



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2018-2019

High Point Academy



Expanding Frontiers in Public Education

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COLORADO

CHARTER SCHOOL INSTITUTE

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 **September**. 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, listed below:

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Anastasia Hawkins - 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 September 27th**.

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

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- 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 2019. 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.
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. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did 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 can release an additional report containing disaggregated math results by test by request.
- 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?

High Point Academy Overview

Year Opened/Transferred: 2006-2007

Grades Served: PK-8

School Model: Core Knowledge

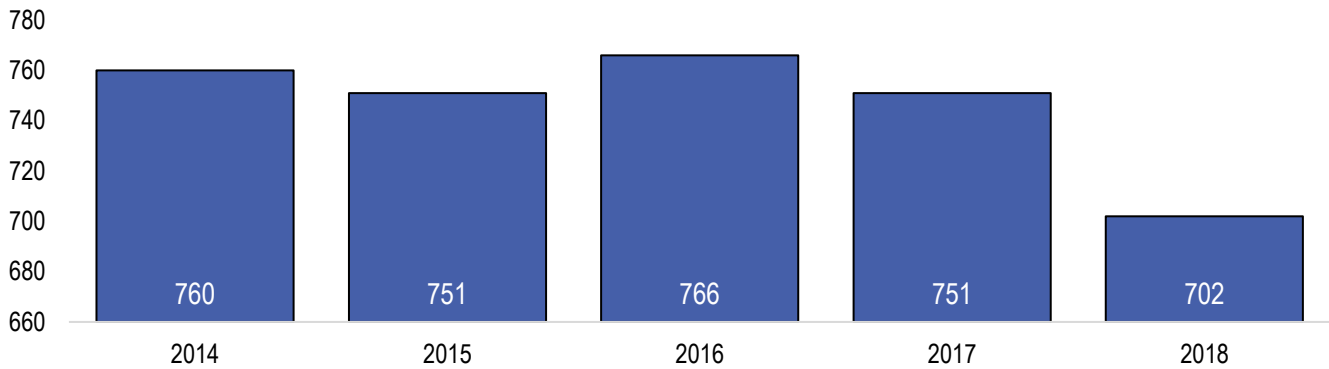
Town/City: Aurora

District of Residence: Brighton School District 27J

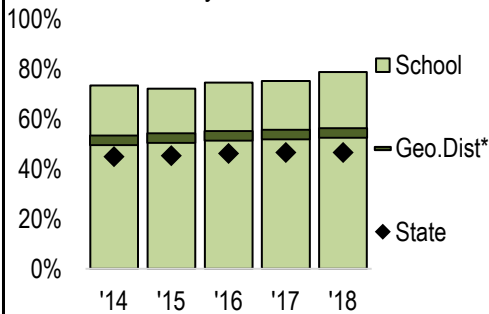
Original Application Type: New School

Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	760	751	766	751	702	
F/R Lunch	49.7%	48.1%	48.4%	50.9%	49.1%	
Minority	73.4%	72.2%	74.5%	75.2%	78.8%	
IEP	3.9%	6.8%	6.8%	6.4%	6.0%	
EL	24.3%	21.0%	17.6%	21.2%	23.4%	
Gifted	3.6%	2.0%	2.9%	1.1%	0.9%	
504	1.3%	0.9%	0.5%	1.5%	1.7%	

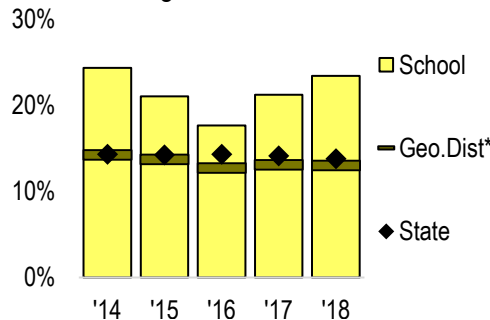
Enrollment over Time



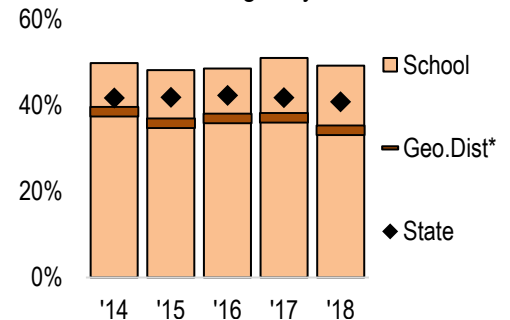
Minority Students



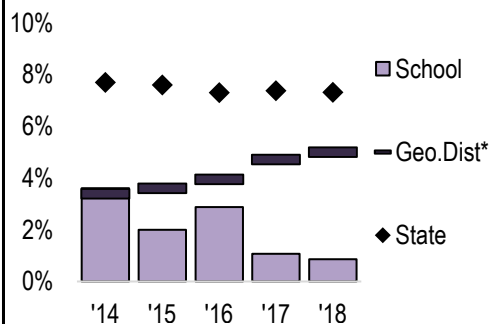
English Learners



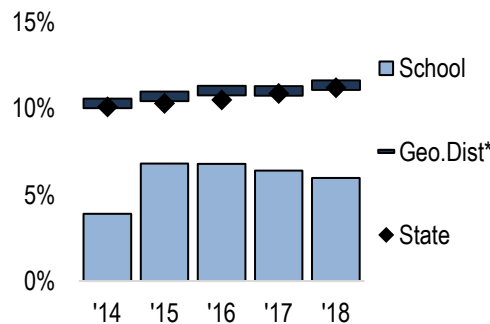
Lunch Eligibility



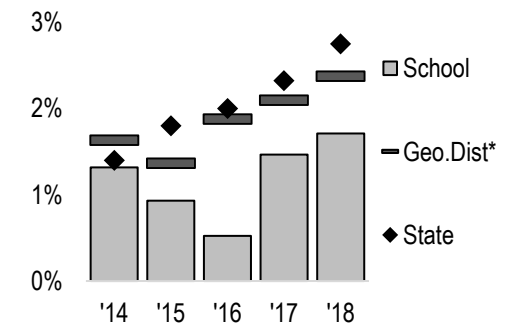
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

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.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 71.3% Points Earned

Performance: Between 53% to 71.3% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Improvement Plan
Elementary School Rating	Improvement (Points Earned: 51.7%)
Middle School Rating	Improvement (Points Earned: 47.1%)
High School Rating	--
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	Improvement Plan

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	433	410	94.7%	13	97.6%	Meets 95%
Math	434	390	89.9%	11	92.2%	Does Not Meet 95%
Science	147	137	93.2%	5	96.5%	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	433	410	94.7%	13	97.6%	Meets 95%
CMAS Math	434	390	89.9%	11	92.2%	Does Not Meet 95%
CMAS Science	147	137	93.2%	5	96.5%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	0	0	--	0	--	NA
PSAT/SAT Math	0	0	--	0	--	NA

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	81	752	79	738	72	728	71	730	69	718
4	81	754	75	742	82	740	81	733	69	738
5	84	743	80	746	74	734	70	735	75	736
Elementary	246	749	234	742	228	734	222	733	213	731
6	53	746	74	743	74	742	79	738	62	741
7	73	738	48	735	73	742	65	744	71	730
8	55	732	65	751	47	736	64	734	62	737
Middle	181	738	187	744	194	740	208	739	195	736
Overall	427	745	421	743	422	737	430	736	408	733

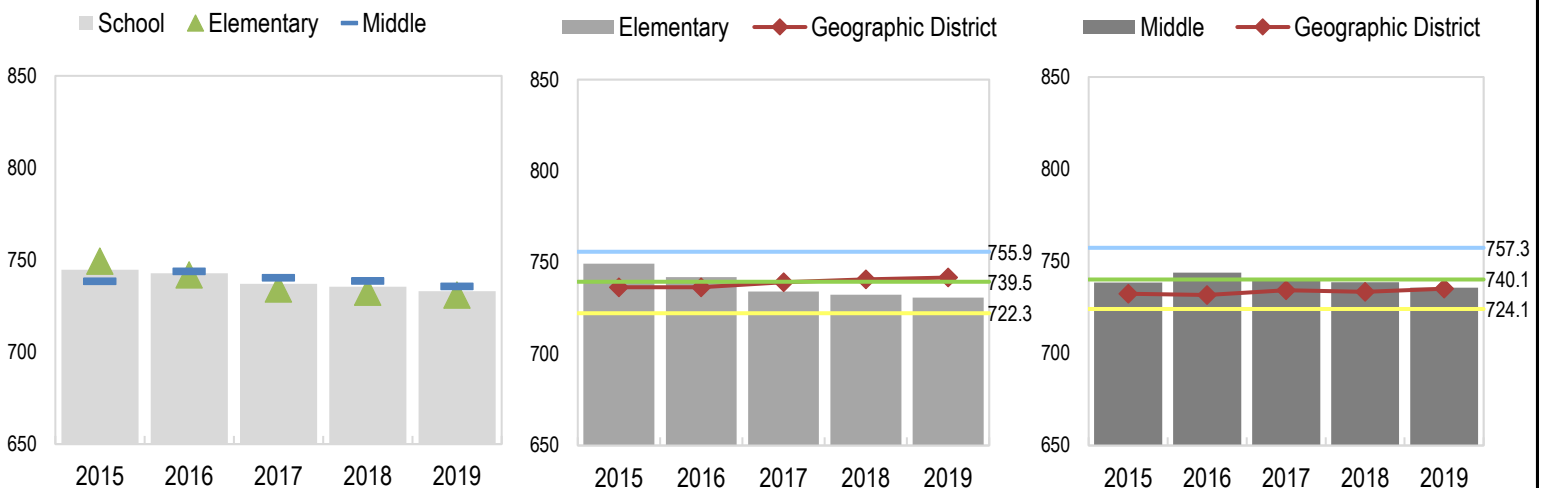
Geographic District Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,238	732	1,343	733	1,346	738	1,329	737	1,343	740
4	1,257	738	1,326	739	1,356	739	1,370	744	1,383	741
5	1,177	740	1,340	738	1,318	741	1,377	742	1,390	745
Elementary	3,696	737	4,009	737	4,020	739	4,076	741	4,116	742
6	1,104	734	1,156	733	1,249	734	1,280	735	1,415	737
7	1,114	732	1,150	732	1,111	734	1,259	731	1,323	735
8	1,020	731	1,053	730	1,124	735	1,078	734	1,260	733
Middle	3,214	732	3,359	732	3,484	734	3,617	733	3,998	735
Overall	7,730	734	8,183	734	8,331	736	7,693	737	8,114	739

CMAS ELA: School Status, Trends, and Local Comparison Graphs

ELA - Schoolwide

ELA - Elementary

ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement decreased by 11.6 scale score points. Since last school year, overall mean scale score decreased by 2.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Brighton School District 27J) for the past five years. Overall, the school performs lower than their geo. district by 5 scale score points.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Achievement

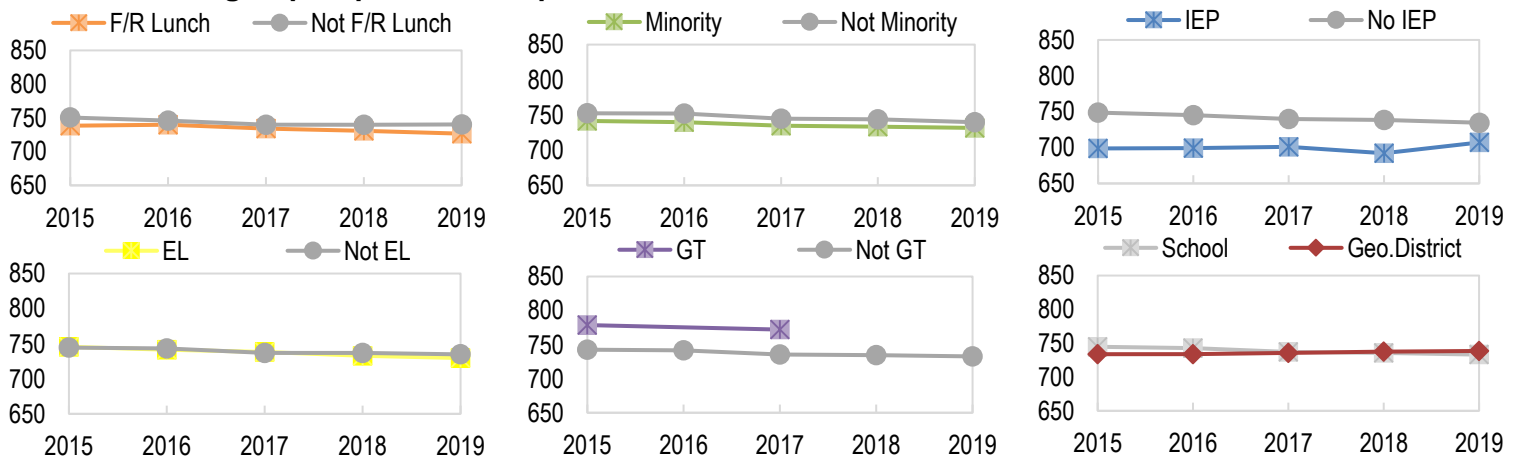
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

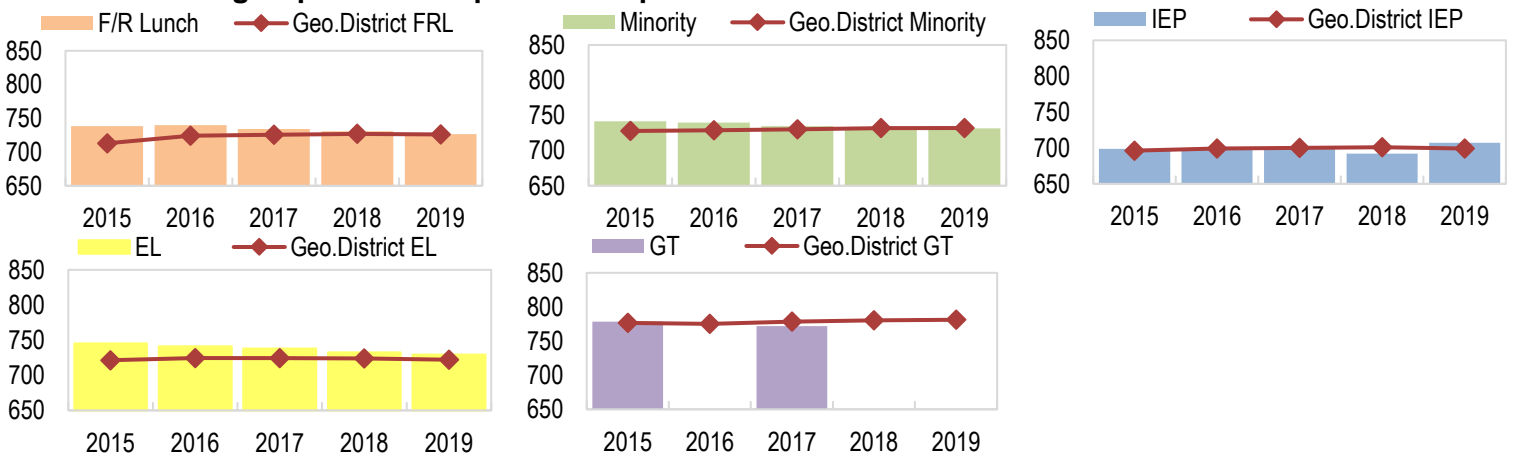
CMAS ELA	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	738.6	739.9	734.0	731.0	726.6
	N	750.5	745.8	739.9	740.0	740.1
Minority	Y	741.5	739.6	734.7	733.2	731.6
	N	752.4	752.0	744.7	743.9	739.7
IEP	Y	698.9	699.4	701.2	692.1	707.1
	N	748.7	745.2	739.6	738.4	734.6
EL	Y	745.5	741.4	738.0	732.7	729.5
	N	744.4	743.4	736.7	736.8	734.8
GT	Y	778.7	--	772.1	--	--
	N	742.6	741.4	735.7	734.7	732.7
Schoolwide	744.7	742.8	737.1	735.5	733.1	

CMAS ELA	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	712.9	724.2	725.5	726.8	726.2
	N	734.2	740.8	742.7	744.2	745.8
Minority	Y	727.8	728.7	730.3	731.9	731.8
	N	740.7	739.7	742.1	743.8	746.5
IEP	Y	696.3	699.3	700.0	701.0	699.4
	N	738.3	738.0	740.0	741.8	742.9
EL	Y	721.4	724.5	724.3	723.9	722.0
	N	737.0	736.1	738.6	740.5	742.1
GT	Y	776.8	775.2	778.7	780.4	781.2
	N	732.9	731.6	733.3	734.6	735.3
Geographic District	733.9	733.8	735.7	737.4	738.5	

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Brighton School District 27J outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

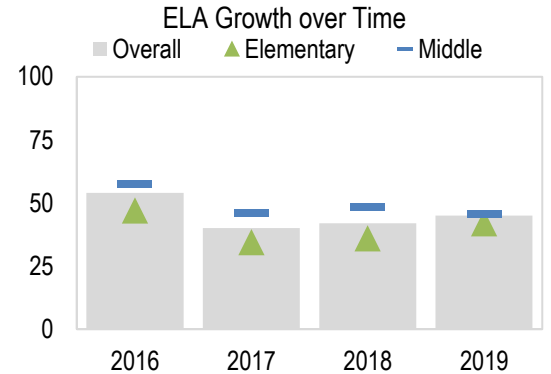
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

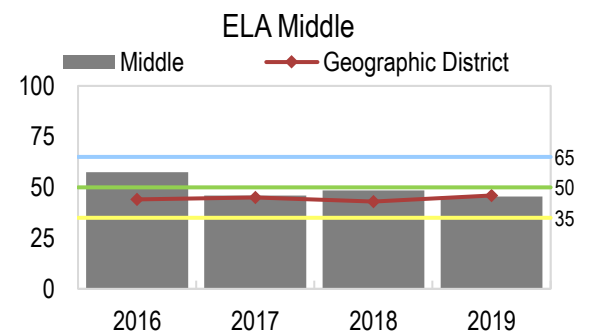
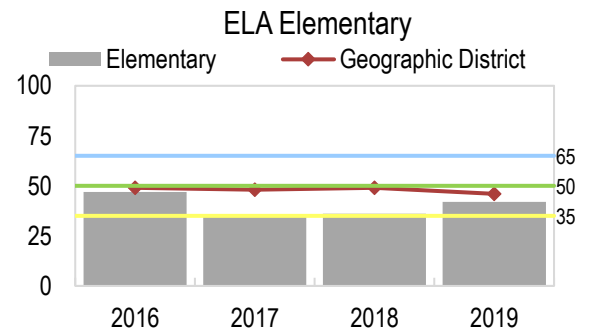
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	74	49.5	80	39.5	76	43.0	68	40.5
5	79	44.0	72	27.5	67	24.0	75	42.0
Elementary	153	47.0	152	34.5	143	36.0	143	42.0
6	74	58.5	69	53.0	76	58.5	59	62.0
7	46	37.5	72	46.5	62	58.0	71	31.0
8	64	66.5	44	36.5	62	36.0	60	48.0
Middle	184	57.5	185	46.0	200	48.5	190	45.5
Overall	337	54.0	337	40.0	343	42.0	333	45.0



CMAS ELA: Local Comparison Tables and Graphs

-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		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,283	48.0	1,303	45.0	1,325	49.0	1,320	46.0
5	1,285	50.0	1,289	51.0	1,323	50.0	1,346	47.0
Elementary	2,568	49.0	2,592	48.0	2,648	49.0	2,666	46.0
6	1,111	41.0	1,201	43.0	1,233	44.0	1,363	44.0
7	1,083	45.0	1,052	44.0	1,204	39.0	1,263	46.0
8	1,008	47.0	1,063	48.0	1,014	47.0	1,202	48.5
Middle	3,202	44.0	3,316	45.0	3,451	43.0	3,828	46.0
Overall	6,524	47.0	6,636	45.5	6,099	46.0	6,494	46.0



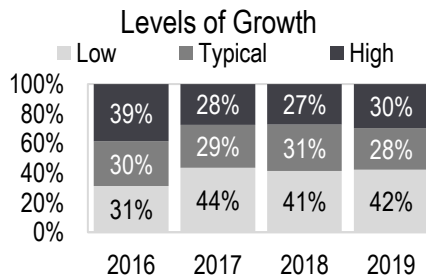
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth increased by 3 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

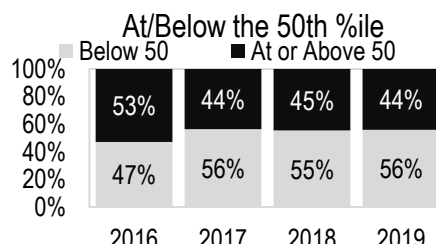
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
Low (below 35)	31%	44%	41%	42%
Typical (35-65)	30%	29%	31%	28%
High (above 65)	39%	28%	27%	30%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	53%	44%	45%	44%
Below 50	47%	56%	55%	56%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 42% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 30% of students. The percent of students at or above the 50th percentile has decreased from last year (45% to 44%). Since 2016, the percent of students at or above the 50th percentile has decreased (53% to 44%).

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Growth

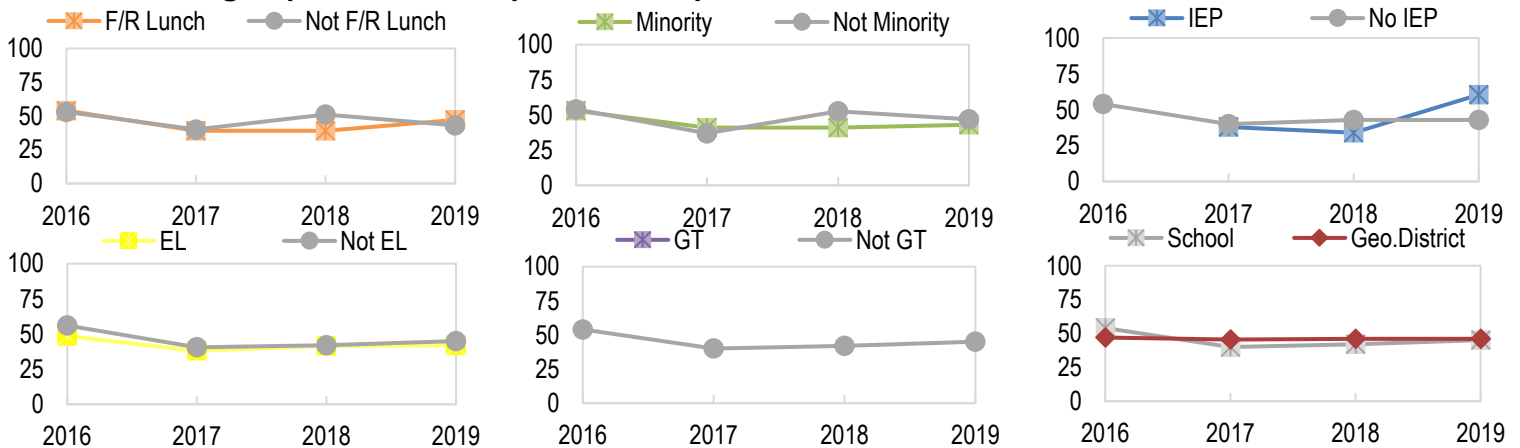
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

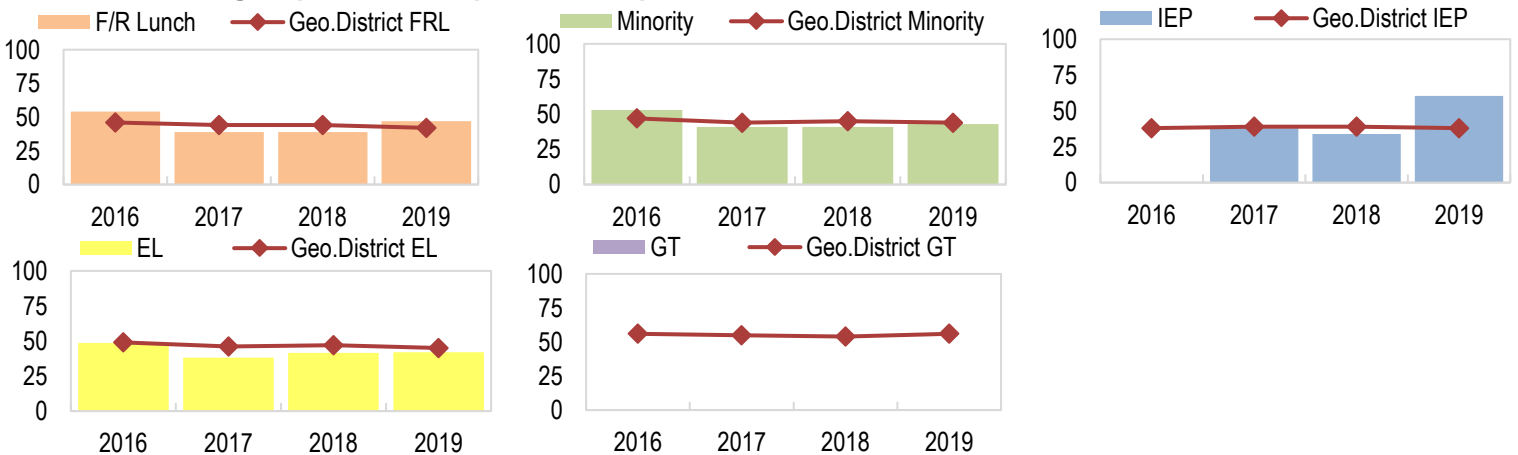
CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	54.0	39.0	39.0	47.0
	N	53.0	40.0	51.0	43.0
Minority	Y	53.0	41.0	41.0	43.0
	N	54.0	37.0	52.5	47.0
IEP	Y	--	38.0	34.0	60.5
	N	54.0	40.0	43.0	43.0
EL	Y	48.5	38.0	41.5	42.0
	N	56.0	40.5	42.0	45.0
GT	Y	--	--	--	--
	N	54.0	40.0	42.0	45.0
Schoolwide		54.0	40.0	42.0	45.0

CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	46.0	44.0	44.0	42.0
	N	48.0	46.0	47.0	48.0
Minority	Y	47.0	44.0	45.0	44.0
	N	46.0	47.0	47.0	48.0
IEP	Y	38.0	39.0	39.0	38.0
	N	48.0	46.0	47.0	47.0
EL	Y	49.0	46.0	47.0	45.0
	N	46.0	45.0	46.0	46.0
GT	Y	56.0	55.0	54.0	56.0
	N	46.0	45.0	45.0	45.0
Geographic District		47.0	45.5	46.0	46.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, IEP students outperformed their non-gen. ed. peers, non-EL students outperformed their EL peers, overall, Brighton School District 27J outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: minority, EL, - additional details are available in the graphs.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

CMAS Math: School Status, Trends, and Local Comparison Tables

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

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

Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	81	738	79	741	73	736	72	736	48	711
4	81	743	75	730	81	725	82	718	70	726
5	84	724	80	729	75	715	70	727	76	721
Elementary	246	735	234	734	229	725	224	727	194	721
6	53	729	74	727	74	721	80	718	62	717
7	73	726	48	726	73	723	66	724	71	720
8	54	716	65	727	47	718	66	719	61	720
Middle	180	724	187	727	194	721	212	720	194	719
Overall	426	730	421	730	423	723	436	724	388	720

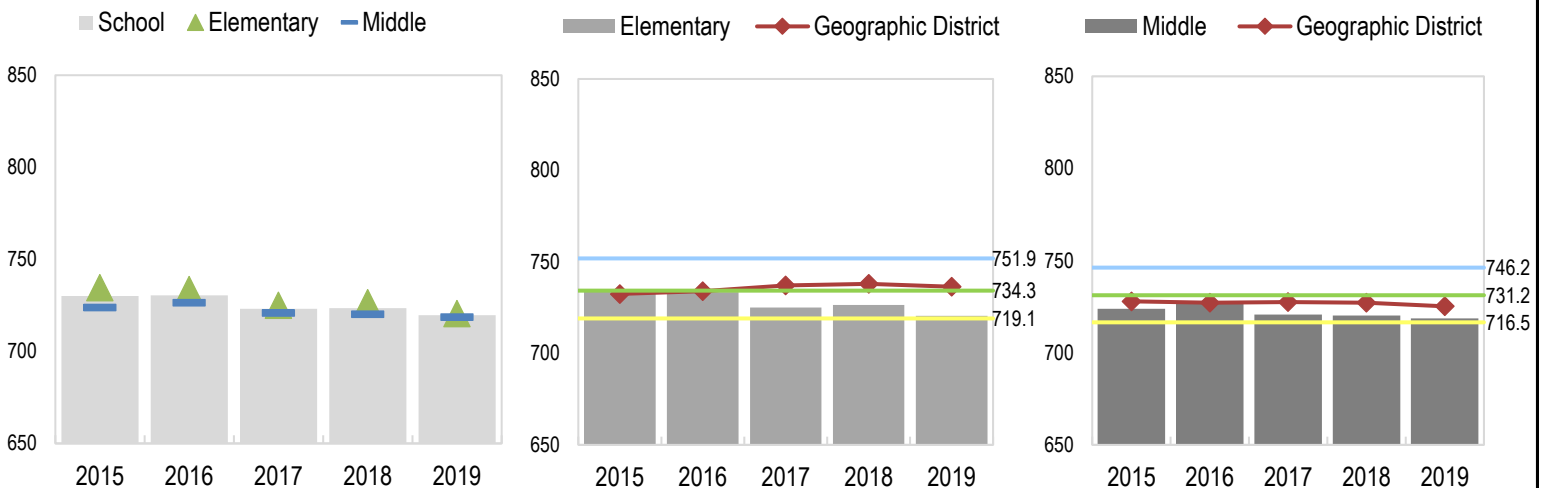
Geographic District Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,236	736	1,344	738	1,348	741	1,327	739	1,342	739
4	1,257	730	1,324	731	1,368	736	1,373	737	1,375	733
5	1,175	732	1,343	733	1,317	734	1,386	738	1,398	737
Elementary	3,692	733	4,011	734	4,033	737	4,086	738	4,115	736
6	1,104	730	1,160	727	1,252	725	1,288	726	1,416	727
7	1,115	729	1,152	731	1,114	729	1,265	726	1,327	726
8	1,019	724	1,061	723	1,122	728	1,074	730	1,262	722
Middle	3,214	728	3,373	727	3,488	728	3,627	727	4,005	725
Overall	7,721	729	8,144	730	8,318	732	7,713	733	8,120	731

CMAS Math: School Status, Trends, and Local Comparison Graphs

Math - Schoolwide

Math - Elementary

Math - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement decreased by 10.5 scale score points. Since last school year, overall mean scale score decreased by 3.9 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Brighton School District 27J) for the past five years. Overall, the school performs lower than their geo. district by 11 scale score points.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

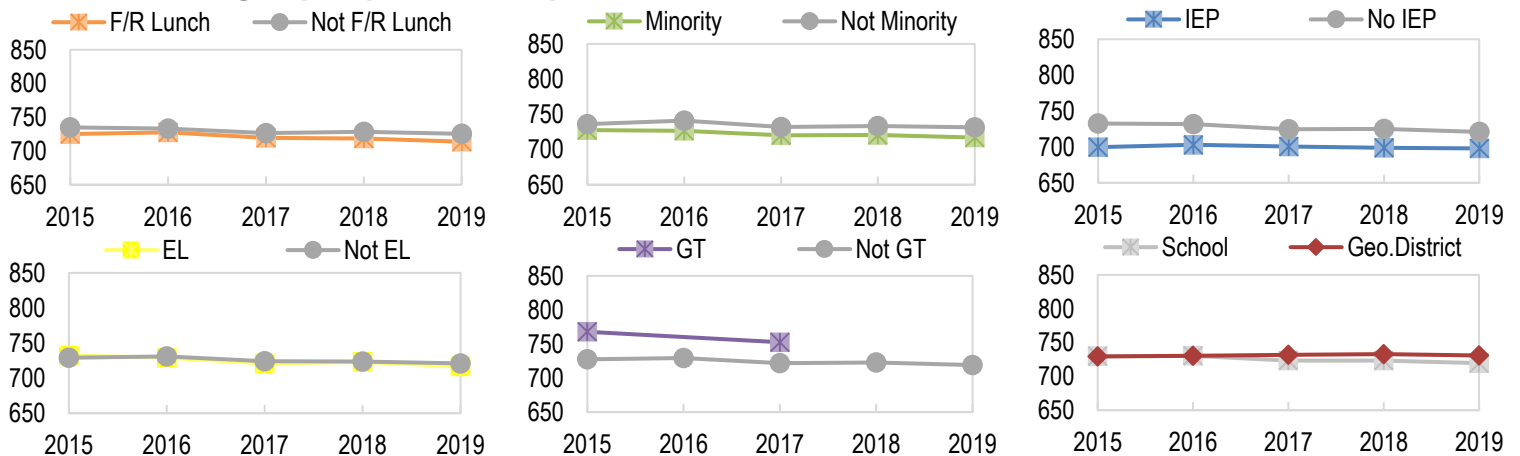
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

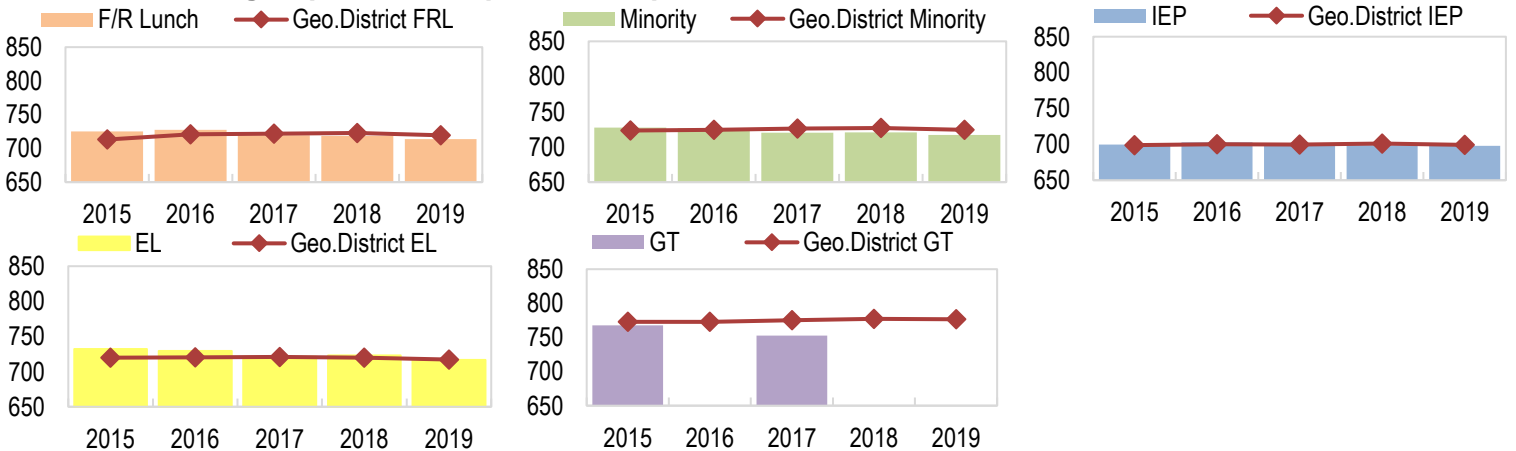
CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	725.0	727.6	719.4	718.7	713.8
	N	734.9	733.2	726.5	728.4	725.4
Minority	Y	727.6	726.6	720.3	720.7	717.0
	N	736.0	741.1	732.1	733.5	731.5
IEP	Y	699.8	703.0	700.4	698.8	697.9
	N	732.6	731.9	724.7	725.2	720.9
EL	Y	732.1	729.2	721.1	723.1	716.6
	N	729.3	730.9	724.0	723.7	721.0
GT	Y	767.9	--	752.6	--	--
	N	727.7	729.4	722.0	722.9	719.1
Schoolwide	730.1	730.4	723.1	723.5	719.6	

CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	713.1	721.0	721.9	722.8	719.5
	N	729.7	737.3	738.9	739.5	737.6
Minority	Y	723.3	724.2	725.9	726.9	724.2
	N	736.2	737.7	739.2	740.1	738.9
IEP	Y	698.9	700.2	699.6	701.1	699.2
	N	733.0	734.1	735.9	736.8	734.4
EL	Y	719.9	720.5	720.9	720.0	717.2
	N	731.8	733.0	734.8	736.0	733.9
GT	Y	773.0	772.8	775.2	777.2	776.6
	N	728.4	728.3	729.6	730.1	727.5
Geographic District	729.4	730.4	732.0	732.9	730.9	

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Brighton School District 27J outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, - additional details are available in the graphs.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

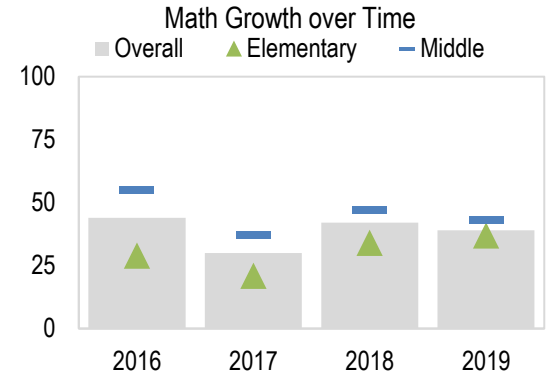
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

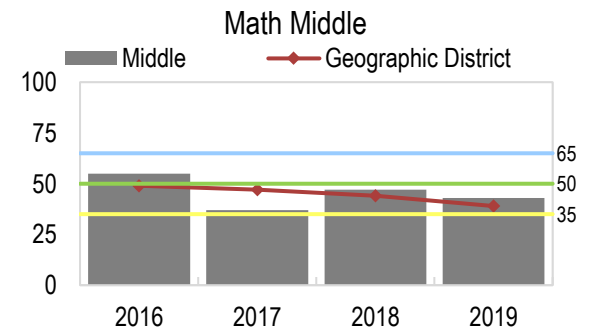
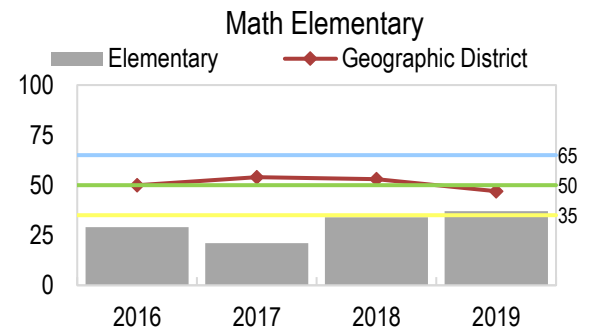
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	74	42.0	80	30.5	79	30.0	69	41.0
5	79	19.0	73	14.0	66	38.0	76	35.0
Elementary	153	29.0	153	21.0	145	34.0	145	37.0
6	73	58.0	69	37.0	77	41.0	59	32.0
7	46	43.0	72	34.5	63	57.0	71	41.0
8	64	62.0	44	42.5	64	46.0	59	54.0
Middle	183	55.0	185	37.0	204	47.0	189	43.0
Overall	336	44.0	338	30.0	349	42.0	334	39.0



CMAS Math: Local Comparison Tables and Graphs

-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		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,281	47.0	1,311	51.0	1,324	54.0	1,303	47.0
5	1,285	54.0	1,285	57.0	1,324	53.0	1,345	46.0
Elementary	2,566	50.0	2,596	54.0	2,648	53.0	2,648	47.0
6	1,109	41.0	1,204	40.5	1,230	40.0	1,361	38.0
7	1,082	55.0	1,053	50.0	1,204	43.0	1,265	41.0
8	990	50.0	1,058	52.0	1,005	52.0	1,197	39.0
Middle	3,181	49.0	3,315	47.0	3,439	44.0	3,823	39.0
Overall	6,383	50.0	6,563	50.0	6,087	48.0	6,471	42.0

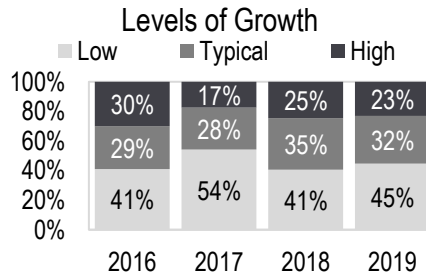


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the Math state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 3 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

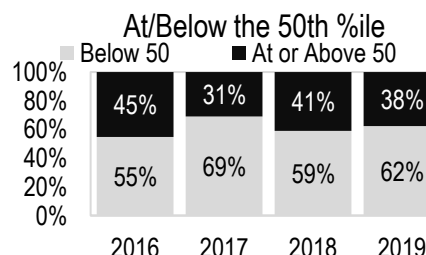
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2016	2017	2018	2019
Low (below 35)	41%	54%	41%	45%
Typical (35-65)	29%	28%	35%	32%
High (above 65)	30%	17%	25%	23%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	45%	31%	41%	38%
Below 50	55%	69%	59%	62%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 45% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 23% of students. The percent of students at or above the 50th percentile has decreased from last year (41% to 38%). Since 2016, the percent of students at or above the 50th percentile has decreased (45% to 38%).

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

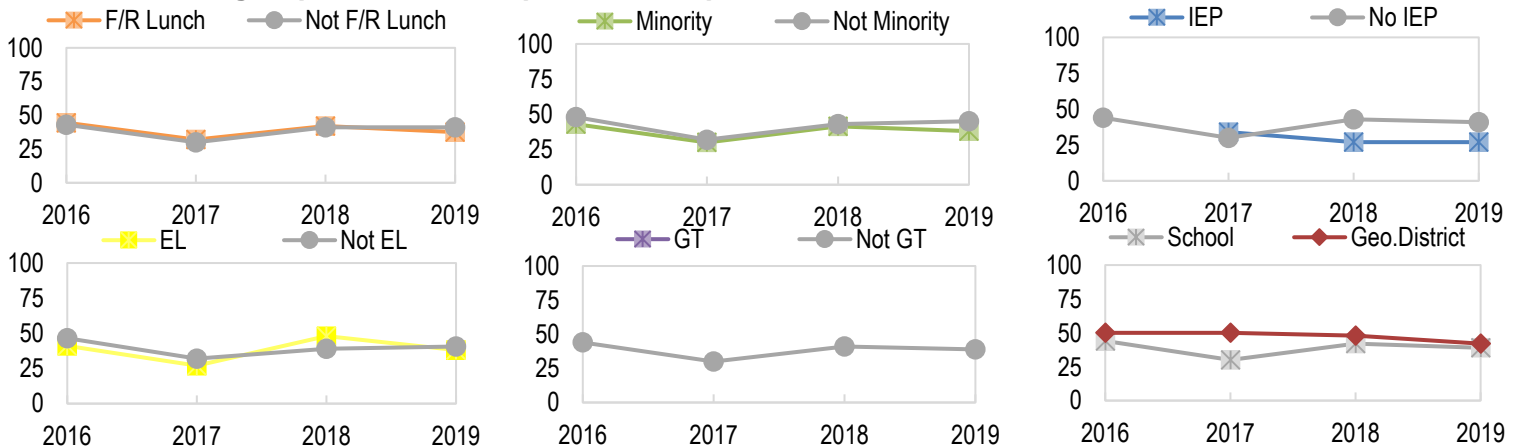
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

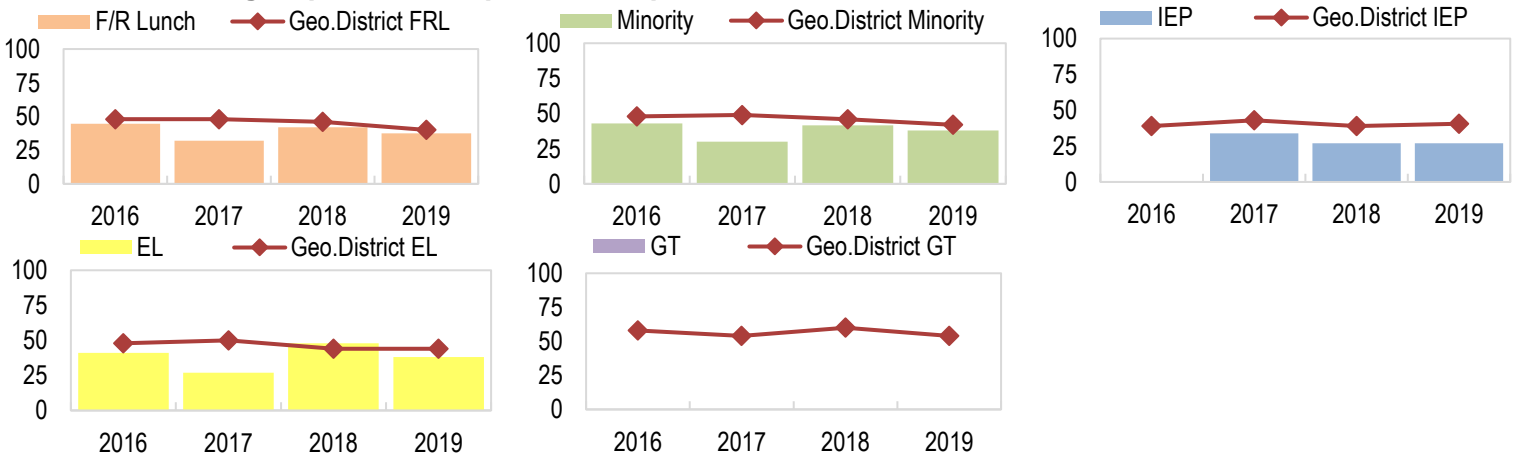
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.5	32.0	42.0	37.5
	N	43.0	30.0	41.0	41.0
Minority	Y	43.0	30.0	41.5	38.0
	N	48.0	32.0	43.0	45.0
IEP	Y	--	34.0	27.0	27.0
	N	44.0	30.0	43.0	41.0
EL	Y	41.0	27.0	48.0	38.0
	N	46.5	32.0	39.0	40.5
GT	Y	--	--	--	--
	N	44.0	30.0	41.0	39.0
Schoolwide		44.0	30.0	42.0	39.0

CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	48.0	48.0	46.0	40.0
	N	50.0	51.0	49.0	43.0
Minority	Y	48.0	49.0	46.0	42.0
	N	51.0	50.0	50.0	43.0
IEP	Y	39.0	43.0	39.0	40.5
	N	51.0	50.0	49.0	42.0
EL	Y	48.0	50.0	44.0	44.0
	N	50.0	49.0	49.0	42.0
GT	Y	58.0	54.0	60.0	54.0
	N	49.0	49.0	47.0	41.0
Geographic District		50.0	50.0	48.0	42.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Brighton School District 27J outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, - additional details are available in the graphs.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Science Achievement

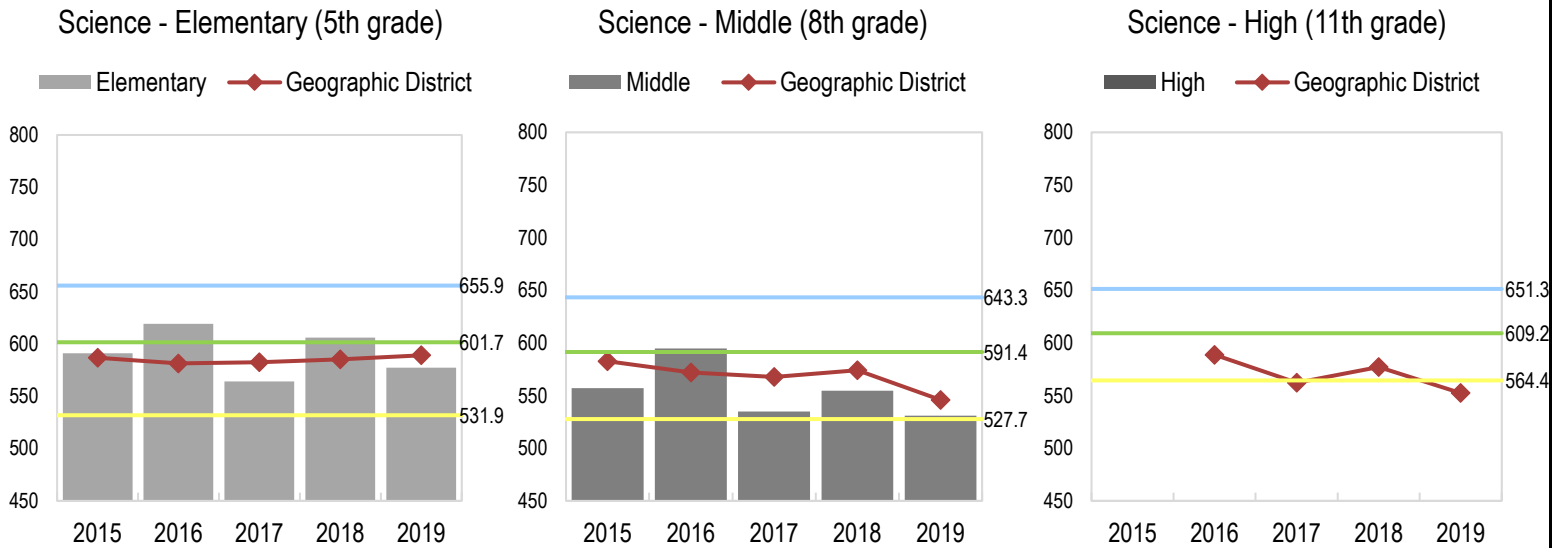
CMAS Science: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	84	591	78	619	75	564	70	606	76	577
Middle (8th)	56	557	65	595	46	535	66	555	61	531
High (11th)	--	--	--	--	--	--	--	--	--	--

Geographic District Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	1,268	587	1,340	582	1,313	583	1,367	586	1,392	589
Middle (8th)	1,083	583	1,043	572	1,108	568	1,046	574	1,252	546
High (11th)	--	--	505	589	616	562	571	577	463	552

CMAS Science: School Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. 5th grade mean scale score has decreased by 28.8 scale score points. 8th grade mean scale score has decreased by 23.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Brighton School District 27J) for the past four years. In 2019, the school performed lower than the geo. district in 5th grade, lower than the geo. district in 8th grade, overall trends are in the graphs above.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Science Subgroup Achievement

CMAS Science: Subgroup Status, Gap Trends, and Local Comparison Tables

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

Elementary (5th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	567	617	561	603	559
	N	611	621	567	611	595
Minority	Y	572	612	557	589	568
	N	630	639	--	655	--
IEP	Y	--	--	--	--	--
	N	607	623	572	610	585
EL	Y	605	584	560	588	575
	N	585	634	566	616	578
GT	Y	--	--	--	--	--
	N	583	612	557	603	574

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	548	546	543	552	545
	N	610	611	607	607	614
Minority	Y	563	560	558	568	564
	N	612	608	612	605	620
IEP	Y	481	480	471	469	463
	N	600	597	598	599	603
EL	Y	532	546	545	547	530
	N	599	592	592	595	603
GT	Y	719	727	729	718	714
	N	581	575	577	577	577

Middle (8th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	558	586	530	526	490
	N	555	603	540	585	568
Minority	Y	553	576	505	541	521
	N	--	648	--	--	--
IEP	Y	--	--	--	--	--
	N	570	600	553	567	546
EL	Y	--	576	--	562	489
	N	565	603	542	552	549
GT	Y	--	--	--	--	--
	N	549	587	523	549	531

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	542	542	533	533	502
	N	609	594	592	600	575
Minority	Y	558	550	545	553	521
	N	610	599	598	600	582
IEP	Y	456	447	461	440	412
	N	594	583	581	590	561
EL	Y	543	542	522	491	470
	N	593	580	579	590	558
GT	Y	740	719	716	721	707
	N	576	563	557	562	534

High (11th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	562	538	539	535
	N	--	603	575	597	560
Minority	Y	--	570	553	555	523
	N	--	613	573	600	586
IEP	Y	--	516	527	506	435
	N	--	596	566	584	561
EL	Y	--	553	528	503	482
	N	--	597	572	590	564
GT	Y	--	695	646	718	667
	N	--	584	556	566	543

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show disaggregated subgroup achievement performance disaggregated by grade level. Comparison geographic district values are in the tables to the right.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS

ACCESS	2016**		2017**		2018		2019		
	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	49	53.0	69	51.0	73.9%
Middle	--	--	--	--	21	51.0	29	32.0	34.5%
High	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	70	52.0	98	45.5	62.2%

Geographic District Growth over Time on ACCESS

ACCESS	2016**		2017**		2018		2019		
	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	772	47.0	861	46.0	68.4%
Middle	--	--	--	--	214	34.5	227	44.0	27.9%
High	--	--	--	--	174	56.0	169	48.0	33.7%
Overall	--	--	--	--	1,160	46.0	1257	46.0	56.5%

^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

**ACCESS growth was not released in 2016 or 2017.

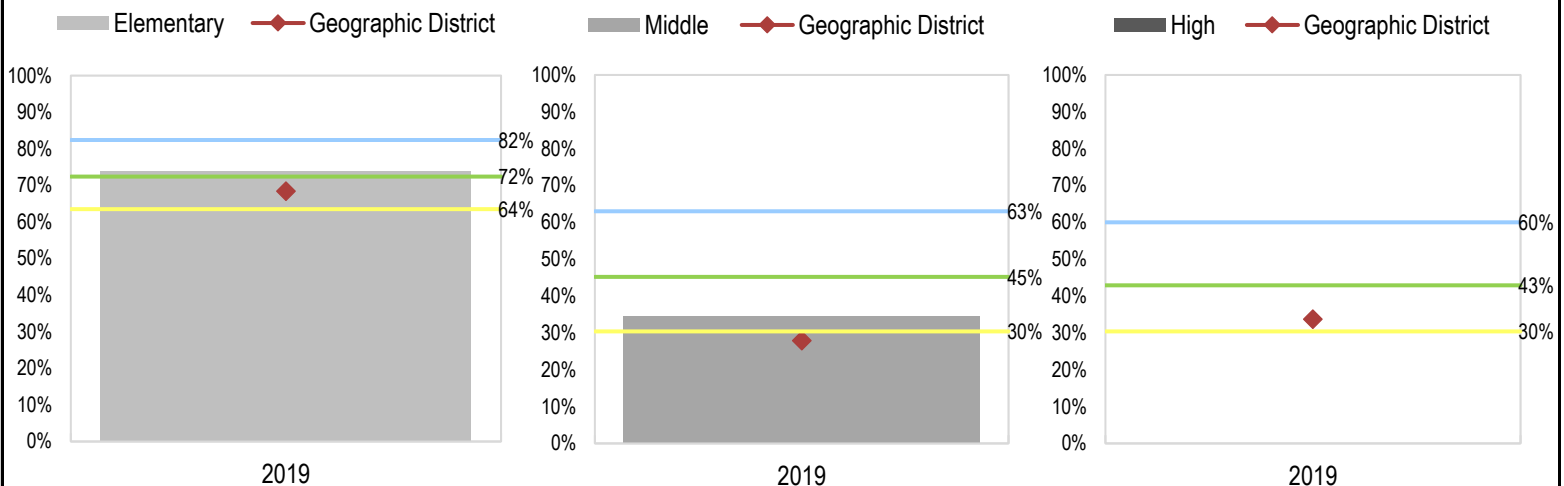
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

% On Track - Elementary

% On Track - Middle

% On Track - High



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2019, overall student growth was approaching state expectations and was below the geo. district. 62% of students were reported as being on track to reach English language proficiency.

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

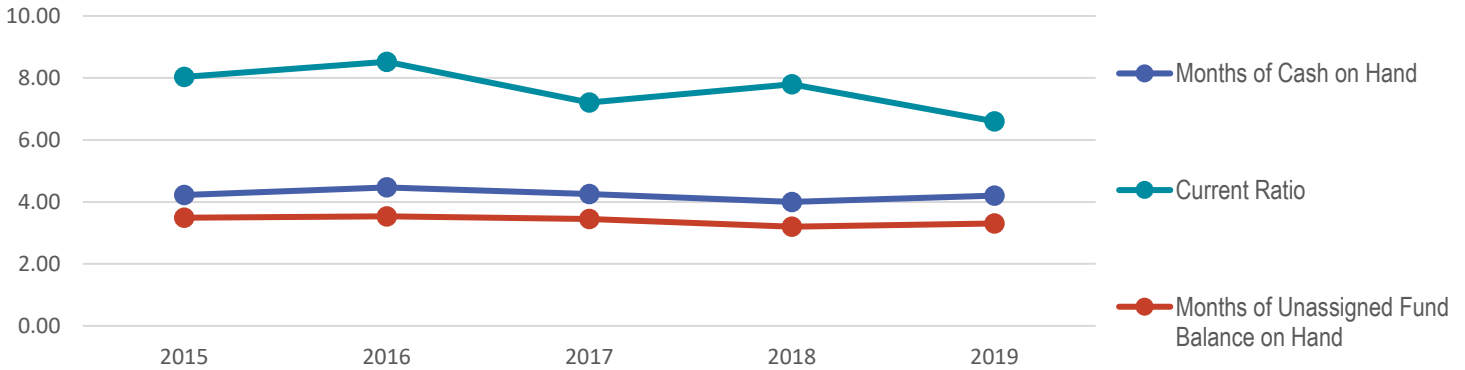
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2015-2019 Financial Results

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	2018	2019
Operating Margin	6.3%	3.0%	1.1%	-1.2%	1.5%
Months of Cash on Hand	4.23	4.47	4.25	4.00	4.20
Current Ratio	8.03	8.52	7.20	7.80	6.60
Months of Unassigned Fund Balance on Hand	3.49	3.53	3.45	3.20	3.30
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	0.3%	-4.0%	0.6%	-3.4%	-4.1%
Change in FPC from Prior-Year	-4.2%	-0.7%	2.0%	-4.1%	-3.2%

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	2018	2019
Months of Cash on Hand	14.67	14.82	21.99	22.40	22.90
Current Ratio	2.62	0.12	2.55	0.00	0.00
Debt to Asset Ratio	1.08	1.09	1.10	1.10	1.10
Change in Net Position	(\$72,309)	(\$61,171)	(\$51,041)	(\$39,583)	(\$30,872)

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	2018	2019
Debt to Asset Ratio	1.56	1.55	1.54	1.83	1.93
Change in Net Position	\$35,124	(\$285,487)	(\$3,078,325)	(\$3,907,711)	\$1,247,078
Default	NO	NO	NO	NO	No

Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2019 Financial Results

Financial Performance Narrative

High Point Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 29 pupils (4 percent), and 21.8 pupils (3 percent) lower 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 school's governmental funds ended the year with 4.2 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 2 percent and an increase in their unassigned fund balance.

School Observations

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Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

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 2018-19 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

CSI was not made aware of any issues related to protecting the rights of all students. High Point Academy has been an active participant in the MTSS Collaborative Grant funded by CDE over the last several years.

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 2018-19 school year.

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 requirements,*
- *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 2018-19 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2018-19 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2018-19 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2018-19 school year. Most of the Organizational Submissions were completed ontime and were generally compliant, with some minor revisions required. In addition, the School is generally very responsive to feedback and questions.

School Observations

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