



Board Meeting Agenda

April 16, 2019 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 March 19, 2019 Board Meeting
- B. Meeting Minutes from April 9, 2019 Special Board Meeting

III. Action Items

- A. Request for Proposal (RFP) Update-Ken Witt

IV. Discussion Items

- A. Legislative Update – Amy Attwood
- B. Q3 Scorecards – Kindra Whitmyre
- C. School Calendars - Kindra Whitmyre
- D. PPOS Graduation Data – Kindra Whitmyre
- E. Administrative Unit Application Update – Ken Witt
- F. Board of Directors Meeting Dates – Ken Witt
- G. Budget Planning – Annette Ridgway

VI. Reports, in writing unless there are questions

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

VII. Adjourn



Regular Meeting of Education reEnvisioned BOCES

Held in Excellence Lab, District 49 Creekside Building

3850 Pony Tracks Drive, Colorado Springs, CO 80922

Tuesday Evening, March 19, 2019 at 4:02pm

Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

Guests/Staff in Attendance: Annette Ridgway, Brad Miller, Sarah Schuchard, Ranae Roth, Kindra Wittmyre, Ken Witt

Guest/Staff on Conference Call: Amy Attwood, Dan Snowberger

Board of Directors Roll Call:

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Here	X	X		X		X
NOT Here			X		X	

Approval for the Agenda:

Motion: LaVere-Wright, to approve the agenda

Second: Snowberger

Motion Passed: 4-0

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

Approval for Consent Agenda:

Motion: Drosendahl, to approve minutes from February 19, 2019 meeting

Second: LaVere-Wright

Motion Passed: 4-0

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



Approval for Agenda Action Items:

A. Unified Improvement Plan, No Action

B. Request for Proposal Update

Motion: LaVere-Wright, to proceed with consideration and evaluation of four identified school proposals

Second: Drosendahl

Motion Passed: 4-0

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

C. Ignite Academy

Motion: LaVere-Wright, to deny approval of Ignite Academy school proposal

Second: Drosendahl

Motion Passed: 4-0

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

Approval to Adjourn at 4:43pm:

Motion: LaVere-Wright

Second: Drosendahl

Motion Passed: 4-0

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

Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary



**Special Meeting of Education reEnvisioned BOCES
Conference Call**

Tuesday Evening, April 9, 2019 at 4:34pm

Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

Guests/Staff in Attendance:

Guest/Staff on Conference Call: Ken Witt, Kindra Whitmyre, Brad Miller, Annette Ridgway

Board of Directors Roll Call:

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Here	X	X	X	X	X	
NOT Here						X

Approval for the Agenda:

Motion: LaVere-Wright, to approve the agenda

Second: Drosendahl

Motion Passed: 5-0

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

Approval for Agenda Action Items:

A. Unified Improvement Plan (UIP) Approval

Motion: LaVere-Wright, to approve UIP as presented by Administration

Second: Drosendahl

Motion Passed: 5-0

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



Approval to Adjourn at 4:39pm:

Motion: LaVere-Wright

Second: Drosendahl

Motion Passed: 5-0

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

Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Ken Witt

Title of Agenda Item: (III. A) Request for Proposal Update

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 which the parents of our community seek. An RFP with proposed school models was authorized to be issued in the November board meeting, with feedback on the models gathered in December.

Relevant Data and Expected Outcomes:

An RFP for new school proposals, including both some specific ideas and an open solicitation issued in January for response by end of February. Response has been obtained from an additional school: Ascent Classical Academies homeschooling program. In addition, Renaissance Homeschool Academy has withdrawn their application.

Recommended Course of Action/Motion Requested:

A motion is requested to authorize proceeding with consideration and evaluation of Ascent Classical Academies homeschooling program proposal.





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019
Prepared by: Annette Ridgway
Title of Agenda Item: (IV.A.) Legislative Update
Item Type: Action Information Discussion

Background Information, Description of Need:

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: School Scorecards Q3

Item Type: Action Information Discussion

Background Information, Description of Need:

The Education reEnvisioned school accreditation plan includes scoring our schools in the areas of Academics, Finance, Operations and Education Service Provider (ESP) through our school scorecards each quarter.

Relevant Data and Expected Outcomes:

Our third quarter school scorecards are attached for our Board of Directors (BOD) to review. Our third quarter scoring guide is also attached for our BOD to use as a guide while reviewing the score in each area of the scorecard.

Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested.

CPA ELEMENTARY SCHOOL ACCREDITATION SCORECARD -- 2018-19 -- QUARTER 3

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Priority Improvement Plan assigned for 2017 SPF (38.9% of framework points earned) Turnaround Plan: Low Participation assigned for 2018 SPF (25% of framework points earned) <i>9% & adequate participation (93% away from achieving next plan type; 28% (& adequate participation) away from achieving a Performance Plan Elementary CMAS Mean Scale Scores - ELA: 721.9; Math: 712.7; Science: 528.4</i>	11%	4	12	66	110	60%
	Passing Rate: Individual Passing Rate K-5: 93% (530/570) of students are passing all mandatory courses with a 60% or higher (16/16 pts earned) Overall Passing Rate K-5: 98% (4150/4252) of students with passing grades in mandatory courses (8/8 pts earned)	22%	24	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: STAR Reading: 58% (290/501) - (0/8 pts earned) STAR Mathematics: 52% (242/501) - (0/8 pts earned) Writing: 68% (339/501) - (4/8 pts earned)	22%	4	24			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 1.5+ years): Grades 1-5 (8pts/24pts)	22%	8	24			
	Reading: 64.3% (162/252) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (253 students continuously enrolled) Mathematics: 58.5% (145/252) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (253 students continuously enrolled) Writing: 62.9% (158/251) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (253 students continuously enrolled)	22%	8	24			
	MOY Assessment Participation Rates: K-5: Reading, Writing and Math: 100% (593/593) of qualifying students tested (10pts/10pts) Reading: 58% (343/593) of students are scoring at grade level or higher on interim assessment Mathematics: 47% (276/593) of students are scoring at grade level or higher on interim assessment Writing: 80% (476/593) of students are scoring at grade level or higher on interim assessment K-5 ACCESS: 100% (15/15) of qualifying students tested (6pts/6pts)	15%	16	16			
	Academic Compliance (i.e UIP completion/planning)	9%	10	10			
CD BOCES Accountability Matrix N/A for Q3	0%	N/A					
Finance (20%)	Financial Audit	40%	32	32	64	64	100%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix N/A for Elementary	20%	N/A				
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	102	102	100%
	Organizational Compliance (Statutory & DST)	25%	30	30			
	CD BOCES Accountability Matrix N/A for Q3	15%	N/A				
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	56	56	100%
	CD BOCES Accountability Matrix N/A for Q3	30%	N/A				

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

CPA MIDDLE SCHOOL ACCREDITATION SCORECARD -- 2018-19 -- QUARTER 3

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Priority Improvement Plan assigned for 2017 SPF (38.9% of framework points earned) Priority Improvement Plan: Decreased due to Participation assigned for 2018 SPF (47.6% of framework points earned) <i>Adequate participation (95%) required to achieve next plan type: 5.4% (& adequate participation) away from achieving a Performance Plan Middle School CMAS Mean Scale Scores - ELA: 732.4; Math: 723.3; Science: 548.8</i>	11%	6	12	32	110	29%
	Passing Rate: Individual Passing Rate 6-8: 45% (281/629) of students are passing all mandatory courses with a 60% or higher (0/16 pts earned) Overall Passing Rate 6-8: 66% (1654/2521) of students with passing grades in mandatory courses (0/8 pts earned)	22%	0	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: STAR Reading: 48% (260/546) - (0/8 pts earned) STAR Mathematics: 54% (294/546) - (0/8 pts earned) Writing: 53% (289/546) - (0/8 pts earned)	22%	0	24			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 1.5+ years): 6-8 (0pts/24pts) Reading: 55.5% (106/191) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (213 students continuously enrolled) Mathematics: 40.3% (85/211) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (213 students continuously enrolled) Writing: 44.3% (89/201) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (213 students continuously enrolled)	22%	0	24			
	MOY Assessment Participation Rates: 6-8: Reading, Writing and Math: 96% (626/652) of qualifying students tested (10pts/10pts) Reading: 52% (336/652) of students are scoring at grade level or higher on interim assessment Mathematics: 43% (279/652) of students are scoring at grade level or higher on interim assessment Writing: 47% (305/652) of students are scoring at grade level or higher on interim assessment 6-8 ACCESS: 94% (17/18) of qualifying students tested (6pts/6pts)	15%	16	16			
	Academic Compliance (i.e UIP completion/planning)	9%	10	10			
	CD BOCES Accountability Matrix N/A for Q3	0%	N/A				
Finance (20%)	Financial Audit	40%	32	32	64	64	100%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix N/A for Q3	20%	N/A				
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	102	102	100%
	Organizational Compliance (Statutory & DST)	25%	30	30			
	CD BOCES Accountability Matrix N/A for Q3	15%	N/A				
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	56	56	100%
	CD BOCES Accountability Matrix N/A for Q3	30%	N/A				

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

CPA HIGH SCHOOL ACCREDITATION SCORECARD -- 2018-19 -- QUARTER 3

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Priority Improvement Plan assigned for 2017 SPF (38.9% of framework points earned) Improvement Plan: Decreased due to Participation assigned for 2018 SPF (53.6% of framework points earned) <i>Adequate participation (95%) required to achieve a Performance Plan</i> <i>High School CO PSAT/CMAS Mean Scale Scores - Evidence-Based Reading and Writing: 467.9; Math: 439.5; Science: 624.4</i>	9%	7.5	10	52.2	110	47%
	Passing Rate: Individual Passing Rate 9-12: 54% (257/472) of students are passing all mandatory courses with a 60% or higher (0/16 pts earned) Overall Passing Rate 9-12: 75% (1334/1771) of students with passing grades in mandatory courses (4/8 pts earned)	22%	4	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: STAR Reading: 53% (233/439) - (0/8 pts earned) STAR Mathematics: 65% (286/439) - (4/8 pts earned) Writing: 62% (270/439) - (4/8 pts earned)	22%	8	24			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 1.5+ years): 9-12 (6.7pts/20pts) Reading: 57.8% (131/227) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (251 students continuously enrolled) Mathematics: 73.5% (180/245) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (251 students continuously enrolled) Writing: 60.0% (136/227) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (251 students continuously enrolled)	18%	6.7	20			
	MOY Assessment Participation Rates: 9-12: Reading, Writing and Math: 98% (479/489) of qualifying students tested (6pts/6pts) Reading: 53% (258/489) of students are scoring at grade level or higher on interim assessment Mathematics: 53% (258/489) of students are scoring at grade level or higher on interim assessment Writing: 79% (385/489) of students are scoring at grade level or higher on interim assessment 9-12: ACCESS: 100% (11/11) of qualifying students tested (6pts/6pts)	11%	12	12			
	2017-18 Post-Secondary Workforce Readiness Performance CO SAT: Evidence-Based Reading and Writing: 511.0 (1.5/2) CO SAT: Mathematics: 471.5 (1/2) Dropout: 9.0% (0.5/2) Graduation Rate: 50.0% (0.5/2) Matriculation Rate: 34.0% (0.5/2)	9%	4	10			
	Academic Compliance (i.e UIP completion/planning)	9%	10	10			
	CD BOCES Accountability Matrix N/A for Q3	0%	N/A				
Finance (20%)	Financial Audit	40%	32	32	64	64	100%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix N/A for Q3	20%	N/A				
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	102	102	100%
	Organizational Compliance (Statutory & DST)	25%	30	30			
	CD BOCES Accountability Matrix N/A for Q3	15%	N/A				
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	56	56	100%
	CD BOCES Accountability Matrix N/A for Q3	30%	N/A				

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

PPOS ACCREDITATION SCORECARD -- 2018-19 -- QUARTER 3

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Priority Improvement Plan assigned for 2017 SPF (38.9% of framework points earned) AEC: Performance Plan assigned for 2018 AEC SPF (61.54% of framework points earned) <i>High School CMAS/PSAT Mean Scale Scores - Evidence-Based Reading and Writing: 412.7; Math: 389.9; Science: 568.4</i>	9%	10	10	41.3	110	38%
	Passing Rate: Individual Passing Rate 9-12: 35% (198/568) of students are passing all mandatory courses with a 60% or higher (0/16 pts earned) Overall Passing Rate 9-12: 58% (1250/2146) of students with passing grades in mandatory courses (0/8 pts earned)	22%	0	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: STAR Reading: 47% (250/535) - (0/8 pts earned) STAR Mathematics: 53% (285/535) - (0/8 pts earned) Writing: 51% (273/535) - (0/8 pts earned)	22%	0	24			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 1.5+ years): 9-12 (3.3pts/24pts) Reading: 47.7% (114/239) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (245 students continuously enrolled) Mathematics: 49.0% (117/239) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (245 students continuously enrolled) Writing: 64.9% (150/231) of students enrolled at the school from BOY 2017-18 to MOY 2018-19 (245 students continuously enrolled)	18%	3.3	20			
	MOY Assessment Participation Rates: 9-12: Reading, Writing and Math: 99% (600/608) of qualifying students tested (6pts/6pts) Reading: 26% (161/608) of students are scoring at grade level or higher on interim assessment Mathematics: 42% (255/608) of students are scoring at grade level or higher on interim assessment Writing: 56% (343/608) of students are scoring at grade level or higher on interim assessment 9-12: ACCESS: 100% (15/15) of qualifying students tested (6pts/6pts)	11%	12	12			
	2017-18 Post-Secondary Workforce Readiness Performance CO SAT: Evidence-Based Reading and Writing: 442.1 (1.5/2) CO SAT: Mathematics: 415.0 (1.5/2) Dropout: 15.9% (1.5/3) Completion Rate: 43.4% (1.5/3)	9%	6	10			
	Academic Compliance (i.e UIP completion/planning)	9%	10	10			
	CD BOCES Accountability Matrix N/A for Q3	0%	N/A				
Finance (20%)	Financial Audit	40%	32	32	64	64	100%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix N/A for Q3	20%	N/A				
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	102	102	100%
	Organizational Compliance (Statutory & DST)	25%	30	30			
	CD BOCES Accountability Matrix N/A for Q3	15%	N/A				
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	56	56	100%
	CD BOCES Accountability Matrix N/A for Q3	30%	N/A				

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS					
Measure	Norm Description	Value	Pts Earned	Rating	
CMAS - Science	<40th percentile of AECs	300.0	0.25	Does Not Meet	
	<60th percentile & >=40th percentile of AECs	503.0	0.5	Approaching	
	<90th percentile & >=60th percentile of AECs	515.0	0.75	Meets	
	>=90th percentile of AECs	577.0	1	Exceeds	
	CO PSAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
<60th percentile & >=40th percentile of AECs		383.8	0.5	Approaching	
<90th percentile & >=60th percentile of AECs		394.5	0.75	Meets	
>=90th percentile of AECs		425.3	1	Exceeds	
CO PSAT - Math		<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	378.2	0.5	Approaching	
	<90th percentile & >=60th percentile of AECs	385.3	0.75	Meets	
	>=90th percentile of AECs	412.6	1	Exceeds	
	Star Enterprise	<40% of students	0.00%	0.25	Does Not Meet
<60% & >=40% of students		40.00%	0.5	Approaching	
<90% & >=60% of students		60.00%	0.75	Meets	
>=90% of students		90.00%	1	Exceeds	

CMAS results include grades 3 through 8 based on 3 years of aggregated data where available. CO PSAT results aggregate 3 years of grade 10 and 1 year of grade 9 data where available.
(* Not Applicable; (-) No Reportable Data

All Schools Accreditation Framework – 2018-19 Scoring Guide

The following guide will be used to assess the level of compliance within each subcategory listed in the accreditation document. Quarterly assessment of compliance will include appropriate consideration of timelines within the CD BOCES and school calendars.

Items referenced under the subcategories of Academic, Financial, and Organizational compliance will be assessed through identification of completion and timeliness. ESP compliance will be assessed by the ESP Evaluation Measure.

Q3

Previous Year's SPF Rating

- Performance Plan: 100% of sub-category points
- Improvement Plan: 75% of sub-category points
- Priority Improvement Plan: 50% of sub-category points
- Turnaround Plan: 25% of sub-category points

Passing Rate

Individual Passing Rate:

- Exceeds: >85% of students are passing (60%+) all mandatory courses each quarter (4 points)
- Meets: 80-85% of students are passing (60%+) all mandatory courses each quarter (3 points)
- Approaching: 75-79% of students are passing (60%+) all mandatory courses each quarter (2 points)
- Does Not Meet: <75% of students are passing (60%+) all mandatory courses each quarter (1 point)

Overall Passing Rate

- Exceeds: >85% of students with passing (60%+) grades in mandatory courses each quarter (4 points)
- Meets: 80-85% of students with passing (60%+) grades in mandatory courses each quarter (3 points)
- Approaching: 75-79% of students with passing (60%+) grades in mandatory courses each quarter (2 points)
- Does Not Meet: <75% of students with passing (60%+) grades in mandatory courses each quarter (1 point)

% of Students Meeting Individual Growth Targets in Reading, Mathematics, and Writing from Beginning of Year to Middle of Year on Interim Assessment

- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

Academic Improvement of Continuously Enrolled Students:

(growth on interim assessment of 1.5+ years of growth from beginning of previous year to middle of current year)

- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

% of Students Tested in All Three Subjects (% of students enrolled through the MOY testing window) & % of Eligible Students Tested on ACCESS

- Meets: 95% or more of students testing in all three subjects
- Does not meet: <95% of students testing in all three subjects

Post-Secondary Workforce Readiness Performance (high school only)

- Dropout (points allocated based on SPF rating and % of points for this subindicator)

- Graduation Rate (points allocated based on SPF rating and % of points for this subindicator)

Academic Compliance (% of Q3 items completed on time)

- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

F Financial Audit

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points

A Financial Compliance (% of items completed on time)

- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

O

P Data Pipeline Deadlines and Reports

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points

A Organizational Compliance (% of items completed on time)

- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

S

E ESP Contract Checklist

- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

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BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: School Calendars

Item Type: Action Information Discussion

Background Information, Description of Need:

The 2019-2020 school calendars for all of our schools, the Colorado Preparatory Academy's (CPA) and Pikes Peak Online School (PPOS), are attached for our Board of Directors (BOD) to review.

Relevant Data and Expected Outcomes:

Nicole Tiley, Head of School for K12, and I will be making some final adjustments to the calendars before the May BOD meeting, when our BOD will be asked to approve the calendars. Any BOD feedback or suggestions can be added to the calendars at this time before approval.

Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested.

K8 CPA 2019-2020 Calendar

8/5 & 8/6: Staff PD and staff first week back

8/19 – 8/23: Week of Welcome – student Onboarding

8/26: First Day Classes Start

9/2: Holiday - Labor Day – No school

11/1: Staff PD- No School

11/27 – 11/29: Thanksgiving Break – No school

12/23 – 1/3: Winter Break – No school

1/6: Classes Resume

1/16: Last Day of Semester I

1/17: Teacher Work Day – No School

1/20: Holiday – MLK Day – No School

1/21: First Day of Semester II

2/17: Holiday – Presidents Day – No School

3/6: Staff PD- No School

3/23 – 3/27: Spring Break – No School

5/1: Staff PD

5/25: Holiday – Memorial Day – No School

5/22: Last Day of Semester II

5/29: Senior Graduation Ceremony

5/29: Last Day for Staff

Green: No School

Pink: Important Dates- Students have school

Blue: Week of Welcome- Official School Days

August 2019						
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CPA High School 2019-2020 Calendar

8/5 & 8/6: Staff PD and staff first week back

8/19 – 8/23: Week of Welcome – student Onboarding

8/26: First Day Classes Start

9/2: Holiday - Labor Day – No school

11/1: Staff PD- No School

11/27 – 11/29: Thanksgiving Break – No school

12/20: Last Day of Semester I

1/6: Teacher Work Day- No School

1/7: First Day of Semester II

12/23 – 1/3: Winter Break – No school

1/17: Teacher Work Day – No School

1/20: Holiday – MLK Day – No School

2/17: Holiday – Presidents Day – No School

3/6: Staff PD- No School

3/23 – 3/27: Spring Break – No School

5/1: Staff PD

5/25: Holiday – Memorial Day – No School

5/22: Last Day of Semester II

5/29: Senior Graduation Ceremony

5/29: Last Day for Staff

Green No School

Pink Important Dates- Students have school

Blue Week of Welcome- Official School Days

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PPOS 2019-2020 Calendar

August 2019						
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8/12 Staff return
8/19 and 8/20: Staff PD

9/2: Holiday - Labor Day – No school
9/3 – 9/6: Week of Welcome – student Onboarding
9/9: First Day Classes Start

11/1: Staff PD- No School
11/11: Holiday - Veterans Day – No school
11/27 – 11/29: Thanksgiving Break – No school

12/23 – 1/3: Winter Break – No school

1/6: Classes Resume
1/16: Last Day of Semester I
1/17: Teacher Work Day – No School
1/20: Holiday – MLK Day – No School
1/21: First Day of Semester II

2/17: Holiday – Presidents Day – No School

3/6: Staff PD- No School
3/18: Parent/Teacher Conferences
3/23 – 3/27: Spring Break – No School

5/1: Staff PD
5/25: Holiday – Memorial Day – No School
5/29: Senior Graduation Ceremony

6/5 Last Day of Semester II
6/5 Last Day for Teachers

Green: No School
Pink: Important Dates- Students have school
Blue: Week of Welcome- Official School Days



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Kindra Whitmyre and Nicole Tiley

Title of Agenda Item: Pikes Peak Online School Graduation Data

Item Type: Action Information Discussion

Background Information, Description of Need:

Pikes Peak Online School (PPOS) graduation data was presented to our Board of Directors (BOD) at the March BOD meeting. Our BOD requested more details during the presentation.

Relevant Data and Expected Outcomes:

Nicole Tiley, Head of School for K12, will be presenting these details to our BOD through a presentation.

Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested.

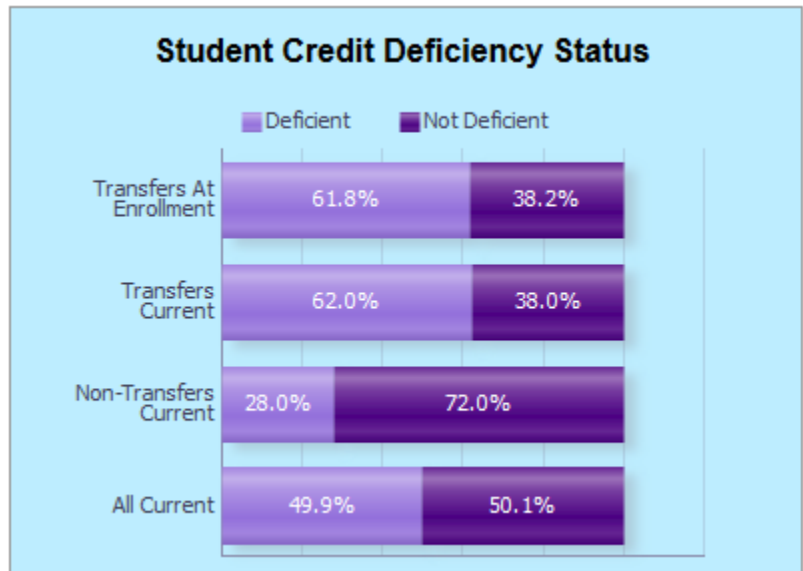
PPOS Graduation Data by Cohort Year and School Enrollment Year

The following chart explains the graduation data for PPOS. The numbers highlighted in blue are the student's cohort year. The cohort year is defined as the year the student should have graduated based on the year that the student started 9th grade. A cohort year of 2019 means the student started 9th grade in 2016. The number under the cohort year is the year that the student enrolled in Pikes Peak Online school. Additional explanation: When looking at the 2019 cohort year, we had 4 students graduate in January. When reviewing the enrollment year of the students, 2 students enrolled in 2017 and 2 students enrolled in 2018.

Cohort Year	Graduate (Student graduated from PPOS)	Non-Graduate (Student dropped out or completed GED)	Transfer (Student transferred to another public or private school).	Grand Total
2022		2		2
2019		2		2
2020		13	8	21
2017		2	3	5
2018		1	1	2
2019		10	4	14
2019	4	45	31	80
2016		1	3	4
2017	2	5	4	11
2018	2	23	16	41
2019		16	8	24
2018	83	73	38	194
2016	13	4	5	22
2017	20	28	22	70
2018	48	32	9	89
2019	2	9	2	13
2017	70	41	31	142
2016	27	18	13	58
2017	31	15	16	62
2018	11	8	2	21
2019	1			1
2016	61	64	21	146
2016	43	57	16	116
2017	11	5	4	20
2018	6	1		7
2019	1	1	1	3
2015	6	3	5	14
2016	3	2	2	7
2017	1	1	3	5

Student Credit Deficiency Status

The student credit deficiency status tracks the number of students that enrolled at Pikes Peak Online School behind in credits. Pikes Peak Online School has 62% of students behind in credits when they start the school year.





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Ken Witt

Title of Agenda Item: (IV. E) Administrative Unit Application Update

Item Type: Action Information Discussion

Background Information, Description of Need:

In the BOCES Special Meeting on August 30, 2018 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:

Approval of the Education reEnvisioned Administrative Unit was sent by Dr Foster on March 1, 2019. Toby King has been assigned by Dr. Foster to work with the BOCES to ensure smooth implementation of the new Administrative Unit.

The AU Adopter Form has been completed and communication with CDE has been initiated to get all systems in place by July 1, including the Enrich IEP system.

Recommended Course of Action/Motion Requested:

No motion requested.





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Annette Ridgway

Title of Agenda Item: (IV.F.) Board of Directors Meeting Dates

Item Type: Action Information Discussion

Background Information, Description of Need:

A board of cooperative services shall meet at least quarterly in accordance with Colorado School Law and the Boards of Cooperative Services Act of 1965 (22-5-104(4)). For the 2018-2019 school year, the Education reEnvisioned Board of Cooperative Educational Services Board of Directors (BOD) meetings were scheduled to occur the third Tuesday of each month from 4-6 p.m.

Relevant Data and Expected Outcomes:

The administration requests the BOD to set a regular meeting schedule for the 2019-2020 school year for planning and consistency purposes.

Recommended Course of Action/Motion Requested:

No motion requested.





Proposed 2019-2020 Education re Envisioned BOCES BOD Regular Meeting Dates

Tuesday, August 20, 2019
Tuesday, September 17, 2019
Tuesday, October 15, 2019
Tuesday, November 19, 2019
Tuesday, December 17, 2019
Tuesday, January 21, 2020
Tuesday, February 18, 2020
Tuesday, March 17, 2020
Tuesday, April 21, 2020
Tuesday, May 19, 2020
Tuesday, June 16, 2020





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Annette Ridgway

Title of Agenda Item: (IV.G.) Budget Planning

Item Type: Action Information Discussion

Background Information, Description of Need:

CRS22-44-108c that requires that the Board of Education receive a proposed budget “at least thirty days prior to the beginning of the next fiscal year”. This page serves as “first steps” in developing a 2019/2020 proposed budget.

Relevant Data and Expected Outcomes:

Budget planning is driven by 2 components of funding: 1) student count, and 2) Per-Pupil Revenue (PPR). K12 has provided 2019/2020 projected student count of 2,743. This represents a 14% increase over 2018/2019 and is on-trend with prior years. The administration is projecting a 2019/2020 PPR of \$7,753, a 4% increase over 2018/2019. 4% PPR increase is based on 5-year trend.

Projected increases in student count and PPR would result in a funding increase over 2018/2019.

Recommended Course of Action/Motion Requested:

Bring any questions to the table and provide any collaborative guidance to staff regarding budget planning and funding projections for 2019/2020.



**EDUCATION reENVISIONED (CDBOCES)
Historical Trend of Student Count & PPR
K12 Contract Schools**

	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	Proposed Budget <u>2019/20</u>
Funded Students (sFTE)							
Original Budget	250	900	1,788	2,020	2,010	2,535	2,743
Actual	348	1,649	1,723	1,845	2,170	2,401	2,743
Difference	98	749	(66)	(175)	160	(134)	
Actual/Budget	139%	183%	96%	91%	108%	95%	
Actual/Budget 4-Yr Avg						98%	
YoY Actual Incr/(Decr) %		373%	4%	7%	18%	11%	14%
Actual Per-Pupil Revenue (PPR)	\$ 6,070.28	\$ 6,423.90	\$ 6,690.32	\$ 6,794.63	\$ 7,017.90	\$ 7,454.82	\$ 7,753.01
YoY Actual Incr/(Decr) %		6%	4%	2%	3%	6%	4%
YoY Actual Incr/(Decr) % Avg						4%	
Total Funding	\$ 2,114,643	\$ 10,594,296	\$ 11,524,076	\$ 12,536,092	\$ 15,228,843	\$ 17,899,023	\$ 21,266,506
YoY Actual Incr/(Decr) \$		\$ 8,479,653	\$ 929,780	\$ 1,012,016	\$ 2,692,751	\$ 2,670,180	\$ 3,367,484
YoY Actual Incr/(Decr) %		401%	9%	9%	21%	18%	19%



Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

Item Type: Action Information (Report) Discussion

Induction Program Mentor Training- The last mentor training for the mentors in the induction program will be completed this month. A review of the induction program and areas that need to be improved for our program next year will start in May.

Special Program Updates- Special Program meetings with Nicole Tiley, Head of School for K12, have been occurring consistently and frequently. The agenda of these meetings consists of program improvements noted in the January site visit report and to get set up for the start of our Administrative Unit (AU).

CDE Site Visit- The Colorado Department of Education (CDE) completed the non-mandatory site visit on our Colorado Preparatory Academy (CPA) Elementary and Middle School. The visit went well, and Nicole and I are anxious to see the report. We were hoping that we would get the report in time to incorporate some of their feedback into our school Unified Improvement Plans (UIP), but the timing will not work for us to be able to do this in our UIPs due this month.

AEC Site Visit- The CDE completed the Alternative Education Campus (AEC) site visit on Pikes Peak Online School (PPOS). This site visit went very well and there are only three recommendations for the school from the site visit:



1. Clear Graduation Pathways
2. Intervention and Recovery Options
3. Rigorous and Evidence-based Instruction

UIP Update- The Unified Improvement Plans (UIP) for all of our schools were submitted through the online system by the due date.

Application Review Update- The applications for new school and program proposals are still in the review process.

Plan Review- The review of each school action plan goal has been completed for Q3. Nicole and I have reviewed the action plan together and discussed the celebrations and areas that still need improvements. The review is attached below.

CPA Elementary Q3 Action Plan Review

Data Driven Instruction	
Priority Challenge	The CPA Elementary administration and staff, across all grade levels, K-5 and in all subject areas, will continue to implement and improve upon a full Data Driven Instructional model.
Elementary School Goals	
<ol style="list-style-type: none">1. Increase academic achievement/proficiency in English Language Arts from 68% to 71% and in math from 58% to 63% on the end of year diagnostic assessments.2. Increase academic growth in English Language Arts from 53% to 55% and in Math from 55% to 57% on the end of year diagnostic assessments.3. Elementary school will score a 90% or higher on the data-driven instruction and assessment implementation rubric.	

Q3 Review:

- English Language Arts proficiency for K-5 is at 58%.
Math proficiency for K-5 is at 47%.
- English Language Arts growth percent is at 58%.
Math growth percent is at 52%.
- Elementary scored a 70% on the data-driven instruction and assessment implementation rubric.

Q2 Review:

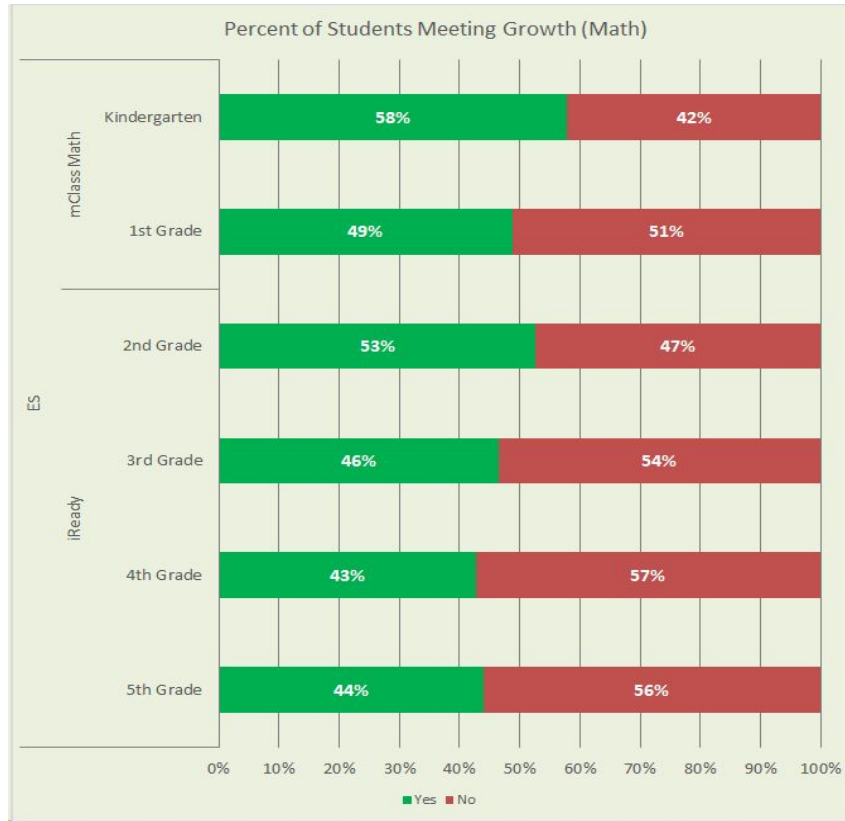
- Academic achievement data is below.
- 2.Growth data will be entered during Q3 action plan.
- 3.Elementary scored a 61% on the data-driven instruction and assessment implementation rubric.

Q1 Review:

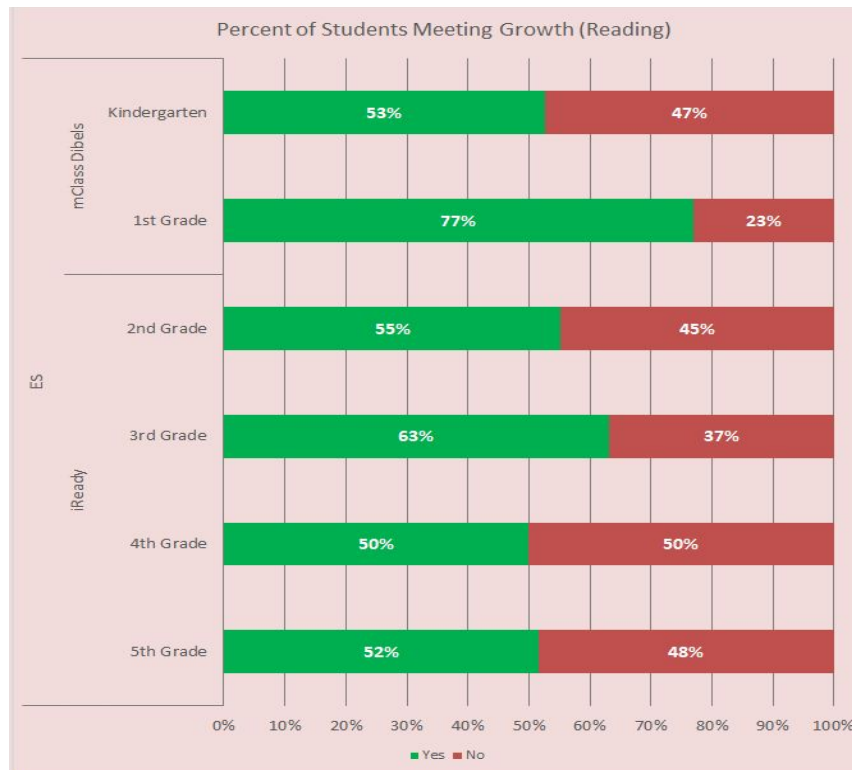
- Achievement data is below.
- Growth data will be entered at the end of second quarter.
- Elementary scored a 61% on the data-driven instruction and assessment implementation rubric

Academic growth data for Q3:

Math Growth Data K-5

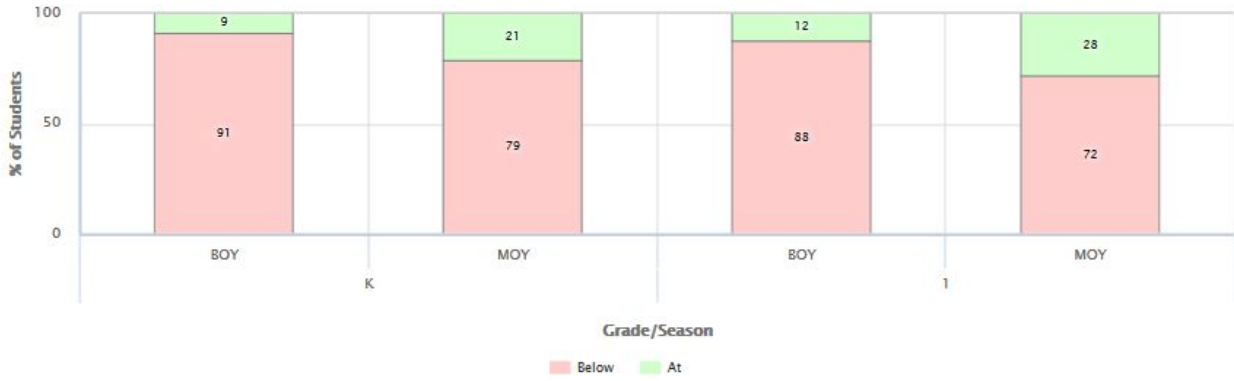


Reading Growth Data K-5

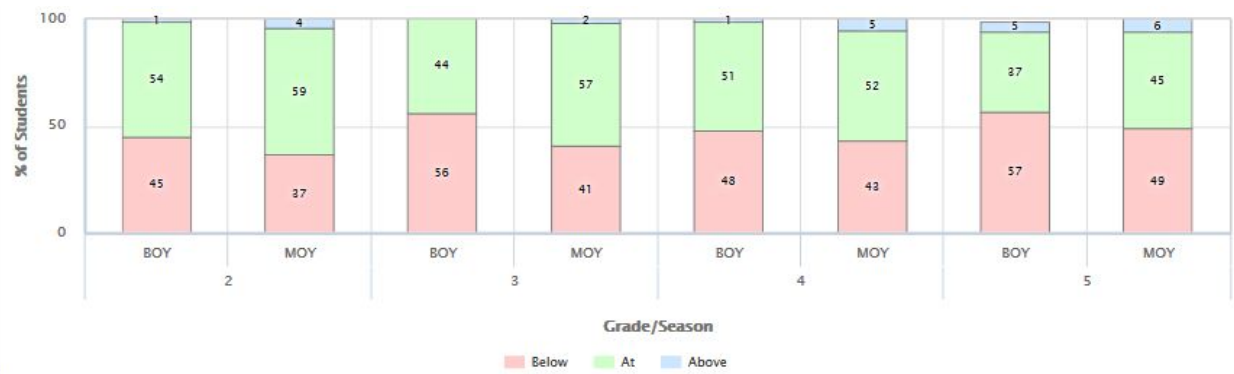


Academic achievement data for Q2:

mClass Math Proficiency Data K-1



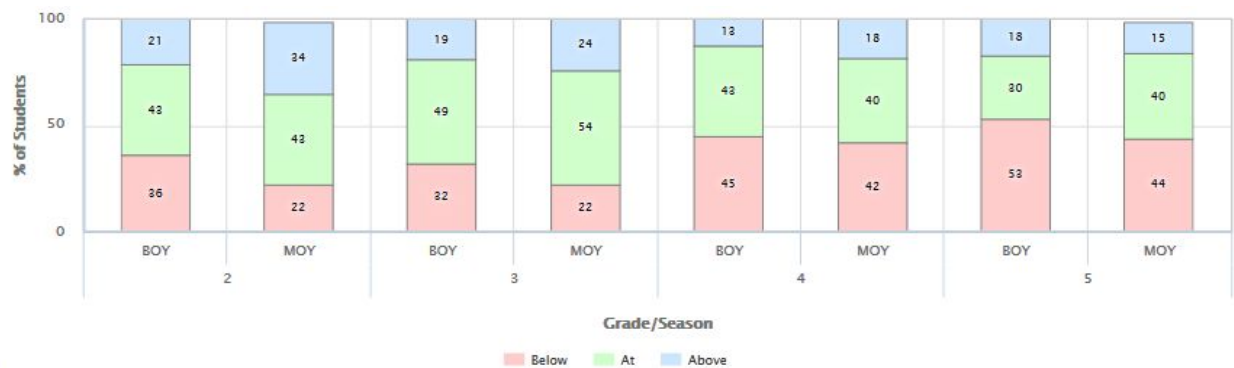
iReady Math Proficiency Data 2-5



Dibels Next Proficiency Data K-1

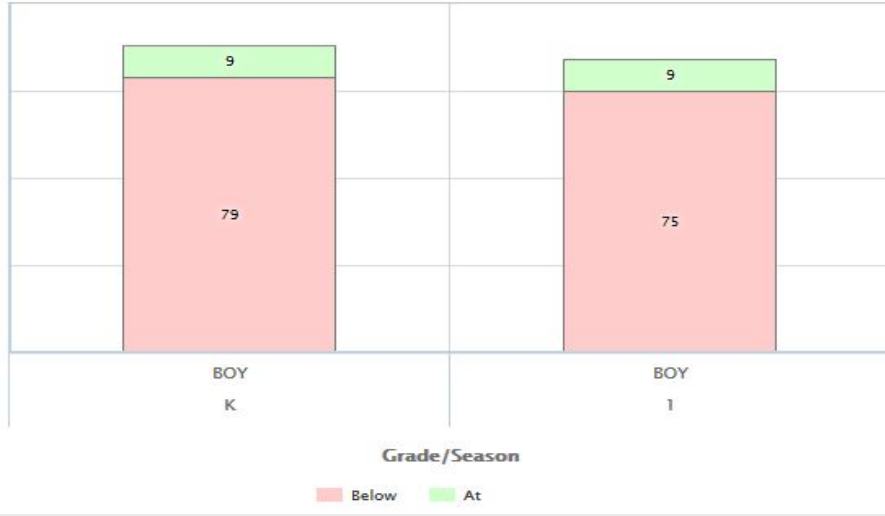


iReady Reading Proficiency Data 2-5

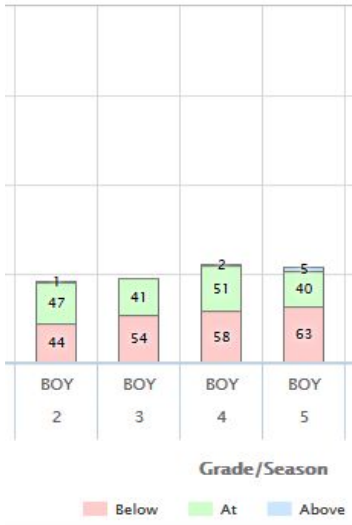


Academic achievement data for Q1:

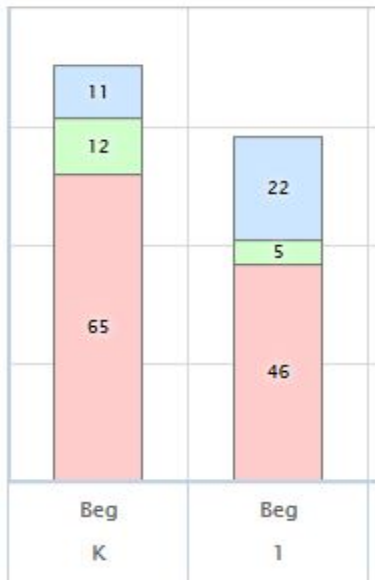
mClass Math Proficiency Data K-1



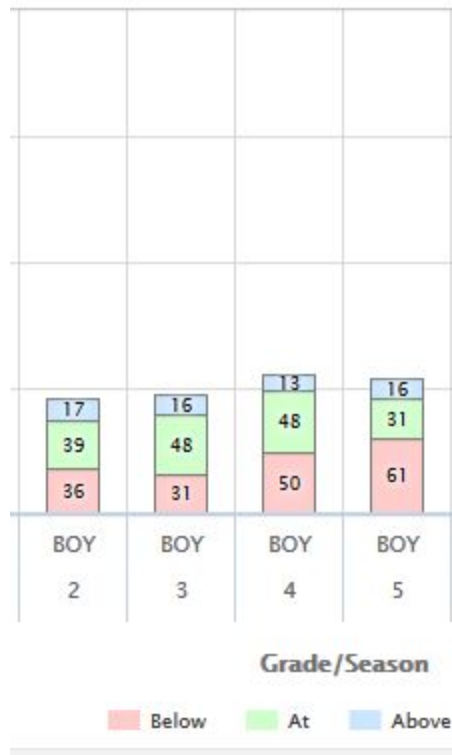
iReady Math Proficiency Data 2-5



Dibels Next Proficiency Data K-1



iReady Reading Proficiency Data 2-5



Effective Differentiated Instruction

Priority Challenge

Elementary staff will fully understand how all students demonstrate mastery ensuring students take ownership in mastery through individual learning goals.

Elementary School Goals

1. Increase academic achievement/proficiency in English Language Arts from 68% to 71% and in Math from 58% to 63% on the end of year diagnostic assessments.
2. Increase academic growth in English Language Arts from 53% to 55% and in Math from 55% to 57% on the end of year diagnostic assessments.
3. 90% of all teachers will identify the state standards and write measurable objectives for students to demonstrate mastery.
4. 90% of students will participate in DDI meetings each semester to understand ownership of their learning and set goals.

Q3 Review:

- English Language Arts proficiency for K-5 is at 58%.
Math proficiency for K-5 is at 47%.
- English Language Arts growth percent is at 58%.
Math growth percent is at 52%.
- 95% of teachers are writing measurable objectives, per Class Connect observations.
- 96% of student data meetings were completed with students.

Q2 Review:

- Achievement data is above.
- Growth data will be entered during Q3 action plan.
- 93% of teachers are writing measurable objectives, per Class Connect observations.
- 96% of student data meetings were completed with students.

Q1 Review:

- Achievement data is above.
- Growth data will be entered at the end of second quarter.
- 90% of teachers are writing measurable objectives, per Class Connect observations.
- Student data meetings just started so data will be entered at the end of second quarter.

School and Community Culture	
Priority Challenge	CPA Elementary administration and staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision-making processes.
Elementary School Goals	
<p>1. Increase attendance at orientation sessions:</p> <ul style="list-style-type: none"> - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school. - Returning Students- Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school. <p>2. 90% of students will receive an enduring call monthly to provide foster relationship and academic support.</p> <p>3. 90% of students will participate in DDI meetings each semester to understand ownership of their learning and set goals.</p>	

Q3 Review:

- 98% of new students attended a live orientation session.
- 100% of returning students attended a live orientation session.
- 93% of students received an enduring call.
- 96% of student data meetings were completed with students.

Q2 Review:

- 98% of new students attended a live orientation session.
- 100% of returning students attended a live orientation session.
- 99% of students received an enduring call.
- 96% of student data meetings were completed with students.

Q1 Review:

- 98% of new students attended a live orientation session. Goal was met.
- 100% of returning students attended a live orientation session. Goal was met.
- 99% of students received an enduring call during the first month of school.
- Student data meetings just started so data will be entered at the end of second quarter.

Student and Learning Coach Engagement	
Priority Challenge	CPA Elementary administration and staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.
Elementary School Goals	
<ol style="list-style-type: none"> 1. CPA will decrease the withdraw rate of students by 15% in the next five years, this will be a decrease of 3% for this 18-19 school year. 2. Increase Elementary course passing rate to 81% by end of year. 3. CPA Elementary will maintain student participation of 80% or higher in the required class connect sessions. 	

Q3 Review:

- The withdrawal rate is 44.5% and last year it was 43.2%; so, elementary school is tracking 1.3% higher than last school year.
- 93% of courses are passing.
- 85% of students are attending class connect sessions.

Q2 Review:

- The withdrawal rate is 39.3% and last year it was 36.0%; so, elementary school is tracking 3.3% higher than last school year.
- 98% of courses are passing.
- 83% of students are attending class connect sessions.

Q1 Review:

- The withdrawal rate is 36.7% and last year it was 32.8%; so, elementary school is tracking 3.9% higher than last school year. Goal was not met.
- 84% of courses are passing. Goal was met.
- 82% of students are attending class connect sessions. Goal was met.

Leadership	
Priority Challenge	The Elementary administration will follow through with staff action plans from individual Data Driven Instruction meetings in order to improve staff accountability.
Elementary School Goals	
1. Principal will support every teacher through ongoing, actionable feedback twice monthly, to support and guide teachers in data-based decision making regarding effective practices to maximize students success.	

Q3 Review:

- Principal has met each teacher twice a month and has given feedback on observation data and data-based decision making.

Q2 Review:

- Principal has met each teacher twice a month and has given feedback on observation data and data-based decision making.

Q1 Review:

- Principal has met each teacher twice a month and has given feedback on observation data and data-based decision making.

CPA Middle School Q3 Action Plan Review

Data Driven Instruction	
Priority Challenge	The CPA Middle School administration and staff, across all grade levels, 6-8 and in all subject areas, will continue to implement and improve upon a full Data Driven Instructional model.
Middle School Goals	
<ol style="list-style-type: none">1. Increase academic achievement/proficiency from 54% to 62% in Reading, and from 47% to 57% in Math on the end of the year iReady assessment.2. Increase academic growth from 43% to 50% in Reading, and from 45% to 52% in Math on the end of the year iReady assessment.3. Middle school will score a 90% or higher on the data-driven instruction and assessment implementation rubric.	

Q3 Review:

- English Language Arts proficiency is at 52%.
Math proficiency is at 43%.
- English Language Arts growth percent is at 48%.
Math growth percent is at 54%.
- Middle School scored a 75% on the data-driven instruction and assessment implementation rubric.

Q2 Review:

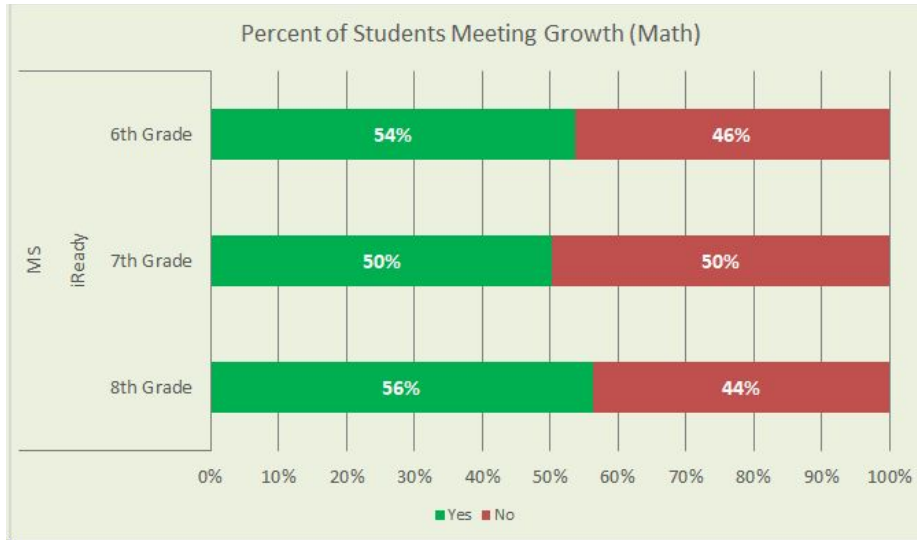
- Achievement data is below.
- Growth data will be entered during Q3 action plan.
- Middle School scored a 71% on the data-driven instruction and assessment implementation rubric.

Q1 Review:

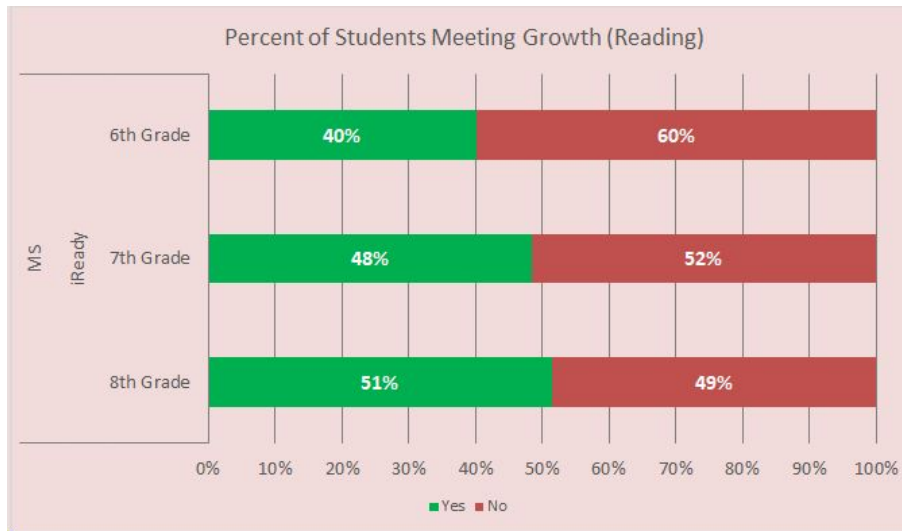
- Achievement data is below.
- Growth data will be entered at the end of second quarter.
- Middle School scored a 78% on the data-driven instruction and assessment implementation rubric.

Academic achievement data for Q3

iReady Math Growth Data 6-8



iReady Reading Growth Data 6-8



Academic achievement data for Q2

iReady Math Proficiency Data 6-8

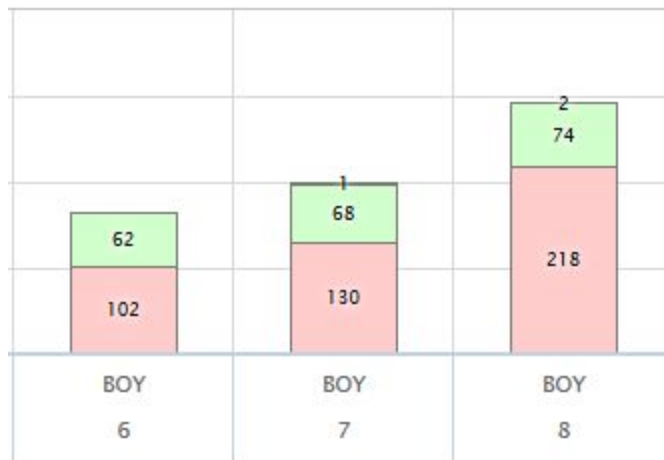


iReady Reading Proficiency Data 6-8

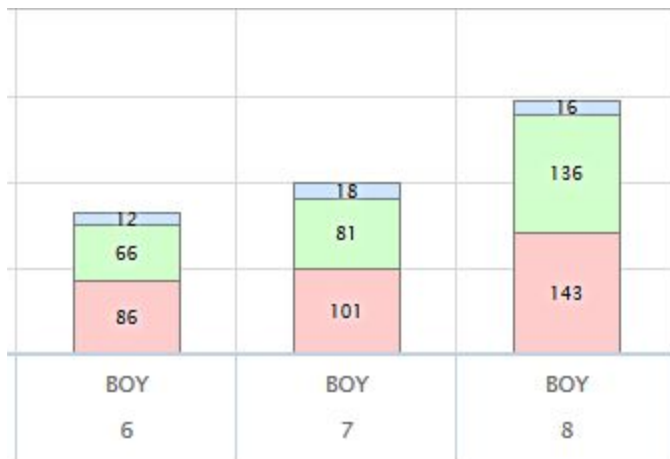


Academic achievement data for Q1

iReady Math Proficiency Data 6-8



iReady Reading Proficiency Data 6-8



Effective Differentiated Instruction

Priority Challenge

Middle School staff will fully understand how all students demonstrate mastery ensuring students take ownership in mastery through individual learning goals.

Middle School Goals

1. Increase academic achievement/proficiency from 54% to 62% in Reading, and from 47% to 57% in Math on the end of the year iReady assessment.
2. Increase academic growth from 43% to 50% in Reading, and from 45% to 52% in Math on the end of year iReady assessment.
3. 90% of students will participate in student data meetings to look at individual progress and set learning goals.
4. 90% of all teachers will identify the state standard and write measurable learning objectives for students to demonstrate mastery.

Q3 Review:

- English Language Arts proficiency is at 52%.
Math proficiency is at 43%.
- English Language Arts growth percent is at 48%.
Math growth percent is at 54%.
- 89% of student data meetings have been completed with students.
- 70% of all teachers are writing measurable learning objectives, per Class Connect observations.

Q2 Review:

- Achievement data is above.
- Growth data will be entered during Q3 action plan.
- 89% of student data meetings have been completed with students.
- 100% of all teachers are writing measurable learning objectives, per Class Connect observations.

Q1 Review:

- Achievement data is above.
- Growth data will be entered at the end of second quarter.
- Student data meetings just started so data will be entered at the end of second quarter.
- 80% of all teachers are writing measurable learning objectives, per Class Connect observations.

School and Community Culture

Priority Challenge

Maintain a school culture that follows our mission and vision and ensure that every student is contacted by a teacher each month.

Middle School Goals

1. Increase parent satisfaction by at least 5% in order to move up from the 60% range to a 70% or above.
2. Increase attendance at orientation sessions:
 - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school.
 - Returning Students Orientation Session- 80% of returning students will attend a welcome back session within the first 10 days of school.
3. 100% of students will receive a Teacher Student Connection Call within 10 school days of the student school start date.
4. 90% of students will respond to an Enduring Call each month.

Q3 Review:

- 98% of new students attended a live orientation session.
- 100% of returning students attended a live orientation session.
- 99% of students received a student connection call within 10 days of school.
- 94% of students received an enduring call during March.

Q2 Review:

- 98% of new students attended a live orientation session.
- 100% of returning students attended a live orientation session.
- 99% of students received a student connection call within 10 days of school.
- 99% of students received an enduring call during December.

Q1 Review:

- 98% of new students attended a live orientation session. Goal was met.
- 100% of returning students attended a live orientation session. Goal was met.
- 99.8% of students received an enduring call during the first month of school. Goal was met.
- 46% of students received an enduring call during October.

Student and Learning Coach Engagement

Priority Challenge

Maintain student participation at 80% or higher and see gains in student achievement as a result.

Middle School Goals

1. 85% of students will be successful at completing Strong Start requirements.
2. Student participation on interim and benchmark assessments will average between 80-94%.
3. CPA Middle School will maintain student participation of 80% or higher in the required class connect sessions.

Q3 Review:

- 99% of students completed Strong Start Requirements.
- 96% of students participated in assessments.
- 95% of students are participating in class connect sessions.

Q2 Review:

- 99% of students completed Strong Start Requirements.
- 96% of students participated in assessments.
- 92% of students are participating in class connect sessions.

Q1 Review:

- 99% of students completed Strong Start Requirements. Goal was met.
- 98% of students participated in assessments. Goal was met.
- 93% of students are participating in class connect sessions. Goal was met.

Leadership	
Priority Challenge	A clear plan for school improvement needs to be implemented and communicated by the school leaders and tied to goals.
Middle School Goals	
<p>1. As led by school leader, the middle school team will determine clear action steps to achieve school-wide goals and progress monitor those goals quarterly.</p> <p>2. The school leader will implement committees (Assessment, Professional Development, Instruction, Culture) to develop focused plans for school improvement by second semester.</p>	

Q3 Review:

- PLC teams are writing goals based on MOY data.
- 6 committees have been developed by the school and are focused on school improvement.

Q2 Review:

- PLC teams are writing goals based on BOY data.
- 6 committees have been developed by the school that will start in February.

Q1 Review:

- PLC teams are writing goals based on BOY data.
- Goal won't be implemented until second semester.

CPA High School Q3 Action Plan Review

Data Driven Instruction	
Priority Challenge	The CPA High School administration and staff, across all grade levels and in all subject areas, will continue to implement and improve upon a full Data Driven Instructional model.
High School Goals	
<ol style="list-style-type: none">1. Increase academic achievement/proficiency in English Language Arts from 52% to the 55%, and in Math from the 72% to the 75%.2. Increase academic growth in English Language Arts from 39% to 50% and in Math from 53% to 55%.3. Implement student data meetings for every student once each semester to look at individual progress and set learning goals.4. High school will score a 90% or higher on the data-driven instruction and assessment implementation rubric.	

Q3 Review:

- English Language Arts proficiency is at 53%.
Math proficiency is at 73%.
- English Language Arts growth percent is at 53%.
Math growth percent is at 65%.
- 96% of student data meetings have been completed with students.
- 75% of points earned on data-driven instruction and assessment implementation rubric.

Q2 Review:

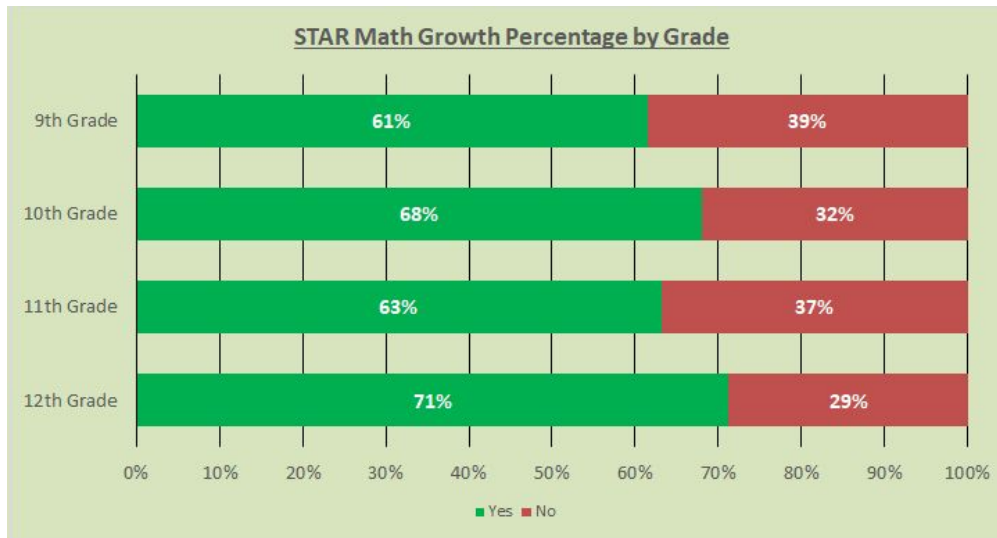
- Achievement data is below.
- Growth data will be entered during Q3 action plan.
- 96% of student data meetings have been completed with students.
- 73% of points earned on data-driven instruction and assessment implementation rubric.

Q1 Review:

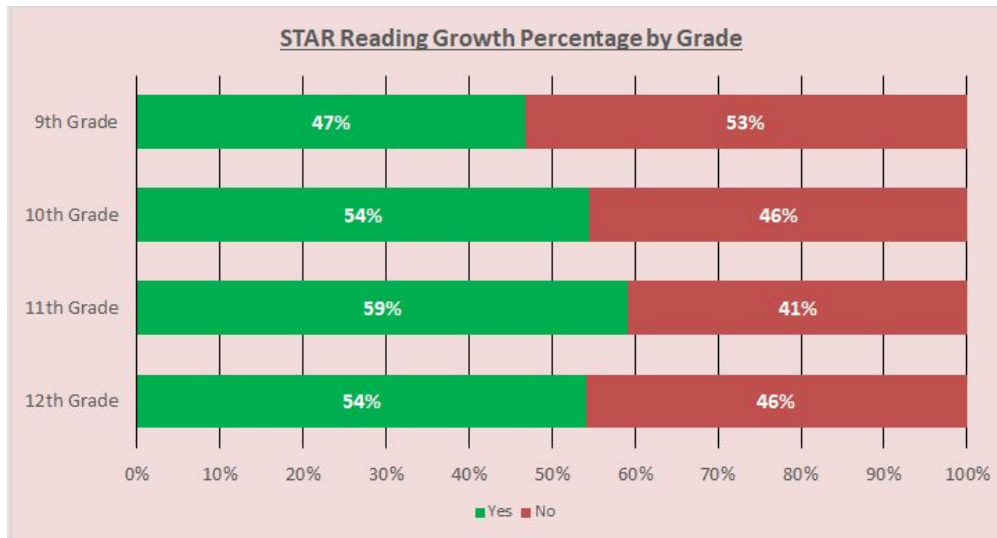
- Achievement data is below.
- Growth data will be entered at the end of second quarter.
- Student data meetings are just starting so data will be reported at the end of second quarter.
- 76% of points earned on data-driven instruction and assessment implementation rubric.

Assessment Achievement for Q3

STAR Math Growth Data 9-12

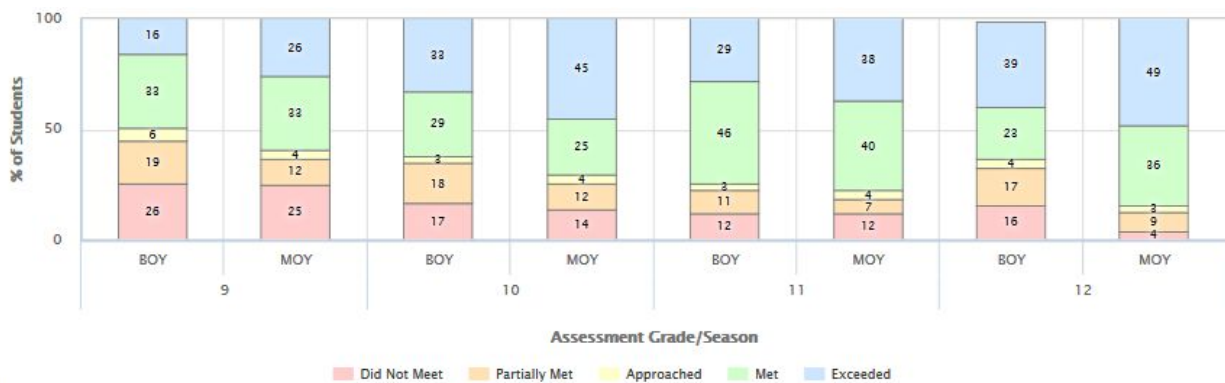


STAR Reading Growth Data 9-12

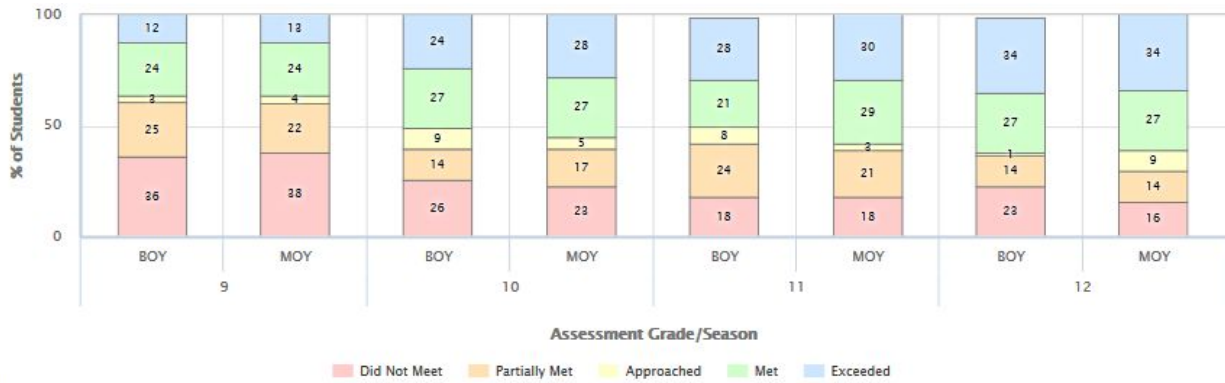


Assessment Achievement for Q2

STAR Math Proficiency Data 9-12

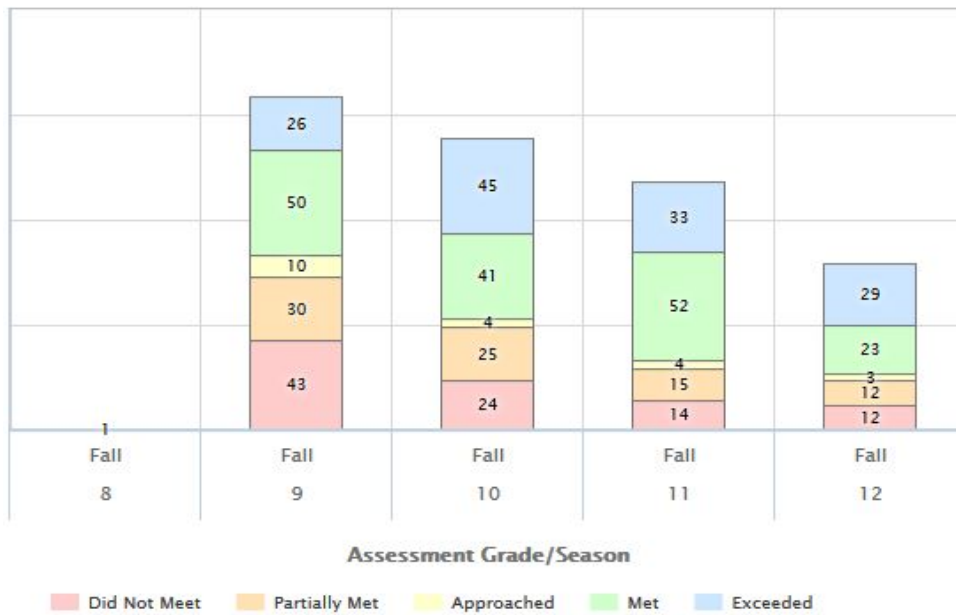


STAR Reading Proficiency Data 9-12

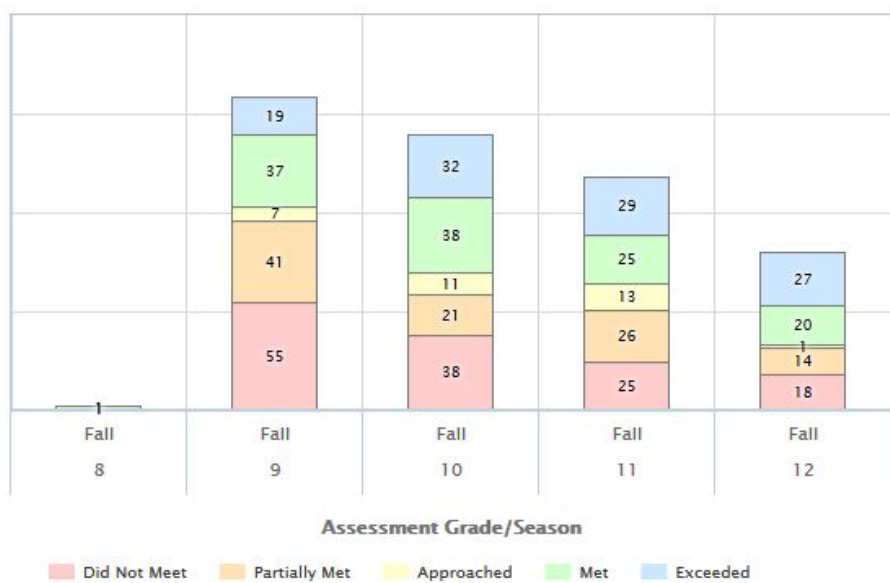


Assessment Achievement for Q1

STAR Math Proficiency Data 9-12



STAR Reading Proficiency Data 9-12



Effective Differentiated Instruction

Priority Challenge

There is not a common understanding of what mastery means and how students can demonstrate mastery.

High School Goals

1. Increase academic achievement/proficiency in English Language Arts from 52% to the 55%, and in Math from the 72% to the 75%.
2. Increase academic growth in English Language Arts from 39% to 50% and in Math from 53% to 55%.
3. 90% of all teachers will identify the state standard and write measurable learning objectives for students to demonstrate mastery.

Q3 Review:

- English Language Arts proficiency is at 53%.
Math proficiency is at 73%.
- English Language Arts growth percent is at 53%.
Math growth percent is at 65%.
- 71% of teachers are identifying the state standard and writing measurable learning objectives for students to demonstrate mastery.

Q2 Review:

- Achievement data is above.
- Growth data will be entered during Q3 action plan.
- CPA HS is at 50% and this is a continued focus for the team.

Q1 Review:

- Achievement data is above.
- Growth data will be entered at the end of second quarter.
- 70% of teachers writing measurable learning objectives, per Class Connect observations.

Student Engagement	
Priority Challenge	Student engagement data remains low for required class connects. There are not consistent and immediate consequences for students that do not engage.
High School Goals	
<ol style="list-style-type: none"> 1. Student participation at required Class Connects will be 60% or higher during the 18-19 school year. 2. Student referral to the Family and Support Team will decrease by 3% from the 17-18 school year. 3. Increase attendance at orientation sessions: <ul style="list-style-type: none"> - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school. - Returning Students- Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school. 	

Q3 Review:

- 63% of students are attending class connect sessions.
- Currently FAST referral is 8.3% of high school students.
- Last year referral was 17.4% of high school students.
- Attendance at Orientation Sessions:
 - 93% of new students attended orientation sessions.
 - 94% of returning students attended orientation sessions.

Q2 Review:

- 61% of students are attending class connect sessions.
- Currently FAST referral is 6.4% of high school students.
- Last year referral was 14.5% of high school students.
- Attendance at Orientation Sessions:
 - 93% of new students attended orientation sessions.
 - 94% of returning students attended orientation sessions.

Q1 Review:

- 61% of students are attending class connect sessions. Goal was met.
- Currently FAST referral is 7% of high school students. Last year referral was 3% of high school students. We will continue to track to determine the overall decrease.
- 93% of new students attended orientation sessions. 94% of returning students attended orientation sessions. Goal was met.

Leadership	
Priority Challenge	The staff members need to know the school improvement goals and action plan to achieve the school goals. Professional development needs to be created in accordance with the action plan.
High School Goals	
<ol style="list-style-type: none"> 100% of staff members will know the school improvement goals and progress monitor the school improvement goals through the quarterly professional learning community meetings. Quarterly professional development will be delivered based on the action plan and needs assessment of 95% of the staff. 	

Q3 Review:

- 95% of the staff members are progress monitoring the school improvement goals during PLC right now.
- CPA HS team participated in a professional development on February 8 developed and provided by the state testing coordinator based on the needs and required trainings for 100% of the staff.

Q2 Review:

- 75% of the staff members are progress monitoring the school improvement goals during PLC right now.
- CPA HS staff have received a PD survey from August and October PD and received professional development training based on their feedback including team planning time with veteran teachers supporting the new teachers during Mentor meetings and PLC grade and content meetings. Based on the October PD survey, staff received additional training and best practices from mentor teachers for Student Data Meetings to ensure staff is trained and ensure we meet our goals.

Q1 Review:

- Goals have been established at PLC meetings and staff meetings. Progress monitoring will occur at the end of first semester.
- A needs assessment was administered during October PD to create a professional development plan.

PPOS Q3 Action Plan Review

Data Driven Instruction	
Priority Challenge	The PPOS administration and staff, across all subject areas, will continue to implement and improve upon a full Data Driven Instructional model.
High School Goals	
<ol style="list-style-type: none">1. Increase academic achievement/proficiency in English Language Arts from 35% to 45% and in math from 40% to 50% on the end of year diagnostic assessments.2. Increase academic growth in English Language Arts from 53% to 54% and in Math from 51% to 54% on the end of year diagnostic assessments.3. PPOS instructional staff will score a 90% or higher on the data-driven instruction and assessment implementation rubric.	

Q3 Review:

- English Language Arts proficiency is at 26%.
Math proficiency is at 42%.
- English Language Arts growth percent is at 47%.
Math growth percent is at 54%.
- 69% on the data-driven instruction and assessment implementation rubric.

Q2 Review:

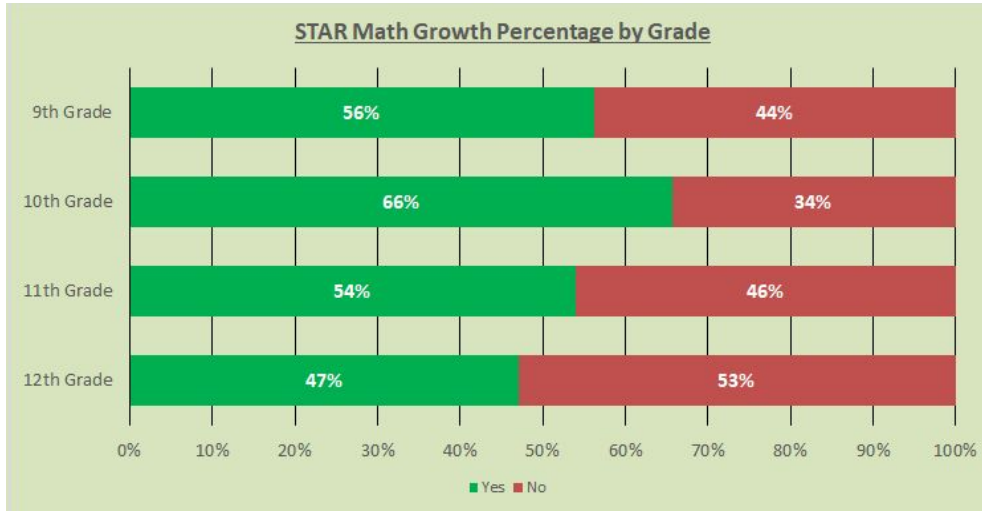
- Achievement data is below.
- Growth data will be entered during Q3 action plan.
- 55% on the data-driven instruction and assessment implementation rubric.

Q1 Review:

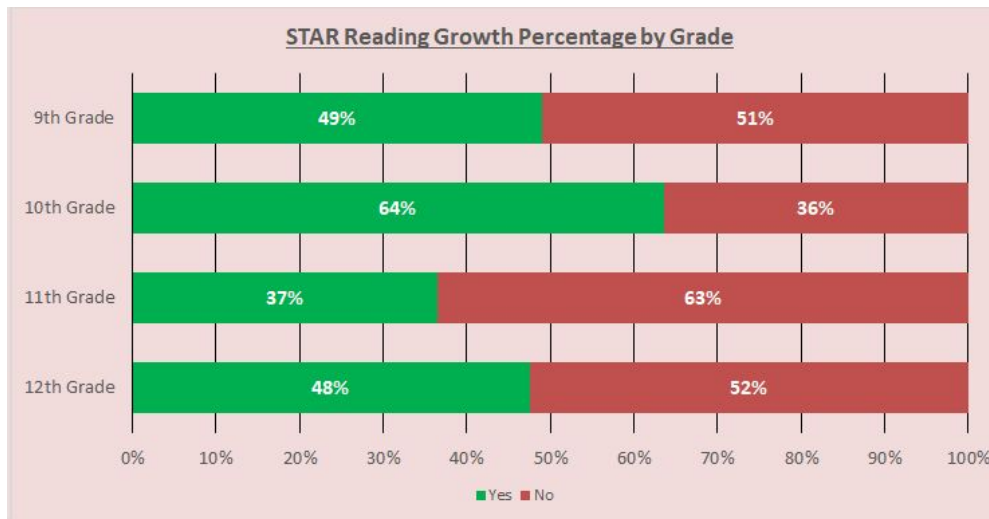
- Achievement data is below.
- Growth data will be entered at the end of second quarter.
- 53% on the data-driven instruction and assessment implementation rubric.

Assessment Achievement for Q3

STAR Math Growth

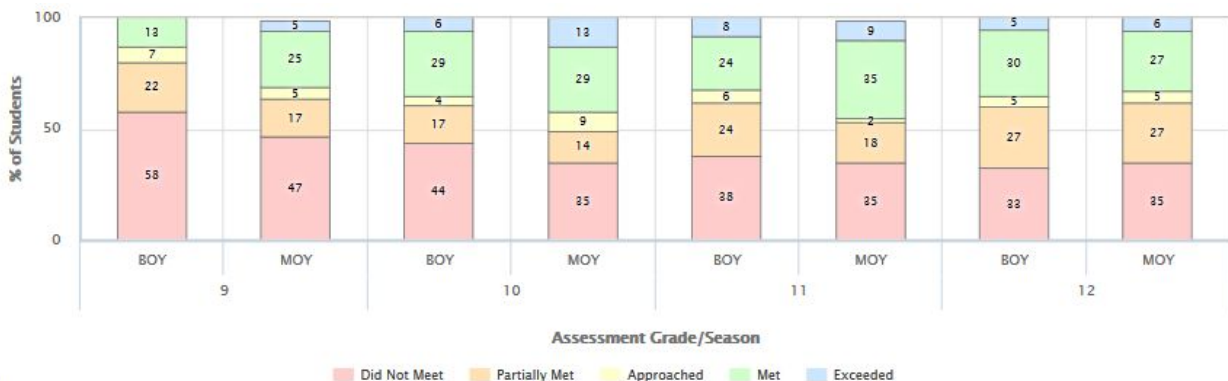


STAR Reading Growth

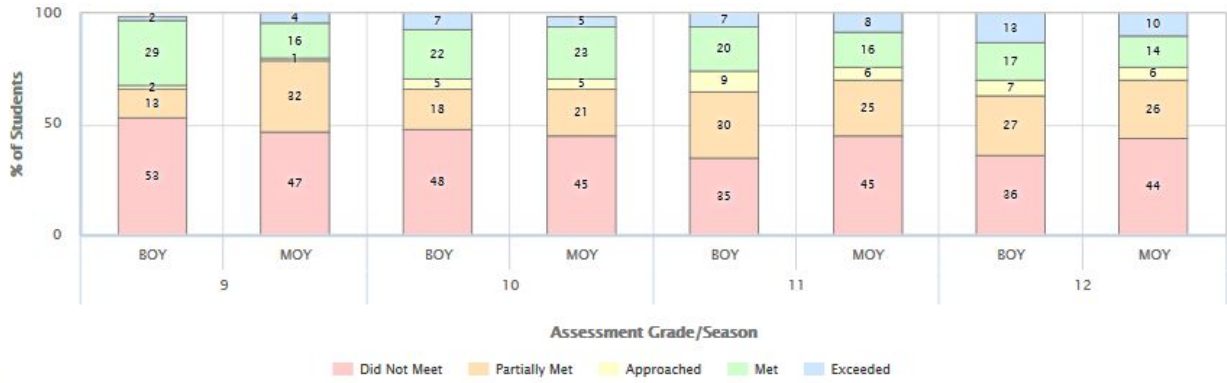


Assessment Achievement for Q2

STAR Math Proficiency

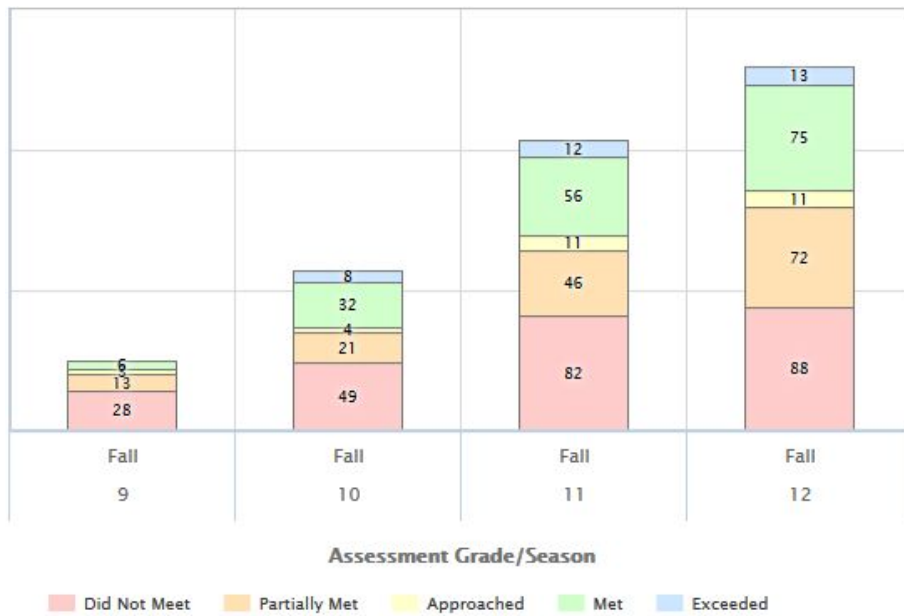


STAR Reading Proficiency

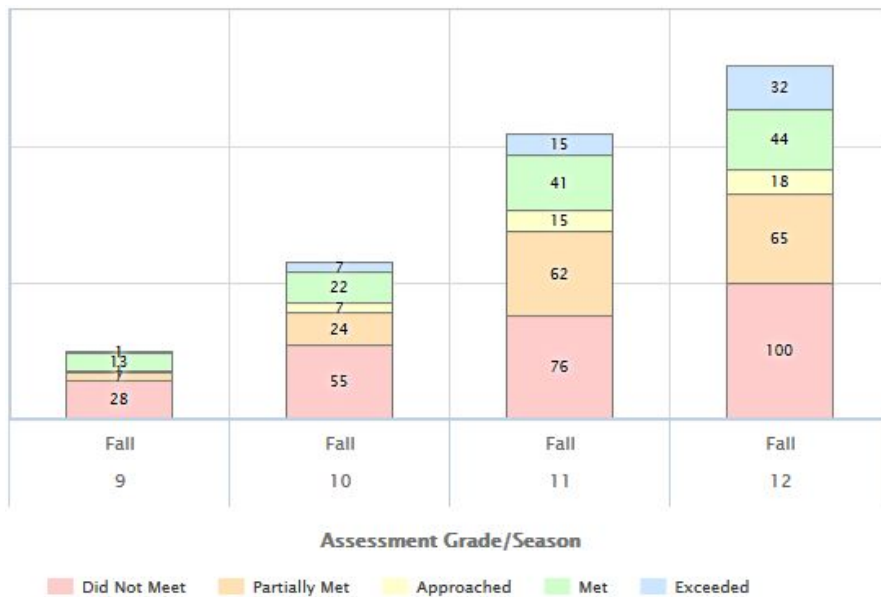


Assessment Achievement for Q1

STAR Math Proficiency



STAR Reading Proficiency



Effective Differentiated Instruction

Priority Challenge

PPOS staff will fully understand how all students demonstrate mastery ensuring students take ownership in mastery through individual learning goals.

High School Goals

1. Increase academic achievement/proficiency in English Language Arts from 35% to 45% and in math from 40% to 50% on the end of year diagnostic assessments.
2. Increase academic growth in English Language Arts from 53% to 54% and in Math from 51% to 54% on the end of year diagnostic assessments.
3. 90% of all teachers will identify the state standard and write measurable student learning objectives for students to demonstrate mastery.

Q3 Review:

- English Language Arts proficiency is at 26%.
Math proficiency is at 42%.
- English Language Arts growth percent is at 47%.
Math growth percent is at 54%.
- 90% of teachers write measurable student learning objectives, per Class Connect observation.

Q2 Review:

- Achievement data is above.
- Growth data will be entered during Q3 action plan.
- 80% of teachers write measurable student learning objectives, per Class Connect observation.

Q1 Review:

- Achievement data is above.
- Growth data will be entered at the end of second quarter.
- 75% of teachers write measurable student learning objectives, per Class Connect observation.

School and Community Culture	
Priority Challenge	Create a school culture that follows our mission of achieving student success through accountability, mindfulness, and individualized learning.
High School Goals	
<ol style="list-style-type: none"> 1. 90% of students will participate in post-secondary/work readiness planning and activities. 2. Student attendance will increase to 85% as measured by student daily log ins. 3. 85% of students will have class connects individualized based on diagnostic assessments and a body of evidence to determine individual instructional levels. 	

Q3 Review:

- All students were given information on postsecondary opportunities such as CE/CTE and all participated in Naviance activities such as ICAPs. Attendance at counselor block is about 40% still.
- Student attendance log-in's is currently at 98.5%.
- Class connect attendance is currently at 79%.

Q2 Review:

- 40% of students have participated in counselor block and planning activities.
- Student attendance log-in's is currently at 99%.
- Class connect attendance is currently at 74%.

Q1 Review:

- 50% of students have participated in counselor block and planning activities.
- Student attendance log-in's is currently at 99%. The goal is met.
- Class connect attendance is currently at 77%.

Student Engagement	
Priority Challenge	Maintain student participation on assessments, orientation sessions, and required class connect sessions.
High School Goals	
<ol style="list-style-type: none"> 1. Student participation on assessments will average between 80-94%. 2. Increase attendance at orientation sessions: <ul style="list-style-type: none"> - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school. - Returning Students- Welcome Back Session/Assembly- 80% of returning students will attend a welcome back session within the first 10 days of school. 3. Class connect required sessions will maintain a participation level of 70% or higher. 	

Q3 Review:

- 100% of students completed required assessments.
- 90% of new students attended a live orientation session.
- 88% of returning students attended a live orientation session.
- 79% of students are attending class connect sessions.

Q2 Review:

- 100% of students completed required assessments.
- 90% of new students attended a live orientation session.
- 88% of returning students attended a live orientation session.
- 74% of students are attending class connect sessions.

Q1 Review:

- 99% of students completed required assessments.
- 91% of new students attended a live orientation session.
- 88% of returning students attended a live orientation session.
- 77% of students are attending class connect sessions.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 16, 2019

Prepared by: Annette Ridgway

Title of Agenda Item: (VI.B.) Finance Board Report

Item Type: Action Information Discussion

Background Information, Description of Need:

The Board of Directors needs to, at least quarterly, be informed of the financial position and performance of the organization and this report is intended to satisfy that legal requirement.

Relevant Data and Expected Outcomes:

The report shows financial results are proceeding according to the Adopted Budget for the 2018/19 fiscal year.

Recommended Course of Action/Motion Requested: N/A



EDUCATION reENVISIONED (CDBOCES)

High-Level Financial Trend

General Fund - Fund 10

March 31, 2019

75.0% of year completed

(All Dollars in 000's)



	2013/14 Actual Results	2014/15 Actual Results	2015/16 Actual Results	2016/17 Actual Results	2017/18 Actual Results	2018/19 Original Adopted	2018/19 YTD Results	2018/19 Approved Amended	H/(L) Change		2019/20 Working Proposed	2019/20 H/(L) Change Wrk v 18/19 A
									2018/19 Wkng Amend v 18/19 Adopt	2018/19 H/(L) Change Wrk v 17/18 A		
Funded Students (sFTE)	348.4	1,649.2	2,309.0	2,050.5	2,170.0	2,535.0	2,401.0	2,401.0	(134.0)	231.0	2,743.0	342.0
Contract Schools	348.4	1,649.2	2,110.5	1,845.0	2,170.0	2,535.0	2,401.0	2,401.0	(134.0)	231.0	2,743.0	342.0
Internal Schools	0.0	0.0	198.5	205.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Per-Pupil Revenue (PPR)	6,070.28	6,423.90 5.825%	6,690.32 4.147%	6,794.63 1.559%	7,017.90	7,433.52 5.92%		7,454.82 6.23%	21.30 0.30%	436.92	7,753.01 4.00%	298.19
Program Revenue	2,114.64	10,594.30	15,448.13	11,004.54	15,229.49	18,843.97	13,424.27	17,899.02	(944.95)	2,669.53	21,266.51	3,367.48
Contract Schools	2,114.6	10,594.3	14,120.1	12,536.1	15,229.5	18,844.0	13,424.3	17,899.0	(945.0)	2,669.5	21,266.5	3,367.5
Internal Schools	0.0	0.0	1,328.1	1,396.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Revenue	82.6	312.6	242.8	3,056.8	315.6	350.0	359.4	377.0	27.0	61.4	400.0	23.0
Revenue Transfers			(81.7)	(71.9)	(71.9)				-	71.9		-
Net Revenue	2,197.3	10,906.9	15,609.2	13,989.4	15,473.2	19,194.0	13,783.7	18,276.0	(918.0)	2,802.8	21,666.5	3,390.5
Fund Balance Chg	(128.1)	(261.7)	(301.7)	126.4	(67.2)	(155.1)	233.5	(68.0)	87.1	(0.8)	(238.5)	(170.5)
Fund Balance (+TABOR)	(128.1)	(389.9)	(550.8)	(424.4)	(560.2)	(767.8)	(777.9)	(628.2)	139.6	(68.0)	(866.7)	(238.5)
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.02%	3.60%	4.00%	4.22%	3.44%	-0.6%		4.00%	
Net Resource Available	2,069.1	10,645.2	15,307.5	14,115.8	15,406.0	19,038.8	13,239.3	18,208.0	(830.8)	2,802.1	21,428.0	3,220.0
Administrative Fee Spend:	0.0	(289.7)	(474.0)	(383.9)	(413.9)	(576.0)	(254.9)	(567.0)	9.0	153.1	(473.5)	(93.5)
as % of Program Rev	0.0%	2.7%	3.1%	2.3%	2.7%	3.1%	1.9%	3.2%	0.1%	0.5%	2.2%	-0.9%
School Shared Cost Spen	(820.0)	(526.5)	(892.4)	(815.3)	(815.3)	(887.3)	(306.8)	(867.9)	19.3	52.6	(1,031.4)	163.5
per pupil amount	2,354	319.23	386.48	(397.60)	375.71	350.00	127.77	361.48	11.48	(14.23)	376.00	14.52
Entity Cost Spends	0.0	(30.0)	(60.0)	(30.0)	(30.0)	(30.0)	0.0	(30.0)	0.0	0.0	(30.0)	0.0
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(14,069.3)	(14,069.3)	(17,545.6)	(12,677.7)	(16,743.1)	802.5	2,673.8	(19,893.2)	3,150.0
Internal School Svcs	3,586	5,942	6,000	(7,626)	6,484	6,921	(7,040)	6,973	52.06	489.8	7,252	278.9
Internal School Spends	0.0	0.0	(1,218.2)	(81.1)	(77.5)	0.0	(0.0)	0.0	0.0	(77.5)		-
Internal School Svcs			6,137	(395)								
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(14,115.8)	(15,406.0)	(19,038.8)	(13,239.3)	(18,208.0)	830.8	2,802.1	(21,428.0)	3,220.0
Net Resources in Progress:	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
to 3% TABOR floor	62.2	62.7	80.1	2.5	93.8	191.9		79.9	(112.0)	(13.9)	216.7	136.8

(102.9)

EDUCATION reENVISIONED (CDBOCES)

High-Level Financials

Non-General Funds - Fund 12, 13, 14, 22

February 28, 2019



	2015/16 Actual Results	2016/17 Actual Results	2017/18 YTD Results	2018/19 Original Adopted	2018/19 YTD Results	2018/19 Working Proposed	H/(L) Change 2018/19 Wkng Amend v 18/19 Adopt	2018/19 H/(L) Change Wrk v 17/18 A	2019/20 Working Proposed	2019/20 H/(L) Change Wrk v 18/19 A
Fund 22 CDBOCES - Fund 22 HB1345 Grant										
Revenue		153.0	75.8	100.0	76.2	100.0	0.0	(24.2)	100.0	-
Expense		(153.0)	(75.8)	(100.0)	(76.2)	(100.0)	0.0	24.2	(100.0)	-
Net Revenue / (Expense)		0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
Fund 22 CDBOCES - Fund 22 CEL Grant										
Revenue		37.5	-	-	0.0	-	-	-	-	-
Expense		(37.5)	-	-	0.0	-	-	-	-	-
Net Revenue / (Expense)		0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
STEMsCO - Fund 13 general										
Revenue		192.7	265.0	-	0.0	-	0.0	265.0	-	-
Expense		(206.6)	(228.0)	-	0.0	-	0.0	(228.0)	-	-
Net Revenue / (Expense)		(13.9)	37.0	0.0	-	0.0	0.0	37.0	0.0	0.0
Fund 22 STEMsCO - F22 GenCyber										
Revenue		69.2	-	-	0.0	-	-	-	-	-
Expense		(69.2)	-	-	0.0	-	-	-	-	-
Net Revenue / (Expense)		0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
iLC - Fund 12 general										
Revenue		(32.6)	-	-	0.0	-	-	-	-	-
Expense		38.0	-	-	0.0	-	-	-	-	-
Net Revenue / (Expense)		5.4	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
Fund 22 iLC - Fund 22 CEL Grant										
Revenue		275.3	0.0	-	0.0	-	-	0.0	-	-
Expense		(275.3)	(0.0)	-	0.0	-	-	(0.0)	-	-
Net Revenue / (Expense)		0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
CDLS - Fund 14 general										
Revenue		171.8	-	-	0.0	-	-	-	-	-
Expense		(163.6)	-	-	0.0	-	-	-	-	-
Net Revenue / (Expense)		8.3	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
Fund 22 CDLS - Fund 22 CEL Grant										
Revenue		397.4	48.4	-	0.0	-	-	48.4	-	-
Expense		(397.4)	(48.4)	-	0.0	-	-	(48.4)	-	-
Net Revenue / (Expense)		0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0
Fund 22 Consolidated										
Revenue		932.4	124.3	100.0	76.2	100.0	0.0	24.3	100.0	-
Expense		(932.4)	(124.3)	(100.0)	(76.2)	(100.0)	0.0	(24.3)	(100.0)	-
Net Revenue / (Expense)		0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0



Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: 4/16/2019

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type: Action Information Discussion



Current Enrollment, 4/10/2019

The current enrollment at CPA is 1,672 students. The common withdraw metric is currently 41.9% which is 2.1% lower compared to last year's withdraw rate of 44%.

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	1501	1504	88	85	74	86	89	91	144	151	249	138	129	102	75
Special Ed	171	175	4	5	12	11	10	9	25	30	29	18	7	8	3
Current Approved Totals	1672	1679	92	90	86	97	99	100	169	181	278	156	136	110	78
			564					628			480				
			K-5					6-8			High School				

The current enrollment at PPOS is 571 students. The common withdraw metric is currently at 32.7% which is 1.9% lower compared to last year's withdraw rate of 34.6%.

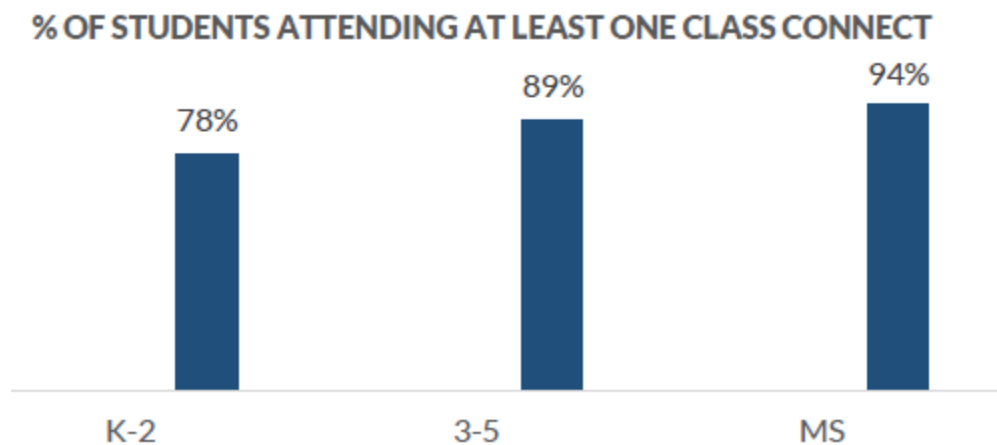
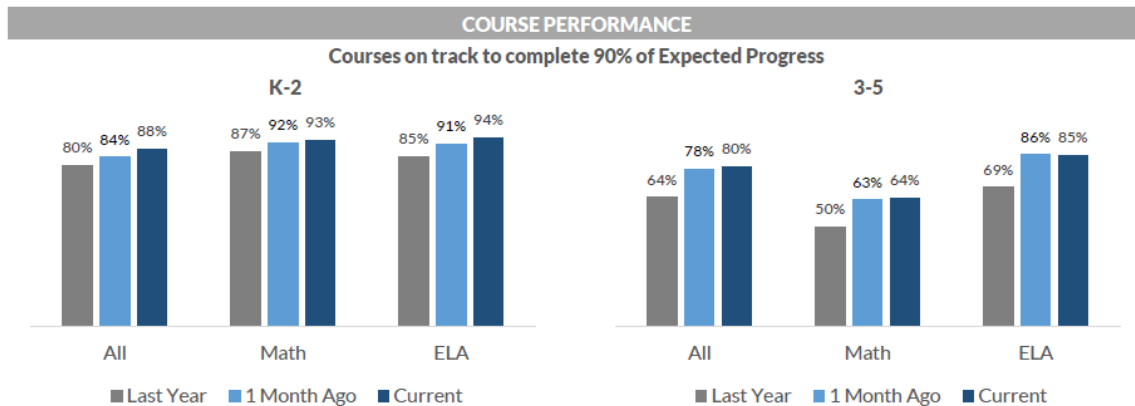
PPOS Enrollment Totals						
	TTL	Previous Week TTL	9th Grade	10th Grade	11th Grade	12th Grade
Regular Ed	438	437	53	72	157	156
Special Ed	133	133	22	33	31	47
Current Approved Totals	571	570	75	105	188	203
			571			
			High School			



CPA and PPOS Academic Performance

CPA K-5 Courses on Track to complete 90%

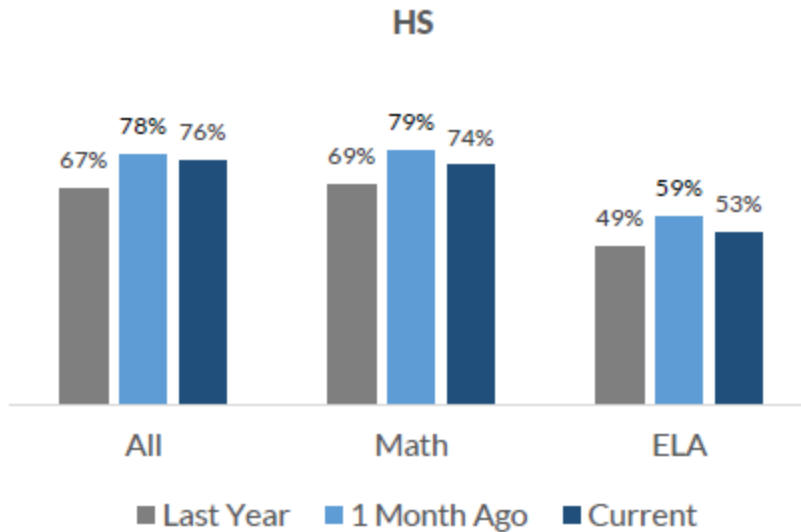
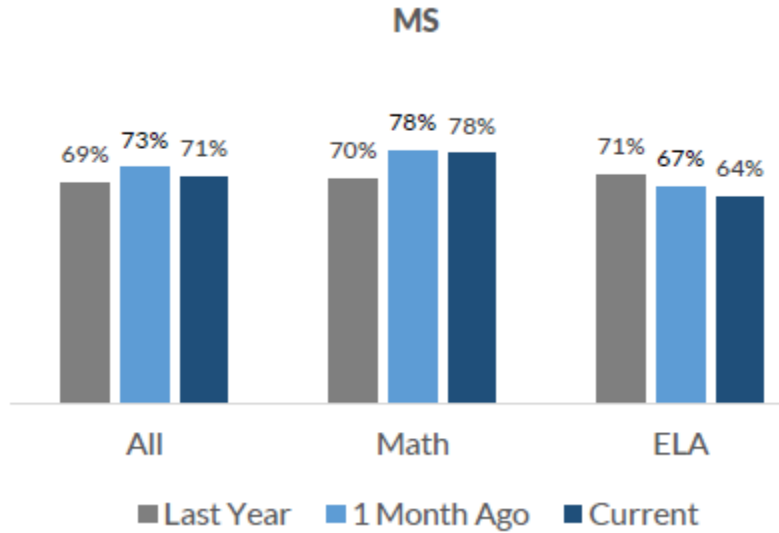
Last school year the K-2 students had 80% of courses on track for end of year completion. This year the K-2 students have 88% of courses on track. Last school year the 3-5 grade students were at 64% for end of year completion. This year the 3-5 students are at 80%. We have over 91% of the students in 3-5 attending at least one live class with their content teacher. The middle school has 94% of students attending at least one live session with their content teacher.





CPA Middle and High School Passing Rate

CPA middle and high school overall course passing rates are trending higher compared to last school year at this time. Middle school math is at 78%. We do need to continue to review the ELA data to determine ways to support students and increase the passing rates in ELA.



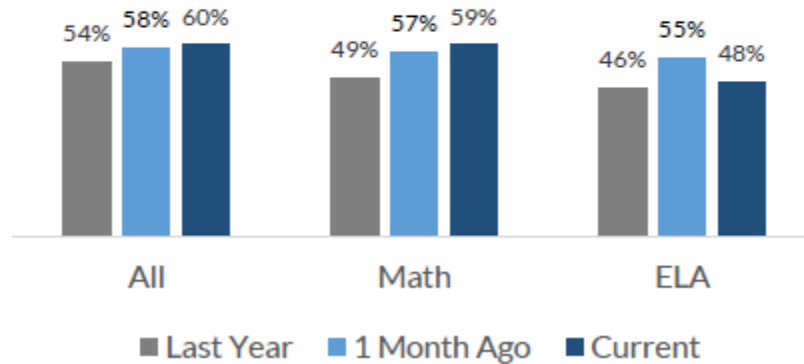


PPOS High School Passing Rate

The overall passing rate is higher at PPOS compared to last year at this time in overall courses, math, and ELA. We are excited to see the increase in passing rates in math.

Course Passing Rate

HS



State Testing, Professional Development, and Community Events

State Testing

Students in grades 3rd through 8th are taking the CMAS assessments in English and math during April. Our 9th and 10th graders are taking the PSAT. We have 99.3% of our families confirmed to participate in testing or have completed an opt-out form. We are testing at 17 locations throughout the state of Colorado.

Professional Development

K12 Academic Excellence Framework Workshop Sessions

K12 is hosting workshop sessions for administrators and teachers to support the implementation of the Academic Excellence Framework. The sessions held in April will focus on Vertical Alignment and Instructional Mapping, Structure of a Targeted Session, and New Teacher Training.



State Visits with School Works

CPA elementary and middle school participated in a Colorado Department of Education State Review Panel site visit. The SRP site visit was in partnership with School Works-an education consulting organization. The site visit purpose is to gather on-site evidence on the school's program and operations in the areas outlined in the Education Accountability Act. The site visit team will provide a written report based on the Education Accountability Act.

AEC Diagnostic, Exploration and Improvement Planning

Pikes Peak Online School was selected to be in an AEC Diagnostic Review Pilot. The CDE team conducted a site visit, completed a report, provided recommendations, and shared resources that the school can access to support students. The PPOS team also had the opportunity to visit another AEC school. The team learned new ideas and strategies to implement with students. It was a great opportunity for the PPOS leaders and staff.

Community Newsletter

The middle school students enjoyed a dance in Parker, Colorado. We also had a student speak at Day at the Capitol. Please click on the below link for the newsletter and a slideshow from the event. Our upcoming events are prom and end of year picnic celebrations.

<https://www.smores.com/s6me9>