

Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2016-2017

High Point Academy



CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **November**. As this is the preliminary draft, please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director:

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

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

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

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

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

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

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

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

*Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2017. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult: <https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
NA	Used when data is not reported by the state.
*	Used when data is not available due to student counts of 0.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.
--	Used when data is not reportable due to low student counts.

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

CSI Performance Framework

Financial Performance Framework

1. Near Term

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

2. Sustainability

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

Organizational Performance Framework

1. Education Program

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

2. Diversity, Equity of Access, and Inclusion

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

3. Governance and Financial Management

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

4. School Operations and Environment

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

5. Additional Obligations

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

CSI Annual Review of Schools (CARS) Rating

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

Framework	Rating
Academic	Improvement: Low Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Improvement: Low Participation

Participation Rate Analysis

Participation

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

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

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

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	450	423	94.0%	19	98.1%	Meets 95%
Math	450	423	94.0%	19	98.1%	Meets 95%
Science	132	121	91.7%	8	97.6%	Meets 95%

Test Participation Rates - Disaggregated by Test

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	450	423	94.0%	19	98.1%	Meets 95%
CMAS Math	450	423	94.0%	19	98.1%	Meets 95%
CMAS Science	132	121	91.7%	8	97.6%	Meets 95%

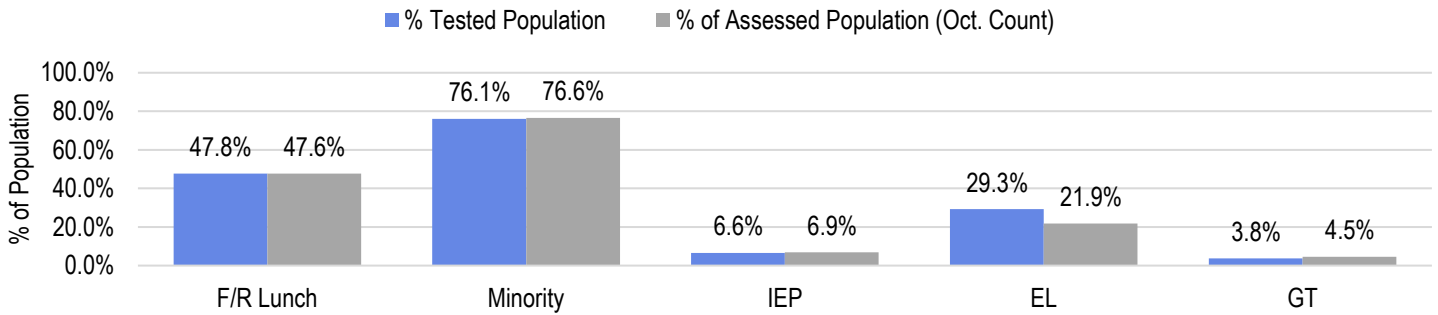
Participation Rate Analysis

Participation Rate Comparison

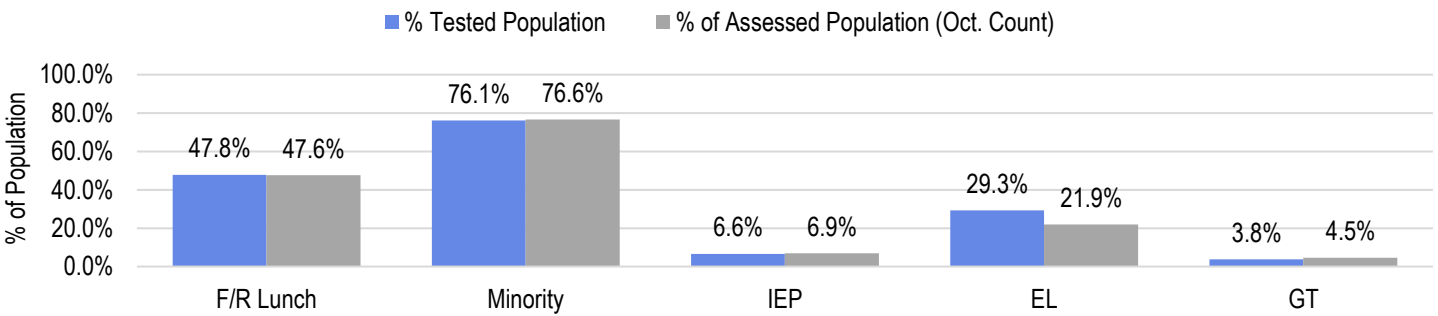
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)
F/R Lunch	47.8%	47.6%	47.8%	47.6%	44.6%	47.6%
Minority	76.1%	76.6%	76.1%	76.6%	78.5%	76.6%
IEP	6.6%	6.9%	6.6%	6.9%	8.3%	6.9%
EL	29.3%	21.9%	29.3%	21.9%	28.1%	21.9%
GT	3.8%	4.5%	3.8%	4.5%	0.0%	4.5%

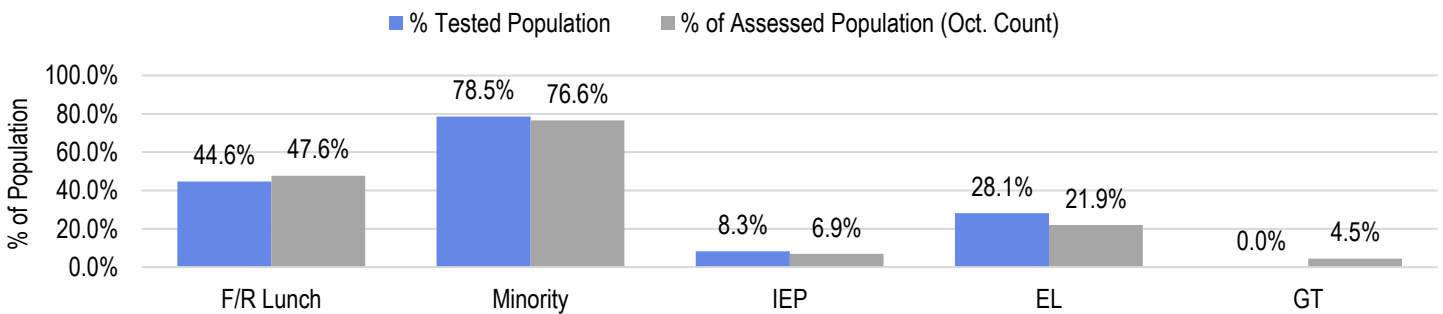
English Language Arts



Math



Science



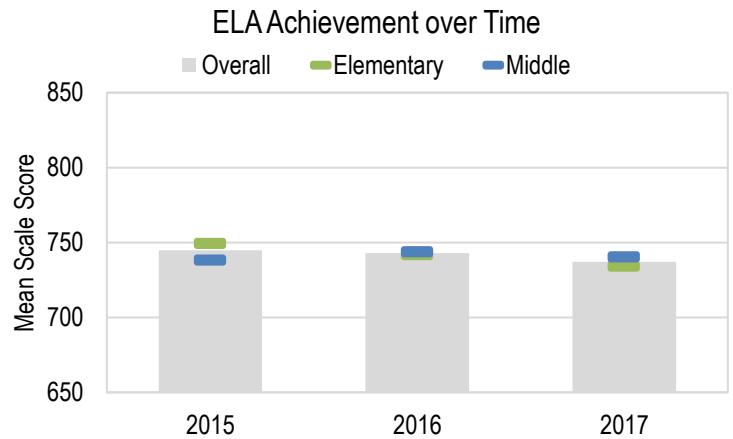
Academic Performance

English Language Arts Achievement

CMAS ELA: School Status and Trends

-How are students achieving on state assessments in English Language Arts over time?

Achievement over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	81	752	79	738	72	728
4	81	754	75	742	82	740
5	84	742	80	746	74	734
Elementary	246	749	234	742	228	734
6	53	746	74	743	74	742
7	73	738	48	735	73	742
8	55	732	65	751	47	736
Middle	181	738	187	744	194	740
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	427	745	421	743	422	737



The elementary school level has seen decreases in performance over the last three years, while performance at the middle school has been relatively stable, with a slight decrease in performance from 2016 to 2017.

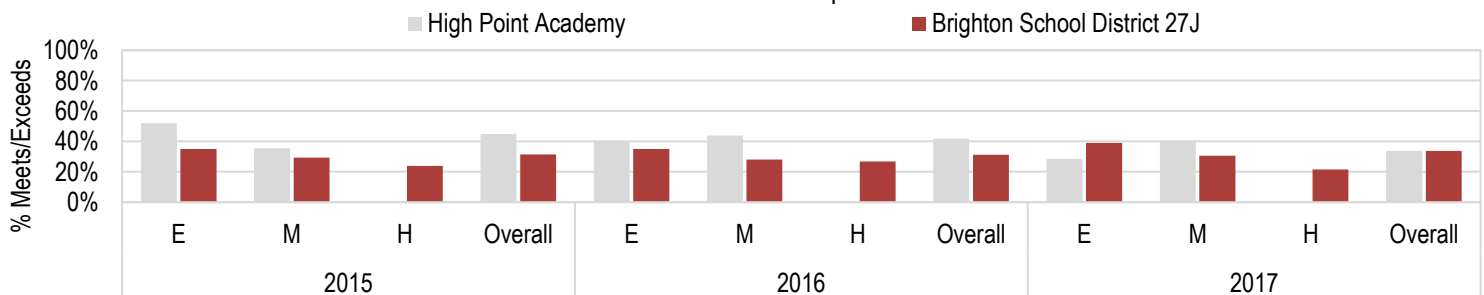
CMAS ELA: Local Comparison

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

School Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	81	54.3%	79	34.2%	72	19.4%
4	81	59.3%	75	42.7%	82	37.8%
5	84	42.9%	80	43.8%	74	27.0%
Elementary	246	52.0%	234	40.2%	228	28.5%
6	53	50.9%	74	40.5%	74	40.5%
7	73	31.5%	48	39.6%	73	38.4%
8	55	25.5%	65	50.8%	47	40.4%
Middle	181	35.4%	187	43.9%	194	39.7%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	427	45.0%	421	41.8%	422	33.6%

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	1400	33.0%	1364	34.3%	1396	38.8%
4	1384	34.9%	1360	36.6%	1404	37.2%
5	1296	37.1%	1362	33.9%	1358	41.0%
Elementary	4080	35.0%	4086	34.9%	4158	39.0%
6	1238	29.0%	1179	28.1%	1296	26.6%
7	1224	28.8%	1168	29.0%	1153	33.0%
8	1099	29.9%	1091	26.7%	1152	32.3%
Middle	3561	29.2%	3438	28.0%	3601	30.5%
9	925	23.9%	841	26.9%	855	21.5%
High	925	23.9%	841	26.9%	855	21.5%
Overall	8566	31.4%	8365	31.3%	8614	33.7%

ELA Achievement Comparison



The School largely outperforms their geographic district in the percent of students meeting/exceeding state expectations in English Language Arts overall and at each level. In 2017, overall and at the elementary school level, the geographic district outperformed the School.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

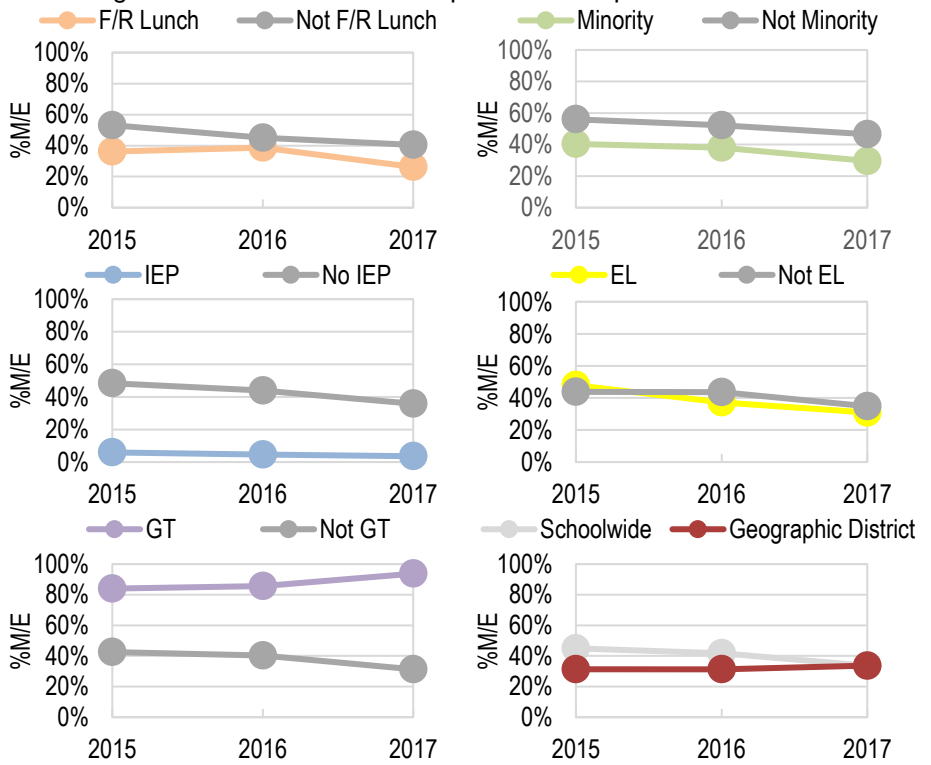
English Language Arts Subgroup Achievement

CMAS ELA: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?

Subgroup Achievement Gap Trends over Time				
CMAS ELA		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	36.2%	38.7%	26.2%
	N	53.2%	45.0%	40.5%
Minority	Y	40.4%	38.1%	29.6%
	N	56.0%	52.3%	46.5%
IEP	Y	5.9%	4.5%	3.6%
	N	48.3%	43.9%	35.8%
EL	Y	47.9%	37.2%	30.9%
	N	43.8%	43.7%	34.8%
GT	Y	84.0%	85.7%	93.8%
	N	42.5%	40.3%	31.3%
Schoolwide		45.0%	41.8%	33.6%
Geographic District		31.4%	31.3%	33.7%

Traditionally underserved students in the School largely perform at levels below their non-subgroup peers in English Language Arts. The School has made progress at closing the achievement gap between English learners and their non-subgroup peers, however, substantial gaps persist for students with disabilities and gifted students.



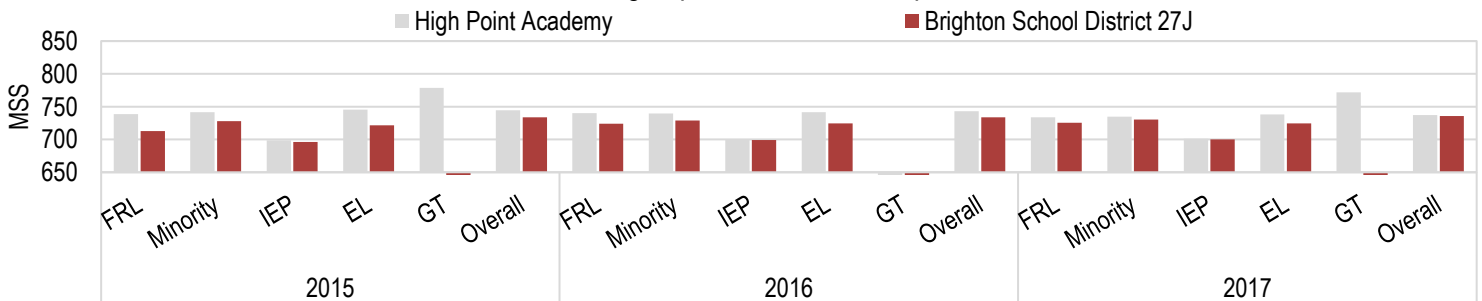
CMAS ELA: Subgroup Local Comparison

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

School Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	207	739	212	740	202	734
Minority	302	742	310	740	321	735
IEP	34	699	22	699	28	701
EL	121	745	121	741	123	738
GT	25	779	n<16	--	16	772
Schoolwide	427	745	421	743	422	737

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	114	713	3442	724	3364	726
Minority	4084	728	4399	729	4493	730
IEP	805	696	885	699	890	700
EL	1524	721	1654	725	1659	724
GT	NA	NA	NA	NA	NA	NA
Geo. District	7730	734	8183	734	8331	736

ELA Subgroup Achievement Comparison



Traditionally underserved students largely outperform their peers in the geographic district in English Language Arts. In 2016, students with disabilities mirrored the results of their peers in the geographic district.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

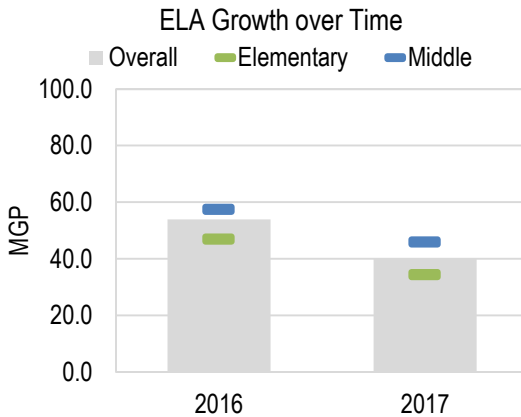
Academic Performance

English Language Arts Growth

CMAS ELA: School Status and Trends

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

Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	74	49.5	80	39.5
5	79	44.0	72	27.5
Elementary	153	47.0	152	34.5
6	74	58.5	69	53.0
7	46	37.5	72	46.5
8	64	66.5	44	36.5
Middle	184	57.5	185	46.0
9	0	*	0	*
High	0	*	0	*
Overall	337	54.0	337	40.0

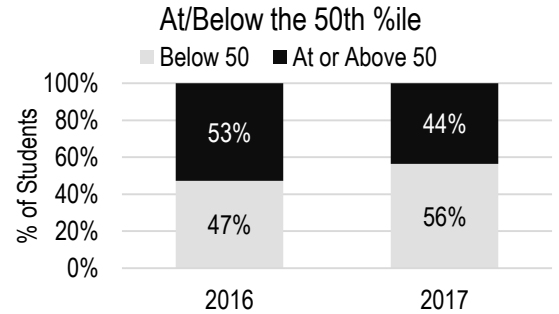
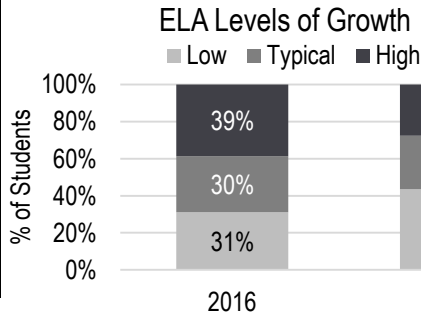


Overall the School is approaching state expectations for growth and growth scores have decreased over time overall and at the elementary school level. At the middle school level, growth has decreased and meets state expectations.

CMAS ELA: Levels of Growth

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

ELA Levels of Growth		
CMAS ELA	%Students	
Category	2016	2017
Low (below 35)	31%	44%
Typical (35-65)	30%	29%
High (above 65)	39%	28%



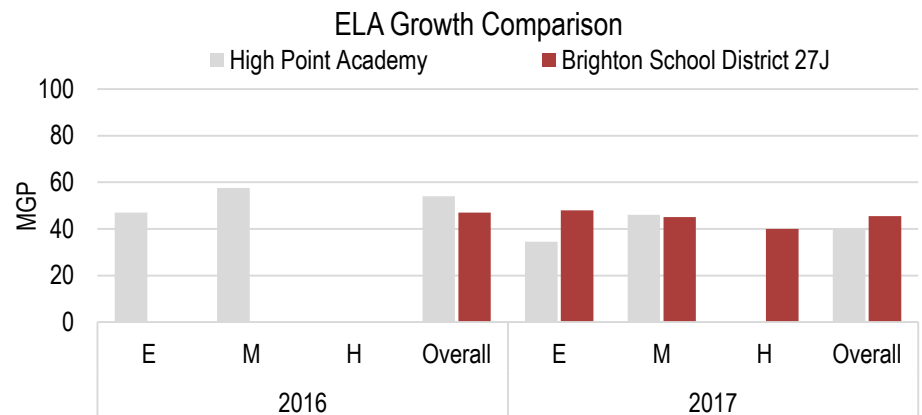
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	53%	44%
Below 50	47%	56%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 44% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 28% of students. The percent of students at or above the 50th percentile has decreased from 53% in 2016 to 44% in 2017.

CMAS ELA: Local Comparison

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

Geographic District Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	1283	48.0	1303	45.0
5	1285	50.0	1289	51.0
Elementary	2568	NA	2592	48.0
6	1111	41.0	1201	43.0
7	1083	45.0	1052	44.0
8	1008	47.0	1063	48.0
Middle	3202	NA	3316	45.0
9	754	47.0	728	40.0
High	754	NA	728	40.0
Overall	6524	47.0	6636	45.5



The School demonstrates lower growth scores than their geographic district overall and at the elementary school level. Growth scores at the middle school level are slightly above the geographic district. Additionally, the geographic district growth scores have increased over time while the School's growth scores have decreased.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

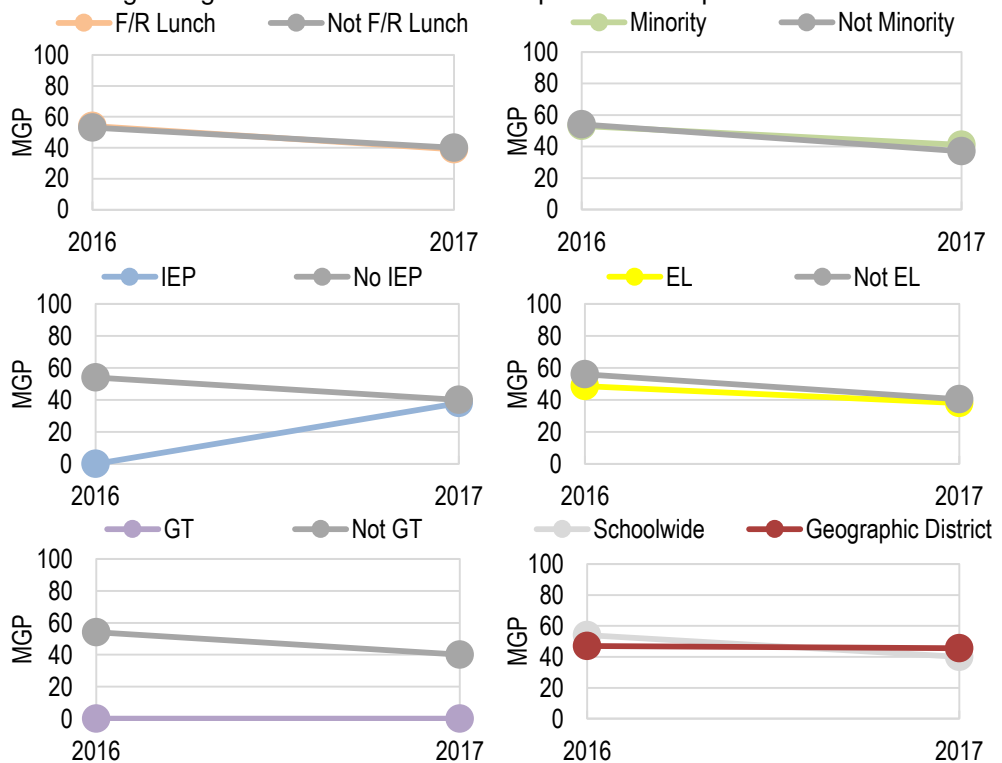
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Growth

CMAS ELA: Subgroup Status and Gap Trends

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time			
CMAS ELA		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	54.0	39.0
	N	53.0	40.0
Minority	Y	53.0	41.0
	N	54.0	37.0
IEP	Y	n<20	38.0
	N	54.0	40.0
EL	Y	48.5	38.0
	N	56.0	40.5
GT	Y	n<20	n<20
	N	54.0	40.0
Schoolwide		54.0	40.0
Geographic District		47.0	45.5



Traditionally underserved students largely have lower growth scores than their non-subgroup peers and growth scores have decreased from the year prior. In 2017, minority students have slightly higher growth scores than their non-subgroup peers. In 2016, students eligible for free or reduced price lunch had slightly higher growth scores than their non-subgroup peers.

CMAS ELA: Subgroup Local Comparison

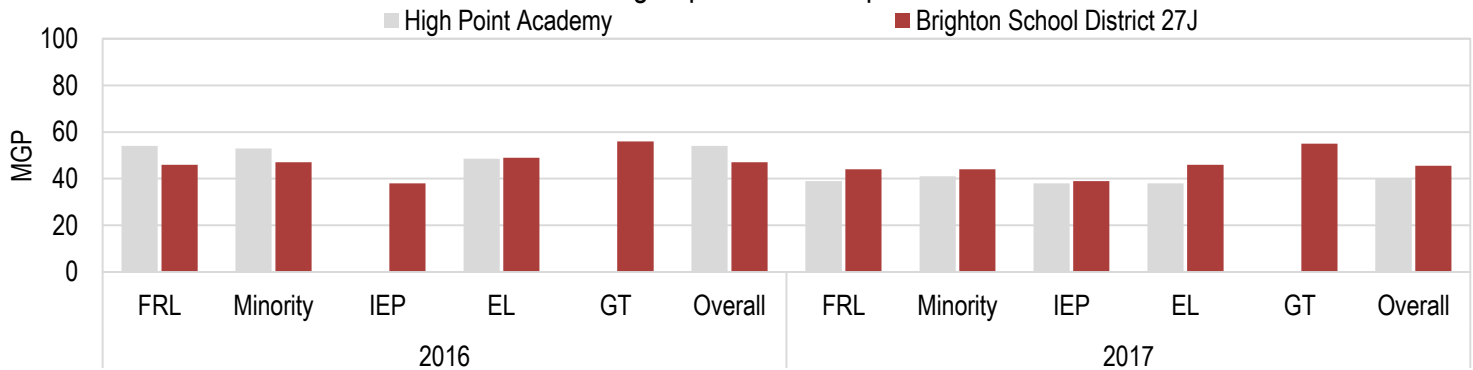
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	172	54.0	164	39.0
Minority	256	53.0	258	41.0
IEP	n<20	--	23	38.0
EL	100	48.5	105	38.0
GT	n<20	--	n < 20	--
Schoolwide	337	54.0	337	40.0

In 2017, traditionally underserved students had lower growth scores than the geographic district. In 2016, traditionally underserved students largely outperformed the geographic district. English learners had slightly lower growth scores than their peers in the geographic district.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	2750	46.0	2739	44.0
Minority	3544	47.0	3661	44.0
IEP	668	38.0	678	39.0
EL	1324	49.0	1389	46.0
GT	367	56.0	373	55.0
Geo. District	6524	47.0	6636	45.5

ELA Subgroup Growth Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

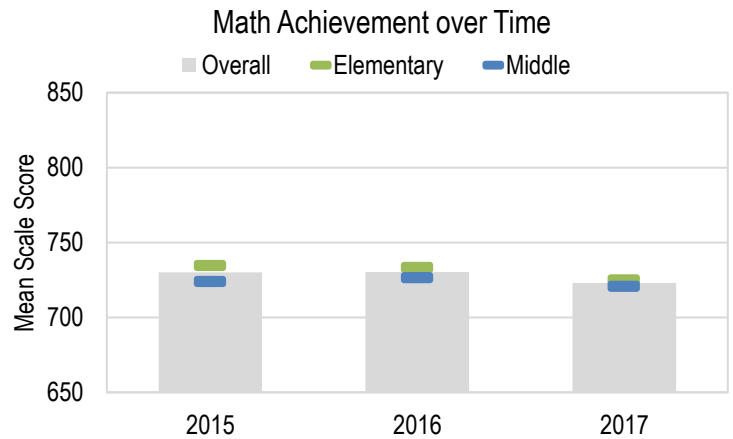
Academic Performance

Math Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	81	738	79	741	73	736
4	81	743	75	730	81	725
5	84	724	80	729	75	715
Elementary	246	735	234	733	229	725
6	53	729	74	727	74	721
7	73	726	48	726	73	723
8	54	716	65	727	47	718
Middle	180	724	187	727	194	721
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	426	730	421	730	423	723



*7th, 8th, and 9th grade math includes ALL students who took a math test in those grades. Please consult the data notes for more information.

The School has seen decreases in math performance over the last three years overall and at the elementary and middle school levels. At the middle school level, there was a slight increase in performance from 2015 to 2016, and a decrease in performance from 2016 to 2017.

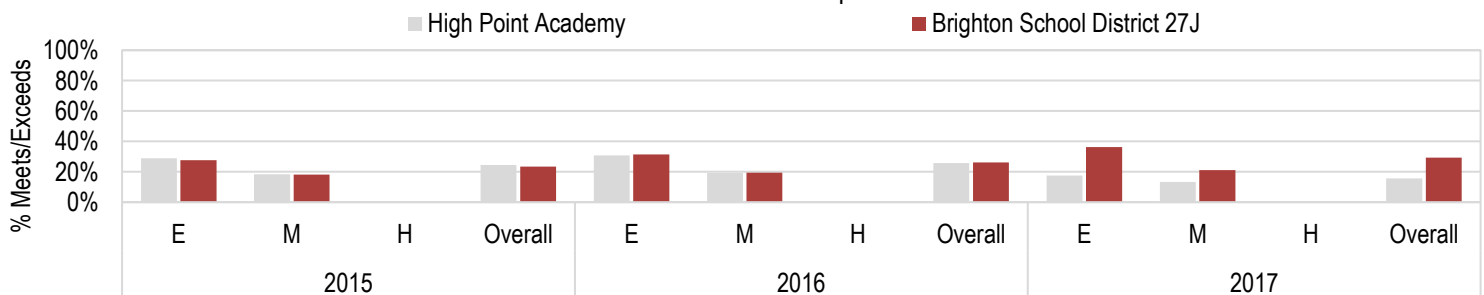
CMAS Math: Local Comparison

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

School Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	81	32.1%	79	41.8%	73	21.9%
4	81	37.0%	75	28.0%	81	23.5%
5	84	17.9%	80	22.5%	75	6.7%
Elementary	246	28.9%	234	30.8%	229	17.5%
6	53	28.3%	74	23.0%	74	9.5%
7	73	13.7%	48	16.7%	73	11.0%
8	54	14.8%	65	16.9%	47	23.4%
Middle	180	18.3%	187	19.3%	194	13.4%
9	NA	NA	NA	NA	NA	NA
High	0	*	0	*	0	*
Overall	426	24.4%	421	25.7%	423	15.6%

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	1399	33.8%	1369	37.3%	1399	41.8%
4	1385	23.7%	1362	26.1%	1406	34.2%
5	1293	25.3%	1366	31.1%	1354	32.4%
Elementary	4077	27.7%	4097	31.5%	4159	36.2%
6	1239	23.5%	1183	21.7%	1297	20.3%
7	1200	17.5%	1165	21.7%	1152	20.0%
8	906	11.9%	968	13.7%	1052	23.3%
Middle	3345	18.2%	3316	19.4%	3501	21.1%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	7422	23.4%	7413	26.1%	7660	29.3%

Math Achievement Comparison



The School largely performs lower than their geographic district in the percent of students meeting/exceeding state expectations in math overall and at each level. In 2015, overall and at each level, the School outperformed their geographic district.

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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance

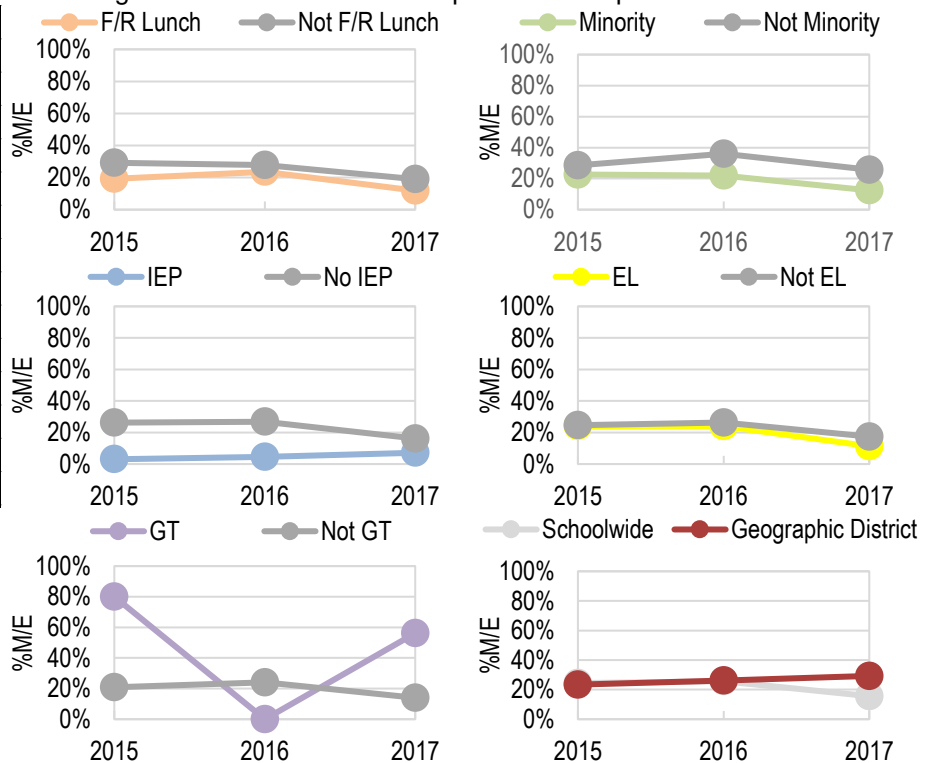
Math Subgroup Achievement

CMAS Math: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments in math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?

Subgroup Achievement Gap Trends over Time				
CMAS Math		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	19.3%	23.6%	11.9%
	N	29.2%	27.8%	19.0%
Minority	Y	22.7%	21.9%	12.4%
	N	28.6%	36.0%	25.7%
IEP	Y	3.0%	4.5%	7.1%
	N	26.2%	26.8%	16.2%
EL	Y	24.0%	24.0%	11.3%
	N	24.6%	26.3%	17.4%
GT	Y	80.0%	n<16	56.3%
	N	20.9%	24.1%	14.0%
Schoolwide		24.4%	25.7%	15.6%
Geographic District		23.4%	26.1%	29.3%

Traditionally underserved students in the School perform at levels below their non-subgroup peers in math. Traditionally underserved student performance largely decreased from 2016 to 2017. Students with disabilities had slight increases in performance from 2016 to 2017.



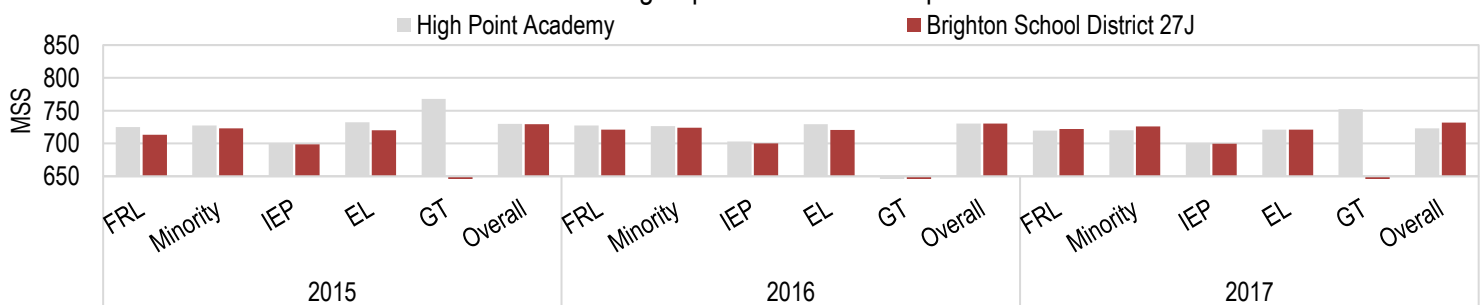
CMAS Math: Subgroup Local Comparison

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

School Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	207	725	212	728	202	719
Minority	300	728	310	727	322	720
IEP	33	700	22	703	28	700
EL	121	732	121	729	124	721
GT	25	768	n<16	--	16	753
Schoolwide	426	730	421	730	423	723

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	112	713	3429	721	3361	722
Minority	4077	723	4373	724	4500	726
IEP	802	699	883	700	886	700
EL	1521	720	1650	721	1684	721
GT	NA	NA	NA	NA	NA	NA
Geo. District	7721	729	8144	730	8318	732

Math Subgroup Achievement Comparison



In 2015 and 2016, traditionally underserved students outperformed their peers in the geographic district in math. In 2017, students eligible for free or reduced price lunch and minority students performed lower than the geographic district. Students with disabilities and English learners mirror the performance of their peers in the geographic district.

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Exceeds	Approaching
Meets	Does Not Meet

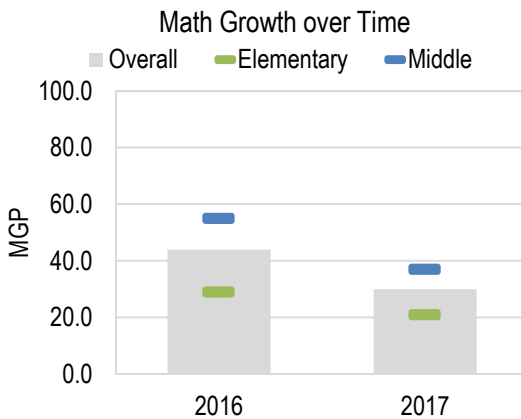
Academic Performance

Math Growth

CMAS Math: School Status and Trends

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

Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	74	42.0	80	30.5
5	79	19.0	73	14.0
Elementary	153	29.0	153	21.0
6	73	58.0	69	37.0
7	46	43.0	72	34.5
8	64	62.0	44	42.5
Middle	183	55.0	185	37.0
9	0	*	0	*
High	0	*	0	*
Overall	336	44.0	338	30.0

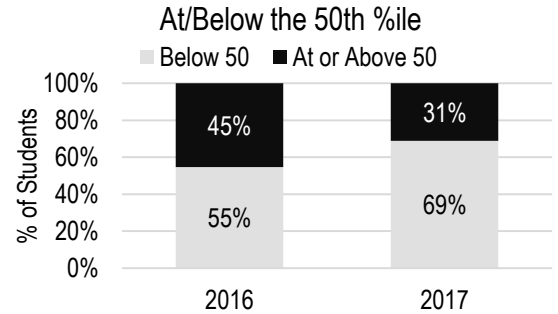
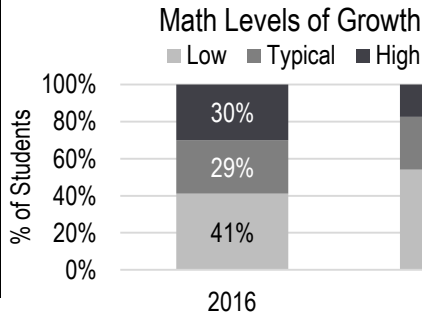


Overall the School is not meeting state expectations for growth and growth scores have decreased over time overall and at the elementary and middle school level. Growth scores at the middle school level are approaching expectations.

CMAS Math: Levels of Growth

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

Math Levels of Growth		
CMAS Math	%Students	
Category	2016	2017
Low (below 35)	41%	54%
Typical (35-65)	29%	28%
High (above 65)	30%	17%



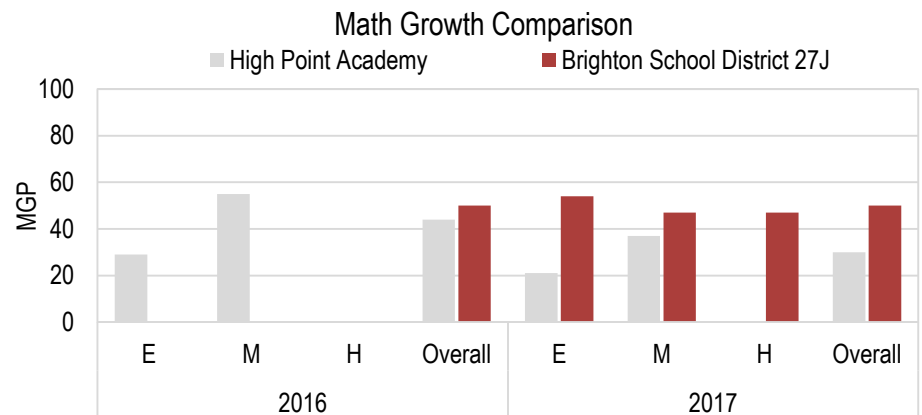
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	45%	31%
Below 50	55%	69%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 54% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 17% of students. The percent of students at or above the 50th percentile has decreased from 45% in 2016 to 31% in 2017.

CMAS Math: Local Comparison

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

Geographic District Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	1281	47.0	1311	51.0
5	1285	54.0	1285	57.0
Elementary	2566	NA	2596	54.0
6	1109	41.0	1204	40.5
7	1082	55.0	1053	50.0
8	990	50.0	1058	52.0
Middle	3181	NA	3315	47.0
9	636	51.0	652	47.0
High	636	NA	652	47.0
Overall	6383	50.0	6563	50.0



The School demonstrates lower growth scores than their geographic district overall and at the elementary and middle school levels. Additionally, the geographic district growth scores have stayed consistent over time while the School's growth scores have decreased.

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Exceeds	Approaching
Meets	Does Not Meet

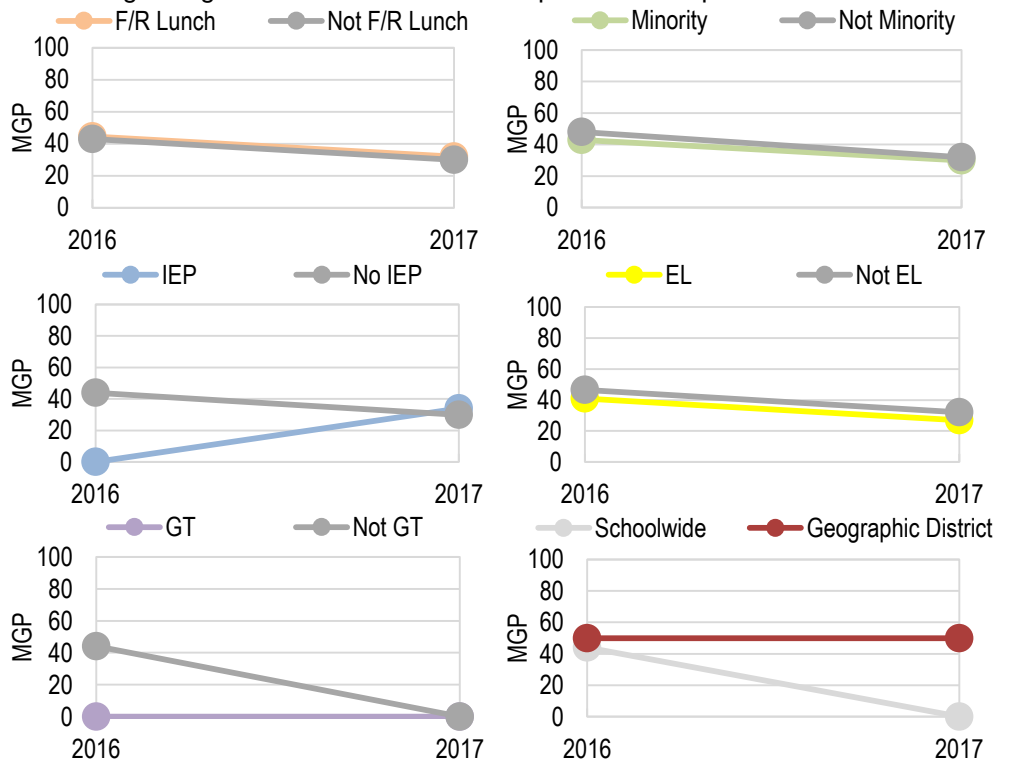
Math Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

- How are traditionally underserved students growing on state assessments in math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time			
CMAS Math		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	44.5	32.0
	N	43.0	30.0
Minority	Y	43.0	30.0
	N	48.0	32.0
IEP	Y	n<20	34.0
	N	44.0	30.0
EL	Y	41.0	27.0
	N	46.5	32.0
GT	Y	n<20	n<20
	N	44.0	30.0
Schoolwide		44.0	n<20
Geographic District		50.0	50.0

Traditionally underserved students' growth scores have decreased from the year prior. In 2017, students eligible for free or reduced price lunch and students with disabilities demonstrate slightly higher growth than their non-subgroup peers.



CMAS Math: Subgroup Local Comparison

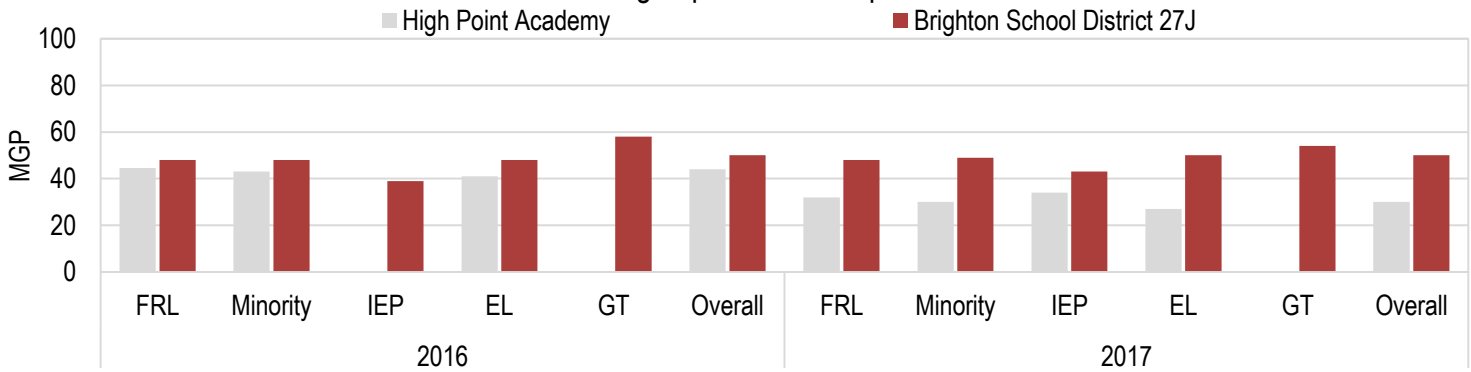
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	172	44.5	165	32.0
Minority	255	43.0	259	30.0
IEP	n<20	--	23	34.0
EL	100	41.0	106	27.0
GT	n<20	--	n < 20	--
Schoolwide	336	44.0	338	30.0

Traditionally underserved students have growth scores below their peers in the geographic district.

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	2721	48.0	2720	48.0
Minority	3485	48.0	3644	49.0
IEP	664	39.0	676	43.0
EL	1307	48.0	1396	50.0
GT	346	58.0	360	54.0
Geo. District	6383	50.0	6563	50.0

Math Subgroup Growth Comparison



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance

Academic Performance Metrics

School Observations

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

Financial Performance

Fiscal Years 2015-2017 Financial Results

Government-Wide Financial Statement Metrics

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

Government-Wide Financial Statement Metrics

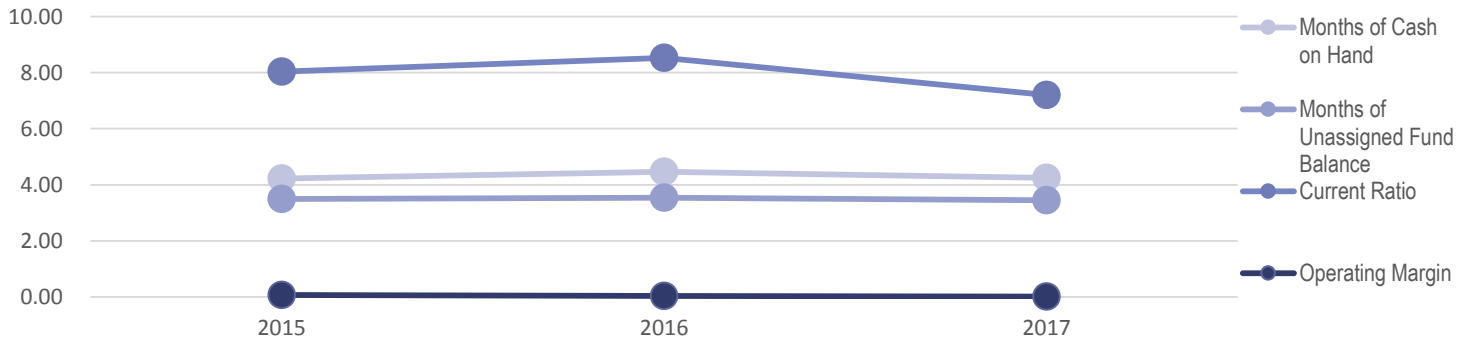
Metric	2015	2016	2017
Debt to Asset Ratio	1.56	1.55	1.54
Change in Net Position	\$ 35,124.00	\$ (285,487.00)	\$ (3,078,325.00)
Default	NO	NO	NO

Governmental Funds Financial Statement Metrics

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

Governmental Funds Financial Statement Metrics

Metric	2015	2016	2017
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES
Months of Cash on Hand	4.23	4.47	4.25
Months of Unassigned Fund Balance on Hand	3.49	3.53	3.45
Current Ratio	8.03	8.52	7.20
Operating Margin	6.3%	3.0%	1.1%



Proprietary Funds Financial Statement Metrics

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

Proprietary Funds Financial Statement Metrics

Metric	2015	2016	2017
Months of Cash on Hand	14.67	14.82	21.99
Current Ratio	2.62	0.12	2.55
Debt to Asset Ratio	1.08	1.09	1.10
Change in Net Position	\$ (72,309.00)	\$ (61,171.00)	\$ (51,041.00)

Enrollment

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

Enrollment

Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	0.3%	-4.0%	0.6%
Change in FPC from Prior-Year	-4.2%	-0.7%	2.0%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

High Point Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by 4 pupils (1 percent), and 14.5 pupils (2 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB no. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 4.25 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 1 percent and an increase in their unassigned fund balance.

School Observations

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Organizational Performance

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

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

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

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2016-17 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

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

CSI Review

The School is collaborating with the CSI Student Services Team on diversity, equity of access, and inclusion measures for subgroup populations through the Tiers of Support process. An updated Student Services Screener Report with 16-17 data will be released in January 2018.

Governance Management

-Is the school complying with governance requirements?

Includes:

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

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2016-17 school year.

Organizational Performance

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

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

CSI Review

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

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

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

-Is the school complying with facilities and transportation requirements?

Includes:

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

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

Includes:

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

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2016-17 school year.

CSI was not made aware of any issues relating to facilities and transportation requirements for the 2016-17 school year.

CSI was not made aware of any issues relating to credentialing and background check requirements for the 2016-17 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other significant organizational compliance concerns during the 2016-17 school year. The school is typically very responsive and proactive on any feedback relating to organizational and compliance requirements.

Organizational Performance

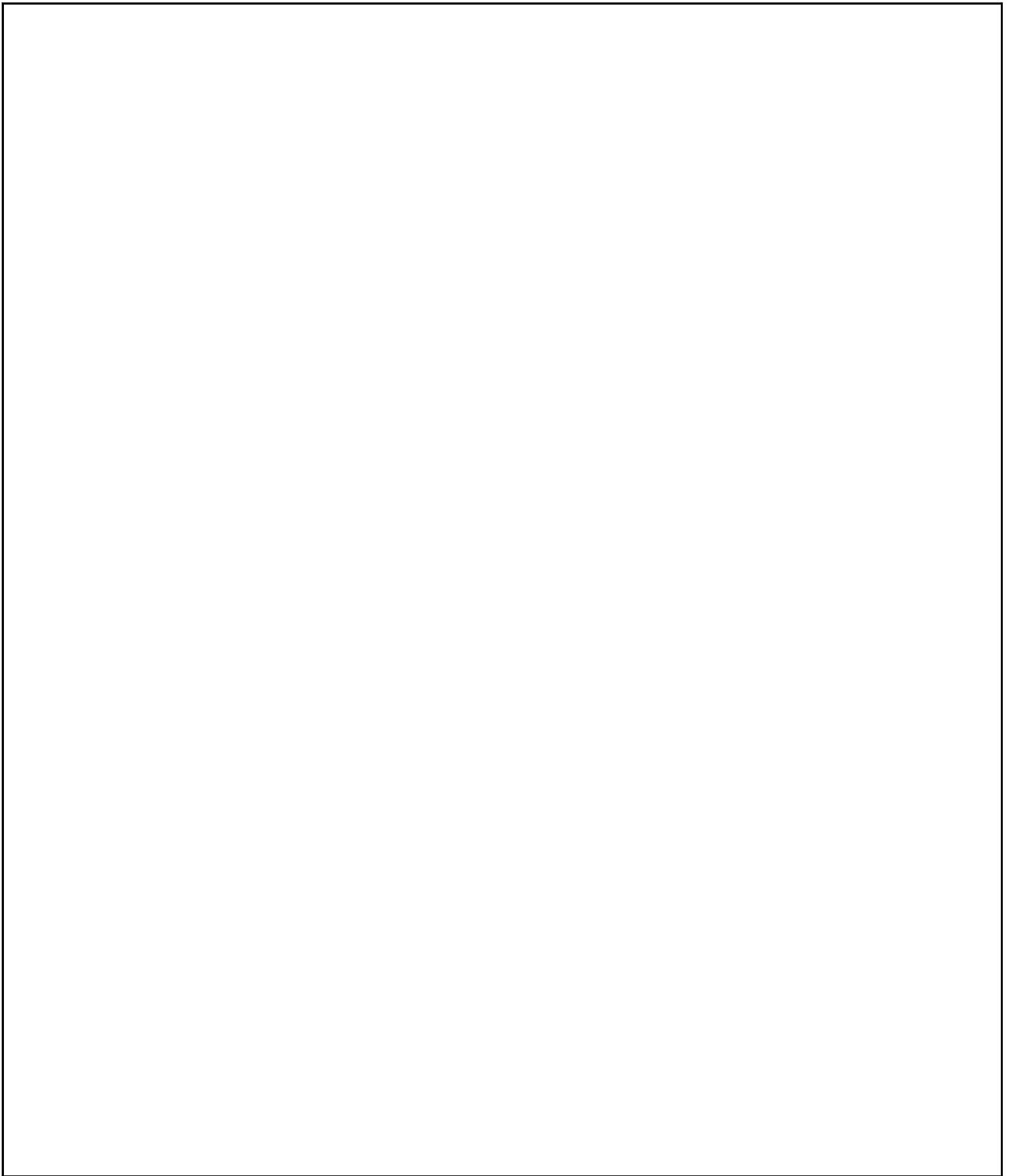
Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

School Observations

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