



## 2016-2017 Charter Renewal Application Report and Recommendation



# Ricardo Flores Magon Academy

### School Mission Statement

*The RFMA colectivo takes absolute responsibility to prepare all students for high school, college, and life- regardless of home language or background- by employing high expectations, a profound passion for teaching and learning, and an emphasis on social consciousness.*

### School Leadership

**Current School Leader:** Kaye Taavialma  
**Applicant Board:** Gina Del Castillo, Jerry McElroy, Susan Cox, Anna Halaburda, Jayla Watje, Viviana Casillas, Mattias O'Merea, Jorge Castañada

## Recommendation

CSI Staff recommends that the renewal application received from Ricardo Flores Magon Academy be approved for a contract term of three (3) years with an automatic two-year extension provision.

School Profile							
School Context		Enrollment Over Time	Accreditation Rating Over Time				
Year Opened/Transferred	2007-2008		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grades Served	K-8		Performance	Improvement	Improvement	Improvement**	Performance
School Model	College Prep		Student Demographic Information 2015-2016				
Town/City	Westminster		Enrollment	FRL		Minority	
District of Residence	Westminster District 50		351	82.6%		97.7%	
District Accreditation	Priority Improvement		ELL	Special Education		Gifted & Talented	
District Type	Denver Metro	71.8%	6.6%		0.0%		
Original Application Type	New School						

## Recommendation Overview

Ricardo Flores Magon Academy (RFMA) has demonstrated upward academic performance over the last two years and while performance over the current five-year contract term is lower (statewide percentile dropping from the 91<sup>st</sup> percentile in 2011 to the 50<sup>th</sup> percentile in 2016), the School has made substantial improvements since 2013 and increased the statewide percentile to the 50<sup>th</sup> percentile in 2016.

The School has produced mean scale scores which exceed the geographic district overall on the English Language Arts (ELA) and math assessments; however, the differences are most substantial for ELA. In ELA, not only is the School outperforming the geographic district, but there was also an increase in scores from 2014-15 to 2015-16. The School's performance in math lags behind their performance in ELA, only slightly exceeds the geographic district, and there were declines in performance in the elementary school and overall from 2014-15 to 2015-16. Similar trends were identified in the growth produced by the school. Median growth percentiles exceeded the geographic district in ELA and for middle school math but were below the geographic district for math in the elementary school. Importantly, while the School produced median growth percentiles which exceeded the 50<sup>th</sup> percentile and is equivalent to one year's growth in one year's time at all levels on the ELA assessment, the median growth percentiles in math all fell below the 50<sup>th</sup> percentile.

Notably, the School has demonstrated success in ELA and math for students eligible for free or reduced price lunch and minority students. In fact, students eligible for free or reduced price lunch and minority students produced higher mean scale scores than the school overall, and students eligible for free or reduced price lunch produced scores which exceed scores produced by students not in that subgroup. However, an achievement gap persists for ELL students in both math and ELA, though the gap was reduced in math in 2015-16 in part due to increased achievement for ELL students. While reportable subgroup (minority students, students eligible for free or reduced price lunch, and ELL students) median growth percentiles in ELA did not exceed the median growth percentiles produced by students not in those subgroups, all subgroups produced median growth percentiles which exceeded the 50<sup>th</sup> percentile and is equivalent to one year's growth in one year's time. In math, reportable subgroups similarly did not produce median growth percentiles or exceeding those not in those subgroups, and significantly, all subgroups produced levels of growth below the 50<sup>th</sup> percentile. It should also be noted that the school serves a similar or larger percentage of minority students, students eligible for free or reduced price lunch, and ELL students than the geographic district but a smaller percentage of students with disabilities and gifted students.

The School continues to improve its financial position despite declining enrollment. The School increased its cash position, demonstrated sufficient assets to cover its liabilities, and ended the year with a positive operating margin. The School's months of unassigned fund balance is improving and is approaching expectations. The school continues to pay rent on their unoccupied, former building through June 2017. The School ended the first quarter of 2016-2017 with a -21% operating margin, having collected 22% of budgeted revenue and spending 25% of budgeted expenditures and is not on track to increase reserves by year-end.

Throughout the renewal process and through submitted materials, it was noted that the School developed Leadership Pathways to increase staff retention rates and build a leadership pipeline and positive results in the first year of implementation have been identified. In the 2015-2016 school year, the School received 3 Corrective Action Notices and remedied them all in a timely manner. In addition, they have received 2 Corrective Action Notices this school year and have also remedied them in a timely manner. The School has implemented several professional development structures to support teachers in making data-based instructional decisions in their focus area of literacy.

During the review, the Applicant Review Team focused on the viability of the school and the question of whether to authorize the proposal in accordance with C.R.S § 22-30.5-509, et seq., as amended. Based on comprehensive and rigorous analyses of the strengths and weaknesses of the proposal conducted by the Applicant Review Team using the CSI Annual Review of Schools (CARS) and materials submitted by the school as part of their renewal application, the Applicant Review Team and the CSI Staff recommend that the renewal application received from Ricardo Flores Magon Academy be approved for a contract term of three (3) years with an automatic two-year extension provision.

### Recommended Contract Milestones and Deadlines

(not all milestones, targets, or expectations during the next charter term may require actual deadlines)

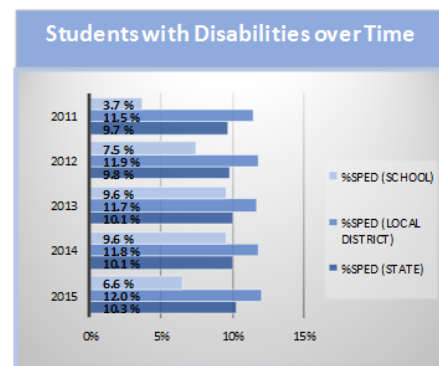
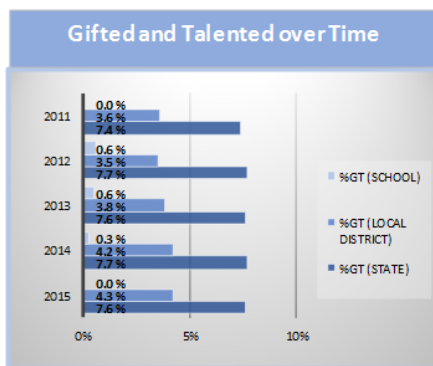
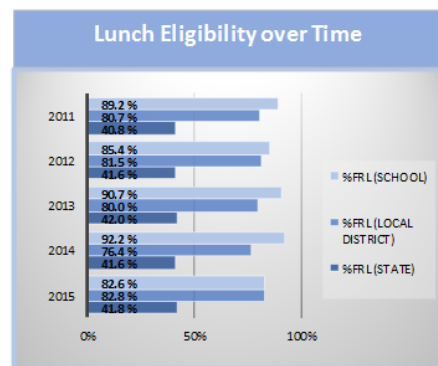
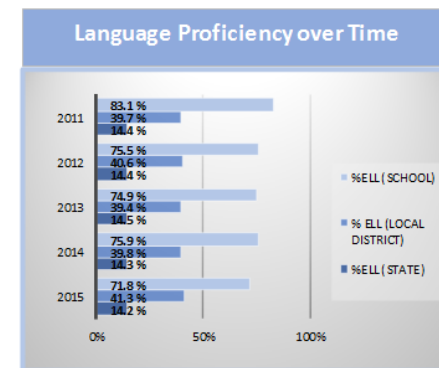
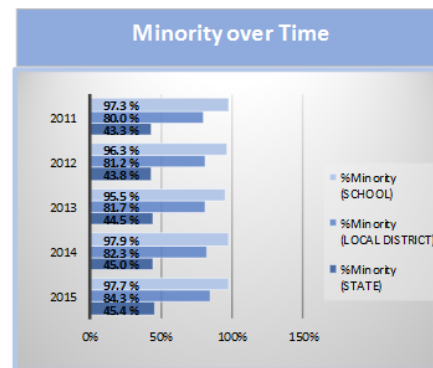
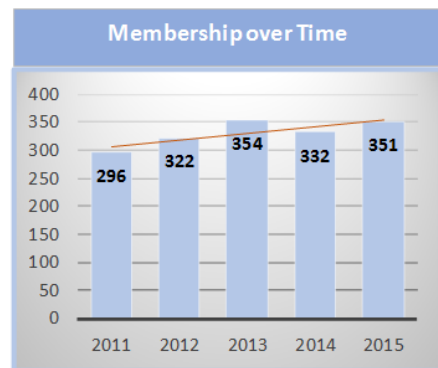
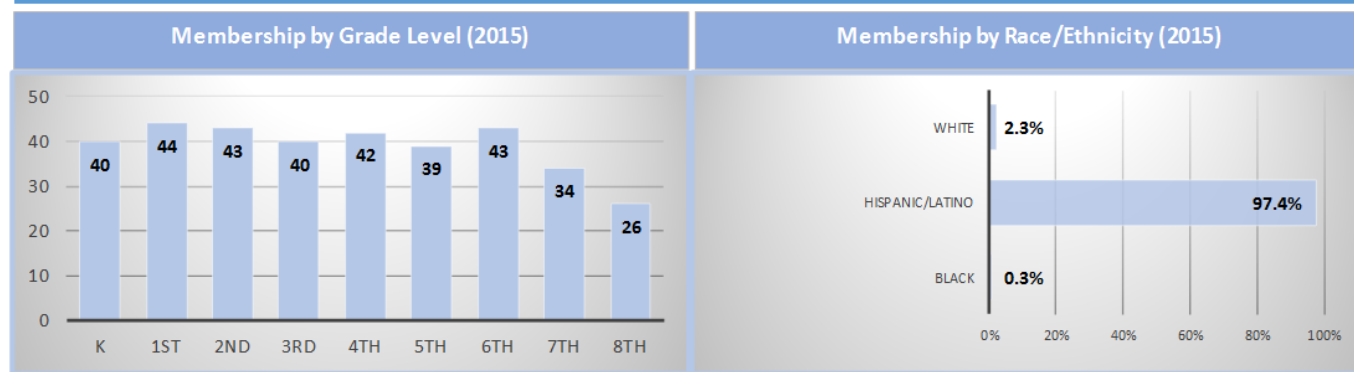
Condition #1	Submit a balanced 3-year budget and a list of corresponding assumptions for FY17, FY18 and FY19. Due January 13, 2017.
Condition #2	Submit confirmation of waivers for inclusion in contract exhibits. Note: CRS 22-32-109(1)(n)(II)(A) is no longer an automatic waiver, so a replacement plan is needed if the School desires to maintain this waiver. Due January 13, 2017.
Milestone #1	Consult with CSI Student Services Team regarding continued development of identification and programming for Gifted and Talented Students. Due March 1, 2017.
Milestone #2	Submit financial policies and procedures to include procedures that are compliant with federal statutes and regulations in accordance with the Uniform Guidance – Code of Federal Regulations. Due April 28, 2017.
Automatic 2-year extension provision	If the school maintains at least a schoolwide Performance rating on the 2017, 2018, and 2019 CDE and CSI Performance Frameworks and a Performance rating for both the elementary school level and the middle school level on the 2019 CDE and CSI Performance Frameworks, the contract will be extended by two additional years, through June 30, 2022. If the school fails to meet the performance metric, the School will not be eligible for the automatic extension and the initial contract will end June 30, 2020.

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# Detailed Report

## Demographics

### School Demographics, Comparison to Geographic District and State



Note: Year values refer to the Fall of that year (e.g. "2015" refers to the Fall of the 2015-2016 school year).

# Academics

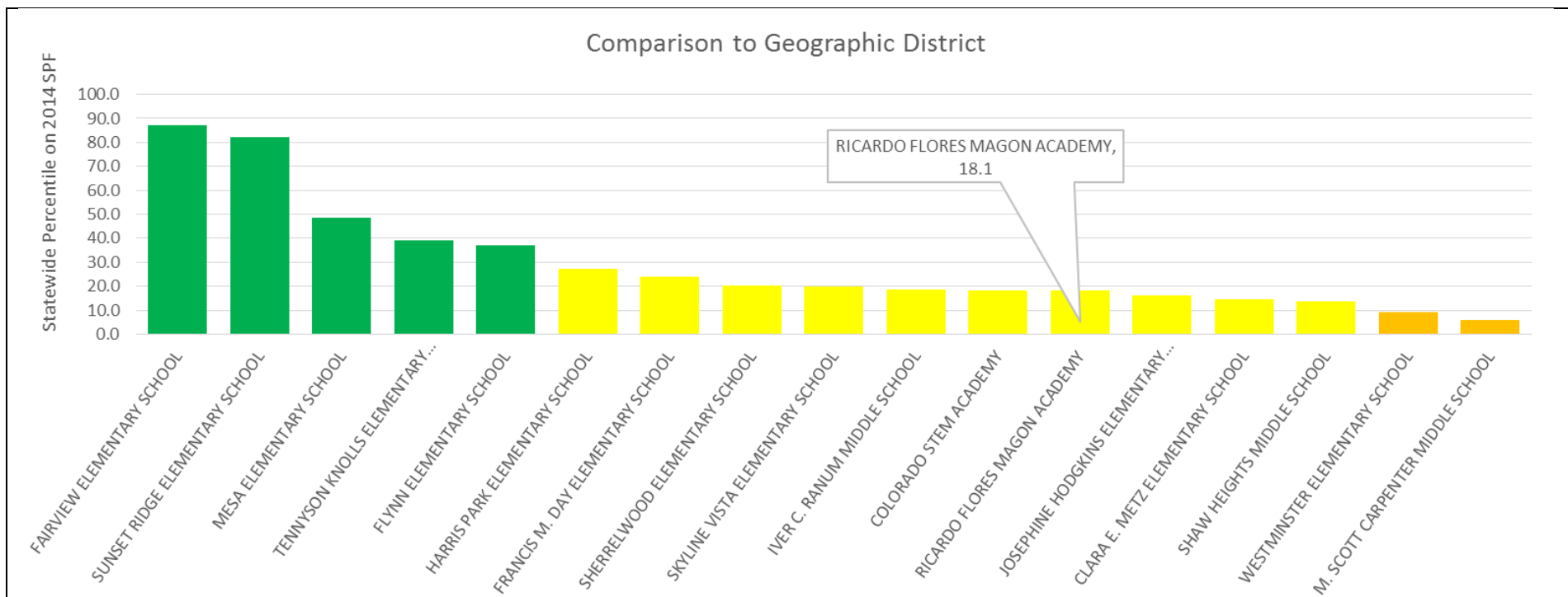
## Overall Accreditation Rating and Statewide Percentile

1. Ricardo Flores Magon Academy (RFMA) received a preliminary School Performance Framework (SPF) plan type of Performance from CDE in 2016. The percentage of points earned on the SPF places RFMA in the 51<sup>st</sup> percentile of all Colorado schools in 2016. The most recent accreditation rating received by the school prior to this was in 2014 and the school received an Improvement plan type. The school did not receive a rating in 2015 due to the legislated “pause” year in 2015.
2. Prior to 2016, the statewide percentile had declined each year from a high of 91.8 in 2011 to a low of 18.1 in 2014.
3. The table below summarizes the school’s accreditation over time on the SPF.

Performance Accreditation Summary Over Time on the SPF															
School	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
RICARDO FLORES MAGON ACADEMY	Performance	89.3	91.8	Performance	82.7	84.5	Improvement	55.5	23.3	Improvement	51.3	18.1	Performance	62.5	50.9

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

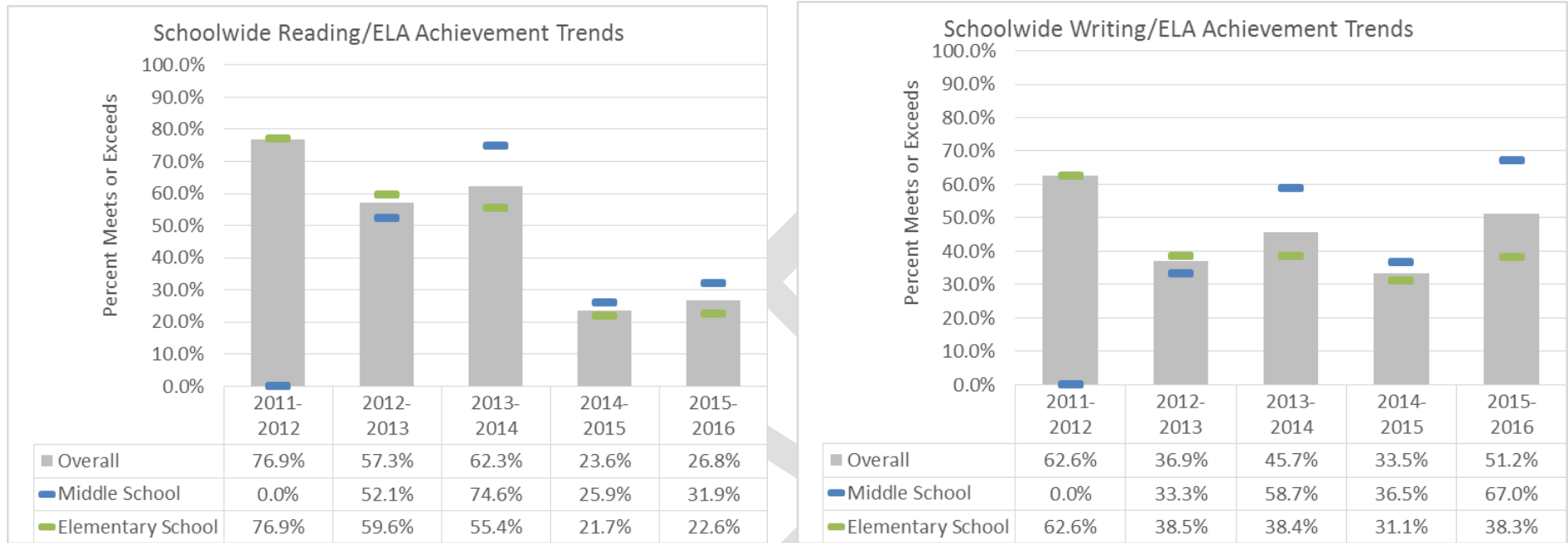
4. The graph below shows the statewide percentile of schools in the geographic district, Westminster 50 (W50), serving elementary and middle school students on the 2014 SPF. 2016 SPF ratings are expected to be finalized by the State Board of Education in December.
5. While the percent of points earned on the framework can be compared from 2011 to 2014, it cannot be compared to the percent of points earned in 2016 due to changes in the School Performance Framework. However, the statewide percentile and the rating provide above can be compared over time.
6. The statewide percentile based on the 2014 SPF places RFMA in the bottom third of schools in the geographic district. As of the release of this report, 2016 statewide percentile for the 2016 SPF is not available to provide an updated comparison to the geographic district.



**English Language Arts (ELA) Performance (Achievement and Growth) and Comparison to Geographic District**

7. The graphs below show the schoolwide performance on the English Language Arts state assessment over time. The current assessment (CMAS/PARCC) results include a reading and writing subscore. The previous assessment (administered in 2011-12, 2012-13, and 2013-14) had two separate assessments for reading and writing. While trends can be compared across assessments, the percent of students meeting or exceeding state expectations should be interpreted with caution.
8. In 2015-16, 26.8% of students met or exceeded state expectations in reading and 51.2% of students met or exceeded state expectations in writing.
9. For both subject areas, a larger percentage of students in the middle school met or exceeded state expectations as compared to the elementary school.
10. The percentage of students meeting or exceeding state expectations in the elementary school increased from 2014-15 to 2015-16 in both subject areas with a slightly larger increase in writing.

11. The percentage of students meeting or exceeding state expectations in the middle school also increased from 2014-15 to 2015-16 in both subject areas with a much larger increase in writing (from 36.5% M/E to 67.0% M/E) while the percentage of students meeting or exceeding state expectations in the middle school decreased slightly.



12. The tables below show the overall performance on the reading and writing section of the CMAS/PARCC ELA assessment as well as the performance of students new to the school in 2015-16 and students returning to the school.

13. Overall, in reading and in writing, a larger percentage of students returning to the school met or exceeded the state expectations than students new to the school. Similarly, returning students also produced a higher mean scale score.

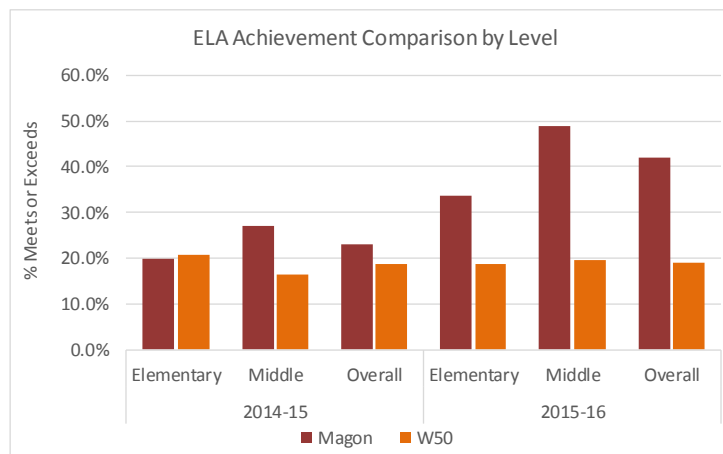
14. However, when disaggregated by levels, new students to the middle school produced scores which exceed returning students to the school in reading and writing.

ENGLISH LANGUAGE ARTS (READING)									
Grade/Level	Overall			New Students			Returning Students		
	2015-2016			2015-2016			2015-2016		
	N	M/E%	Mean Scale Score	N	M/E%	Mean Scale Score	N	M/E%	Mean Scale Score
Elementary School	77	28.6%	729	n<16	n<16	n<16	63	33.3%	738
Middle School	94	31.9%	747	19	36.8%	749	75	30.7%	746
<b>Overall</b>	<b>171</b>	<b>30.4%</b>	<b>732</b>	<b>33</b>	<b>24.2%</b>	<b>739</b>	<b>138</b>	<b>31.9%</b>	<b>742</b>

ENGLISH LANGUAGE ARTS (WRITING)									
Grade/Level	Overall			New Students			Returning Students		
	2015-2016			2015-2016			2015-2016		
	N	M/E%	Mean Scale Score	N	M/E%	Mean Scale Score	N	M/E%	Mean Scale Score
Elementary School	77	41.6%	729	n<16	n<16	n<16	63	44.4%	738
Middle School	94	67.0%	747	19	68.4%	749	75	66.7%	746
<b>Overall</b>	<b>171</b>	<b>55.6%</b>	<b>732</b>	<b>33</b>	<b>51.5%</b>	<b>739</b>	<b>138</b>	<b>56.5%</b>	<b>742</b>

15. The tables and graph below show the performance of the school by grade, level, and overall in comparison to the geographic district (W50) for the past two years. The following tables show the overall score/performance on the CMAS/PARCC ELA and are not broken down into reading or writing subscores.
16. RFMA produced scores exceeding W50 for the elementary and middle school as well as schoolwide. Overall, 42.1% of students at RFMA met or exceeded state expectations as compared to 19.1% of students in W50.
17. Similar trends are seen when comparing the performance in the elementary school and the middle school to the respective levels in the geographic district.

School Achievement on the State Assessment over Time in ELA				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3	35	40.0%	38	*
4	36	8.3%	39	38.5
5	35	11.4%	38	28.9
RFMA Elementary	106	19.8%	77	33.8%
6	31	16.1%	37	35.1
7	24	45.8%	31	54.8
8	30	23.3%	26	61.5
RFMA Middle	85	27.1%	94	48.9%
9				
10				
11				
High School				
<b>RFMA Overall</b>	<b>191</b>	<b>23.0%</b>	<b>171</b>	<b>42.1%</b>



Geographic District Achievement on the State Assessment over Time in ELA				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3	719	16.8%	692	15.8
4	737	22.7%	666	20.9
5	812	22.2%	706	19.3
W50 Elementary	2268	20.6%	2064	18.6%
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				
10				
11				
High School				
<b>W50 Overall</b>	<b>4342</b>	<b>18.7%</b>	<b>4034</b>	<b>19.1%</b>

\* The value for this field is not displayed in order to ensure student privacy.

18. The tables below show the maintenance of proficiency (the percent of students who were proficient in 2014-15 and their proficiency status in 2015-16) as well as the mobility of proficiency (the percent of students were not proficient in 2014-15 and their proficiency status in 2015-16).
19. Of the 58 students who were Proficient in 2014-15, 91% of those students maintained their Proficient status in 2015-16.
20. There were 178 students Non-Proficient in 2014-15 and 27% of those students attained proficiency in 2015-16. The other 73% of students remained Non-Proficient.

Maintenance of Proficiency					Mobility of Proficiency				
Prior Year Proficiency	Non-Proficient		Proficient			Non-Proficient		Proficient	
N	n	%	n	%	N	n	%	n	%
58	5	9%	53	91%	178	130	73%	48	27%

21. While maintenance and mobility of proficiency provides some measure of student growth, the table below explores the levels of growth experienced by students at RFMA.

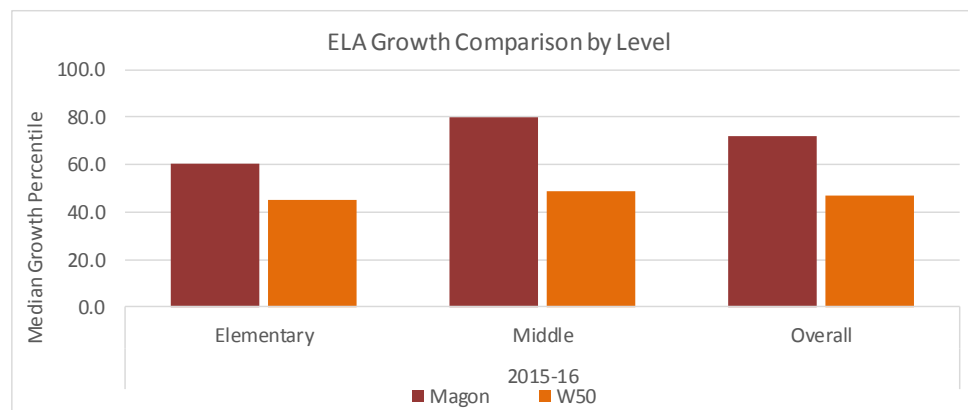


22. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 12.9% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 58.3% of students.

Levels of Growth	
Growth Category	% of Students
Low (below 35)	12.9%
Typical (35-65)	28.8%
High (above 65)	58.3%

23. The tables and graph below show the school growth on the CMAS/PARCC ELA assessment by grade, level, and overall as well as a comparison to W50.
24. The middle school produced higher levels of growth (MGP=80) than the elementary school (MGP=61) in the ELA assessment.
25. Similarly, the middle school produced growth scores (MGP=80), which exceeded W50 (MGP=49). While the elementary school produced growth scores (MGP=61) which are lower than the middle school, they exceeded the elementary growth scores produced in W50 (MGP=45).
26. While much higher growth scores were observed in overall and by level, the growth scores produced by students in fourth grade were much lower (MGP=45) and were compared to W50.
27. Additionally, when looking at the percent of students attaining levels of growth which the state categorizes as one year's growth in one year's time (MGP>50), only (15.6%) of students in the middle school did not have a MGP>50. In the elementary school, 37.0% of students in did not have a MGP>50 further indicating a disparity between the elementary school and the middle school.

School Growth on the State Assessment in ELA		
Grade/Level	2015-2016	
	N	MGP
4	36	45
5	36	72
RFMA Elementary	72	61
6	37	79
7	28	87
8	25	78
RFMA Middle	90	80
9		
High School		
<b>RFMA Overall</b>	<b>162</b>	<b>72</b>

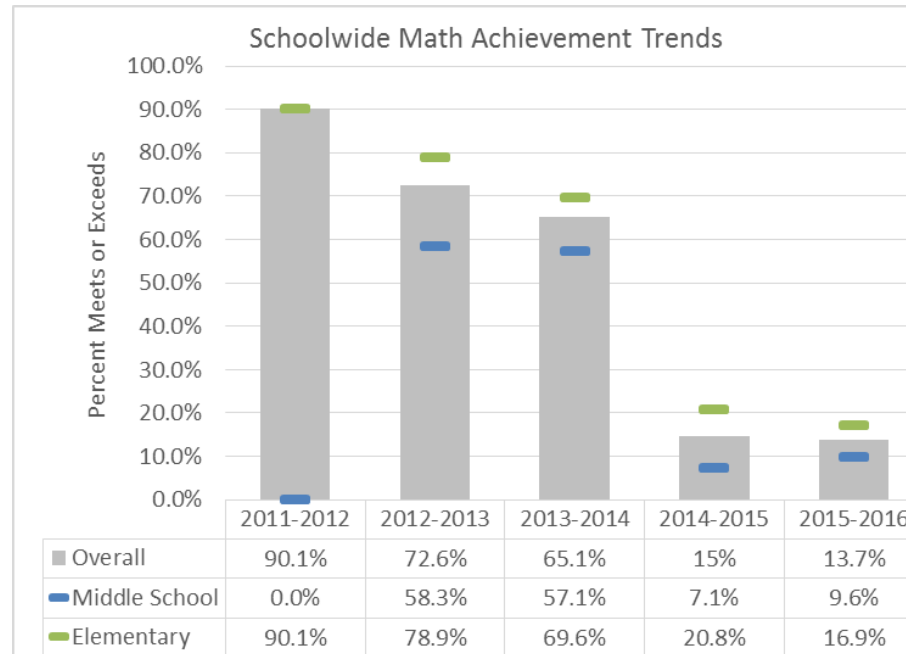


Geographic District Growth on the State Assessment in ELA		
Grade/Level	2015-2016	
	N	MGP
4	585	44
5	610	46
W50 Elementary	1195	45
6	630	40
7	569	46
8	556	60
W50 Middle	1755	49
9		
High School		
<b>W50 Overall</b>	<b>3,510</b>	<b>47</b>

### **Math Performance (Achievement and Growth) and Comparison to Geographic District**

28. The graphs below show the schoolwide performance on the Mathematics state assessment over time. The previous assessment (CSAP/TCAP) was administered in 2011-12, 2012-13, and 2013-14. While trends can be compared across assessments, the percent of students meeting or exceeding state expectations should be interpreted with caution.
29. In 2015-16, 13.7% of students met or exceeded state expectations in math which is down slightly from 2014-15. In 2014-15, 15% of students met or exceeded state expectations in math.

30. The elementary school saw a decrease in students meeting or exceeding state expectations from 2014-15 to 2015-16. 20.8% of students in 2014-15 met or exceeded state expectations compared to 16.9% of students in 2015-16. This trend was also identified in ELA.



31. The table below shows the overall performance on the CMAS/PARCC mathematics assessment as well as the performance of students new to the school in 2015-16 and students returning to the school.

32. Similar overall trends are identified in mathematics when compared to reading and writing but there is not a substantial difference in performance of students new to school as compared to returning students.

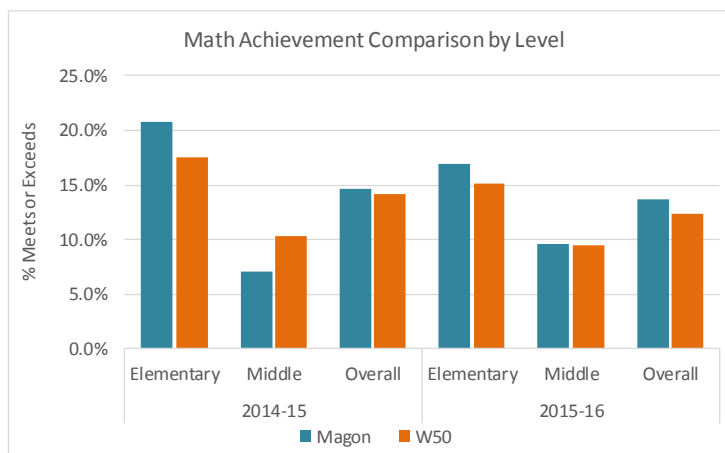
MATHEMATICS									
Grade/Level	Overall			New Students			Returning Students		
	2015-2016			2015-2016			2015-2016		
	N	M/E%	Mean Scale Score	N	M/E%	Mean Scale Score	N	M/E%	Mean Scale Score
Elementary School	79	15.2%	723	n<16	n<16	n<16	64	15.6%	725
Middle School	94	9.6%	721	19	5.3%	720	75	10.7%	721
<b>Overall</b>	<b>173</b>	<b>12.1%</b>	<b>722</b>	<b>34</b>	<b>8.8%</b>	<b>718</b>	<b>139</b>	<b>12.9%</b>	<b>723</b>

33. The tables and graph below show the performance of the school by grade, level, and overall in comparison to the geographic district (W50) for the past two years on the CMAS/PARCC Math assessment.

34. RFMA produced scores which slightly exceeded W50 for the elementary and middle school as well as schoolwide. Overall, 13.7% of students at RFMA met or exceeded state expectations as compared to 12.3% of students in W50.

35. While both the geographic district and RFMA saw a decline in the percent of students meeting or exceeding state expectations in the elementary school, students in the middle school at RFMA saw a slight increase from 2014-15 (7.1%) to 2015-16 (9.6%).

School Achievement on the State Assessment over Time in Math				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3	17	48.6%	39	20.5%
4	36	13.9%	41	17.1%
5	35	0.0%	38	13.2%
RFMA Elementary	106	20.8%	118	16.9%
6	31	3.2%	37	2.7%
7	24	12.5%	31	9.7%
8	30	0.1%	26	19.2%
RFMA Middle	85	7.1%	94	9.6%
9				
10				
11				
High School				
<b>RFMA Overall</b>	<b>191</b>	<b>14.7%</b>	<b>212</b>	<b>13.7%</b>



Geographic District Achievement on the State Assessment over Time in Math				
Grade/Level	2014-2015		2015-2016	
	N	M/E%	N	M/E%
3	732	19.8%	699	18.0%
4	745	14.5%	674	11.1%
5	810	18.4%	705	16.0%
W50 Elementary	2287	17.6%	2078	15.1%
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%
9				
10				
11				
High School				
<b>W50 Overall</b>	<b>4366</b>	<b>14.1%</b>	<b>4055</b>	<b>12.3%</b>

36. The tables below show the maintenance of proficiency (the percent of students who were proficient in 2014-15 and their proficiency status in 2015-16) as well as the mobility of proficiency (the percent of students were not proficient in 2014-15 and their proficiency status in 2015-16).
37. Of the 50 students who were Proficient in 2014-15, only 60% of those students maintained their Proficient status in 2015-16.
38. There were 189 students Non-Proficient in 2014-15 and only 5% of those students attained proficiency in 2015-16. The other 95% of students remained Non-Proficient.

Maintenance of Proficiency					Mobility of Proficiency				
Prior Year Proficiency	Non-Proficient		Proficient			Non-Proficient		Proficient	
N	n	%	n	%	N	n	%	n	%
50	20	40%	30	60%	189	180	95%	9	5%

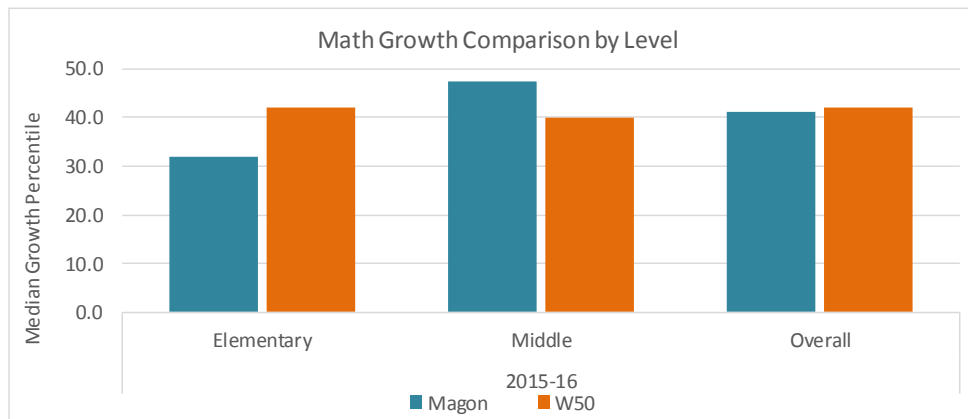
39. While maintenance and mobility of proficiency provides some measure of student growth, the table below explores the levels of growth experienced by students at RFMA.
40. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 43.1% of students 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 24.0% of students. A larger percent of students are categorized as having low growth in math (43.1%) as compared to ELA (12.9%).

Levels of Growth	
Growth Category	% of Students
Low (below 35)	43.1%
Typical (35-65)	32.9%
High (above 65)	24.0%

41. The tables and graph below show the school growth on the CMAS/PARCC math assessment by grade, level, and overall as well as a comparison to W50.
42. In math, the elementary produced levels of growth (MGP=32) below the geographic district (MGP=42).

43. While the middle school produced levels of growth (MGP=48) that exceeded the geographic district (MGP=40) the growth produced by the elementary school is below the statewide median (MGP=50).
44. Significantly, 68.8% of elementary school students and 51.5% of middle school students produced scores which did not meet what the state categorizes as one year's growth in one year's time (MGP>50).

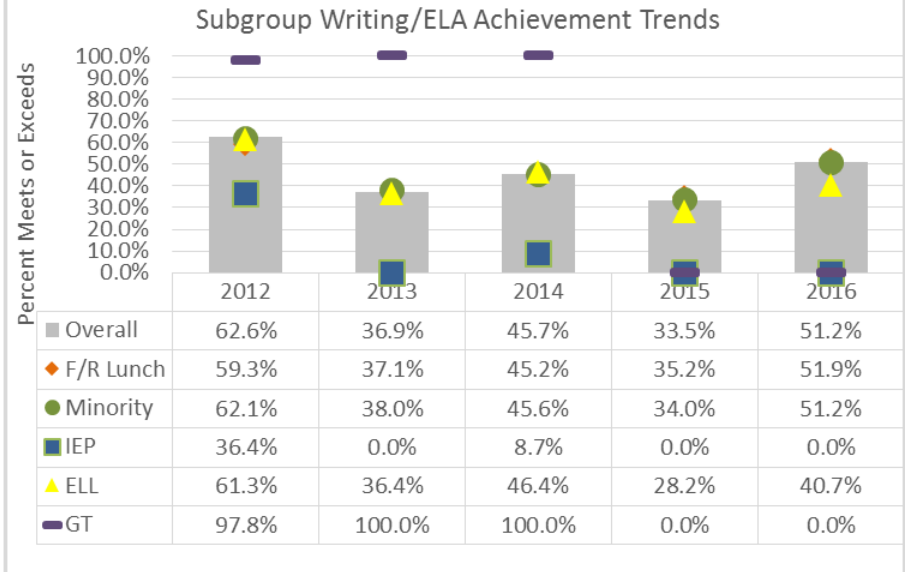
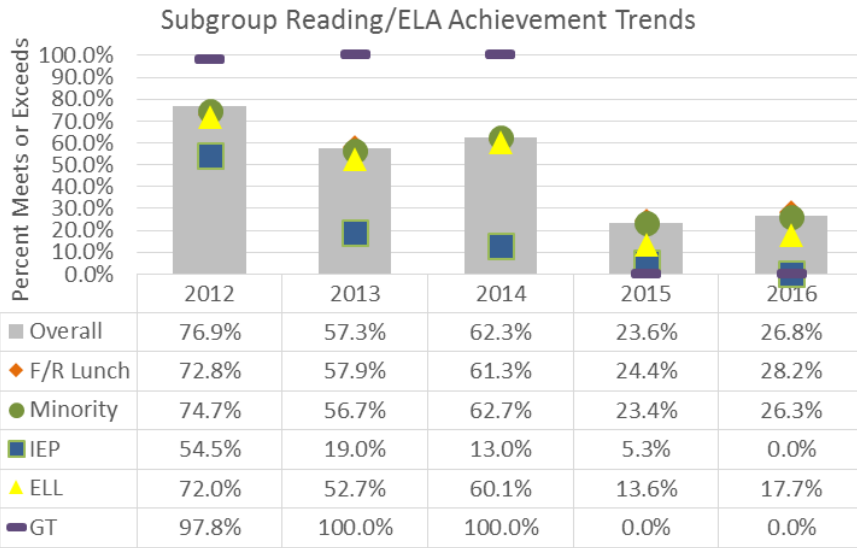
School Growth on the State Assessment in Math		
Grade/Level	2015-2016	
	N	MGP
4	39	29
5	36	41
RFMA Elementary	75	32
6	37	41
7	28	50
8	25	58
RFMA Middle	90	48
9		
High School		
<b>RFMA Overall</b>	<b>165</b>	<b>41</b>



Geographic District Growth on the State Assessment in Math		
Grade/Level	2015-2016	
	N	MGP
4	597	35
5	616	46
W50 Elementary	1213	42
6	629	33
7	576	51.5
8	560	39
W50 Middle	1765	40
9		
High School		
<b>W50 Overall</b>	<b>3,532</b>	<b>42</b>

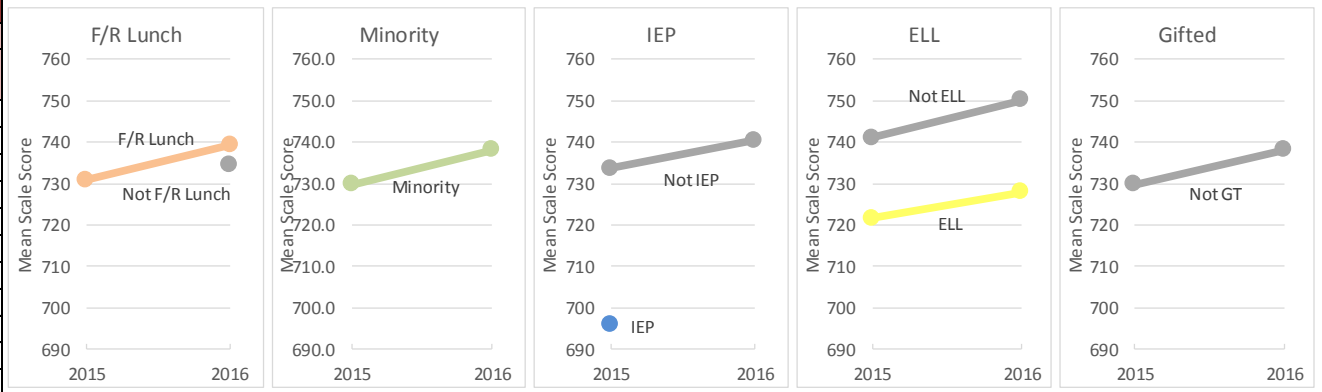
### **Subgroup ELA Performance (Achievement and Growth)**

45. The graphs below show the performance of student subgroups on the reading and writing components of the CMAS/PARCC assessment over time. The current assessment (CMAS/PARCC) results include a reading and writing subscore. The previous assessment (administered in 2011-12, 2012-13, and 2013-14) had two separate assessments for reading and writing. While trends can be compared across assessments, the percent of students meeting or exceeding state expectations should be interpreted with caution.
46. The overall percent of students meeting or exceeding expectations increased in reading and writing from 2014-15 to 2015-16. Similarly, all reportable subgroups saw increases in the percent of students meeting or exceeding state expectations with more substantial increases in writing.
47. The number of students with IEPs declined from 2014-15 to 2015-16 so publicly reportable data is not available in 2015-16.



48. The graphs below show the achievement of student subgroups on the CMAS/PARCC ELA assessment over time and compares subgroup performance to students not in that subgroup. The data below is reported using the mean scale score and scores above 750 indicate that the student meets or exceeds state expectations and scores above 725 indicate that the students are approaching state expectations.
49. Only one subgroup (ELL) had publically reportable data in 2014-15 and 2015-16. Non-ELL students are producing scores above those of ELL students and the gap in performance widened in 2015-16. The difference in mean scale scores in 2014-15 was 19.5 and increased to 22.2 in 2015-16.
50. Notably, students eligible for free or reduced price lunch produced mean scale scores above those who are not eligible effectively eliminating the achievement gap for that subgroup.
51. Due to the large percentage of minority students enrolled at RFMA, there is no publically reportable data on non-minority students.
52. The largest achievement gap exists for the students with IEPs. Students with IEPs produced scores 37.9 points lower than students without IEPs in 2014-15.

Subgroup Proficiency Over Time			
Student Subgroup Category	Subcategory	2015	2016
		Mean Scale Score	Mean Scale Score
F/R Lunch	Yes	730.9	739.3
	No	n<16	734.6
Minority	Yes	729.8	738.2
	No	n<16	n<16
IEP	Yes	695.8	n<16
	No	733.7	740.5
ELL	Yes	721.6	727.9
	No	741.1	750.1
GT	Yes	n<16	n<16
	No	729.8	738.1
Schoolwide		729.9	738.1



Subgroup Proficiency Over Time			
	Difference 2015	Difference 2016	Change
F/R Lunch	n<16	-4.7	n<16
Minority	n<16	n<16	n<16
IEP	37.9	n<16	n<16
ELL	19.5	22.2	-2.7
GT	n<16	n<16	n<16

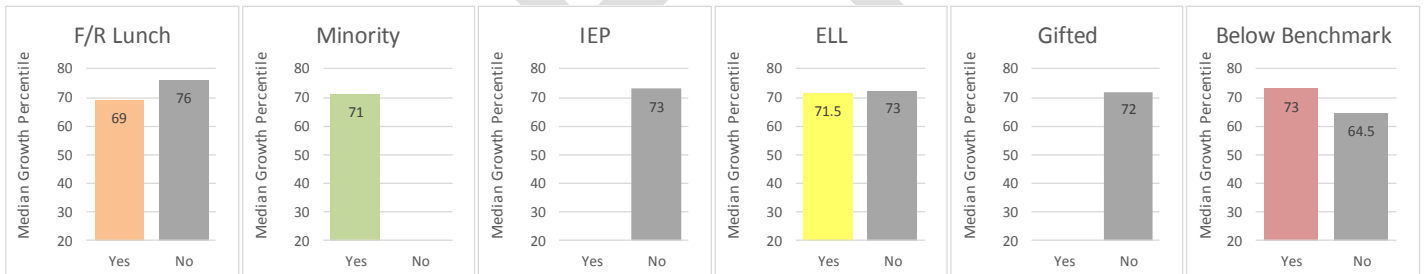
53. The graphs below show the performance of student subgroups on the CMAS/PARCC ELA assessment over time and compares subgroup performance to students not in that subgroup. The data below is reported using the median growth percentile (MGP) and a MGP>50 is equivalent to one year's growth in one year's time.

54. Notably, students below benchmark produced higher levels of growth (MGP=73) than students at or above benchmark (MGP=64.5)

55. Similarly, the growth gap between ELL students (MGP=71.5) and non-ELL students (MGP=72) is minimal.

56. While not substantial, there is a difference in growth scores produced by students eligible for F/R Lunch students (MGP=69) and students that are not eligible (MGP=76).

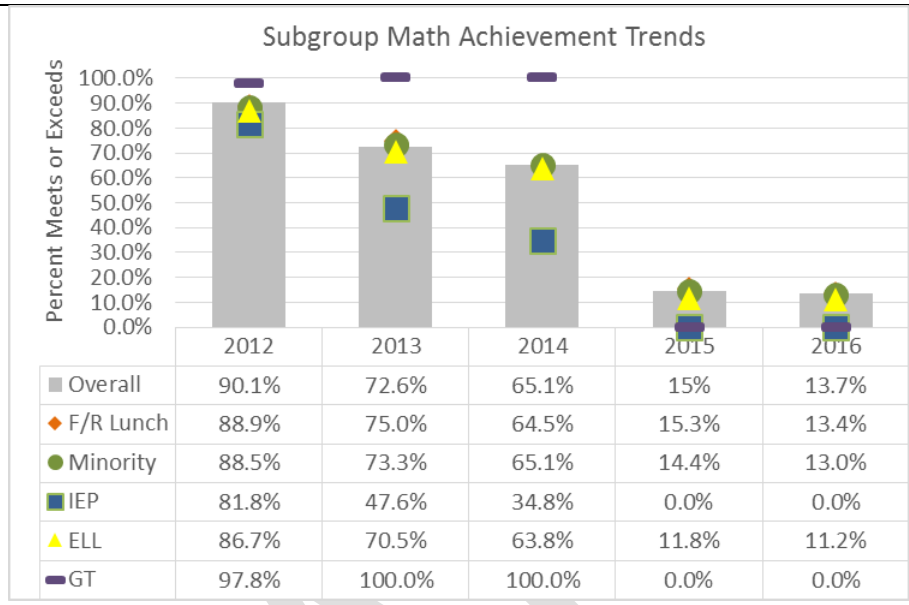
Subgroup Growth Gap (MGP)		
Student Subgroup Category	Subcategory	
	Yes	No
F/R Lunch	69	76
Minority	71	n<20
IEP	n<20	73
ELL	71.5	73
GT	n<20	72
Below Benchmark	73	64.5
Schoolwide	72	



### **Subgroup Math Performance (Achievement and Growth)**

57. The graphs below show the performance of student subgroups on the CMAS/PARCC math assessment over time. The previous assessment (CSAP/TCAP) was administered in 2011-12, 2012-13, and 2013-14. While trends can be compared across assessments, the percent of students meeting or exceeding state expectations should be interpreted with caution.

58. The overall percent of students meeting or exceeding expectations decreased from 2014-15 to 2015-16 as did the percent of students in all reportable subgroups.



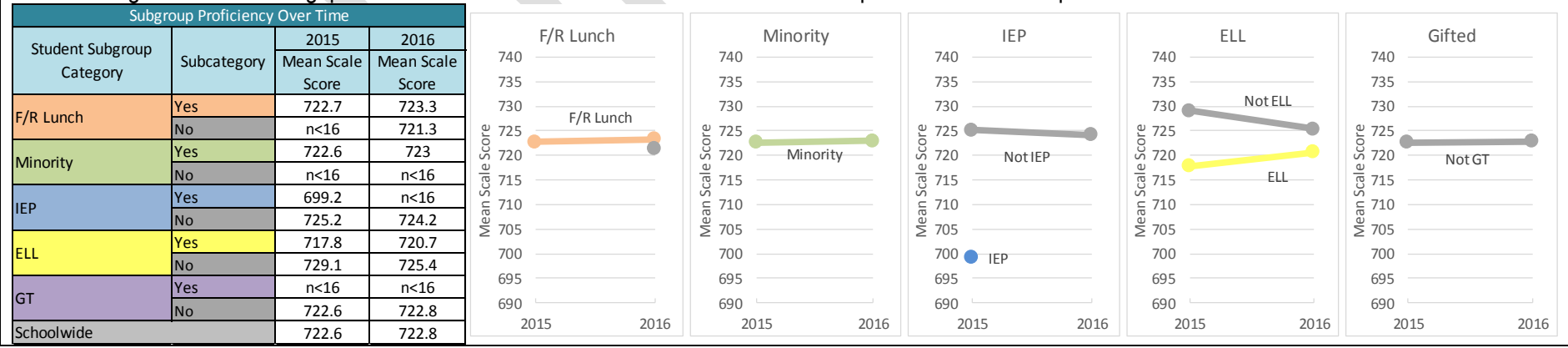
59. The graphs below show the achievement of student subgroups on the CMAS/PARCC Math assessment over time and compares subgroup performance to students not in that subgroup. The data below is reported using the mean scale score and scores above 750 indicate that the student meets or exceeds state expectations and scores above 725 indicate that the students are approaching state expectations.

60. Only one subgroup (ELL) had publically reportable data in 2014-15 and 2015-16. Non-ELL students produced scores above those of ELL students and while the gap in performance shrunk in 2015-16 (from 11.3 points in 2014-15 to 4.7 points in 2015-16) a majority of the difference is accounted for by a decline in the mean scale score for non-ELL students.

61. Notably, as in ELA, students eligible for free or reduced price lunch produced mean scale scores above those who are not eligible effectively eliminating the achievement gap for that subgroup.

62. Due to the large percentage of minority students enrolled at RFMA, there is no publically reportable data on non-minority students.

63. The largest achievement gap exists for the students with IEPs. Students with IEPs produced scores 26 points lower than students without IEPs in 2014-15.



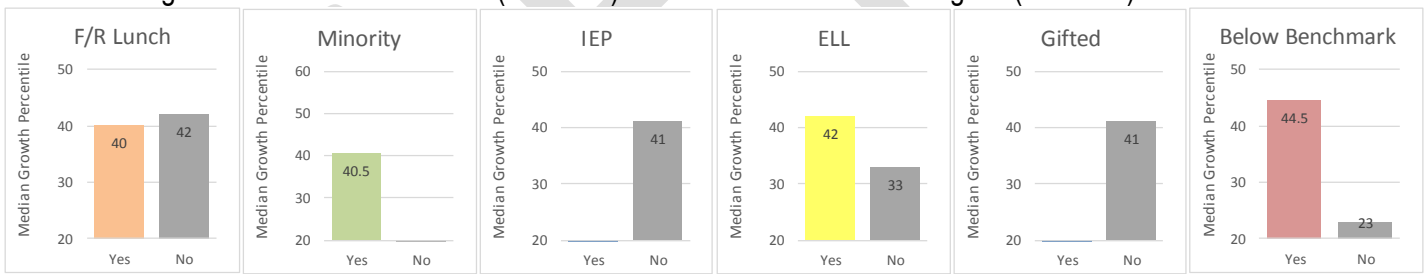
Subgroup Proficiency Over Time			
	Difference 2015	Difference 2016	Change
F/R Lunch	n<16	-2	n<16
Minority	n<16	n<16	n<16
IEP	26	n<16	n<16
ELL	11.3	4.7	6.6
GT	n<16	n<16	n<16

64. The graphs below show the performance of student subgroups on the CMAS/PARCC math assessment over time and compares subgroup performance to students not in that subgroup. The data below is reported using the median growth percentile (MGP) and a MGP>50 is equivalent to one year's growth in one year's time.

65. Notably, students below benchmark produced higher levels of growth (MGP=44.5) than students at or above benchmark (MGP=23). ELL students also produced higher levels of growth (MGP=42) than non-ELL students (MGP=33). However, the growth scores are still below the statewide median (MGP=50).

66. Similarly, the growth gap between students eligible for F/R Lunch students (MGP=40) and students that are not eligible (MGP=42) is minimal.

Subgroup Growth Gap (MGP)		
Student Subgroup Category	Subcategory	
	Yes	No
F/R Lunch	40	42
Minority	40.5	n<20
IEP	n<20	41
ELL	42	33
GT	n<20	41
Below Benchmark	44.5	23
Schoolwide	41	



### Student Attendance and Behavior

67. School discipline and attendance data below were provided by the school for the state's School Discipline and Attendance data collection.

68. The table below shows student attendance and truancy rates for the last two years.

69. RFMA had an attendance rate above 95% for the past two school years and in 2015-16 the attendance rate was 98.8%.

Attendance and Truancy Rates		
	2015	2016
Attendance Rate	96.0%	98.8%
Truancy Rate	3.6%	0.9%

70. The table below shows student discipline incidents by action and an unduplicated count of student's disciplined for the last two years.

71. There appears to be an increase in the number of disciplinary incidents and unduplicated students involved in disciplinary events.



	Incidents by Action			Students Disciplined (Unduplicated Count)	
	2014-2015	2015-2016		2014-2015	2015-2016
Classroom Removals	0	16	Classroom Removals	n<16	16
In School Suspensions	0	0	In School Suspensions	0	0
Out of School Suspensions	0	16	Out of School Suspensions	n<16	16
Expulsions	n<16	0	Expulsions	0	0
Law Enforcement Referral	0	n<16	Law Enforcement Referral	0	n<16
Other	0	0	Other	0	0
Overall	n<16	33	Overall	n<16	33

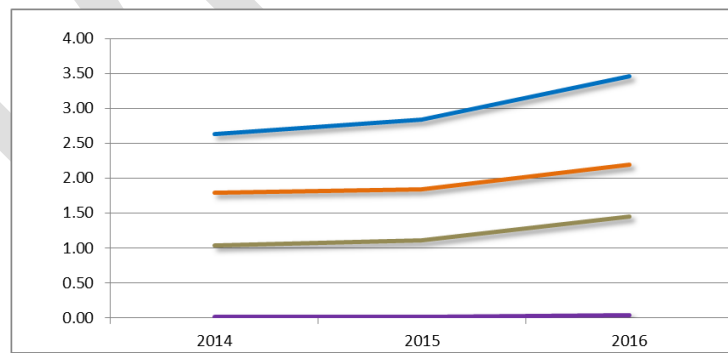
## Finance

1. Ricardo Flores Magon continues to improve its financial position despite declining enrollment. The School increased its cash position, demonstrated sufficient assets to cover its liabilities, and ended the year with a positive operating margin. The School's months of unassigned fund balance is improving and is approaching expectations. The school continues to pay rent on their unoccupied, former building through June 2017.

Governmental Fund Financial Statement Metrics	2014	2015	2016
<b>Positive Unassigned Fund Balance (TABOR)</b>	YES	YES	YES
<b>Months of Cash on Hand</b>	1.80	1.84	2.19
<b>Months of Unassigned Fund Balance on Hand</b>	1.03	1.11	1.45
<b>Current Ratio</b>	2.64	2.84	3.45
<b>Operating Margin</b>	1%	1%	3%

Performance Bands Used	Below Expectations	Approaching Expectations	Meets Expectations
Positive Unassigned Fund Balance (TABOR)	NO	NA	YES
Months of Cash on Hand	<0.5	=>0.5 but <2.0	=>2.0
Months of Unrestricted Fund Balance on Hand	<0.5	=>0.5 but <2.0	=>2.0
Current Ratio	<1	NA	=>1
Operating Margin	=<0	NA	>0

**Governmental Fund Financial Metrics Over Time**



2. As expected of all PERA employers as of June 30, 2016, 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.
3. The School reported no statutory violations in the 2013-2014, 2014-2015, and 2015-2016 Assurances for Financial Accreditation Report.
4. The School submitted a balanced 3-year budget for FY15, FY16 and FY17 as opposed to a balanced 3-year budget for FY17, FY18 and FY19.
5. The School ended the first quarter of 2016-2017 with a -21% operating margin, having collected 22% of budgeted revenue and spending 25% of budgeted expenditures and is not on track to increase reserves by year-end.
6. The School projected its funded pupil count for 2016-2017 to be 331.9 with actual being 304.42, for a decrease of 27.48.
7. The School submitted all CSI required deliverables for 2013-2014, 2014-2015, and 2015-2016, including the Adopted Budget, Data Pipeline financial file, Assurances for Financial Accreditation as well as draft and final audits by the CSI designated deadlines.
8. The School did not submit its Financial Policies and Procedures as required for the application.
9. The School continues to meet expectations for RFF submissions and financial reporting and deadlines.
10. The School uses G&G Consulting.

## Governance and Operations

Year	Pre-Ladder	Level 1	Level 1
	Corrective Actions	Notices of Concern	Notices of Breach
2012-13	-	1 (finance)	-
2013-14	-	1 (submissions)	-
2014-15	-	2 (quality assurance, federal programs)	-
2015-16	3 (quality assurance, state programs)	-	-
2016-17	2 (quality assurance)	-	-

1. In 2012-13, RFMA received a Notice of Concern relating to financial deficiencies for its use of an Enterprise Type Fund for the building corporation.
2. In 2013-14, RFMA received a Notice of Concern for missing the deadline to clear Level 1 errors for October Count.
3. In 2014-15, RFMA received two Notices of Concern. The first was for its failure to create a Safe Schools Plan and complete NIMS training in accordance with state law and CSI Policy. The second related to Exceptional Student programming. RFMA was placed on a Corrective Action Plan in during SY14-15 to address concerns in Exceptional Student programming including Section 504 enrollment process, Gifted & Talented identification and procedures, and properly licensed Special Education staff. All concerns were resolved in collaboration with CSI staff by March of 2015.
4. In 2015-16, RFMA received three Corrective Action Notices. The first was for missing the deadline to submit the Assurance of Compliance. The second was for failure to complete the requisite Gifted Identification Training. The third related to insufficient posting of Board minutes and agendas online as required by the Contract and state law. RFMA timely remedied each deficiency.
5. Thus far in 2016-17, RFMA has received two Corrective Action Notices for missing the deadlines to submit its emergency readiness plan and complete the school safety survey. RFMA timely remedied both deficiencies.
6. The School has made significant strides in literacy and are planning to transition to more of a focus on math. It is unclear how they plan to maintain their literacy gains while shifting their focus to math instruction/support.

7. The School developed a Leadership Pathway in order to address one of the school's greatest self-reported challenges, teacher turnover. As shared by the school leader during the board presentation, this strategy appears to have yielded positive results in teacher retention in its first year of implementation.
8. The School has identified 0% of its students as Gifted and Talented. This is well below local and state averages. Since the 2015-16 school year, FRMA has taken steps to begin effective identification of students through use of an MTSS talent pool.
9. The implementation of data teams at the school appears to have yielded positive results in achievement through intentional instructional shifts.
10. The School Leader evaluation notes a need for mission-specific goal setting, a renewed focus on parent/guardian engagement, and strategic planning around marketed and outreach to both internal and external communities; however, it is unclear how the Board, in particular, plans to help foster growth in these areas.
11. The Board and the School Leader appear to have a productive and positive working relationship and are actively developing a succession plan with the two Director positions.
12. As stated in the renewal application, the 2014-2015 school year was the first year in which the board membership met the minimum requirement per the board bylaws.
13. The School Leader Evaluation provided is from 2014-15. A 2015-16 evaluation was not provided. As a result, CSI Staff was unable to evaluate the extent to which the School Leader was able to meet the goals set forth in the evaluation.
14. The School identified facilities as an ongoing challenge. The School shared multiple strategies that are being explored to address their facility needs.