



**Colorado Charter School Institute**  
Annual Review of Schools (CARS) Report  
2021-2022

**High Point Academy**



Expanding Frontiers in Public Education

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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:

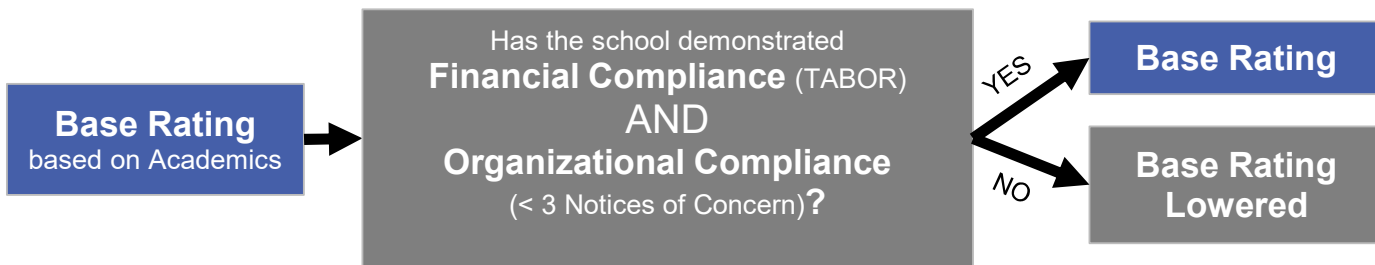
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

### 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. 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:** Andi Denton

**Organizational Performance:** Kim Caplan & Matt Hudson - State/Federal Programs  
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

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).

**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 2016 to 2022. 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
--	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.

- 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: Wellness

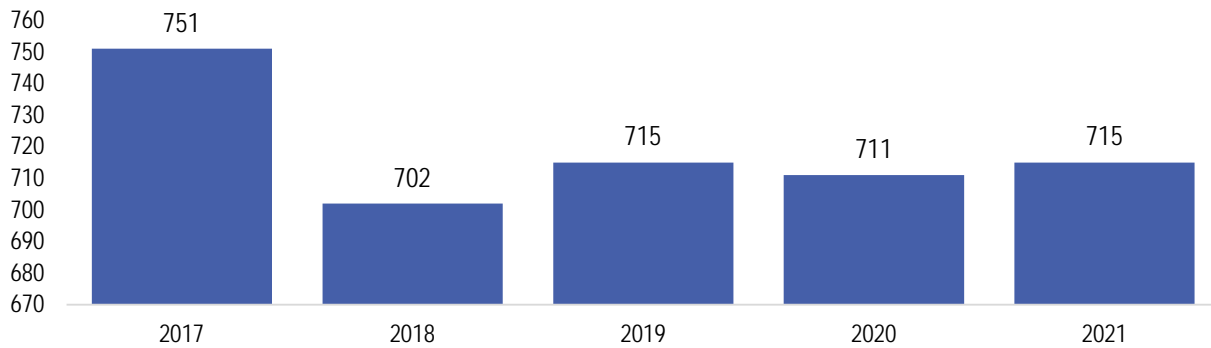
Town/City: Aurora

District of Residence: Brighton School District 27J

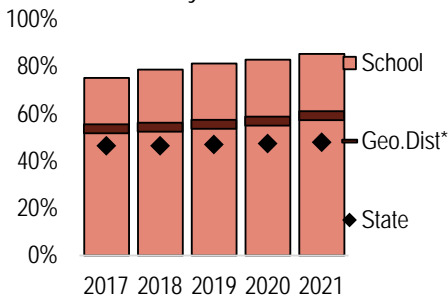
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	751	702	715	711	715
F/R Lunch	50.9%	49.1%	55.8%	51.5%	53.0%
Minority	75.2%	78.8%	81.4%	83.0%	85.5%
IEP	6.4%	6.0%	6.7%	7.6%	8.5%
EL	21.2%	23.4%	24.6%	21.4%	20.4%
Gifted	1.1%	0.9%	1.1%	1.4%	1.1%
504	1.5%	1.7%	1.7%	2.0%	2.0%

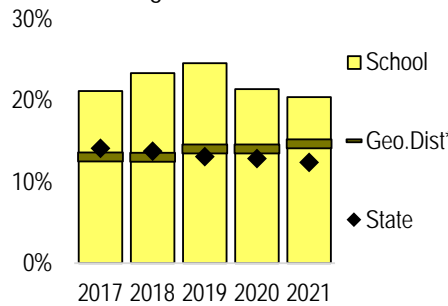
Enrollment over Time



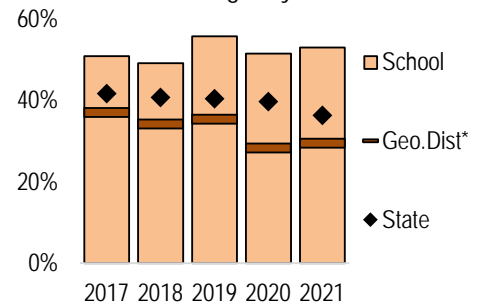
Minority Students



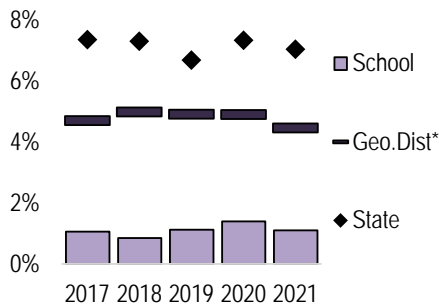
English Learners



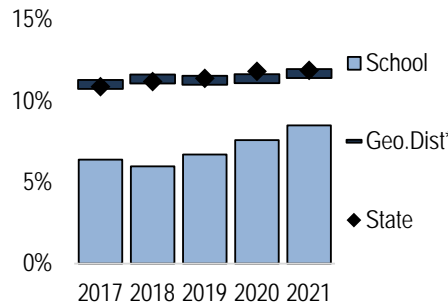
Lunch Eligibility



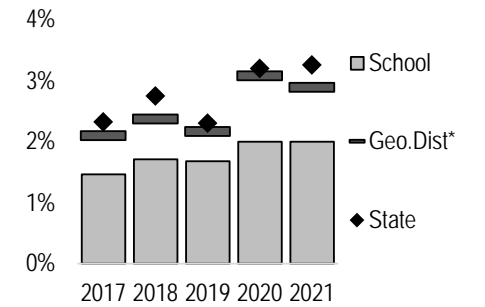
Gifted Students



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 70.1% Points Earned

**Performance:** Between 53% to 70.1% 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
<b>Academic</b>	Improvement Plan: Low Participation
Elementary School Rating	Improvement (Points Earned: 38.6%)
Middle School Rating	Improvement (Points Earned: 49.7%)
High School Rating	--
<b>Financial</b>	Financial performance does not impact the school accreditation rating
<b>Organizational</b>	Organizational performance does not impact the school accreditation
<b>Overall CARS Rating</b>	<b>Improvement</b>

## 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	<b>Meets 95%</b>

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	413	372	90.1%	27	96.4%	<b>Meets 95%</b>
Math	413	352	85.2%	35	93.1%	<b>Does Not Meet 95%</b>
Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	413	372	90.1%	27	96.4%	<b>Meets 95%</b>
CMAS Math	413	352	85.2%	35	93.1%	<b>Does Not Meet 95%</b>
CMAS Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
PSAT/SAT Evidence-Based Reading and Writing	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
PSAT/SAT Math	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>

## 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	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	79	738	72	728	71	730	69	718	67	726
4	75	742	82	740	81	733	69	738	71	717
5	80	746	74	734	70	735	75	736	65	723
Elementary	234	742	228	734	222	733	213	731	203	722
6	74	743	74	742	79	738	62	741	59	721
7	48	735	73	742	65	744	71	730	45	721
8	65	751	47	736	64	734	62	737	62	730
Middle	187	744	194	740	208	739	195	736	166	725
Overall	421	743	422	737	430	736	408	733	369	723

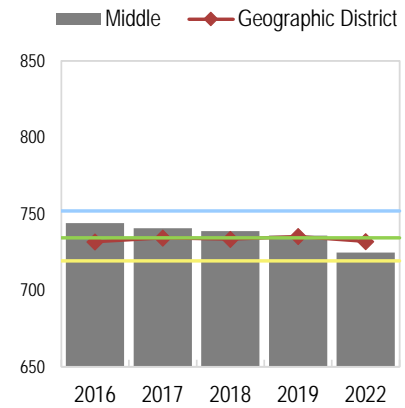
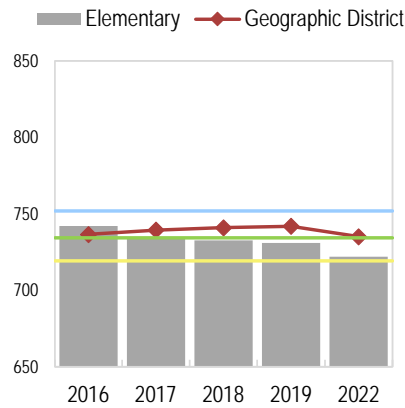
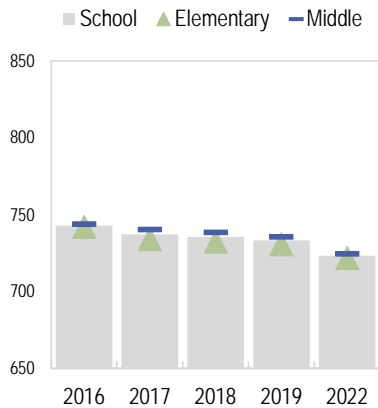
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,343	733	1,346	738	1,329	737	1,343	740	1,407	731
4	1,326	739	1,356	739	1,370	744	1,383	741	1,422	736
5	1,340	738	1,318	741	1,377	742	1,390	745	1,339	738
Elementary	4,009	737	4,020	739	4,076	741	4,116	742	4,168	735
6	1,156	733	1,249	734	1,280	735	1,415	737	1,417	734
7	1,150	732	1,111	734	1,259	731	1,323	735	1,348	730
8	1,053	730	1,124	735	1,078	734	1,260	733	1,332	731
Middle	3,359	732	3,484	734	3,617	733	3,998	735	4,097	732
Overall	8,183	734	8,331	736	7,693	737	8,114	739	8,265	734

### 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 ELA state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 19.7 scale score points. Since last school year, overall mean scale score decreased by 10 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 10.4 scale score points.

## English Language Arts Subgroup Achievement

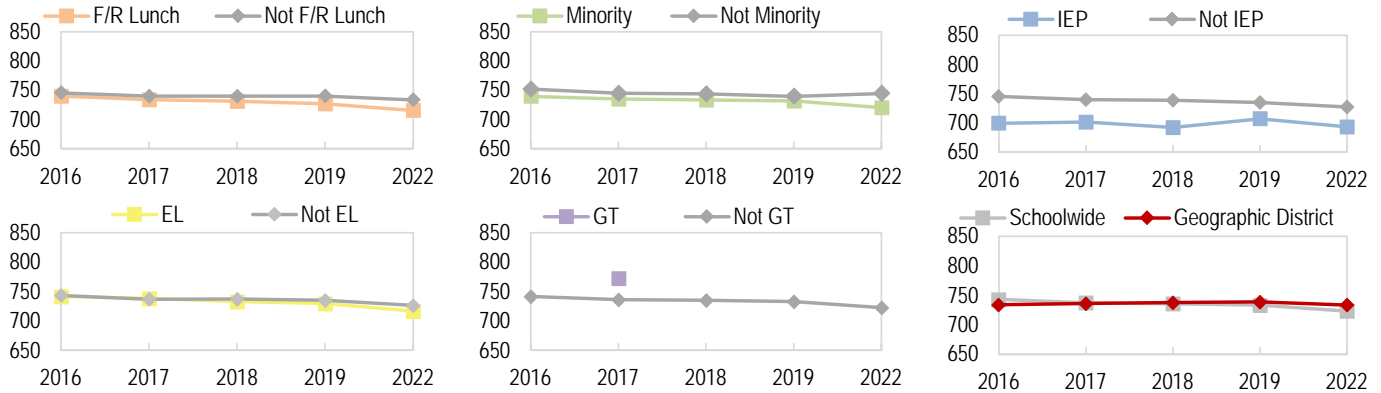
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

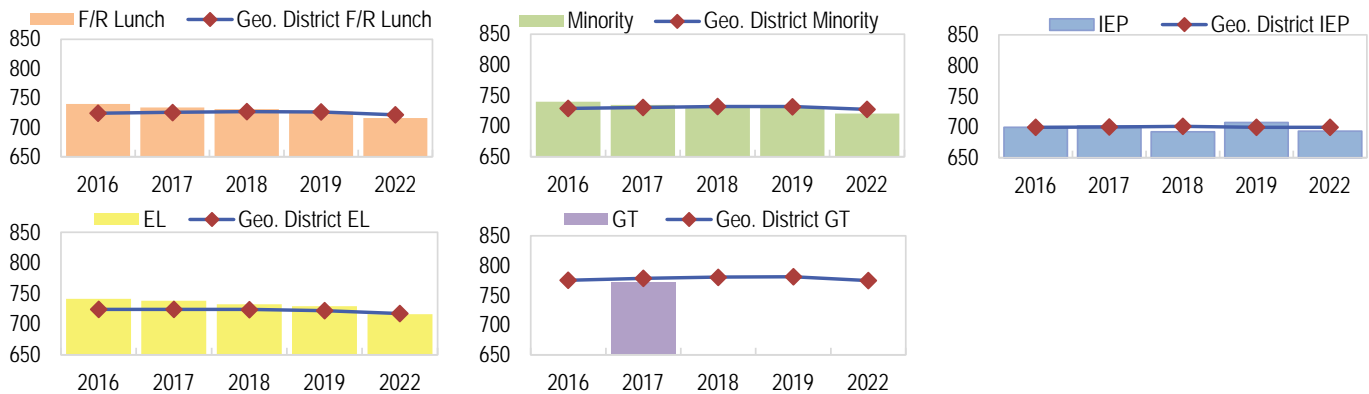
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	739.9	734.0	731.0	726.6	715.6
	N	745.8	739.9	740.0	740.1	733.7
Minority	Y	739.6	734.7	733.2	731.6	720.2
	N	752.0	744.7	743.9	739.7	744.5
IEP	Y	699.4	701.2	692.1	707.1	692.9
	N	745.2	739.6	738.4	734.6	727.1
EL	Y	741.4	738.0	732.7	729.5	716.5
	N	743.4	736.7	736.8	734.8	726.1
GT	Y	n<16	772.1	n<16	n<16	n<16
	N	741.4	735.7	734.7	732.7	722.4
Schoolwide		743	737	736	733	723

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	724.2	725.5	726.8	726.2	721.2
	N	740.8	742.7	744.2	745.8	739.5
Minority	Y	728.7	730.3	731.9	731.8	727.2
	N	739.7	742.1	743.8	746.5	742.5
IEP	Y	699.3	700.0	701.0	699.4	699.3
	N	738.0	740.0	741.8	742.9	737.7
EL	Y	724.5	724.3	723.9	722.0	717.5
	N	736.1	738.6	740.5	742.1	737.7
GT	Y	775.2	778.7	780.4	781.2	774.6
	N	731.6	733.3	734.6	735.3	730.9
Geographic District		734	736	737	739	734

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

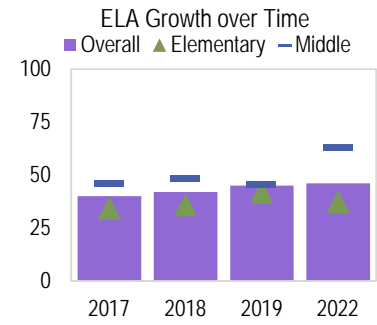
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Brighton School District 27J outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, - additional details are available in the graphs.

## English Language Arts Growth

### CMAS ELA: School Status and Trends Tables and Graphs

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

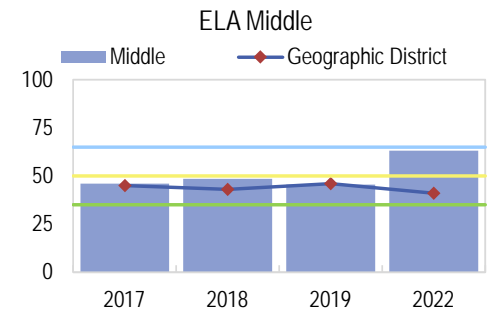
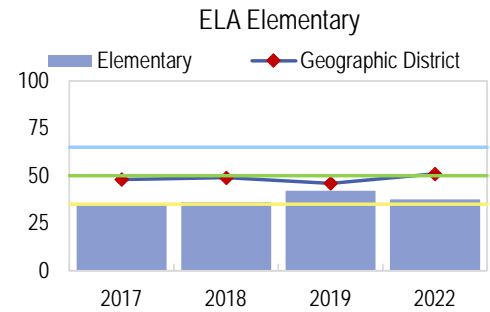
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	80	39.5	76	43.0	68	40.5	26	37.5
5	72	27.5	67	24.0	75	42.0	--	--
Elementary	152	34.5	143	36.0	143	42.0	26	37.5
6	69	53.0	76	58.5	59	62.0	20	53.5
7	72	46.5	62	58.0	71	31.0	--	--
8	44	36.5	62	36.0	60	48.0	21	63.0
Middle	185	46.0	200	48.5	190	45.5	41	63.0
Overall	337	40.0	343	42.0	333	45.0	67	46.0



### 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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,303	45.0	1,325	49.0	1,320	46.0	1,107	51.0
5	1,289	51.0	1,323	50.0	1,346	47.0	--	--
Elementary	2,592	48.0	2,648	49.0	2,666	46.0	1,107	51.0
6	1,201	43.0	1,233	44.0	1,363	44.0	1,095	44.0
7	1,052	44.0	1,204	39.0	1,263	46.0	--	--
8	1,063	48.0	1,014	47.0	1,202	48.5	983	37.0
Middle	3,316	45.0	3,451	43.0	3,828	46.0	2,078	41.0
Overall	6,636	45.5	6,099	46.0	6,494	46.0	3,185	45.0

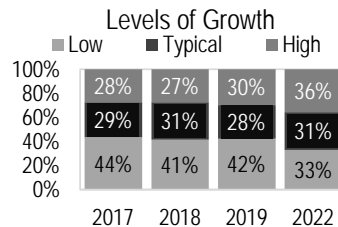


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 1 percentage points. In 2022, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

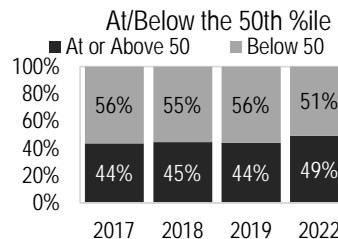
### CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	44%	41%	42%	33%
Typical (35-65)	29%	31%	28%	31%
High (above 65)	28%	27%	30%	36%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	44%	45%	44%	49%
Below 50	56%	55%	56%	51%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 33% 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 36% of students. The percent of students at or above the 50th percentile has increased from last year (44% to 49%). Since 2017, the percent of students at or above the 50th percentile has increased (44% to 49%).

## English Language Arts Subgroup Growth

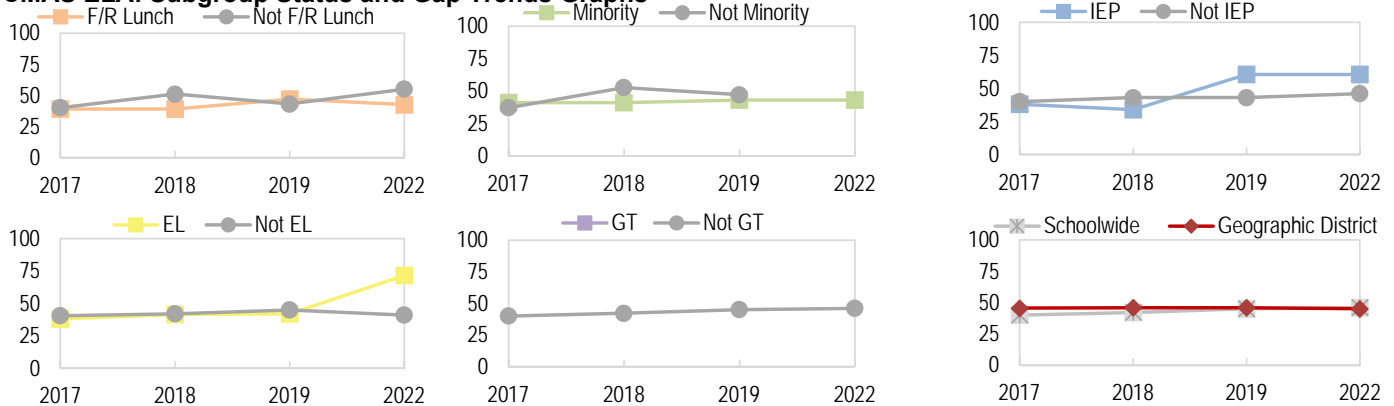
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

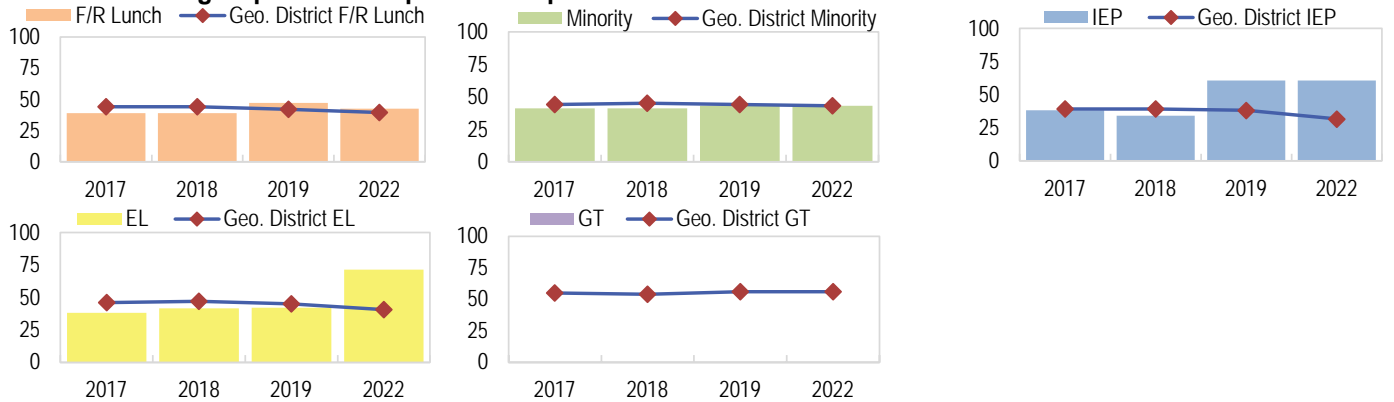
CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	39.0	39.0	47.0	42.5
	N	40.0	51.0	43.0	55.0
Minority	Y	41.0	41.0	43.0	43.0
	N	37.0	52.5	47.0	n<20
IEP	Y	38.0	34.0	60.5	60.5
	N	40.0	43.0	43.0	46.0
EL	Y	38.0	41.5	42.0	71.5
	N	40.5	42.0	45.0	41.0
GT	Y	n<20	n<20	n<20	n<20
	N	40.0	42.0	45.0	46.0
Schoolwide	40.0	42.0	45.0	46.0	

CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	44.0	44.0	42.0	39.5
	N	46.0	47.0	48.0	48.0
Minority	Y	44.0	45.0	44.0	43.0
	N	47.0	47.0	48.0	47.0
IEP	Y	39.0	39.0	38.0	31.5
	N	46.0	47.0	47.0	46.0
EL	Y	46.0	47.0	45.0	40.5
	N	45.0	46.0	46.0	46.0
GT	Y	55.0	54.0	56.0	56.0
	N	45.0	45.0	45.0	44.0
Geographic District	45.5	46.0	46.0	45.0	

### 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 growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, IEP students outperformed their non-gen. ed. peers, EL students outperformed their non-EL peers, overall, the school outperformed Brighton School District 27J. In 2022, the following subgroups outperformed the geo. district: FRL, IEP, EL, - additional details are available in the graphs.

## Mathematics Achievement

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

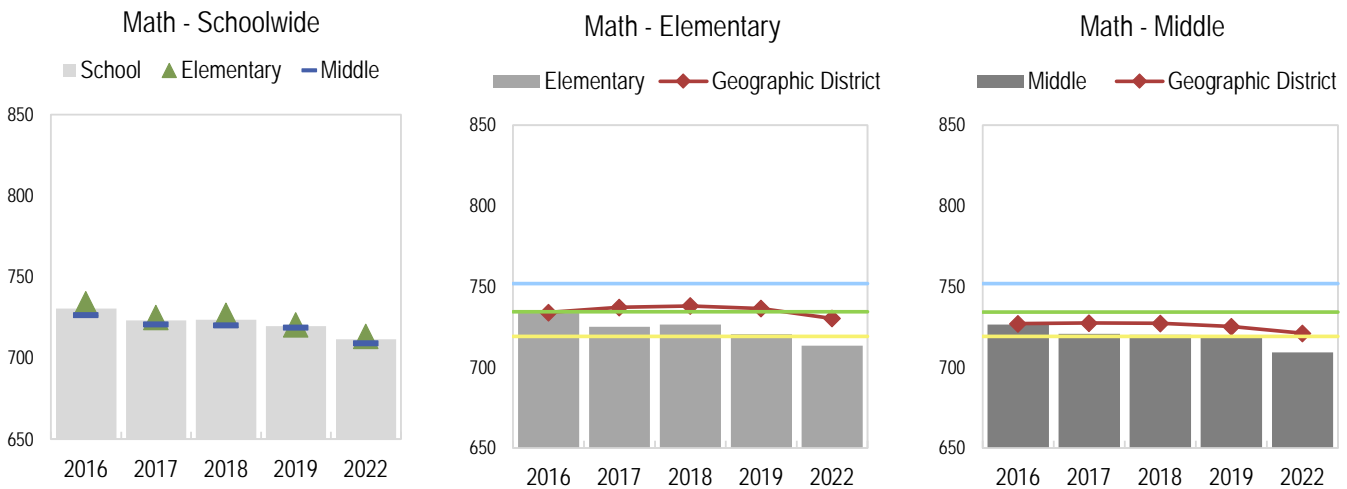
-How are students achieving on state assessments in Mathematics over time?

-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	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	79	741	73	736	72	736	48	711	68	718
4	75	730	81	725	82	718	70	726	71	713
5	80	729	75	715	70	727	76	721	65	709
Elementary	234	734	229	725	224	727	194	721	204	713
6	74	727	74	721	80	718	62	717	45	694
7	48	726	73	723	66	724	71	720	44	719
8	65	727	47	718	66	719	61	720	59	713
Middle	187	727	194	721	212	720	194	719	148	709
Overall	421	730	423	723	436	724	388	720	352	712

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,344	738	1,348	741	1,327	739	1,342	739	1,408	733
4	1,324	731	1,368	736	1,373	737	1,375	733	1,424	728
5	1,343	733	1,317	734	1,386	738	1,398	737	1,321	730
Elementary	4,011	734	4,033	737	4,086	738	4,115	736	4,153	730
6	1,160	727	1,252	725	1,288	726	1,416	727	1,424	721
7	1,152	731	1,114	729	1,265	726	1,327	726	1,331	723
8	1,061	723	1,122	728	1,074	730	1,262	722	1,330	720
Middle	3,373	727	3,488	728	3,627	727	4,005	725	4,085	721
Overall	8,144	730	8,318	732	7,713	733	8,120	731	8,238	726

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



#### Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 18.8 scale score points. Since last school year, overall mean scale score decreased by 8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district ( ) for the past five years. Overall, the school performs lower than their geo. district by 14.2 scale score points.

## Mathematics Subgroup Achievement

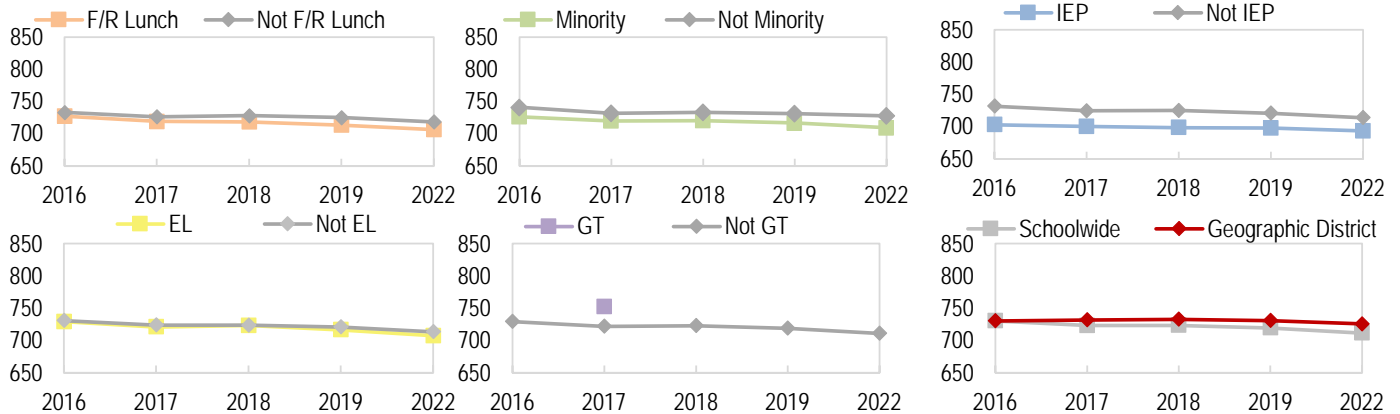
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

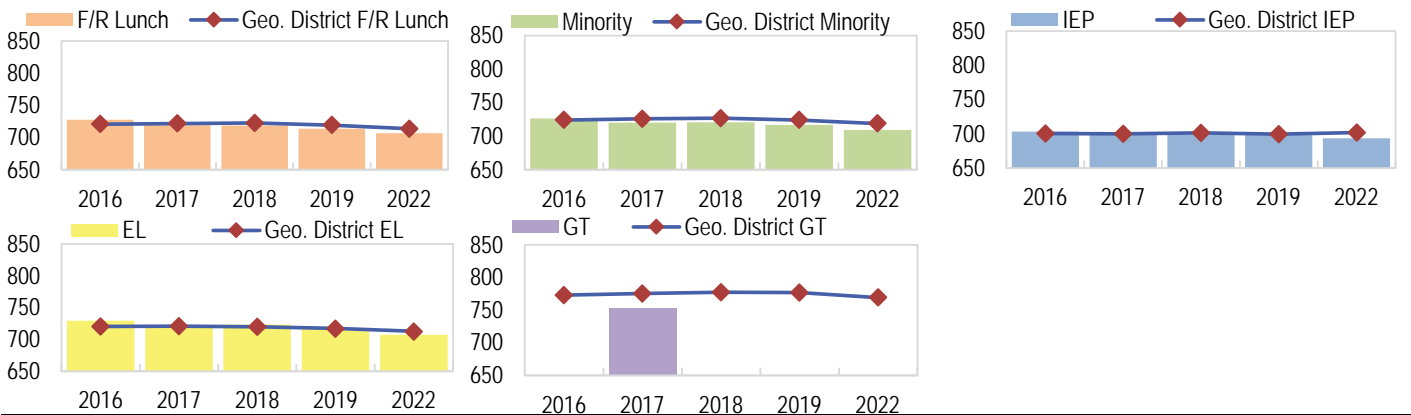
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	727.6	719.4	718.7	713.8	706.7
	N	733.2	726.5	728.4	725.4	718.6
Minority	Y	726.6	720.3	720.7	717.0	709.4
	N	741.1	732.1	733.5	731.5	728.0
IEP	Y	703.0	700.4	698.8	697.9	693.4
	N	731.9	724.7	725.2	720.9	714.1
EL	Y	729.2	721.1	723.1	716.6	707.4
	N	730.9	724.0	723.7	721.0	713.5
GT	Y	n<16	752.6	n<16	n<16	n<16
	N	729.4	722.0	722.9	719.1	711.0
Schoolwide		730	723	724	720	712

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	721.0	721.9	722.8	719.5	713.8
	N	737.3	738.9	739.5	737.6	731.6
Minority	Y	724.2	725.9	726.9	724.2	719.1
	N	737.7	739.2	740.1	738.9	735.4
IEP	Y	700.2	699.6	701.1	699.2	701.7
	N	734.1	735.9	736.8	734.4	728.7
EL	Y	720.5	720.9	720.0	717.2	712.8
	N	733.0	734.8	736.0	733.9	729.2
GT	Y	772.8	775.2	777.2	776.6	769.1
	N	728.3	729.6	730.1	727.5	723.0
Geographic District		730	732	733	731	726

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

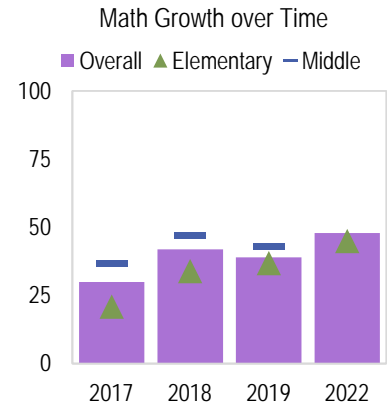
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Brighton School District 27J outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, - additional details are available in the graphs.

## Mathematics Growth

### CMAS Math: School Status and Trends Tables and Graphs

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

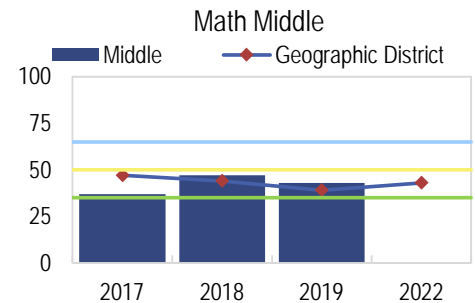
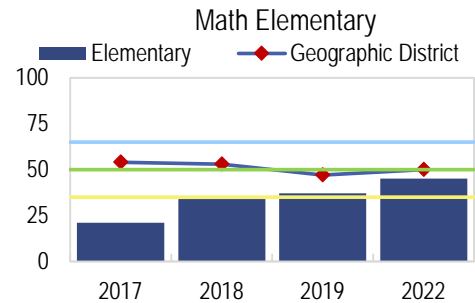
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	80	30.5	79	30.0	69	41.0	--	--
5	73	14.0	66	38.0	76	35.0	23	45.0
Elementary	153	21.0	145	34.0	145	37.0	23	45.0
6	69	37.0	77	41.0	59	32.0	--	--
7	72	34.5	63	57.0	71	41.0	n < 20	--
8	44	42.5	64	46.0	59	54.0	--	--
Middle	185	37.0	204	47.0	189	43.0	n < 20	--
Overall	338	30.0	349	42.0	334	39.0	35	48.0



### 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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,311	51.0	1,324	54.0	1,303	47.0	--	--
5	1,285	57.0	1,324	53.0	1,345	46.0	1,061	50.0
Elementary	2,596	54.0	2,648	53.0	2,648	47.0	1,061	50.0
6	1,204	40.5	1,230	40.0	1,361	38.0	--	--
7	1,053	50.0	1,204	43.0	1,265	41.0	1,009	43.0
8	1,058	52.0	1,005	52.0	1,197	39.0	--	--
Middle	3,315	47.0	3,439	44.0	3,823	39.0	1,009	43.0
Overall	6,563	50.0	6,087	48.0	6,471	42.0	2,070	46.0

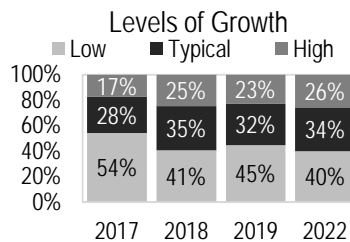


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 9 percentile points. In 2022, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

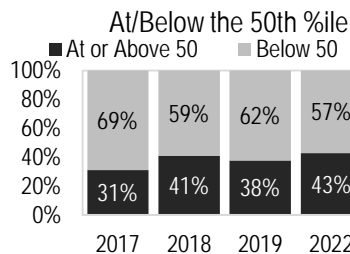
### CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	54%	41%	45%	40%
Typical (35-65)	28%	35%	32%	34%
High (above 65)	17%	25%	23%	26%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	31%	41%	38%	43%
Below 50	69%	59%	62%	57%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 40% 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 26% of students. The percent of students at or above the 50th percentile has increased from last year (38% to 43%). Since 2017, the percent of students at or above the 50th percentile has increased (31% to 43%).

## Mathematics Subgroup Growth

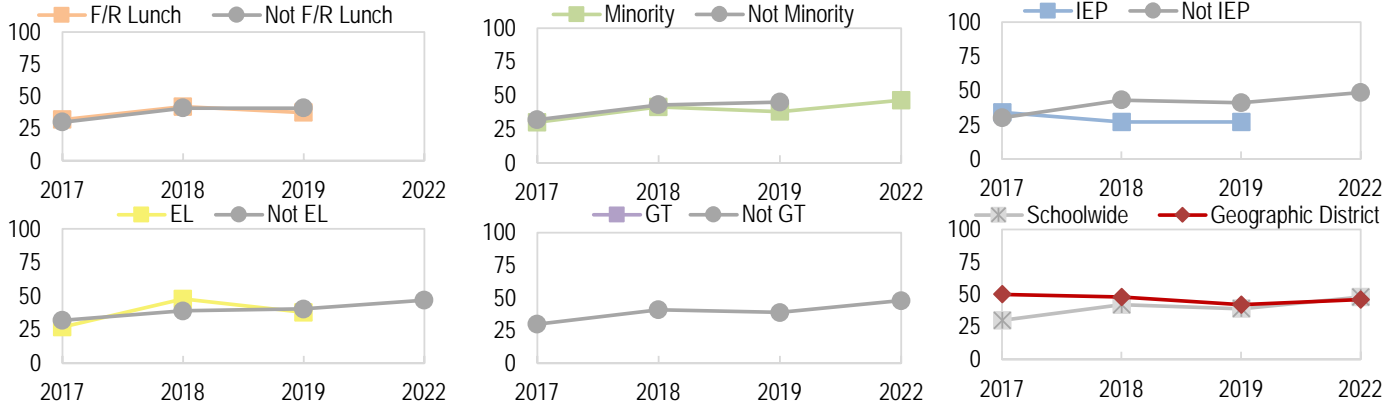
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

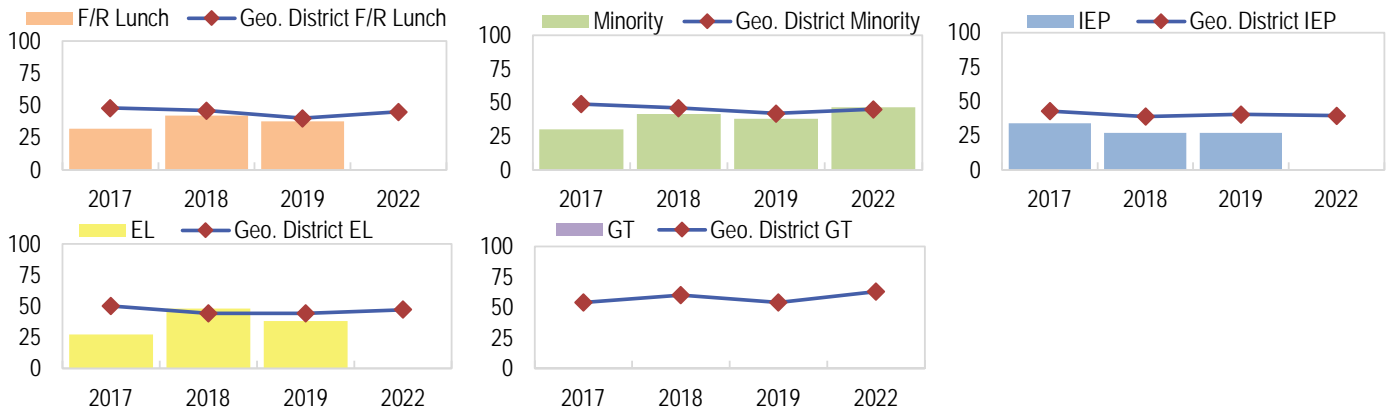
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	32.0	42.0	37.5	n<20
	N	30.0	41.0	41.0	n<20
Minority	Y	30.0	41.5	38.0	46.5
	N	32.0	43.0	45.0	n<20
IEP	Y	34.0	27.0	27.0	n<20
	N	30.0	43.0	41.0	48.5
EL	Y	27.0	48.0	38.0	n<20
	N	32.0	39.0	40.5	47.0
GT	Y	n<20	n<20	n<20	n<20
	N	30.0	41.0	39.0	48.0
Schoolwide		30.0	42.0	39.0	48.0

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	48.0	46.0	40.0	45.0
	N	51.0	49.0	43.0	46.0
Minority	Y	49.0	46.0	42.0	45.0
	N	50.0	50.0	43.0	47.0
IEP	Y	43.0	39.0	40.5	39.5
	N	50.0	49.0	42.0	47.0
EL	Y	50.0	44.0	44.0	47.0
	N	49.0	49.0	42.0	46.0
GT	Y	54.0	60.0	54.0	63.0
	N	49.0	47.0	41.0	45.0
Geographic District		50.0	48.0	42.0	46.0

### 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 growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): overall, the school outperformed Brighton School District 27J. In 2022, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

## 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?^^

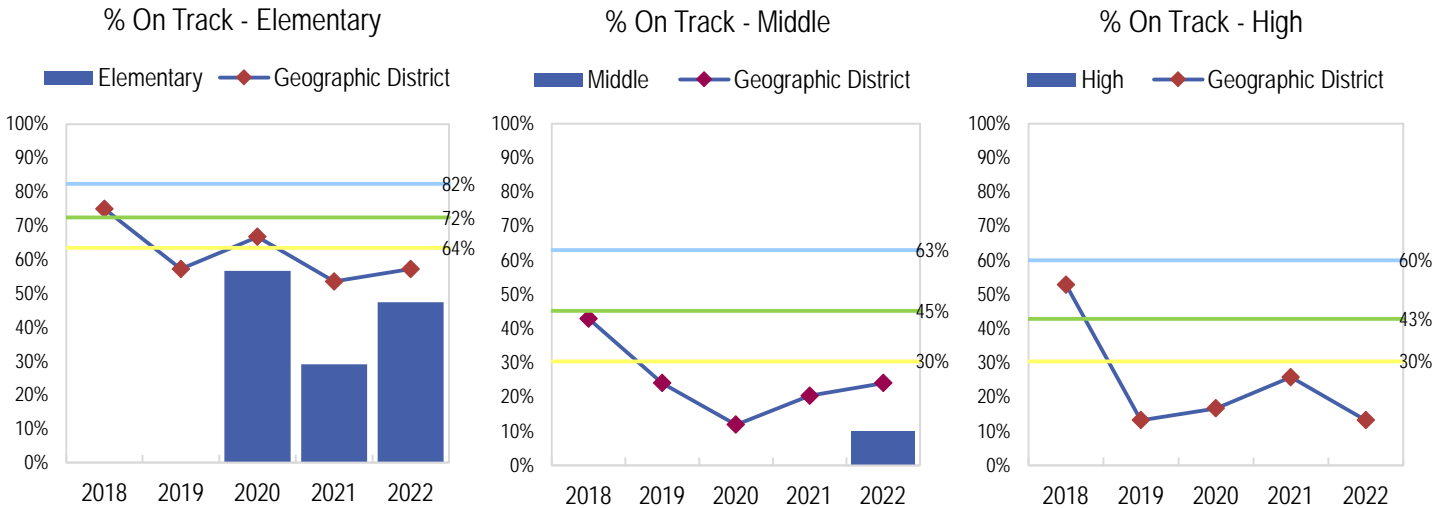
Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	60	36.5	56	36.0	63	45.0	47.4%
Middle	--	--	--	--	n < 20	--	n < 20	--	26	27.5	10.0%
High	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	77	43.0	69	35.0	89	39.0	37.7%

Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	772	47.0	861	46.0	943	46.0	965	49.0	988	45.0	57.2%
Middle	214	34.5	227	44.0	225	33.0	251	55.0	243	51.0	24.1%
High	174	56.0	169	48.0	195	37.0	176	42.0	202	41.5	13.2%
Overall	1,160	46.0	1257	46.0	1363	43.0	1392	49.0	1433	45.0	48.1%

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

**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



**Growth Status and Local Comparison Narrative**

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2022, overall student growth was approaching state expectations and was below the geo. district. Additionally, 38% of students were reported as being on track to reach English language proficiency.

**Academic Performance Metrics**

School Observations

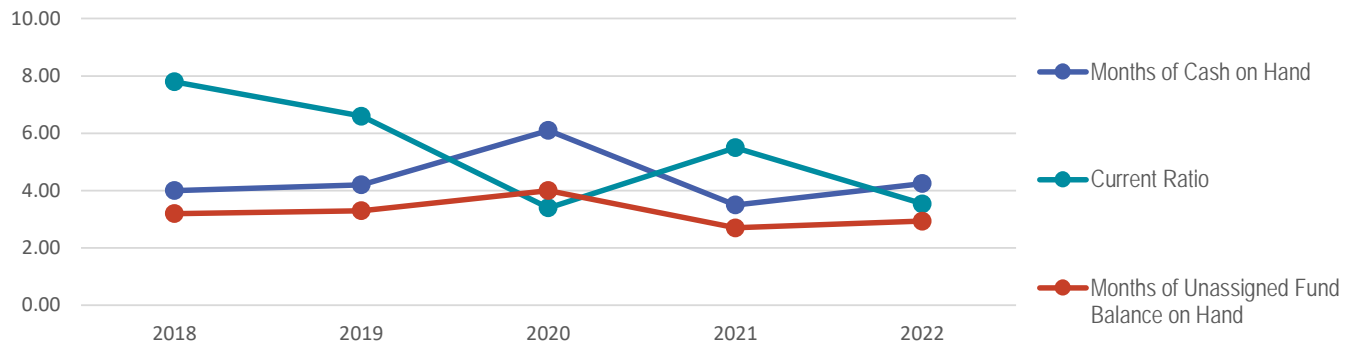
\*OPTIONAL\* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

## Fiscal Years 2018-2022 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	2018	2019	2020	2021	2022
Operating Margin	-1.2%	1.5%	4.8%	-4.6%	0.5%
Months of Cash on Hand	4.00	4.20	6.10	3.50	4.25
Current Ratio	7.80	6.60	3.40	5.50	3.54
Months of Unassigned Fund Balance on Hand	3.20	3.30	4.00	2.70	2.94
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



### Enrollment

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

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	-3.4%	-4.1%	5.2%	-0.1%	3.2%
Change in FPC from Prior-Year	-4.1%	-3.2%	3.9%	-2.4%	1.2%

### 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	2018	2019	2020	2021	2022
Months of Cash on Hand	22.40	22.90	24.10	0.00	35.47
Current Ratio	0.00	0.00	2.40	2.40	--
Debt to Asset Ratio	1.10	1.10	1.10	1.10	0.00
Change in Net Position	(\$39,583)	(\$30,872)	(\$25,170)	\$37,064	(\$319,315)

### 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	2018	2019	2020	2021	2022
Debt to Asset Ratio	1.83	1.93	1.86	2.30	1.46
Change in Net Position	(\$3,907,711)	\$1,247,078	\$329,022	\$2,714,700	(\$61,292)
Default	No	No	No	No	No

**Fiscal Years 2018-2022 Financial Results**

**Financial Performance Narrative**

Highpoint 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 21.5 or 3.18 percent, and 8 students or 1.16 percent higher than the prior year. The school's governmental funds ended the year with 4.25 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 0.5

**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.

## 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 in the 2021-22 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 in the 2021-22 school year.

### 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 in the 2021-22 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 in the 2021-22 school year.

### 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 in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 school year.

### Additional Obligations

-Is the school complying with all other obligations?

#### CSI Review

The school received a Notice of Concern for failure to address a Formal Reminder and submit required revisions to the school handbook and policies as identified through CSI's annual Organizational Submissions Process. The Notice was appropriately remedied in a timely manner.

## Organizational Performance Metrics

### Organizational Performance Additional Narrative

Overall, the school exhibited moderate operational performance in the 2021-22 school year. Although Organizational Submissions were submitted in a timely manner, feedback was not immediately addressed. The school received a Notice of Concern for failure to address a Formal Reminder and submit required revisions to the school handbook and policies as identified through CSI's annual Organizational Submissions Process.

#### 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.



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