



**COLORADO**  
Department of Education

# 2019 State of Charter Schools Triennial Report

Submitted to:  
**Governor Jared Polis**  
**House of Representatives Education Committee**  
**Senate Education Committee**

By:  
**Schools of Choice Unit**  
**Colorado Department of Education**

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## Executive Summary

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The *State of Charter Schools in Colorado, 2019* report was created in accordance with §22-30.5-113, C.R.S. which requires that information be reported about the progress of charter schools, including comparison information about school performance, including disaggregated student group results. Statute also requires that this report include information regarding changes in charter school law and information about waivers to statute granted by the Colorado State Board of Education to charter schools along with “any suggested changes in state law necessary to strengthen or change the charter school program.”

This report presents data and descriptive information from the 2016-17, 2017-18, and 2018-19 school years or earlier, as an update to the 2016 report. This report presents information and analysis in the following areas:

- Charter School Context and History
- Characteristics of Charter Schools
- Characteristics of Charter School Students
- Charter School Academic Performance
- Charter School Post-Secondary and Workforce Readiness Performance
- Human Resources Information
- Colorado State Actions Concerning Charter Schools

From the information presented, the Colorado Department of Education observed seven notable trends as outlined below:

### *Notable Trends*

1. Although slowing, charter schools continue to grow and serve a larger share of students, while enrollment in non-charter schools has shown early signs of decline.
2. Charter schools serve higher percentages of minority and English language learner (ELL) students than schools statewide but serve lower percentages of students eligible for free or reduced-price lunches (FRL) and students with disabilities.
3. Charter schools continue to provide a wide array of educational options, including different sizes, models, and settings.
4. In aggregate, charter school academic performance, both overall and for disaggregated student groups, tends to be higher than for non-charter schools and often, though not always, has smaller achievement gaps between groups at these schools.
5. Charter school performance on measures of post-secondary success varies based on whether the school is a traditional brick and mortar school, an online school, or an alternative education campus.
6. Charter schools tend to utilize a common set of waivers from state statute with some variation around a limited number of waivers.
7. While the gap has narrowed somewhat, charter school teachers continue to have average salaries that are less than average salaries for teachers in non-charter schools.

The Department appreciates your review of this report and welcome any feedback or questions on the information presented.



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## Introduction

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### *Purpose*

The *State of Charter Schools in Colorado, 2019* report was created in accordance with §22-30.5-113, C.R.S., which requires reporting to the Governor and to the General Assembly on state of charter schools in Colorado at least every three years. As part of this report, statute specifies that charter performance should also consider the performance of charter school students relative to the performance of disaggregated student groups.

This report includes information as a three-year update from the last report (2016), which includes updates for enrollment and demographic data for school years 16-17, 17-18, and 18-19 and for academic performance data for school years 15-16, 16-17, and 17-18. Data points are used to identify notable trends and to make recommendations and/or suggest possible policy questions as appropriate.

### *Methodology*

The analyses in this report are meant to be a representative view of the charter school sector in Colorado in alignment with the requirements of the statute. All data utilized for quantitative analyses came from data maintained by the Colorado Department of Education (CDE). All data sources, except for Table 4 (education program models) were provided by CDE. Publicly available data sets utilized were as follows:

- Graduation Rates: <http://www.cde.state.co.us/cdereval/gradratecurrent>
- Mobility: <http://www.cde.state.co.us/cdereval/mobility-stabilitycurrent>
- Teacher Salaries: <http://www.cde.state.co.us/cdereval/staffcurrent>
- Student Teacher Ratios: <http://www.cde.state.co.us/cdereval/staffcurrent>
- College Enrollment Rates: <http://www.cde.state.co.us/cdereval/rvpostsec>
- Pupil Counts: <http://www.cde.state.co.us/cdereval/pupilcurrent>

Other data sources utilized for the report were either provided by the Accountability Analytics office of CDE or from the waiver tracking database maintained by the Schools of Choice Unit.

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## Part One: Colorado Charter School Context and History

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In 1993, Colorado became the third state in the U.S. to enact a charter school law. Now, as of the 2018-19 school year, Colorado has more than 25 years of experience and over 250 charter schools serving 13.5 percent of students in the state. Charter schools have opened in many parts of the state – from the Eastern Plains, to the Front Range, across many mountain communities, and along the Western Slope and southern Colorado. Among the charter schools in the state, you will find a wide variety of educational models and philosophies tied to the visions of the schools as well as students and families who often have diverse, but also deeply held, beliefs about their aspirations for education. As such, there are few general observations about the charter sector. “Growing” and “dynamic” would be two terms that may have historically described the sector in Colorado. Although those two adjectives still have meaning, there has been a gradual shift in the sector to slightly slower growth, while working to build deeper roots in communities where many have established themselves and served communities for 15-25 years or longer.

This section outlines data on the number and type of charter schools in Colorado over time, as well as their location.



### Charter School Sector

As shown in Table 1 and Figure 1, the number of charter schools operating in Colorado has grown steadily since the General Assembly enacted the Colorado Charter Schools Act. The charter school sector has also seen a corresponding increase in the percent of total students served in the state of Colorado. In 2018-19, 255 charter schools were operating across the state, serving 124,562 students in grades PK-12, and equaling over 13 percent of students statewide. If all charter schools were organized within a single district, it would be the largest school district in the state.

**TABLE 1: The Number of Charter Schools Operating in Colorado by School Year<sup>1</sup>**

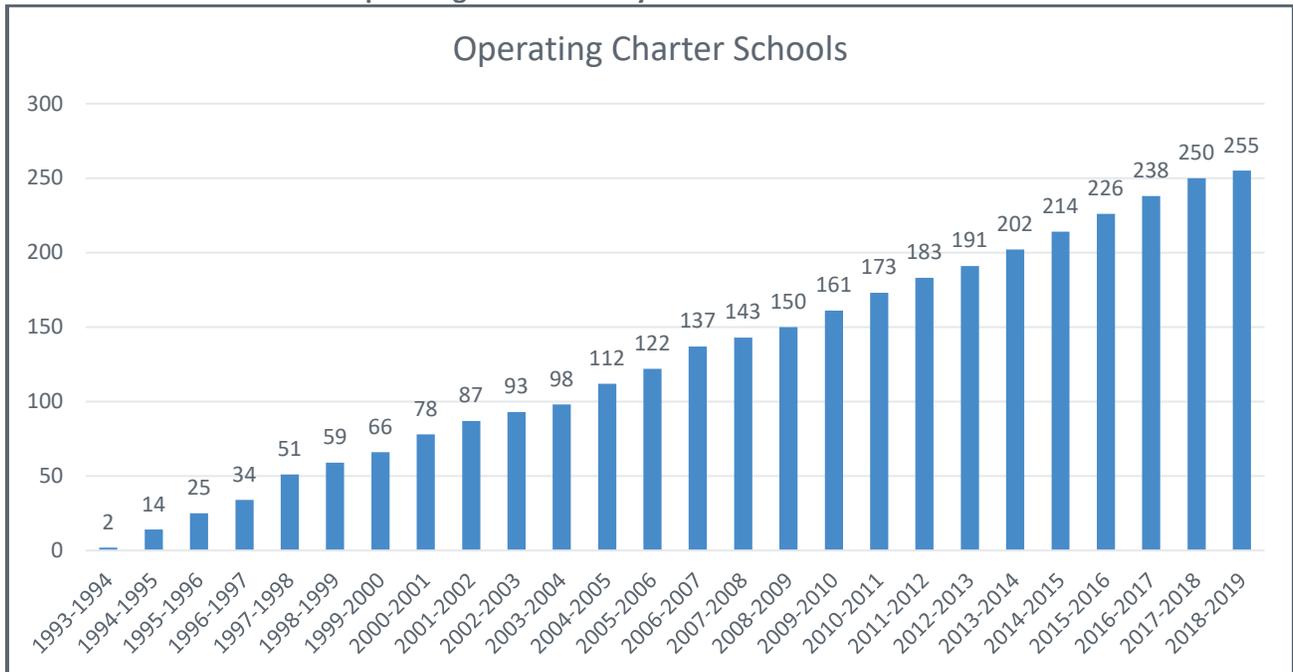
School Year	Charter Schools Opened	Charter Schools Closed	Total Number of Charter Schools in Operation
1993-1994	2	0	2
1994-1995	12	0	14
1995-1996	11	0	25
1996-1997	9	0	34
1997-1998	20	3	51
1998-1999	8	0	59
1999-2000	8	1	66
2000-2001	13	1	78
2001-2002	10	1	87
2002-2003	7	1	93
2003-2004	6	1	98
2004-2005	16	2	112
2005-2006	13	3	122
2006-2007	20	5	137
2007-2008	12	6	143
2008-2009	11	4	150
2009-2010	14	3	161

<sup>1</sup> The number of schools is based on the number of CDE School Codes flagged as charter schools. The count would not change when one charter operator takes over an existing charter school, but the count would change when a charter operator takes over an existing non-charter school. Openings also include when a single school splits into multiple school codes by education level.



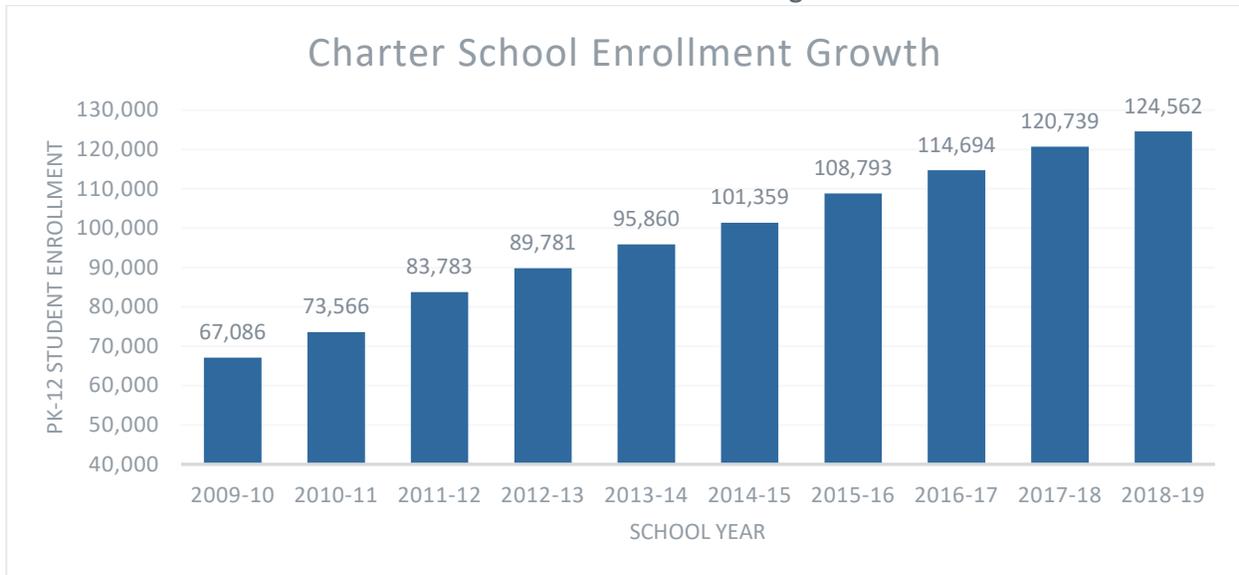
2010-2011	17	5	173
2011-2012	12	2	183
2012-2013	11	3	191
2013-2014	16	5	202
2014-2015	13	1	214
2015-2016	15	3	226
2016-2017	13	1	238
2017-2018	15	3	250
2018-2019	13	8	255

FIGURE 1: Number of Charters Operating in Colorado by School Year

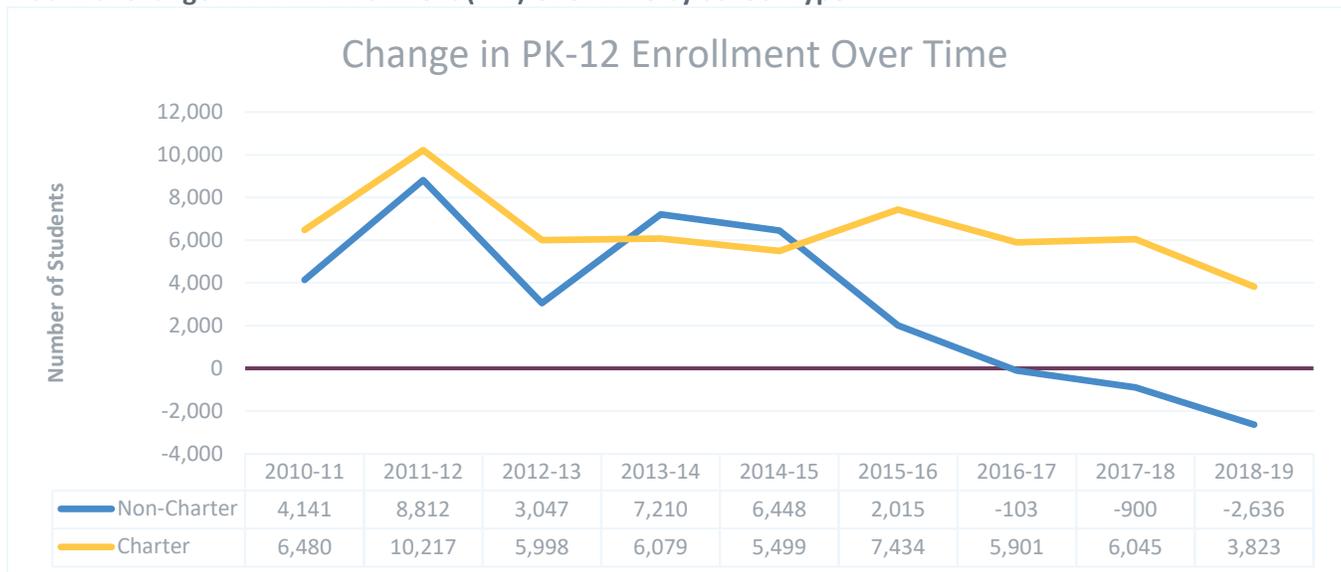


The growth in charter school enrollment (as shown in Figure 2) has started to slow slightly in recent years. Although slowing, charter growth is still positive and has generally outpaced non-charter school enrollment in real numbers since at least the 2010-11 school year. As of the 2016-17 school year, a new trend of significance has emerged (as shown in Figure 3), where although statewide PK-12 charter enrollment has continued to increase, non-charter enrollment has started to decline.

**FIGURE 2: Growth in Charter School Enrollment from 2009-2010 through 2018-2019 School Year**



**FIGURE 3: Change in PK-12 Enrollment (FTE) Over Time by School Type**



### Authorizing Districts

When the Charter Schools Act was first passed in Colorado, school districts served as the sole authorizer of charter schools. Thus, for many years, all charter schools were authorized by their geographic district. In 2004, the legislature created the Colorado Charter School Institute (CSI) to “provide an alternative mode of authorizing charter schools as a means to assist school districts in utilizing best practices for chartering schools and to approve and oversee charter schools in school districts not desiring to do so themselves.”<sup>2</sup> As part of this legislative revision, school districts were allowed to request an “exclusive chartering authority” status, which would mean that any charter school seeking to operate a school in their district would have to first apply to the school district for consideration. Exclusive Chartering Authority is a status granted to school districts when the

<sup>2</sup> §22-30.5-501(2)(b), C.R.S.



school district commits to providing fair and equitable treatment to its charter schools. In Colorado, most school districts have sought Exclusive Chartering Authority status, and most have retained this status.

Given the state policy framework supportive of district authorization, most charter schools in Colorado are authorized by the school district in which they are located. If a charter school is not authorized by the district in which it is located, then the school is authorized by the Colorado Charter Schools Institute (CSI).<sup>3</sup> In the 2018-19 school year, 44 school districts and CSI authorized charter schools across Colorado. Of these 45 authorizers, 21 authorized three or more charter schools. Denver Public Schools (Denver County 1) authorized the most charter schools with 60 schools, followed by CSI with 40 schools. Table 2 shows charter enrollment information for these 21 authorizers.

**TABLE 2: Enrollment Summary for Authorizers that Authorized Three or More Charter Schools in 2018-2019**

Authorizer	Number of Charter Schools	Charter PK-12 Enrollment	District PK-12 Enrollment	Percentage Enrolled in Charters
Academy 20	5	4,242	26,178	16.20%
Adams 12 Five Star Schools	4	3,616	39,282	9.20%
Adams-Arapahoe 28J	9	5,265	39,892	13.20%
Boulder Valley RE-2	5	2,359	31,169	7.57%
Byers 32J	9	2,369	2,916	81.24%
Charter School Institute	40	18,268	18,268	100.00%
Cheyenne Mountain 12	3	1,419	5,274	26.91%
Colorado Springs 11	6	1,773	26,395	6.72%
Denver County 1	60	20,620	91,998	22.41%
District 49	7	8,866	22,397	39.59%
Douglas County RE-1	20	16,207	67,591	23.98%
Greeley 6	6	5,416	22,503	24.07%
Harrison 2	5	2,345	11,708	20.03%
Jefferson County R-1	19	9,052	84,623	10.70%

<sup>3</sup> H.B. 04-1362 created CSI in 2004. CSI has the authority to approve or deny charter school applications, monitor Institute charter school operations, and assist in the conversion of a district charter school to an Institute charter school. CSI may authorize charter schools in districts that have not retained exclusive authority to authorize charter schools within their district or in instances where a district has chosen to “release” a school or applicant to CSI while still retaining their chartering authority. For a list of districts where CSI may authorize a charter school, visit the Schools of Choice “District & Authorizer Info” [page](#) and then click on the “exclusive chartering authority” [link](#).



Mesa County Valley 51	3	1,133	22,082	5.13%
Montezuma-Cortez RE-1	3	313	2,778	11.3%
Poudre R-1	5	2,443	30,463	8.02%
Pueblo City 60	3	1,546	16,405	9.42%
Pueblo County 70	3	937	10,033	9.34%
School District 27J	5	3,951	18,712	21.11%
St. Vrain Valley RE 1J	6	3,194	32,639	9.79%

As shown by Table 3, most of these authorizers have experienced growth in charter school enrollment since the 2015-16 school year, with many experiencing a significant amount of growth during this time.

TABLE 3: Change in Enrollment of Authorizers with Three or More Charter Schools from 2015-16 to 2018-19

Authorizer	Charter Schools in 2015-16 (#)	2015-16 Charter PK-12 Enrollment	Charter Schools in 2018-19 (#)	2018-19 Charter PK-12 Enrollment	Change in Enrollment
Academy 20	4	3,774	5	4,242	468
Adams 12 Five Star Schools	4	3,417	4	3,616	199
Adams-Arapahoe 28J	6	4,302	9	5,265	963
Boulder Valley RE-2	5	2,351	5	2,359	8
Byers 32J	4	2,435	9	2,369	-66
Charter School Institute	36	15,075	40	18,268	3,193
Cheyenne Mountain 12	3	1,286	3	1,419	133
Colorado Springs 11	6	1,950	6	1,773	-177
Denver County 1	52	16,596	60	20,620	4,024
District 49	5	7,501	7	8,866	1,365
Douglas County RE-1	16	12,600	20	16,207	3,607
Greeley 6	6	5,243	6	5,416	173
Harrison 2	4	2,224	5	2,345	121
Jefferson County R-1	19	9,031	19	9,052	21



Mesa County Valley 51	3	995	3	1,133	138
Montezuma-Cortez RE-1	3	293	3	313	20
Poudre R-1	4	2,205	5	2,443	238
Pueblo City 60	2	1,485	3	1,546	61
Pueblo County 70	3	826	3	937	111
School District 27J	5	3,698	5	3,951	253
St. Vrain Valley RE 1J	6	3,397	6	3,194	-203

## Part Two: Characteristics of Colorado Charter Schools

This section of the report looks at key characteristics of Colorado Charter Schools and their service to students and families. The data points included present an overall picture of charter school programs for the 2018-19 school year.

There is large variation among schools in the charter school sector within Colorado and includes a range of education models (STEM, Montessori, Core Knowledge, etc.), settings (rural, urban, etc.), governance structures (Charter Management Organization, Education Management Organization, Network, etc.), enrollment sizes, and grade configurations as described below.

### *Education Model*

An education model is generally recognized as a guiding educational philosophy for a school that helps build consistency and coherence to the programming offered at the school. Typically, education models are based on beliefs about how children learn and the role of schools in supporting student learning.

Models can range from schools that hold a belief that students need to be taught a foundation of knowledge in a structured way to contribute meaningfully to society (classical, core knowledge, etc.) to other models that are guided by a belief that children construct their own knowledge and that the school's role is to provide opportunities for students to make meaning through hands-on activities (Montessori, expeditionary learning, etc.). An education model may also be driven by a more targeted focus around a student need. Examples of this would be schools that focus on skill development in particular disciplines (STEM, performing arts, etc.) to other schools that focus on post-secondary and workforce readiness (early college, alternative, etc.).

Recognizing the diversity of education models present in Colorado is a key part of understanding our state's experience with charter schools as well as understanding the diversity of perspectives from educators, parents, and students who are a part of a charter school community. As such, this report provides a high-level overview of the education model landscape across Colorado charter schools. However, there is neither a definitive way to classify education models nor is there a requirement to keep education models static at a school level. The 2016 version of this report relied on a prior study by the Colorado League of Charter Schools (League) for this information, but an updated version of this study is not available. For this report, the League provided more



recent data, which was used to create the information listed in Table 4. Please note that a limited number of schools are included in multiple categories because multiple categories may appropriately reflect the school. The categorization is based on self-reporting and likely includes programs offered within schools in addition to core educational programs.

**TABLE 4: Charter School Educational Program Models**

<b>Educational Program Category</b>	<b>Number of Operating Schools</b>
Alternative	20
Arts Integration/Performing Arts	4
Blended Learning	7
Classical	24
College Preparatory	91
Community School Model	6
Core Knowledge	80
Direct Instruction	9
Dual Language/Language Immersion	9
Early College	17
Expeditionary Learning/Adventure Education	10
Experiential Education/Learning	14
Gifted and Talented	6
Montessori	15
Online	11
STEAM/STEM	25
Waldorf	4
Other	14

*Geographic Location (Setting)*

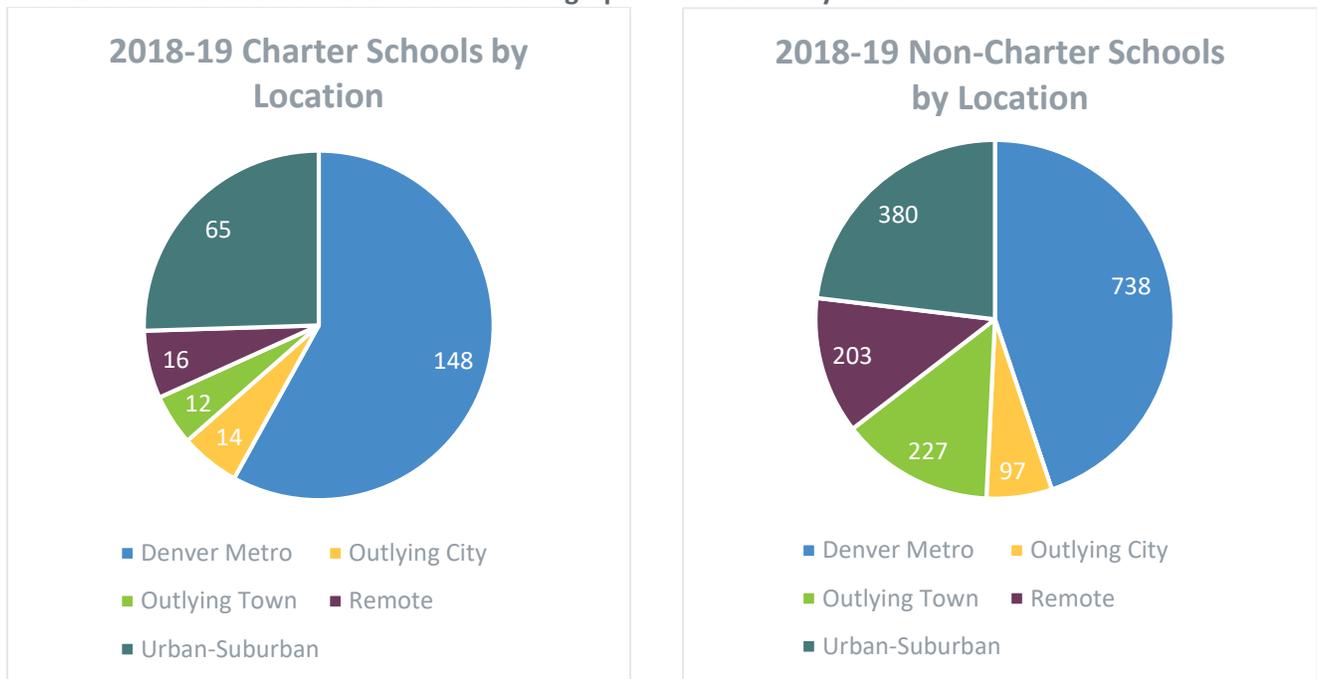
CDE classifies school districts, BOCES, and schools in Colorado into five main categories: Denver Metro, Urban, Suburban, Outlying City, Outlying Town, and Remote. District-managed schools and charter-managed schools

both have significant numbers of schools in each geographical location; however, the distributions between each vary.

Figure 4 shows the distribution of charter schools and charter enrollment across locations in Colorado for the 2018-19 school year. Over half of all charter schools in the state are located in the Denver Metro region, with the next highest percentage located in urban-suburban regions of the state. Both settings also see a higher share of charter schools compared to non-charter schools.

Charter schools are less likely to operate in outlying cities, outlying towns, and remote regions of the state as compared to non-charter schools. Reasons for this may vary, but typically include: difficulty with implementing an additional transportation program for a charter school, overall size of the district, and limited educational resources that may be available in a community to support the start-up of a new school. Although less common when compared to non-charter distributions, Colorado is viewed nationally as a state with a geographically diverse charter representation and there are many examples of successful charter schools operating in remote areas through intentional collaboration with communities and school districts.

**FIGURE 4: Charter and Non-Charter School Geographical Locations by Number of Schools in 2018-19**



### Governance Type

Per statute, all charter schools in Colorado must be nonprofit organizations governed by an independent governing board. Although most charter schools in the state are single site schools (commonly referred to as “independent charter schools” or “mom and pop charter schools”), many charter schools are affiliated with a larger organization that supports the management of multiple schools. The terms used to describe these relationships can vary and may include:

- Charter Management Organization (CMO)** – a common term which typically is used to describe a non-profit organization that provides central management support to schools. Oftentimes, public stakeholders would not view a CMO as distinct from the school as many CMOs evolved from the



replication and/or expansion of high performing single-site schools; however, sometimes, the CMO will be a legal entity that is separate from the entity holding the contract for the school and as such, a charter school’s board could terminate or change a contract with a CMO if they so desired.

- **Charter Network** – a term that has specific statutory relevance in Colorado. A network is much like a CMO except that network law allows a single entity (a single non-profit board) to manage multiple schools directly under a single network contract. Many historic CMOs in Colorado now operate under network contracts - although they are not required to.
- **Collaborative** – a term in Colorado statute that provides for the formation of an organization that pools resources across multiple charter schools. A comparable legal structure for district collaboration would be the BOCES structure. Collaborative law is typically used for the creation of shared services like operation of a School Food Authority (SFA); however, sometimes a collaborative structure could be used to pool resources for centralized management services for schools.
- **Other**, less formal structures – it is also not un-common for an entity to hold charter contracts for two or more schools (or school codes) while not officially identifying itself as a CMO or network. This would typically apply to a high performing single site charter school that opens a second campus, expands grades under a new contract/authorization, or replicates a second school.

Although not a governance type in Colorado, it should be noted that a charter can enter into an agreement with an Education Management Organization (EMO). A term that is typically used to describe a for-profit education service provider that provides central management support to charter schools. Because charter schools in Colorado must be governed by a non-profit board of directors, EMOs are not a governance type but instead would be treated as an Education Service Provider and the school’s Board would have the authority to contract for services (or terminate services) as the board deemed appropriate. Very few Colorado charter schools have existing relationships with EMOs.

While there is currently no official data to report on the various school types, Table 5 does identify organizations in Colorado managing one or more school codes (note: sometimes, a single charter contract may have multiple school codes – one for their elementary grades, one for their middle grades, and one for their high school grades, for example) along with an identifier to distinguish between national management organizations and local, Colorado-based organizations. In limited circumstances, some organizations carry affiliations with a larger national organization, but operate in Colorado with a high level of local autonomy. As such, we provided a third, separate identifier for such organizations.

In general, the percentage of charter schools operated by a local management organization has increased, while at the same time, there have been progressively fewer schools operated by national organizations. In the 2018-19 school year, 15 of 255 or 5.9 percent of charter schools utilize a national organization to help manage their school. In comparison, 100 of 255 charter schools are associated with a local organization that manages two or more schools. Overall, 115 of 255 schools work with some type of multi-school management organization, which comprises 45.1 percent of all charter schools in the state.

**TABLE 5: Organizations with Management Responsibilities for One or More Charter Schools in Colorado**

Organization Name	Organization Type	Associated School Codes
ASCENT Classical Academies	Local Management	2
Ability Connection Colorado	Local Management	2



Addenbrooke Classical Academy	Local Management	2
Atlas Preparatory School	Local Management	2
Colorado Early Colleges	Local Management	4
Colorado High School Charter	Local Management	2
Community Leadership Academy	Local Management	3
Compass Montessori	Local Management	2
Compass & For Lifelong Discovery	Local Management	2
Denver School of Science and Technology, Inc.	Local Management	13
Girls Athletic Leadership Schools of Denver	Local Management	3
Global Village Collaborative	Local Management	5
Highline Academy Schools	Local Management	2
Hope On-line Academy Co-Op	Local Management	3
James Irwin Collaborative	Local Management	5
Jefferson Academy	Local Management	3
New Legacy Charter School	Local Management	2
Pueblo School for Arts & Science	Local Management	2
Rocky Mountain Charter Collaborative	Local Management	9
Rocky Mountain Preparatory Schools	Local Management	4
Strive Preparatory Schools	Local Management	11
Swallows Charter	Local Management	2
The Classical Academy	Local Management	4
The Vanguard School	Local Management	3
Third Future Schools	Local Management	2
Union Colony Schools	Local Management	2
University Preparatory Schools	Local Management	2
Windsor Charter Academy	Local Management	2



<b>TOTAL NUMBER OF SCHOOLS IN CATEGORY</b>		<b>100</b>
<b>Organization Name</b>	<b>Organization Type</b>	<b>Associated School Codes</b>
KIPP Colorado Schools	Local/National Management	6
New America Schools	Local/National Management	3
<b>TOTAL NUMBER OF SCHOOLS IN CATEGORY</b>		<b>9</b>
<b>Organization Name</b>	<b>Organization Type</b>	<b>Associated School Codes</b>
Academica	National Management	1
Accel Schools	National Management	1
Imagine School Non-Profit Inc.	National Management	2
National Heritage Academies	National Management	2
<b>TOTAL NUMBER OF SCHOOLS IN CATEGORY</b>		<b>6</b>
<b>OVERALL TOTAL NUMBER OF SCHOOLS</b>		<b>115</b>

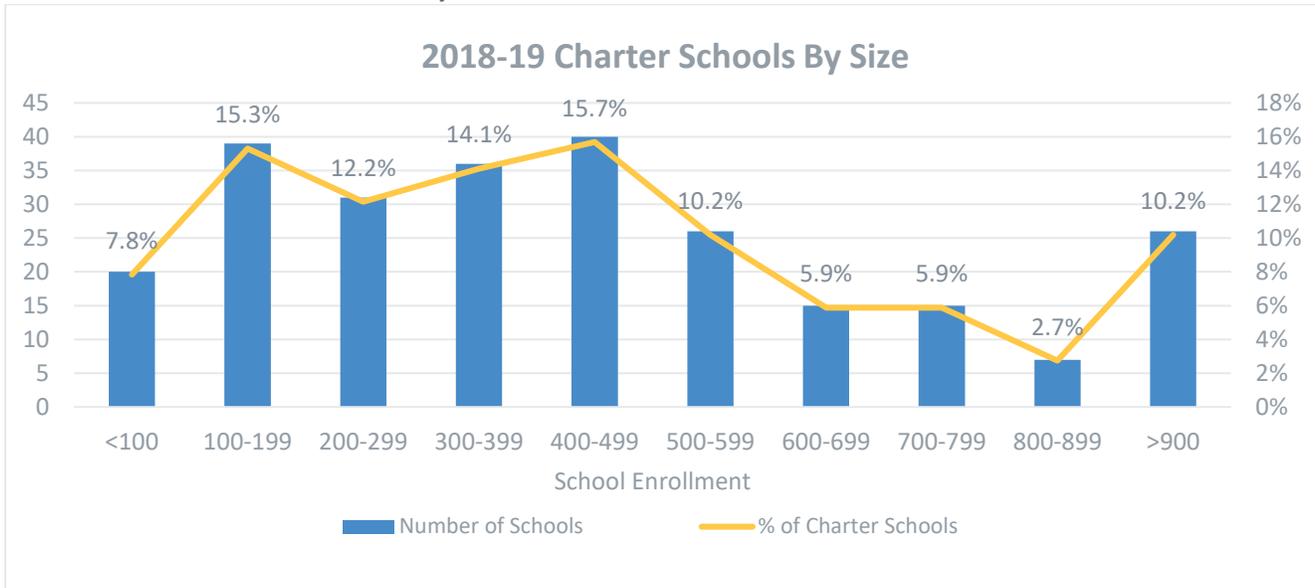
### Charter School Size

Colorado charter schools vary widely in size - from schools serving fewer than 100 students to schools with over 4,000 students. Figure 5 shows the distribution of charter schools based on their total enrollment.

In 2018-19, 35.3 percent of charter schools enroll less than 300 students, which is down slightly from 36.2 percent in 2015-16. Average enrollment in a charter school was 488 students, which is up slightly from 481 in 2015-16. The observed pattern of the average charter school increasing in size is consistent with historic trends. In the middle of the 1990's, more than 70 percent of charter schools served fewer than 200 students<sup>4</sup>; by 2019 that percentage fell to 23.1 percent. Meanwhile, only four percent of charter schools enrolled more than 600 students in 2006, but that number has grown to 24.7 percent.

<sup>4</sup> See page 32 of the 2016 Charter Schools Report, which can be found at this link: <https://www.cde.state.co.us/communications/20160719stateofcharterupdated>

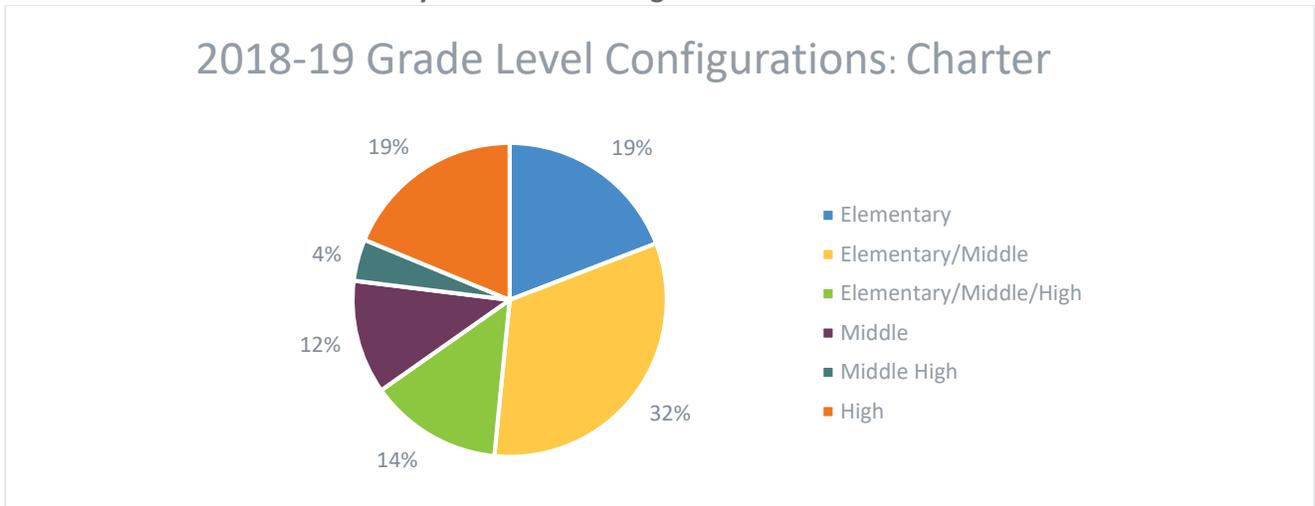
**FIGURE 5: 2018-19 Charter Schools by Size**



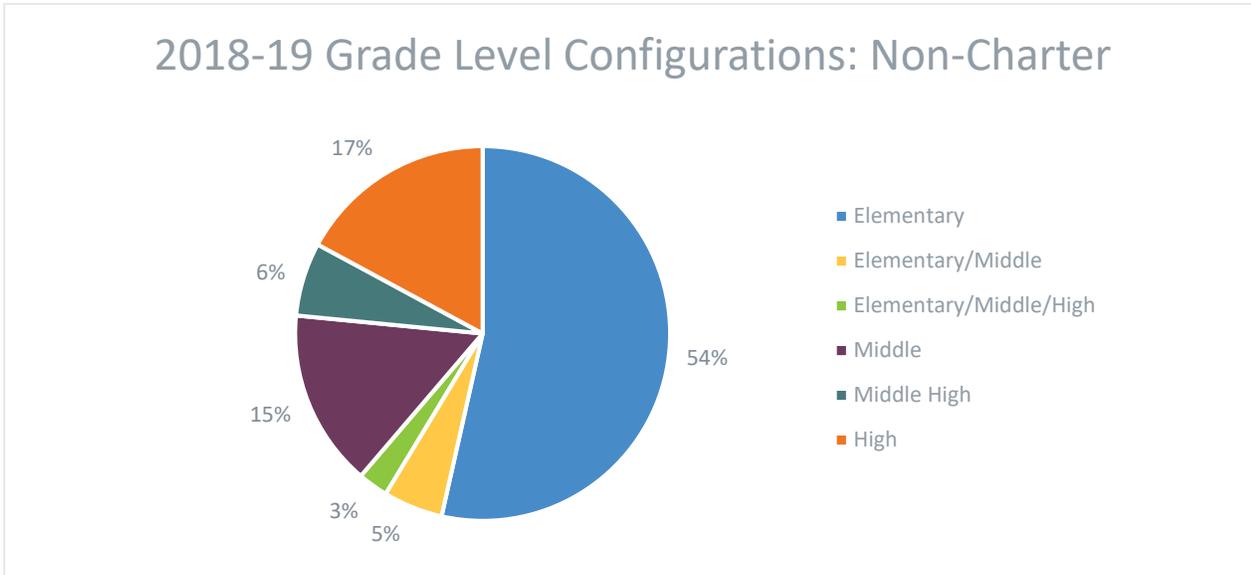
### Grade Level Configuration

Charter schools operate with a wide range of grade configurations. Over half (55.6 percent) of charter schools operating in 2018-19 served grades across more than one traditional education level (for example, elementary/middle schools and middle/high schools). The distributions across these levels is shown in Figure 6 for charter schools and Figure 7 for non-charter schools.

**FIGURE 6: Distribution of Schools by Grade Level Configuration in 2018-19: Charter**



**FIGURE 7: Distribution of Schools by Grade Level Configuration in 2018-19: Non-Charter**



The percentage of stand-alone charter high schools has increased since the late 1990’s, while the percentage of PK-12 schools and standalone charter middle schools has decreased. Table 6 shows the distribution of schools based on grade level configurations from 1997 through 2019. Since the last triennial report, the distribution of charter schools by grade level has mostly remained the same except for a shift of about 7 percentage points from Elementary/Middle Schools to Elementary-only schools.

**TABLE 6: Charter Schools by Grade Level Configuration - Percentages from 1997 through 2019**

Year Grade Level	1997	2001	2007	2012	2016	2019
Elementary	12%	15%	14%	16%	12%	19%
Elementary/Middle	41%	38%	41%	47%	40%	32%
Elementary/Middle/High	16%	17%	14%	10%	14%	14%
Middle	16%	6%	6%	5%	11%	12%
Middle/High	12%	12%	4%	6%	5%	4%
High	3%	12%	20%	17%	19%	19%



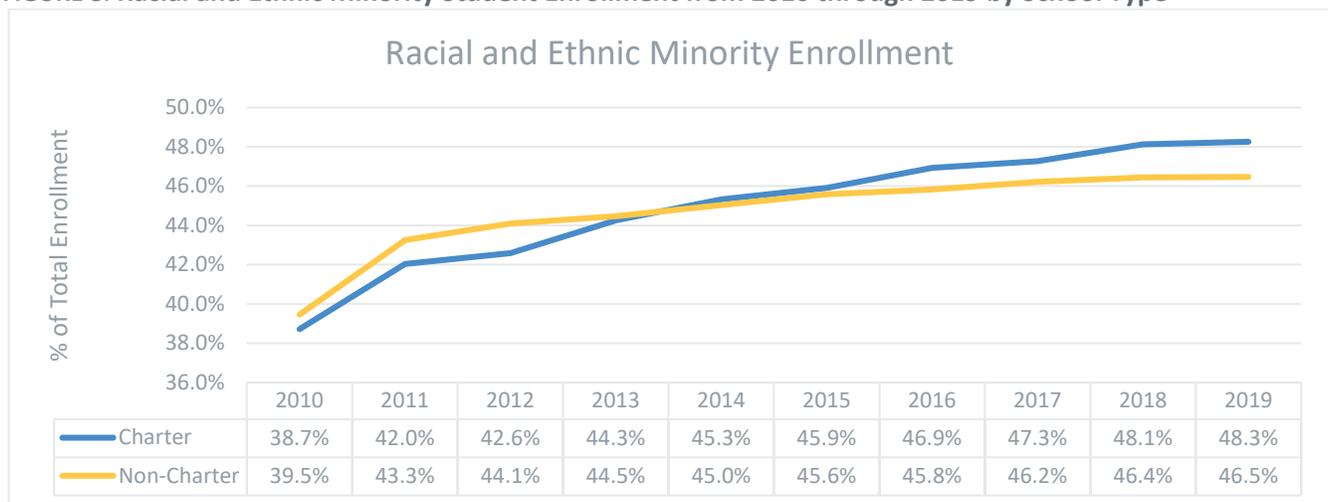
## Part Three: Characteristics of Colorado Charter School Students

This section outlines the demographic and other descriptive characteristics of students in charter schools across Colorado compared to the non-charter school population of the state. Charter schools have diverse student enrollments similar to non-charter schools overall. At times, the level of enrollment diversity was higher for charter schools and other times, it was higher for non-charter schools as shown below.

### Racial and Ethnic Minorities

As indicated by Figure 8, charter schools in operation during the 2018-19 school year served a slightly higher percentage of racial/ethnic minority students when compared to non-charter school students statewide. The percentage of racial/ethnic minority students served in charter schools in school year 2018-19 was 48.3 percent as compared to 46.5 percent for non-charter schools. Since 2012, charter schools have experienced an increase in racial/ethnic minority student enrollment at a rate faster than that for non-charter schools. In 2013, charter schools transitioned from serving a lower percentage of racial/ethnic minority students to now serving a higher percentage with the difference growing slightly over time.

**FIGURE 8: Racial and Ethnic Minority Student Enrollment from 2010 through 2019 by School Type**



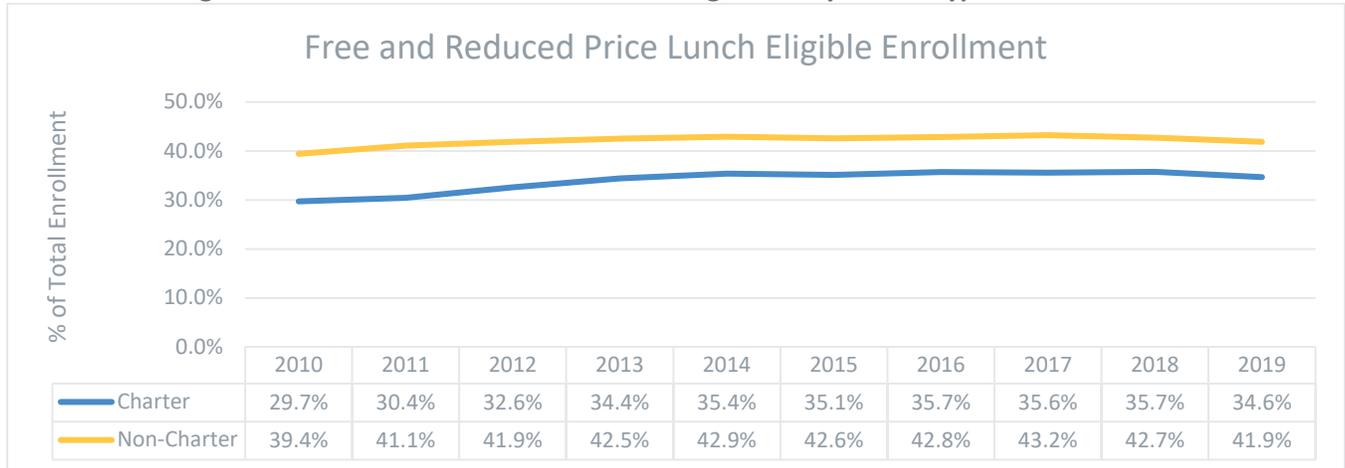
### Students Eligible for Free or Reduced-Price Lunch

Free or reduced-price lunch (FRL) eligibility is the most commonly used and most widely available proxy for a student’s household income level and so is being used in this report as such. In interpreting FRL eligibility data, it should be noted that FRL eligibility has some limitations as a measure and likely underrepresents the number of students who are FRL eligible if the school they attend does not have a food program that qualifies for reimbursement under the National School Lunch Program. According to a recent study looking at facility challenges for charter schools, the National Charter School Resource Center found that approximately 55 percent of Colorado charter schools do not have a full preparatory kitchen in which to prepare hot meals that qualify for reimbursement under the federal program.<sup>5</sup>

<sup>55</sup>Charter School Facilities Initiative: An Analysis of the Charter School Facility Landscape in Colorado, March 2018. [http://facilitiesinitiative.org/media/1268/csfi\\_colorado.pdf](http://facilitiesinitiative.org/media/1268/csfi_colorado.pdf)

In the 2018-19 school year, 34.6 percent of charter school students were identified as FRL eligible. This was a decline from prior years, although school enrollment data among non-charter school students also saw a similar decline. Consistent with prior years, charter schools served a lower percentage of FRL eligible students in 2018-19 than non-charter schools statewide, and this gap has stayed relatively consistent since the 2013-14 school year as seen in Figure 9.

**FIGURE 9: FRL Eligible Student Enrollment from 2010 through 2019 by School Type**

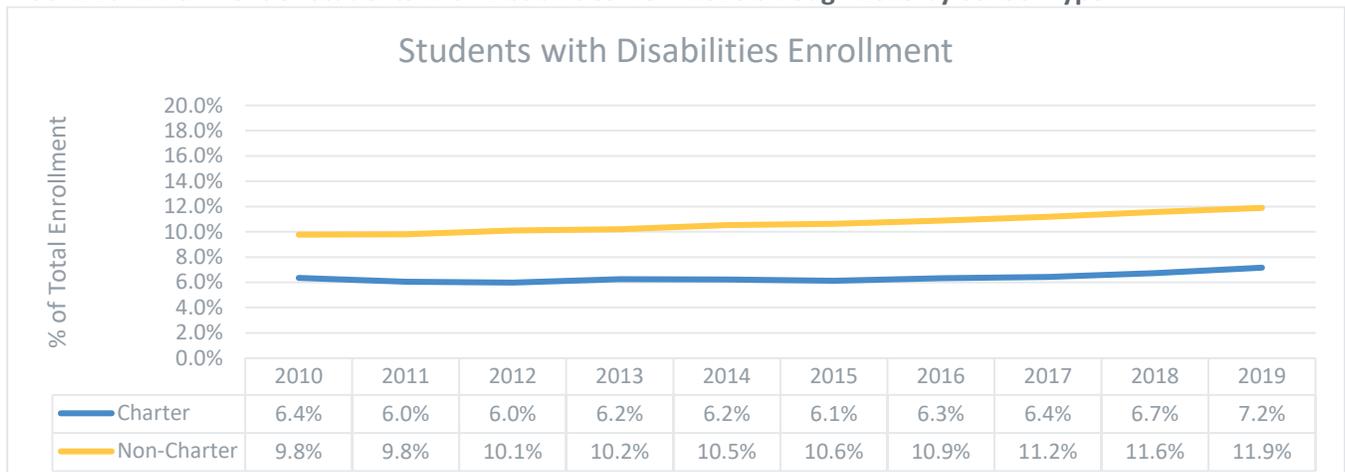


### Students with Disabilities

Data presented in Figure 10 includes all students classified with a disability, including those with a non-cognitive disability (students with a 504 plan), students needing special education accommodations, and students with an individualized education plan (IEP) in the 2018-19 school year.

Charter schools experienced a slight increase in the percentage of students with a disability enrolled, going from 6.7 percent of students in 2017-18 to 7.2 percent in 2018-19; however, charter schools still serve proportionally fewer students with disabilities than non-charter schools statewide. While charter enrollment increased by 0.9 of a percentage point since school year 2015-16, non-charter enrollment increased by one percentage point – thereby increasing the enrollment gap slightly over this time.

**FIGURE 10: Enrollment of Students with Disabilities from 2010 through 2019 by School Type**

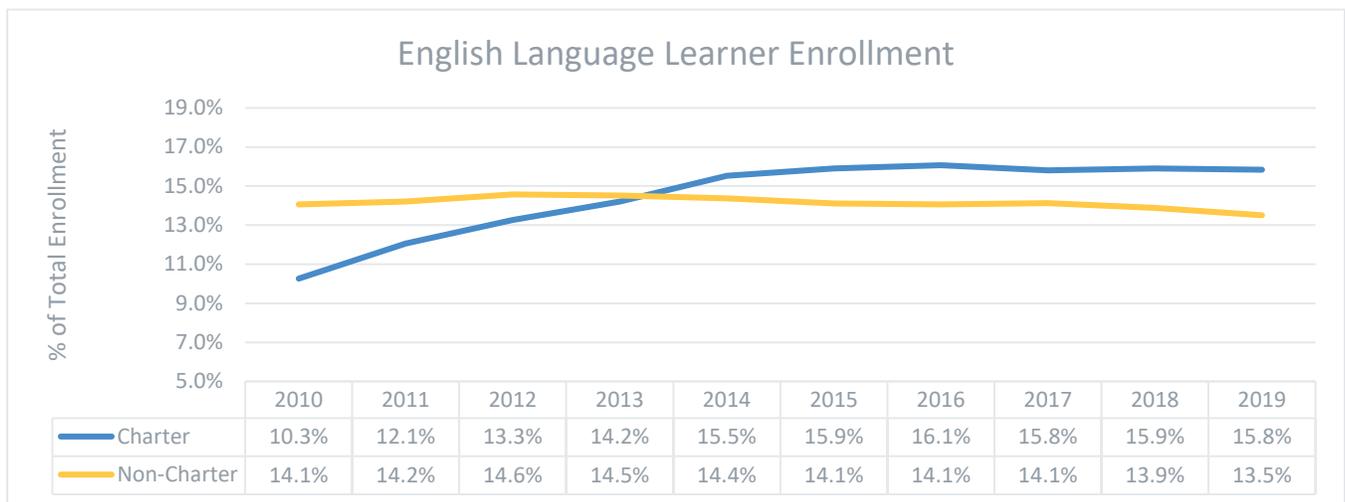


The continued enrollment gap among students with disabilities in charter schools may, at least in part, be explained by whether a charter school operates as its own “local education agency” (LEA) or as part of a larger LEA. Currently, Colorado law requires that charter schools operate as part of a larger LEA (school district or Colorado Charter School Institute) which means that the school and the LEA have shared responsibility for the provision of special education services for students in a school. Based on research conducted by the National Center for Special Education in Charter Schools, “charter schools that operate as their own LEA (and are thus wholly responsible for provision of special education and related services) tend to enroll more students with disabilities than charter schools that operate as part of an LEA.”<sup>6</sup> Also, when operating as part of a larger LEA, charter schools may find greater limitations on operating certain types of special education programs (such as facility schools and center-based programs), which may also contribute to lower charter school enrollments overall. CDE is continuing to dig into this question to identify root causes more clearly and to identify opportunities for expanding access to educational choice for all families.<sup>7</sup>

### English Language Learners

Charter schools have experienced a notable increase in the percentage of English language learner (ELL) students served since 2010 (see Figure 11). In 2014, charter schools began serving greater shares of English language learner students as compared to non-charter schools statewide. In the 2018-19 school year, 15.8 percent of charter school students were identified as ELL as compared to 13.5 percent of students in non-charter schools. The proportion of students identified as ELL in charter schools has remained relatively consistent over the past three years, while the proportion statewide has shown a slight decline and thereby has increased the gap between charter schools and non-charter schools slightly.

**FIGURE 11: Enrollment of Students identified as ELL from 2010-2019 by School Type**



<sup>6</sup> *Key Trends in Special Education in Charter Schools in 2015–2016: Secondary Analysis of the Civil Rights Data Collection*, November 2019. <https://www.ncsecs.org/wp-content/uploads/NCSECS-15-16-CRDC-Report.pdf>

<sup>7</sup> Evaluating this gap is a current priority under the Federal Charter Schools Program Grant and CDE will provide opportunities for statewide convenings on this topic over the next five years.



### Student Mobility

Mobility rates are indicators of turnover in the student population within a given school year. A student is considered mobile when he or she enters or exits a school or district in a manner that is not part of a normal progression. A normal progression includes moving from elementary to middle to high school or graduating. The following types of events would be included in a mobility calculation:

- Students who transfer into (or from) a district or charter school or transfer within a school district,
- Students who transfer into or from a nonpublic or private school, or home-based education program (i.e. home school),
- Students who transfer into or from a High School Equivalency (GED) program, vocational education program, licensed eligible facility, state-operated program, detention center, or other educational program operated by the Division of Youth Services or Department of Corrections,
- Students who have been expelled, have dropped out or exited to an unknown educational setting, and
- Students who are absent for an extended period of time or are seriously ill.

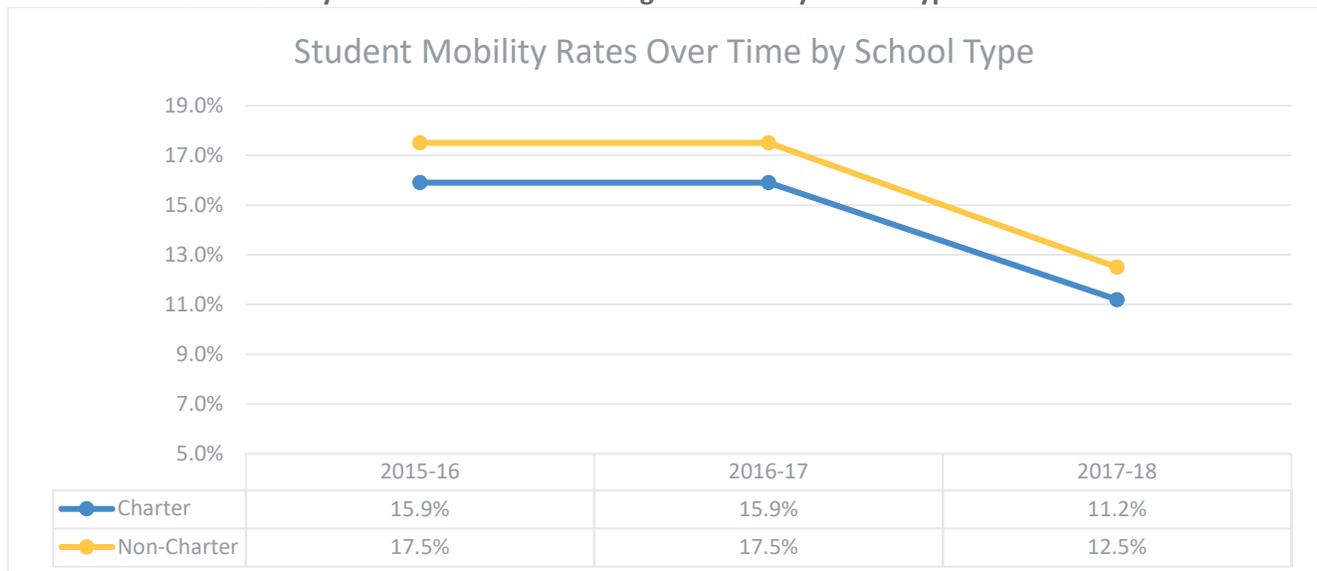
### Mobility Rate

Student mobility rates are calculated in the following way:

$$\frac{\text{(Unduplicated count of K – 12 students who moved into or out of a school in year X)}}{\text{(Number of students that are part of a school at any point within year X)}}$$

Once a student is counted as mobile for a given school, the student will not be counted again in the same year for the student mobility rate. Figure 12 displays the student mobility rates for charter schools from the school years between 2015-16 and 2017-18.

**FIGURE 12: Student Mobility Rate from 2015-16 through 2017-18 by School Type**

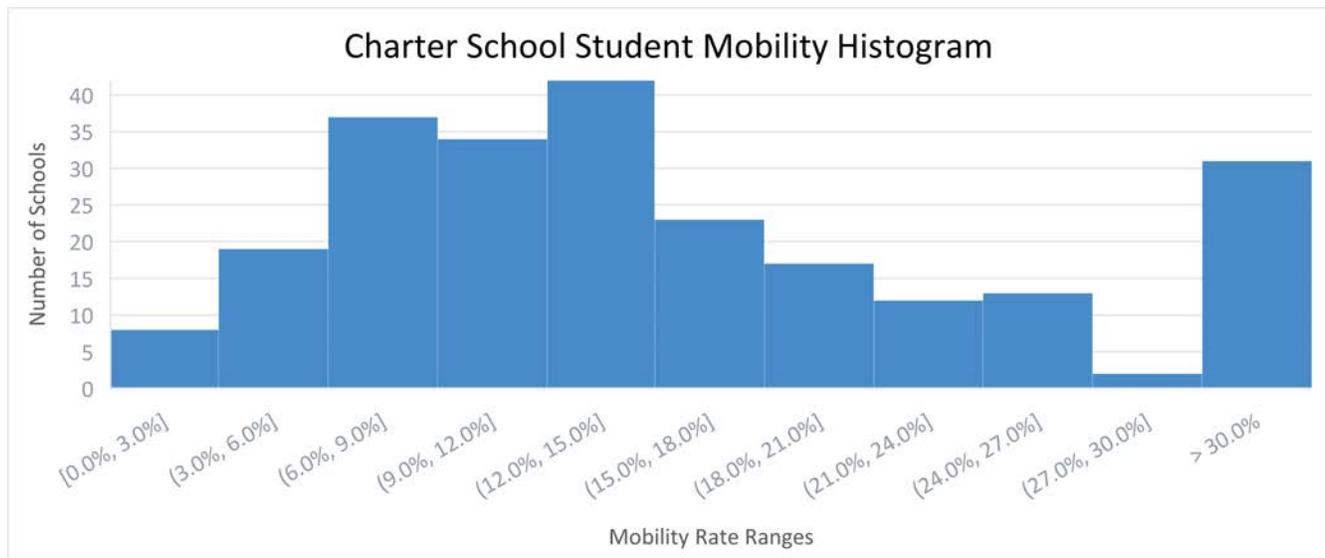


Prior to the 2017-18 school year, the Student Mobility Rate was calculated year-round. 2017-18 was the first school year in which the new rules surrounding mobility rates were implemented. The new rules as contained within 1 CCR 301-1, Rules for Administration of Accreditation of School Districts, direct mobility rates to be calculated beginning with the Student Pupil Count Date (October 1) until the end of the school year. Mobility is generally considered a measure of disruption; therefore, moves over the summer or at the very beginning of the school year are seen as more routine and less disruptive.

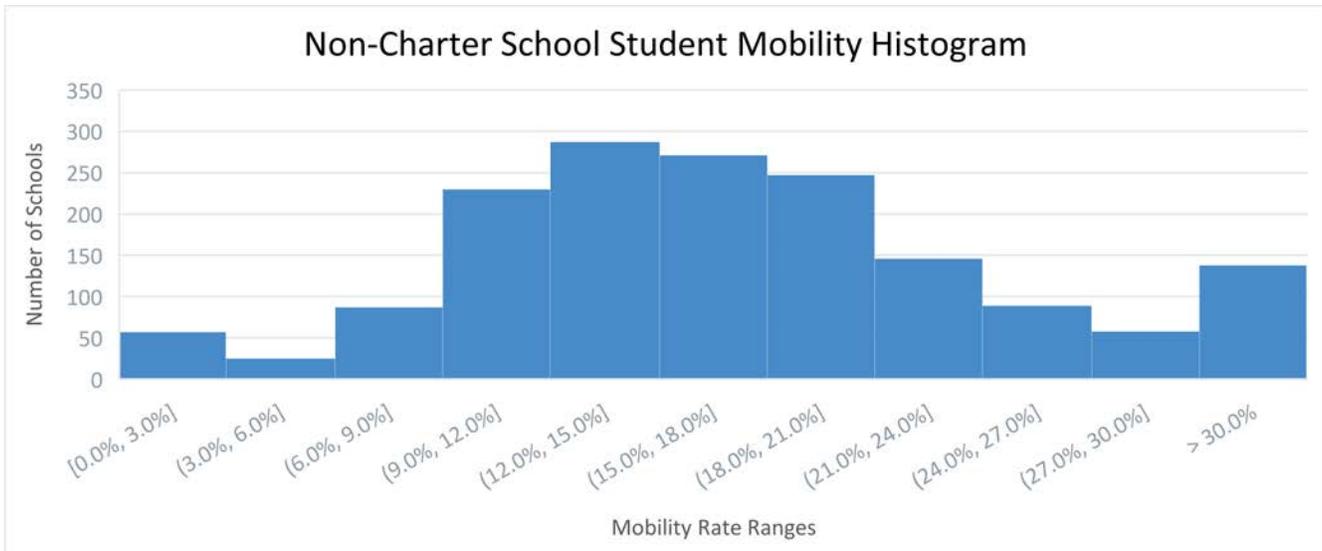
As shown by Figure 12, students in charter schools have experienced a similar trend in mobility rates over time as compared to non-charter school students. Mobility rates for charter school students remain below non-charter school students by between 1.3 and 1.6 percentage points.

Figures 13 and 14 show a distribution of schools by mobility rate for charter and non-charter schools. When looking at the distribution of school-level mobility rates, charter school distributions look different from non-charter distributions. Although overall mobility rates between charter school students and non-charter school students are similar, school-level data demonstrates that charter schools have more of a bi-modal distribution with both a higher representation of schools with low mobility rates and schools with high mobility rates as compared to non-charter schools.

**FIGURE 13: Student Mobility Rate Histograms for Charter Schools in the 2017-18 School Year**



**FIGURE 14: Student Mobility Rate Histograms for Non-charter Schools in the 2017-18 School Year**



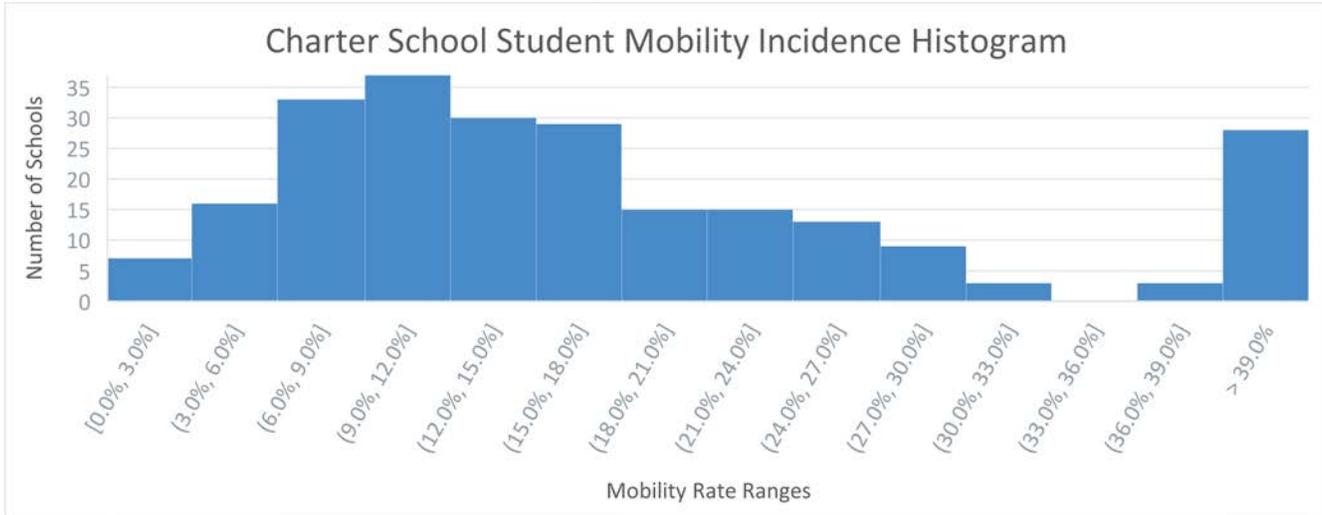
### Mobility Incidence Rate

While the student mobility rate is based on a single occurrence of a student moving to another school setting, the mobility incidence rate takes into consideration multiple occurrences of mobility. For example, a student who moves in and out of a school multiple times will be counted as mobile multiple times under the mobility incidence rate calculation. The mobility incidence rate is calculated in the following way:

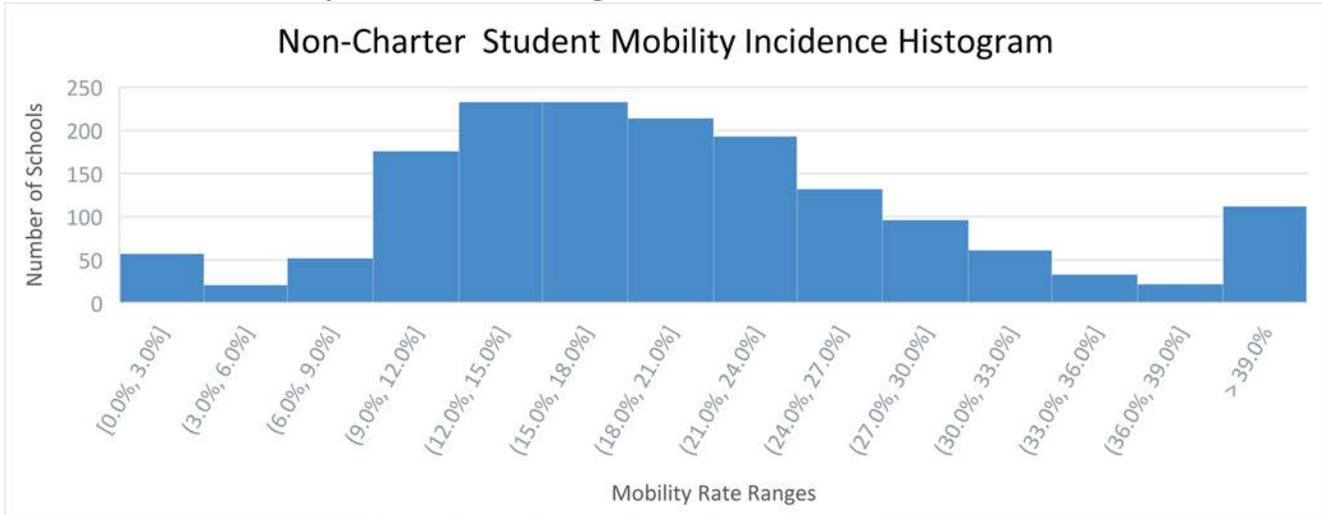
$$\frac{\text{(Duplicated count of } K - 12 \text{ students who moved into or out of a school in Year } X\text{)}}{\text{(Number of students that are part of a school at any point within year } X\text{)}}$$

When looking at the distribution of school-level mobility incidence rates, charter and non-charter school distributions show a similar trend to the mobility rate distributions. Although overall mobility incidence rates between charter school students and non-charter school students are similar, school-level data demonstrates that charter schools have more of a bi-modal distribution with a higher representation of schools with both low mobility incidence rates and also schools with high mobility incidence rates as compared to non-charter schools. Figures 15 and 16 show these school-level rate distributions for charters and non-charter schools.

**FIGURE 15: Student Mobility Incidence Rate Histograms for Charter Schools in the 2017-18 School Year**



**FIGURE 16: Student Mobility Incidence Rate Histograms for Non-charter Schools in the 2017-18 School Year**





## Part Four: Colorado Charter School Academic Performance

This section outlines student performance on required state assessments in charter schools and non-charter schools statewide. The report focuses on data from school years 2015-16, 2016-17, and 2017-18. Results are presented for all students and specific disaggregated student groups.

### Colorado Measures of Academic Success and SAT Background

Colorado’s statewide assessment system is based on the Colorado Academic Standards, which are the expectations of what students should know by the end of each grade level. Currently, to measure student mastery of the skills and expectations aligned with the standards, students in third through eighth grades are given the Colorado Measures of Academic Success (CMAS) assessment. Students in ninth and tenth grades are given the Preliminary SAT and students in eleventh grade are given the SAT.

Also, beginning in 2001, Colorado administered a college entrance exam to students in 11<sup>th</sup> grade. In 2014, 2015, and 2016 school years, the college entrance exam given to 11<sup>th</sup> grade students was the Colorado American College Test (ACT). In 2015, the Colorado legislature passed H.B. 15-1323, which required the state to competitively bid for a new 10<sup>th</sup> grade exam as well as an 11<sup>th</sup> grade entrance exam aligned to the Colorado Academic Standards. The PSAT was selected for 10<sup>th</sup> grade students and the SAT was selected for 11<sup>th</sup> grade students. Beginning in the 2018 school year, students in 9<sup>th</sup> grade were administered the PSAT 8/9. Beginning in 2016, 10<sup>th</sup> grade students were administered the PSAT 10 and students in 11<sup>th</sup> grade were administered the SAT. Table 7 lists the state assessments administered to each grade level each year.

**Table 7: Colorado State Assessments from 2015-2019**

School year	Assessment	Grades	Content Area
2015-16	CMAS (PARCC)	3rd-9th	English Language Arts
		3rd-9th	Mathematics
		5th, 8th and 11th	Science
		4th and 7th	Social Studies
	Colorado PSAT	10th	Evidenced Based Reading and Writing
			Mathematics
	Colorado ACT	11th	English
			Reading
Mathematics			
Science			
2016-17	CMAS	3rd-9th	English Language Arts
		3rd-9th	Mathematics
		5th, 8th and 11th	Science
		4th and 7th	Social Studies
	Colorado PSAT	10th	Evidenced Based Reading and Writing
			Mathematics
	Colorado SAT	11th	Evidenced Based Reading and Writing
			Mathematics
2017-18	CMAS	3rd-8th	English Language Arts
	CMAS	3rd-8th	Mathematics



	Colorado PSAT	9th and 10th	Evidenced Based Reading and Writing
			Mathematics
	Colorado SAT	11th	Evidenced Based Reading and Writing
			Mathematics

### CMAS Student Performance Levels and Performance Level Cut Scores

Performance levels describe how well students meet the expectations of their grade level. As shown in Table 8, there are five performance levels for the CMAS ELA and math assessments. The CMAS science and social studies assessments have four performance levels. Students who “Met Expectations” or “Exceeded Expectations” are considered to be on track for college and career readiness in the content areas of language arts, math, science, and/or social studies.

Students who take the CMAS assessment earn an overall scale score and percentile ranking. During the standard setting process, score ranges are set that define each performance level.

**Table 8: CMAS Student Performance Levels and Cut Scores by Grade and Content Area**

CMAS Performance Levels					
English Language Arts and Mathematics		Level 5: Exceeded Expectations			
		Level 4: Met Expectations			
		Level 3: Approached Expectations			
		Level 2: Partially Met Expectations			
		Level 1: Did Not Yet Meet Expectations			
Science and Social Studies		Level 4: Exceeded Expectations			
		Level 3: Met Expectations			
		Level 2: Approached Expectations			
		Level 1: Partially Met Expectations			

CMAS Performance Level Cut Scores					
Grade Level	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
<u>English Language Arts</u>					
Grade 3	650-699	700-724	725-749	750-809	810-850
Grade 4	650-699	700-724	725-749	750-789	790-850
Grade 5	650-699	700-724	725-749	750-798	799-850
Grade 6	650-699	700-724	725-749	750-789	790-850
Grade 7	650-699	700-724	725-749	750-784	785-850
Grade 8	650-699	700-724	725-749	750-793	794-850
<u>Math</u>					
Grade 3	650-699	700-724	725-749	750-789	790-850
Grade 4	650-699	700-724	725-749	750-795	796-850
Grade 5	650-699	700-724	725-749	750-789	790-850
Grade 6	650-699	700-724	725-749	750-787	790-850
Grade 7	650-699	700-724	725-749	750-785	788-850

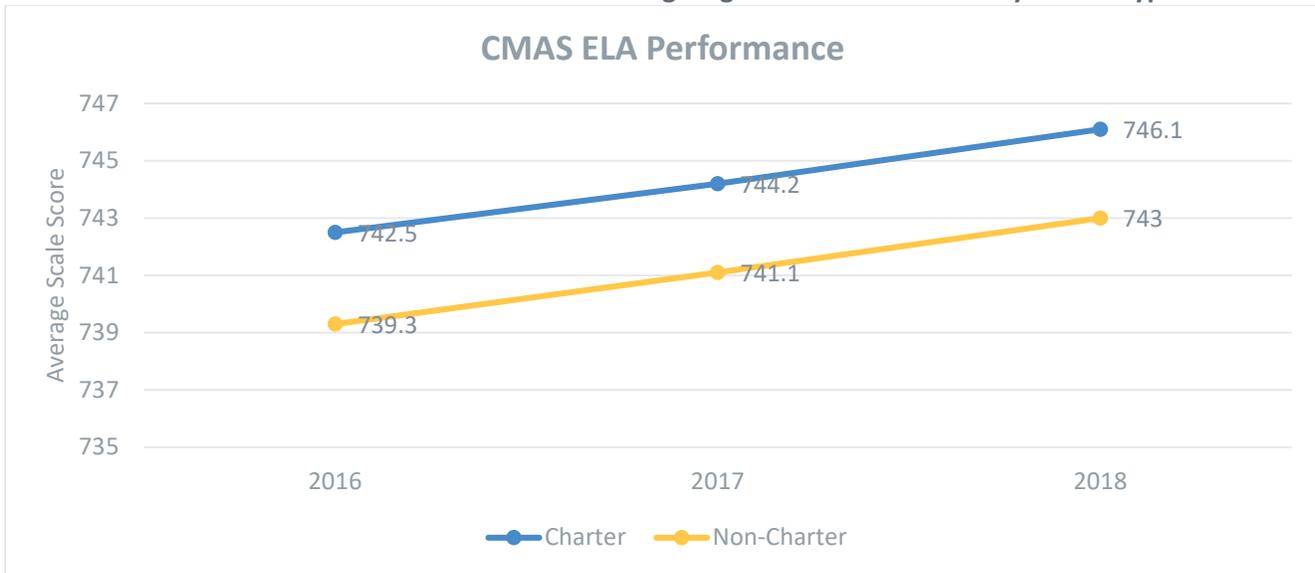


Grade 8	650-699	700-724	725-749	750-800	801-850
<u>Social Studies</u>					
Grade 4		300-556	557-698	699-792	793-900
Grade 7		300-591	592-700	701-769	770-900
<u>Science</u>					
Grade 5		300-545	546-649	650-770	771-900
Grade 8		300-555	556-651	652-784	785-900
High School		300-542	543-672	673-773	774-900

### English Language Arts Performance - Overall and by Grade

For both charter and non-charter schools, Colorado has shown a steady increase in average scale score on CMAS ELA over the last three years as shown in Figure 17. Within this time, charter school students have outperformed non-charter school students on CMAS ELA, with the size of this gap remaining relatively consistent over time.

FIGURE 17: CMAS ELA Performance Grades Three through Eight from 2016 to 2018 by School Type



For CMAS ELA, we also found similar, but slightly different trends in terms of grade level representation and participation rates by grade level. In general, charter schools have a slightly higher representation of students testing in grades six, seven, and eight (as opposed to grades three, four, and five) as well as higher participation rates for grades seven and eight as shown in Table 9 below:

TABLE 9: 2017-18 CMAS ELA Tested Populations by Grade and School Type

Grade Level	Charter N Count	Charter Participation Rate	% of Total Charter Tested	Non-Charter N Count	Non-Charter Participation Rate	% of Total Non-Charter Tested
Grade 03	8,942	96.10%	16.46%	55,400	97.40%	17.19%
Grade 04	8,546	95.00%	15.73%	56,874	97.00%	17.65%
Grade 05	8,422	93.60%	15.51%	56,538	96.30%	17.54%
Grade 06	10,230	93.40%	18.83%	52,959	94.30%	16.43%



<b>Grade 07</b>	9,478	92.30%	17.45%	50,960	91.90%	15.81%
<b>Grade 08</b>	8,696	90.20%	16.01%	49,536	88.50%	15.37%

Additionally, we found slight variation in CMAS ELA results by grade level as outlined in Table 10 below:

**TABLE 10: 2017-18 CMAS ELA Mean Scale Score by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-Charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-Charter)
<b>Grade 03</b>	741.30	738.50	2.80	96.10%	97.40%	-1.30%
<b>Grade 04</b>	748.00	744.80	3.20	95.00%	97.00%	-2.00%
<b>Grade 05</b>	747.50	745.70	1.80	93.60%	96.30%	-2.70%
<b>Grade 06</b>	744.50	742.70	1.80	93.40%	94.30%	-0.90%
<b>Grade 07</b>	748.10	743.90	4.20	92.30%	91.90%	0.40%
<b>Grade 08</b>	747.60	742.60	5.00	90.20%	88.50%	1.70%

### English Language Arts Performance - Disaggregated Results

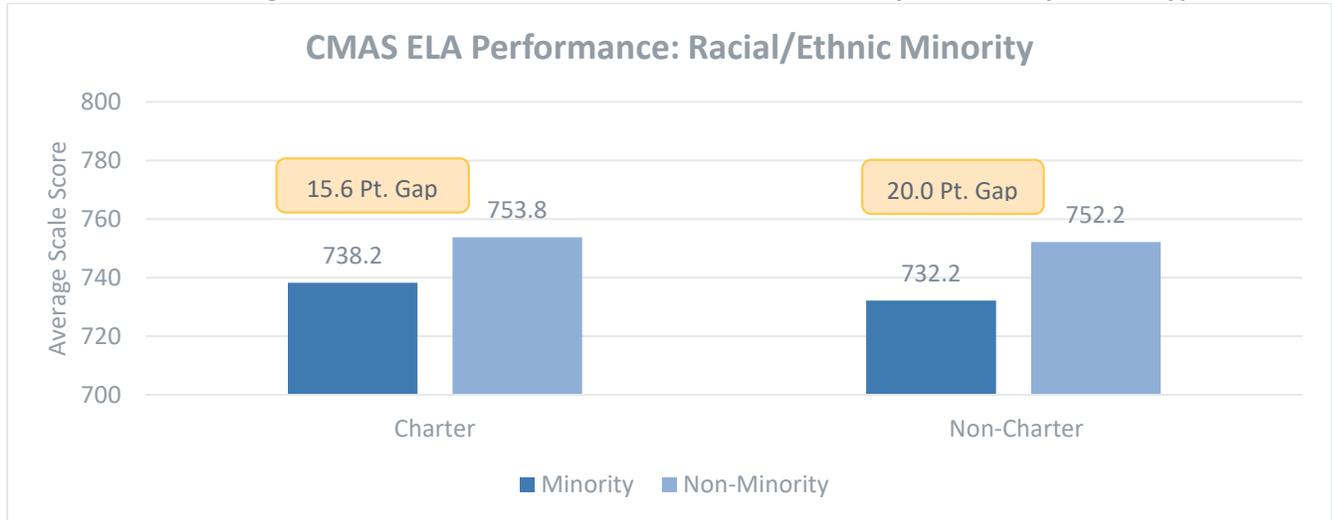
In 2018, disaggregated results for students by race/ethnicity, ELL, FRL eligibility and students with IEPs tended to be higher at charter schools than at non-charter schools on the ELA CMAS assessment except for non-minority students. Charters also generally showed smaller achievement gaps between these groups and their peers than were evident at non-charter schools. Disaggregated results are summarized in Table 11 and discussed in more detail below.

**TABLE 11: 2018 ELA CMAS Assessment Performance by School Type and Disaggregated Student Group**

	FRL	Non-FRL	ELL	Non-ELL	Minority	Non-Minority	IEP
<b>Charter</b>	731.6	754.3	730.4	750.6	738.2	753.8	706.0
<b>Non-Charter</b>	728.2	755.1	724.9	747.2	732.2	752.2	703.8
<b>Difference</b>	3.4	-0.8	5.5	3.4	6.0	1.6	2.2

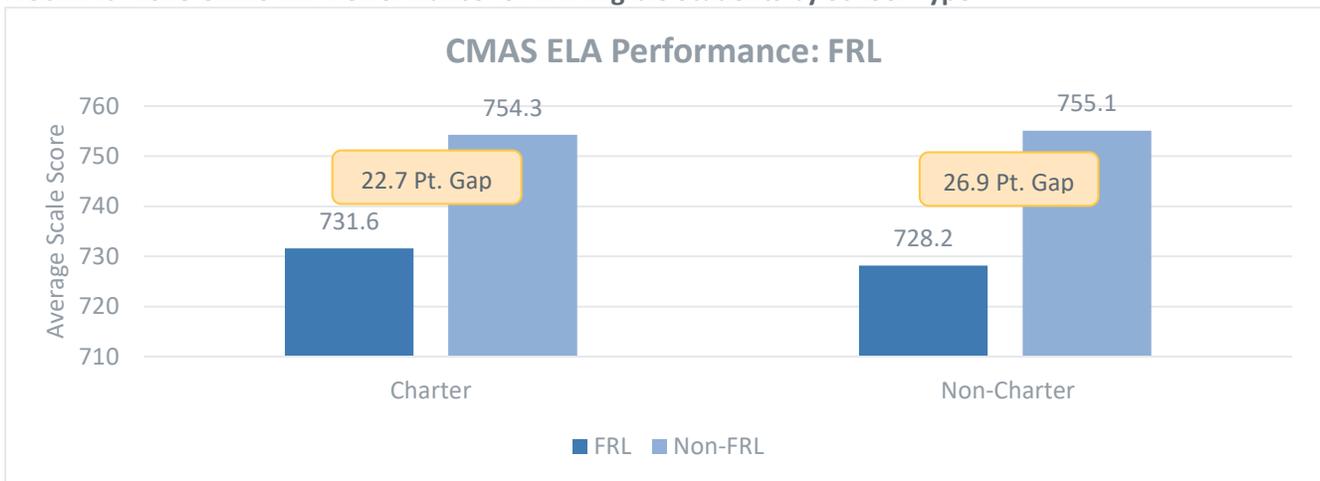
Racial/ethnic minority students performed better in charter schools than in non-charter schools and showed a smaller achievement gap as shown in Figure 18.

**FIGURE 18: 2018 Average CMAS ELA Performance for Racial/Ethnic Minority Students by School Type**



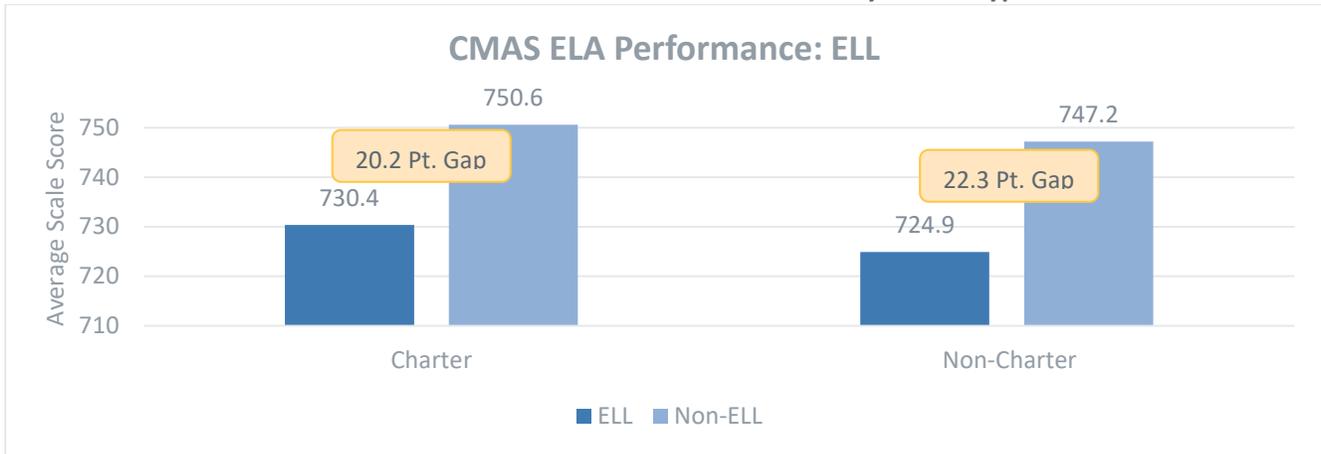
Free and Reduced Lunch (FRL) eligible students in charter schools performed more than five points higher on average than their peers in non-charter schools. The gap between FRL and non-FRL students in charter schools was also smaller than in non-charter schools as shown in Figure 19. Non-FRL students performed slightly better in non-charter schools when compared to charter schools.

**FIGURE 19: 2018 CMAS ELA Performance for FRL Eligible Students by School Type**



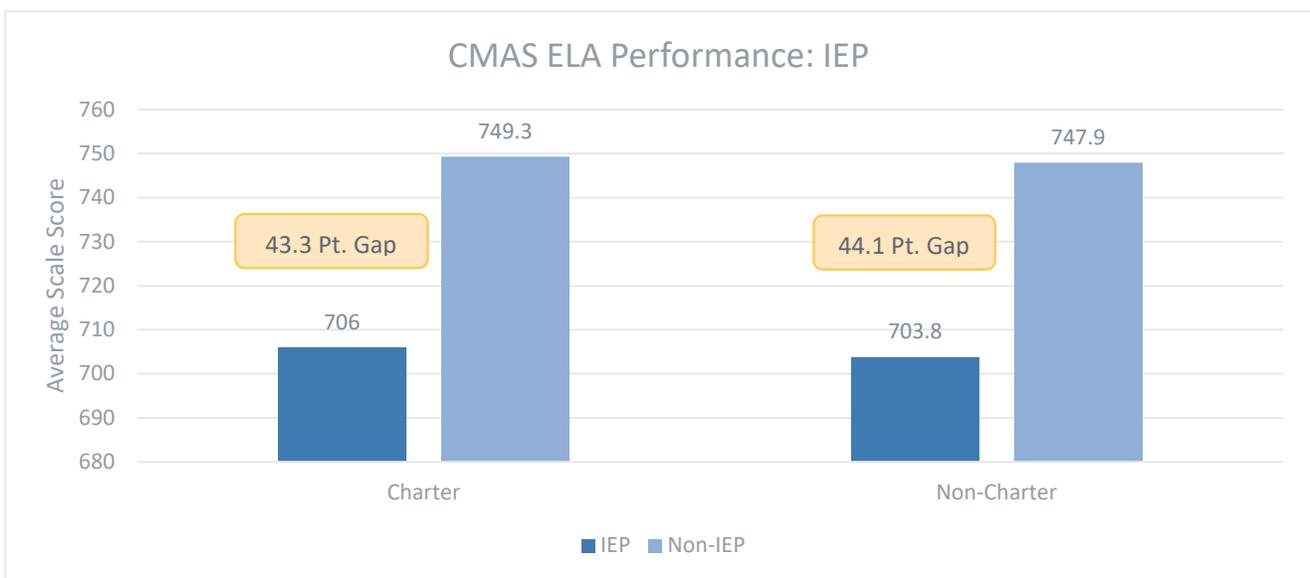
Similarly, students identified as ELL in charter schools performed higher on average than their ELL peers in non-charter schools and showed a smaller score gap when compared to non-ELL peers as shown in Figure 20.

**FIGURE 20: 2018 CMAS ELA Performance for Students Identified as ELL by School Type**



As shown in Figure 21, students with IEPs in charter schools also outperformed their peers in non-charter schools, with an average scale score of 706 compared to 703.8 in non-charters.<sup>8</sup> Achievement gaps for charter schools were also slightly lower.

**FIGURE 21: 2018 CMAS ELA Performance for Students with IEPs by School Type**



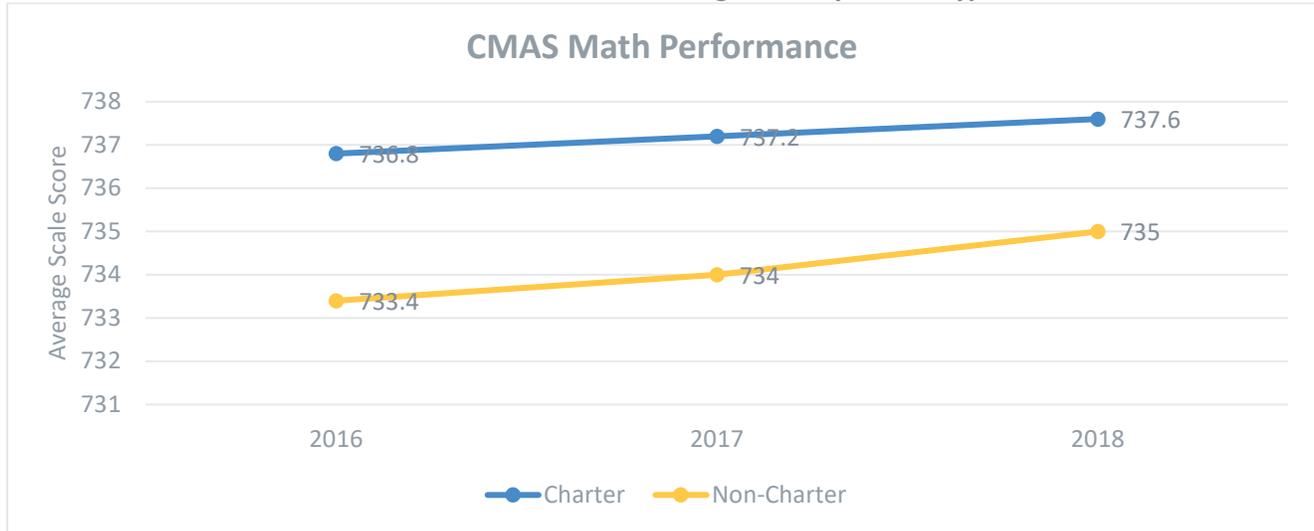
### Mathematics Performance - Overall and by Grade

Similar to the English Language Arts data, Colorado has shown a year-over-year increase in average scale score on CMAS Mathematics over the last three years. This trend information is shown in Figure 22. Charter school students have consistently outperformed non-charter school students on the CMAS Math assessment, with the

<sup>8</sup> While data for students with and without IEPs is presented, comparing these is not always appropriate given the unique needs of students with IEPs as well as the varied proportion of students with IEPs in charter schools than in non-charter schools.

size of this gap getting slightly smaller over time. In addition, charter students have seen a moderate increase in average scale score on CMAS Math over the last three years..

**FIGURE 22: 2018 CMAS Math Performance from 2016 through 2018 by School Type**



For CMAS Math, we also found similar trends to our CMAS ELA analysis in terms of grade level representation and participation rates by grade level. In general, charter schools have a slightly higher representation of students testing in grades six, seven, and eight (as opposed to grades three, four, and five) as well as a higher participation rates for grades seven and eight as shown in Table 12 below:

**TABLE 12: CMAS Math 2017-18 Tested Populations by Grade Level and School Type**

Grade Level	Charter N Count	Charter Participation Rate	% of Total Charter Tested 3-8	Non-Charter N Count	Non-Charter Participation Rate	% of Total Non-Charter Tested 3-8
Grade 03	8,933	95.90%	16.38%	55,746	97.60%	17.16%
Grade 04	8,568	95.00%	15.71%	57,392	97.20%	17.67%
Grade 05	8,454	93.80%	15.50%	57,023	96.50%	17.55%
Grade 06	10,288	93.50%	18.87%	53,421	94.50%	16.45%
Grade 07	9,556	92.70%	17.53%	51,375	92.00%	15.82%
Grade 08	8,727	90.20%	16.01%	49,872	88.60%	15.35%

Additionally, we found slight variation in CMAS Math results by grade level as outlined in Table 13 below:

**TABLE 13: CMAS Math 2017-18 Mean Scale Score Comparison by Grade Level and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-Charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-Charter)
Grade 03	740.7	738.9	1.8	95.9%	97.6%	-1.7%
Grade 04	736.5	734.2	2.3	95.0%	97.2%	-2.2%
Grade 05	738.1	736.9	1.2	93.8%	96.5%	-2.7%



<b>Grade 06</b>	734.8	732.7	2.1	93.5%	94.5%	-1.0%
<b>Grade 07</b>	736.9	733.5	3.4	92.7%	92.0%	0.7%
<b>Grade 08</b>	739.3	733.1	6.2	90.2%	88.6%	1.6%

### CMAS Math Performance - Disaggregated Results

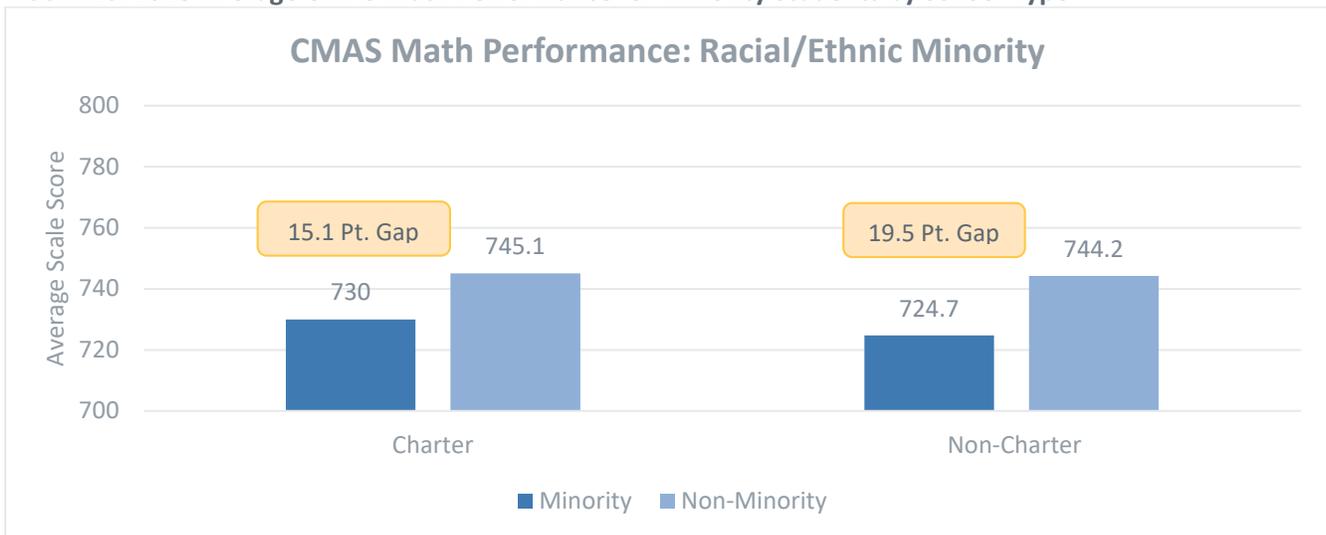
In 2018, disaggregated results for students based on race/ethnicity, ELL, FRL eligibility and students with IEPs tended to be higher at charter schools than at non-charter schools on the Math CMAS assessment. The one exception was for non-FRL eligible students where charter performance was lower. The achievement gaps between these groups and their peers were also generally smaller at charter schools than at non-charter schools. Disaggregated results are summarized in Table 14 and discussed in more detail below.

**TABLE 14: 2018 CMAS Math Mean Scale Score by School Type and Disaggregated Student Group**

	Minority	Non-Minority	FRL	Non-FRL	ELL	Non-ELL	IEP
<b>Charter</b>	730.0	745.1	724.2	745.3	724.1	741.5	705.5
<b>Non-Charter</b>	724.7	744.2	720.6	746.8	718.8	738.8	702.5
<b>Difference</b>	5.3	0.9	3.6	-1.5	5.3	2.7	3.0

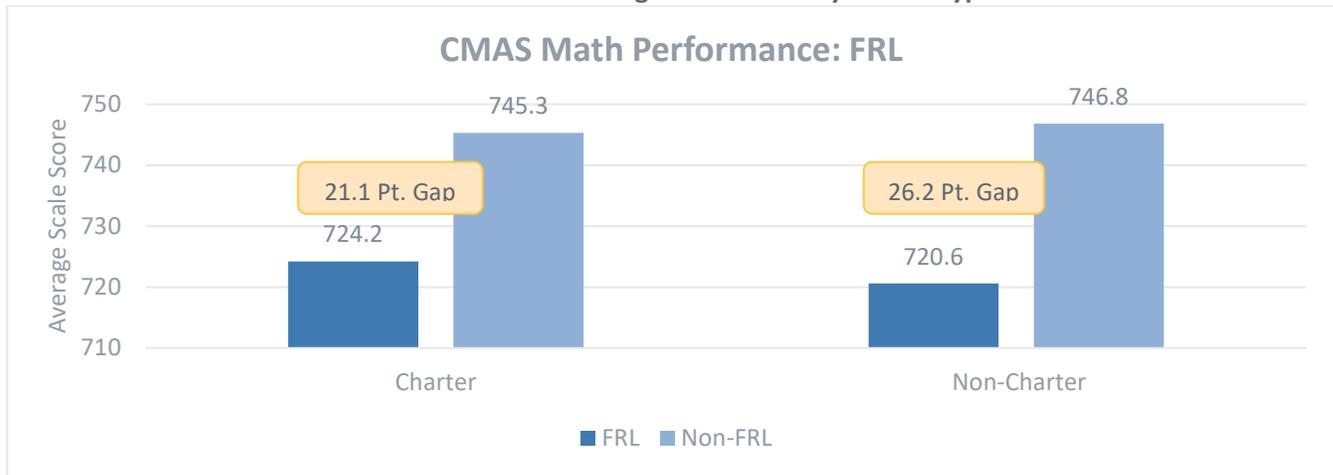
Racial/ethnic minority students performed better in charter schools than in non-charter schools. The achievement gap between these students was 15.1 points in charter schools as compared to the 19.5 points found for non-charter schools.

**FIGURE 23: 2018 Average CMAS Math Performance for Minority Students by School Type**



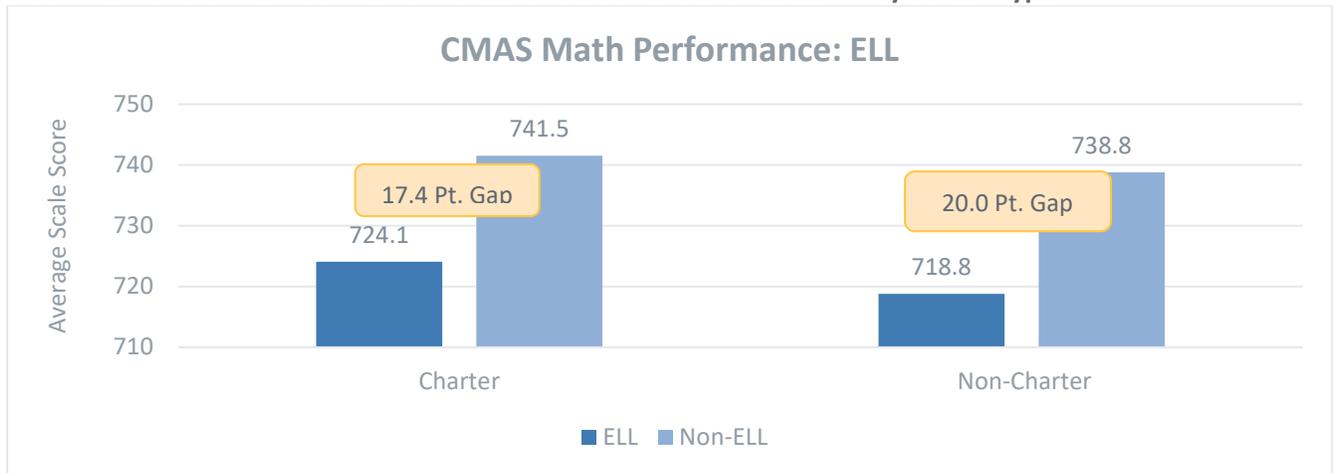
FRL students in charter schools performed more than three points higher on average than their peers in non-charter schools. The achievement gap between FRL and non-FRL eligible students in charter schools was also smaller than in non-charter schools.

**FIGURE 24: 2018 CMAS Math Performance for FRL Eligible Students by School Type**



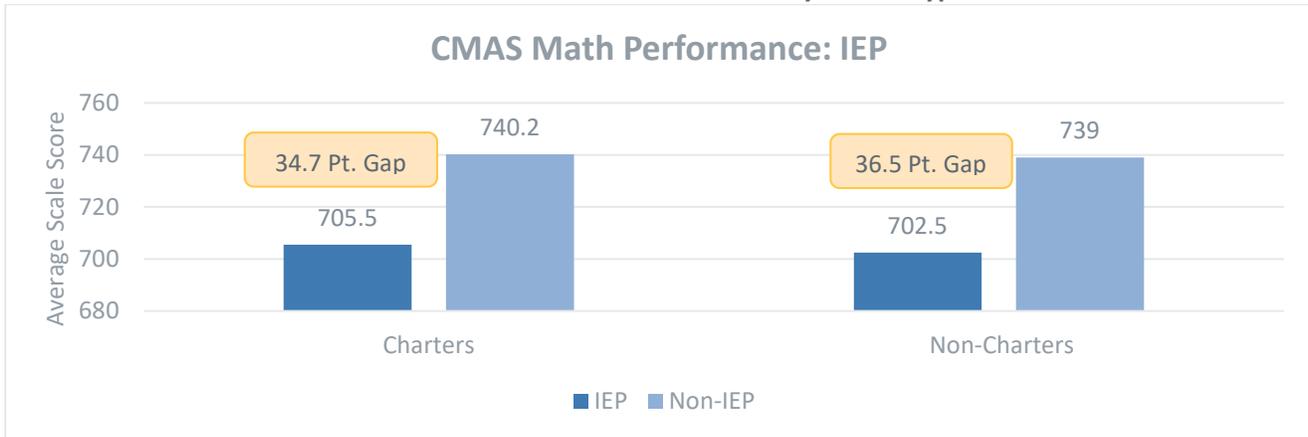
Similarly, students in charter schools identified as ELL perform higher on average than their ELL peers in non-charter schools and had a smaller achievement gap between them and their non-ELL peers. Non-ELL students also performed higher in charter schools.

**FIGURE 25: 2018 CMAS Math Performance for Students identified as ELL by School Type**



Charter school students with IEPs also scored slightly higher than their counterparts in non-charter schools on the Math CMAS assessment in 2018 with an average scale score of 705.5 compared to 702.5 in non-charters.<sup>9</sup> Achievement gaps were also smaller for charter school students.

<sup>9</sup> While data for students with and without IEPs is presented, comparing these is not always appropriate given the unique needs of students with IEPs as well as the varied proportion of students with IEPs in charter schools than in non-charter schools.

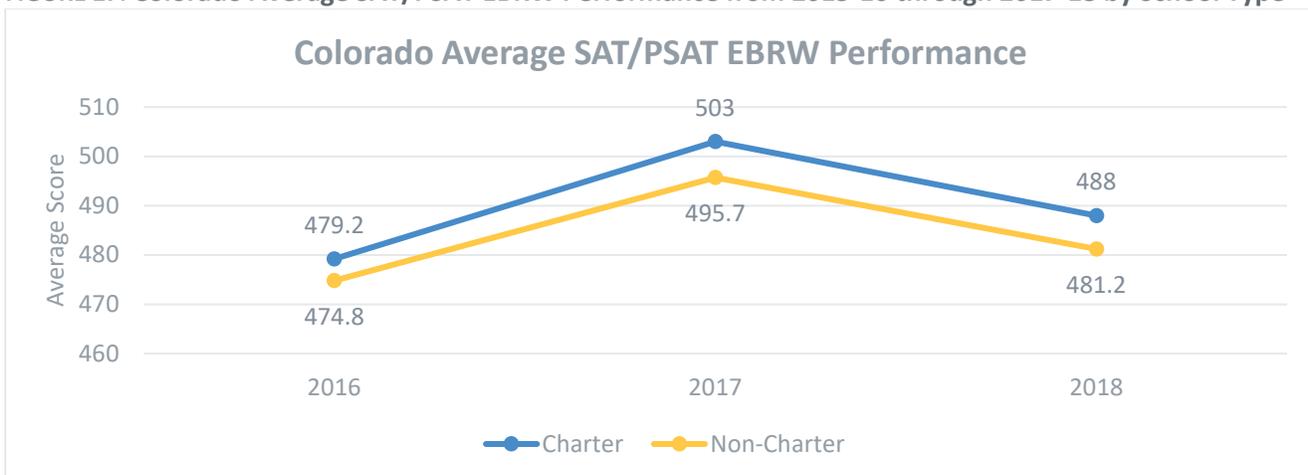
**FIGURE 26: 2018 CMAS Math Performance for Students with IEPs by School Type**


### PSAT and SAT Performance

As stated earlier, beginning in 2001, Colorado administered a college entrance exam to students in 11<sup>th</sup> grade. In 2014, 2015, and 2016 school years, the college entrance exam given to 11<sup>th</sup> grade students was the Colorado American College Test (ACT). In 2015, the Colorado legislature passed H.B. 15-1323, which required the state to competitively bid for a new 10<sup>th</sup> grade exam as well as an 11<sup>th</sup> grade entrance exam aligned to the Colorado Academic Standards. The PSAT was selected for 10<sup>th</sup> grade students and the SAT was selected for 11<sup>th</sup> grade students. Beginning in the 2018 school year, students in ninth grade were administered the PSAT 8/9. Beginning in 2016, 10<sup>th</sup> grade students were administered the PSAT 10 and students in 11<sup>th</sup> grade were administered the SAT.

### Evidence-Based Reading and Writing Performance - Overall and by Grade

Both charter schools and non-charter schools saw a large average increase in the Evidence-based Reading and Writing (EBRW) test results between the 2015-16 and 2016-17 school years with a subsequent decline in the 2017-18 school year; however, these overall changes are mostly related to the introduction of additional tested grades. When comparing charter school and non-charter school performance, results show that charter schools have outperformed non-charter schools on the Colorado SAT/PSAT EBRW assessments each of the last three years.

**FIGURE 27: Colorado Average SAT/PSAT EBRW Performance from 2015-16 through 2017-18 by School Type**




For SAT/PSAT EBRW performance, we also evaluated grade level representation and participation rates by grade level. In general, charter schools have a slightly higher representation of students testing in grade 9 and lower representations in grades 10 and 11. For all tested grades, charter schools have a lower overall participation rate as shown in Table 15 below:

**TABLE 15: SAT/PSAT EBRW 2017-18 Tested Populations by Grade and School Type**

Grade Level	Charter N Count	Charter Participation Rate	% of Total Tested 9-11	Non-Charter N Count	Non-Charter Participation Rate	% of Total Tested 9-11
Grade 09	6,241	93.50%	36.86%	56,653	93.80%	34.92%
Grade 10	5,527	90.50%	32.65%	53,726	92.90%	33.11%
Grade 11	5,162	88.90%	30.49%	51,874	93.30%	31.97%

Grade level comparison data is provided in Tables 16-18 below for the three previous school years. Note ninth grade students took CMAS in 2016 and 2017 while 11<sup>th</sup> graders took ACT in 2016.

**TABLE 16: SAT/PSAT EBRW 2017-18 Data by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-charter)
Grade 09	460.30	454.30	6.00	93.50%	93.80%	-0.30%
Grade 10	489.00	478.70	10.30	90.50%	92.90%	-2.40%
Grade 11	520.40	513.10	7.30	88.90%	93.30%	-4.40%

**TABLE 17: SAT/PSAT EBRW 2016-17 Data by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-charter)
Grade 09	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	488.80	477.80	11.00	89.80%	92.10%	-2.30%
Grade 11	518.70	514.20	4.50	86.80%	93.60%	-6.80%

**TABLE 18: SAT/PSAT EBRW 2015-16 Data by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-charter)
Grade 09	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	479.20	474.80	4.40	84.20%	89.40%	-5.20%
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A

### Evidence-Based Reading and Writing Performance - Disaggregated Results

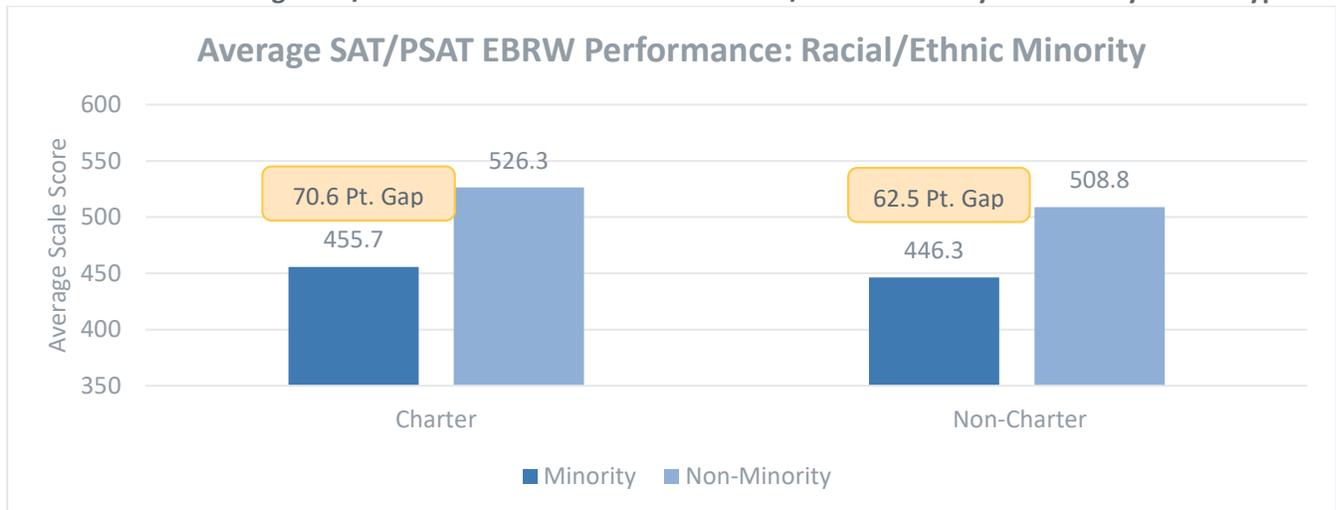
As shown in Table 19, in 2017-18, disaggregated results for historically disadvantaged students (race/ethnicity, ELL, FRL eligibility, and students with IEPs) were higher at charter schools than at non-charter schools on the Colorado SAT/PSAT EBRW exam except for students with IEPs. Contrary to what was shown with CMAS results, the achievement gaps between these groups and their peers were generally larger at charter schools than at non-charter schools except for ELLs; these comparisons are shown in Figures 28-31.

**TABLE 19: 2018 Average SAT/PSAT EBRW Mean Scale Scores by School Type and Disaggregated Student Group**

	Minority	Non-Minority	FRL	Non-FRL	ELL	Non-ELL	IEP
<b>Charter</b>	455.7	526.3	442.2	519.9	417.5	505.8	385.5
<b>Non-Charter</b>	446.3	508.8	431.5	507.8	396.5	493.2	385.9
<b>Difference</b>	9.4	17.5	10.7	12.1	21.0	12.6	-0.4

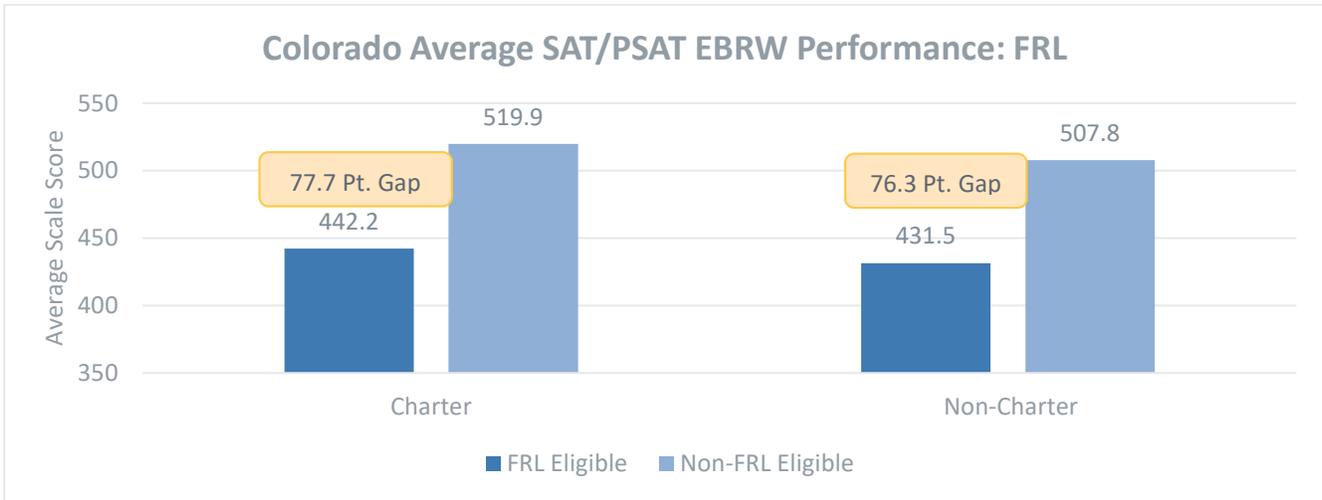
Both racial/ethnic minority and non-minority students in charter schools perform better on average than their peers in non-charter schools; however, in this case, charter schools do have a larger gap between the two groups of students as compared to non-charter schools.

**FIGURE 28: 2018 Average SAT/PSAT EBRW Performance for Racial/Ethnic Minority Students by School Type**



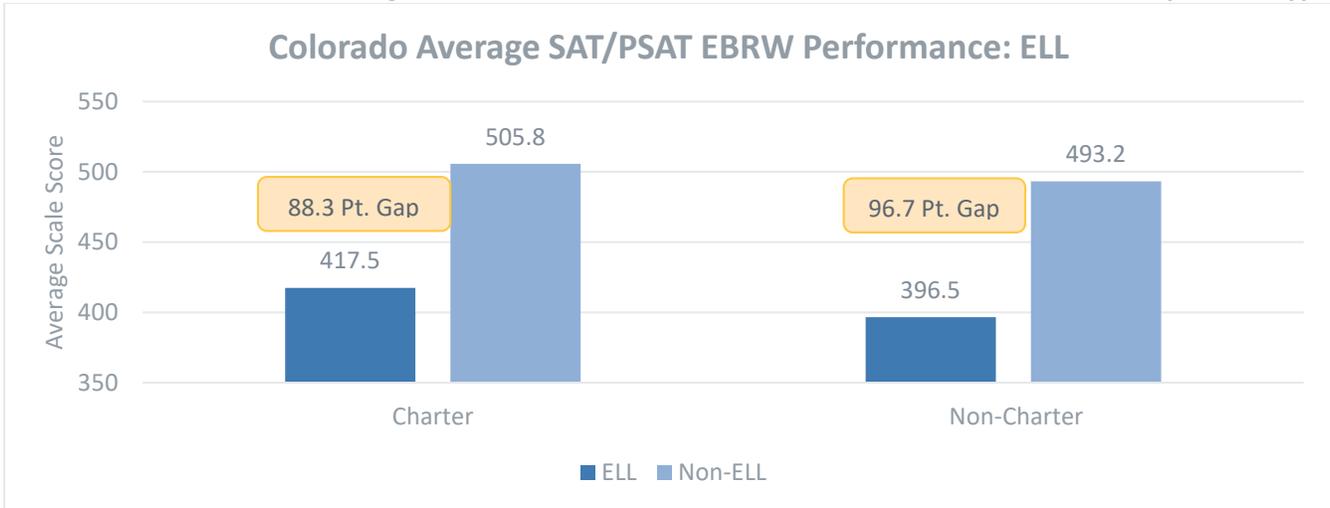
FRL eligible students in charter schools performed more than 10 points higher on average than their peers in non-charter schools. Charter schools also saw their non-FRL eligible students perform better than their peers in non-charters. Charter schools had larger score gaps between FRL and non-FRL eligible students, at 77.7points for charters and 76.3 points for non-charter schools.

**FIGURE 29: 2018 Average SAT/PSAT EBRW Performance for FRL Eligible Students by School Type**

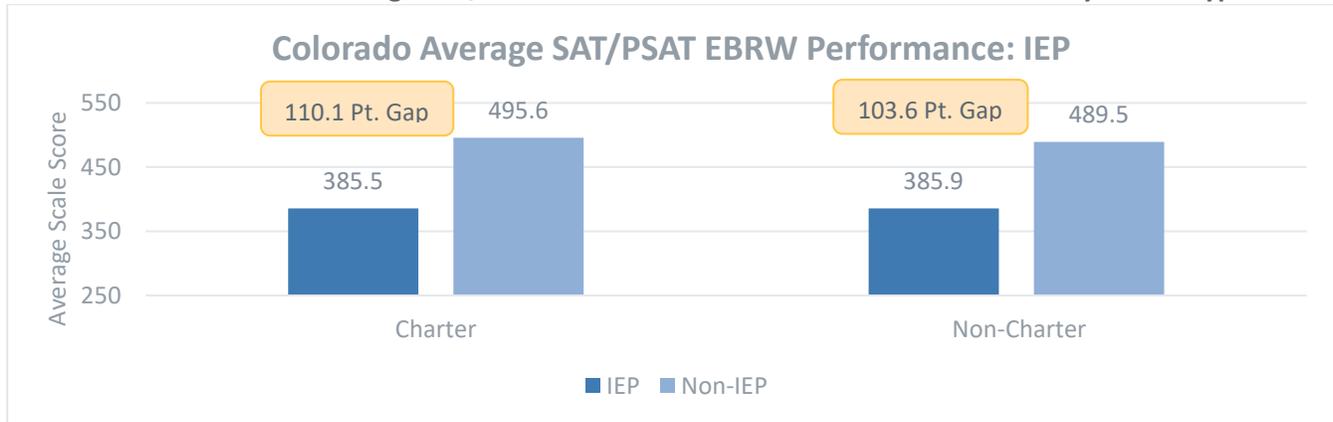


ELL and non-ELL students also performed better on average in charter schools. In this case, non-charter schools showed a larger score gap in performance between the two groups.

**FIGURE 30: 2018 Colorado Average SAT/PSAT EBRW Performance for Students Identified as ELL by School Type**

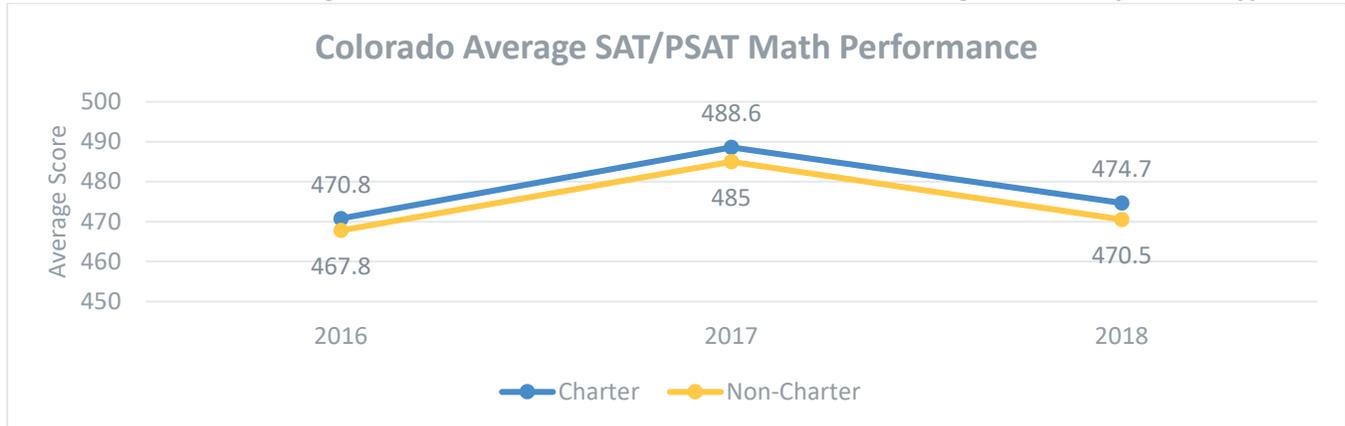


Charter and non-charter schools saw similar performance for students with IEPs with an average score of 385.5 for charters and 385.9 for non-charter schools. Score gaps were larger for charter schools as compared to non-charter schools.

**FIGURE 31: 2018 Colorado Average SAT/PSAT EBRW Performance for Students with IEPs by School Type**


### Mathematics Performance

Similar to EBRW, all schools saw a large increase in average SAT Math scores between 2015-16 and 2016-17 with a subsequent decline in 2017-18, but that these trends are largely associated with the addition of new tested grades. Between 2015-16 and 2017-18, charter schools scored higher on Colorado SAT math performance each year.

**FIGURE 32: Colorado Average SAT/PSAT Math Performance from 2015-16 through 2017-18 by School Type**


For SAT/PSAT Math performance, we also evaluated grade level representation and participation rates by grade level. Consistent with EBRW data, charter schools have a slightly higher representation of students testing in grade nine and lower representations in grades 10 and 11. For all tested grades, charter schools have a lower overall participation rate as shown in Table 20 below:

**TABLE 20: SAT/PSAT Math 2018 Tested Populations by Grade and School Type**

Grade Level	Charter			Non-Charter		
	Charter N Count	Participation Rate	% of Total Tested	Non-Charter N Count	Participation Rate	% of Total Tested
Grade 09	6,247	93.5%	36.9%	56,779	93.80%	34.9%
Grade 10	5,532	90.5%	32.7%	53,936	92.90%	33.2%
Grade 11	5,163	88.9%	30.5%	51,878	93.3%	31.9%



Grade level comparison data is provided in Tables 21-23 below for the three previous school years:

**TABLE 21: SAT/PSAT Math 2017-18 Data by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-charter)
Grade 09	451.80	447.60	4.20	93.50%	93.80%	-0.30%
Grade 10	472.20	464.70	7.50	90.50%	92.90%	-2.40%
Grade 11	505.10	501.50	3.60	88.90%	93.30%	-4.40%

**TABLE 22: SAT/PSAT Math 2016-17 Data by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-charter)
Grade 09	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	475.40	468.80	6.60	89.80%	92.10%	-2.30%
Grade 11	503.20	501.60	1.60	86.80%	93.60%	-6.80%

**TABLE 23: SAT/PSAT Math 2015-16 Data by Grade and School Type**

Grade Level	Charter Mean Scale Score	Non-Charter Mean Scale Score	Difference (Charter to Non-charter)	Charter Participation Rate	Non-Charter Participation Rate	Difference (Charter to Non-charter)
Grade 09	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	470.80	467.80	3.00	84.20%	89.40%	-5.20%
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A

### SAT/PSAT Math Performance - Disaggregated Results

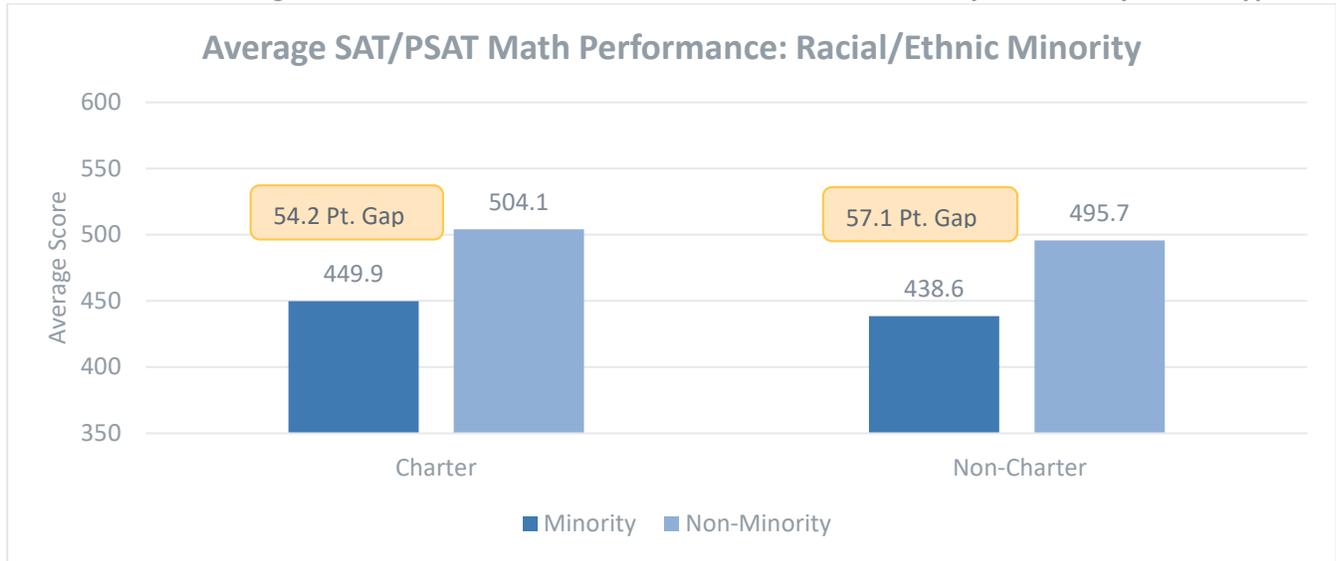
As shown by Table 24, in 2018, disaggregated results for historically disadvantaged students (race/ethnicity, ELL, FRL eligibility, and students with IEPs) were higher at charter schools than at non-charter schools on the Colorado SAT/PSAT Math exam except for students with IEPs. The achievement gaps between disaggregated groups were also generally smaller at charter schools than non-charter schools. These scores and analysis are summarized in Figures 33-36.

**TABLE 24: 2018 Average SAT/PSAT Math Performance by School Type and Disaggregated Student Group**

	Minority	Non-Minority	FRL	Non-FRL	ELL	Non-ELL	IEP
Charter	449.9	504.1	436.0	501.6	422.0	488.0	370.3
Non-Charter	438.6	495.7	422.2	496.4	396.3	481.2	372.4
Difference	11.3	8.4	13.8	5.2	25.7	7.0	-2.1

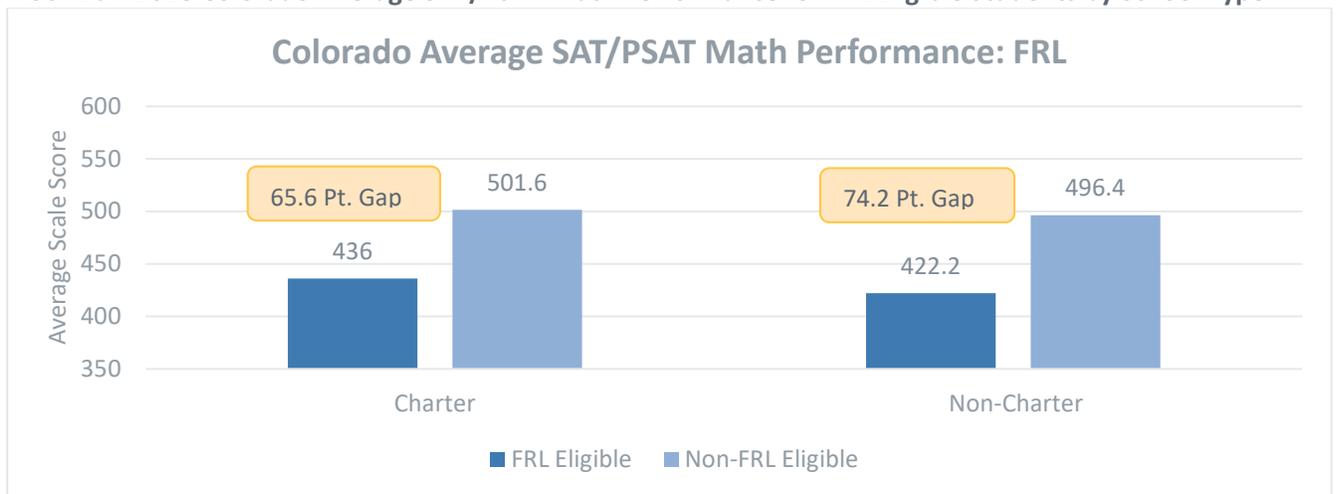
Racial/ethnic minority and non-minority students in charter schools perform better on average than their peers in non-charter schools on SAT/PSAT Math and achievement gaps are also smaller within charter schools (54.2 points compared to 57.1 points for non-charter schools).

**FIGURE 33: 2018 Average SAT/PSAT Math Performance for Racial/Ethnic Minority Students by School Type**



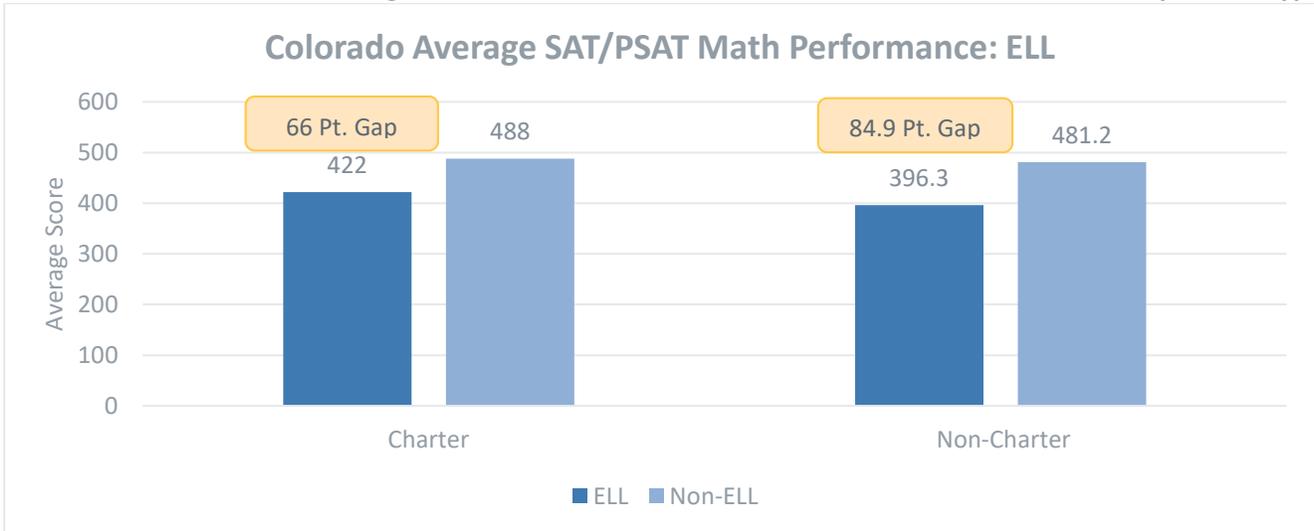
FRL eligible students in charter schools performed more than 13 points higher on average than their peers in non-charter schools on the Colorado SAT Math exam. Charter schools also saw their non-FRL eligible students perform better than their peers in non-charters, while also showing a smaller gap between the two groups at 65.6 points compared to 74.2 points among non-charter schools.

**FIGURE 34: 2018 Colorado Average SAT/PSAT Math Performance for FRL Eligible Students by School Type**



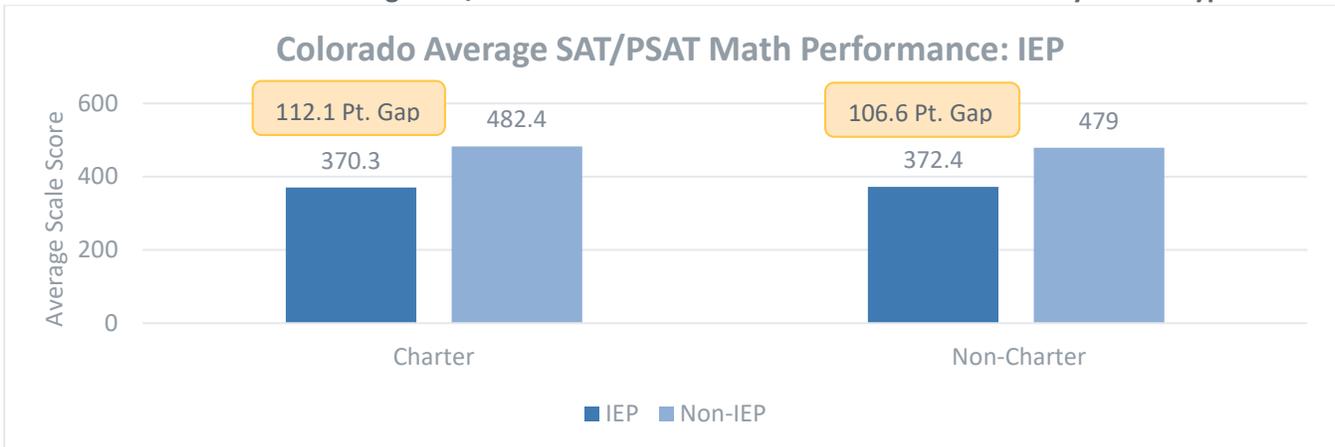
Students identified as ELL also performed better in charter schools than their peers in non-charter schools on average. The achievement gap between ELLs and their non-ELL peers is also significantly smaller in charter schools than in non-charter schools at 66.0 points compared to 84.9 points in non-charter schools.

**FIGURE 35: 2018 Colorado Average SAT/PSAT Math Performance for Students Identified as ELL by School Type**



Students with IEPs performed slightly better in non-charter schools than in charter schools, with charter schools having an average score of 370.3 compared to 372.4 in non-charter schools. In this case, score gaps are also higher for charter schools as compared to non-charter schools.

**FIGURE 36: 2018 Colorado Average SAT/PSAT Math Performance for Students with IEPs by School Type**



### School Performance Framework

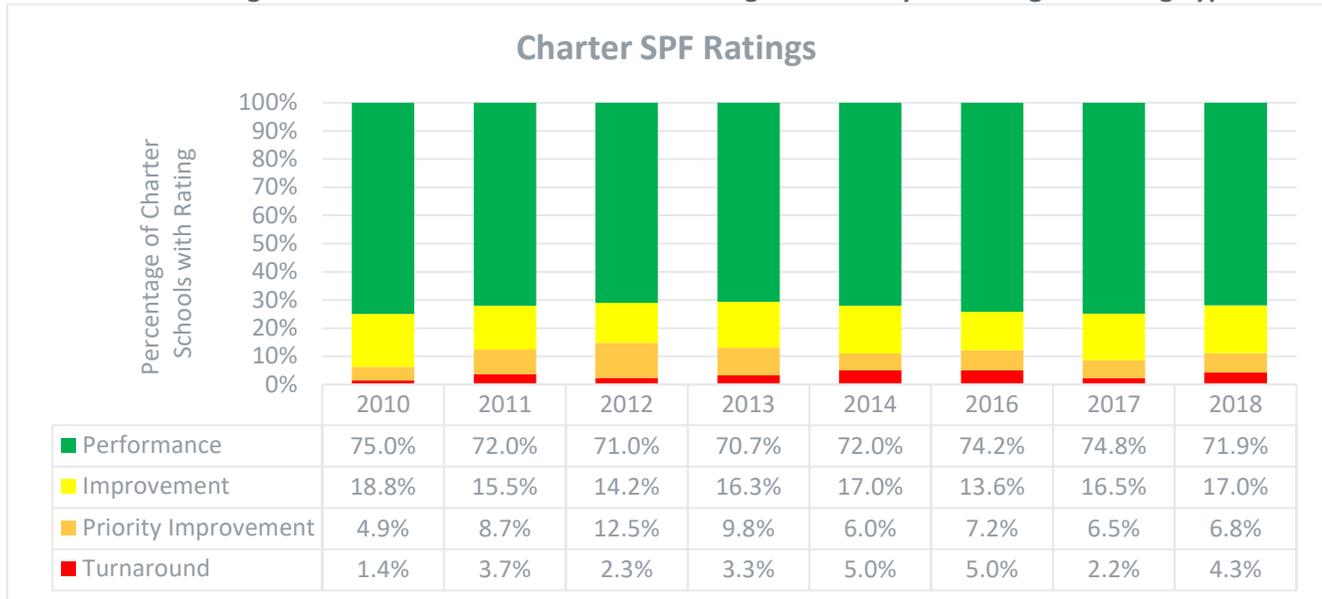
The School Performance Framework (SPF) is an annual tool published by CDE for public schools in the state, and it serves as a summative report of a school’s academic performance for the year.<sup>10</sup>

In 2017-18, 71.9 percent of charter schools received a rating of “Performance.” This was compared to 69.1 percent of non-charter schools statewide. Although charter school ratings are proportionally higher in the performance category, there has been a decline in the percent of charter schools being rated as “Performance”

<sup>10</sup> A scoring guide for the state framework outlining of the scoring criteria is available here: [https://www.cde.state.co.us/accountability/2019-framework-scoring-guide\\_080319](https://www.cde.state.co.us/accountability/2019-framework-scoring-guide_080319)

over the last three years as shown in Figure 37. In addition, a greater share of charter schools (4.3 percent) received the lowest rating of “Turnaround” in 2017-18, compared to only 2.4 percent of schools statewide.

**FIGURE 37: SPF Ratings of Charter Schools from 2009-10 through 2017-18 by Percentage of Rating Type<sup>11</sup>**



Starting in 2016, the state started assigning schools a “Low Participation” or “Decreased Due to Participation” rating on the SPF, which indicated that the school did not meet the 95% participation threshold on state assessments. Table 25 below shows the percent of charter schools flagged as low participation compared with the percent of non-charter schools. Charters have a slightly higher percentage of schools with this designation in 2018, but both charter schools and non-charter schools saw a noticeable decline in the number of schools receiving this designation between 2017 and 2018.

**TABLE 25: Percentage of Schools assigned “Low Participation” or “Decreased Due to Participation” by School Type and SPF Year**

	SPF 2016	SPF 2017	SPF 2018
<b>Charter</b>	33.9%	33.9%	25.1%
<b>Non-Charter</b>	34.3%	31.6%	23.2%
<b>Difference</b>	-0.4%	2.3%	1.9%

<sup>11</sup> Distribution analysis omits schools without ratings, schools with a rating of “Closed” and schools with insufficient data. Also, please note that in 2016, the frameworks were re-adjusted following transition to new state assessment.



## Part Five: Colorado Charter School Post-Secondary and Workforce Readiness Performance

This section focuses on the performance of secondary schools in preparing students for college and career. The 2013 and 2016 reports identified post-secondary and workforce readiness (PWR) as ones in which charter school performance lagged behind the performance of non-charter schools. Although overall trends are similar in this report as compared to earlier years, this year’s report analyzes graduation data that compares charter and non-charter performance while also disaggregating results based on whether the school was a traditional high school (Brick and Mortar), an online school, or an alternative education campus (AEC). This additional layer of analysis is relevant because students attending AECs and online high schools tend to have lower PWR indicators as compared to brick and mortar high school students and a higher percentage of AECs and online schools are charter. For the purpose of this section, a high school serve grades nine through twelve. As Tables 26 and 27 show below, 2.6 percent of high school students enrolled in district-managed high schools were enrolled in an online high school, whereas 21.3 percent of students enrolled in charter high schools were enrolled in an online high school. Similarly, 4.9 percent of high school students enrolled in district-managed high schools were enrolled in an AEC, whereas 26.3 percent of students enrolled in charter-managed high schools attended an AEC.

**TABLE 26: 2018-19 Enrollment in High School Online Schools by Management Type**

	Number of Students Enrolled in Online school	Total Number of Students Enrolled	Percentage of Students Enrolled in Online School
District Managed	6,284	243,854	2.6%
Charter Managed	6,192	29,012	21.3%
<b>Overall</b>	<b>12,476</b>	<b>272,866</b>	<b>4.6%</b>

**TABLE 27: 2018-19 Enrollment in High Schools Designated as an AEC by Management Type**

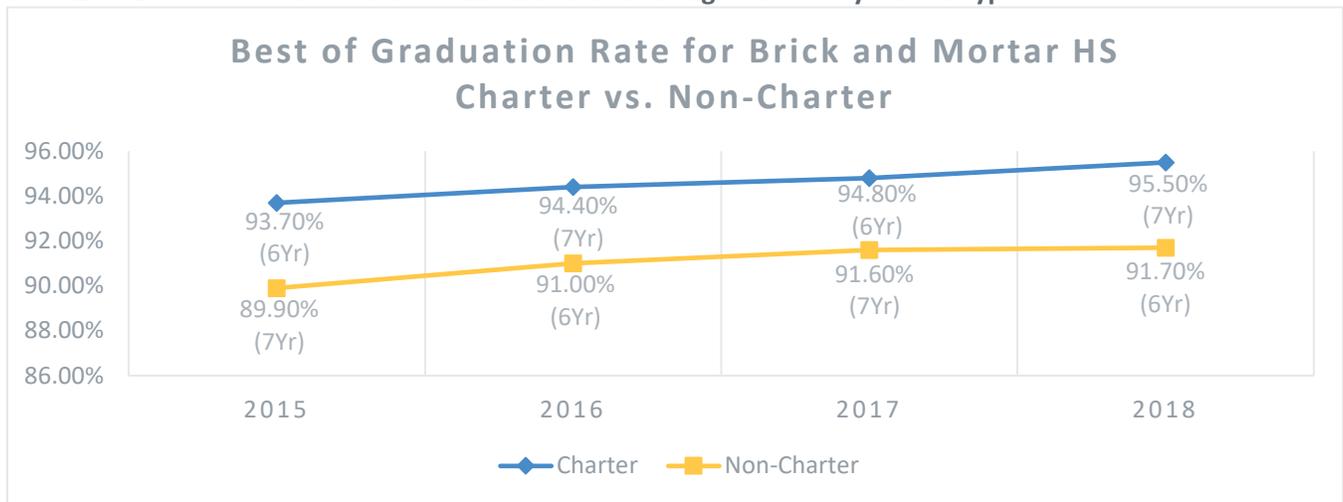
	Number of Students Enrolled in AEC schools	Total Number of Students Enrolled	Percentage of Students enrolled in AEC schools
District Managed	12,044	243,854	4.9%
Charter Managed	7,641	29,012	26.3%
<b>Overall</b>	<b>19,685</b>	<b>272,866</b>	<b>7.2%</b>

When controlling for these variables, the data points are mixed. Charter school measures tend to lag behind non-charter school measures for graduation when the schools are either online schools or AECs; however, charter school graduation measures exceed non-charter measures when all other school types except for online and AEC schools are aggregated.

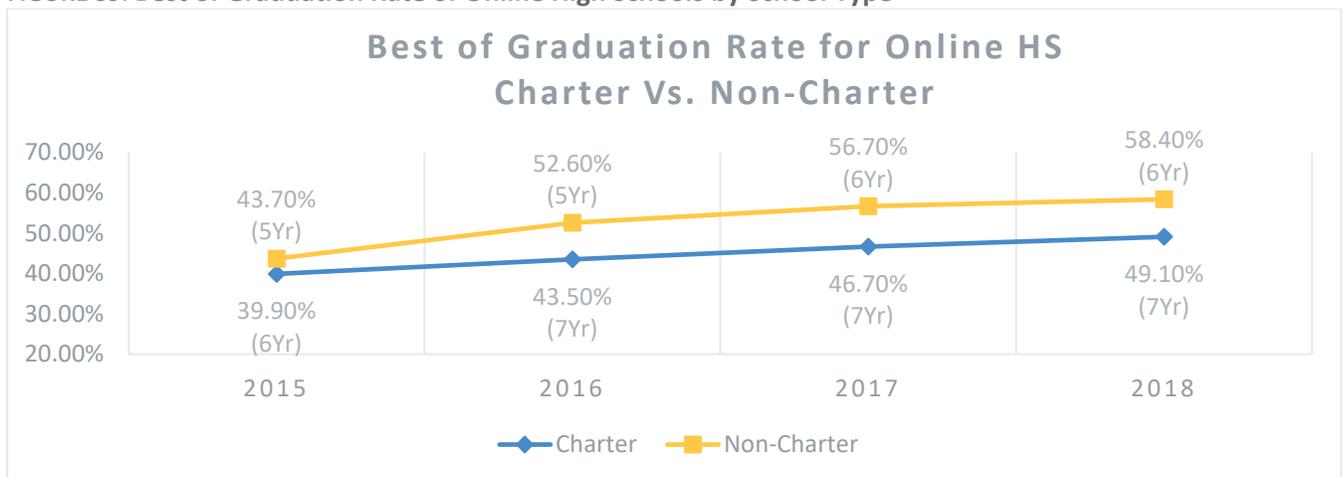
### Graduation Rate

Starting in the 2009-10 school year, the method Colorado used to calculate the graduation rate changed. In the past, early and late graduates were folded into the current graduating class. In the new rate, a student is assigned an Anticipated Year of Graduation (AYG) that does not change. These early and late graduates are reflected in three-year, five-year, six-year, and seven-year graduation rates based on their assigned Anticipated Year of Graduation. A “best of” graduation rate identifies the rate that is highest for a category when looking at the three, five, six, and seven-year rates. For this report, we compared the “best of” rates for charter and non-charter schools and found that, when controlling for whether a high school is an online school, an alternative education campus, or a more traditional, brick and mortar school, the performance differences between charter schools and non-charter schools vary. As shown by Figure 38, graduation rates are higher for charter schools as compared to non-charter schools when the schools are traditional brick and mortar high schools. Figures 39 and 40, however, show that when comparing charter and non-charter graduation rates based on AEC and online status, charter school performance lags behind district school performance. Between the 2015 and 2016, graduation gaps between charter and non-charter online schools grew significantly. Since that time, the gap has held steady between nine and 10 percentage points.

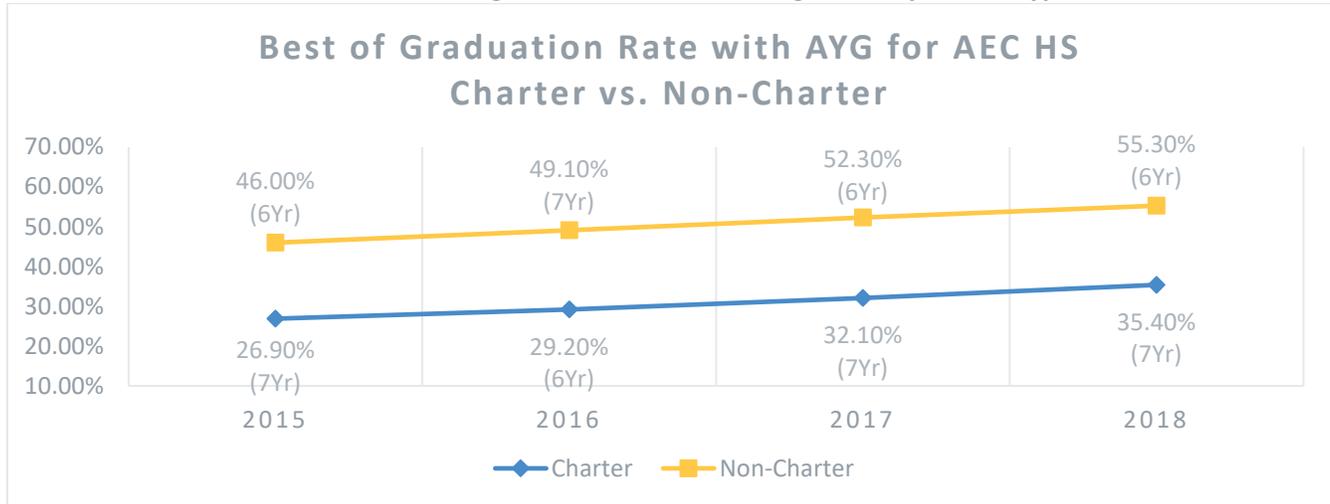
**FIGURE 38: Best of Graduation Rate of Brick and Mortar High Schools by School Type**



**FIGURE 39: Best of Graduation Rate of Online High Schools by School Type**



**FIGURE 40: Best of Graduation Rate of High Schools with AEC Designation by School Type**

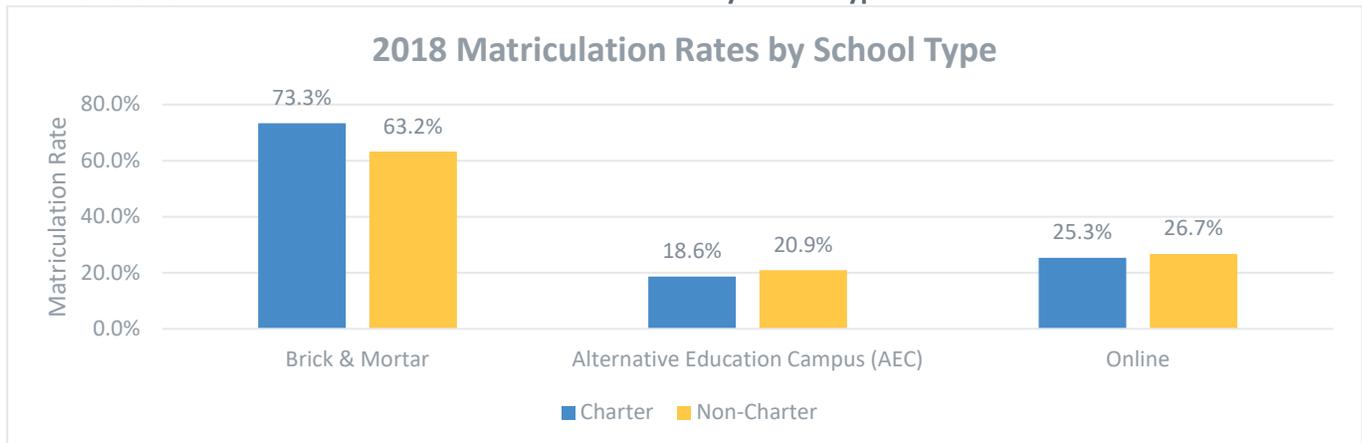


### College Enrollment Rate

The Colorado Department of Education collects data on and utilizes a matriculation rate calculation for purposes of the School Performance Framework. As such, we evaluated summative information on matriculation rates for charter schools as well as for other school types in the state. The matriculation rate is calculated based on the percentage of high school graduates who enroll in a career and technical education program, community college, or four-year institution of higher education during the summer or fall term immediately following graduation.

For this report, CDE compared the matriculation rates for charter and non-charter schools. Consistent with our analysis for graduation rates, we found that, when controlling for whether a high school is an online school, an alternative education campus, or a more traditional, brick and mortar school, the performance differences between charter schools and non-charter schools vary. As shown by Figure 41, graduation rates are higher for charter schools as compared to non-charter schools when the schools are brick and mortar high schools. When comparing charter and non-charter graduation rates based on AEC and online status however, charter school performance lags behind district school performance.

**FIGURE 41: 2018 Matriculation Rates of Colorado Students by School Type**





## Part Six: Human Resources

This section reports on characteristics of teacher staffing in Colorado charter schools. Data points presented are based on information collected and reported by CDE and are from the 2018-19 school year unless otherwise noted.

### *Teacher Salaries*

In 2018-19, the average salary for teachers in charter schools was \$42,190 as compared to \$56,891 in non-charter schools statewide. This difference was slightly lower than it was in 2015-16 as shown in Table 28, with the gap closing by about \$700.

**TABLE 28: Average Teacher Salary from 2000-01 through 2018-19 by School Type**

	2000-01	2003-04	2007-08	2011-12	2015-16	2018-19
<b>Charter</b>	\$29,601	\$29,266	\$34,657	\$35,537	\$39,052	\$42,190
<b>Non-Charter</b>	\$40,659	\$43,319	\$45,950	\$51,150	\$54,465	\$56,891
<b>Difference</b>	\$11,058	\$14,053	\$11,293	\$15,613	\$15,413	\$14,701

Salaries comprise much of both charter and district budgets and are highly correlated to the overall revenue of either a district or school. Historically, charter schools have received less funding on a per-student basis than their non-charter peers. The difference in teacher pay is typically associated with overall funding disparities between charter schools and district-managed schools related to local allocations of mill levy override funds and district bond proceeds used to offset school-level capital expenses. With the passage of H.B. 17-1375 requiring equity in mill levy override sharing, the Department anticipates a partial closing of gaps for average teacher salaries and will continue to monitor this trend over time.

### *Student-to-Teacher Ratio*

In the 2018-19 school year, the average student-to-teacher ratio in charter schools was 19.5, up from 18.4 in the 2016 report. That said, there is variability in this ratio across charter schools with 10 schools having ratios less than 10 (largely rural charter schools or schools targeting a special service population) to 10 schools with ratios above 50 (largely multi-district online schools). The middle 85% of charter schools have student-to-teacher ratios that ranges from 10.7 to 33.2.



## Part Seven: Colorado State Actions Concerning Charter Schools

This section provides background on actions that the state has taken with charter schools, focused on three main areas: legislative action, waivers, and charter school supports.

### *Legislative Action*

While the operation of charter schools in Colorado is largely governed by the Colorado Charter Schools Act, there are also numerous other statutes that impact charter schools. This report summarizes legislation of note passed between 2016 and 2018 that has impacted both authorizers and charter schools during this time.

#### H.B. 17-1375

In 2017, the major charter school bill was H.B. 17-1375: Distributing Mill Levy Override Revenue to Schools. This bill required school districts to develop a plan for distributing mill levy override revenue to each charter and innovation school in the district in an equitable manner as would apply to the specific programs funded by a mill levy override (for example, a mill levy override providing supports for high schools would need to be shared with charter and innovation high schools). In lieu of a plan, districts could also choose to distribute to innovation and charter schools an amount equivalent to 95 percent or more of the district's calculated per pupil amount for the individual students enrolled in the school. Plans had to be adopted by July 1, 2018 and implemented by July 1, 2019.

Districts are not required to share local mill levy override funds with charter schools operating in their district when the school is authorized by the Charter School Institute (CSI). In order to address the funding disparity that would result when a district has override funds that are not shared with a CSI-authorized charter school operating within their boundary, the legislature created a fund for CSI through H.B. 17-1375 so that state appropriations could be allocated to help address the funding difference. Efforts have been made to increase the amount allocated to this fund since the bill's passage – and amounts have grown – but notable differences remain as reported by CSI to the Joint Budget Committee of the General Assembly.

Also, as part of H.B. 17-1375, charter schools are now required to post on their websites all waivers requested from state statute or rule and their most recent non-profit organization tax returns (Federal form 990). This was added to the Public School Financial Transparency Act and the new information must now be reported by schools in the same manner that all other financial transparency requirements are currently reported.

### Legislation related to Charter School Finance

The General Assembly passes a Public School Finance Act every year allocating funds to schools based on a set formula. Since 2016, there have been annual increases in base per pupil funding as well as additional dollars for rural districts and CSI charter schools. There were also several other bills (S.B. 18-085 and H.B. 18-1412) to support teachers in rural districts – both in recruitment and retention – which could also be accessed by charter schools.

Of particular note, H.B. 18-1070 made a modification to the way in which funds are allocated to the charter school capital assistance fund so that the fund now receives a percentage of revenue collected from the excise tax on retail marijuana. In prior years, funding to the charter school capital assistance fund was set at a fixed amount, which meant that as the statewide charter population increased, per pupil allocations to schools could



fall. This revision in law was put in place to help minimize the risk of decreasing annual budgets for charter schools.

## Other Important Legislation

Although the legislation was not specific to charter schools, many other pieces of legislation were relevant to charter school operations, and included:

- Over the past three years, there has been an increase in grant programs for schools and school districts in specific areas such as computer science, advanced coursework opportunity, health education and other topics for which charter schools are also eligible to apply.
- Because charter school employees are covered by and pay into the Public Employee's Retirement Association (PERA), legislation involving changes to PERA has impacted charter schools and charter employees in the same way they impact school districts and school/district employees.
- During the 2019 legislative session, S.B. 19-129 was passed and signed into law. The bill, titled "Regulation of Online Schools" requires the CDE's Blended and Online Learning Office to prepare an annual report that summarizes data for students who have transferred out of an online school after the Student October Count. The bill also specified that, when an online school makes a modification to its programmatic design, the school's authorizer must seek a new online certification from the state. Finally, the legislation defined the term "successor school" for various circumstances when online schools make changes to their programs and clarified that, when a school is deemed a successor school, the historic school performance framework ratings must follow to the successor school. Although most online schools operate as district-run schools, the legislation does apply equally to online charter schools in the state.

In addition, authorizers are still working to operationalize the charter network statute which passed in 2016. As described in the 2016 report, the Charter School Network Authority law (H.B. 15-1184) defined a charter school network as a charter school that subsequently organizes another charter school. Some clarifying revisions have been made since, relating to the operation and authority of a charter school network, including appropriate expenditures for schools in the network, the sharing of expenses among network schools, and accounting procedures.

## *Waivers from State Statute*

Colorado law provides the Colorado State Board of Education with broad, though not complete, authority to grant waivers from certain elements of the state education law to school districts, charter schools, and innovation schools when a school or school district submits a properly filed request.

First, Colorado law allows school districts to request waivers from certain areas of state statute and policy through a district waiver process specified by 22-2-117(1)(a), C.R.S. These waivers can apply to the full district or to individual schools within their district. Because this waiver can apply to an entire district, the process is a bit more comprehensive and requires steps like public notice in local papers, public hearings, and evidence of consultation with the District Accountability Committee prior to the waiver being approved.

Districts may also request waivers for district schools under the Innovation Schools Act as specified by §22-32.5-108, C.R.S. These waivers may be granted to a single innovation school or to a group of innovation schools that operate as an innovation zone. The waiver requests would be a part of a school or zone plan and are therefore



vetted at the school and district levels, through a plan review process, before being submitted to the State Board of Education.

Finally, charter schools may request waivers from state law as specified in the Charter Schools Act. This flexibility is intended to provide charter schools with the autonomy they need to fully implement the school plan outlined in their original charter application. Charter school waiver requests must meet the requirements set forth in §22-30.5-101, C.R.S., which specifies different requirements depending on whether the waivers are considered automatic or non-automatic. More information on how charter schools can seek waivers is available on the CDE webpage at [www.cde.state.co.us/cdechart/waivers](http://www.cde.state.co.us/cdechart/waivers). Much like innovation waivers, charter school waivers are incorporated into a charter school plan/application and receive vetting at both the school and authorizer levels (as documented by a signed charter contract) before a final waiver request is submitted to the State Board of Education.

Unlike school district and innovation waivers, charter school waivers must be re-approved by the board of an authorizer and the State Board of Education at the time of charter contract renewal. Thus, charter school waivers are subject to review, reconsideration, and possible revisions over the life of the school. On average, schools, authorizers, and the CDE’s Schools of Choice Unit are reviewing the waivers of an individual charter school every three to five years prior to the State Board of Education approval.

Charter schools, like innovation schools, may also seek waivers from elements of school district policies. For charter schools, these requests must be approved by the local board of education and would then be incorporated into a charter contract. Although district waivers are included as part of the final charter contract, they do not need to be approved by the State Board of Education.

### Automatic Waivers

Automatic waivers are those that are automatically granted to a charter school upon the establishment of a contract, contract extension, or contract renewal. The State Board of Education has the authority to identify which provisions of law can be automatically waived and are codified in state board rules. No documentation is required from charter schools to receive these waivers so long as the waivers are listed in the charter contract as ones invoked by the school. Table 29 outlines the waivers that are approved by the State Board of Education as automatic as of the time of this report. Note that three waivers have been removed from the automatic list since the last version of this report. These statutes were: 22-32-109(1)(b) concerning competitive bidding, 22-32-110(1)(y) concerning accepting gifts, donations, and grants, and 22-32-109(1)(n)(II)(A) concerning teacher-pupil contact hours. Although these three statutes are no longer automatically granted, schools may still request waivers from these statutes, but they must now provide a rationale and replacement plan as part of their waiver request.

**TABLE 29: Automatic Waivers for Charter Schools as of 12/31/2019**

Statutory Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks



22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act-Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S.	School Year-National Holidays

As specified by H.B. 17-1375, the CDE is responsible for providing charter schools with a “standardized description” for each automatic waiver and a rationale for including the statute on the list of automatic waivers. This document is maintained on the charter schools page of the department’s website under “[Waivers and Policy Guidance](#).” All charter schools should also be posting a copy of this file on their financial transparency page within 30 days of State Board of Education approval.

### Non-Automatic Waivers

All other waivers from state statute and rule are considered non-automatic waiver requests and must go through a formal process to be reviewed and approved by the State Board of Education, as provided in §22-30.5-104(6)(b), C.R.S. To be considered for approval, waiver requests must include an electronic, signed copy of the current charter contract between the charter school and its authorizer, including all elements required in statute (§22-30.5-105, C.R.S.), which include:

- Clear start and end date of the term of the charter contract;
- Signatures of both the charter school and the authorizing local board;
- A list of automatic waivers the school is invoking;
- A list of the non-automatic waivers from state statute and rule the school is requesting; and
- A rationale and replacement plan (RRP) for all non-automatic waivers specifying the manner in which the charter school will comply with the intent of the waived statutes and/or state board rules.



Once a request for state waivers is approved by the State Board of Education, the waivers are valid through the term of the contract between the charter school and its authorizer - including any extensions allowed for in the contract. Commonly requested non-automatic waivers for charter schools are listed below in Table 30.

**TABLE 30: Most Commonly Requested Non-Automatic Waivers**

Statutory Citation	Description	Number of Schools with waiver
22-2-112(1)(q)(I), C.R.S.	Commissioner-Duties (reporting performance evaluation ratings)	191
22-32-109(1)(b), C.R.S.*	Local Board Duties Concerning Competitive Bidding	242
22-32-109(1)(n)(I), C.R.S.	Local Board Duties Concerning School Calendar	207
22-32-109(1)(n)(II)(A), C.R.S.*	Determine teacher-pupil contact hours	241
22-32-109(1)(n)(II)(B), C.R.S.	Adopt district calendar	190
22-32-110(1)(y), C.R.S.*	Local Board Powers-Accept gifts, donations, grants	225
22-63-201, C.R.S.*	Teacher Employment Act-Requirement to hold a certificate	248
22-63-202, C.R.S.*	Teacher Employment Act-Contracts in writing, damage provision	245
22-63-203, C.R.S.*	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal	247
22-63-206, C.R.S.*	Teacher Employment Act-Transfer of teachers	244
22-7-1014(2)(a), C.R.S.	Preschool individualized readiness plans-school readiness-assessments	103
22-9-106, C.R.S.*	Local Board Duties Concerning Performance Evaluations	249

\*Note that many of these were formerly automatic waivers which may in part explain the high counts<sup>12</sup>.

### Prohibited Waivers

The Charter Schools Act also prohibits charter schools from seeking waivers from certain statutes, which include:

- Statute or rule concerning school accountability committees (§22-11-401, C.R.S.);
- Statute or rule necessary to prepare school performance reports (Title 2, Article 5, C.R.S.)<sup>13</sup>;
- Statute or rule necessary to implement the provisions of the “Public School Finance Act of 1994” (Title 22, Article 54, C.R.S.);

<sup>12</sup> State statutes previously on the automatic waiver list are denoted by an asterisk \*.

<sup>13</sup> This includes provisions of the READ Act that are necessary to prepare school performance reports.



- Statute or rule related to the “Children’s Internet Provision Act” (Title 22, Article 87, C.R.S.);
- Statute or rule concerning the requirement to post online the list of waivers that have been obtained by a school (§22-44-305, C.R.S.);
- Statute regarding notification to parents of alleged criminal conduct by school employees (§22-1-130, C.R.S.);
- Statute or rule concerning suspension and expulsion of students in preschool through second grade (§22-33-106.1, C.R.S.); and
- Any federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services (§22-30.5-104(3), C.R.S.)

Another important note is that charter schools may only request waivers from Title 22, state board rules, or district law or policies. The State Board of Education does not have authority to grant waivers from Colorado law outside of Title 22 or from federal law.

### *Charter School Support and Research by CDE*

CDE's Schools of Choice Unit seeks to support high-quality educational choices for Colorado families and students and promote thoughtful innovations that will prepare Colorado students to be 21<sup>st</sup>-century adults. The unit provides information on public school choice options like charter schools, innovation schools, and blended and online learning.

The charter school team within the unit administers the Federal Charter School Program Grant for Colorado, provides technical assistance to charter schools and authorizers, processes waiver requests for the State Board of Education, collects data on charter schools, produces special topic studies and the state evaluation of charter schools, and responds to a wide range of questions from the general public, media outlets, think tanks, and other research centers.

### *Recommendations for Future Actions*

CDE does not have any recommendations for legislative changes at this time.



## Appendix A: 2018-19 Colorado Charter Schools

The following table provides basic information about all Colorado charter schools operating in 2018-19.

School Name	Authorizer	Date Opened	2018-19 Enrollment	2017-18 SPF RATING	Grades Served
5280 HIGH SCHOOL	DENVER COUNTY 1	2019	101	PERFORMANCE*	9-12
ACADEMY 360	DENVER COUNTY 1	2013	197	PERFORMANCE	PK-5
ACADEMY CHARTER SCHOOL	DOUGLAS COUNTY RE 1	1993	712	PERFORMANCE	K-8
ACADEMY FOR ADVANCED AND CREATIVE LEARNING	COLORADO SPRINGS 11	2010	299	PERFORMANCE	K-8
ACADEMY OF ADVANCED LEARNING	ADAMS-ARAPAHOE 28J	2018	700	PERFORMANCE	6-8
ACADEMY OF ARTS AND KNOWLEDGE ELEMENTARY/T.R. PAUL	CHARTER SCHOOL INSTITUTE	2006	208	PERFORMANCE	K-5
ACADEMY OF CHARTER SCHOOLS	CHARTER SCHOOL INSTITUTE	1994	1,881	PERFORMANCE	K-12
ACADEMY OF URBAN LEARNING	DENVER COUNTY 1	2005	128	TURNAROUND	9-12
ADDENBROOKE CLASSICAL ACADEMY	JEFFERSON COUNTY R-1	2013	373	PERFORMANCE	6-12
ADDENBROOKE CLASSICAL GRAMMAR SCHOOL	JEFFERSON COUNTY R-1	2014	452	PERFORMANCE	K-5
ALTA VISTA CHARTER SCHOOL	LAMAR RE-2	1998	135	PERFORMANCE	K-6
AMERICAN ACADEMY	DOUGLAS COUNTY RE 1	2005	2,544	PERFORMANCE	K-8
ANIMAS HIGH SCHOOL	CHARTER SCHOOL INSTITUTE	2009	252	PERFORMANCE	9-12
ASCENT CLASSICAL ACADEMY	DOUGLAS COUNTY RE 1	2019	341	PERFORMANCE*	6-10
ASPEN COMMUNITY CHARTER SCHOOL	ASPEN 1	2002	134	PERFORMANCE	K-8
ASPEN RIDGE PREPARATORY SCHOOL	ST VRAIN VALLEY RE 1J	2011	402	PERFORMANCE	K-6
ASPEN VIEW ACADEMY	DOUGLAS COUNTY RE 1	2013	866	PERFORMANCE	K-8
ATLAS PREPARATORY HIGH SCHOOL	HARRISON 2	2009	447	PERFORMANCE	9-12
ATLAS PREPARATORY MIDDLE SCHOOL	HARRISON 2	2009	511	PERFORMANCE	5-8
AURORA ACADEMY CHARTER SCHOOL	ADAMS-ARAPAHOE 28J	2000	539	PERFORMANCE	K-8
AXL ACADEMY	ADAMS-ARAPAHOE 28J	2008	471	PERFORMANCE	PK-8
BANNING LEWIS RANCH ACADEMY	DISTRICT 49	2006	1,376	PERFORMANCE	K-8
BATTLE ROCK CHARTER SCHOOL	MONTEZUMA-CORTEZ RE-1	1994	68	PRIORITY IMPROVEMENT	K-6
BELLE CREEK CHARTER SCHOOL	SCHOOL DISTRICT 27J	2003	685	PERFORMANCE	K-8
BEN FRANKLIN ACADEMY	DOUGLAS COUNTY RE 1	2011	924	PERFORMANCE	PK-8



<b>BOULDER PREP CHARTER HIGH SCHOOL</b>	BOULDER VALLEY RE 2	1997	109	IMPROVEMENT	9-12
<b>BROMLEY EAST CHARTER SCHOOL</b>	SCHOOL DISTRICT 27J	2001	1,241	PERFORMANCE	K-8
<b>CAPROCK ACADEMY</b>	CHARTER SCHOOL INSTITUTE	2007	845	PERFORMANCE	K-12
<b>CARBON VALLEY ACADEMY</b>	ST VRAIN VALLEY RE 1J	2005	252	PERFORMANCE	PK-8
<b>CARBONDALE COMMUNITY CHARTER SCHOOL</b>	ROARING FORK RE-1	1995	135	PERFORMANCE	K-8
<b>CARDINAL COMMUNITY ACADEMY CHARTER SCHOOL</b>	WELD COUNTY SCHOOL DISTRICT RE-3J	2000	183	PERFORMANCE	K-9
<b>CHALLENGE TO EXCELLENCE CHARTER SCHOOL</b>	DOUGLAS COUNTY RE 1	2002	516	PERFORMANCE	K-8
<b>CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY</b>	PUEBLO CITY 60	2009	917	IMPROVEMENT	K-12
<b>CHERRY CREEK CHARTER ACADEMY</b>	CHERRY CREEK 5	1995	581	PERFORMANCE	K-8
<b>CHILDREN'S KIVA MONTESSORI SCHOOL</b>	MONTEZUMA-CORTEZ RE-1	2014	111	PRIORITY IMPROVEMENT	K-8
<b>CIVA CHARTER ACADEMY</b>	COLORADO SPRINGS 11	1997	189	PERFORMANCE	9-12
<b>COLLEGIATE ACADEMY OF COLORADO</b>	JEFFERSON COUNTY R-1	1994	471	PERFORMANCE	K-12
<b>COLORADO DIGITAL ACADEMY - ELEMENTARY</b>	BYERS 32J	2014	526	INSUFFICIENT STATE DATA	K-6
<b>COLORADO DIGITAL ACADEMY - MIDDLE</b>	BYERS 32J	2014	347	PERFORMANCE	7-8
<b>COLORADO EARLY COLLEGE FORT COLLINS</b>	CHARTER SCHOOL INSTITUTE	2012	1,355	PERFORMANCE	6-12
<b>COLORADO EARLY COLLEGES - PARKER</b>	CHARTER SCHOOL INSTITUTE	2014	604	PERFORMANCE	9-12
<b>COLORADO EARLY COLLEGES AURORA</b>	CHARTER SCHOOL INSTITUTE	2018	341	IMPROVEMENT	9-12
<b>COLORADO HIGH SCHOOL CHARTER</b>	DENVER COUNTY 1	2002	327	IMPROVEMENT	9-12
<b>COLORADO HIGH SCHOOL CHARTER - GES</b>	DENVER COUNTY 1	2018	138	TURNAROUND	9-12
<b>COLORADO MILITARY ACADEMY</b>	CHARTER SCHOOL INSTITUTE	2018	578	IMPROVEMENT	6-12
<b>COLORADO SPRINGS CHARTER ACADEMY</b>	CHARTER SCHOOL INSTITUTE	2005	461	PERFORMANCE	K-8
<b>COLORADO SPRINGS EARLY COLLEGES</b>	CHARTER SCHOOL INSTITUTE	2007	671	PERFORMANCE	9-12
<b>COLORADO VIRTUAL ACADEMY (COVA)</b>	BYERS 32J	2003	684	INSUFFICIENT STATE DATA	9-12
<b>COMMUNITY LEADERSHIP ACADEMY</b>	CHARTER SCHOOL INSTITUTE	2005	508	PERFORMANCE	PK-5
<b>COMMUNITY PREP CHARTER SCHOOL</b>	COLORADO SPRINGS 11	1995	222	PERFORMANCE	9-12



COMPASS ACADEMY	DENVER COUNTY 1	2015	320	TURNAROUND	6-8
COMPASS COMMUNITY COLLABORATIVE SCHOOL	POUDRE R-1	2019	152	PERFORMANCE*	6-10
COMPASS MONTESSORI - GOLDEN CHARTER SCHOOL	JEFFERSON COUNTY R-1	2000	423	PERFORMANCE	PK-12
COMPASS MONTESSORI - WHEAT RIDGE CHARTER SCHOOL	JEFFERSON COUNTY R-1	1998	286	PERFORMANCE	PK-6
CRESTONE CHARTER SCHOOL	MOFFAT 2	1995	83	PERFORMANCE	K-12
CROWN POINTE CHARTER ACADEMY	CHARTER SCHOOL INSTITUTE	1997	473	PERFORMANCE	K-8
DC MONTESSORI CHARTER SCHOOL	DOUGLAS COUNTY RE 1	1997	549	PERFORMANCE	PK-8
DENVER JUSTICE HIGH SCHOOL	DENVER COUNTY 1	2009	95	PRIORITY IMPROVEMENT	9-12
DENVER LANGUAGE SCHOOL	DENVER COUNTY 1	2010	823	PERFORMANCE	K-8
DORAL ACADEMY OF COLORADO	JEFFERSON COUNTY R-1	2017	221	PERFORMANCE	6-8
DOWNTOWN DENVER EXPEDITIONARY SCHOOL	DENVER COUNTY 1	2013	401	IMPROVEMENT	K-5
DSST MIDDLE SCHOOL @ NOEL CAMPUS	DENVER COUNTY 1	2019	155	PERFORMANCE*	6
DSST: BYERS HIGH SCHOOL	DENVER COUNTY 1	2016	399	PERFORMANCE	9-12
DSST: BYERS MIDDLE SCHOOL	DENVER COUNTY 1	2013	497	PERFORMANCE	6-8
DSST: COLE HIGH SCHOOL	DENVER COUNTY 1	2014	387	PERFORMANCE	9-12
DSST: COLE MIDDLE SCHOOL	DENVER COUNTY 1	2011	383	TURNAROUND	6-8
DSST: COLLEGE VIEW HIGH SCHOOL	DENVER COUNTY 1	2015	513	PERFORMANCE	9-12
DSST: COLLEGE VIEW MIDDLE SCHOOL	DENVER COUNTY 1	2012	446	IMPROVEMENT	6-8
DSST: CONSERVATORY GREEN HIGH SCHOOL	DENVER COUNTY 1	2017	305	PERFORMANCE	9-11
DSST: CONSERVATORY GREEN MIDDLE SCHOOL	DENVER COUNTY 1	2014	470	PERFORMANCE	6-8
DSST: GREEN VALLEY RANCH HIGH SCHOOL	DENVER COUNTY 1	2010	550	PERFORMANCE	9-12
DSST: GREEN VALLEY RANCH MIDDLE SCHOOL	DENVER COUNTY 1	2010	482	PERFORMANCE	6-8
DSST: HENRY MIDDLE SCHOOL	DENVER COUNTY 1	2017	270	PERFORMANCE	6-8
DSST: STAPLETON HIGH SCHOOL	DENVER COUNTY 1	2004	582	PERFORMANCE	9-12
DSST: STAPLETON MIDDLE SCHOOL	DENVER COUNTY 1	2004	477	PERFORMANCE	6-8
EAGLE COUNTY CHARTER ACADEMY	EAGLE COUNTY RE 50	1994	347	PERFORMANCE	K-8
EAGLE RIDGE ACADEMY	SCHOOL DISTRICT 27J	2010	524	PERFORMANCE	9-12
EARLY COLLEGE OF ARVADA	CHARTER SCHOOL INSTITUTE	2008	360	IMPROVEMENT	6-12



<b>EARLY COLLEGE OF DENVER/SOUTHWEST EARLY COLLEGE</b>	DENVER COUNTY 1	2004	68	IMPROVEMENT	9-12
<b>EARLY LEARNING CENTER AT NEW LEGACY CHARTER SCHOOL</b>	CHARTER SCHOOL INSTITUTE	2015	11	N/A	PK
<b>EASTLAKE HIGH SCHOOL OF COLORADO SPRINGS/LIFESKILLS</b>	COLORADO SPRINGS 11	2004	271	IMPROVEMENT	9-12
<b>ELEVATE ACADEMY ELEMENTARY SCHOOL</b>	BYERS 32J	2104	147	TURNAROUND	K-6
<b>ELEVATE ACADEMY HIGH SCHOOL</b>	BYERS 32J	2014	177	PRIORITY IMPROVEMENT	7-8
<b>ELEVATE ACADEMY MIDDLE SCHOOL</b>	BYERS 32J	2014	175	IMPROVEMENT	9-12
<b>EXCEL ACADEMY CHARTER SCHOOL</b>	JEFFERSON COUNTY R-1	1995	504	PERFORMANCE	K-8
<b>FLAGSTAFF CHARTER ACADEMY</b>	ST VRAIN VALLEY RE 1J	2005	912	PERFORMANCE	K-8
<b>FORT COLLINS MONTESSORI SCHOOL</b>	POUDRE R-1	2014	133	PERFORMANCE	PK-6
<b>FOUNDATIONS ACADEMY</b>	SCHOOL DISTRICT 27J	2010	754	PERFORMANCE	K-8
<b>FRONTIER CHARTER ACADEMY</b>	CHARTER SCHOOL INSTITUTE	2001	18	IMPROVEMENT	K-8
<b>FRONTIER CHARTER ACADEMY</b>	GREELEY 6	1997	1,618	PERFORMANCE	K-12
<b>GEORGETOWN COMMUNITY SCHOOL</b>	CLEAR CREEK RE-1	2006	128	IMPROVEMENT	PK-6
<b>GIRLS ATHLETIC LEADERSHIP SCHOOL HIGH SCHOOL</b>	DENVER COUNTY 1	2014	134	TURNAROUND	9-12
<b>GIRLS ATHLETIC LEADERSHIP SCHOOL MIDDLE SCHOOL</b>	DENVER COUNTY 1	2010	325	IMPROVEMENT	6-8
<b>GLOBAL VILLAGE ACADEMY - COLORADO SPRINGS</b>	CHARTER SCHOOL INSTITUTE	2013	466	PERFORMANCE	K-8
<b>GLOBAL VILLAGE ACADEMY - DOUGLAS COUNTY</b>	DOUGLAS COUNTY RE 1	2015	399	PERFORMANCE	K-5
<b>GLOBAL VILLAGE ACADEMY - FORT COLLINS</b>	CHARTER SCHOOL INSTITUTE	2013	177	PERFORMANCE	K-8
<b>GLOBAL VILLAGE ACADEMY - NORTHGLENN</b>	CHARTER SCHOOL INSTITUTE	2017	891	PERFORMANCE	6-8
<b>GLOBAL VILLAGE ACADEMY AURORA</b>	ADAMS-ARAPAHOE 28J	2007	1,024	PRIORITY IMPROVEMENT	K-8
<b>GLOBE CHARTER SCHOOL</b>	COLORADO SPRINGS 11	1996	153	PERFORMANCE	K-6
<b>GOAL ACADEMY</b>	DISTRICT 49	2008	4,153	IMPROVEMENT	9-12
<b>GOLDEN VIEW CLASSICAL ACADEMY</b>	CHARTER SCHOOL INSTITUTE	2015	662	PERFORMANCE	6-12
<b>GREAT WORK MONTESSORI</b>	JEFFERSON COUNTY R-1	2018	189	INSUFFICIENT STATE DATA	PK-K
<b>GUFFEY CHARTER SCHOOL</b>	PARK COUNTY RE-2	1996	30	PERFORMANCE	K-8
<b>HERITAGE HEIGHTS ACADEMY</b>	CHERRY CREEK 5	2017	308	PERFORMANCE	6-7



HIGH POINT ACADEMY	CHARTER SCHOOL INSTITUTE	2006	702	IMPROVEMENT	PK-8
HIGHLINE ACADEMY NORTHEAST	DENVER COUNTY 1	2014	513	PRIORITY IMPROVEMENT	PK-4
HIGHLINE ACADEMY SOUTHEAST	DENVER COUNTY 1	2004	526	PERFORMANCE	K-8
HOPE ONLINE LEARNING ACADEMY ELEMENTARY	DOUGLAS COUNTY RE 1	2005	921	PRIORITY IMPROVEMENT	K-5
HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	DOUGLAS COUNTY RE 1	2005	589	IMPROVEMENT	9-12
HOPE ONLINE LEARNING ACADEMY MIDDLE SCHOOL	DOUGLAS COUNTY RE 1	2005	531	IMPROVEMENT	6-8
HORIZONS K-8 SCHOOL	BOULDER VALLEY RE 2	1991	348	PERFORMANCE	K-8
IMAGINE CHARTER	ST VRAIN VALLEY RE 1J	2009	600	PERFORMANCE	PK-8
IMAGINE CLASSICAL ACADEMY	DISTRICT 49	2008	705	PERFORMANCE	K-8
INDEPENDENCE ACADEMY	MESA COUNTY VALLEY 51	2004	398	IMPROVEMENT	K-8
INDIAN PEAKS CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2000	18	PERFORMANCE	K-12
JAMES IRWIN CHARTER ACADEMY	CHARTER SCHOOL INSTITUTE	2013	328	PERFORMANCE	K-5
JAMES IRWIN CHARTER ELEMENTARY SCHOOL	HARRISON 2	2000	536	PERFORMANCE	K-5
JAMES IRWIN CHARTER HIGH SCHOOL	HARRISON 2	2000	404	PERFORMANCE	9-12
JAMES IRWIN CHARTER MIDDLE SCHOOL	HARRISON 2	2000	447	PERFORMANCE	6-8
JAMES MADISON CHARTER ACADEMY SCHOOL	WIDEFIELD 3	2004	146	IMPROVEMENT	K-6
JEFFERSON ACADEMY	JEFFERSON COUNTY R-1	1994	946	PERFORMANCE	K-12
JEFFERSON ACADEMY ELEMENTARY	JEFFERSON COUNTY R-1	1994	742	PERFORMANCE	K-6
JEFFERSON ACADEMY HIGH SCHOOL	JEFFERSON COUNTY R-1	1994	423	PERFORMANCE	9-12
JUNIPER RIDGE COMMUNITY SCHOOL	MESA COUNTY VALLEY 51	2013	335	IMPROVEMENT	K-8
JUSTICE HIGH CHARTER SCHOOL	BOULDER VALLEY RE 2	2006	98	IMPROVEMENT	9-12
KIPP DENVER COLLEGIATE HIGH SCHOOL	DENVER COUNTY 1	2009	458	IMPROVEMENT	9-12
KIPP NORTHEAST DENVER LEADERSHIP ACADEMY	DENVER COUNTY 1	2015	516	PERFORMANCE	9-12
KIPP NORTHEAST DENVER MIDDLE SCHOOL	DENVER COUNTY 1	2011	451	IMPROVEMENT	5-8
KIPP NORTHEAST ELEMENTARY	DENVER COUNTY 1	2015	484	IMPROVEMENT	PK-4
KIPP SUNSHINE PEAK ACADEMY	DENVER COUNTY 1	2002	422	PERFORMANCE	5-8
KIPP SUNSHINE PEAK ELEMENTARY	DENVER COUNTY 1	2019	79	N/A	PK-K



KNOWLEDGE QUEST ACADEMY	JOHNSTOWN-MILLIKEN RE-5J	2002	408	PERFORMANCE	K-8
LAKE GEORGE CHARTER SCHOOL	PARK COUNTY RE-2	1999	143	PERFORMANCE	PK-8
LANDMARK ACADEMY AT REUNION	SCHOOL DISTRICT 27J	2007	747	PERFORMANCE	K-8
LAUNCH HIGH SCHOOL	CHARTER SCHOOL INSTITUTE	2017	97	PERFORMANCE	9-12
LEGACY ACADEMY	ELIZABETH SCHOOL DISTRICT	1997	447	PERFORMANCE	K-8
LEMAN CLASSICAL ACADEMY	DOUGLAS COUNTY RE 1	2019	495	PERFORMANCE*	6-8
LIBERTY COMMON CHARTER SCHOOL	POUDRE R-1	1997	1,142	PERFORMANCE	K-12
LIBERTY TREE ACADEMY	DISTRICT 49	2019	318	PERFORMANCE	6-8
LINCOLN CHARTER ACADEMY	JEFFERSON COUNTY R-1	1997	797	PERFORMANCE	PK-8
LITTLETON ACADEMY	LITTLETON 6	1996	465	PERFORMANCE	K-8
LITTLETON PREP CHARTER SCHOOL	LITTLETON 6	1998	609	PERFORMANCE	PK-8
LOTUS SCHOOL FOR EXCELLENCE	ADAMS-ARAPAHOE 28J	2006	862	PERFORMANCE	K-12
LOVELAND CLASSICAL SCHOOL	THOMPSON R2-J	2011	875	PERFORMANCE	K-12
MARBLE CHARTER SCHOOL	GUNNISON WATERSHED RE1J	1995	40	PERFORMANCE	K-8
MESA VALLEY COMMUNITY SCHOOL	MESA COUNTY VALLEY 51	2014	400	PERFORMANCE	K-12
MONARCH CLASSICAL SCHOOL OF THE ARTS/COPERNI 2	CHARTER SCHOOL INSTITUTE	2019	273	IMPROVEMENT*	6
MONARCH MONTESSORI	DENVER COUNTY 1	2012	212	PRIORITY IMPROVEMENT	K-5
MONTESSORI DEL MUNDO CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2014	391	PRIORITY IMPROVEMENT	K-5
MONTESSORI PEAKS CHARTER ACADEMY	JEFFERSON COUNTY R-1	1997	489	PERFORMANCE	PK-8
MONUMENT CHARTER ACADEMY	LEWIS-PALMER 38	1996	1,000	INSUFFICIENT STATE DATA	PK-8
MONUMENT VIEW MONTESSORI CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2018	39	INSUFFICIENT STATE DATA	PK-4
MOUNT VIEW CORE KNOWLEDGE CHARTER SCHOOL	CANON CITY RE-1	1996	252	PERFORMANCE	K-8
MOUNTAIN MIDDLE SCHOOL	CHARTER SCHOOL INSTITUTE	2011	251	PERFORMANCE	6-8
MOUNTAIN PHOENIX COMMUNITY SCHOOL	JEFFERSON COUNTY R-1	2011	632	PERFORMANCE	PK-8
MOUNTAIN SAGE COMMUNITY SCHOOL	POUDRE R-1	2013	313	PERFORMANCE	K-8
MOUNTAIN SONG COMMUNITY SCHOOL	CHARTER SCHOOL INSTITUTE	2013	315	PERFORMANCE	K-8
MOUNTAIN VILLAGE MONTESSORI CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2017	169	IMPROVEMENT	PK-6



NEW AMERICA SCHOOL	JEFFERSON COUNTY R-1	2006	206	IMPROVEMENT	9-12
NEW AMERICA SCHOOL - LOWRY	CHARTER SCHOOL INSTITUTE	2005	299	IMPROVEMENT	9-12
NEW AMERICA SCHOOL - THORNTON	ADAMS 12 FIVE STAR SCHOOLS	2004	309	PERFORMANCE	9-12
NEW LEGACY CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2015	101	IMPROVEMENT	9-12
NEW SUMMIT CHARTER ACADEMY	ACADEMY 20	2019	489	PERFORMANCE*	6
NEW VISION CHARTER SCHOOL	THOMPSON R2-J	2006	507	PERFORMANCE	K-8
NORTH ROUTT CHARTER SCHOOL	STEAMBOAT SPRINGS RE-2	2001	92	PERFORMANCE	K-8
NORTH STAR ACADEMY	DOUGLAS COUNTY RE 1	2006	671	PERFORMANCE	K-8
ODYSSEY SCHOOL OF DENVER	DENVER COUNTY 1	1998	234	PERFORMANCE	K-8
OMAR D BLAIR CHARTER SCHOOL	DENVER COUNTY 1	2004	723	IMPROVEMENT	K-8
PAGOSA PEAK OPEN SCHOOL	ARCHULETA COUNTY 50 JT	2018	96	PRIORITY IMPROVEMENT	K-5
PARADOX VALLEY CHARTER SCHOOL	WEST END RE-2	1999	49	PERFORMANCE	PK-12
PARKER CORE KNOWLEDGE CHARTER SCHOOL	DOUGLAS COUNTY RE 1	2015	700	PERFORMANCE	K-8
PARKER PERFORMING ARTS	DOUGLAS COUNTY RE 1	2017	755	PERFORMANCE	6-8
PEAK TO PEAK CHARTER SCHOOL	BOULDER VALLEY RE 2	2000	1,446	PERFORMANCE	L-12
PIKES PEAK SCHOOL EXPEDITIONARY LEARNING	DISTRICT 49	1999	415	PERFORMANCE	K-8
PLATTE RIVER CHARTER ACADEMY	DOUGLAS COUNTY RE 1	1997	574	PERFORMANCE	K-8
POWER TECHNICAL EARLY COLLEGE	DISTRICT 49	2017	267	PERFORMANCE	6-12
PROSPECT RIDGE ACADEMY	ADAMS 12 FIVE STAR SCHOOLS	2011	1,409	PERFORMANCE	K-12
PUEBLO CHARTER SCHOOL FOR THE ARTS & SCIENCES	PUEBLO CITY 60	1994	450	PERFORMANCE	K-8
PUEBLO SCH. FOR ARTS & SCIENCES AT FULTON HEIGHTS	PUEBLO CITY 60	2018	179	PERFORMANCE	K-6
REACH CHARTER SCHOOL	DENVER COUNTY 1	2015	130	TURNAROUND	PK-5
RENAISSANCE SECONDARY SCHOOL	DOUGLAS COUNTY RE 1	2018	344	PERFORMANCE	6-11
RICARDO FLORES MAGON ACADEMY	CHARTER SCHOOL INSTITUTE	2007	270	PERFORMANCE	K-8
RIDGE VIEW ACADEMY CHARTER SCHOOL	DENVER COUNTY 1	2001	144	IMPROVEMENT	9-12
RIDGEVIEW CLASSICAL CHARTER SCHOOLS	POUDRE R-1	2001	703	PERFORMANCE	K-12
RISEUP COMMUNITY SCHOOL	DENVER COUNTY 1	2015	110	TURNAROUND	9-12



ROCKY MOUNTAIN ACADEMY OF EVERGREEN	JEFFERSON COUNTY R-1	2001	275	PERFORMANCE	PK-8
ROCKY MOUNTAIN CLASSICAL ACADEMY	DISTRICT 49	2006	1,632	IMPROVEMENT	K-8
ROCKY MOUNTAIN DEAF SCHOOL	JEFFERSON COUNTY R-1	1997	68	PERFORMANCE	PK-12
ROCKY MOUNTAIN PREP - FLETCHER CAMPUS	ADAMS-ARAPAHOE 28J	2017	337	INSUFFICIENT STATE DATA	PK-4
ROCKY MOUNTAIN PREP BERKELEY	DENVER COUNTY 1	2019	213	N/A	PK-5
ROCKY MOUNTAIN PREP: CREEKSIDE	DENVER COUNTY 1	2012	603	PERFORMANCE	PK-5
ROCKY MOUNTAIN PREP: SOUTHWEST	DENVER COUNTY 1	2015	426	IMPROVEMENT	PK-4
ROOSEVELT CHARTER ACADEMY	COLORADO SPRINGS 11	1996	639	PERFORMANCE	K-5
ROOTS ELEMENTARY	DENVER COUNTY 1	2015	182	TURNAROUND	K-4
ROSS MONTESSORI SCHOOL	CHARTER SCHOOL INSTITUTE	2005	292	PERFORMANCE	K-8
SALIDA DEL SOL ACADEMY	GREELEY 6	2006	720	PRIORITY IMPROVEMENT	K-8
SALIDA MONTESSORI CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2015	87	PERFORMANCE	K-8
SKYVIEW ACADEMY	DOUGLAS COUNTY RE 1	2010	1,263	PERFORMANCE	K-12
SOAR AT GREEN VALLEY RANCH	DENVER COUNTY 1	2010	446	PERFORMANCE	K-5
SOUTHWEST OPEN CHARTER SCHOOL	MONTEZUMA-CORTEZ RE-1	1999	134	PRIORITY IMPROVEMENT	9-12
ST. VRAIN COMMUNITY MONTESSORI SCHOOL	ST VRAIN VALLEY RE 1J	2009	270	INSUFFICIENT STATE DATA	PK-8
STARGATE CHARTER SCHOOL	ADAMS 12 FIVE STAR SCHOOLS	1994	1,393	PERFORMANCE	K-12
STEM SCHOOL HIGHLANDS RANCH	DOUGLAS COUNTY RE 1	2011	1,875	PERFORMANCE	K-12
STONE CREEK SCHOOL	CHARTER SCHOOL INSTITUTE	2006	327	PERFORMANCE	K-8
STRIVE PREP - EXCEL	DENVER COUNTY 1	2013	290	TURNAROUND	9-12
STRIVE PREP - FEDERAL	DENVER COUNTY 1	2006	325	PERFORMANCE	6-8
STRIVE PREP - GVR	DENVER COUNTY 1	2012	363	PRIORITY IMPROVEMENT	6-8
STRIVE PREP - KEPNER	DENVER COUNTY 1	2017	241	PERFORMANCE	6-8
STRIVE PREP - LAKE	DENVER COUNTY 1	2010	314	PRIORITY IMPROVEMENT	6-8
STRIVE PREP - MONTBELLO	DENVER COUNTY 1	2012	255	PRIORITY IMPROVEMENT	6-8
STRIVE PREP - RISE	DENVER COUNTY 1	2017	391	PERFORMANCE	9-11
STRIVE PREP - RUBY HILL	DENVER COUNTY 1	2014	518	PERFORMANCE	PK-5
STRIVE PREP - SMART ACADEMY	DENVER COUNTY 1	2012	489	PRIORITY IMPROVEMENT	9-12



STRIVE PREP - SUNNYSIDE	DENVER COUNTY 1	2010	248	IMPROVEMENT	6-8
STRIVE PREP - WESTWOOD	DENVER COUNTY 1	2009	341	IMPROVEMENT	6-8
SUMMIT MIDDLE CHARTER SCHOOL	BOULDER VALLEY RE 2	1996	358	PERFORMANCE	6-8
SWALLOWS CHARTER ACADEMY	PUEBLO COUNTY 70	1996	509	PERFORMANCE	K-8
SWALLOWS CHARTER ACADEMY HIGH SCHOOL	PUEBLO COUNTY 70	1996	153	PERFORMANCE	9-12
TCA COLLEGE PATHWAYS	ACADEMY 20	1997	528	PERFORMANCE	7-12
THE BOYS SCHOOL OF DENVER	DENVER COUNTY 1	2018	150	TURNAROUND	6-7
THE CLASSICAL ACADEMY CHARTER	ACADEMY 20	1994	2,164	PERFORMANCE	K-6
THE CLASSICAL ACADEMY HIGH SCHOOL	ACADEMY 20	1994	641	PERFORMANCE	9-12
THE CLASSICAL ACADEMY MIDDLE SCHOOL	ACADEMY 20	1994	420	PERFORMANCE	7-8
THE CONNECT CHARTER SCHOOL	PUEBLO COUNTY 70	1993	275	PERFORMANCE	6-8
THE JUNIPER SCHOOL	DURANGO 9-R	2018	130	PERFORMANCE	K-5
THE PINNACLE CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	1997	2,040	PERFORMANCE	K-12
THE VANGUARD SCHOOL (ELEMENTARY)	CHEYENNE MOUNTAIN 12	2006	927	PERFORMANCE	K-6
THE VANGUARD SCHOOL (HIGH)	CHEYENNE MOUNTAIN 12	2006	289	PERFORMANCE	9-12
THE VANGUARD SCHOOL (MIDDLE)	CHEYENNE MOUNTAIN 12	2006	203	PERFORMANCE	7-8
THOMAS MACLAREN STATE CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2009	823	PERFORMANCE	6-12
TWIN PEAKS CHARTER ACADEMY	ST VRAIN VALLEY RE 1J	1997	758	PERFORMANCE	K-12
TWO RIVERS COMMUNITY SCHOOL	CHARTER SCHOOL INSTITUTE	2014	350	IMPROVEMENT	K-8
TWO ROADS CHARTER SCHOOL	JEFFERSON COUNTY R-1	2010	630	PERFORMANCE	K-12
UNION COLONY ELEMENTARY SCHOOL	GREELEY 6	1997	446	PERFORMANCE	K-5
UNION COLONY PREPARATORY SCHOOL	GREELEY 6	1997	434	PERFORMANCE	6-12
UNIVERSITY PREP - ARAPAHOE ST.	DENVER COUNTY 1	2011	351	IMPROVEMENT	K-5
UNIVERSITY PREP - STEELE ST.	DENVER COUNTY 1	2017	310	PERFORMANCE	K-5
UNIVERSITY SCHOOLS	GREELEY 6	1999	1,770	PERFORMANCE	K-12
VALIANT ACADEMY ELEMENTARY SCHOOL	BYERS 32J	2018	50	INSUFFICIENT STATE DATA	K-6
VALIANT ACADEMY HIGH SCHOOL	BYERS 32J	2019	188	INSUFFICIENT STATE DATA	7-8
VALIANT ACADEMY MIDDLE SCHOOL	BYERS 32J	2019	75	INSUFFICIENT STATE DATA	9-12



VANGUARD CLASSICAL SCHOOL - EAST	ADAMS-ARAPAHOE 28J	2014	707	PERFORMANCE	K-12
VANGUARD CLASSICAL SCHOOL - WEST	ADAMS-ARAPAHOE 28J	2007	423	PERFORMANCE	K-8
VEGA COLLEGIATE ACADEMY	ADAMS-ARAPAHOE 28J	2018	202	PERFORMANCE	K-6
VICTORY PREPARATORY ACADEMY HIGH STATE CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2013	122	PERFORMANCE	9-12
VICTORY PREPARATORY ACADEMY MIDDLE STATE CHARTER SCHOOL	CHARTER SCHOOL INSTITUTE	2013	212	PERFORMANCE	6-8
VISION CHARTER ACADEMY	DELTA COUNTY 50(J)	2015	449	IMPROVEMENT	K-12
VISTA CHARTER SCHOOL	MONTROSE COUNTY RE-1J	2004	197	IMPROVEMENT	9-12
WEST RIDGE ACADEMY	GREELEY 6	2011	428	PERFORMANCE	K-8
WESTGATE CHARTER	ADAMS 12 FIVE STAR SCHOOLS	2009	505	PERFORMANCE	K-12
WINDSOR CHARTER ACADEMY ELEMENTARY SCHOOL	WINDSOR RE-4	2001	672	PERFORMANCE	K-5
WINDSOR CHARTER ACADEMY MIDDLE AND EARLY COLLEGE HIGH SCHOOL	WINDSOR RE-4	2001	587	PERFORMANCE	6-10
WOODROW WILSON CHARTER ACADEMY	JEFFERSON COUNTY R-1	2000	925	PERFORMANCE	PK-8
WORLD COMPASS ACADEMY	DOUGLAS COUNTY RE 1	2015	638	PERFORMANCE	K-5
WYATT ACADEMY	DENVER COUNTY 1	1998	189	IMPROVEMENT	K-5

\*An asterisk signifies that the school was a new school in the 2017-18 school year and has a district-assigned SPF rating.