



ANNUAL PERFORMANCE REPORT

2015-2016



COLORADO
CHARTER SCHOOL INSTITUTE

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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CSI Annual Review of Schools (CARS) Summary

CSI's Annual Review of Schools (CARS) is a system to evaluate a school's annual performance and ultimately leads to the determination of a school's accreditation rating. The CARS evaluation system evaluates schools against Performance Frameworks in academics, finance, and organization. This evaluation is detailed in the Annual Performance Report (APR) and summarized briefly in the accreditation dashboard.

CSI Performance Frameworks

CSI Performance Frameworks exist for Academics, Finance, and Organization. They cover the primary areas of performance and compliance, detailing the measures and metrics by which CSI holds schools accountable. The CSI Performance Frameworks serve as a guide for schools

Annual Performance Reports (APRs)

The Annual Performance Report summarizes the school's cumulative performance data and compliance information collected in line with the CSI Performance Frameworks. These quantitative and qualitative analyses 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.

CARS Accreditation Rating

Each school's accreditation rating will be determined annually by the CSI Board based on a recommendation from CDE through the School Performance Framework (SPF) report, and in conjunction with the CARS accreditation rating determined by key indicators within the CSI Performance Frameworks.

The 2016 CARS Accreditation rating will be primarily be based upon the academic data provided by the state through the School Performance Framework (SPF) report. However, any schools that do not meet TABOR or have a negative, unrestricted fund balance as well as any schools that have more than four Notices of Concern in a school year may have their accreditation rating dropped to Priority Improvement.

How to Use the Annual Performance Report (APR)

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 PD, for example, are important in your internal evaluations and root cause analyses, 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. 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 the Institute on a yearly basis and presented to each school in **November**. As this is the preliminary draft, please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions that you simply disagree with), please contact the appropriate director:

Academic Performance: Ryan Marks

Financial Performance: Ginger Lusty

Organizational Performance: Clare Vickland –State / Federal Programs | Trish Krajniak—Compliance Monitoring

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 November 21st**.

Once all data have been reviewed (and where applicable incorporated into the report), the Institute will send each school a final report in **December**. 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, 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 Performance Frameworks

ACADEMIC PERFORMANCE FRAMEWORKS	
1. Academic Achievement	
a.	Are students achieving proficiency on state examinations in reading, math, writing, and science?
b.	Are student proficiency levels higher than in previous years?
c.	Are students performing well on state examinations in comparison to other schools in their geographic home district?
d.	Are students performing well on state examinations in comparison to other similar schools statewide?
2. Academic Growth	
a.	Are students making sufficient annual growth?
b.	Is the percentage of students making adequate levels of growth higher than in previous years?
c.	Is student growth high on state examinations in comparison to other schools in their geographic home district?
d.	Is student growth high on state examinations in comparison to similar schools statewide?
3. Academic Gaps	
a.	Are subgroup populations outperforming the state average for the same subgroup on proficiency?
b.	Are subgroup populations outperforming the state average on student growth?
4. Postsecondary Readiness (required for high schools only)	
a.	Is the school's composite ACT score at or above the state average?
b.	Are students graduating high school?
c.	Is the school's dropout rate at or below the state average?
FINANCIAL PERFORMANCE FRAMEWORKS	
1. Near Term Measures	
a.	Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities
b.	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)
c.	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget
d.	Default
e.	General Fund Balance Ratio: Total Fund Balance (including unrestricted funds and funds (or real property) restricted for emergencies) divided by State Per Pupil Revenue (PPR) –meet TABOR
2. Sustainability Measures	
a.	Total Margin: Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues
b.	Debt to Asset Ratio: Total Liabilities divided by Total Assets
c.	Cash Flow
d.	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)
ORGANIZATIONAL PERFORMANCE FRAMEWORKS	
1. Students and the Education Program	
a.	Is the school implementing the essential terms of the education program as defined in the current charter agreement?
b.	Is the school complying with applicable state education requirements, unless waived?
c.	Is the school protecting the rights of all students?
2. Governance and Financial Management	
a.	Is the school complying with governance requirements?
b.	Is the school meeting financial reporting and compliance requirements, including Generally Accepted Accounting Principles?
3. Health, Safety, and the School Environment	
a.	Is the school complying with health, safety, and facilities requirements?
b.	Is the school handling information appropriately?
c.	Is the school complying with employment law and credentialing requirements?
4. Additional Obligations	
a.	Is the school complying with all other obligations?

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Frameworks serve to hold schools accountable for performance on the same, single set of indicators. The CSI frameworks build 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, 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.

The 2016 CARS Accreditation rating will be primarily be based upon the Academic data provided by the state through the School Performance Framework (SPF) report. However, any schools that do not meet TABOR or have a negative, unrestricted fund balance (Finance) as well as any schools that have more than four Notices of Concern (Organization) may have their accreditation rating dropped to Priority Improvement.

Framework	Rating
Academics	Priority Improvement Plan: Low Participation
Finance	Meets
Organizational	Meets
Overall Rating	Improvement*

*The school engaged in the Request to Reconsider process to through the Colorado Department of Education to adjust this rating. The preliminary rating of Priority Improvement was adjusted based on the academic data provided to the Department during the process and a final rating of Improvement was provided to the school.

Participation

Schools with low participation will have a descriptor added to their plan type. This supplement is included in the report if the school had a participation descriptor added to the State School Performance Framework (SPF)



LOW PARTICIPATION will be added to ratings for schools and districts 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/district 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 used for this descriptor. According to a State Board of Education motion, schools and districts will not be held liable for parental excusals.



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	215	186	86.5%	20	95.4%	Meets 95%
Math	215	186	86.5%	20	95.4%	Meets 95%
Science	77	47	61.0%	0	61.0%	Does Not Meet 95%
COACT	36	36	100.0%	0	100.0%	Meets 95%

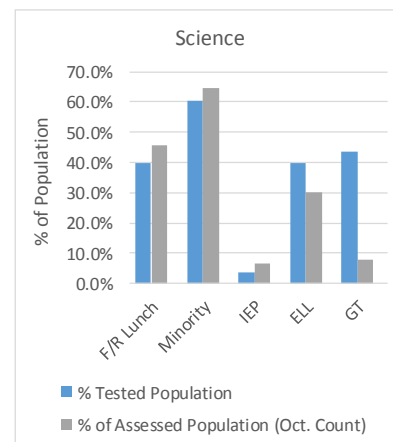
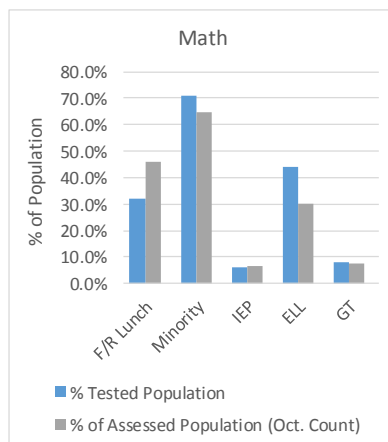
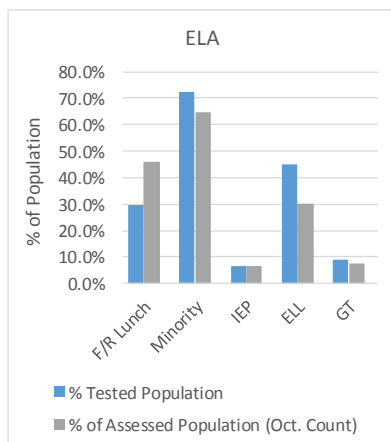
(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.
 (*) A rating with Low Participation indicates that the Participation Rate or Accountability Participation Rate for the school falls below 95% in more than one content area.
 (**) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
 (***) The Accountability Participation Rate differs from the Participation Rate in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

School Participation Rates by Subgroup

Participation Rate Comparison

Are the different subgroups in the school being represented appropriately in the participation rate?

	Participation Rate					
	ELA		MATH		SCIENCE	
	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)
F/R Lunch	29.6%	45.8%	32.0%	45.8%	39.8%	45.8%
Minority	72.6%	64.7%	70.7%	64.7%	60.2%	64.7%
IEP	6.5%	6.4%	5.9%	6.4%	3.6%	6.4%
ELL	45.2%	30.1%	44.1%	30.1%	39.8%	30.1%
GT	9.1%	7.7%	8.1%	7.7%	43.4%	7.7%



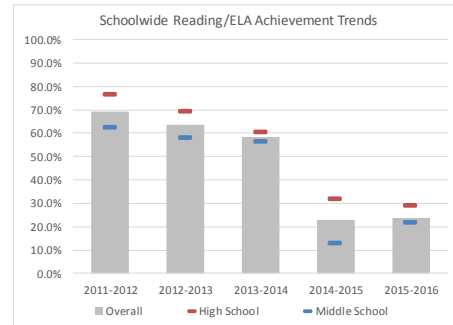
Academic Performance

Reading Achievement

Proficiency Over Time

Are students achieving proficiency over time on the state examinations (CSAP/TCAP & CMAS/PARCC)?

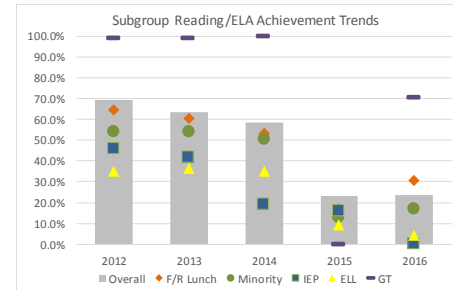
Achievement on the State Assessment over Time in Reading/ELA										
Grade/Level	CSAP/TCAP (Reading)						CMAS/PARCC (Reading Subscore)			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	P/A%	N	P/A%	N	P/A%	N	M/E%	N	M/E%
3										
4										
5										
Elementary School										
6	17	52.9%	17	70.6%	22	40.9%	38	13.2%	53	17.0%
7	42	66.7%	30	53.3%	34	52.9%	26	7.7%	57	19.3%
8	29	62.1%	41	56.1%	38	68.4%	42	16.7%	35	34.3%
Middle School	88	62.5%	88	58.0%	94	56.4%	106	13.2%	145	22.1%
9	49	73.5%	38	55.3%	45	60.0%	48	25.0%	41	29.27%
10	33	81.8%	41	82.9%	39	61.5%	41	31.7%		
11							27	44.4%		
High School	82	76.8%	79	69.6%	84	60.7%	116	31.9%	41	29.3%
Overall	170	69.4%	167	63.5%	178	58.4%	222	23.0%	186	23.7%



Proficiency by Subgroup Over Time

Are subgroups achieving proficiency over time on the state examinations (CSAP/TCAP & CMAS PARCC)?

Subgroup Proficiency Over Time					
Student Subgroup	TCAP Reading P/A%			CMAS/PARCC ELA M/E%	
	2012	2013	2014	2015	2016
F/R Lunch	64.5%	60.4%	52.9%	16.7%	30.2%
Minority	53.9%	53.8%	50.5%	12.7%	17.0%
IEP	45.5%	41.7%	18.8%	15.8%	n<16
ELL	35.0%	36.1%	34.9%	9.1%	4.1%
GT	98.8%	98.8%	100.0%	n<16	70.6%
Catch-Up	18.6%	14.9%	24.4%	N/A	N/A
Schoolwide	69.4%	63.5%	58.4%	23.0%	23.7%



Maintenance of Proficiency*

Are students who were characterized by the state as Keeping Up (being Proficient or Advanced in the prior year) maintaining their proficiency?

Maintenance of Proficiency				
Prior Year Proficiency	Non-Proficient		Proficient	
	n	%	n	%
41	24	59%	17	41%

*For the CMAS/PARCC assessment, Proficient and Advanced are defined as Performance Levels 4 and 5

Mobility of Proficiency*

Are students who were characterized by the state as Catching Up (being Unsatisfactory or Partially Proficient in the prior year) moving towards

Mobility of Proficiency				
	Non-Proficient		Proficient	
	n	%	n	%
125	113	90%	12	10%

*For the CMAS/PARCC assessment, Catching Up is defined as Performance Levels 1, 2, and 3

Proficiency by Enrollment Duration

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

Proficiency by Enrollment Duration				
Level	Returning		New	
	%M/E	MSS	%M/E	MSS
Middle	22.60%	712	21.70%	716
High	33.30%	731	23.50%	719
Overall	26.00%	718	22.00%	716

Reading Achievement Narrative

Overall, the middle school does not meet expectations and the high school is approaching expectations in English Language Arts. Both the middle school and the high school produced scores higher than the geographic district. There was an increase in performance overall and in both the middle school and high school (9th grade only) from 2014-15 to 2015-16. While performance across assessments cannot be compared, trends across assessment can be compared. The school demonstrated a longitudinal decline under the TCAP assessment overall and at each level and that trend appears to have been reversed under the CMAS/PARCC assessment. Schoolwide, the largest variation in scores can be attributed to language proficiency, with students identified as English Language Learners performing significantly below their classmates (p<.01). This disparity is significant at both the middle school (p<.001) but not at the high school (p=.07) indicating that the schoolwide disparity is moderated by level. Similar effects are seen for students eligible for free or reduced price lunch but the disparity in performance between levels is larger. At the high school level, students eligible for free or reduced price lunch produced higher scores than those not eligible while there is a significant disparity in performance between groups at the middle school level. It should be noted that there is overlapping variance between subgroups (English Learners, students eligible for free or reduced price lunch, and minority) but multivariate analyses reveal a disparity between EL students and their classmates that is distinctly significant (p<.01) and students identified as English Learners not eligible for free or reduced lunch produced scores below their classmates. Other multivariate analyses show similar results with other overlapping groups. The school has struggled to maintain student proficiency and 59% of students that met expectations in 2014-15 did not meet expectations in 2015-16. Additionally, the school was able to move 10% of the students that had not met expectations in 2014-15 into proficiency in 2015-16. An analysis of student achievement by duration of enrollment reveals that there is a statistically significant disparity in performance at the high school level (p<.001) between new students to school and returning students but not overall or at the middle school level.

Reading Growth

Growth Over Time

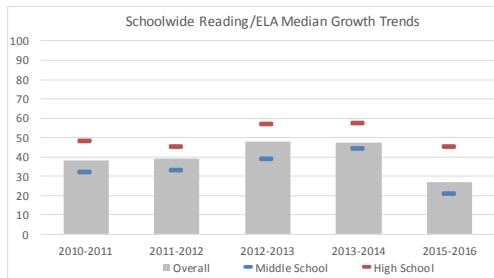
Is the school making adequate* levels of growth higher than in previous years the state examinations (CSAP/TCAP & CMAS/PARCC)?

Grade	Growth on the State Assessment over Time in Reading/ELA																		
	CSAP/TCAP (Reading)																CMAS/PARCC (ELA)		
	2010-2011				2011-2012				2012-2013				2013-2014				2015-2016		
	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	
4																			
5																			
Elementary School																			
6	23	27	26	Yes	13	33	40	No	17	41	50	No	22	27.5	62	No	46	12	
7	15	41	41	Yes	39	23	29	No	25	30	36	No	34	44	44.5	No	51	45	
8	22	28	39	No	21	43	42	Yes	35	46	30	Yes	38	45	35	Yes	30	26	
Middle School	60	32	34	No	73	33	31	Yes	77	39	34	Yes	94	44	43.5	Yes	127	21	
9	22	45	22	Yes	38	47	21	Yes	30	43	22	Yes	45	64	50	Yes	32	45	
10	28	55	5	Yes	23	43	8	Yes	35	68	10	Yes	39	53	26	Yes			
High School	50	48	12	Yes	61	45	14	Yes	65	57	15	Yes	84	57.5	43	Yes	32	45	
Overall	110	38	25	Yes	134	39	27	Yes	142	48	25	Yes	178	47.5	43.5	Yes	159	27	

*adequate growth was reported for CSAP/TCAP but is not reported for CMAS/PARCC

Median Growth

Are students outperforming the state median on growth?



Levels of Growth

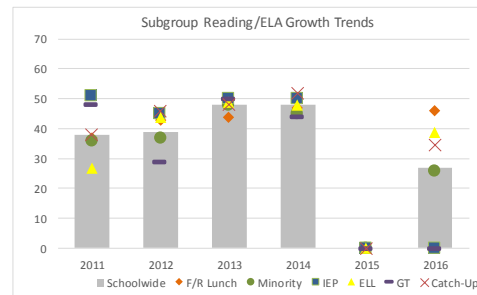
What levels of growth are students making on the state assessment (PARCC/CMAS)?

Levels of Growth	
Growth Category	% of Students
Low (below 35)	56.0%
Typical (35-65)	21.7%
High (above 65)	22.3%

Growth by Subgroup Over Time

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

Student Subgroup	Subgroup Growth Over Time (MGP/AGP)								CMAS ELA	
	CSAP/TCAP Reading MGP/AGP								2015	2016
	2011		2012		2013		2014			
F/R Lunch	37	39	43	40	44	24	47	50	N/A	46
Minority	36	34	37	40	48	36	45	51	N/A	26
IEP	51	90	45	77	50	41	50	87	N/A	n<20
ELL	27	92	44	81	49	57	48	64	N/A	39
GT	48	11	29	11	50	6	44	8	N/A	n<20
Catch-Up	38	63	46	68	48	74	52	74	N/A	34.5
Schoolwide	38	25	39	27	48	25	48	44	N/A	27



Adequate Growth**

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

**Adequate growth was not reported for the 2015-2016 school year and is not included as a CDE or CSI measure

Growth by Enrollment Duration

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

Level	Growth by Enrollment Duration			
	Returning		New	
	%MGP>50	MGP	%MGP>50	MGP
Middle	47.10%	46	12.30%	17
High	57.10%	62	n<20	n<20
Overall	50.00%	52.5	13.80%	17.5

Reading Growth Narrative

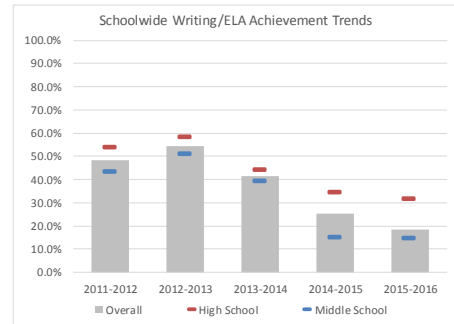
Overall, the middle school does not meet ELA growth expectations and produced growth scores below the geographic district. The high school is approaching expectations and produced growth scores below the geographic district. Median growth percentiles can be compared across assessments and there was a decline in growth at all levels from 2013-14 to 2015-16 which reverses a longitudinal upward trend. Additionally, the levels of growth produced at all levels falls below what the state categorizes as one year's growth in one year's time suggesting that students are not making enough growth to maintain or attain proficiency. Additionally, 56% of students schoolwide produced growth categorized as low growth and 70.5% of students school wide are not making one year's growth in one year's time (MGP>50). However, it should be noted that students eligible for free or reduced price lunch and English Learners are producing levels of growth greater than students not in those groups and that this is present at all levels. These growth results suggest the school will continue to see students fall below expectations if current growth rates continue. An analysis of student growth by duration of enrollment reveals that there is a statistically significant disparity in performance between returning students to the high school and returning students at the middle school level (p<.01). Importantly, students in the high school who are returning produced much higher levels of growth and growth that exceeds one year's growth in one year's time. There was also a statistically significant disparity in performance between new students to the middle school and returning students (p=.02) with returning students producing higher levels of growth.

Writing Achievement

Proficiency Over Time

Are students achieving proficiency over time on the state examinations (CSAP/TCAP & CMAS/PARCC)?

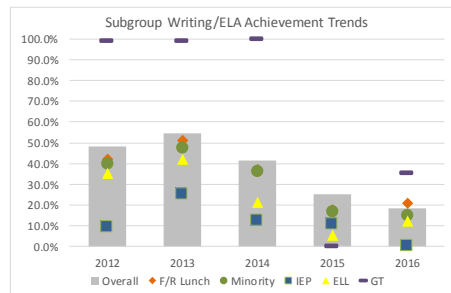
Achievement on the State Assessment over Time in Writing/ELA										
Grade/Level	CSAP/TCAP (Writing)						CMAS/PARCC (Writing Subscore)			
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	P/A%	N	P/A%	N	P/A%	N	M/E%	N	M/E%
3										
4										
5										
Elementary School										
6	17	23.5%	17	52.9%	21	19.0%	38	15.8%	53	5.7%
7	42	57.1%	30	50.0%	34	44.1%	26	11.5%	57	21.1%
8	29	34.5%	41	51.2%	37	45.9%	42	16.7%	35	17.1%
Middle School	88	43.2%	88	51.1%	92	39.1%	106	15.1%	145	14.5%
9	49	57.1%	38	55.3%	45	46.7%	48	18.8%	41	31.71%
10	33	48.5%	41	61.0%	39	41.00%	41	41.5%		
11							27	51.9%		
High School	82	53.7%	79	58.2%	84	44.0%	116	34.5%	41	31.7%
Overall	170	48.2%	167	54.5%	176	41.5%	222	25.2%	186	18.3%



Proficiency by Subgroup Over Time

Are subgroups achieving proficiency over time on the state examinations (CSAP/TCAP & CMAS PARCC)?

Subgroup Proficiency Over Time					
Student Subgroup	TCAP Writing P/A%			CMAS/PARCC ELA M/E%	
	2012	2013	2014	2015	2016
F/R Lunch	42.1%	50.9%	36.9%	17.5%	20.8%
Minority	39.5%	47.3%	36.2%	16.7%	14.8%
IEP	9.1%	25.0%	12.5%	10.5%	n<16
ELL	35.0%	41.7%	20.9%	5.5%	12.2%
GT	98.8%	98.8%	100.0%	n<16	35.3%
Catch-Up	11.7%	21.1%	15.8%	N/A	N/A
Schoolwide	48.2%	54.5%	41.5%	25.2%	18.3%



Maintenance of Proficiency*

Are students who were characterized by the state as Keeping Up (being Proficient or Advanced in the prior year) maintaining their proficiency?

Maintenance of Proficiency					
Prior Year Proficiency	Non-Proficient		Proficient		
	N	%	n	%	

*CMAS/PARCC ELA assessment combines reading and writing. See reading section for data.

Mobility of Proficiency*

Are students who were characterized by the state as Catching Up (being Unsatisfactory or Partially Proficient in the prior year) moving towards

Mobility of Proficiency					
	Non-Proficient		Proficient		
	N	%	n	%	

*CMAS/PARCC ELA assessment combines reading and writing. See reading section for data.

Proficiency by Enrollment Duration**

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

Proficiency by Enrollment Duration				
Level	Returning		New	
	%M/E	MSS	%M/E	MSS
Middle	18.90%	712	12.00%	716
High	33.30%	731	29.40%	719
Overall	23.40%	718	14.70%	716

**Measure will be completed upon request due to a change in the state definition of Continuously Enrolled.

Writing Achievement Narrative

The school saw a slight decrease in achievement levels overall with a decrease in the middle school and high school. Due to changes in the assessment and a combined ELA assessment, writing narrative is limited.

Writing Growth

Growth Over Time

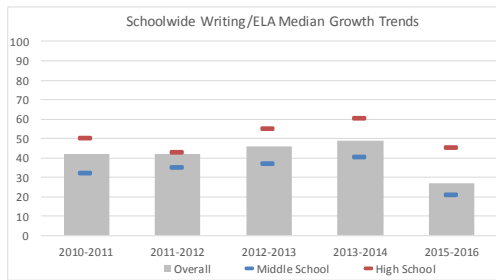
Is the school making adequate* levels of growth higher than in previous years the state examinations (CSAP/TCAP & CMAS/PARCC)?

Grade	Growth on the State Assessment over Time in Writing/ELA																		
	CSAP/TCAP (Writing)																CMAS/PARCC (ELA)		
	2010-2011				2011-2012				2012-2013				2013-2014				2015-2016		
	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	
4																			
5																			
Elementary																			
6	23	37	34	Yes	13	32	70	No	17	31	56	No	21	20	74	No	46	12	
7	15	17	63	No	39	38	51	No	25	43	57	No	34	45.5	63	No	51	45	
8	22	34	58	No	21	33	67	No	35	36	47	No	37	44	60	No	30	26	
Middle School	60	32	47	No	73	35	56	No	77	37	52	No	92	40.5	63	No	127	21	
9	22	50	50	Yes	38	55	47	Yes	30	52	62	No	45	67	72	No	32	45	
10	28	52	39	Yes	23	38	50	No	35	55	47	Yes	39	50	76	No			
High School	50	50	42	Yes	61	43	47	No	65	55	56	No	84	60.5	73	No	32	45	
Overall	110	42	44	No	134	42	53	No	142	46	54	No	176	49	65	No	159	27	

*adequate growth was reported for CSAP/TCAP but is not reported for CMAS/PARCC

Median Growth

Are students outperforming the state median on growth?



Levels of Growth*

What levels of growth are students making on the state assessment (PARCC/CMAS)?

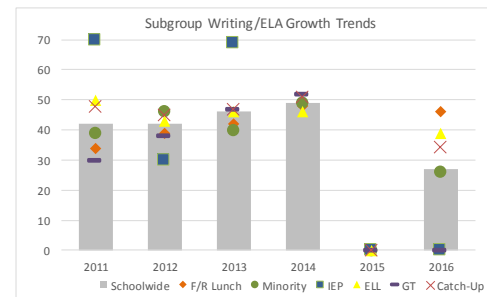
Levels of Growth	
Growth Category	% of Students
Low (below 35)	
Typical (35-65)	
High (above 65)	

*CMAS/PARCC ELA assessment combines reading and writing. See reading section for data.

Growth by Subgroup Over Time

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

Student Subgroup	Subgroup Growth Over Time (MGP/AGP)									
	CSAP/TCAP Writing MGP/AGP								CMAS ELA	
	2011		2012		2013		2014		2015	2016
	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP	MGP	MGP
F/R Lunch	34	51	39	67	42	61	48	70	N/A	46
Minority	39	58	46	67	40	58	49	68	N/A	26
IEP	70	95	30	70	69	82	73	96	N/A	n<20
ELL	50	96	43	86	46	73	46	84	N/A	39
GT	30	27	38	19	47	21	52	24	N/A	n<20
Catch-Up	48	81	45	81	47	82	51	88	N/A	34.5
Schoolwide	42	44	42	53	46	54	49	65	N/A	27



Adequate Growth**

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

**Adequate growth was not reported for the 2015-2016 school year and is not included as a CDE or CSI measure

Growth by Enrollment Duration***

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

Growth by Enrollment Duration		
Level	Returning	New
Elementary		
Middle		
High		
Overall		

***Writing subscore was not produced for student growth.

Writing Growth Narrative

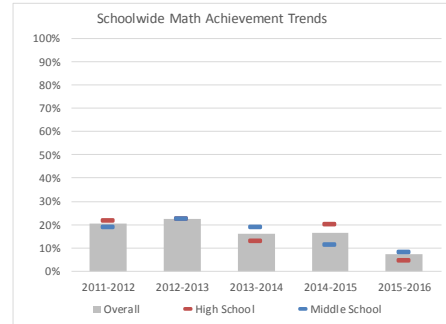
The writing subscore was not produced for student growth and reading/writing growth data represents growth in English Language Arts.

Math Achievement

Proficiency Over Time

Are students achieving proficiency over time on the state examinations (CSAP/TCAP & CMAS/PARCC)?

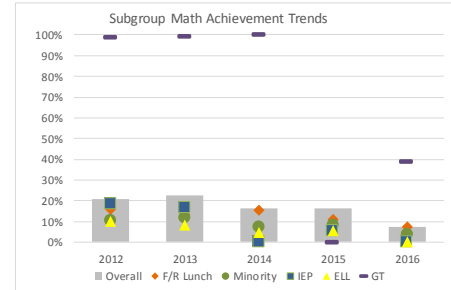
Achievement on the State Assessment over Time in Mathematics											
Grade/Level	CSAP/TCAP (Math)						CMAS/PARCC (Math Subscore)				
	2011-2012		2012-2013		2013-2014		Subject	2014-2015		2015-2016	
	N	P/A%	N	P/A%	N	P/A%		N	M/E%	N	M/E%
3											
4											
5											
Elementary											
6	17	23.5%	17	29.4%	22	18.2%	6	38	13.2%	52	11.5%
7	42	11.9%	30	23.3%	34	17.6%	7	26	7.7%	58	6.9%
8	29	27.6%	41	19.5%	38	21.1%	8	31	12.9%	35	5.7%
Middle School	88	19.3%	88	22.7%	94	19.1%	Middle School	95	11.6%	145	8.3%
9	49	20.4%	39	20.5%	45	13.3%	Algebra I	62	16.1%	33	3.03%
10	33	24.2%	41	24.4%	39	12.80%	Geometry	31	16.1%	n<16	n<16
11							Algebra II	26	35%	n<16	n<16
							Integrated I				
							Integrated II				
							Integrated III				
High School	82	22.0%	80	22.5%	84	13.1%	High School	119	20%	41	4.9%
Overall	170	21%	168	22.6%	178	16.3%	Total	214	16%	186	7.5%



Proficiency by Subgroup Over Time

Are subgroups achieving proficiency over time on the state examinations (CSAP/TCAP & CMAS/PARCC)?

Student Subgroup	Subgroup Proficiency Over Time				
	TCAP Math P/A%			CMAS/PARCC Math M/E%	
	2012	2013	2014	2015	2016
F/R Lunch	15.8%	13.2%	15.3%	10.8%	7.5%
Minority	10.5%	11.8%	7.4%	8.2%	3.7%
IEP	18.2%	16.7%	0.0%	5.3%	n<16
ELL	10.0%	8.1%	4.7%	5.7%	n<16
GT	98.8%	99.4%	100.0%	n<16	38.9%
Catch-Up	0.0%	5.6%	2.2%	N/A	N/A
Schoolwide	20.6%	22.6%	16.3%	16.4%	n<16



Maintenance of Proficiency*

Are students who were characterized by the state as Keeping Up (being Proficient or Advanced in the prior year) maintaining their proficiency?

Maintenance of Proficiency				
Prior Year Proficiency	Non-Proficient		Proficient	
N	n	%	n	%
29	17	59%	12	41%

*For the CMAS/PARCC assessment, Proficient and Advanced are defined as Performance Levels 4 and 5

Mobility of Proficiency*

Are students who were characterized by the state as Catching Up (being Unsatisfactory or Partially Proficient in the prior year) moving towards proficiency?

Mobility of Proficiency				
	Non-Proficient		Proficient	
N	n	%	n	%
137	137	100%	0	0%

*For the CMAS/PARCC assessment, Catching Up is defined as Performance Levels 1, 2, and 3

Proficiency by Enrollment Duration**

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

Level	Proficiency by Enrollment Duration			
	Returning		New	
	%M/E	MSS	%M/E	MSS
Middle	5.80%	704	9.70%	713
High	8.30%	714	0.00%	713
Overall	6.60%	707	8.20%	713

**Measure will be completed upon request due a change in the state definition of Continuously Enrolled.

Math Achievement Narrative

Overall, the middle school and the high school do not meet expectations in mathematics. The middle school produced scores below the geographic district and a comparison cannot be made for the high school since different math assessments are used. There was a decrease in performance overall and in both the middle school and high school from 2014-15 to 2015-16. The grade levels assessed in high school changed and only 9th grade students were assessed both years and there was a decline in the performance of the 9th grade level. While performance across assessments cannot be compared, trends across assessment can be compared. The school demonstrated a longitudinal decline under the TCAP assessment overall and at each level and that trend appears to have continued under the CMAS/PARCC assessment. Schoolwide, the largest variation in scores can be attributed to lunch status, with students identified as eligible for free or reduced price lunch performing significantly below their classmates ($p < .01$). This disparity is significant at both the middle school ($p < .001$) but not at the high school ($p = .08$) indicating that the schoolwide disparity is moderated by level. Similar effects are seen for English Learners but the disparity in performance between levels is larger. At the high school level, students eligible for free or reduced price lunch produced higher scores than those not eligible while there is a significant disparity in performance between groups at the middle school level. It should be noted that there is overlapping variance between subgroups (English Learners, students eligible for free or reduced price lunch, and minority) that is similar to performance in ELA. The school has struggled to maintain student proficiency and 59% of students that met expectations in 2014-15 did not meet expectations in 2015-16. Additionally, the school was not able to move any of the students that had not met expectations in 2014-15 into proficiency in 2015-16. An analysis of student achievement by duration of enrollment reveals that there is a not statistically significant disparity in performance between new students to school and returning students at the high school level ($p = .08$) but there is overall and at the elementary school level ($p < .01$).

Math Growth

Growth Over Time

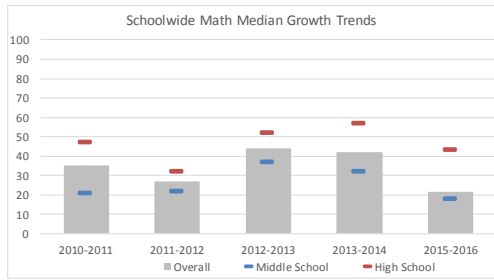
Is the school making adequate* levels of growth higher than in previous years the state examinations (CSAP/TCAP & CMAS/PARCC)?

Grade	Growth on the State Assessment over Time in Mathematics																		
	CSAP/TCAP (Math)														CMAS/PARCC (Math)				
	2010-2011				2011-2012				2012-2013				2013-2014				2015-2016		
	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	AGP%	Made Adequate?	N	MGP%	
4																			
5																			
Elementary																			
6	23	14	67	No	13	17	76	No	17	32	70	No	22	8	79	No	45	15	
7	15	56	74	No	39	21	80	No	25	37	87	No	34	35.5	80	No	51	27	
8	22	29	81	No	21	25	91	No	35	44	85	No	38	41.5	91.5	No	32	16	
Middle School	60	21	73	No	73	22	80	No	77	37	83	No	94	32	81	No	128	18	
9	22	56	90	No	37	37	95	No	30	46	88	No	45	55	98	No	30	44	
10	28	44	92	No	23	31	95	No	35	55	99	No	39	58	99	No			
High School	50	47	91	No	60	32	95	No	65	52	90	No	84	57	99	No	30	44	
Overall	110	35	78	No	133	27	82	No	142	44	87	No	178	42	96	No	158	22	

*adequate growth was reported for CSAP/TCAP but is not reported for CMAS/PARCC

Median Growth

Are students outperforming the state median on growth?



Levels of Growth

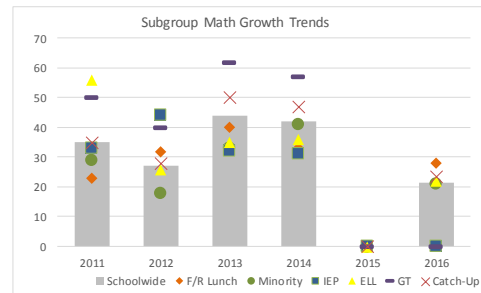
What levels of growth are students making on the state assessment (PARCC/CMAS)?

Levels of Growth	
Growth Category	% of Students
Low (below 35)	65.7%
Typical (35-65)	23.5%
High (above 65)	10.8%

Growth by Subgroup Over Time

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

Student Subgroup	Subgroup Growth Over Time (MGP/AGP)								CMAS Math	
	CSAP/TCAP Mathematics MGP/AGP									
	2011		2012		2013		2014		2015	2016
	MGP	AGP	MGP	AGP	MGP	AGP	MGP	AGP	MGP	MGP
F/R Lunch	23	86	32	91	40	95	33	97	N/A	28
Minority	29	81	18	84	33	90	41	97	N/A	21
IEP	33	99	44	99	32	91	31	99	N/A	n<20
ELL	56	99	26	96	35	91	36	97	N/A	22
GT	50	35	40	42	62	41	57	40	N/A	n<20
Catch-Up	35	96	28	97	50	97	47	98	N/A	23.5
Schoolwide	35	78	27	82	44	87	42	96	N/A	21.5



Adequate Growth**

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

**Adequate growth was not reported for the 2015-2016 school year and is not included as a CDE or CSI measure

Growth by Enrollment Duration***

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

Level	Growth by Enrollment Duration			
	Returning		New	
	%MGP>50	MGP	%MGP>50	MGP
Middle	25.50%	27	14.50%	15
High	n<20	n<20	n<20	n<20
Overall	27.10%	28.5	18.80%	16.5

***Measure will be completed upon request due a change in the state definition of Continuously Enrolled

Math Growth Narrative

Overall, the middle school does not meet ELA growth expectations and produced growth scores below the geographic district. The high school is approaching expectations and produced growth scores below the geographic district. Median growth percentiles can be compared across assessments and there was a decline in growth at all levels from 2013-14 to 2015-16 which continues a longitudinal downward trend. Additionally, the levels of growth produced at all levels/grades fall below what the state categorizes as one year's growth in one year's time suggesting that students are not making enough growth to maintain or attain proficiency. Additionally, 65.7% of students schoolwide produced growth categorized as low growth and 77.7% of students schoolwide are not making one year's growth in one year's time (MGP>50). However, it should be noted that students eligible for free or reduced price lunch and English Learners are producing levels of growth greater than students not in those groups and that this is present at all levels. These growth results suggest the school will continue to see students fall below expectations if current growth rates continue. An analysis of student growth by duration of enrollment reveals that there is a statistically significant disparity in performance between returning students to the middle school and new students at the middle school level (p=.03). While the growth produced by returning students in the middle school is higher than growth produced by new students, the levels of growth are still not sufficient to maintain or attain proficiency.

Postsecondary & Workforce Readiness

ACT Composite Score

Is the school's average ACT composite score greater than the state average?

ACT Composite					
	2012	2013	2014	2015	2016
ACT Composite	20.6	23.2	19.9	20.8	18.3
N	25	25	35	32	36
State Rating	M	E	A	M	A

ACT % Meeting College Readiness Benchmarks					
	2012	2013	2014	2015	2016
English	72.0%	76.0%	60.0%	62.5%	41.7%
Math	56.0%	80.0%	62.9%	71.9%	38.9%
Reading	76.0%	88.0%	62.9%	65.6%	52.8%
Science	76.0%	92.0%	74.3%	65.6%	50.0%

PSAT Mean Score

Is the school's PSAT mean score greater than the state average?

PSAT Mean Score			
	Reading and Writing	Math	Total
PSAT Mean Score	472	463	936
N	52	52	52

PSAT % Meeting College Readiness Benchmarks	
Subject	2016
Reading and Writing	63.5%
Math	30.8%

Graduation Rate

Is the school's graduation rate equal to or greater than the state average?

PWR Indicator	Student Group	Count	Best Rate	Rate/Score	Pts Earned/Eligible	Rating
Graduation	All Students	16	7yr	81.3%	2 / 4	Approaching
	English Learners	n < 16	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	21	4yr	66.7%	.25 / 1	Does Not Meet
	Minority Students	18	4yr	55.6%	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	0 / 0	-

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	Best Rate	4-Year (AYG 2015)	5-Year (AYG 2014)	6-Year (AYG 2013)	7-Year (AYG 2012)
All Students	7yr	82.9%	81.5%	72.7%	81.3%
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	4yr	66.7%	-	-	-
Minority Students	4yr	55.6%	-	-	-
Students with Disabilities	-	-	-	-	-

Dropout Rate

Is the school's dropout rate less than or equal to the state average?

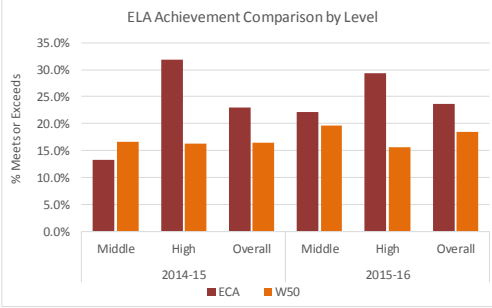
PWR Indicator	Student Group	Count	Best Rate	Rate/Score	Pts Earned/Eligible	Rating
Dropout	All Students	223	*	4.0%	2 / 4	Approaching

Geographic Comparison

Achievement Comparison

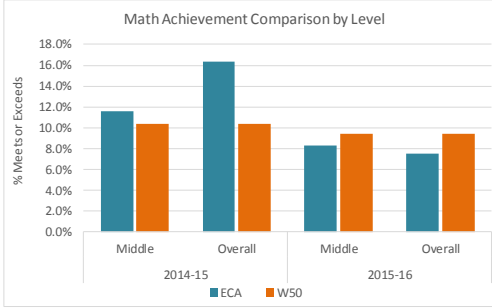
Are students performing well on state examinations in comparison to other schools in their geographic district and surrounding schools?

School Achievement on the State Assessment over Time in ELA				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3				
4				
5				
Elementary				
6	38	13.2%	53	17.0%
7	26	7.7%	57	19.3%
8	42	16.7%	35	34.3%
ECA Middle	106	13.2%	145	22.1%
9	48	25.0%	41	29.27%
10	41	31.7%		
11	27	44.4%		
ECA High	116	31.9%	41	29.3%
ECA Overall	222	23.0%	186	23.7%



Geographic District Achievement on the State Assessment over Time in ELA				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3				
4				
5				
Elementary				
6	695	14.4%	700	18.4
7	691	16.4%	656	18.6
8	688	18.9%	614	22.1
W50 Middle	2074	16.5%	1970	19.6%
9	620	15.6%	645	15.6%
10	544	14.20%		
11	518	19.10%		
W50 High	1682	16.2%	645	15.6%
W50 Overall	3756	16.4%	2615	18.5%

School Achievement on the State Assessment over Time in Math				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3				
4				
5				
Elementary				
6	38	13.2%	52	11.5%
7	26	7.7%	58	6.9%
8	31	12.9%	35	5.7%
ECA Middle	95	11.6%	145	8.3%
Algebra I	62	16.1%	33	3.03%
Geometry	31	16.1%	n<16	n<16
Algebra II	26	35%	n<16	n<16
ECA High	119	20%	41	4.9%
ECA Overall	214	16%	186	7.5%

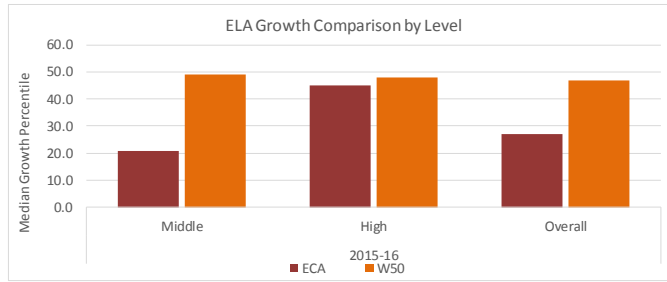


Geographic District Achievement on the State Assessment over Time in Math				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3				
4				
5				
Elementary				
6	701	9.3%	701	10.7
7	694	9.4%	659	9.0
8	684	12.4%	617	8.4
W50 Middle	2079	10.3%	1977	9.4%
Algebra I				
Geometry	District selected Integrated Math I so comparison is not available			
Algebra II				
W50 High				
W50 Overall	2079	10.3%	1977	9.4%

Growth Comparison

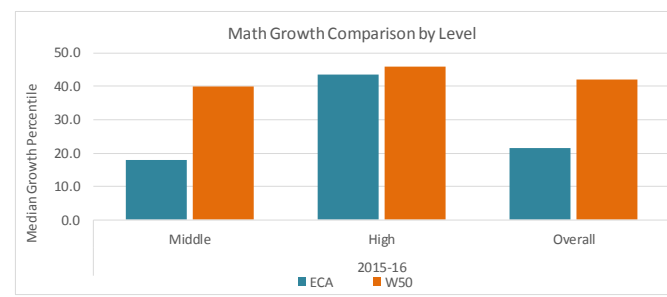
Are students growing at similar rates on state examinations in comparison to other schools in their geographic district and surrounding schools?

School Growth on the State Assessment in ELA		
Grade/Level	2015-2016	
	N	MGP
4		
5		
Elementary		
6	46	12
7	51	45
8	30	26
ECA Middle	127	21
9	32	45
ECA High	32	45
ECA Overall	159	27



Geographic District Growth on the State Assessment in ELA		
Grade/Level	2015-2016	
	N	MGP
4		
5		
Elementary		
6	630	40
7	569	46
8	556	60
W50 Middle	1755	49
9	560	48
W50 High	560	48
W50 Overall	3,510	47

School Growth on the State Assessment in Math		
Grade/Level	2015-2016	
	N	MGP
4		
5		
Elementary		
6	45	15
7	51	27
8	32	16
ECA Middle	128	18
9	30	44
ECA High	30	44
ECA Overall	158	22



Geographic District Growth on the State Assessment in Math		
Grade/Level	2015-2016	
	N	MGP
4		
5		
Elementary		
6	629	33
7	576	51.5
8	560	39
W50 Middle	1765	40
9	554	46
W50 High	554	46
W50 Overall	3,532	42

Accreditation

Accreditation Over Time

What is the school's accreditation over time?

School	Performance Accreditation Summary Over Time on the SPF														
	2011			2012			2013			2014**			2016*		
	Rating	% Pts. Earned	Statewide Percentile	Rating	% Pts. Earned	Statewide Percentile	Rating	% Pts. Earned	Statewide Percentile	Rating	% Pts. Earned	Statewide Percentile	Rating	% Pts. Earned	Statewide Percentile
EARLY COLLEGE OF ARVADA	Improvement	57.2	26.3	Priority Improvement	51.1	16.8	Performance	64.2	40.6	Improvement	58.4	30.1	Improvement Low Participation	40	7.3

Note: Accreditation ratings and plan types were not released in 2015 due to the legislatively mandated "pause" year
 **SPF rating and the percent of points earned in 2016 cannot be compared to the percentage of points earned from 2010-2014

Additional Performance Information

Interim Assessments

Do interim test results (e.g. NWEA) provide any additional insight into student achievement?

Do interim test results (e.g. NWEA) provide any additional insight into student growth?

Do interim test results (e.g. NWEA) provide any additional insight into the student growth of subgroups?

*Note: If you wish to submit supplemental information, please refer to the INTRODUCTION section of this report for submission requirements. Additional data will not become a part of the final report until it has been reviewed and approved by CSI.

School Academic Performance Observations and Narrative

OPTIONAL To be populated by the school and provided to CSI for review and inclusion in the report prior to the distribution of the final APR.

Financial Performance

EARLY COLLEGE OF ARVADA

Fiscal Years 2014-2016 Financial Results

Government-Wide Financial Statement Metrics

	2014	2015	2016
Debt to Asset Ratio	0.94	2.80	2.51
Change in Net Position	166%	-7468%	-172%
Default	NO	NA	NA

Governmental Fund Financial Statement Metrics

	2014	2015	2016
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES
Months of Cash on Hand	1.20	1.57	0.95
Months of Unassigned Fund Balance on Hand	0.26	0.70	0.31
Current Ratio	1.98	2.62	1.68
Operating Margin	0%	4%	-3%

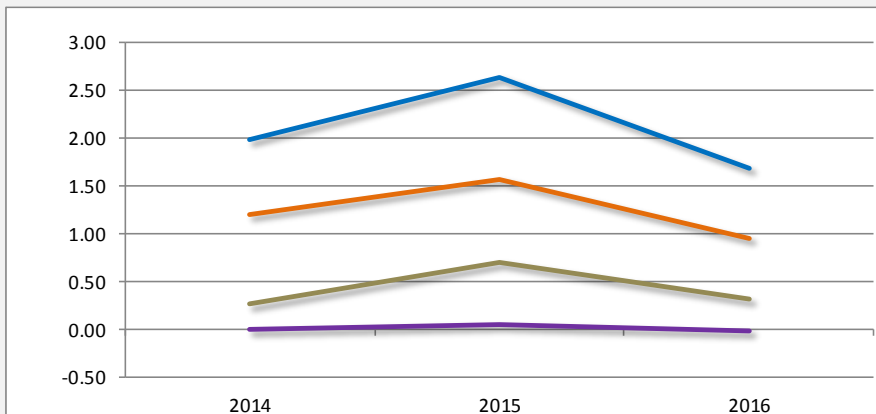
Proprietary Fund Financial Statement Metrics

	2014	2015	2016
Months of Cash on Hand	NA	NA	NA
Current Ratio	NA	NA	NA
Debt to Asset Ratio	NA	NA	NA
Change in Net Position	NA	NA	NA

Enrollment

	2014	2015	2016
Funded Pupil Count (FPC) Current-Year Variance	7%	-8%	7%
Change in FPC from Prior-Year	23%	3%	10%

Governmental Fund Financial Metrics Over Time



Comments

Early College of Arvada exhibits significant financial risk. The school still maintains adequate assets to meet current obligations; however, its unassigned fund balance decreased by \$51,679 and its cash on hand decreased by \$66,220. While enrollment increased by 10%, instructional expenditures increased by over 31% and supporting services expenditures increased by over 23%. Changes to the school's staffing model were made which increased spending on salaries and benefits. Additionally, the school recognized expenses in the prior year which were previously deferred but not properly recorded as such. Additions to assets were \$110,566 for leasehold improvements and machinery and equipment. As expected of all PERA employers, the school has a high debt to asset ratio and saw a significant drop in net position due to the inclusion of the PERA Net Pension Liability per GASB No. 68.

Financial Narrative (School observations):

OPTIONAL To be populated by the school and provided to CIS For review and possible inclusion prior to the distribution of the final APR in December.

Organizational Performance

1. Students and the Education Program

Is the school implementing the essential terms of the education program as defined in the current charter agreement?	2015-2016
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	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 	Meets
<p>Protecting student rights pursuant to:</p> <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 	Meets

2. Governance and Financial Management

Is the school complying with governance requirements?	2015-2016
<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 performance as agreed under a written performance agreement, if applicable • Requiring annual financial reports of the education service 	Meets

provider (CRS 22-30.5-509(s)), if applicable.	
<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 	Meets

3. Health, Safety, and the School Environment

Is the school complying with health, safety, and facilities requirements?	2015-2016
<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 	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 	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 	Meets

4. Additional Obligations

Is the school identified for a notice of noncompliance?	2015-2016
	Meets

Organizational Narrative (School observations):

OPTIONAL To be populated by the school and provided to CIS For review and possible inclusion prior to the distribution of the final APR in December.