performance	
1. Academic Achievement	
1a.	Are students achieving proficiency on the state examinations in reading, math, writing, and science?
1b.	Are student proficiency levels higher than in previous years?
1c.	Are students performing well on state examinations in comparison to other schools in their geographic district?
1d.	Are students performing well on state examinations in comparison to similar schools statewide?
2. Academic Growth	
2a.	Are students making sufficient annual growth?
2b.	Is the percentage of students making adequate levels of growth higher than in previous years?
2c.	Is student growth high on state examinations in comparison to other schools in their geographic district?
2d.	Is student growth high on state examinations in comparison to similar schools statewide?
3. Growth Gaps	
3a.	Are subgroup populations outperforming the state average for the same subgroup on proficiency?
3b.	Are subgroup populations outperforming the state median on student growth?
4. Postsecondary and Workforce Readiness (PSWR) – For High Schools Only	
4a.	Is the school's composite ACT score at or above the state average?
4b.	Are students graduating high school?
4c.	Is the school's dropout rate at or below the state average?
5. Mission-Specific Measures	
5a.	For any mission-specific measures not yet approved by CSI that you wish to incorporate in your school's overall evaluation, please complete and submit a Mission-Specific Measures Addendum for each measure for consideration by CSI.
Quality Indicator: Financial Performance	
1. Near Term Measures	
1a.	Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities
1b.	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)
1c.	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget
1d.	Are students performing well on state examinations in comparison to similar schools statewide?
1e.	General Fund Balance Ratio: Total Fund Balance (including unrestricted funds and (or real property) restricted for emergencies) divided by State Per Pupil Revenue (PPR)
2. Sustainability Measures	
2a.	Total Margin: Net Income divided by Total Revenue and Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues
2b.	Debt to Asset Ratio: Total Liabilities divided by Total Assets
2c.	Cash Flow
2d.	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)
Quality Indicator: Organizational Performance	
1. Students and the Education Program	
1a.	Is the school implementing the essential terms of the education program as defined in the current charter agreement?
1b.	Is the school complying with applicable state education requirements, unless waived?
1c.	Is the school protecting the rights of all students?
2. Governance and Financial Management	
2a.	Is the school complying with governance requirements?
2b.	Is the school meeting financial reporting and compliance requirements, including Generally Accepted Accounting Principles?
3. Health, Safety, And The School Environment	
3a.	Is the school complying with health, safety, and facilities requirements?
3b.	Is the school handling information appropriately?
3c.	Is the school complying with employment law and credentialing requirements?
4. Additional Obligations	
4a.	Is the school identified for a corrective action plan within one of the following programs Exceptional Student Programs On-Site Monitoring Process (OMP) Federal Title Programs Federal Child Nutrition Program

2013-14 School Overview

Early College of Arvada

ADDRESS :

4905 W. 60th Ave.
Arvada, CO 80001

YEAR OPENED :

2008

GRADES SERVED :

6-12

ENROLLMENT :

Early College

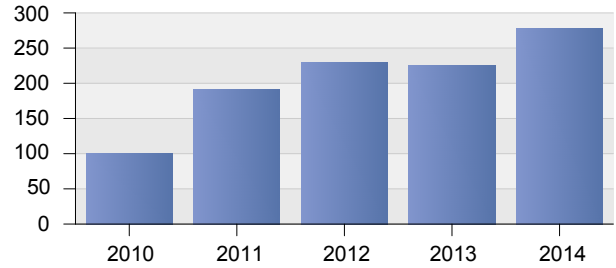
RENEWAL YEAR :

2015-2016

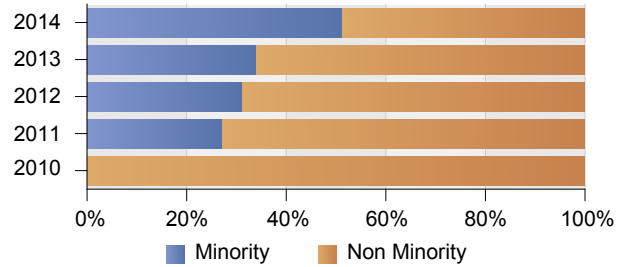
MISSION :

The mission of Early College of Arvada is to provide students with a path to success in higher education and in society by creating an individualized, supportive, and engaging environment for students, parents and staff. Early College of Arvada students will earn both a high school diploma and up to 59 college credits.

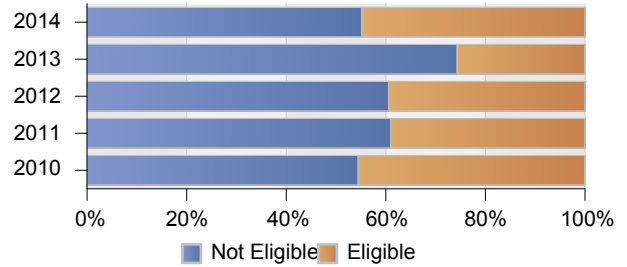
Enrollment Over Time



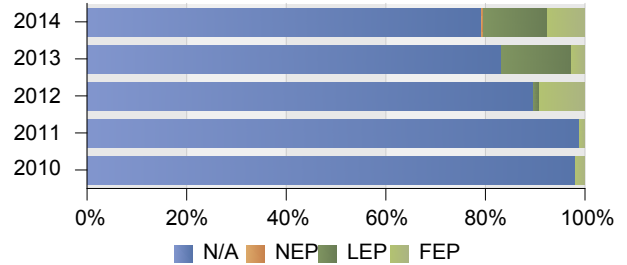
Ethnicity



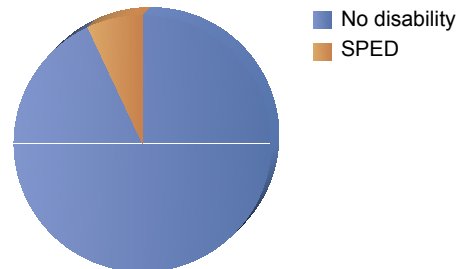
Lunch Eligibility



Language Proficiency



Students with Disabilities



School Description & Improvement Planning Process

Please add any additional information about your school setting to set the context for readers here. Describe the general process used at the school for engaging in data analysis, including a review of current performance, trend analysis, priority performance challenges, and root cause analysis. Please include how your SAC was involved in the improvement planning process at your school.

Growth Over Time

Is the school making adequate levels of growth higher than in previous years the state examinations (CSAP, TCAP)?

Reading		2009-10				2010-11				2011-12				2012-13				2013-14			
		N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?
Middle School	06				No	27	27.5	28	No	*	*	*	*	*	*	*	*	22	27.5	62	No
	07				No	*	*	*	*	42	23	29	No	30	30	36	No	34	44	44.5	No
	08				No	24	27.5	39	No	29	43	42	Yes	41	46	30	Yes	38	45	35	Yes
	Summary				No	69	32	34	No	88	33	31	Yes	88	39	34	Yes	94	44	43.5	Yes
High School	09	33	58	26	Yes	30	45	22	Yes	49	46.5	20.5	Yes	39	42.5	22	Yes	45	64	50	Yes
	10	36	50	6	Yes	36	54.5	5	Yes	34	43	8	Yes	42	68	10	Yes	39	53	26	Yes
	Summary	69	51.5	16	Yes	66	48	11.5	Yes	83	45	14	Yes	81	57	15	Yes	84	57.5	43	Yes
Summary		69	51.5	16	Yes	135	38	25	Yes	171	39	27	Yes	169	47.5	25	Yes	178	47.5	43.5	Yes

* Sample size of N is < 20

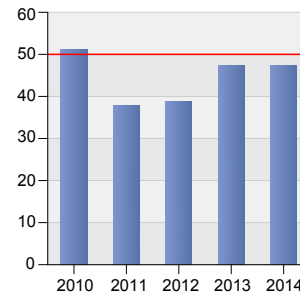
Growth by Subgroup Over Time

Are subgroups making adequate levels of growth higher than in previous years the state assessment?

	2010		2011		2012		2013		2014	
	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP
F/R Lunch	60	16	37	38	43	40	44	24	47	50
Minority	52	16	37	34	37	40	48	36	45	51
IEP	80	72	51	90	44	77	50	41	50	87
ELL	59	99	27	92	44	81	49	56	48	68
Gifted Talented	12	1	48	11	29	11	50	6	44	8
Catch Up	71	49	74	53	74	53	90	78	83	61
Schoolwide	52	16	38	25	39	27	48	25	48	44

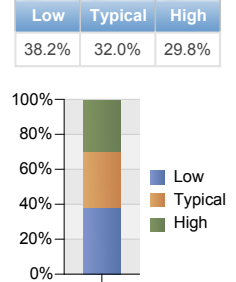
Median Growth

Are students outperforming the state median on growth?



Levels of Growth

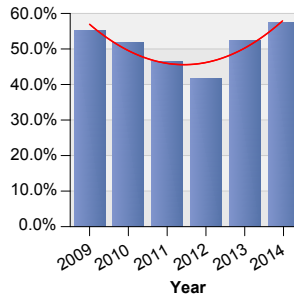
What levels of growth are students making on the state assessment (TCAP)?



Adequate Growth

Are students making adequate levels of growth higher than in previous years the state assessment?

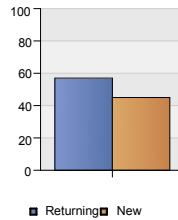
		% Students (Adequate Growth)					
		2009	2010	2011	2012	2013	2014
Middle School	06			40.7%	11.8%	52.9%	36.4%
	07			38.9%	38.1%	40.0%	47.1%
	08			37.5%	37.9%	51.2%	71.1%
	Summary			39.1%	33.0%	47.7%	54.3%
High School	09	60.7%	45.5%	43.3%	51.0%	43.6%	66.7%
	10	50.0%	58.3%	63.9%	52.9%	71.4%	56.4%
	Summary	55.6%	52.2%	54.5%	51.8%	58.0%	61.9%
Summary		55.6%	52.2%	46.7%	42.1%	52.7%	57.9%



Growth by Enrollment Duration

Does enrollment duration (i.e. new versus returning students) affect on growth?

	2014 Growth by Continuous Enrollment (MGP/AGP)			
	Returning		New	
	MGP	AGP	MGP	AGP
High	66	33	53	50
Middle	48	43	42	44



Reading - School Observation

Growth Over Time

Is the school making adequate levels of growth higher than in previous years the state examinations (CSAP, TCAP)?

Reading		2009-10				2010-11				2011-12				2012-13				2013-14			
		N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?
Middle School	06				No	27	15.5	67.5	No	*	*	*	*	*	*	*	*	22	8	79	No
	07				No	*	*	*	*	42	21	80	No	30	37	87	No	34	35.5	80	No
	08				No	24	28.5	80.5	No	29	25	91	No	41	44	85	No	38	41.5	91.5	No
	Summary				No	69	22	73	No	88	22	80	No	88	37	83	No	94	32	81	No
High School	09	33	46	89	No	30	55.5	89.5	No	49	37	95	No	39	45.5	88	No	45	55	98	No
	10	36	50	93	No	36	44	92	No	34	27.5	96	No	42	55	99	No	39	58	99	No
	Summary	69	48	91.5	No	66	47	90.5	No	83	31	95	No	81	52	90	No	84	57	99	No
Summary		69	48	91.5	No	135	35	76	No	171	26.5	82	No	169	44	86.5	No	178	42	96	No

* Sample size of N is < 20

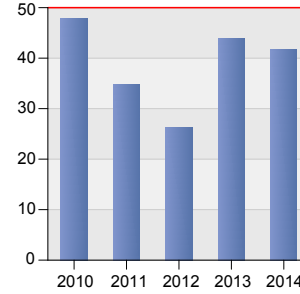
Growth by Subgroup Over Time

Are subgroups making adequate levels of growth higher than in previous years the state examinations (CSAP, TCAP)?

	2010		2011		2012		2013		2014	
	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP
F/R Lunch	52	94	24	85	32	91	40	95	33	97
Minority	48	93	31	81	18	84	33	90	41	97
IEP	66	99	33	99	44	99	32	91	31	99
ELL	6	99	56	99	26	96	34	91	36	97
Gifted Talented	80	4	50	35	40	42	62	41	57	40
Catch Up	94	92	78	74	84	82	88	86	79	72
Schoolwide	48	92	35	76	26	82	44	86	42	96

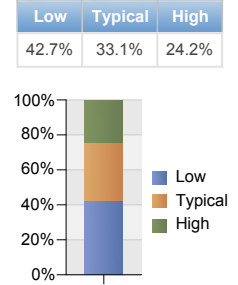
Median Growth

Are students outperforming the state median on growth?



Levels of Growth

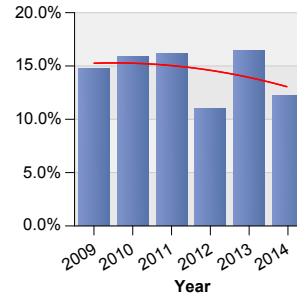
What levels of growth are students making on the state assessment (TCAP)?



Adequate Growth

Are students making adequate levels of growth higher than in previous years the state assessment?

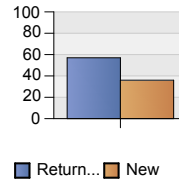
		% Students (Adequate Growth)						
		2009	2010	2011	2012	2013	2014	
Middle School	06			7.4%	5.9%	23.5%	9.1%	
	07			33.3%	9.5%	10.0%	11.8%	
	08			12.5%	13.8%	14.6%	15.8%	
	Summary			15.9%	10.2%	14.8%	12.8%	
High School	09	7.1%	9.1%	20.0%	10.2%	15.4%	11.1%	
	10	23.1%	22.2%	13.9%	14.7%	21.4%	12.8%	
	Summary	14.8%	15.9%	16.7%	12.0%	18.5%	11.9%	
Summary		14.8%	15.9%	16.3%	11.1%	16.6%	12.4%	



Growth by Enrollment Duration

Does enrollment duration (i.e. new versus returning students) affect on growth?

	2014 Growth by Continuous Enrollment (MGP/AGP)			
	Returning		New	
	MGP	AGP	MGP	AGP
High	58	99	54	99
Middle	50	96	31	81



Math - School Observation

Growth Over Time

Is the school making adequate levels of growth higher than in previous years the state examinations (CSAP, TCAP)?

Reading	2009-10				2010-11				2011-12				2012-13				2013-14				
	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	N	MGP %	AGP %	Made Adequate?	
Middle School	06			No	27	38.5	35.5	Yes	*	*	*	*	*	*	*	*	21	20	74	No	
	07			No	*	*	*	*	42	38	51	No	30	43	57	No	34	45.5	63	No	
	08			No	24	33.5	58	No	29	33	67	No	41	36	47	No	37	44	60	No	
	Summary			No	69	32	46	No	88	35	56	No	88	37	52	No	92	40.5	63	No	
High School	09	33	54	65	No	30	50	50	Yes	49	54.5	46.5	Yes	39	52	61.5	No	45	67	72	No
	10	36	45	55	No	36	52	39	Yes	34	38	50	No	42	55	47	Yes	39	50	76	No
	Summary	69	49.5	57	No	66	50	41.5	Yes	83	43	47	No	81	55	56	No	84	60.5	73	No
Summary	69	49.5	57	No	135	42	43	No	171	42	52.5	No	169	45.5	54	No	176	49	65	No	

* Sample size of N is < 20

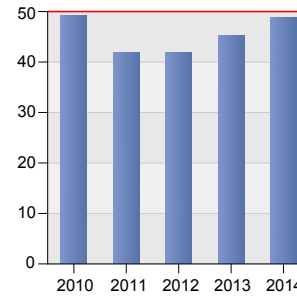
Growth by Subgroup Over Time

Are subgroups making adequate levels of growth higher than in previous years the state examinations (CSAP, TCAP)?

	2010		2011		2012		2013		2014	
	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP
F/R Lunch	44	62	35	49	39	67	42	61	48	70
Minority	47	62	40	55	46	67	40	58	49	68
IEP	76	94	70	95	30	90	69	82	73	96
ELL	19	99	50	96	42	86	46	73	46	84
Gifted Talented	25	4	30	27	38	19	47	21	52	24
Catch Up	82	58	86	71	87	66	83	66	89	74
Schoolwide	50	57	42	43	42	52	46	54	49	65

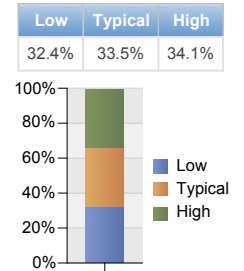
Median Growth

Are subgroups making adequate levels of growth higher than in previous years the state assessment?



Levels of Growth

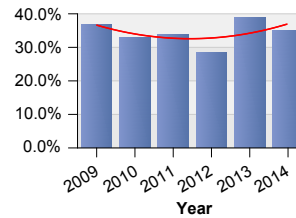
What levels of growth are students making on the state assessment (TCAP)?



Adequate Growth

Are students making adequate levels of growth higher than in previous years the state assessment?

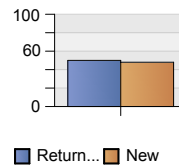
		% Students (Adequate Growth)					
		2009	2010	2011	2012	2013	2014
Middle School	06			33.3%	0.0%	35.3%	14.3%
	07			16.7%	35.7%	26.7%	32.4%
	08			29.2%	17.2%	39.0%	37.8%
	Summary			27.5%	22.7%	34.1%	30.4%
High School	09	32.1%	27.3%	36.7%	40.8%	38.5%	42.2%
	10	42.3%	38.9%	44.4%	26.5%	50.0%	38.5%
	Summary	37.0%	33.3%	40.9%	34.9%	44.4%	40.5%
Summary		37.0%	33.3%	34.1%	28.7%	39.1%	35.2%



Growth by Enrollment Duration

Does enrollment duration (i.e. new versus returning students) affect on growth?

	2014 Growth by Continuous Enrollment (MGP/AGP)			
	Returning		New	
	MGP	AGP	MGP	AGP
High	50	60	67	80
Middle	41	61	40	63



Writing - School Observation

ACT

How are students performing against college readiness benchmarks on the Colorado ACT?

Graduation Rate

How does the school's graduation rate compare to the state expectation of 80% or higher?

	2013
GRAD BEST GR	83.3
GRAD BEST YR	5

Dropout Rate

How does the school's dropout rate compare to the state expectation of 3.6% or below?

	2013
Dropout Rate	0.5

Postsecondary and Workforce Readiness - School Observations

Interim Assessments

Interim Assessments - School Observations

Prior and Future Year Targets

This chart records the analysis of progress made towards the performance targets set in the 2013-2014 UIP. This chart records the 1- and 2-year performance targets for the 2014-2015 and 2016-2016 school year and the interim measures used for progress monitoring towards achievement of these targets. At a minimum, schools are required to set performance targets for each of the performance indicators (Achievement, Growth, Growth Gaps, Postsecondary and Workforce Readiness) where state expectations are not met.

CSI Recommended Targets: The target methodology used to develop CSI Recommended Targets incorporates historical trends in order to determine aggressive and realistic targets: 2014-2015 = mean growth over time + 1/2 standard deviation; 2015-2016 = mean growth over time plus 1 standard deviation

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Finance - School Observations

Organizational Performance

1. Students and the Education Program	2011-12	2012-13	2013-14
Is the school implementing the essential terms of the education program as defined in the current charter agreement?	Meets	Meets	Meets
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			
Is the school complying with applicable state education requirements, unless waived?	Meets	Meets	Meets
<ul style="list-style-type: none"> • 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 			
Is the school protecting the rights of all students?	Meets	Meets	Meets
Protecting student rights pursuant to: <ul style="list-style-type: none"> • 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 			

2. Governance and Financial Management	2011-12	2012-13	2013-14
Is the school complying with governance requirements?	Approaching	Meets	Meets
<ul style="list-style-type: none"> • 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 • Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable. 			
Is the school meeting financial reporting and compliance requirements, including Generally Accepted Accounting Principles?	Meets	Meets	Meets
<ul style="list-style-type: none"> • 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 			

Organizational Performance

3. Health, Safety, and the School Environment	2011-12	2012-13	2013-14
Is the school complying with health, safety, and facilities requirements?	Approaching	Approaching	Meets
<ul style="list-style-type: none"> • Up to date fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation safety requirements, if applicable • Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68 • Compliance with food services requirements, if applicable • Up to date emergency response plan, including compliance with NIMS requirements 			
Is the school handling information appropriately?	Meets	Meets	Meets
<ul style="list-style-type: none"> • Maintaining the security of and provide access to student records under the Family 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 			
Is the school complying with employment law and credentialing requirements?	Meets	Meets	Meets
<ul style="list-style-type: none"> • Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification requirements, unless waived • Performing background checks of all applicable individuals • Complying with state employment requirements 			

4. Additional Obligations	2011-12	2012-13	2013-14
Is the school identified for a corrective action plan within one of the following programs?			
• Exceptional Student Programs On-Site Monitoring Process (OMP)		Meets	Meets
• Federal Title Programs		Meets	Meets
• Federal Child Nutrition Program(s)		Meets	Approaching

CSI Observations

Organization: School Observations

Improvement Strategy & Action Planning

Based on the data trends identified in the CSI and school level data narratives, the following Priority Performance Challenge, Root Cause, Improvement Strategy, and Action Plan were developed. The Root Cause is aimed at identifying the main cause of the Priority Performance Challenge. The Improvement Strategy is aimed at addressing the Root Cause. The Action Plan details steps to implement the Improvement Strategy.

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Title I Schoolwide Program Addenda

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

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School Turnaround Addenda

Achievement Comparison Middle

School	%P/A READ	RANK
COMMUNITY LEADERSHIP ACADEMY	74.17	1
EARLY COLLEGE OF ARVADA	56.82	2
ADAMS CITY MIDDLE SCHOOL	47.73	3
KEARNEY MIDDLE SCHOOL	46.01	4

School	%P/A WRITE	RANK
COMMUNITY LEADERSHIP ACADEMY	73.15	1
EARLY COLLEGE OF ARVADA	51.14	2
ADAMS CITY MIDDLE SCHOOL	39.35	3
KEARNEY MIDDLE SCHOOL	38.23	4

School	%P/A MATH	RANK
COMMUNITY LEADERSHIP ACADEMY	69.08	1
KEARNEY MIDDLE SCHOOL	37.45	2
ADAMS CITY MIDDLE SCHOOL	34.75	3
EARLY COLLEGE OF ARVADA	23.86	4

District	%P/A READ
ADAMS COUNTY 14	46.85

District	%P/A WRITE
ADAMS COUNTY 14	38.71

District	%P/A MATH
ADAMS COUNTY 14	36.01

Achievement Comparison High

School	%P/A READ	RANK
EARLY COLLEGE OF ARVADA	69.62	1
ADAMS CITY HIGH SCHOOL	43.55	2

School	%P/A WRITE	RANK
EARLY COLLEGE OF ARVADA	58.23	1
ADAMS CITY HIGH SCHOOL	26.57	2

School	%P/A MATH	RANK
EARLY COLLEGE OF ARVADA	22.5	1
ADAMS CITY HIGH SCHOOL	13.7	2

District	%P/A READ
ADAMS COUNTY 14	43.24

District	%P/A WRITE
ADAMS COUNTY 14	26.44

District	%P/A MATH
ADAMS COUNTY 14	13.57



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