



## **Board Agenda**

October 16, 2018 from 4:00 – 6:00 p.m.  
3850 Pony Tracks Drive, Colorado Springs, CO 80922

### I. Preliminaries

- A. Call to order
- B. Roll call
- C. Welcome to guests
- D. Pledge of Allegiance
- E. Public Comment
- F. Approval of agenda

### II. Consent Agenda

- A. Meeting Minutes from September 18, 2018 Board Meeting

### III. Other Business

- A. Swearing in of Dan Snowberger – Don Griffin, Board President

### IV. Action Items

- A.

### V. Discussion Items

- A. Request to Reconsider Update/Official SPF/DPF Update – Kindra Whitmyre
- B. School Data, Action Plans and Recommendations – Kindra, Nicole, and Principals
- C. AU Status Update – Ken Witt
- D. Legislative Update – Brad Miller
- E. New School Recruitment – Ken Witt



VI. Information

A.

VII. Reports, in writing unless there are questions

- A. Operations – Board Report
- B. Finance – Board Report
- C. Schools – Board Report

VIII. Adjourn

*Board Meeting Notes for  
September 18, 2018 at 4:06 pm*

*Guests/Staff: Ken Witt, Brad Miller, Kindra Whitmyre, Maria Walker, Brett Ridgway*

*Conference Call: Lis Richard- Board Member*

*Via Skype and Google Hangout:*

*Note:*

*Roll Call:*

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	
Here	x	x	x	x	x	
NOT Here						

*Approval to Amend the Agenda: Education reEnvisioned Resolution for Amendment 73*

*Motion: Drosendahl*

*Second: Lavere- Wright*

*Motion Passed: 5-0*

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						

*Approval for Consent Agenda.*

*Motion: LaVere-Wright*

*Second: Harris*

*Motion Passed: 5-0*

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						

*Approval for Action Item III-A.*

*Motion: Drosendahl moves to approve the proposed resolution of Education reEnvisioned BOCES regarding the proposed amendment 73 to the Colorado Constitution*

*Second: LaVere-Wright*

*Motion Passed:4-1*

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Voted AYE	x	x		x	x	
Voted NAY						
Not at mtg.						
Abstain			x			

*Approval to Adjourn at \_5:06 pm*

*Motion: Harris*

*Second: Drosendahl*

*Motion Passed: 5-0*

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: **October 16, 2018**

Prepared by: **Kindra Whitmyre**

Title of Agenda Item: **SPF and DPF Update**

Item Type:         Action             Information             Discussion

Background Information, Description of Need:

**The draft of our Request to Reconsider, presented at the September Board Meeting, was submitted and the Colorado Department of Education (CDE) returned our draft with feedback. School participation errors were not allowed as part of this year's Request to Reconsider, so what was allowed in the final Request to Reconsider was the request to have the Pikes Peak Online School (PPOS) Alternative Education Campus (AEC) School Performance Framework (SPF) replace the regular SPF since PPOS was approved as an AEC in August of 2018 and Colorado Preparatory Academy (CPA) being moved to three different SPFs, rather than being in the one K-12 SPF.**

Relevant Data and Expected Outcomes:

**The information presented above results in our School Performance Frameworks as:  
CPA Elementary- Turnaround, Low Participation  
CPA Middle School- Priority Improvement, Decreased due to Participation  
CPA High School- Improvement, Decreased due to Participation  
PPOS High School- Performance**

**District Performance Framework (DPF)- Turnaround, Decreased due to Participation  
\*Also note that the PPOS AEC is not the framework that is added into the DPF, it is the regular SPF that is included in our district framework.**

Recommended Course of Action/Motion Requested:

**No recommended course of action or motion requested.**

**Plan Type**
**Rating Based On: 1-Year SPF Report**

**Improvement Plan: Decreased due to Participation**

**53.6/100**

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Performance **53.6%**

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned:

**Indicator Rating Totals**

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	64.3%	19.3/30	Meets
Academic Growth	60.0%	24.0/40	Approaching
Postsecondary & Workforce Readiness	34.4%	10.3/30	Does Not Meet

**Performance:**  
53.0% - 100.0%

**Improvement:**  
42.0% - 52.9%

**Priority Improvement:**  
34.0% - 41.9%

**Turnaround:**  
0.0% - 33.9%

**Insufficient Data:** No reportable achievement or growth data.

**Assurances**

	Rating
Accountability Participation Rate	Does Not Meet 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	210	148	70.5%	41	87.6%	Does Not Meet 95%
Math	210	148	70.5%	41	87.6%	Does Not Meet 95%
Science	94	63	67.0%	25	91.3%	Does Not Meet 95%

**Summary of Ratings by EMH Level**

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
High	Academic Achievement	64.3%	19.3/30	Meets	53.6%	Performance
	Academic Growth	60.0%	24.0/40	Approaching		
	Postsecondary & Workforce ..	34.4%	10.3/30	Does Not Meet		

(\*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(\*\*) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	133	70.5%	467.9	56	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	66.7%	444.9	29	0.5/1	Approaching
	Minority Students	53	74.7%	433.2	20	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	133	70.5%	439.5	41	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	55	66.7%	424.2	24	0.5/1	Approaching
	Minority Students	53	74.7%	417.5	19	0.5/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	63	67.0%	624.4	62	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	18/28	Meets

## ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	100	52.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	38	53.0	0.75/1	Meets
	Minority Students	46	42.5	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	96	41.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	36	30.0	0.25/1	Does Not Meet
	Minority Students	45	38.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	12/20	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data

## POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	20	*	511.0	*	1.5/2	Meets
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
CO SAT - Math	All Students	20	*	471.5	*	1/2	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
Dropout	All Students	531	*	9.0%	*	1/4	Does Not Meet
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	50	*	6.0%	*	0/0	Does Not Meet
	Minority Students	138	*	9.4%	*	0/0	Does Not Meet
	Students with Disabilities	30	*	13.3%	*	0/0	Does Not Meet
Matriculation	All Students	50	*	34.0%	*	0.5/2	Does Not Meet
	2-Year Higher Education Instituti..	*	*	22.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	6.0%	*	*	-
	Career & Technical Education	*	*	6.0%	*	*	-
Graduation	All Students	58	6yr	50.0%	*	1/4	Does Not Meet
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	28	6yr	35.7%	*	0.25/1	Does Not Meet
	Minority Students	21	4yr	33.3%	*	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0/0	-
<b>TOTAL</b>		*	*	*	*	5.5/16	Does Not Meet

## REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	38.2%	33.3%	50.0%	26.7%	6yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	22.9%	32.5%	35.7%	16.7%	6yr
Minority Students	33.3%	17.6%	-	-	4yr
Students with Disabilities	-	-	-	-	-

**CO SAT:** reflects the mean scale score for each subject area on the 2018 SAT. Participation rates are not reported for the preliminary reports.

**Dropout Rates:** reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

**Matriculation Rates:** reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: <http://www.cde.state.co.us/accountability/performanceframeworkresources>

**Graduation Rates:** 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

For additional information, reference the scoring guide on the last page of this report.

(\*) Not Applicable; (-) No Reportable Data



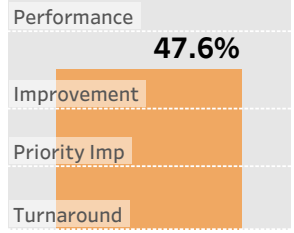
**Plan Type**
**Rating Based On: 1-Year SPF Report**

**Priority Improvement Plan: Decreased due to Participation**

**47.6/100**

**Will enter Year 1 of Priority Improvement or Turnaround**

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.


**Indicator Rating Totals**

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	47.6%	19.0/40	Approaching
Academic Growth	47.7%	28.6/60	Approaching

School plan types are based on the total percentage of points earned:

**Assurances**

	Rating
Accountability Participation Rate	Does Not Meet 95%

**Performance:**  
53.0% - 100.0%

**Improvement:**  
42.0% - 52.9%

**Priority Improvement:**  
34.0% - 41.9%

**Turnaround:**  
0.0% - 33.9%

**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	494	321	65.0%	140	90.7%	Does Not Meet 95%
Math	494	323	65.4%	138	90.7%	Does Not Meet 95%
Science	198	121	61.1%	58	86.4%	Does Not Meet 95%

**Insufficient Data:** No reportable achievement or growth data.

**Summary of Ratings by EMH Level**

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	47.6%	19.0/40	Approaching	47.6%	Improvement
	Academic Growth	47.7%	28.6/60	Approaching		

(\*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(\*\*) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	321	65.0%	732.4	31	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	140	62.5%	726.0	19	0.5/1	Approaching
	Minority Students	120	65.2%	731.1	28	0.5/1	Approaching
	Students with Disabilities	37	60.7%	705.4	1	0.25/1	Does Not Meet
CMAS - Math	All Students	323	65.4%	723.3	29	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	141	62.9%	718.3	19	0.5/1	Approaching
	Minority Students	120	65.2%	716.7	16	0.5/1	Approaching
	Students with Disabilities	38	62.3%	696.9	1	0.25/1	Does Not Meet
CMAS - Science	All Students	121	61.1%	548.8	24	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	36	57.1%	491.9	4	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	14.75/31	Approaching

ACADEMIC GROWTH							
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		
CMAS - English Language Arts	All Students	232	43.0	4/8	Approaching		
	English Learners	n < 20	-	0/0	-		
	Free/Reduced-Price Lunch Eligible	98	41.5	0.5/1	Approaching		
	Minority Students	91	43.0	0.5/1	Approaching		
	Students with Disabilities	27	47.0	0.5/1	Approaching		
CMAS - Math	All Students	231	45.0	4/8	Approaching		
	English Learners	n < 20	-	0/0	-		
	Free/Reduced-Price Lunch Eligible	98	48.5	0.5/1	Approaching		
	Minority Students	90	32.0	0.25/1	Does Not Meet		
	Students with Disabilities	28	29.5	0.25/1	Does Not Meet		
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-		
	On Track to EL Proficiency	n < 20	-	0/0	-		
TOTAL		*	*	10.5/22	Approaching		

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data

**Plan Type**
**Rating Based On: 1-Year SPF Report**
**Turnaround Plan: Low Participation**
**25.0/100**
**Will enter Year 1 of Priority Improvement or Turnaround**

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

**Indicator Rating Totals**

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	25.0%	10.0/40	Does Not Meet
Academic Growth	25.0%	15.0/60	Does Not Meet

Performance

Improvement

Priority Imp

 Turnaround **25.0%**

School plan types are based on the total percentage of points earned:

**Assurances**

	Rating
Accountability Participation Rate	Meets 95%

**Performance:**  
53.0% - 100.0%

**Improvement:**  
42.0% - 52.9%

**Priority Improvement:**  
34.0% - 41.9%

**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	294	192	65.3%	96	97.0%	Meets 95%
Math	294	192	65.3%	96	97.0%	Meets 95%
Science	100	61	61.0%	37	96.8%	Meets 95%

**Turnaround:**  
0.0% - 33.9%

**Insufficient Data:** No reportable achievement or growth data.

**Summary of Ratings by EMH Level**

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	25.0%	10.0/40	Does Not Meet	25.0%	Turnaround
	Academic Growth	25.0%	15.0/60	Does Not Meet		

(\*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(\*\*) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

## ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	191	65.3%	721.9	13	2/8	Does Not Meet
	Previously Identified for READ Plan	25	55.6%	695.4	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	81	59.0%	713.3	3	0.25/1	Does Not Meet
	Minority Students	79	69.9%	719.4	9	0.25/1	Does Not Meet
	Students with Disabilities	25	64.1%	698.4	1	0.25/1	Does Not Meet
CMAS - Math	All Students	192	65.3%	712.7	6	2/8	Does Not Meet
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	82	59.0%	705.9	2	0.25/1	Does Not Meet
	Minority Students	79	69.9%	709.2	3	0.25/1	Does Not Meet
	Students with Disabilities	25	64.1%	692.0	1	0.25/1	Does Not Meet
	CMAS - Science	All Students	61	61.0%	528.4	13	2/8
CMAS - Science	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	23	65.7%	525.6	12	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	7.75/31	Does Not Meet

## ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	92	26.5	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	31	17.0	0.25/1	Does Not Meet
	Minority Students	34	28.0	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	94	24.5	2/8	Does Not Meet
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	32	23.5	0.25/1	Does Not Meet
	Minority Students	35	24.0	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	5/20	Does Not Meet

This page displays the performance indicator data for the elementary school level. Data are based on results from 2017-18, unless otherwise noted.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

(\*) Not Applicable; (-) No Reportable Data



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 16, 2018

Prepared by: Kindra Whitmyre and Nicole Tiley

Title of Agenda Item: SPF Data, Action Plan and Recommendations

Item Type:         Action             Information             Discussion

### Background Information, Description of Need:

The School Performance Frameworks (SPF) for our schools showed growth and some areas for improvement. Nicole Tiley, Head of School, Sarah Schuchard, Colorado Preparatory Academy (CPA) Elementary Principal, Renae Roth, CPA Middle School Principal, Sheila Stevens, CPA High School Principal and Alli Oswandel, Pikes Peak Online School (PPOS) High School Principal will discuss the areas that need growth and their action plan for improvement.

### Relevant Data and Expected Outcomes:

The action plan presented will be reviewed quarterly to analyze the improvements the school is making toward each goal in each quarter, just as it was done last school year.

### Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested.



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** October 16, 2018

**Prepared by:** Ken Witt

**Title of Agenda Item:** (V. C) Administrative Unit Application Update

**Item Type:**     Action             Information             Discussion

**Background Information, Description of Need:**

In the BOCES Special Meeting on August 30, the board directed staff to move forward with application for Administrative Unit status with the CDE. In the unanimous resolution dated December 17, 2017, the board resolved that “The CD-BOCES will pursue with resolve Administrative Unit designation from the CDE”.

**Relevant Data and Expected Outcomes:**

The Education reEnvisioned board has indicated strong desire to obtain administrative unit status, and the 2018 submission deadline was September 1 followed by a September 19 deadline for response to additional questions. The application was timely filed with the CDE on September 4. Dr. Paul Foster (CDE Exec Dir, Special Education Office) and a response to the additional questions was submitted timely. That request and response is attached to this agenda item. The CDE responded with next steps, also attached, which will require follow-up this month.

**Recommended Course of Action/Motion Requested:**

We are organizing activities pursuant to CDE response and will apply resolve in all necessary follow-up.





**COLORADO**  
Department of Education

Exceptional Student Services Unit  
1560 Broadway, Suite 1100  
Denver, CO 80202-5149

Mr. Ken Witt  
Education reEnvisioned BOCES  
4035 Tutt Blvd.  
Colorado Springs, CO 80922

October 12, 2018

Dear Mr. Witt:

Thank you for your timely submission of the additional information requested by the CDE regarding your application to form a new administrative unit. I also appreciate your openness to engage in further conversations regarding the unique nature of the request. There are some additional questions that need to be addressed, so I wanted to provide you with the option either to schedule a phone conference or to respond to questions in a written format. If you would like to set up a phone conference please send me dates that work for you and your staff and we will provide you with questions in advance to allow you and your staff time to prepare. If you would prefer to follow up in a written format, please let me know.

Finally, the department is requesting that an independent, third party report be completed by a CDE approved provider [ECEA 3.01(3)(e)]. The third party report must describe the anticipated revenues and expenditures for both the proposed new and the remaining administrative units (AU). In this case, the report would need to project revenues and expenditures for the proposed Education reEnvisioned AU and describe any effect the formation of the new AU would have on District 49. In an effort to adequately determine the effect of the reorganization on both the currently existing and the proposed AUs, the Department is requesting that anticipated revenues and expenditures be projected for both AUs through the proposed AU's third year of operations. In addition to the information above, the third party report must also address the following questions:

- Does the proposed AU (Education reEnvisioned) provide evidence that it has the ability to maintain auditable documentation to track expenditures of state and federal special education funds, to ensure that the funds are used solely for allowable uses, as defined by federal and state law? [ECEA 3.01(1)(a)(vi)]
- Is there evidence that the proposed AU (Education reEnvisioned) will be able to meet all of its obligations, including maintenance of effort, under state and federal special education law? [ECEA 3.01(5)(a)(i)]
- Is there evidence that the remaining AU (District 49) will be able to meet all of its obligations, including maintenance of effort, under state and federal special education law? [ECEA 3.01(5)(a)(ii)]
- Is the average cost per student with disabilities greater than or equal to the 93rd percentile, or less than or equal to the 7th percentile of the state's average cost per student with disabilities? If yes, what reasons account for the deviations and how the proposed AU will efficiently deliver

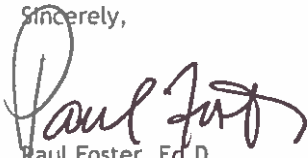


special education services (e.g., impact of high cost students, geographic constraints, staffing costs)? [ECEA 3.01(3)(c)]

As the entity requesting the change, Education reEnvisioned is responsible for securing and paying for the completion of the report [ECEA 3.01(3)(e)]. The third party report should be submitted to the CDE as soon as possible since a final determination of the request cannot be made until the report is completed.

If you have questions regarding how to identify a CDE approved auditor or other questions related to the report please contact Vicki Graham at [graham\\_v@cde.state.co.us](mailto:graham_v@cde.state.co.us) or at (303) 866-6642. If you have other questions related to the application please feel free to contact me at [foster\\_p@cde.state.co.us](mailto:foster_p@cde.state.co.us) or at (303) 866-4093.

Sincerely,

A handwritten signature in black ink that reads "Paul Foster". The signature is written in a cursive, flowing style.

Paul Foster, Ed.D.

Executive Director of the Exceptional Student Services Unit



RESOLUTION OF THE COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATION  
SERVICES REGARDING UNIQUE AND EXCEPTIONAL EDUCATIONAL  
OPPORTUNITIES

WHEREAS, the Colorado Digital Board of Cooperative Educational Services (CD-BOCES) is committed to ensuring great educational opportunities exist for those students whose full academic potential is not being realized in Colorado public education;

WHEREAS, there are many opportunities to explore new school and course delivery models and bold innovation is necessary to advance public education to greater levels of academic achievement for many students and to implement the programs that Colorado parents and students seek; and

WHEREAS, the mission and current operation of the CD-BOCES does not adequately align with the broad vision of educational innovation that has emerged in the strategic planning of the CD-BOCES;

THEREFORE, BE IT RESOLVED:

The CD-BOCES will pursue with resolve Administrative Unit designation from the CDE;

The CD-BOCES will further tune our focus on current schools and future education programs and schools by establishing a timeline for independence of StemsCO;

The CD-BOCES will entertain and solicit quality proposals for educational programs and schools that are innovative and exceptional, and will apply resolve in developing such educational models and demonstrating effectiveness;

The CD-BOCES board will adopt in January, 2018 a new mission statement and in February, 2018 a new name better aligned with this vision; and

The CD-BOCES undertakes these efforts with the hope that other districts, BOCES and schools may seize opportunity to employ such of these innovations as are successful to realize greater levels of academic achievement for students of Colorado public education.

Unanimously approved this 19<sup>th</sup> Day of December, 2017.



Marie La Vere-Wright  
President



**COLORADO**  
Department of Education

## Gifted Education Program Plan

### Administrative Unit

Administrative Unit name:	Region:	
Education reEnvisioned BOCES	N/A	
Name of Gifted Education Director/Coordinator:	Email:	
Kindra Whitmyre	kindra@cdboces.org	
Director's mailing address:	Phone number:	Fax:
4035 Tutt Blvd.	719-368-6392	866-773-3171
Name of Executive Director		
Ken Witt		

### Procedures for Parent, Family and Student Engagement and Communication

#### **Family Engagement**

As defined by the Exceptional Children's Education Act, Education reEnvisioned schools seek to identify and serve all students between the age of 5 and 21, who enroll in our schools. The first step in establishing a well-defined program is creating clear lines of communication with parents/guardians regarding the identification procedures.

Thus, clear and ongoing communication with parent and students is essential and a focus for Education reEnvisioned schools. Communication regarding all programming, including the child find and outreach for gifted and exceptional students, is done through orientation sessions at the beginning of the year, information sessions throughout the year, our website, parent/student handbook, email, and newsletters. Further, to ensure all students have an equal opportunity to be identified for their unique skills and talents, written communication includes a link for translating into another language if needed, and translation services are available for any staff member to use when communicating with a family that has a translation need. Communication includes, but is not limited to:

- Program information and referral process
- Identification processes
- Testing logistics
- Identification results

- School-based opportunities
- Community-based opportunities
- Parent information, resources, and support

Parents/legal guardians are educated on giftedness as well as programming opportunities through the beginning of the year orientation sessions and resources that are provided through the GT Coordinator of each school. In addition, further informational materials and outreach are provided through email, individual parent-teacher conferences, one-on-one meetings at the request of the parent or the school, website tools and/or through a group education session and parent support group.

Progress reporting is done collaboratively with the GT Coordinator, the general education teacher, and the parent/student. This is completed through student data meetings and ALP meetings.

Each school has an outlined communication plan on post-secondary support for students. Concurrent enrollment opportunities are communicated consistently to all students within the school(s) multiple times throughout the school year through information sessions and written communication. Annually, the school counselor who works with our concurrent enrollment partners, students, and families, conducts multiple visits at designated areas throughout the state to meet with students and parents/guardians to address their unique questions and provide information to fit the student's interests and intellectual needs best. Concurrent enrollment is a programming option for students in high school that have been identified as gifted and is directly tied to college and career planning and the student's ICAP. Further, students have the option to enroll in AP courses, CTE pathways, or engage in internships during their enrollment within our schools.

In addition, students have the opportunity to a national career week, in which speakers around the country, virtually gather to discuss their various careers and the education needed to pursue like fields. Students, as well as their parents and guardians, are invited through flyers, school newsletters, and teacher announcements.

Annually, all students create or update a grad plan which outlines their educational coursework, post-secondary/career goals, and necessary assessments need to help them obtain their goals. During this time, student specific college/career counseling is provided to the student and shared with the parents or guardian. While this plan is updated annually for all students, additional review or updates may be requested by students and their parents or guardians, at any time.

#### Targets:

1. Information currently posted on the AU's websites is limited and high level. Further details and refinement are needed to provide the detailed steps for parent referral and parent input, via survey. Additionally, an identification brochure will be created and posted and can be printed for dissemination at in-person events and during parent meetings.
2. Parent involvement in the school community can be strengthened, especially in the area of gifted education and support. The GT Coordinator will offer four family meetings annually, to gather feedback and suggestions for improvement of gifted programming, offerings, and support services. This information will then be used to develop additional supports to improve student outcomes. These meetings will be posted within school newsletters and flyers.

## Definition of “Gifted Student”

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The State definition is;

“Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:”

- General or specific intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership abilities.
- Visual arts, performing arts, musical or psychomotor abilities

Education reEnvisioned adheres to the state of Colorado’s definition of Gifted: "Gifted children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Education reEnvisioned will continue to explore further meaning of the definition and how it can be utilized to better define practice across our schools.

However, the definition serves as the foundation for the implementation of all program elements by assisting the general education teachers and other school stakeholders make valid referrals for the gifted program. The more knowledge the general education staff has regarding the definition of giftedness, the better the overall school will become at identification of the appropriate students. Further, administration use the definition for training and support services of both teachers and families. Each school is dedicated to supporting students identified as qualifying for the Gifted Program (GT) as well as advanced learners by identifying the student’s individual areas of strengths and needs.

### Targets

1. While the state definition of giftedness is publicly posted and communicated, internal professional development and ongoing training for all school stakeholders is an area of growth. In conjunction with the Administration team, the G/T Coordinator will provide staff professional development on the definition of giftedness and the procedures for student referral during regular grade level meetings and during Data Driven Instruction (DDI) meetings.
2. Currently, the number of students identified as gifted is under the state average. The school will increase the number of students identified as gifted by 1% over three years, with additional focus on the identification of marginalized populations, which are often under represented.

## Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

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### *Identification Process*

Based on the previous school demographic data, CPA has fewer students identified when compared with the state average. This area has been identified as a priority for the next three years. Thus, there needs to be a more robust understanding of the current identification process for all school stakeholders. The following steps outline the defined identification procedures:

- If a student enrolling in an Education reEnvisioned school was previously identified as Gifted and has a current Advanced Learning Plan (ALP) we will, within the first 45 days of school, review the ALP in collaboration with the parent and student, in order to update it, to ensure that we have multiple opportunities for each student in their gifted areas. Plus, communication and implementation of the agreed-upon plan will occur within 60 school days.
- Schools also conduct a child find interview with parents within the initial 10 days of the first day of school to identify students that may have had previous assessments or identification for giftedness.
- Education reEnvisioned schools will send incoming documentation of qualification to the BOCES Director of Special Education to receive verification that there is sufficient body of evidence for identification (indicated below). If that data is insufficient, the school(s) will follow the recommended evaluation procedures for student identification.
  - If a student has a sufficient BOE, the student will be state identified as Gifted and an ALP will be written
  - If a student does not have a sufficient BOE in their student records, they will be locally identified, with an ALP written, while the team works to collect a sufficient body of evidence for state determination

If a student has not been previously identified, Education reEnvisioned will conduct a search to identify all students who may qualify for gifted services. Outreach and details regarding Gifted identification will be outlined within the student handbook, parent newsletters, and on identification procedural forms. Currently, the following process is in place to identify students:

- Education reEnvisioned will screen all 3<sup>rd</sup>-grade students using the CogAT in October.
- Education reEnvisioned administers a Universal Screener at the beginning of the school year to ALL students, which can serve as one piece of evidence for appropriate identification. Based on the results, the G/T Coordinator, administration, as well as a team of teachers work together to conduct a gifted student demographic analysis.
- Education reEnvisioned will also screen students in grades 1-12 using the CogAT in October on a referral basis based on a body of evidence which can include:
  - Aptitude (i.e., CoGAT, State and District Assessments, including the Universal Screener—using the identification guidelines of scores in the 95 percentile or higher)
  - Achievement (i.e., State and District test scores—using the identification guidelines of scores in the 95th percentile or higher)
  - Performance (i.e., student work, portfolio)
  - Behavior (using behavior checklist)
  - Parent questionnaire
  - Teacher questionnaire
  - Student input

- Once a student is referred for potential GT identification, the school will conduct a CogAt assessment and collect a body of evidence within 30 days of the initial referral.
- Education reEnvisioned school references the CDE Matrix of Commonly Used Measures as additional resources are needed for student identification in each area of giftedness as well as ensuring that the evaluations and screening process is accessible to all students. Following the initial review, a determination letter is sent to all parents and guardians, regarding the decision of the review team and placement. Additionally, within the letter, it is noted that not meeting criteria on a single assessment does not prevent consideration for placement, and what other data was used in the determination. The GT Coordinator and Special Education teacher collaborate on appropriate support programming for students identified as Twice Exceptional. The GT Coordinator is also responsible for collaboration with the ELL coordinator for appropriate support services if the student is identified as an English Language learner.
- Following the screening and determination of qualification for the gifted program, the GT Coordinator will send the parent a letter indicating if the student qualified or not using the letter templates indicated below:
  - Gifted Locally Identified letter
  - Gifted State identified letter
  - Non-Gifted Identification Letter

### **Targets**

1. Research has shown that ongoing and frequent professional development has a more profound impact on teacher actions and outcomes. Thus, continued professional development for school staff in identifying giftedness in the areas of creative and productive thinking, leadership and the arts will be a focus during the next three years. Administration, in conjunction with the G/T Coordinator, will review the identification, referral, and family communication process, at least one time per quarter during grade level specific meetings.
2. To ensure the defined process is available for teacher implementation, the school will review and update the current gifted internal procedural manual and post it to the internal Sharepoint site for all staff to access, as needed.
3. A thorough review and amendment of the identification process within handbooks, on the website, and on identification forms will take place, to ensure there is alignment and consistent messaging to families and staff. Updates will be made based on current Colorado requirements and internal processes.

## **Advanced Learning Plan Content, Procedures and Responsibilities**

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### ***Advanced Learner Plans***

Education reEnvisioned focuses on meeting the needs of all learners; this is inclusive of gifted students. As research has shown, the top performing students are often the most difficult population to obtain growth; thus, every gifted student will have an individualized ALP developed for them with parent and student involvement. More importantly, the ALP will have the student’s identified areas of strength, interests, and instructional and social needs listed. In addition, each ALP will be standards-aligned and will include a description of the

supplemental curriculum, activities, specific strategies, and expansion activities. All goals are written and aligned with tiered classroom instruction. Below is the process:

- If a student is identified as an advanced learner, the GT Coordinator begins the process for an Advanced Learner Plan (ALP)
- The student, parent, GT Coordinator, and teachers will attend a meeting together to finalize the components of the ALP:
  - Student profile, identified area of giftedness, interests, educational history, and assessment data
  - Measurable, standards-based goals are written based on gifted achievement in an identified area and affective needs.
  - For students in high school, post-secondary planning and opportunities are included
  - This meeting will also take place for students who were identified as gifted at a previous school.
- The GT Coordinator will complete the ALP in Alpine for all teachers to access throughout the year.
- The GT Coordinator will send the parent a copy of the document once it is complete.
- The GT Coordinator, general education teacher, parent and other staff, as appropriate, work in collaboration to provide opportunities and meet the needs of the student as identified on the ALP.
- The GT Coordinator will schedule another meeting at the end of the year with the student, parent, and teachers to review the ALP and update the progress towards the goals. In addition, if a student is entering a transition year, supports and services will be discussed and documented, as appropriate.

***Progress Monitoring***

Progress monitoring is formally completed at semester and end of the year and reported out to parents when school formally reports student progress.

- District Assessment
- State testing
- Work samples
- Curriculum work and Interim Assessments
- Progress on goals
- Student/parent input on goal progress

Students in the gifted program are progress monitored throughout the school year to make any needed adjustment to student support to ensure the students continues to make adequate growth. Student progress is monitored through:

- Interim assessments
- Curriculum quizzes, lessons and assessments

***Timeline***

September/October

- ALPs are updated for returning students
- ALPs are written for enrolling students identified as GT

October

- Screening for 3<sup>rd</sup> grade students and referrals from teachers
- CogAt testing administered

November/December

- CogAt scores analyzed and reported back to schools from Education reEnvisioned
- GT Coordinator(s) send communication on identification results to parents

December/January

- ALPs are written in collaboration with parent/student/LC/shared with appropriate teaching staff

May

- ALPs updated

**Targets**

1. Currently, ALP goals are developed with the student, parents and guardians, and G/T Coordinator. However, while goals are developed annually, greater attention needs to be made during critical transition years. To ensure transition needs are addressed, the current ALP form will be reviewed, and the addition of transition year supports will be explored.
2. Within two-years, Education reEnvisioned will develop a process to ensure ALPs are standards-based and aligned to Colorado state requirements. Through an internal audit process, ALP plans will be reviewed and monitored for alignment and additional professional development will be provided, as identified. The internal audit will review ALP plans for the following component:
  - a. Student Information
  - b. Team participants
  - c. Date of parent notification of ALP development
  - d. Evidence of parent engagement and input within the ALP development and progress
  - e. Identification evidence
  - f. Area of giftedness
  - g. Current performance data
  - h. Student strengths and interests
  - i. Annual performance goals
  - j. Progress reporting
  - k. Programming, including supplemental curriculum, as appropriate
  - l. Goal progress
  - m. Transition supports, as appropriate



## Programming

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Programming options are identified based on each student's strengths and needs, by ongoing development and training of the nature and needs of gifted students across all stakeholders, inclusive of teachers and parents. Education reEnvisioned has the broad goal of creating supportive learning environments that are able to address the unique strengths and challenges, giftedness brings. Through the implementation of research-based strategies and practices, it is our mission to effectively develop the talents of ALL students, from ALL backgrounds and cultures.

Education reEnvisioned believes in instruction based on differentiation, flexible pacing, acceleration, advanced content and student opportunities that are aligned with data and matches each student's strengths and interests, as defined below:

- *Differentiated Instruction* provides students with the best environment for having their academic needs met. Differentiation is the least intrusive intervention for gifted students, who - like all students - should be seen to be "only as special as necessary."
- *Flexible Pacing* includes any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skills. For able or gifted learners, flexible pacing generally means some form of acceleration, accomplished by moving the student up to advanced content or by moving advanced content down to the student. The rate of progress can be varied in either direction. With flexible pacing, all students can progress through school at a pace that provides a steady challenge without crippling frustration or unreasonable pressure.
- *Acceleration* means matching the level and complexity of the curriculum with the readiness and motivation of the student.
- Students have access to *advanced content* when mastery is demonstrated through evaluation data and student work samples.

### ***Advanced Learners Programming***

ALPs are created through a collaborative team including the GT Coordinator, parent/student, and general education teacher. Opportunities for advanced learners are identified through the ALP process and supported through the school's Multi-Tiered System of Support and are aligned with the goals in the student's ALP.

Advanced high school students may have the following options:

- Classrooms with flexible pacing and the ability to work at a faster pace through the course.
- Honors level courses
- Advanced Placement courses
- Concurrent enrollment courses
- Small group instruction with other advanced learners
- Affective goals are supported by the counselor, school psychologist and/or GT Coordinator
  - Affective support may include but is not limited to, development of personal, social, communication, leadership, and/or cultural competency
- Independent Study
- Internships

- Community/club involvement
- Other as defined by student need

Advanced K-8 students may have the following options:

- Affective goals are supported by the counselor, school psychologist and/or GT Coordinator
  - Affective support may include, but is not limited to, development of personal, social, communication, leadership, and/or cultural competency
  - Supplemental curriculum may be identified, depending on individual student needs
- Flexible course pacing with the ability to work faster through course material.
- Grade level advancement per team determination
- Options to test out of units if the content is already mastered
- Potential to earn an “honors” certificate if certain advanced learner criteria are met
- 1 extension project per semester – student choice
- Attendance at Advanced Learner Classes
- Small group instruction with other advanced learners
- Independent Study
- Other as defined by student need

When a student transitions from elementary school to middle school and middle school to high school, the ALP review at the end of the school year will include staff from both schools to ensure a smooth transition for the student and to ensure that assessment data is current, and progress is updated.

### ***Special Services***

The GT program is a part of the Multi-Tiered System of Support (MTSS). Student needs are identified, advanced as well as areas of struggle, and appropriate interventions identified and implemented. If progress monitoring data indicates a student is not advancing or performing as expected, the student will be discussed in the MTSS team meeting on strategies/interventions, as well as the content teacher and/or GT coordinator will collaborate with the student/parent and guardian on strategies/interventions to support the student.

Twice-exceptional students are also identified through the MTSS process and the students supported according to the learning plans in place and teacher collaboration.

### **Targets**

1. Education reEnvisioned will increase opportunities for affective needs support through social, personal, leadership, and communication competencies. Staff professional development and training will be provided to the appropriate staff and survey data will be reviewed for additional training needs, at least four times annually.
2. A review of current ALP's will be conducted semi-annually, to determine the alignment of programming options to student data and goals. Based on the alignment, target areas will be identified, and a focus group will be conducted to determine training needs. Training will be provided to the G/T Coordinator and other identified staff members, based on the results.

3. All staff will be provided professional development opportunities, at least four times annually, to support differentiated instruction methods, including the depth and complexity of higher order thinking skills and universal design support strategies.

## Evaluation and Accountability Procedures

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Currently, the  $n$  count of our gifted population is less than 16 and has not been a focus of the UIP. However, it is anticipated, based on the goal to increase the number of students identified as gifted, that in subsequent years, it will become a focus within the UIP. Thus, Education reEnvisioned will begin to disaggregate the gifted student performance data and will start to collect longitudinal achievement data to effectively monitor population growth and needs, consistently. This process will allow the AU to set targets and goals to guide annual improvement strategies.

### **Evaluation**

- Content Teachers analyze student evaluation data to identify advanced skills
- Content Teachers collaborate with parents/students/LCs to identify areas of advanced skills and areas of concern
- Data reports break out progress for the gifted population – reviewed by the leadership team, within data talks and during data driven instruction meetings between Principal and teachers

### **Accountability**

Education reEnvisioned schools analyze student data throughout the year to identify areas of growth and gaps. The GT population is looked at as a whole as well as broken down by the teacher and individual students to analyze the success of GT programming. Further, students identified for MTSS support services, have their data reviewed during monthly meetings. Based on that review, additional supports and services are identified and delivered to meet the individual student's needs.

Review of the Gifted Program is conducted two times per year through the Education reEnvisioned site visit process. Feedback is provided along with action plans if needed.

K12 reviews the compliance of gifted program and ALP documents annually, followed up with feedback and action items if needed.

### **Targets**

1. Education reEnvisioned will disaggregate gifted student's data to identified needs and trends, annually, based on state assessment results. In addition, findings from this review will be used to create goals and strategies to support this population's needs for growth, within the UIP.

Education reEnvisioned will create a system to collect input from all stakeholders, inclusive of teachers, students, parents, and administrators, to determine program needs and strengths. Findings from the survey will be used to set yearly program goals, in conjunction with assessment data.

## Personnel

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While a G/T Coordinator is a pivotal role within the gifted program, it is essential to have a team of professionals to serve this population. In addition to a part-time, certified G/T teacher, Education reEnvisioned will have CDE

licensed teachers in all content areas, counselors, and a social worker available to provide support services to identified students.

GT Coordinator(s) will be identified at the beginning of the school year and will serve as the manager of the overarching program. The criteria for this position include:

- GT Coordinators must be highly qualified according to the state of Colorado in the content area targeted and/or
- GT Coordinators must hold a current CDE license for gifted education

***Professional Development***

- GT Coordinator(s) have opportunities to attend professional development opportunities including:
  - attendance at conferences
  - college level courses
  - webinars
  -
- GT Coordinator(s) provide training for school teaching staff, including:
  - Identification and referral process
  - Implementation of the ALP
  - Supporting the gifted learner in their classrooms
  - Parent support
  - Social/emotional support

**Targets**

1. Education reEnvisioned is focused on strengthening the identification and programming for gifted students. Professional development will be provided in an ongoing manner, integrated during grade level meetings throughout the year for all teaching staff. In addition, collaboration with universities and colleges will occur with the appropriate staff for continuous growth and learning opportunities.

**Budget**

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Education reEnvisioned uses State funds as follows:

- Identified teacher time dedicated to the GT process
- Salaries for licensed or endorsed staff to serve gifted students
- Programs focused on the GT population (includes a proposal process with financial approval)
- Professional development for GT Coordinators and teaching staff
- Administrative costs, technology, and equipment (does not exceed collectively 20% of state funds)

**Targets**

1. Education reEnvisioned will establish costs obtained for programming during this baseline year, which then can be used to create a budget for subsequent planning years.

## Reports

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Education reEnvisioned complies with the requirements of accreditation, as well as Article 11 of Title 22, C.R.S., regarding gifted student achievement, identification of disparities in the data, instructional goals, growth, and reporting. CPA will disaggregate gifted student performance data annually and will use this information to understand longitudinal data trends and identified needs. The purpose of this process will be to set goals and targets that can then be a part of the UIP plan annually.

At this time, less than 1% of the current student population is currently identified as gifted, either state or local.

Schools report students that meet the criteria for state identification as being in the GT program through reporting process with the Education reEnvisioned and the state data pipeline. Schools also report students in the GT program to K12, the management company.

### Targets

1. Education reEnvisioned will create an annual plan through the UIP for the 19/20 academic year for gifted programming.
2. Education reEnvisioned will comply with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth, and reporting
3. Education reEnvisioned will collect the appropriate expenditure information during the 18/19 academic year to complete a budget proposal for 19/20.

## Record Keeping

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Financial records for all school expenses are kept in accordance with the principals of governmental accounting.

Schools request and maintain records for all students identified in the GT program.

- Parents indicate in a Child Find questionnaire at enrollment if their student has been identified as gifted
- Records are requested for enrolling students and reviewed for GT documents – results are documented in our schools’ information systems
- Students are indicated as GT in student information systems
- ALP documents are maintained in Office 365 and Alpine for staff access. A copy of the current ALP, as well as assessment results, are a part of the student’s cumulative record.
- All records are kept in a secure virtual system. Schools follow FERPA guidelines for access to records. Records are maintained within the schools’ systems when a student withdrawals from the school.

- Student records that are collected and/or stored electronically are held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students.

Any materials or equipment purchased through the school is inventoried and tracked. Reconciliation of materials/equipment to the office is completed at the end of the school year.

**Targets**

1. Education reEnvisioned will closely monitor and document all expenses obtained on gifted programming during the 18/19 academic year. This data will then be used to create a 19/20 gifted program budget.

**Procedures for Disagreements**

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**Dispute Resolution**

When a parent/legal guardian has a complaint or unresolved concern, they follow the dispute resolution process indicated in the school parent/student handbook.

Parent satisfaction is an important goal. This process has been designed to ensure that all student/family grievances are considered expeditiously and fairly:

- The teacher is the first point of contact for expression of the complaint, informal or formally written. If the teacher is the subject of the complaint, the issue should be settled through parent/teacher communication.
- If the subject of the complaint is another school employee and cannot be settled at the teacher level, the parent or legal guardian should escalate the concern to the principal in writing. The principal will respond to the parent’s written note of concern within 48 hours of receipt.
- If the issue or complaint is not resolved within 10 working days, the parent may escalate an issue or complaint to the Head of School. The Head of School will respond within 48 hours of an initial parent or principal notification of the complaint and investigate.
- If the matter cannot be settled satisfactorily, it may be brought before the BOCES. The board President must be notified of the matter by the Head of School and/or the parent prior to the meeting.

**Targets**

1. Education reEnvisioned will continue to adhere to the board approve dispute resolution and will meet the 48-hour timeline to address any said complaints.

**Monitoring**

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Education reEnvisioned schools analyze student data throughout the year to identify areas of growth and gaps. The GT population is looked at as a whole as well as broken down by the teacher and individual students to analyze the success of GT programming.

Review of the Gifted Program is conducted two times per year through the Education reEnvisioned site visit process. Feedback is provided along with action plans if needed.

K12 reviews the compliance of gifted program and ALP documents annually, followed up with feedback and action items if needed.

Education reEnvisioned schools and teachers intentionally seek out students who may qualify for and benefit from gifted services by regularly monitoring the identifiers and data sources outlined in Child Find table below.

Identification		Monitoring and Tracking	
Identifier	Data source	Frequency	Job Role
<b>Marked Status</b>	Omnibus Report	Daily during enrollment Weekly during school year	Registrar, Special programs manager
<b>Enrollment Questions</b>	Q&A Report EITR2 Report	Daily during enrollment Weekly during school year	Registrar
<b>Received CUM Files</b>	Documents from previous schools	Individually, as received	Registrar
<b>Enrollment Team Notice</b>	Email escalation Omnibus report	Daily	Operations Manager
<b>Teacher referral</b>	On-boarding information Daily interactions Teacher email	As received	Academic Admins
<b>FAST Team</b>	Interventions, team meetings	DDI analysis	FAST Team

<b>Family/Student Onboarding Survey</b>	Google Form	Daily during enrollment Weekly during school year	Operations Manager
<b>Parent Referral</b>	Email, Phone calls	Individually, as received	Referral Recipient

**Targets**

1. Education reEnvisioned will self-evaluate the gifted program annually, including a review of the gifted policy, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted achievement and progress.





**COLORADO**  
Department of Education

Exceptional Student Services Unit  
1560 Broadway, Suite 1100  
Denver, CO 80202-5149

Mr. Ken Witt  
Education reEnvisioned BOCES  
4035 Tutt Blvd.  
Colorado Springs, CO 80922

September 19, 2018

Dear Mr. Witt:

After a review of Education reEnvisioned’s application to form a new administrative unit (AU), the Colorado Department of Education (CDE) has determined that the application was submitted to the State Director of Special Education in a timely manner in accordance with ECEA 3.01(3)(a). CDE is requesting the following information in an effort to better understand Education reEnvisioned’s application. If you believe any of the additional information requested has already been included in the initial application, please provide the section and page number on which the information can be found. The additional information must be submitted to the CDE no later than the close of business on October 1, 2019 [3.01(4)(c)].

<u>Additional Information Requested</u>	<u>Authority</u>
1. Please provide the total student population projected for the 19-20 school year for the proposed AU.	ECEA 3.01(1)(a)
2. Please provide the total special education population projected for the 19-20 school year for the proposed AU.	ECEA 3.01(1)(a)
3. Please provide additional information regarding the “geographic” makeup of the proposed AU.	ECEA 3.01(1)(a)
4. Please provide the projected number and types of FTEs that will be available to the proposed AU to identify and evaluate children who are suspected of having a disability (e.g., the number of special education teachers, school psychologists, speech pathologists, occupational therapists, etc.).	ECEA 3.01(1)(b)
5. Please provide the types of <i>instructional services</i> (e.g., adaptive PE, braille instruction, supports for significant needs student, etc.) and the types of <i>related services</i> (e.g., occupational therapy, physical therapy, orientation & mobility services, mental health/counseling) that will be provided by the proposed administrative unit <b>to</b> provide appropriate services for all children with disabilities as defined by ECEA Rule 2.08.	ECEA 3.01(1)(b)



6. Please indicate what licensed and endorsed special education administrative staff will be provided by the proposed administrative unit (e.g., special education director, assistant director, or coordinators) ECEA 3.01(1)(c)
7. Please provide additional information on how the proposed AU would effectively and efficiently deliver special education and related services to students within the proposed AU in the context of the proposed AU's unique make-up and mission. ECEA 3.01(5)(b)
8. Please indicate the type of AU governing body that will be provided for the proposed AU. ECEA 3.01(1)(f)
9. The document submitted as the *Administrative Unit Gifted Education Program Plan* addresses some, but not all of the requirements called for in ECEA 12.02. Please submit a revised plan that addresses all of the required elements of ECEA 12.02. Additional assistance for completing a comprehensive plan can be found at <https://www.cde.state.co.us/gt/comprehensiveprogramplan>. ECEA 12.02

If you have any questions regarding the additional information requested by the CDE, please feel free to reach out to my office at any time.

Sincerely,



Paul Foster, Ed.D.

Executive Director of the Exceptional Student Services Unit



## BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** October 16, 2018

**Prepared by:** Ken Witt

**Title of Agenda Item:** (V. E) New School Recruitment

**Item Type:**       Action               Information               Discussion

**Background Information, Description of Need:**

In alignment with the Education reEnvisioned Mission and Vision, an element of being a “welcoming host to innovative, exceptional programs and schools” is to welcome such. One avenue of welcoming such is to solicit school proposals that deliver education models the parents of our community seek.

**Relevant Data and Expected Outcomes:**

It is desired to discuss for board consideration the pros and cons of a BOCES solicitation of school proposals for 2019-2020. A model RFP used by the D49 school district for 2018-19 is attached.

**Recommended Course of Action/Motion Requested:**





## Request for Proposals

To open in 2019 – 20 or thereafter

### **District 49 Mission**

*The Mission of School District 49 is to prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.*

### **District 49 Vision**

*We strive to be a place of opportunity and specialized education for every child. We have built our curriculum with the mission to not only graduate all of our students, but to fully prepare them for success in college and careers after their time in the District is done.*

### **Process managed by**

District 49 iConnect Zone  
3850 Pony Tracks Drive  
Colorado Springs, CO 80922  
719-494-8910

Andy Franko - iConnect Zone Superintendent  
afranko@d49.org

## *Table of Contents*

[Request for Proposals Overview](#)

[Charter School Act and Core Principles of Charter School Authorizing](#)

[The Case for More High-Performing Schools in District 49](#)

[Demand Exceeds Capacity in Existing Schools of Choice](#)

[Choice and Competition Make for a Healthy School System](#)

[Priority Needs for New School Development](#)

[Charter School Application Timeline](#)

[Intent to Apply Form](#)

[Charter Application Requirements](#)

[Application Components](#)

[Application Review Process](#)

[Charter Application Components and Guidelines](#)

[Charter Application Evaluation Rubric](#)

Letter from District 49 Leaders

March 1, 2018

Dear New School Applicant,

Our district believes that every child should have the right to high-quality educational options. With this in mind, School District 49 is releasing this Request for Proposals for high quality charter schools. The district is seeking motivated and talented teams of educators, parents, teachers, and community leaders with the commitment to implement effective and innovative methods of educating children. Because we understand that not every student learns the same way, the district desires to operate and authorize a robust portfolio of schools where programs are designed to fit the needs of individual students, while addressing our district's priority needs for new school development.

The School District is committed to working collaboratively with potential leaders, new school developers, and community stakeholders to expand high-quality options that will meet the needs of our community. It is District 49's hope through this process to build upon the success of our current schools and programs while providing outstanding educational opportunities for every student.

Our commitment to high quality public school options is a high priority for the Board of Education. One goal of our district's strategic plan is to provide freedom, flexibility and the resources teachers need to create outstanding educational opportunities for every student.

In this RFP, we specifically highlight the desire for a military academy in our district. Through listening to our community, this need has been identified and will serve to complement the substantial number of military families living within our district boundaries.

On behalf of District 49's students and families, thank you for joining us in this important work. The success of our students will ensure the success of our communities.

Sincerely,

Marie LaVere-Wright/President Board of Education  
Peter Hilts, Chief Education Officer

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## ***Request for Proposals Overview***

School District 49 publishes this Request for Proposals (RFP) to provide context and information for those interested in launching new public charter schools in the district. This RFP highlights identified areas of greatest need both from a programmatic and geographic perspective. The District invites charter applications that have designed programs aligned with the District's mission, the iConnect Innovation Zone's mission, as well as D49's identified priority needs at this time. While applicants are strongly encouraged to consider the areas with the highest evidence of need in developing their application, District 49 also welcomes all applicants that demonstrate a high-quality school design and strong community support.

The District 49 Board of Education formally passed a resolution indicating the district's commitment to meeting the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. Issuing a Request for Proposals is a best practice identified in the *Principles and Standards*. Specifically, NACSA notes the Request for Proposals states "any *chartering priorities* the district has established." To this end, District 49 spent much of the 2011-12 school year studying the district's student performance data and conducting a community survey in order to better understand the district's needs. Based on these analyses, the district has defined its current new school priorities as articulated in the following section.

District 49 is divided into four innovation zones, including three geographic zones (Sand Creek Zone, POWER Zone, and Falcon Zone) and the iConnect Innovation Zone. The iConnect Zone includes the district's charter schools, alternative high school, homeschool enrichment program, and virtual school. The new charter school process is managed by the iConnect Innovation Zone. Rather than geographical boundaries, the iConnect Zone encompasses schools and programs that are acting on new and innovative ideas in education or that are seeking to serve students in exceptional circumstances. Falcon District School District 49 iConnect Zone schools represent a wide range of approaches to education, but each of them has in common a genuine commitment to student-centered learning environments. The iConnect Zone is a unique part of District 49, serving as a solutions hub that interconnects students, educators, administrators, counselors, parents, families, and the community-at-large with effective educational systems to maximize the students' learning potential.

### **Vision for the iConnect Innovation Zone:**

*Reinvented educational environments that inspire individuals' peak potential.*

### **Mission for the iConnect Innovation Zone:**

- *To Interconnect effective educational systems which inspire individuals to their learning potential*
- *To investigate and implement best educational practices that lead students to success*
- *To invest in students by challenging and developing citizens that compete in a global society*
- *To invent settings and systems that empower individuals' learning, leadership and life*
- *To inspire individuals with meaningful challenges and surround them with nurturing support to achieve ambitious goals*

### **District 49 Mission for Charter Authorizing:**

*The mission of District 49's Charter Authorizing is to promote high quality and effective public charter school options that are autonomous and accountable for improved academic outcomes for a diverse student population. Through our policies, practices and procedures as a quality authorizer, the district will provide high standards for all schools, which will protect student and public interests.*

The Charter Schools Act (C.R.S. 22-30.5-101 et seq.) allows for the establishment of charter schools to create a legitimate avenue for parents, teachers, and community members to implement new and innovative methods of educating children that are proven to be effective and to take responsible risks and create new and innovative, research-based ways of educating all children within the public education system. District 49 believes that it is the obligation of the school district to provide all students with schools that reflect high expectations and create conditions in all schools where these expectations can be met. In addition, the district believes that different pupils learn differently and public school programs should be designed to fit the needs of individual pupils. To these ends, District 49 authorizes charter schools in such a way that the district upholds the three core principles of charter authorizing as defined by the National Association of Charter School Authorizers and adopted by the Colorado State Board of Education:

1. ***District 49 maintains high standards for schools.*** This includes setting high standards for approving charter applicants; maintaining high standards for the schools the district oversees; effectively cultivating quality charter schools that meet identified educational needs of the district; overseeing charter schools that, over time, meet the performance standards and targets set forth in their charter contracts through established measures and metrics; and closing schools that fail to meet standards and targets set forth in law and by contract.
2. ***District 49 upholds school autonomy.*** This includes honoring and preserving core autonomies crucial to school success, including governing board independence from the authorizer, personnel, school vision and culture, instructional programming, and budgeting; assuming responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance; minimizing administrative and compliance burdens on schools; and focusing on holding schools accountable for outcomes rather than processes.
3. ***District 49 protects student and public interests.*** This includes making the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions; holding schools accountable for fulfilling fundamental public education obligations to all students; holding schools accountable for fulfilling fundamental public education obligations to the public; and ensuring in its own work ethical conduct, focus on the mission of chartering high-quality schools, transparency, effective and efficient public stewardship, and compliance with applicable laws and regulations; and supporting parents and students in being well-informed about the quality of education provided by charter schools.

The district recommends that any charter applicants familiarize themselves with the Colorado Charter Schools Act (<https://www.cde.state.co.us/cdechart/chact>) and the NACSA Principles and Standards (<http://www.qualitycharters.org/for-authorizers/principles-and-standards/>). Additional recommended resources for school developers are as follows:

- <https://www.cde.state.co.us/cdechart/chintro>
- <http://www.coloradoleague.org/http://www.coloradoleague.org/membership-and-services/new-schools-dev.php>
- <https://www.cde.state.co.us/cdechart/charterhbk.aspx><http://www.cde.state.co.us/cdechart/index.htm>

<http://www.cde.state.co.us/cdechart/index.htm>

Additionally, the District strongly recommends new applicants avail themselves of the two-step application review process offered by the Colorado League of Charter Schools prior to submitting an application to the district. Applicants that have undergone a League review of the charter application and made improvements to the application based on the League's recommendations are more likely to have a successful evaluation in the district.



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## ***The Case for More High-Performing Schools in District 49***

District 49 recognizes the need for more high-performing schools for a number of reasons that are identified in this section.

### **Over One-Half of the Existing District-Managed Schools are Over-Crowded**

While several of the traditional district-managed schools have excess capacity, one-half are over capacity. This is true for all three of the district's geographic zones:

In addition, a community survey administered in early 2012 found that 70% of families value having a school located in their neighborhood. This underscores the need to strategically build schools where they will be easily accessible to families in neighborhoods where existing schools are full.

As charter school applicants consider various locations within the district, they are strongly encouraged to contact the district to discuss various site options and understand how a new school might fit in with the district's facility build-out plan. Appendix A includes a map that shows the location of existing schools and the current school feeder patterns. To discuss facility options, contact Melissa Andrews at [mandrews@d49.org](mailto:mandrews@d49.org).

---

## ***Demand Exceeds Capacity in Existing Schools of Choice***

The six District 49 charter schools are full and each year students are turned away because demand exceeds seats available in these schools. The estimated waiting lists at each of the four charter schools in the fall of 2015 were as follows:

<b>School</b>	<b>Estimated Number of Students on the School's Waiting List – Fall 2015</b>
Banning Lewis Ranch Academy	95
Pikes Peak School for Expeditionary Learning	517
Rocky Mountain Classical Academy	358
The Classical Academy at Indigo Ranch	486
GOAL Academy	647
Power Technical Early College	Opened Fall of 2016
Liberty Tree Classical Academy	Opening Fall of 2018

### **Too Many Residents of District 49 Choose to Attend School Outside the District**

Each year hundreds of District 49 families and students choose to attend schools in other districts. As our district has grown, so has the number of students who have choiced out of the district.

In the fall of 2015, 16% of students choiced out of the Falcon 49 School District. We believe by offering innovative and high-quality school choices, we will recapture some of these students who have gone elsewhere for their education.

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## ***Choice and Competition Make for a Healthy School System***

Introduction of free market principles has greatly influenced public school systems over the past twenty years. As noted by Harvard University Associate Professor of Economics, Dr. Caroline Hoxby, competition within our public school has or could have three major effects: 1) improvement in the efficiency of schools (i.e. more achievement for the same amount of money); 2) more innovative schools or schools that are better aligned with individual students' needs; and 3) the potential to impact how students are sorted among schools, potentially leading, for example, to greater racial integration.<sup>1</sup>

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## ***Priority Needs for New School Development***

In order to inform applicants of this Request for Proposals process, District 49 has reviewed student achievement data and conducted a community-wide survey. The complete summary of results from this work can be found on the district's website located at [www.d49.org](http://www.d49.org). Based on analyses of student achievement data and survey results, the district has identified the following priorities for new school development.

- ***Schools that offer a different educational model than is currently available in the district.***  
District 49 has a variety of educational options designed for students' different learning styles and interests available through its existing district-run and charter public schools. See Appendix B for a summary of the district's existing programs. However, there are other models that may be of interest to the community. The District encourages applicants to consider what is currently available and what may be missing when developing a proposal for a new school.
- ***Secondary schools that offer a military-structured environment.*** The District believes the existence of a coeducational junior high and/or high school (7- 12 grade) based on a military-structured environment, where daily activities center on academics, leader and character development, and physical fitness, is needed to address an underserved portion of students. The District does not want a reform school or boot camp for at-risk youth.  
The District's goal for this type of school is to produce graduates who are academically prepared for college, the workforce and life. The graduates will embrace healthy living and avoid high-risk behavior, possess sound decision-making and problem-solving skills, appreciate lifelong learning, accept accountability for their actions and decisions, respect others and appreciate diversity, be leaders of character and honorable individuals, and aspire to be patriotic and productive citizens in their community.
- ***Schools that offer a strong math program with evidence of improved academic outcomes.***  
Regardless of the type of school program being proposed, applicants must provide strong evidence the school will offer a successful math program. Analysis of student achievement data shows the area in which students district-wide are struggling the most is math. In particular, at the middle and high school levels, most students are not meeting adequate median growth percentiles, which means that they are not growing fast enough to reach proficiency within three years or by 10<sup>th</sup> grade, whichever comes first. The gap between the median growth percentile and adequate median growth percentile increases from middle school to high school, indicating students are falling farther and farther behind as they progress through school, making it nearly impossible for them to make adequate growth by the time they reach high school.
- ***Schools that offer a STEM (science, technology, engineering, and math) program.***  
The need for schools with a strong STEM focus is supported by academic data in the areas of math and science, as well as by the community survey results. When parents and community members were asked to choose in which programs they have a high level of interest at the elementary, middle, and high school levels, "Science and Technology" was the top choice at both the middle and high school level, and the second most popular choice at the elementary level. See Appendix C for additional detail on these survey results.

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<sup>1</sup> PBS Frontline: The Battle Over School Choice. <http://www.pbs.org/wgbh/pages/frontline/shows/vouchers/choice/choice.html>

- ***Schools that ensure success for students with disabilities.***

The District’s analysis of data found significant achievement and growth gaps between students who have IEPs (Individualized Education Plans) and those who do not have IEPs. District 49 is interested in charter applications that offer innovative plans for serving all students well, including those with special needs. This might be through a center-based program for students with significant needs, an inclusive model, or other research-based approaches.

The student data analysis was corroborated by the community survey results, which indicated that many parents and community members do not feel that special education students are well served within the district. Addressing this concern is a high priority for the district.

All applicants, regardless of whether the proposed school has a focus on serving students with special needs, must include a comprehensive description of how Response to Intervention (RtI) will be implemented at the school to ensure the effective use of interventions across a spectrum of students.

- ***Schools that ensure success for other disaggregated student groups, including English language learners, students of color, and students eligible for the Free and Reduced Lunch (FRL) program.***

The data analysis also noted gaps between achievement and growth for various student groups. The District is firmly committed to serving all students well and, therefore, prioritizes programs with evidence of academic success in serving English language learners, students of color, and students on the FRL program.

- ***High school programs that align with the existing K-8 charter school choices and community/parent/student interest***

To ensure that the community high school gives district families a compelling reason to enroll, the District encourages applicants to design a school program focused on the Four C’s; Community, Character Education, Rich Content, and Challenging standards for all. Since we desire to authorize a community high school, the District will be favorable to applications that envision a school *of* the community, *for* the community that *creates* community.

Finally, District 49 seeks a high school program that is tightly aligned to mastery-based graduation standards. The District recommends that applicants explain how the proposed school will allow students to partake in traditional academic learning, including college preparatory, career and technical education, and have access to concurrent enrollment as well as multiple forms of community-based learning. The District believes the student in this school should have access to learn through apprenticeships, entrepreneurial experiences and community leadership, as well as blended and online learning.

In addition to the six priority areas identified above, the District is strongly committed to using technology and tools for student-centered learning, as well as increasing post-secondary readiness (as demonstrated primarily by SAT performance and graduation rates, and post-secondary success).

The community survey results also indicated an interest in “back to basics” school programs that offer high expectations for all students, as well as programs that include challenging curricula for gifted and talented students. A summary of the types of educational programs of interest to parents and community members can be found in Appendix C.

## **Charter School Application Timeline**

<b>Date</b>	<b>Task</b>
March 16, 2018, 4:30 pm	<i>Intent to Apply Form due to Andy Franko at afranko@d49.org</i>
May 1, 2018, 4:30 pm	<i>Charter application due</i>
May 15, 2018, 4:30 pm	<i>District deadline for reviewing submitted charter applications for completeness</i> Applicants notified of any missing charter application sections. If information is complete, the applicant receives written documentation verifying the completeness.
15 days after the applicant was notified of information missing in the charter school application	Information missing from the charter application must be submitted to the district. The district provides documentation when the application is complete and will be reviewed.
May 15 – June 4, 2018, 4:30 pm	The Charter School Subcommittee of the District Accountability Advisory Committee (DAAC) conducts its review and evaluation of charter applications. Committee presents its formal, written evaluation results to the DAAC and Application Review Team no later than June 4, 2018.
May 15 – June 4, 2017	The Application Review Team conducts its review and evaluation of charter applications.
June 6 – 13, 2018	The Application Review Team interviews charter applicants and requests additional clarification in writing.
June 17, 2018	Applicant's written response due to the Application Review Team.
June 27, 2018	<i>Board of Education Work Session</i> at which charter applicants have 10 minutes to present their school design to the Board and address any Board questions
July 12, 2018	<i>Regular Board of Education Meeting</i> at which community members and parents can express support or concern regarding charter applications Individuals wishing to make public comment should sign up to do so according to the district's normal procedure.
July 12, 2018	<i>Regular Board of Education Meeting</i> at which the Application Review Team presents its formal recommendations regarding approval or denial of charter applications. The School Board votes on the charter application.

**Intent to Apply Form**

**Instructions:** All District charter school applicants must file this intent to apply form with the District by March 16, 2018 before submitting an application to the Board of Education. This provides formal notice to the Falcon 49 School District regarding the applicant’s intention to submit a new school proposal to open in the 2019-2020 school year.

The deadline for applications is May 1, 2018; therefore, the Intent to Apply form must be submitted no later than close of business of March 16, 2018. The intent to apply form may be returned by fax to 719-494-8900 or e-mail to philts@d49.org. This form should also be the first document included in the charter school application.

*The information presented in this Intent to Apply is non-binding.*

Date:	
Name of Proposed School:	
Grade Configuration:	
Model or Focus:	
Primary Contact Person:	
Phone:	
Email:	
Geographic Region:	<input type="checkbox"/> Sand Creek Zone <input type="checkbox"/> Falcon Zone <input type="checkbox"/> POWER Zone <input type="checkbox"/> District-Wide <input type="checkbox"/> Unsure
Proposed Leader (if known):	
Replication:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Contract with ESP/EMO:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Applicant(s) has filed/will file an application to charter this school or a substantially similar school with other authorizers:	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify the other authorizers:
Applicant(s) submitting this form: <i>Double-click the appropriate box to check it.</i>	<input type="checkbox"/> Is incorporated in Colorado as a nonprofit <input type="checkbox"/> Has filed application to become a Colorado nonprofit <input type="checkbox"/> Other – identify type of entity: _____
The proposed charter school will be located within the boundaries of the school district in which this intent to apply form is submitted:	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, identify the district in which the proposed school would be located:

**Enrollment Projections:** Provide additional rows and columns if necessary.

GRADE	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ECE								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
<b>Total # students</b>								

	FRL %	SPED %	ELL %
Proposed Demographics			

Mission of School:	
Provide a brief overview of the education program of the proposed school:	

Complete the following table to list Board members for the school at this time.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

---

## **Charter Application Requirements**

The charter school application is a comprehensive document outlining the plan for the proposed school. Five (up to 10 may be requested) hard copies of the charter school application should be provided to the district by 4:30 p.m. on May 1, 2018 for consideration for the following school year. The application should be delivered to:

**Andy Franko**  
**iConnect Zone Superintendent**  
District 49  
3850 Pony Tracks Drive  
Colorado Springs, CO 80922

The applicant should also submit an electronic copy of the complete application, including all appendices and attachments, to the following email address: [afranko@d49.org](mailto:afranko@d49.org). The electronic files also should be submitted by 4:30 pm on May 1, 2018.

**Please note that late submissions will *not* be accepted.**

These application requirements are based on the Colorado Charter School Standard Application, Checklist, and Review Rubric developed by the Colorado Department of Education Schools of Choice Unit, the Charter School Institute, and the Colorado League of Charter Schools. This standard application is divided into 19 application components. The components appear in this document in the same order that they appear in the Colorado Revised Statutes (C.R.S. § 22-30.5-106.1).

Each component is divided into three sections: a **Component Description**, a **Checklist for a High-Quality Application**, and an **Evaluation Criteria**. The Component Description is a narrative designed to give the applicant background information, reference to statute, and general explanation of the component. The Checklist for a High-Quality Application may be used by the applicant and the School District to monitor the completeness of the application. The Evaluation Criteria provides the School District with means of determining the quality of the application component, but may also be used by the applicant when targeting a high-quality school program. An Evaluation Rubric accompanies this document.

The format for the standard application is necessarily compartmentalized into the different application components. However, it is important to remember that each of the components relate to one another. Curriculum is not complete without consideration of assessment. Facilities cannot be sufficiently addressed in isolation from budgetary decisions. The completed application should tell a story that relates the application components into one comprehensive package. The vision and mission should be evident throughout the application, and all program elements and resource allocations should be in alignment with the proposed budget and school program. It is important to also consider that online school applications, or other unique programs, may not conform precisely to all components of this standard application. In these cases communication with the potential authorizer is imperative.

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## **Application Components**

A completed application must include the following three primary components:

- 1) **Proposal Narrative:** In accordance with the Charter Schools Act, C.R.S. § 22-30.5-106, the narrative section herein seeks information about all major aspects of the proposed school. A complete application must include each section outlined in this application document (e.g., Executive Summary, Section I Culture, etc.). Within the narrative of each section, please use the outline headings we have provided.
- 2) **Budget Forms:** All proposals must be accompanied by completed budget forms using the template created by Falcon 49, which can be found on the district's website. Submit only electronic copies of the budget (no paper-based copy is necessary).
- 3) **Appendices:** Submit only those appendices that are referenced in this application. Additional material beyond the narrative and appendices referenced in the application will not be considered.

**Subsequent Information:** Within fifteen days of receiving a charter application, the District will review materials for completeness. If the district determines that an applicant has failed to submit any relevant sections or materials, the applicant will be notified in writing (email) and will have up to fifteen days to submit the requested materials. After that time, the District will not accept any additional materials. This includes email explanations or alterations to your plans. The charter application submitted is considered final.

### **Formatting and Submission Requirements**

- The proposal must be typed with 1-inch page margins and 12 point font, single-spaced.
- The proposal must be supplied both in paper format (5 copies in 3-ring binders - up to 10 copies may be requested) and in electronic format (one PDF for the body of the application, one (or two) PDF for the collection of appendices and one Excel file for the budget).
- Each major section (e.g. Executive Summary, Vision/Mission, etc.) identified in the application requirements must be separated by a labeled tab and begin on a separate page.
- Number all pages within each section and observe page limits whenever they are specified.
- All appendices must be clearly labeled with the assigned appendix letter (e.g., A, B, C, etc.), separated by a labeled tab, and included in order.



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## ***Application Review Process***

When a charter school application is filed with the district by the appropriate deadline, the first thing district staff does is ensure the application is complete. The district does not have to evaluate an incomplete application. If the application is deemed complete, the applicant will receive written notification that it is complete and will be evaluated. If the application is not complete, the district will note the areas that are lacking information and provide the applicant with fifteen days to submit additional information. If the applicant does not submit additional information or that additional information is not sufficient for the application to be complete, the applicant is notified, in writing, that the application is incomplete and therefore will not be evaluated.

A complete charter school application is evaluated by a wide variety of individuals. The Application Review Team (ART) includes district staff and external contractors. Additionally, pursuant to statute, the charter school subcommittee of the District Accountability Advisory Committee (DAAC) also evaluates the application. Everyone uses the evaluation rubric included in this RFP. This wide variety of individuals evaluating all or portions of the application ensures a broad spectrum of expertise is considering the quality of the proposed charter school and that clarifying questions are asked of the applicant before the final decision is posed to the Board of Education.

The in-person interview of applicants is designed to determine the capacity of the founding team to open and manage a successful public charter school. The entire applicant team is invited to participate. This includes the founding committee, governing board members or anyone involved in the development of the charter school application. If a management company is involved, they will be asked to leave the meeting for a time so that the ART can ask questions about due diligence or issues for which the applicant team should be able to respond to without assistance from management company representatives. At the completion of the interview, the ART will provide the applicant team with a list of written questions for which a written response is required by a specific deadline. It is important to note that these written responses should not be new information, rather it is clarification for what has already been provided. These written responses will be added to the application as a supplement and does not constitute a change to the initial application.

The district anticipates the application review process to be cordial with a great deal of back-and-forth communication. Applicants should not hesitate to communicate with the designated contact person with questions or clarification. The application process is meant to be a rigorous evaluation of the proposed charter school to ensure a high quality charter school will open in the district, if approved. It is also a time when relationships are established between the charter school and the district. Therefore, transparency and clear communication are desired by both parties.

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## **Charter Application Components and Guidelines**

### **A. EXECUTIVE SUMMARY (3 page limit)**

The Colorado Charter Schools Act does not require an Executive Summary. However, it serves as a concise explanation of the proposed charter school and identifies who is submitting the charter application.

This section should be two to three pages long and include:

- The proposed school's name, grade levels to be served, proposed opening date (month and year), grade levels upon opening and growth plan (if the school does not plan to initially open with all grade levels).
- The size of the school at build-out, including the number of classes per grade level and the number of students per class.
- Vision and mission statements including a brief explanation of how they were created.
- A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission.
- How the proposed school will be more effective than the schools currently serving the targeted student population.
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- Student body to be served, such as key demographic data, targeted geographical area, etc.
- Evidence of a community need for a school of this nature.

### **B. VISION AND MISSION STATEMENTS (3 page limit)**

#### **1. Component Description**

A charter school application must have a mission statement for the proposed school. Many schools have both a vision and a mission statement. The vision statement is a statement of how the charter school will look once it is operating (the big picture view). The mission statement is how the school intends to make that vision a reality.

The vision and mission statements should be succinct, easy to understand and easy to remember. Many schools post their vision/mission statement throughout their building and use it in their printed materials (e.g. Parent/Student Handbook and Employee Handbook). Resist the temptation to please everyone with these statements. Instead, define your school for potential students, parents and staff. Be as clear as possible and don't use education "jargon." Again, be clear to lend clarity to those who will ultimately implement the vision over the life of the charter school.

#### **2. Checklist for a High-Quality Application**

- ✓ The vision and mission statements describe the purpose for the charter school with a focus on outputs rather than inputs.
- ✓ The vision and mission statements are the driving force and rationale behind all other components of the application. It's obvious that the school's goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.
- ✓ The vision and mission statements express the ideal, long-term impact, scope and scale of the school. The vision articulates what the school hopes to be. The mission statement explains how the school will reach that goal.

### **C. GOALS, OBJECTIVES, AND PUPIL PERFORMANCE STANDARDS (10 page limit)**

## 1. Component Description

Accreditation is the process by which school districts and public schools receive certification from the State Board of Education. Accreditation rules are established to foster greater accountability from public schools and school districts for the betterment of public education. This section should be based on the state Accreditation Indicators, which can be found at the Colorado Department of Education (CDE) website at <http://www.cde.state.co.us/accountability/requeststoreconsider>. The authorizer may use this section of the charter school application as a basis for the accreditation plan it creates with the approved charter school. The application should reflect an understanding of the accreditation requirements of the chartering authority with a clear plan from the charter school applicants outlining how data will be obtained, and how that data will be provided to the chartering authority for their accreditation contract requirements with CDE.

It is understood that there are not actual baseline test scores, attendance rates or other data before the school is established. A charter applicant can either use the district average as a baseline and/or state that a baseline will be established in the first year of operation.

In Colorado, there are multiple forms of accountability by which public schools, including public charter schools, are measured. The State Board of Education has approved accreditation contracts with each of the school districts and the Charter School Institute (CSI). School districts and the CSI, in turn, accredit each of their public schools. The process for individual public schools to be accredited oftentimes mirrors the authorizer's accreditation plan. Reviewing the authorizer's accreditation plan is essential before writing this section.

In addition to Accreditation Indicators required by state law, a charter school may choose to have other measures for which they wish to be held accountable. Those indicators may include school climate or culture. Be sure to only include measures that the charter school is willing to be held accountable for over time, as these additional indicators would become a part of the school's accountability plan.

## 2. Checklist for a High-Quality Application

- ✓ Provide goals that align with District/CSI Accreditation Indicators.
- ✓ Goals are written "SMART" (Specific, Measurable, Attainable, Reflective of the school's mission and Time-phased) which includes objectives and benchmarks (or state that a baseline will be established and how/when).
- ✓ Goals, in addition to Accreditation Indicators, match the proposed school's mission and are based on valid and reliable methods to measure progress in non-Accreditation Indicator areas of school performance.
- ✓ Outline of how data will be obtained and how that data will be provided to the authorizer and CDE.

### D. EVIDENCE OF SUPPORT (10 page limit)

#### 1. Component Description

A charter school application should include the aggregate number of students interested in the charter school at the different grade levels. Individual student and/or family information should NOT be included. Do NOT include copies of the Letters of Intent completed by prospective parents. Reference the figures used in the Intent to Submit Form and update the numbers if necessary. If appropriate to further demonstrate support, disaggregate the number of prospective students by zip code, school of attendance, gender or type of current school (home, private, public). After the charter school is approved, the founders will go through an enrollment process and verify which students will be attending the charter school. See C.R.S. §§ 22-30.5-106(3) for more information.

It may be helpful to include letters of support from community leaders, business people or elected officials. These letters should state why the individual believes a new charter school would best serve the community. The tone of this section

should illustrate a positive foundation of community support as opposed to a groundswell based on criticism. Care should be given to avoid derogatory comments about the authorizer’s current curricular and program offerings.

Explain how students and parents were informed of the proposed charter school and what community meetings were conducted. Outreach activities should be diverse and designed to reach all students in the community, thereby, ensuring equal access. If relevant to the community, meetings should be bilingual.

Explain the applicant team’s ties to and knowledge of the community. If the applicant team has established any partnerships or networking relationships, describe them and any resources or agreements that are planned, and include a Letter of Support or Intent. Specifically address what type of outreach activities have been made to at-risk populations, especially if the application is for the state CSI, whose mission is to serve at-risk student populations.

## **2. Checklist for a High-Quality Application**

- ✓ Information about the proposed charter school’s student body including the intended students’ educational needs and demographics (racial/cultural, socioeconomic, special needs, and ELL). The application, in its entirety, reflects an understanding of the intended student population.
- ✓ A description of the type of broad outreach the founders conducted to make the student population and their families aware of the proposed charter school. This should include future plans if the charter school is approved.
- ✓ A summary of the number of students expressing an interest in the proposed school. This information should be disaggregated in a manner showing additional information about the prospective students.
- ✓ Information on community members and leaders who publicly support the proposed school and their role in the development of the school and application, if the proposed school is not being developed by parents.
- ✓ If there are any partnerships or networking relationships, provide an explanation of the planned resources or agreements that have been discussed.

## **E. EDUCATIONAL PROGRAM (30 page limit)**

### **1. Component Description**

A charter school application should include a description of the school’s educational program, pupil performance standards and curriculum, which must meet or exceed content standards and must be designed to enable each pupil to achieve such standards. Content standards are specific statements of what a student should know or be able to do relative to a particular academic area or areas. Instruction and assessment, in a standards based system, should be aligned with Colorado’s content standards. At the time of publication of this document, the Colorado model content standards and suggested grade level expectations are online at the Colorado Department of Education website at [www.cde.state.co.us](http://www.cde.state.co.us).

In addition to obtaining information from the publisher, research is available online at ERIC ([www.eric.ed.gov](http://www.eric.ed.gov)) and the What Works Clearinghouse ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)). The research should support using the curriculum with the student body the proposed school will likely attract, and benchmark assessments should be chosen to align with the chosen curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education and high expectations), the research basis should thoroughly support the unique educational program design.

## **2. Checklist for a High-Quality Application**

- ✓ Core content areas are described and supported by research matching the probable student population for the proposed school.
- ✓ Description of the educational program provides an explanation of how the curriculum is either already aligned to state model content standards, or will be aligned within the first year of school operation including a timeline and process for monitoring the success of the program.
- ✓ Description explains why the selected curriculum was chosen for the anticipated population of students.
- ✓ Supplemental curricula for electives or “special” courses is thoroughly described and based on state model content standards when available.
- ✓ Other vital aspects of the educational program design are thoroughly described and supported by research findings.

**F. PLAN FOR EVALUATING PUPIL PERFORMANCE (8 page limit)**

**1. Component Description**

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards as well as with the school’s pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress, while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent, end of unit assessments) to track student skill and knowledge development. The plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum. Plans for evaluating and reporting student performance must comply with published requirements of the Colorado Department of Education for assessment and graduation requirements.

**2. Checklist for a High-Quality Application**

- ✓ A plan is in place explaining the use of internal assessments to include baseline data gathering, short- and long-term goals, types of assessments, and how the school will use this information to revise professional development and instruction.
- ✓ The application describes what formal assessments will be used in addition to Colorado Measures of Academic Success (CMAS) that align with the school’s goals and meet district, state, and federal requirements.
- ✓ The application describes which assessments will be used for literacy testing, and the process used to bring students up to grade level in reading, as required by the Colorado Read Act.
- ✓ The application explains how the school will collect, analyze, triangulate and manage data on an ongoing basis. The school has created a data management plan to include a Student Information System, baseline, formative and summative assessments, a data warehouse, an academic data use summary and timeline of the plan. It identifies what other tools and resources will be used for data management purposes, such an internal database, data management service, etc. This section also explains how budget resources have been allocated to support these staffing and resource decisions.
- ✓ The application explains how student assessment and progress will be appropriately communicated to parents, the authorizer and the broader community.
- ✓ Clear information of requirements for promotion to the next grade level or for graduation requirements aligned with CCHE and district requirements as they pertain to a high school are included.
- ✓ In compliance with District Policy, the application provides a description of the charter school’s procedures for taking corrective action in the event that pupil performance at the charter school falls below the achievement goals approved by the authorizer in the charter contract, including a timeline, responsible person and staffing changes as appropriate.

## **G. BUDGET AND FINANCE (10 page limit)**

### **1. Component Description**

The budget and financial plan for the charter school must include a plan for revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight. Particular attention should be given to facility and salary costs, as these often represent a large portion of the school's budget.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. For example, enrollment projections used elsewhere in the application need to be the same enrollment projections used in the development of the budget. Similarly, facility, insurance and employment plans discussed in other sections of the application should be reflected in the budget, along with the basis for given assumptions.

The budget should demonstrate an ability to understand the sources of funding available to the charter school and the types of expenditures required to operate the charter school. The primary source of revenue is Per Pupil Revenue (PPR). There are several other sources of revenue, some of which are temporary or restricted and some of which are dependent on market factors other than enrollment. However, PPR is the guaranteed stream of revenue, which makes up most of the funding the school receives. When developing the budget all ongoing expenditures required to operate the school should be supported by PPR.

A charter school receives 100% of the PPR for District 49. The District may retain up to 5% of PPR to cover the charter school's portion of the authorizer's central administration costs. In cases where the maximum is withheld, the charter school effectively receives 95% of its school district's PPR. When projecting revenue numbers, the single most important factor to understand is enrollment. Enrollment projections must be accurate, and it is best to project conservatively for budget purposes.

Other sources of revenue can be very helpful in funding specific programs or in helping with startup costs for new charter schools. These sources include federal grants, private grants, and more. CDE ([www.cde.state.co.us](http://www.cde.state.co.us)) and the Colorado League of Charter Schools ([www.coloradoleague.org](http://www.coloradoleague.org)) are good resources for finding information about current sources of funding.

When planning expenditures, it is important to understand how choices affect different areas of the budget. For example, the smaller the class size the less revenue there is to spend. Also, the more staff there is in the school the less money per staff member there is to spend. Finally, as another example, the more money spent on facility costs the less money there is for salaries and other discretionary items.

In nearly all cases, the combination of facility costs and staff salaries/benefits represents close to 75% of spending in charter schools. As such, close attention should be paid to these two areas. In addition to these two areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. Existing Colorado charter schools that have a similar mission/philosophy are a good resource for assistance with planning expenditures.

In addition to budget projections, the charter school must comply with various requirements. In summary, the charter school needs to set up proper accounting procedures to safeguard its assets and to ensure accurate financial reporting. At the same time, it is important to be able to provide financial information in a clear, understandable format that allows board members and administration to make sound financial decisions. Note that online schools may have special considerations with respect to budgeting and financial reporting.

The CDE requirements for financial management and reporting are available in the Financial Policies and Procedures manual at [www.cde.state.co.us/cdefinance/sfFPP.htm](http://www.cde.state.co.us/cdefinance/sfFPP.htm). An additional resource with general information is the Colorado Charter School Financial Management Guide at:

<http://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/fin/pdf/financeguide.pdf>  
<http://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/fin/pdf/financeguide.pdf>

<http://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/fin/pdf/financeguide.pdf>

## **2. Checklist for a High-Quality Application**

- ✓ The plan includes a five-year budget, realistic assumptions and their basis, a cash flow projection for the first year of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the narrative in educational and other related application sections.
- ✓ The budget reflects an understanding of specific statutory requirements including separation of the general fund and Title funds and grants, Public Employees' Retirement Association (PERA) contributions, as well as a three percent TABOR reserve (Colo. Const. Art. X, Sect. 20) each year.
- ✓ The budget narrative reflects the financial policies and procedures plan, anticipated management plan that will ensure checks and balances in cash disbursement and alignment with the mission and goals.
- ✓ The budget narrative includes a basic startup plan (facilities funding and FFE acquisition), the curriculum and professional development plan, and the school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.
- ✓ The budget is set up in such a way that it reflects an understanding of the CDE's Chart of Accounts and any financial reporting requirements of the district.
- ✓ The budget does not include any "soft funds," such as grant money or donations; it includes only grants or donations that have already been received or for which commitments have been received.
- ✓ Evidence is provided for anticipated fundraising and grants, if cited in the application.
- ✓ The proposed budget balances each year and includes a five-year plan to reach at least a five percent reserve (in addition to the TABOR reserve) that the school can use for emergency purposes or as a long-term reserve.
- ✓ The application describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, will address any concerns, and will disseminate the results from the audit to the school district and required state agencies.
- ✓ The application includes a list of planned services to be contracted to outside providers.

## **H. GOVERNANCE (8 page limit)**

### **1. Component Description**

Charter school governance is extremely important to the success of a charter school. Oftentimes, a proposed charter school's applicant team transitions to become the school's founding governing board. The charter school application should describe the process involved in developing the applicant team and the individual expertise represented on the steering committee; the process to appoint or elect the initial governing board; how and when bylaws will be adopted by the board; the governance structure for the school; the nature and/or extent of parental and/or community involvement in governance; and the amount of authority the governing board will convey to the school's administrator, along with a clear delineation of their respective roles and the means by which the administrator will be evaluated.

While some existing Colorado charter schools have staff members on the governing board, others do not. Administrators may be an ex officio, nonvoting board member. If staff members have voting privileges, there should be clear policies to

explain when that board member should recuse him/herself. Any potential conflict of interest by any board member should be disclosed and addressed.

The number of directors on a charter school board should not be less than five and it is generally considered a best practice to have no more than nine directors.

A good way to mitigate any potential issues with board members is to have the governing board adopt and use a Board Member Agreement. These agreements stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. If the applicant team intends for the approved charter school's governing board to use a Board Member Agreement, it could be an attachment to the charter school application.

The charter school application should also describe the school's legal status. Many charter schools file articles of incorporation and bylaws with the Secretary of State in order to have their school recognized as a corporation. The articles and bylaws define the authority that rests in the charter school governing board and, in essence, "who holds the charter." These legal issues should be discussed with a charter school attorney before decisions are made. Additionally, the charter school can apply for its own tax-exempt status with the IRS. Charter schools can either use their own tax-exempt status or use the status of the school district.

The charter school governing board must operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Records Act (C.R.S. 24-72-204) as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). For more information, please visit: <http://www.cde.state.co.us/cdechart/guidebook/fin/index>.

If the school will be contracting with an Educational Service Provider (ESP), a full description of the relationship should be provided.

Every charter school governing board should have a set of board policies. Much of what is included in the charter school application will become board policy. For instance, the school's vision/mission statement, legal status, enrollment policy, discipline policy and nondiscrimination policy will all be in the board policy book. These board policies should be made available to school staff and families. Generally, schools put these policies on their website and have them available in the school office.

Extensive training resources are available at [www.boardtrainingmodules.org](http://www.boardtrainingmodules.org). Sample best practice documents for charter school governing boards are available online at [www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm).

Attach:

- Governing board bylaws.
- Articles of Incorporation (optional).
- Organizational chart explaining the relationship between the board, the lead administrator, subcommittees and/or advisory committees.
- Resumes of applicant team members and/or founding board members.
- Draft of initial board policies (optional).
- Draft of the Board Member Agreement (optional).
- Draft of Conflicts of Interest and Grievance Process board policies.

## **2. Checklist for a High-Quality Application**

- ✓ The proposed bylaws explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.



- ✓ An explanation of the proposed transition from an applicant team to the founding governing board including the identification of individuals making the transition. This description of the transition process should explain when the governing board will be seated and assume responsibility for school governance. Further, how the transition plan will provide for a smooth shift of responsibilities and how the founder's original vision and mission will be brought to fruition.
- ✓ A plan is included for how a lead administrator will be hired and how the transition of leadership will happen.
- ✓ Resumes for applicant team and/or founding governing board members are attached.
- ✓ A plan for ongoing board training and capacity building is included in a board calendar.
- ✓ An explanation of the proposed board meeting frequency and focus, the role of any standing subcommittees (e.g. School Accountability Committee) is included.
- ✓ A detailed description of the responsibilities of the school's advisory council and its role in relation to the school's board of directors and administration is included. This section demonstrates that the applicant thoroughly understands statutory guidance on School Accountability Committees (SAC) and commits to forming such a committee or has requested a waiver with a complete replacement plan. (See C.R.S. 22-11-401-402 for additional information).
- ✓ An explanation of compliance with the Open Meetings Act and Open Records laws is included.
- ✓ A description of how the founding governing board will create and adopt board policies (an initial draft may be attached to the application) is included.
- ✓ Draft policies for Conflicts of Interest and the Grievance Process are included.
- ✓ A description of the relationship between the governing board and the school administrator, which includes the amount of authority the governing board will convey to the school administrator.

## **I. EMPLOYEES (8 page limit)**

### **1. Component Description**

A charter school must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. Guidance can found in the Administrator's Guide to Leading a Colorado Charter School at <http://www.cde.state.co.us/cdechart/chact>.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees must participate in Colorado's Public Employees' Retirement Association (PERA) retirement fund. This is in lieu of participation in Social Security, which makes up the majority of the Federal Insurance Contributions Act (FICA) payroll tax. However, the Medicare portion of FICA is still paid by the employees and matched by the employer.

With the growing presence of private educational management organizations in Colorado, questions are arising about the nature of employees in some charter schools. This is a result of some educational management companies treating employees as employees of the private company, as opposed to employees of the public school. These determinations need to be made with legal counsel, but the nature of employees should be clearly outlined in the charter application.

There are several resources that provide more information about employment issues. Tax information is available at [www.irs.gov](http://www.irs.gov) and through the Colorado Department of Labor and Employment at [www.coworkforce.com](http://www.coworkforce.com). Additional information about PERA can be found at [www.copera.org](http://www.copera.org). Finally, a human resources manual developed through CDE can be found at: <http://www.cde.state.co.us/cdechart/chact>.

## **2. Checklist for a High-Quality Application**

- ✓ An organizational chart is included as an attachment, which explains administrative, teaching and support staff.
- ✓ A narrative description gives clear delineation of employee classification and who is responsible for employment decisions and oversight at each level of the organizational chart.
- ✓ Job descriptions for administrator, teachers (to include qualifications to meet ESEA standards as well as what certification is required by the school), and key employees are included. (See Highly Qualified Teachers Brochure on the CDE website.
- ✓ Descriptions of key employee policies to include employment practices, benefits, leave policies, complaint policy, conflict of interest policy, harassment, drug-free workplace, classroom practices, evaluation practices, etc., are attached.
- ✓ A clear plan of support for staff development and funding is included.

### **J. INSURANCE COVERAGE (2 page limit)**

#### **1. Component Description**

Charter schools must have appropriate insurance coverage. This includes workers compensation, liability insurance, and insurance for the building and its contents. Charter schools are public entities and liability is limited by the Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq.

The risk management office in the local school district is a very good resource for finding information about particular insurance needs. In addition, the Colorado School District Self Insurance Pool is the insurance provider for many charter schools and can provide information. Once insurance needs are understood, costs need to be estimated and incorporated into the proposed budget that includes reasonable assumptions or quotes. The selected or intended insurance coverage should be commensurate with the overall school program and risk factors.

## **2. Checklist for a High-Quality Application**

- ✓ A list of the types of insurance for which the charter school will contract.
- ✓ Fiscal impact of appropriate insurance coverage is evident in the budget.

### **K. PARENT AND COMMUNITY INVOLVEMENT (5 page limit)**

#### **1. Component Description**

One of the most distinctive characteristics of charter schools is that they are choice schools. Due to this characteristic, many charter schools have a small school atmosphere and a culture of “everyone belongs to the community.” The application should demonstrate the expectations and plans for ongoing parent and community involvement and the support of volunteers through specific volunteer networks.

It is important for charter school developers to provide adequate notice to the community about the possibility of the new charter school. Some parts of the community may need additional outreach. For example, fliers may need to be published in a second language. Many charter developers have delivered fliers to individual homes in a community.

Be clear about what the new charter school will look like and the process for getting the school approved. Establish early the school’s value for meaningful parental involvement. Explain to parents their role in the charter school through volunteering, monitoring their child’s education and holding the school accountable. Designate an individual on the steering committee to follow up with parents who are interested in getting involved with the development of the charter school.

Network with established civic and organizations in the community your school will serve. Whenever possible, arrange to have Parent Information Meetings in that community. Be sure to reach out to a broad cross-section of the community.

## **2. Checklist for a High-Quality Application**

- ✓ A sound plan and timeline are in place to reach a diverse student population.
- ✓ Parent involvement in the development of the school is clearly stated along with volunteer requirements and opportunities after the school is open.
- ✓ Partnerships or plans for community involvement are clearly defined in the application along with the purpose and expectation. Adequate evidence demonstrates assurance of these partnerships.

### **L. ENROLLMENT POLICY (5 page limit)**

#### **1. Component Description**

The Colorado Charter Schools Act allows the authorizer and the charter applicant the flexibility to use any enrollment policy, such as a wait list or lottery. The federal subgrant, administered by CDE, requires the use of a lottery. Many charter schools have elected to use a lottery in order to access these startup and implementation grant funds. More information on lottery requirements can be found in the grant's Request for Proposals at [www.cde.state.co.us/cdechart/cchgrn00.htm](http://www.cde.state.co.us/cdechart/cchgrn00.htm) (page 6). The Charter School Program grant is the only federal grant requiring the use of a lottery. A charter school is required to use an approved lottery only during the time it is spending or encumbering these grant funds.

The lottery policies and plan for enrollment should demonstrate how the school plans to enroll the intended student population. State law does require a public charter school to not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. It is important to distinguish between admission decisions and academic placement decisions. The Colorado Charter Schools Act [C.R.S. 22-30.5-104 (3)] prohibits discrimination based on academic ability. Diagnostic or placement exams may be given to students after they have been officially enrolled.

Charter School Lottery Policies Should Address:

- The date of the annual lottery.
- The definition of "founding family" and "teacher" children not to exceed 20% of the lottery.
- How the community will receive adequate notice about the formation of a new charter school.
- Any requirement for parents to reaffirm their intent to enroll on an annual basis.
- What happens to names not drawn in the lottery.
- How siblings of enrolled students are handled in the process.
- How long parents have to make a decision on whether or not their child will attend the school.

## **2. Checklist for a High-Quality Application**

- ✓ A proposed policy or description detailing how the charter school intends to select students for enrollment including the proposed timeline, description of wait list or lottery process, any enrollment criteria, or pre- or post-enrollment testing.
- ✓ An explanation of the process that will be used to transfer student records to or from the charter school or a plan to develop such procedures.
- ✓ An explanation of how the community will receive information about the formation of a new charter school and any upcoming lottery or enrollment deadline.

- ✓ An explanation of the notification of placement and how long parents have to make the decision to accept or not accept. Contents of enrollment packet should be explained, along with an ongoing data information and communication plan.
- ✓ An explanation of the requirements of parents to reaffirm intent to enroll on an annual basis.
- ✓ A clear definition is provided for “founding family” and “teacher” and any preferences given them in the lottery, not to exceed 20%.

## **M. TRANSPORTATION AND FOOD SERVICE (4 page limit)**

### **1. Component Description**

A charter school may choose not to provide any transportation or food services or may choose to negotiate with a school district, BOCES or private provider to provide transportation services, or with a district or private provider for food services for its students. Colorado law does not require a charter school to provide transportation or food services.

If a charter school chooses to provide transportation or food services, a plan for each area must be included in the application. The transportation plan should include provisions for transporting students to and from the charter school and their homes, and to and from the charter school and any extracurricular activities. For food services, the plan should include a description about how this service will be offered either initially or at a later time. In addition, a description of how the charter school plans to meet the needs specifically of low-income and academically low-achieving pupils should be included for both.

The provision of transportation services has several implications. First of all, the cost must be included in the charter school’s budget. Secondly, insurance and liability issues must be addressed when assessing the charter school’s overall insurance needs. Insurance coverage should meet required thresholds for liability whether the school uses public or private vehicles.

Finally, many federal and state rules and regulations relate to the provision of transportation services. One specific rule to be aware of is that any small vehicles or school buses owned and operated by a charter school or under contract must meet the safety and operating standards as prescribed in State Board Rules 1 CCR 301-25, 301-26 and 301-29.

For more information, see <http://www.cde.state.co.us/transportation>.

Schools with a significant number of students who could qualify for the Free and Reduced Lunch (FRL) program are strongly encouraged to offer some sort of lunch program. The provision of food services may or may not have a negative effect on the school’s budget, depending on whether it is a program under the district food services umbrella with an agreement for the same provisions given other schools in the district or is provided through a private contractor. The school must collect FRL qualifying information from students and that process should be included in the food services plan. (Schools not providing a lunch program will still collect this information, but using a different form).

The plan should include whether the school intends to use a private or district food services provider, how the Free and Reduced Lunch (FRL) qualification forms will be distributed, collected and recorded, and how the facility will be brought into compliance or be built to meet any federal requirements for food warming or preparation, if needed to meet FRL regulations. The charter school can only be reimbursed for its FRL program through an authorized “school food authority.” If the school will not be using an approved FRL program, or provide any lunch program, this section should include how students who would qualify for a Free or Reduced price lunch and how students who forget their lunch will be accommodated.

For more information, go to: <http://www.cde.state.co.us/nutrition>.

### **2. Checklist for a High-Quality Application**

- ✓ A description of the charter school’s transportation plan including the transportation of low-income and academically low-achieving students.
- ✓ A description of daily route and extracurricular transportation needs is included and there is an adequate plan for addressing these needs.
- ✓ A plan is in place for adequate safety measures and insurance coverage for the transportation of students to and from school events using private or school vehicles.
- ✓ If the school does plan to offer a FRL –qualifying hot lunch program, details should be included about how this service will be provided, reimbursed through an authorized “school food authority” and any other applicable state or federal regulations.
- ✓ If the school does not plan to offer a lunch program, this section addresses how the school will address the needs of students who forget or cannot provide a lunch.

**N. FACILITIES (5 page limit)**

**1. Component Description**

One of the greatest challenges to opening a new school is finding a suitable facility. The most important thing during the application process is to plan as much as possible and to clearly articulate those plans. It can be difficult to negotiate for facility space without having an approved charter. It is not necessary to have a signed formal agreement for a facility during the application process, but any viable options should be explained and should include reasonable space requirements, a reasonable plan for space utilization, a discussion of how the facility will be ready for use when the school opens and, most importantly, reasonable costs of that facility which must be reflected in the proposed budget.

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. Many charter schools have been able to finance their own facilities with tax-exempt bond financing through the Colorado Educational and Cultural Facilities Authority (CECFA). These are typically schools that are established, but information can be found by calling CECFA at 303-297-2538.

With any facility, building permits and inspections are required. Life and safety requirements (including asbestos regulations) apply to rented or contributed facilities as well. The state is responsible for issuing certificates of occupancy for public schools, and information can be obtained by calling the Department of Labor at 303-572-2919. In addition, contact your community’s planning and zoning department, as well as the facilities director for your school district for further information concerning the permit, life and safety and inspection requirements of local entities.

**2. Checklist for a High-Quality Application**

- ✓ A facility needs assessment including how many classrooms are needed, how many specials rooms are needed (art, music, gym), minimum size of each classroom, library space needed, number of bathrooms needed, number of offices needed, amount of common space needed, outdoor space needed, overall size, cost per square foot, zoning and occupancy requirements, and how each facility aligns with the facility needs assessment is included in the narrative.
- ✓ If additional funds or financing will be needed to bring a facility online, the application narrative and attached budget identify potential grants and/or lending sources. If real estate consultants are involved, a brief description of the relationship and budget impacts is included.
- ✓ A target location (and prospective sites if not affected by confidentiality issues) is given based on school design and intended population with an explanation of prospective school sites and assistance to find them.

- ✓ An explanation of fund allocation is included based on estimated renovation costs, square foot needs per pupil and cost per square foot, average square foot costs in the intended location, and the percentage of budget designated for facility needs.

**O. WAIVERS (no page limit)**

**1. Component Description**

The technical means by which charter schools operate is via waiver from certain state laws, state rules and/or school district policies. Information on applying for waivers from the state is on the CDE Charter Schools website at [www.cde.state.co.us/cdechart/index.htm](http://www.cde.state.co.us/cdechart/index.htm) under Technical Assistance. Charter schools applying for waiver of school district policies should contact their charter school liaison if those policies are not listed on the school district’s website. An example of a waiver application can be found in the CDE Charter Schools Electronic Guidebook of Best Practices at [www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm).

The Colorado State Board of Education has determined that certain statutes may be automatically waived, upon request, for charter schools. Charter schools may request waivers from statutes in addition to those automatically waived, but the process for approval is different.

There are two philosophies on charter schools obtaining waivers. Some believe that authority is given to the charter school via the charter contract, making some waivers unnecessary. In particular, the Board Powers (C.R.S. 22-32-109 and 22-32-110) statutes are considered “delegatory” rather than “substantive.” In other words, the charter school governing board is delegated the authority that otherwise would belong to the school district board of education. Others believe that obtaining a waiver is an assurance against charter contracts that may be renegotiated and, therefore, less secure for the charter school. Charter schools should investigate the school district’s or CSI’s viewpoint on waivers to gain understanding of expectations. A charter school developer should obtain legal counsel when seeking waivers from either the state or the authorizer.

Attach:

- Waivers requested from the state.
- Waivers requested from the school district or CSI.

**2. Checklist for a High-Quality Application**

- ✓ The request for waiver from state statute by citation, state Board of Education rules or regulations and authorizer policies by policy number are included as attachments. Request includes rationale for requesting the waiver, replacement policy or explanation of intent, expected financial and implementation impact, and how the waiver will be evaluated.

**P. STUDENT DISCIPLINE, EXPULSION, OR SUSPENSION (12 page limit)**

**1. Component Description**

Although all charter schools must meet the minimum standards for student discipline, expulsion and suspension, they don’t have to fit into the traditional “box.” Charter schools can have their own policies as long as the statutory minimums are met. Many charter schools have sought and obtained waivers from related laws that provide for flexibility and a unique approach to student discipline.

Refer to C.R.S. 22-33-106 et seq., the Suspension, Expulsion and Denial of Admission law, for more detailed information. Further detail is provided in a publication prepared by the Attorney General’s office at [www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence\\_prevention/svpm2008.pdf](http://www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence_prevention/svpm2008.pdf).

Most charter school contracts stipulate which party (the authorizer or the charter school) has the authority to suspend or expel students. C.R.S. 22-33-105(7) states that either a charter school authorized by the CSI, or the CSI itself, may expel, suspend or deny admission of students. During contract negotiations this issue must be decided. Therefore, the charter application should detail how the charter school proposes to handle student discipline, expulsion and suspension. Many applications include policies that the potential charter school would use. The education of expelled students is the responsibility of the public school that expelled them. Include an explanation of how the charter school will provide for an alternative education, if applicable.

## **2. Checklist for a High-Quality Application**

- ✓ A proposed policy for student discipline, expulsion or suspension that meets state law and district policy (unless waived), is included.
- ✓ An explanation of how the student recommended for expulsion will be afforded due process rights, including manifestation hearings and the implementation of behavior plans.
- ✓ A description of the schools an expelled student will be prohibited from attending.
- ✓ An explanation of how the charter school will provide the expelled student with an alternative education, if applicable.

## **Q. SERVING STUDENTS WITH SPECIAL NEEDS (15 page limit)**

### **1. Component Description**

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student “falls through the cracks” may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

While charter schools can obtain waivers from teacher licensure, Special Education licensure cannot be waived.

There are many CDE resources available for charter school applicants to consider when writing this section. Those resources are available at [www.cde.state.co.us/cdechart/guidebook/sped/index.htm](http://www.cde.state.co.us/cdechart/guidebook/sped/index.htm). After reading the overview, read the resource on special education funding for direction on the impact to the charter school’s operating budget. The sample compliance plan describes how all special education services could be delivered at a charter school. The application should contain sufficient detail about the delivery of special education services consistent with the school’s educational program while still allowing for flexibility between the authorizer and the charter school to best deliver services.

Authorizers are increasingly interested in ascertaining the capacity of the charter school to implement IDEA compliance services in order to limit potential liability issues for the authorizer.

### **2. Checklist for a High-Quality Application**

- ✓ The school addresses a Response to Intervention (RtI), or child study process to address a need for adaptations or special education assessments and staffing.
- ✓ Clear indications are given that the school understands requirements to meet the needs of IEP’s, ELL, IDEA, 504 and plans to comply with the needs to include certified personnel, documentation, assessments, adaptations and modifications. The school may also want to address GT, and enrichment needs.

- ✓ Plan is in place to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the district is expected to provide.

## **R. DISPUTE RESOLUTION PROCESS (1 page limit)**

### **1. Component Description**

This section is simply a paragraph or two that reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's charter contract.

### **2. Checklist for a High-Quality Application**

- ✓ Except as otherwise provided in C.R.S. 22-30.5-107.5, a plan should be provided to settle any disputes between a charter school and its authorizer, concerning governing policy provisions of the charter contract, to include a reasonable written notice which gives a brief description of the matter in dispute and the scope of the disagreement between parties.
- ✓ A process is given to address the issue within 30 days of receipt of notice. Both parties shall either reach an agreement by mutual consent or mutually agree to use any form of alternative dispute resolution as allowed by state law. Alternative dispute resolution shall result in a final issue of findings, by a neutral third party, within 120 days after receipt of written notice, with costs apportioned reasonably.
- ✓ The plan explains that a charter school and authorizer may agree to be bound by the findings of the neutral third party, or may appeal such findings to the state board according to statutory requirements.

## **S. SCHOOL MANAGEMENT CONTRACTS (5 page limit)**

(This section is to be completed only if the proposed school intends to contract with an education service provider).

### **1. Component Description**

If the proposed charter school intends to contract with an education service provider (ESP), such as a charter management organization, education management organization, or any other type of school management provider, address the following issues:

- An explanation of how and why the ESP was selected.
- Detailed explanation of the ESP's success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra-curricular programs).
- A term sheet setting forth the proposed duration of the management contract; roles and responsibilities; scope of services and resources to be provided by the ESP; performance evaluation measures and timelines; compensation structure including clear identification of all fees to be paid to the ESP; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- A draft of the proposed management contract including all of the above terms.
- Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, or have a means for severing the contract.
- Explanation of which staff will report to or be paid by the ESP.
- Evidence that the corporate entity is authorized to do business in Colorado.

Attach:

- Term sheet (described above).



- Proposed management contract.
- Evidence that the service provider is authorized to do business in Colorado.

## **2. Checklist for a High-Quality Application**

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations.
- ✓ A term sheet for the proposed management of the charter school is included with clear performance measures and contract severance provision(s).
- ✓ A draft of the proposed management contract with a clear Conflict of Interest statement is included.
- ✓ An explanation of which staff will be hired and terminated by the ESP or report to or be paid by the ESP.
- ✓ Evidence that the ESP is authorized to conduct business in Colorado.
- ✓ Clear understanding of financial obligation to ESP and if it increases, decreases or stays the same for the duration of the relationship. This includes building ownership if the developers are making payments to the ESP.

## **T. EXISTING SCHOOL OPERATORS OR REPLICATORS (10 page limit)**

(This section is to be completed only if the charter school applicant currently operates a school or is replicating an existing school.) It is the expectation of District 49 that any applicants who are existing school operators will meet the guidelines of the Replication Readiness checklist developed by the Colorado League of Charter Schools. These guidelines are included in Appendix D.

### **1. Component Description**

If the proposed charter school is being developed by an existing school or is a replication of an existing school, address the following issues:

- An explanation of how and why the school has decided to replicate.
- Clear evidence of the existing school's capacity to operate a new school successfully while maintaining quality in existing school(s).
- Detailed explanation of the existing school's (or schools') success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., financial performance, back-office services, school operations, extra-curricular programs).
- Explain any never-opened, terminated, or non-renewed schools that were also part of replication efforts.
- Detailed explanation of the network's growth plan and the formal relationship between the existing school(s) and the proposed new school.
- If one board will oversee both or all schools, explain how the local community will be represented on either the board or another school-based oversight committee.

Attach:

- Business plan.
- Detailed academic results.
- Most recent financial audits.
- Parent satisfaction data.

## **2. Checklist for a High-Quality Application**

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the existing school has the capacity to operate a new school successfully through thoughtful staffing plans and realistic financial projections.

- ✓ Evidence is included that the other school(s) have demonstrated high academic achievement for similar targeted student populations.
- ✓ Evidence is included that the school has a strong financial track record, including making contributions to an annual unrestricted reserve.
- ✓ Evidence is included that demonstrates a thoughtful relationship between the existing school(s) and the proposed new school.
- ✓ Evidence is included that the applicant has a realistic long-term plan for growth.
- ✓ Evidence of a local board or local representation on the governing board or an oversight committee.

**U. VIRTUAL OR ONLINE SCHOOLS (10 page limit)**

(This section is to be completed only if the proposed charter school has a substantial virtual or online component.)

**1. Component Description**

If the proposed charter school has a substantial virtual or online component, provide the following:

- An explanation of why a virtual or online school will meet the needs of the identified student population.
- The proposed school’s system of course credits.
- How the school will monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion.
- System for monitoring and verifying student progress and performance in each course through regular, proctored assessments and submissions of coursework.
- How the school will provide appropriate services in the virtual learning environment to students with disabilities and English language learners.
- Plan for conducting parent-teacher conferences.
- Plan for administering state-required assessments to all students in a proctored setting.

**2. Checklist for a High-Quality Application**

- ✓ Evidence that the virtual or online model can effectively meet the identified student population’s academic needs.
- ✓ Evidence is included that courses and credits align with district graduation requirements and higher education admission requirements.
- ✓ Evidence the school will be able to effectively monitor student enrollment, course load, credit accrual and course completion.
- ✓ Evidence that the school will be able to conduct effective progress monitoring and provide responsive instruction when students are not making progress as expected.
- ✓ Evidence that the school will be able to legally and effectively meet the educational needs of students with disabilities and English language learners.
- ✓ Evidence that the school has a thoughtful plan for effectively engaging parents and communicating with parents about student progress and results.
- ✓ Evidence that the school will be able to meet all state requirements for administration of the annual state-mandated assessment.

**3. Evaluation Criteria**

An excellent Virtual or Online Schools section will have the following characteristics:

- A strong case for how this model was selected and why it is likely to be successful with the identified student population, including research or evidence of the success of this model with other similar student populations.

- A detailed description of course requirements and how they align with district graduation requirements and higher education admission requirements.
  - A detailed plan for how the school will track student course enrollment to ensure appropriate course loads, sufficient progress towards graduation requirements, and course completion rates.
  - Specific protocol teachers will use to track student progress and provide interventions when progress is not meeting expectations.
  - Specific effective strategies for meeting the needs of students with disabilities and English language learners.
  - A thoughtful plan for holding parent-teacher conferences and generally engaging parents in the educational process.
- A plan for state-mandated test administration that reflects an understanding of requirements that must be met in an online or virtual environment.







Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: 10/16/2018

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type:  Action  Information (Report)  Discussion

**CPA & PPOS: October 2018**

**Current Re-Registration Data**

Re-Registration data is the number of students who were enrolled during the 2017-2018 school year and returned to the schools in 2018-2019. CPA had an increase of 178 students re-register and PPOS had an increase of 93 students re-register.

CPA			PPOS		
RE-REGISTRATION			RE-REGISTRATION		
17-18	18-19	Delta	17-18	18-19	Delta
613	791	178	208	301	93



## Current Enrollment, 10/10/2018

CPA Enrollment Totals															
	TTL	Previous Total	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Regular Ed	1657	1670	93	89	89	88	102	103	154	182	282	146	134	112	83
Special Ed	184	186	3	2	10	10	14	10	24	37	27	17	13	10	7
<b>Current Approved Totals</b>	<b>1841</b>	<b>1856</b>	<b>96</b>	<b>91</b>	<b>99</b>	<b>98</b>	<b>116</b>	<b>113</b>	<b>178</b>	<b>219</b>	<b>309</b>	<b>163</b>	<b>147</b>	<b>122</b>	<b>90</b>
			613						706			522			
			K-5						6-8			High School			

PPOS Enrollment Totals						
	TTL	Previous Week TTL	9th Grade	10th Grade	11th Grade	12th Grade
Regular Ed	534	532	38	93	185	218
Special Ed	149	154	20	36	35	58
<b>Current Approved Totals</b>	<b>683</b>	<b>686</b>	<b>58</b>	<b>129</b>	<b>220</b>	<b>276</b>
			683			
			High School			

CPA and PPOS focused on providing a strong start to students by having the students complete IOL (Introduction to Online Learning), calling each student and documenting a student connection call, and providing live student orientations. CPA and PPOS both had a significant increase in the number of students completing the introduction to online learning course.

CPA

PPOS

	STRONG START			STRONG START	
	17-18	18-19		17-18	18-19
IOL Course Completion	78%	98%	IOL Course Completion	47%	99%
Student Connection Call	99%	100%	Student Connection Call	99%	99%
Live Student Orientation	99%	98%	Live Student Orientation	94%	90%



## K12 Professional Development

K12 will be providing a promising practice showcase mini conference and all CPA and PPOS staff members are invited to attend.

### October 18th Promising Practices Showcase Mini Conference

**Action:** Mark your Calendars & Review the Showcase Schedule

*"Looking for great ideas on how to increase student engagement and learning while building positive relationships? Then this is the mini-conference for you!!"*



### October 18<sup>t</sup> 11-2pm EST Promising Practices Showcase Mini Conference

9 Sessions, 3 workshops (60 minute) and 6 speaker (30 minute) sessions

3 Breakout rooms, no recordings (recorded at 2018 PP Conference)

Speakers from the following schools are represented: GCA, Hoosier, IS\_KS, LAVCA, MGLVA, NCVA, VAVA, and WAVA.

Topics include:

- Building Relationships
- Encouraging Students to Reflect on their Own Learning
- Effective Communication
- Simulations for STEM Lessons
- Facilitating Productive Classroom Conversations using Desmos
- Interactive Learning Menus to Support Student Choice
- Engaging Writing Process
- Making Synchronous Sessions Complement Your Asynchronous Instruction

Review the Showcase Schedule [here](#).

-[Nichole McCauley](#), Teach360





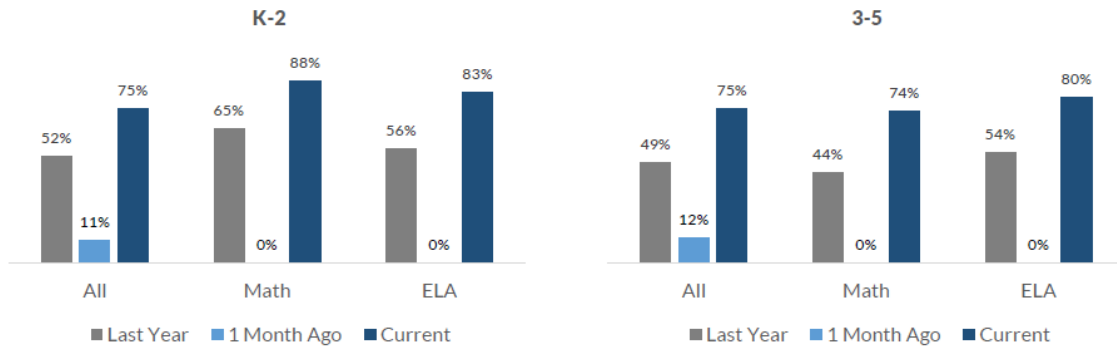
## CPA and PPOS Academic Performance

CPA and PPOS have students complete a beginning of year assessment to determine the student instructional levels. CPA high school and PPOS high school both had an increase in the number of students completing the assessment.

	CPA		PPOS	
	READINESS PARTICIPATION		READINESS PARTICIPATION	
	17-18	18-19	17-18	18-19
Kinder - 2nd	92%	98%	Kinder - 2nd	
3rd - 5th	100%	99%	3rd - 5th	
Middle School	100%	99%	Middle School	
High School	92%	99%	High School	83% 97%

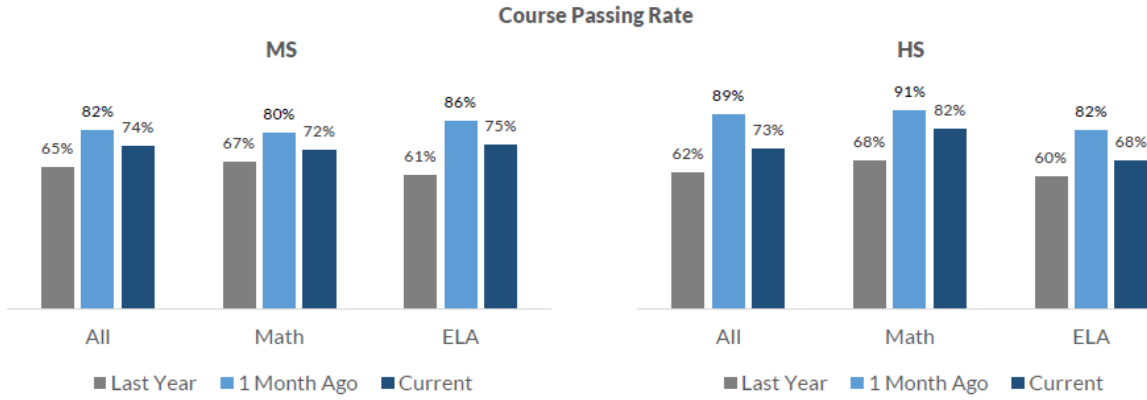
### CPA K-5 Courses on Track to complete 90%

Courses on track to complete 90% of Expected Progress

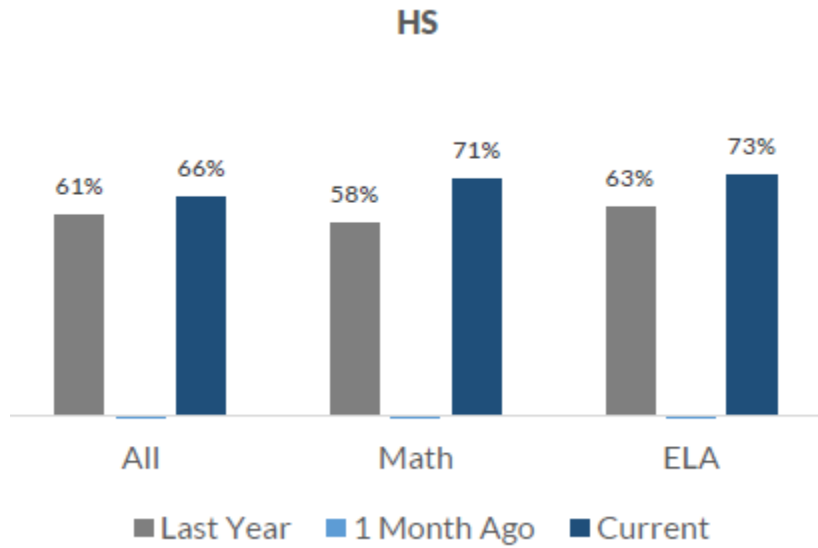




### CPA Middle and High School Passing Rate



### PPOS High School Passing Rate





## Blended Program and Regional Field Trips

# FALL CARNIVAL

**Come One. Come All!**

Date: **Friday, October 26, 2018**

Time: **3:00 pm – 5:00 pm**

Location: **Embassy Suites by Hilton Colorado Springs**

7290 Commerce Center Drive, Colorado Springs, CO, 80919

RSVP by Wednesday, October 24: <https://www.surveymonkey.com/r/9SCJGZC>

Play games, win prizes, meet friends and vote for your favorite teacher/staff created carnival booth!

All currently enrolled CPA and PPOS families are welcome to attend this free event!

*Optional:* Bring a store bought pre-packaged treat to share (no ingredients with tree nuts.)

Questions: Email Kathryn Piotrowski, FEC – [Kpiotrowski@k12.com](mailto:Kpiotrowski@k12.com)



## CPA K-8 Regional Pumpkin Patch Field Trips


Date: Friday, October 19, 2018

Time: Times Vary – See Below

RSVP (by October 18): <https://www.surveymonkey.com/r/ZMK2XSB>

Who is Invited? All currently enrolled K-8 CPA students and their families



 COLORADO HOMEBASED ACADEMY	<b><u>Diana's Pumpkin Patch and Corn Maze</u></b>	<b><u>Colorado Pumpkin Patch</u></b>	<b><u>Cottonwood Farms</u></b>	<b><u>Studt's Pumpkin Patch and Corn Maze</u></b>
<b>Address:</b>	<a href="#">1649 Poplar Ave. Canon City, CO 81212</a>	<a href="#">18065 Saddlewood Rd. Monument, CO 80132</a>	<a href="#">10600 Isabelle Rd. Lafayette, CO 80026</a>	<a href="#">21 1/2 Rd. Grand Junction, CO 81505</a>
<b>Time:</b>	1:00 pm – 3:00 pm	10:00 am – 12:00 pm	10:00 am – 12:00 pm	10:00 am – 12:00 pm
<b>Price:</b>	Student: \$11.00 per person (includes pumpkin)	Student: \$7.50 per person (includes pumpkin)	Student: \$7.00 per person (includes pumpkin)	Student: \$5.00 per person (includes pumpkin)
	Adult: \$11.00 per person	Adult: \$3.00 per person	Adult: FREE	Adult: \$4.00 per person
	Pay at the door. Price per student will be lower if we have 40+ students attend.	Pay at the door.	Pay at the door.	Pay at the door.
<b>Information:</b>	<ul style="list-style-type: none"> <li>• Free Pumpkin (with student admission)</li> <li>• Corn Bin</li> <li>• Corn Maze</li> <li>• Hay Slide</li> <li>• Hayride</li> <li>• Grain Bin</li> <li>• Farm Animals</li> <li>• Tractors</li> </ul>	<ul style="list-style-type: none"> <li>• Free Pumpkin (with student admission)</li> <li>• Kids Corn Maze</li> <li>• Jumping Pillows</li> <li>• Outdoor Large Games</li> <li>• Straw Slides</li> <li>• Straw Bale Pyramid</li> <li>• Hayride</li> <li>• Farm Animals</li> <li>• Tractors</li> </ul>	<ul style="list-style-type: none"> <li>• Free Pumpkin (with student admission)</li> <li>• Pumpkin Patch</li> <li>• Corn Maze</li> <li>• Straw Bale Maze</li> <li>• Kidz Maze</li> <li>• Farm Animals</li> <li>• Tractors</li> </ul>	<ul style="list-style-type: none"> <li>• Free Pumpkin (with student admission)</li> <li>• Pumpkin Patch</li> <li>• Corn Maze</li> <li>• Kidz Maze</li> <li>• Farm Animals</li> <li>• Corn Pit Slide</li> <li>• Hay Mountain</li> </ul>

We are excited to continue to provide blended learning and regional field trips to students. Blended learning is on Wednesdays for the high school students and Fridays for the k-8 students. We have locations in Windsor, Fort Collins, Westminster, Denver, Colorado Springs, and Pueblo.

Picture from Westminster Blended Learning Site

