Board Meeting Agenda
June 18, 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

II.   Approval of Agenda

III.   Consent Agenda
        A.   Meeting Minutes from May 21, 2019 Board Meeting

IV.   Action Items
        A.   K12 Contract – Ken Witt
        B.   Elementary Scorecard and Elementary Changes – Kindra Whitmyre
        C.   2019-2020 Budget – Annette Ridgway

V.   Discussion Items
        A.   Legislative Update – Amy Attwood
        B.   Site Visit Reports – Kindra Whitmyre
        C.   Q4 Scorecards – Kindra Whitmyre
        D.   Office Relocation Update – Ken Witt
        E.   Strategic Plan Review – Ken Witt
        F.   Administrative Unit Readiness – Ken Witt

VI.   Board Reports
        A.   Operations
        B.   Finance
        C.   Schools

VII.   Adjourn

Regular Meeting of Education reEnvisioned BOCES
Held in Education reEnvisioned Office
4035 Tutt Blvd, Colorado Springs, CO 80922
Tuesday Evening, May 21, 2019 at 4:04 pm
Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

Guests/Staff in Attendance: Annette Ridgway, Brad Miller, Ken Witt, Amy Attwood, Sarah Schuchard, Renae Roth

Guest/Staff on Conference Call: Bethany Drosendahl, Dan Snowberger, Kindra Whitmyre, Nicole Tiley

Board of Directors Roll Call:

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	Snowberger
Here	X	X	X	X		X Arrived 4:11pm
NOT Here					X	

Approval for the Agenda:
Motion: LaVere-Wright, to approve the agenda
Second: Harris
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: Harris, to approve minutes from April 16, 2019
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 for Agenda Action Items:

A. Request for Proposal Update

Motion: LaVere-Wright, to authorize the BOCES to proceed with contract negotiations with ACA Homeschool Academy to open a homeschooling enrichment program in the Fall 2019 in D38 and to authorize the BOCES to proceed with contract negotiations with CREATE Success Academy to open a 6-11 in the Fall 2020, pending successful identification and acquisition of a location and facility prior to contract signing

Second: Harris

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						

B. K12 Contact Revision Status

No Action

C. School Calendars

Motion: LaVere-Wright, to approve the Pikes Peak Online School and Colorado Preparatory School Calendars

Second: Harris

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						

D. Board of Directors Meeting Dates

Motion: LaVere-Wright, to approve the proposed 2019-2020 BOD regular meeting schedule

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						

E. Executive Director Contract Update

Motion: Snowberger, to continue the contract with the executive director, and to pay the earned performance bonus in the amount of $12,000

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						

Amended Motion: Harris, to continue the contract with the executive director, and to pay the earned performance bonus in the amount of $12,000 by June 30, 2019

Second: LaVere-Wright

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 4:46 pm:

Motion: LaVere-Wright
Second: Harris
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: June 18, 2019

Prepared by: Ken Witt

Title of Agenda Item: (IV. A) K12 Contract

Item Type: X Action   □ Information   □ Discussion

Background Information, Description of Need:
The BOCES is contracted with K12 for the operation of four schools (CPA elementary, CPA middle school, CPA High School, and PPOS High School) covered under two current agreements that have been in effect for the past four years, with amendments executed last year.

Relevant Data and Expected Outcomes:
The parties have negotiated to revise these agreements, continuing through at least five more years. Budget impact will be presented to the board.

Recommended Course of Action/Motions Requested:
A motion may be requested to approve the contracts if they are mutually agreed by K12 and BOCES staff before this meeting on June 18. If not, the contract drafts will be shared with the board for approval as soon as available.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: Elementary Scorecard and Elementary Changes

Item Type: **X** Action   □ Information   □ Discussion

Background Information, Description of Need:

The Q4 scorecard for the Colorado Preparatory Academy (CPA) Elementary has been completed and attached. The highlights will be presented during our discussion.

Relevant Data and Expected Outcomes:

Nicole Tiley, K12 Head of School, will also be presenting to our Board of Directors (BOD) any changes and/or improvements to the CPA Elementary for the 2019-2020 school year.

Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested at this time.

Elementary:

MOY Growth to EOY Growth: Q3 - Reading – 58%; Math – 52%; Writing – 68%

Q4 – Reading – 64%; Math – 58%; Writing – 75%

Continuously Enrolled – Last 4th Q – 50% in Reading; 43% in Math; 72% in Writing
These are the same students in the 17-18 and the 18-19 school years that we have tracked growth on - in Reading, 19.5% more students made their growth this year than last; in Math, 31.4% more students made their growth this year than last; 11.4% of students in writing made less growth.

Continuously Enrolled Growth – MOY – Reading – 64.3% - Math – 58.5%; Writing – 62.9%

EOY - Reading – 69.5%; Math – 74.4%; Writing – 60.6%

MOY to EOY Proficiency – MOY – Reading – 58%; Math – 47%; Writing – 80%

EOY - Reading – 67%; Math – 60%; Writing – 84%

Middle School:

MOY Growth to EOY Growth: MOY – Reading – 48%; Math – 54%; Writing – 53%

EOY – Reading – 52%; Math - 58%; Writing – 74%

Continuously Enrolled – Last 4th Q – 42.6% in Reading; 71.2% in Math; 75% in Writing
Reading improved by 19.7%; decrease of 6.5% in Math; decrease of 18.5% in Writing

Continuously Enrolled – MOY – Reading – 55.5%; Math – 40.3%; Writing – 44.3%

EOY – Reading – 62.3%; Math – 64.7%; Writing – 56.5%

MOY to EOY Proficiency – MOY – Reading – 52%; Math – 43%; Writing – 47%

EOY – Reading – 58%; Math – 51%; Writing – 77%

High School:

MOY Growth to EOY Growth: MOY - Reading – 53%; Math – 65%; Writing – 62%

EOY – Reading – 54%; Math – 61%; Writing – 68%

Continuously Enrolled – Last 4th Q – 53.7% in Reading; 59.2% in Math; 68.9% in Writing
Reading decreased by 3.5%; Math decreased by 8.2%; 12.5% decrease in Writing

Continuously Enrolled – MOY – Reading – 57.8%; Math – 73.5%; Writing – 60%

EOY – Reading – 50.2%; Math – 51%; Writing – 56.4%

MOY to EOY Proficiency – MOY- Reading – 53%; Math – 53%; Writing – 79%

EOY – Reading – 51%; Math – 66%; Writing – 80%

CPA ELEMENTARY SCHOOL ACCREDITATION SCORECARD -- 2018-19 -- QUARTER 4

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)** *9% & adequate participation (95%) 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*	10%	4	12	83.3	120	69%
	Passing Rate: **Individual Passing Rate** **K-5: 94% (507/539) of students are passing all mandatory courses with a 60% or higher (16/16 pts earned)** **Overall Passing Rate** **K-5: 98% (3971/4045) of students with passing grades in mandatory courses (8/8 pts earned)**	20%	24	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: **STAR Reading: 64% (308/481) - (4/8 pts earned)** **STAR Mathematics: 58% (278/481) - (0/8 pts earned)** **Writing: 75% (360/481) - (4/8 pts earned)**	20%	8	24			
	Academic Improvement of Continuously Enrolled Students **(growth on interim assessment of 2+ years):** **K-5 (12pts/24pts)** **Reading: 69.5% (171/246) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (253 students continuously enrolled)** **Mathematics: 74.4% (183/246) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (253 students continuously enrolled)** **Writing: 60.6% (152/251) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (253 students continuously enrolled)**	20%	12	24			
	EOY Assessment Participation Rates: **K-5: Reading, Writing and Math: 99% (543/550) of qualifying students tested (8pts/8pts)** Reading: 67% (371/550) of students are scoring at grade level or higher on interim assessment Mathematics: 60% (331/550) of students are scoring at grade level or higher on interim assessment Writing: 84% (464/550) of students are scoring at grade level or higher on interim assessment **K-5: CMAS: 99.3% (291/293) of qualifying students tested (8pts/8pts)**	13%	16	16			
	Academic Compliance **(i.e UIP completion/planning)**	8%	10	10			
	CD BOCES Accountability Matrix Elementary Standards (SCORE-92.6%): 2 (23/24), 3 (40/42), 4 (30/33), 5 (44/54), 6 (33/33), 7 (33/36), 14 (80/87) **EOY SITE VISIT**	8%	9.3	10			
Finance (20%)	**Financial Audit**	40%	32	32	75.7	80	95%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix Elementary Standards (SCORE-73.3%): 13 (11/15) **EOY SITE VISIT**	20%	11.7	16			
Operations (30%)	**Data Pipeline Deadlines and Reports**	60%	72	72	119.3	120	99%
	Organizational Compliance **(Statutory & DST)**	25%	30	30			
	CD BOCES Accountability Matrix Elementary Standards (SCORE-96.4%): 1 (52/57), 8 (36/36), 9 (15/15), 10 (29/30), 11 (32/33), 12 (21/21) **EOY SITE VISIT**	15%	17.3	18			
ESP (20%)	**ESP Contract Checklist** **98.4% (185/188) of total available points on the contract checklist**	70%	56	56	73.1	80	91%
	CD BOCES Accountability Matrix **Elementary Standards (SCORE-71.4%): 15 (30/42)** **EOY SITE VISIT**	30%	17.1	24			

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

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.

Q4

ACADEMIC

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 End 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 2+ years of growth from beginning of previous year to end 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)

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)

% of Students Tested in All Three Subjects (% of students enrolled through the EOY testing window) & % of Eligible Students Tested on CMAS, PARCC, PSAT, & SAT
- Meets: 95% or more of students testing in all three subject areas for interim and testing on all state required assessments
- Does Not Meet: <95% of students testing in all three subject areas for interim and testing on all state required assessments

Academic Compliance (% of Q4 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)

CD BOCES Matrix–EOY Site Visit (Stnds: 2,3,5,&7)
- % of Accountability Matrix pts applied to sub-category framework pts

FINANCE

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

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)

CD BOCES Matrix–EOY Site Visit (Stnd: 13)
- % of Accountability Matrix pts applied to sub-category framework pts

OPERATIONS

Data Pipeline Deadlines and Reports
- Compliant: 100% of framework points
- Non-compliant: 0% of framework points

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)

CD BOCES Matrix–EOY Site Visit (Stnds:1,4,8,9,10,&11)
- % of Accountability Matrix pts applied to sub-category framework pts

ESP

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)

CD BOCES Matrix–EOY Site Visit (Stnds: 6,12,14,&15)
- % of Accountability Matrix pts applied to sub-category framework pts

Education ReEnvisioned Action Plan

GOAL: Increase academic growth
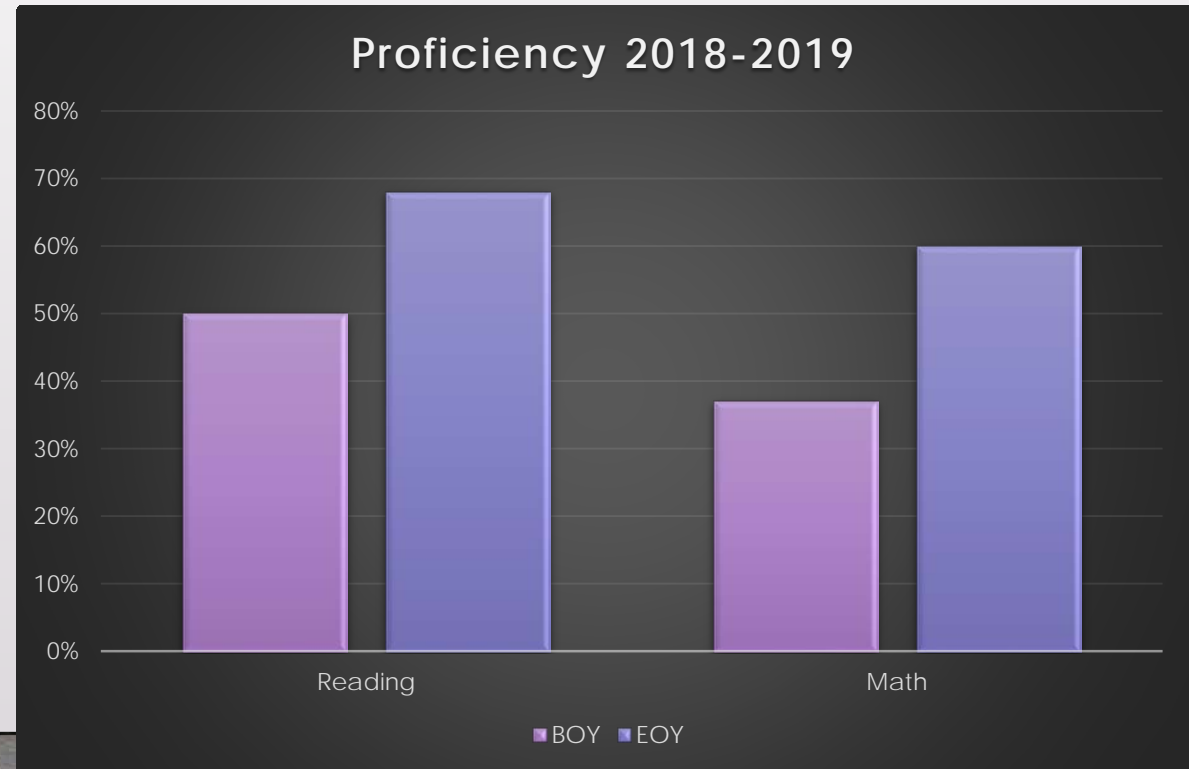
- ELA from 53% to 55%
- math from 55% to 57%

MET- ELA 65%, Math 59%

Education ReEnvisioned Action Plan

GOAL: Increase academic achievement/proficiency

- ELA from 68% to 71%
- math from 58% to 63%

- ELA 68%   Math 57%

Proficiency 2018-2019

	Reading	Math
BOY	~50%	~37%
EOY	~68%	~60%

Legend: ■BOY ■EOY

2017-2018 CMAS Growth *(60% of SPF)*

- 17% of ES population accounted for growth scores on CMAS last year
  - 94/532
- 48% of 4/5 graders tested in ELA
  - 92/193
- 49% of 4/5 graders tested in Math
  - 94/193

2017-2018 CMAS, *the 17%*
92 students in ELA, 94 in student in math

GROWTH 2017-2018

■ Met ■ Not Met

	CMAS RDG	IREADY RDG	CMAS MATH	IREADY MATH
Not Met	39	31	41	30
Met	53	61	53	64
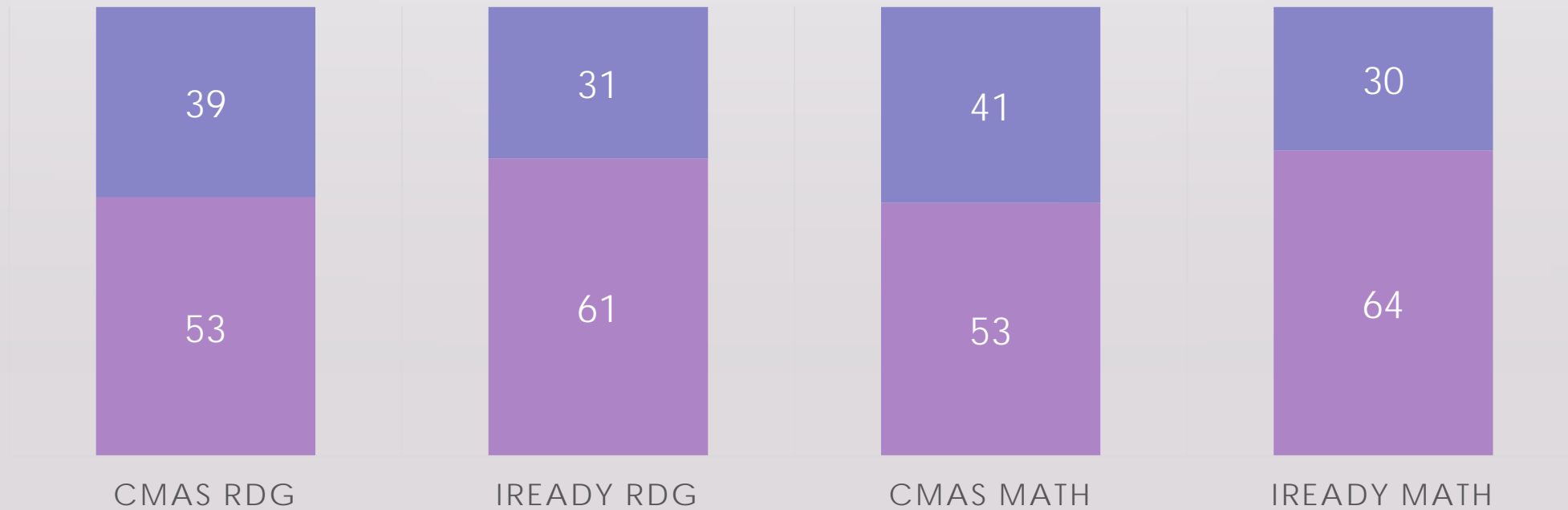
2018-2019 CMAS Attended
growth count grades 4-5

- 12% of ES population will account for growth scores on CMAS
  - 65/559

- 33% of 4/5 graders tested in ELA and Math
  - 65/196

2018-2019 CMAS Attended
growth count grades 4-5

IREADY GROWTH BOY-EOY

■ Met ■ Not Met

	READING	MATH
Not Met	20	22
Met	45	43
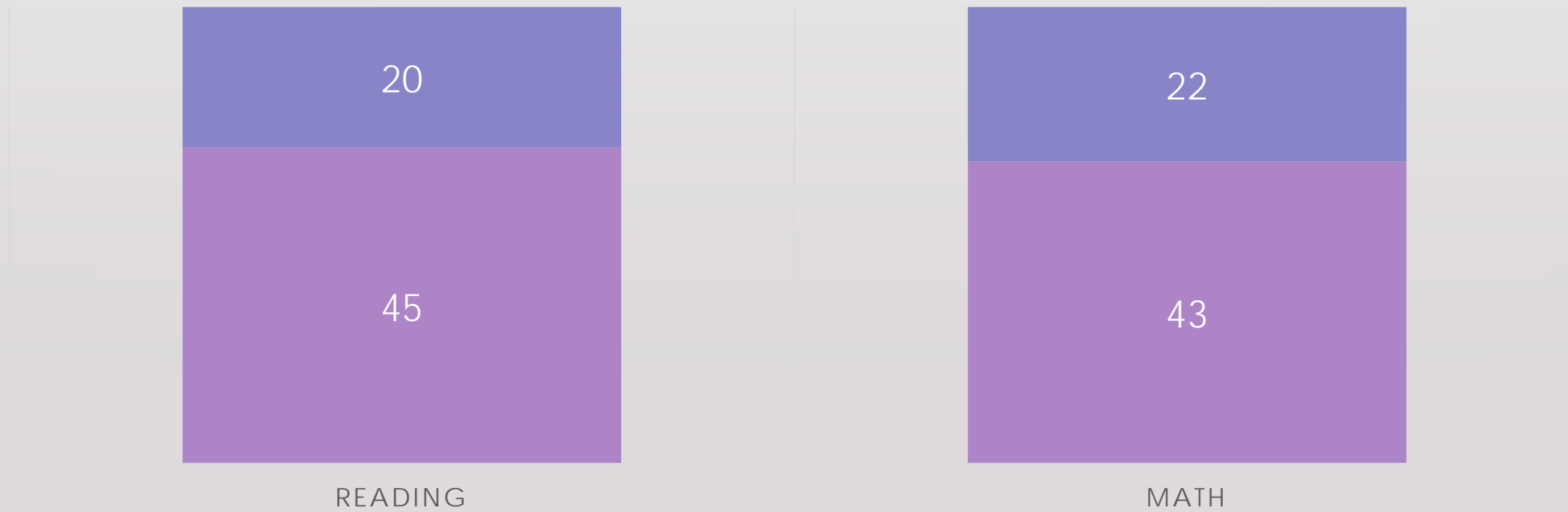
2017-2018 CMAS Achievement *(40% of SPF)*

- 36% of ES population accounted for achievement scores on CMAS last year
  - 192/532
- 65% of 3-5 graders tested in ELA
  - 191/294
- 65% of 3-5 graders testing in math
  - 192/294

2018-2019 CMAS Attended
achievement count grades 3-5

- 16% of ES population will account for achievement scores on CMAS
  - 91/559

- 31% of 3-5 graders tested in ELA and Math
  - 91/293

2018-2019 CMAS Attended
achievement count grades 3-5

IREADY EOY PROFICIENCY

■ On/Above ■ Below

15

76

14

77

READING

MATH
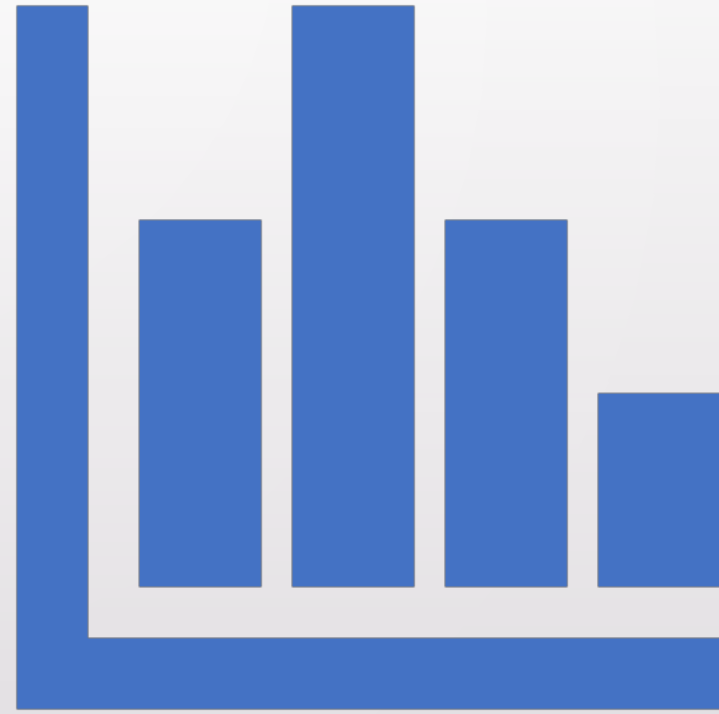
CMAS Trend Data

4/5 Growth Trend Data, CMAS ELA
(48% of 2017-2018 4/5 grade students)

Median Student Growth Percentile Over Time
SchIncl ELA/EBRW Grade 4
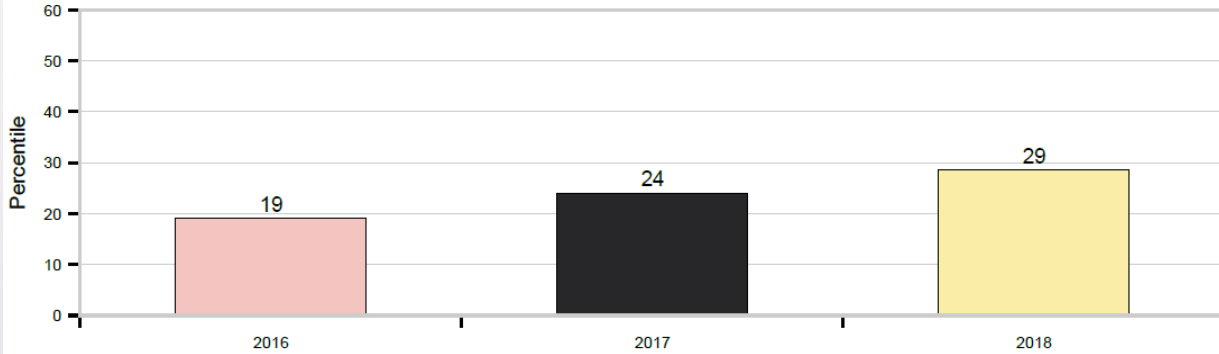
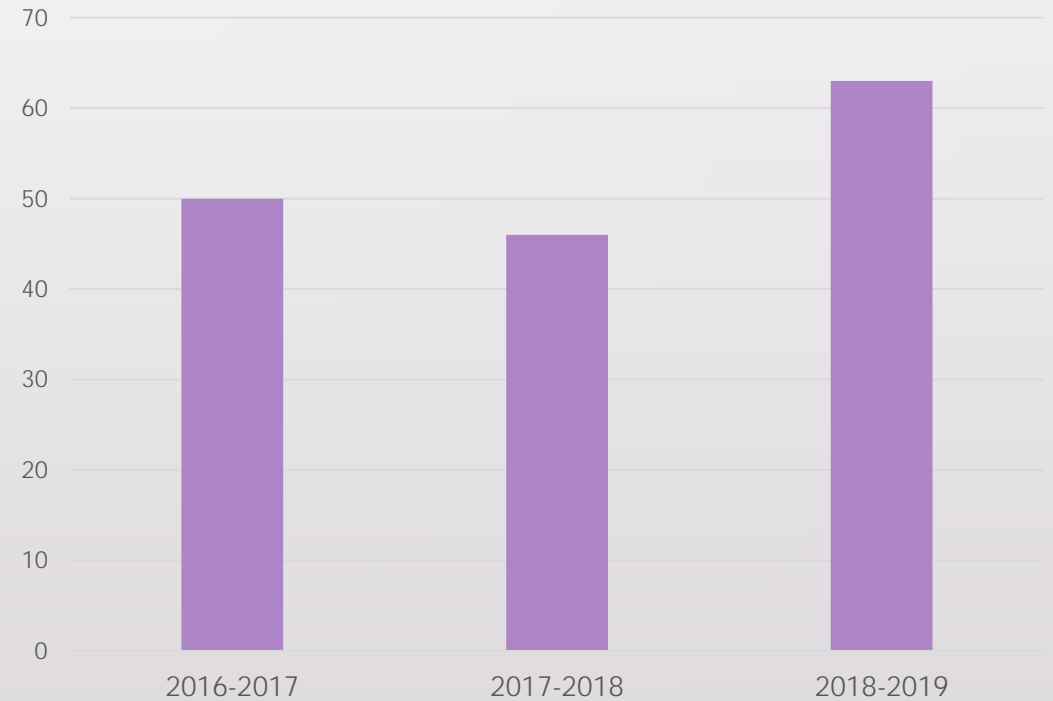Alpine Calc Growth Levels Over Time - # of Records
SchIncl ELA/EBRW Grade 4
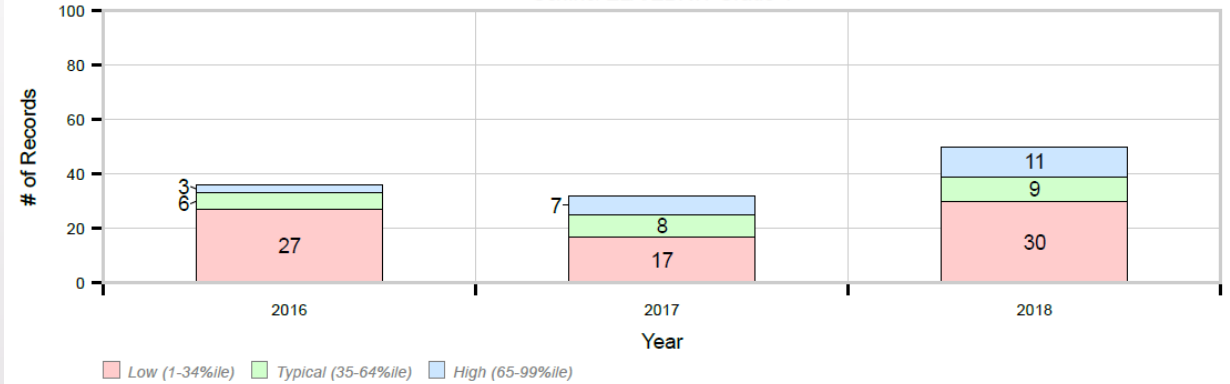
Median Student Growth Percentile Over Time
SchIncl ELA/EBRW Grade 5
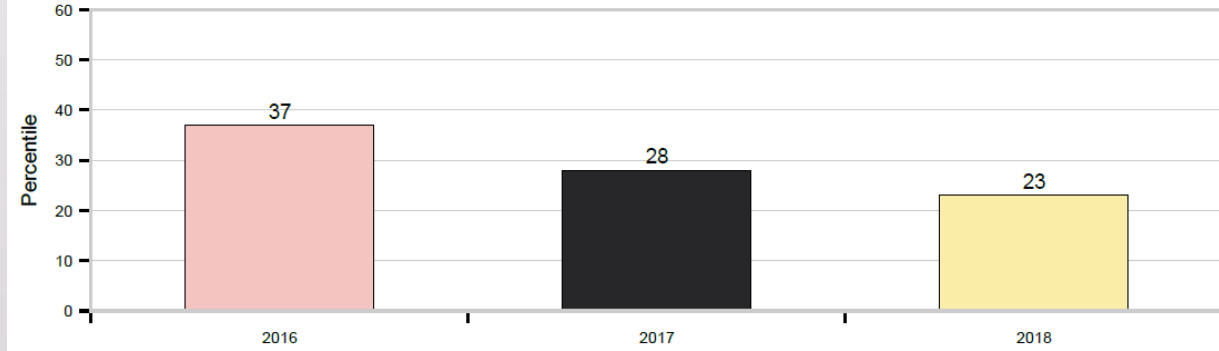
Alpine Calc Growth Levels Over Time - # of Records
SchIncl ELA/EBRW Grade 5
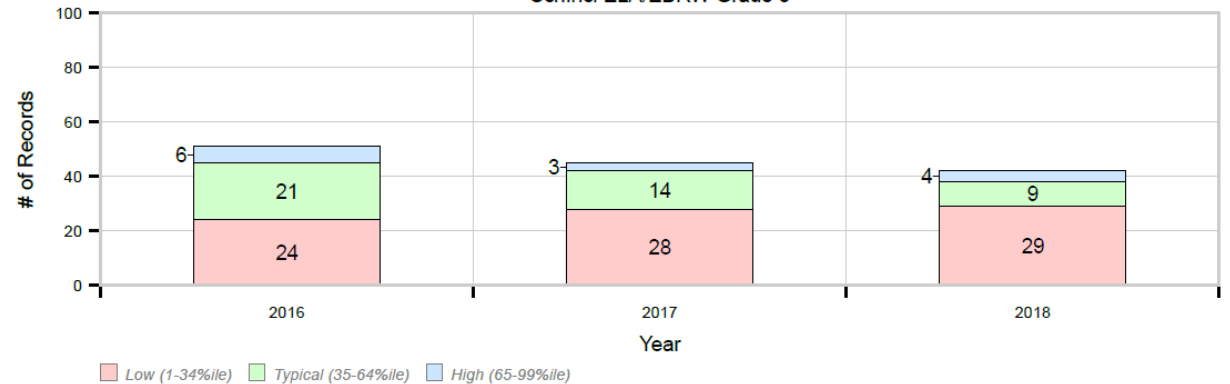
4/5 Growth Trend Data, iReady ELA
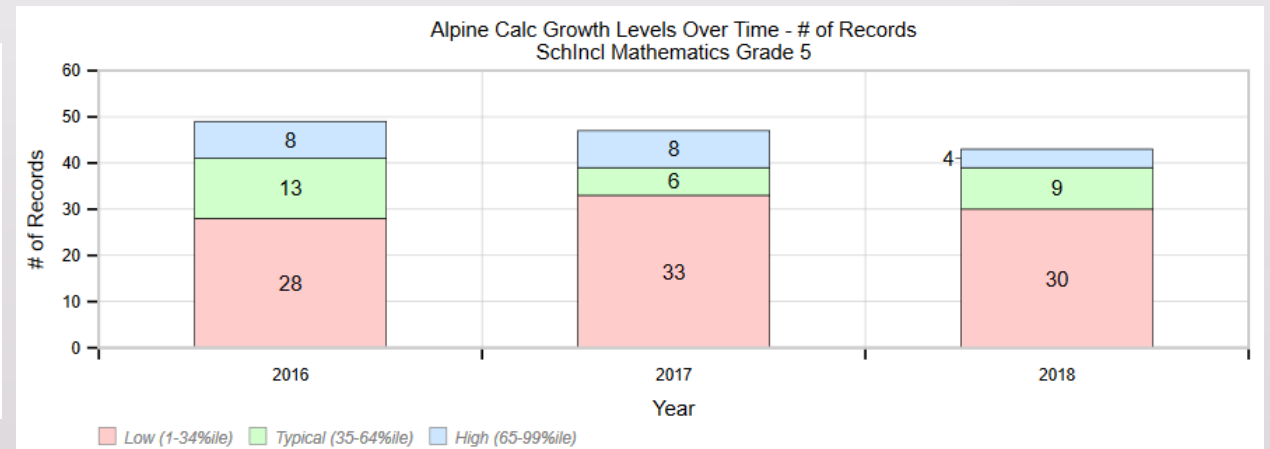*(95+% of BOY-EOY students)*

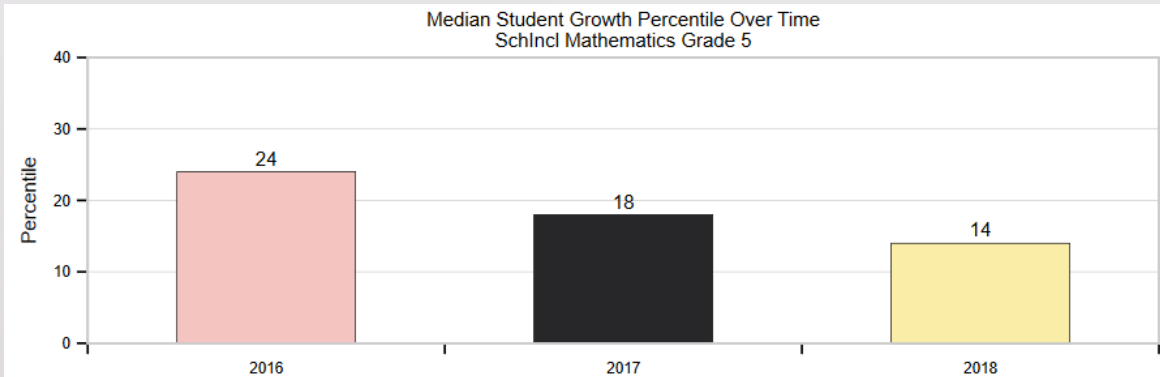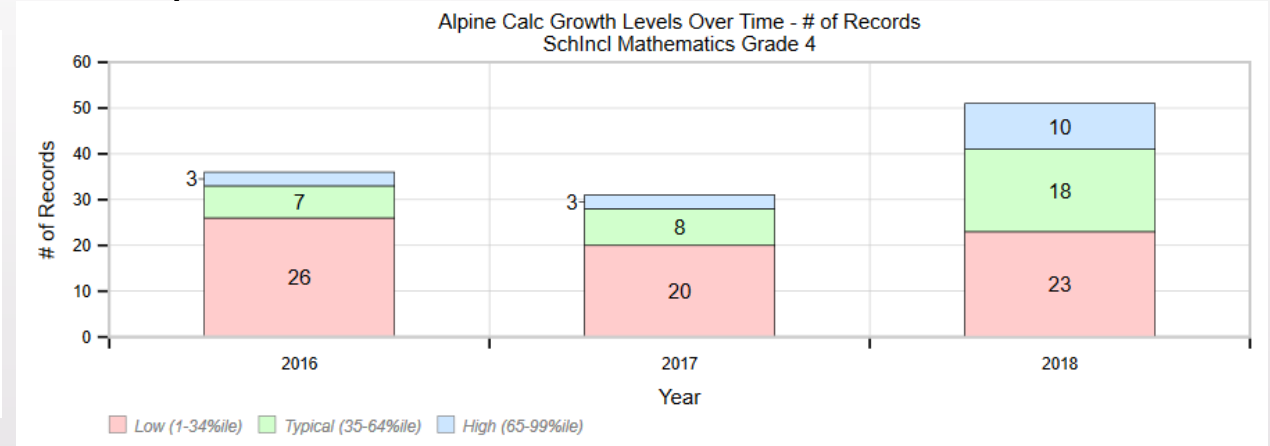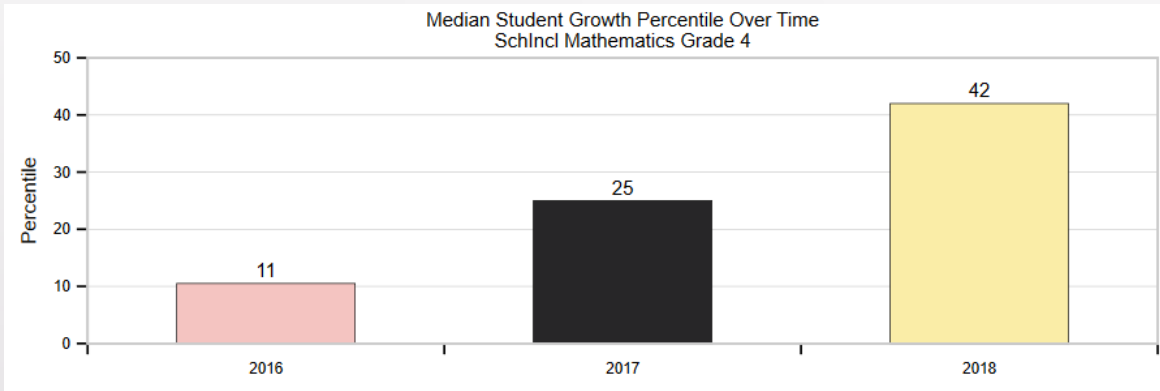**Grade 4** ELA iReady % Met Growth
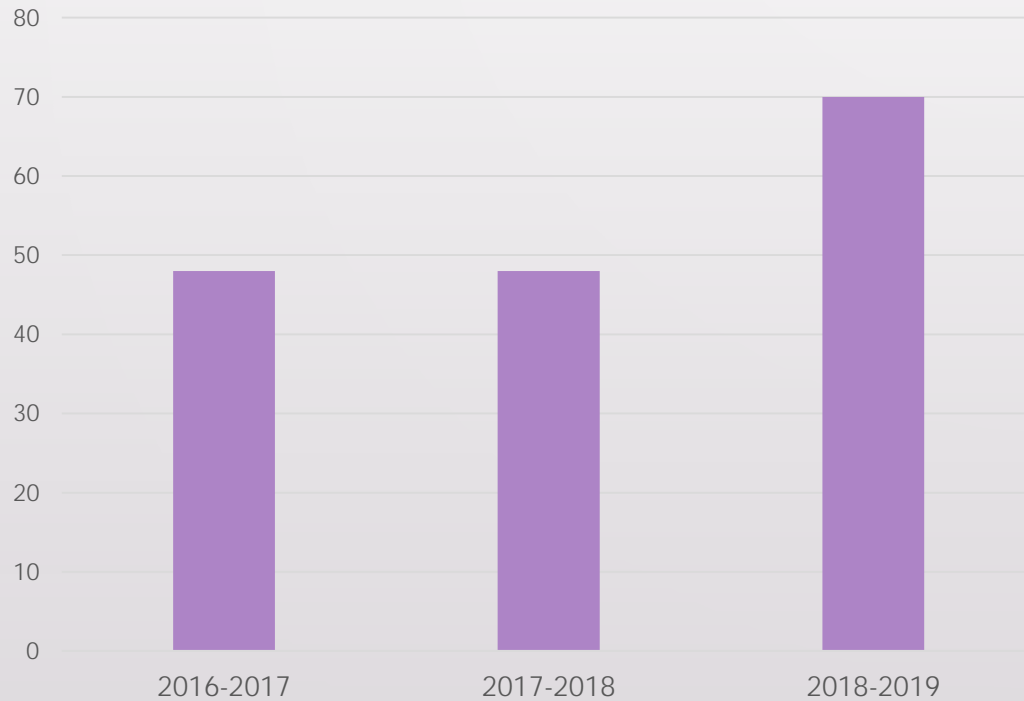
Grade 5 ELA iReady % Met Growth

4/5 Growth Trend Data, CMAS Math
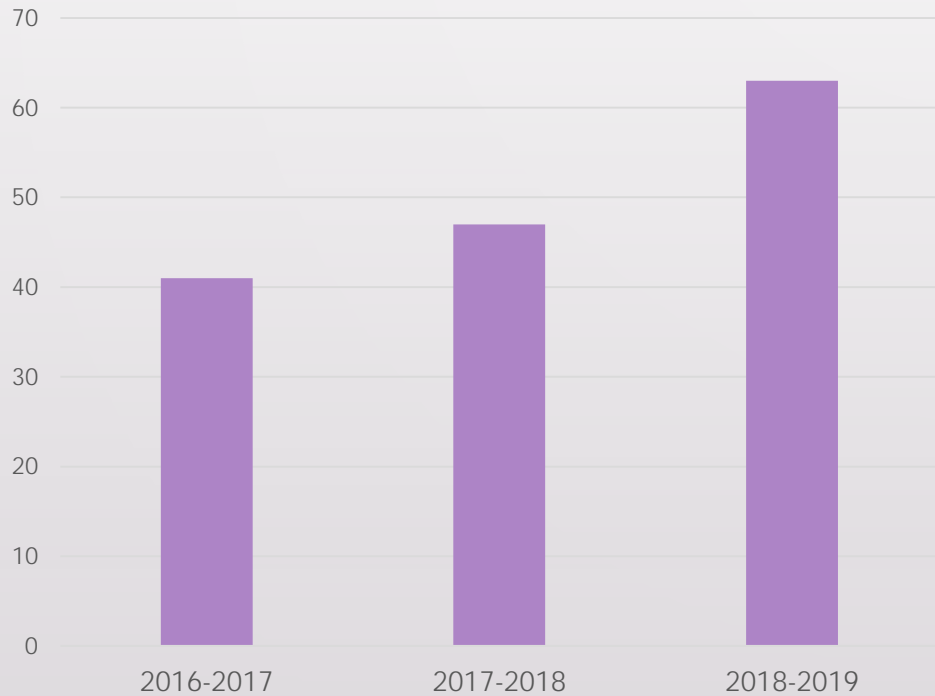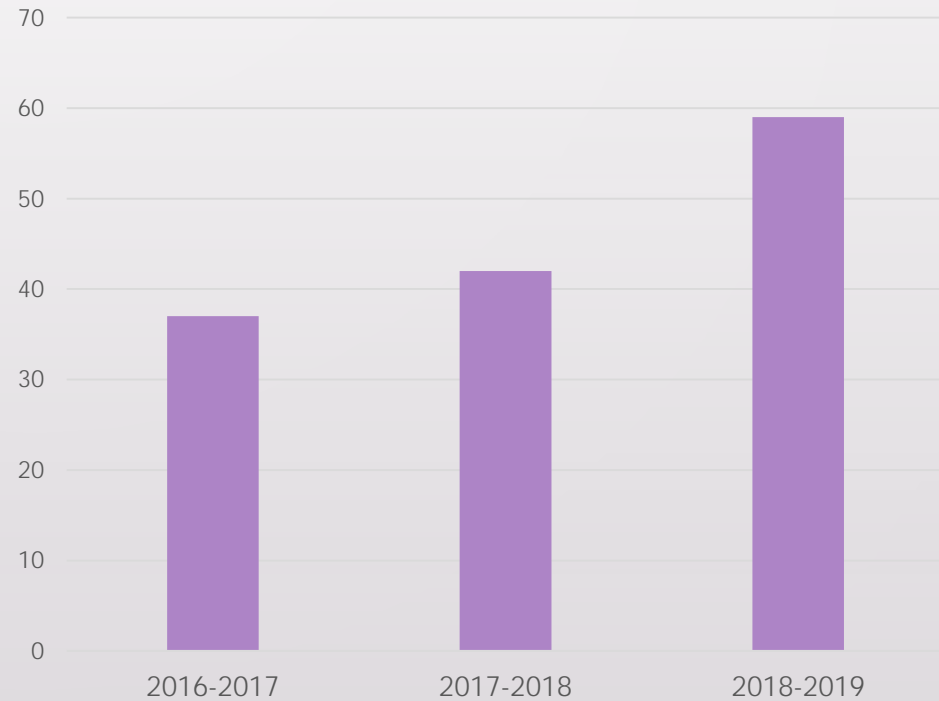*(49% of 2017-2018 4/5 grade students)*

4/5 Growth Trend Data, iReady Math
(95+% of BOY-EOY students)
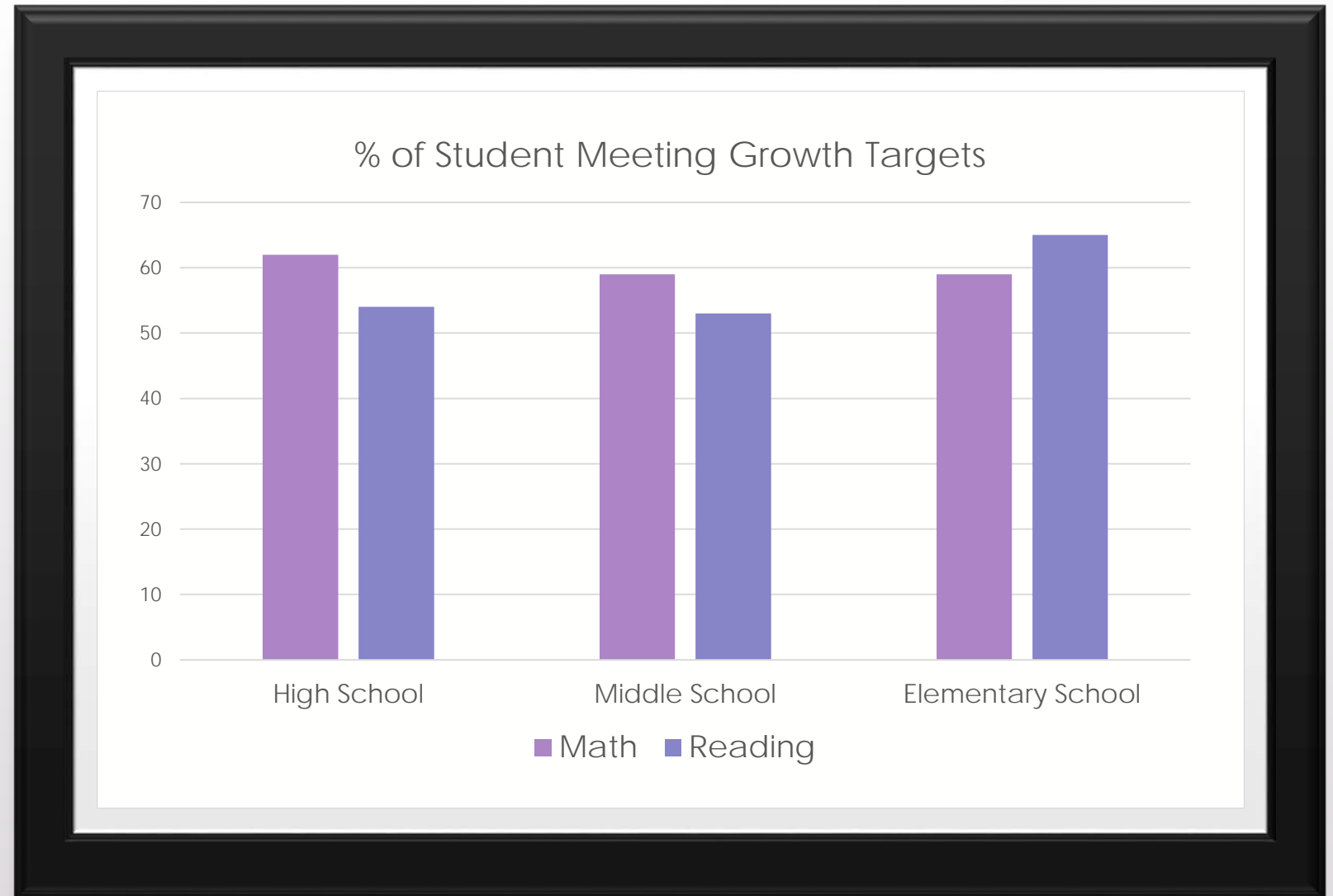
Grade 4 Math iReady % Met Growth

Grade 5 Math iReady % Met Growth

CPA All School Growth Data

% of Student Meeting Growth Targets

Growth data 1617 to 1819 *(change in leadership 1718)*

2016 2017	ELA met	ELA not met	Total Students	% Met	Math met	Math not met	Total Students	% Met
K	51	23	74	69%	48	26	74	65%
1	41	36	77	53%	44	33	77	57%
2	40	42	82	49%	45	37	82	55%
3	28	46	74	38%	31	43	74	42%
4	33	36	69	48%	28	41	69	41%
5	38	38	76	50%	28	48	76	37%

2017 2018	ELA met	ELA not met	Total Students	% Met	Math met	Math not met	Total Students	% Met
K*	31	36	67	46%	63	4	67	94%
1*	53	15	68	78%	44	24	68	65%
2	44	33	77	57%	40	37	77	52%
3	43	49	92	47%	37	55	92	40%
4	40	43	83	48%	39	44	83	47%
5	37	44	81	46%	34	47	81	42%

*new assessment for ELA and math

2018 2019	ELA met	ELA not met	Total Students	% Met	Math met	Math not met	Total Students	% Met
K	37	34	71	52%	37	33	70	53%
1	61	13	74	82%	41	33	74	55%
2	44	30	74	59%	49	25	74	66%
3	49	32	81	60%	44	37	81	54%
4	62	27	89	70%	56	33	89	63%
5	55	32	87	63%	51	36	87	59%

indicates increase from prior year
indicates stagnant growth
indicates decrease from prior year

2018-2019, 5th grade
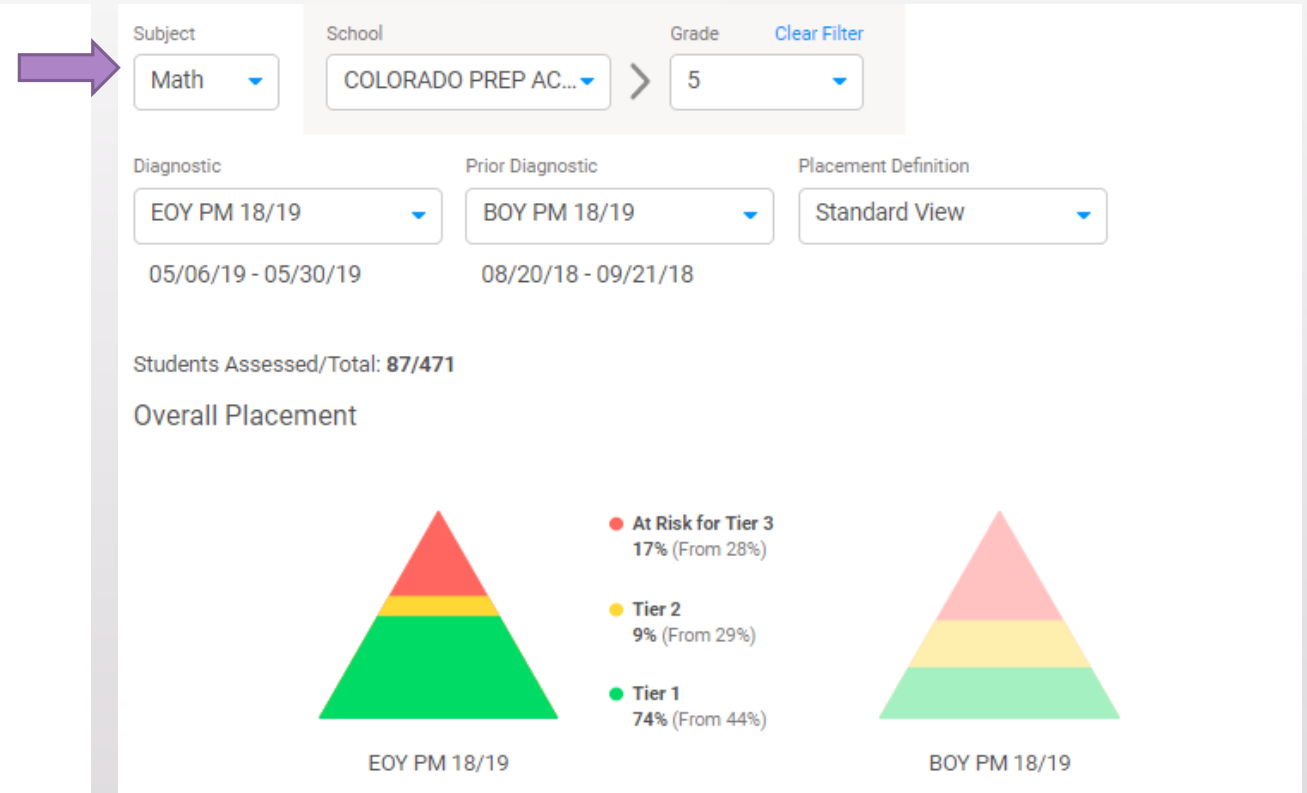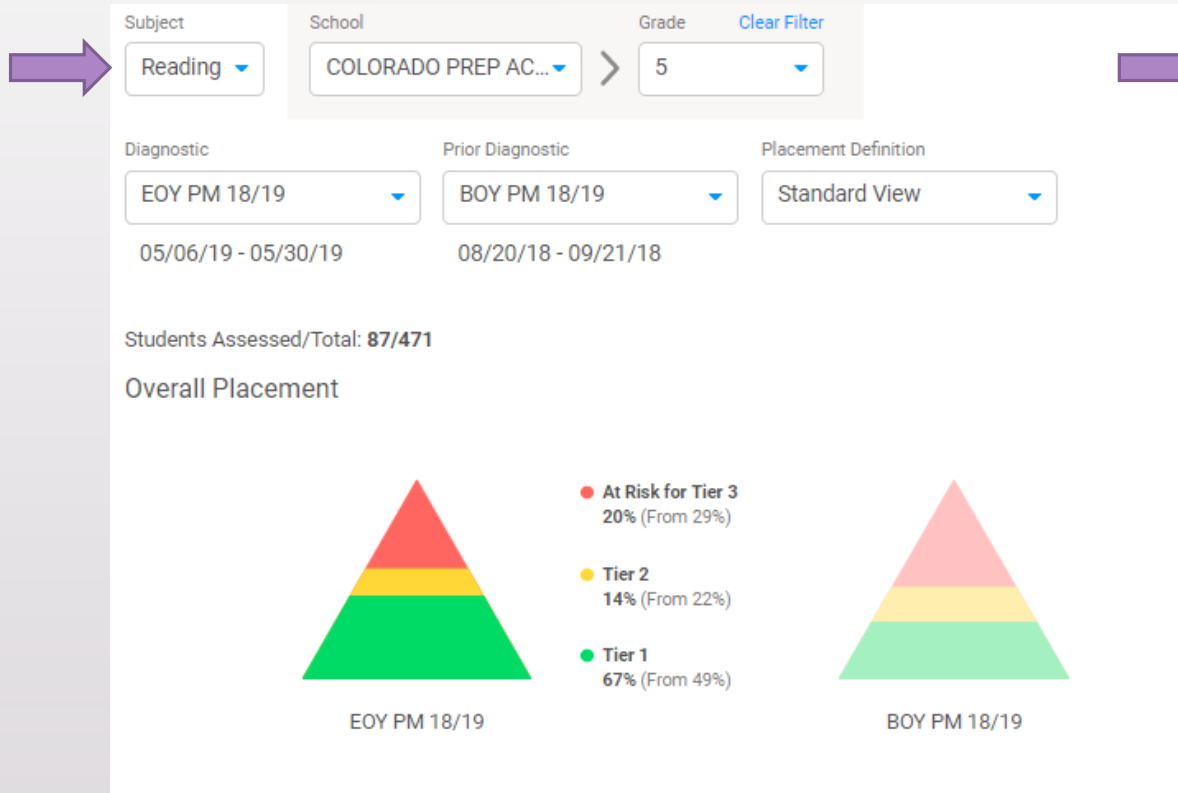
2018-2019, 4th grade
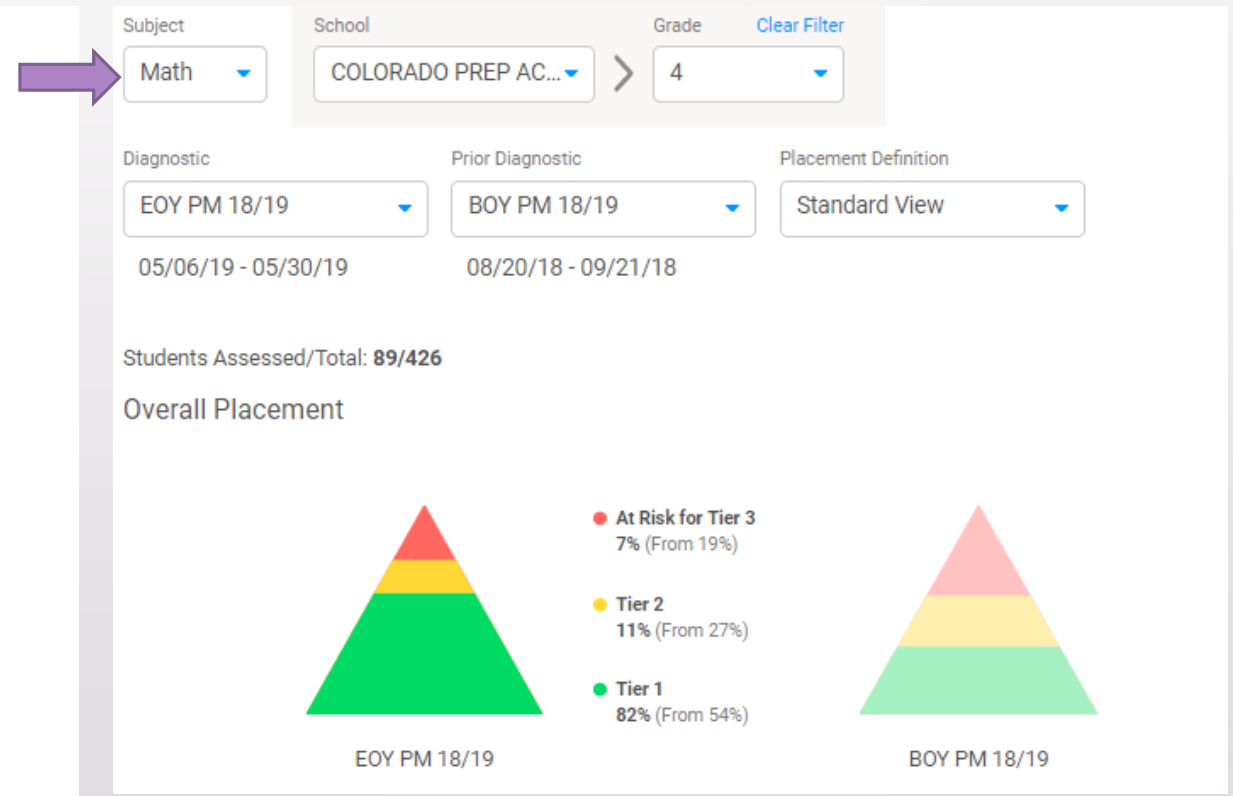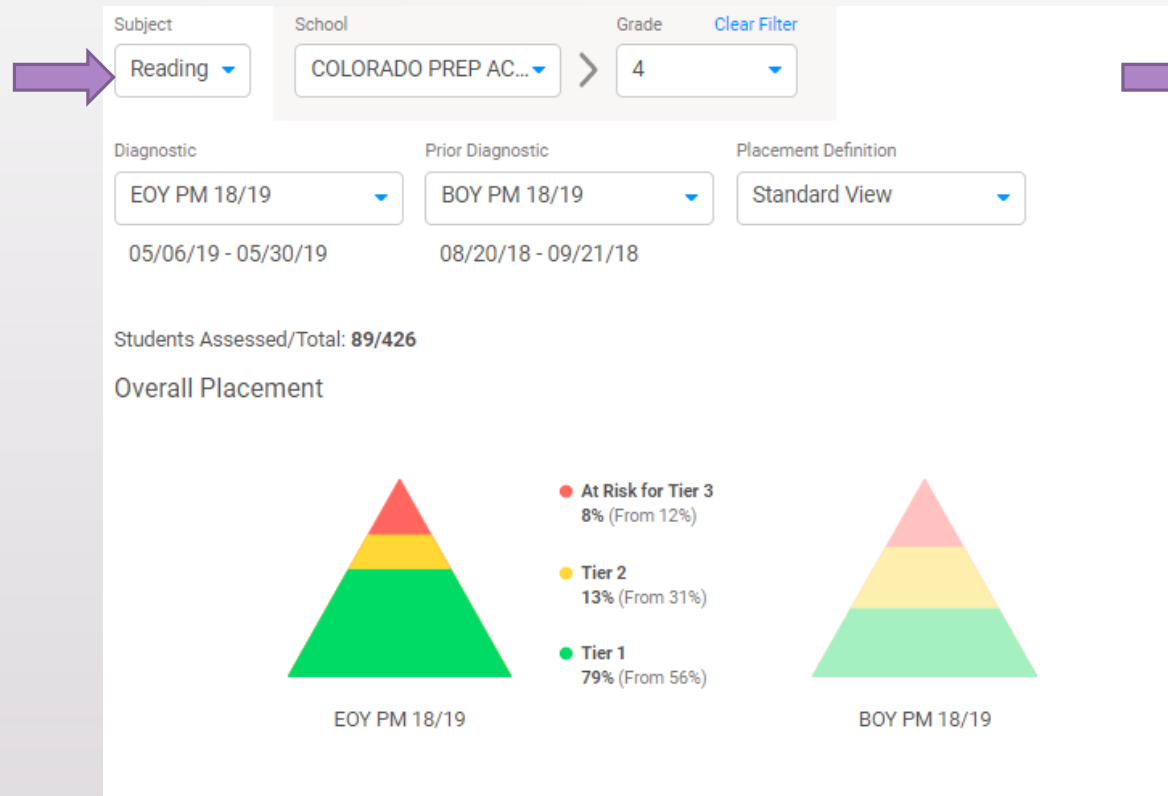
2018-2019, 3rd grade
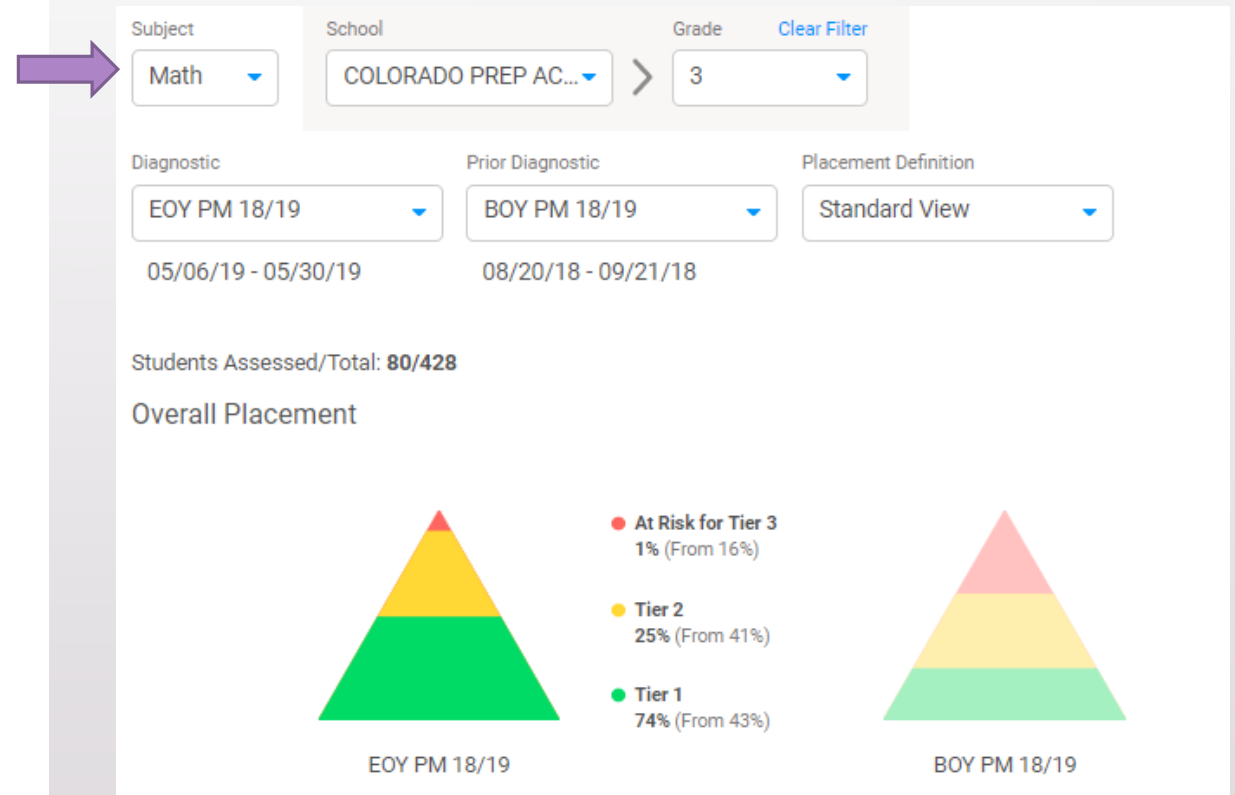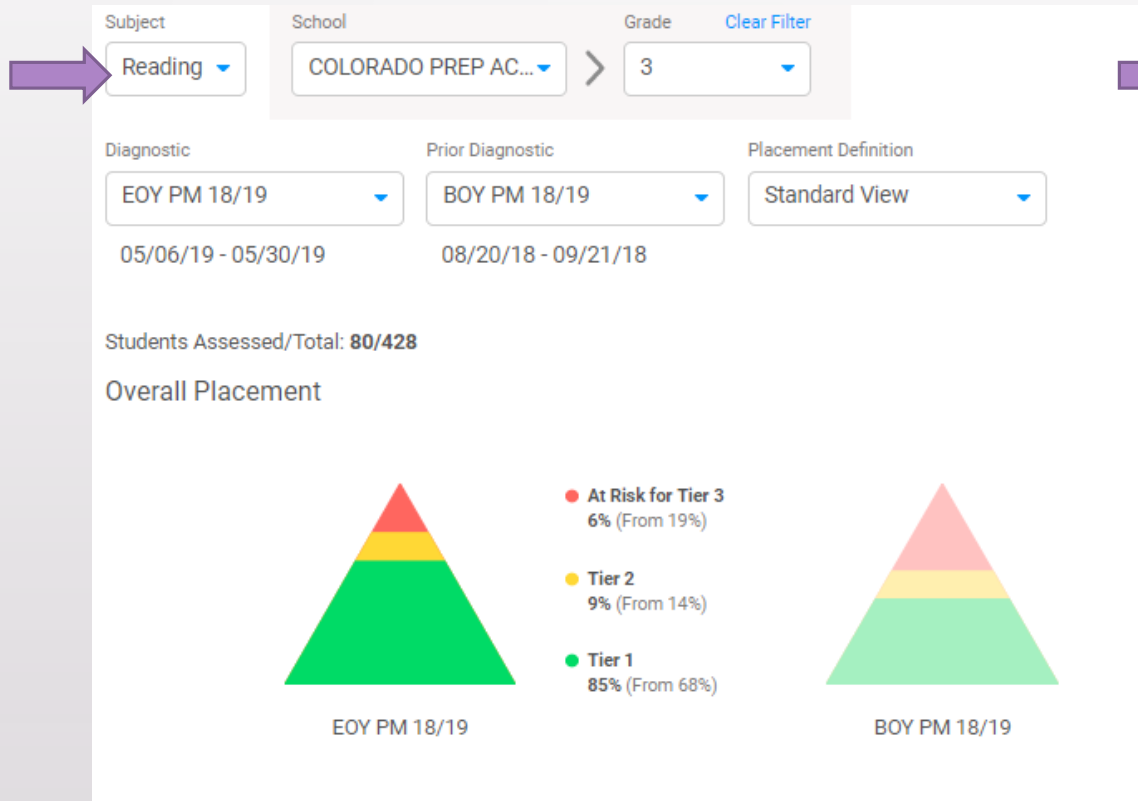
2018-2019, 2nd grade
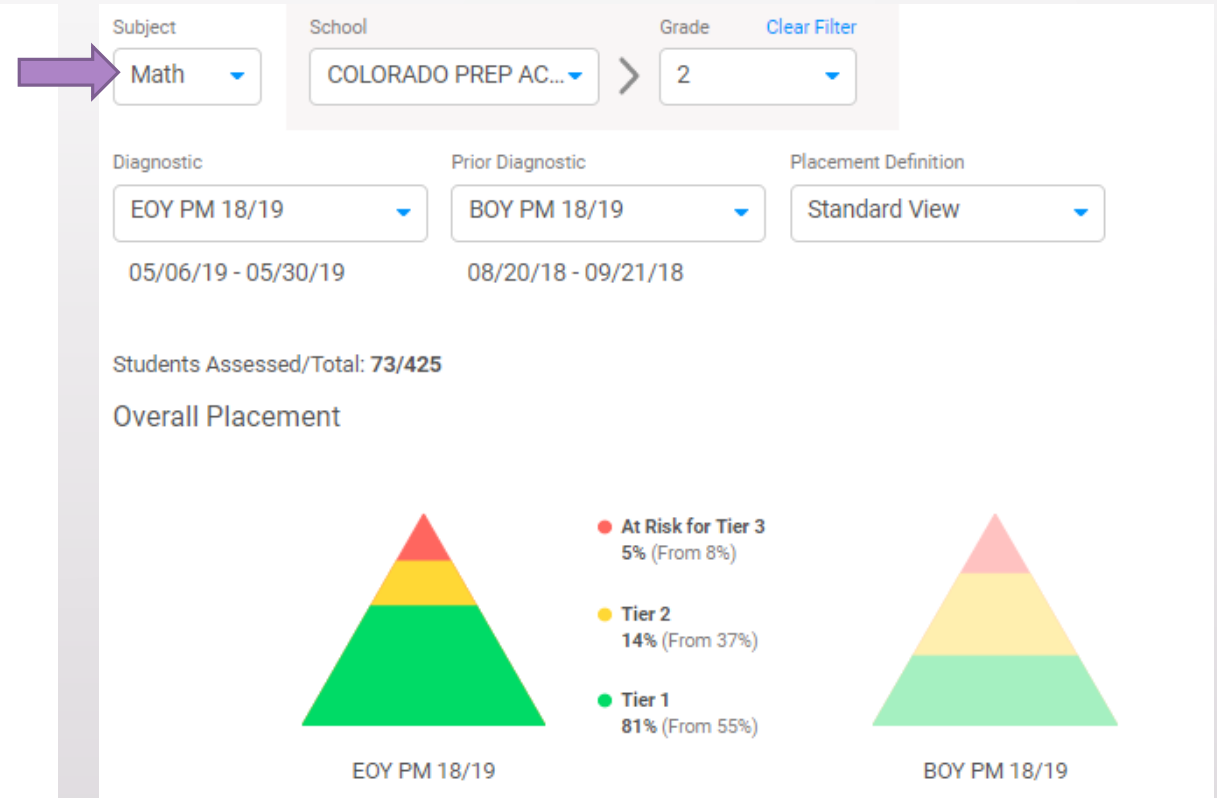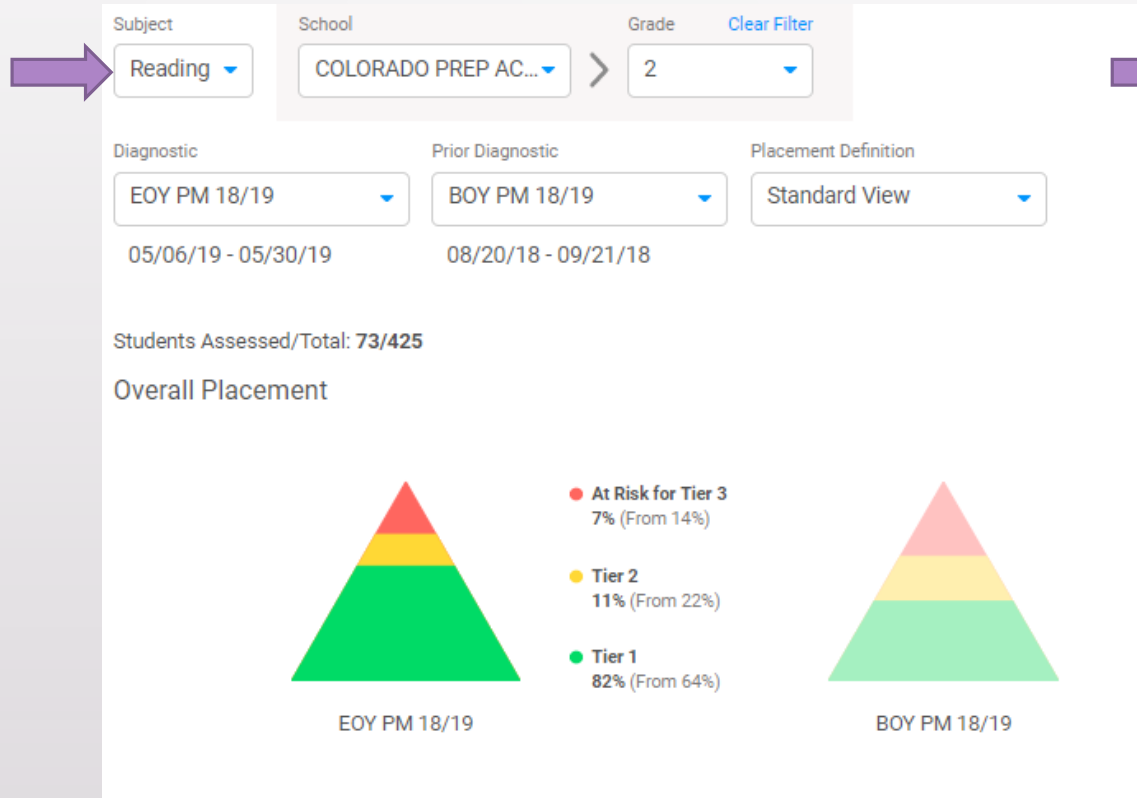
2018-2019, 1st grade

Reading

Grade 1			
BOY	54 (55%)	13 (13%) 6 (6%)	26 (26%)	99
MOY	41 (41%)	11 (11%) 9 (9%)	39 (39%)	100
EOY	23 (27%)	13 (15%) 11 (13%)	38 (45%)	85

Math

Grade 1			
BOY	34 (35%)	53 (54%)	11 (11%)	98
MOY	38 (38%)	33 (33%)	29 (29%)	100
EOY	27 (32%)	31 (36%)	27 (32%)	85
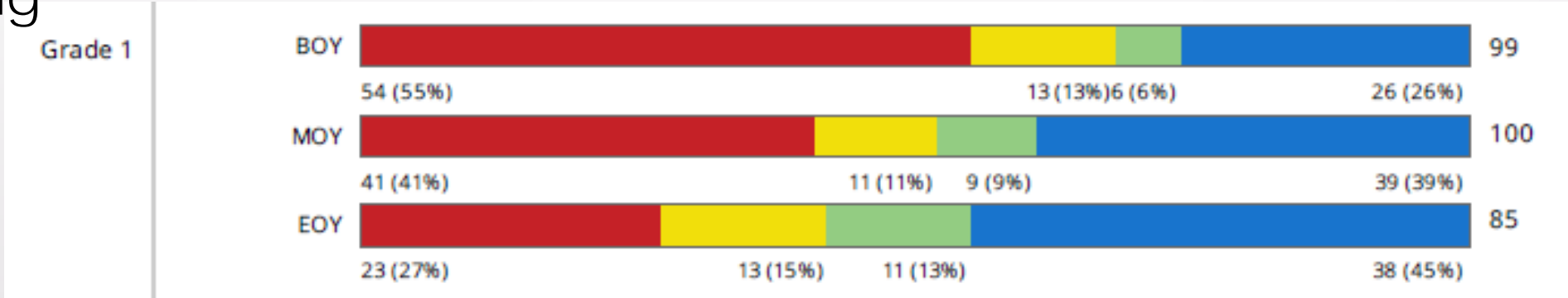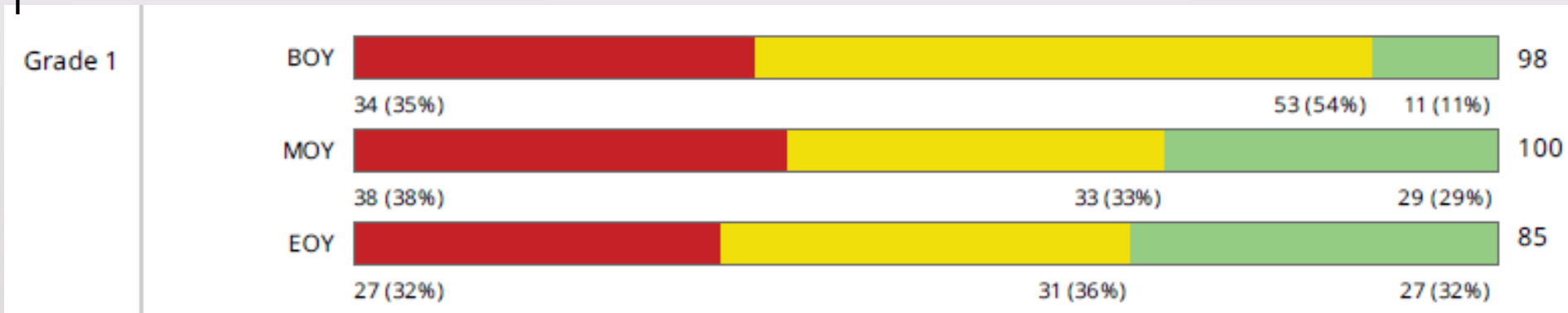
2018-2019, Kindergarten

Reading

Grade K				
BOY	56 (51%)	24 (22%)	16 (15%)	13 (12%)	109
MOY	44 (46%)	24 (24%)	19 (19%)	11 (11%)	98
EOY	39 (44%)	18 (20%)	19 (21%)	13 (15%)	89

Math

Grade K			
BOY	48 (44%)	50 (46%)	11 (10%)	109
MOY	35 (36%)	43 (44%)	20 (20%)	98
EOY	32 (36%)	41 (47%)	15 (17%)	88
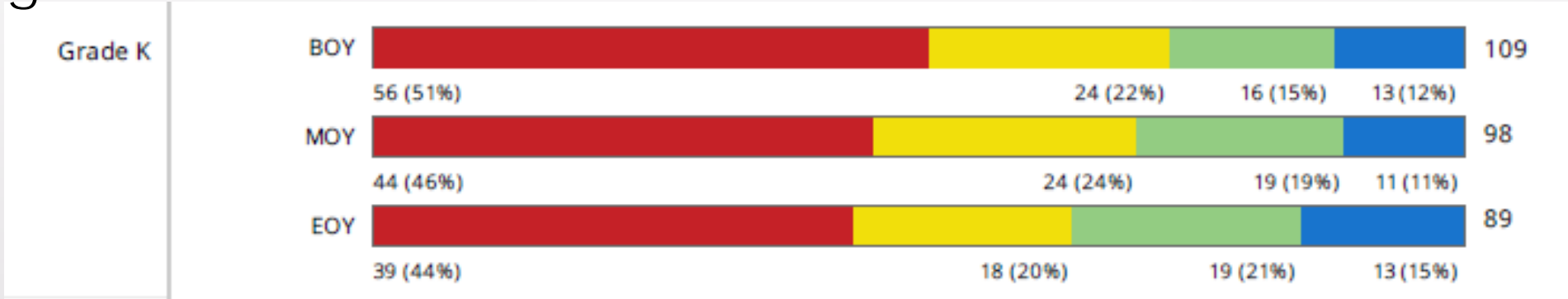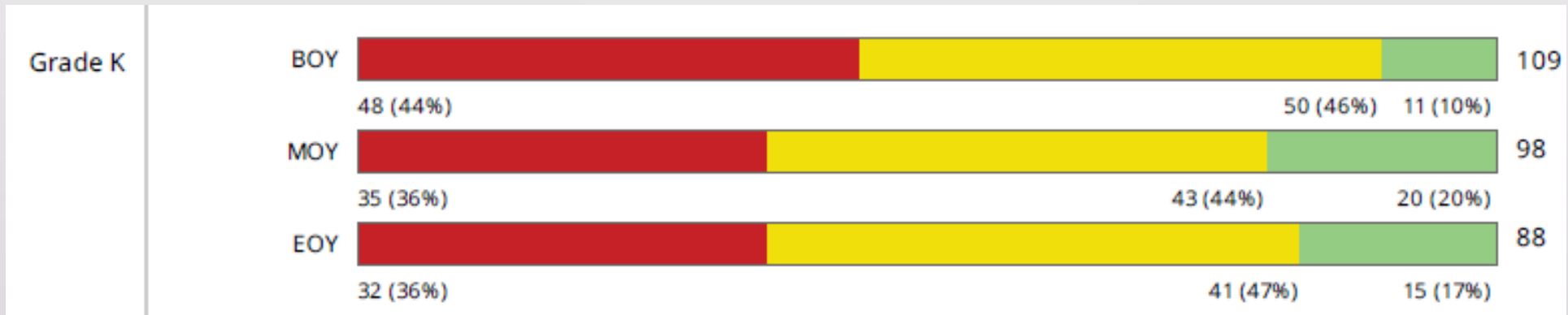
2018-2019 Grade Level Withdrawals by Proficiency
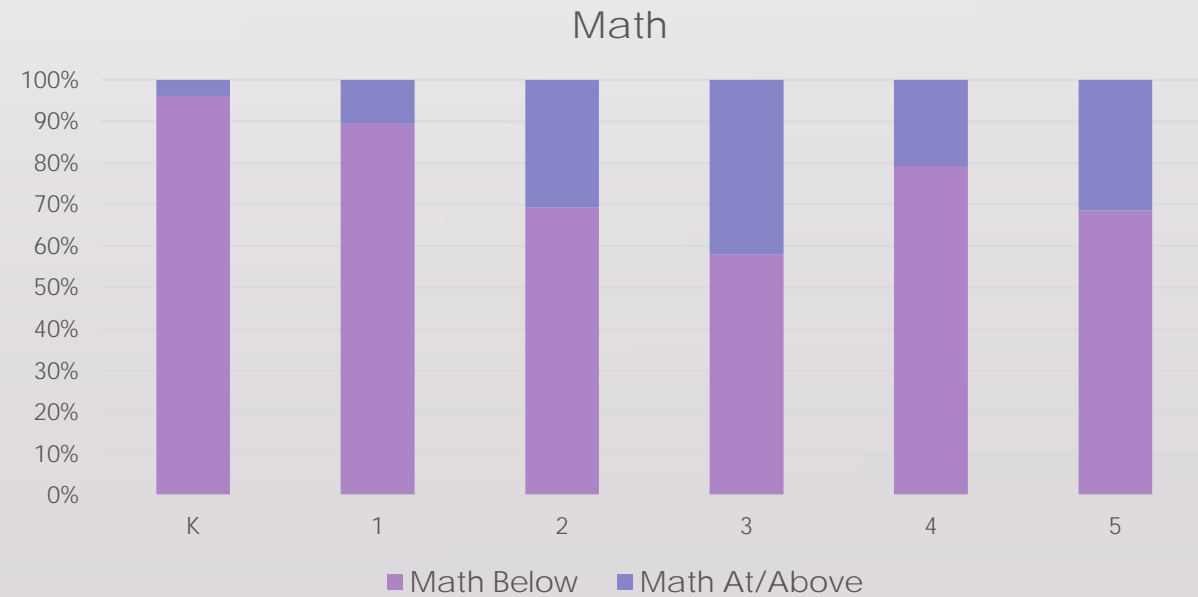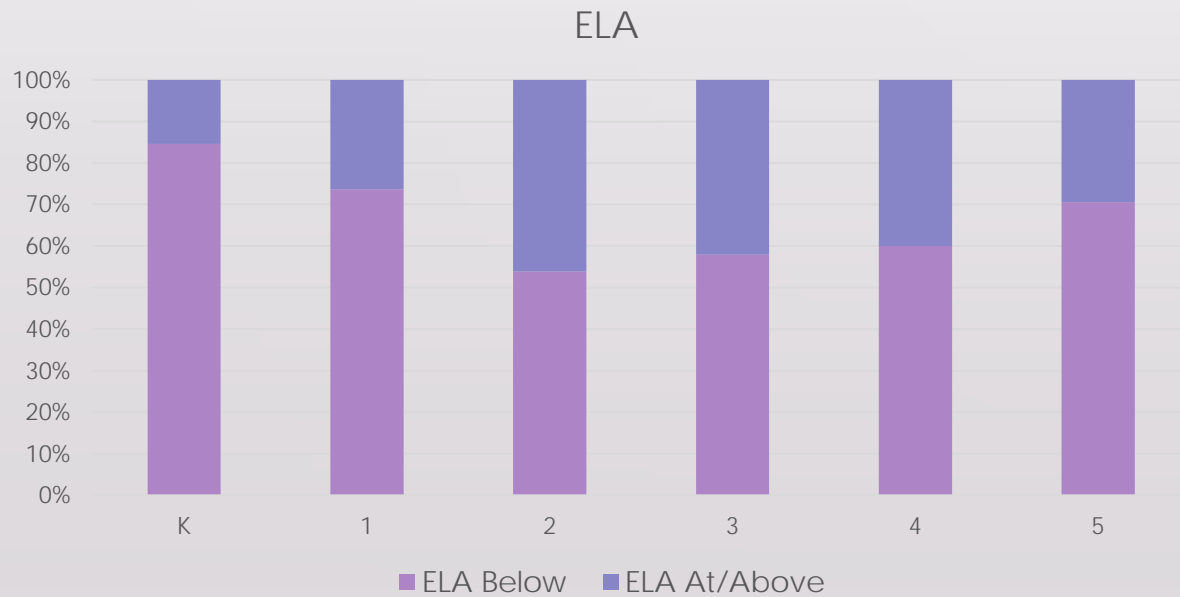
1819 Changes

Interventionists   2 reading and 1 math

Standards Mastery assessments   Reteach

K12 Platform Enhancement-
Teacher Managed Schedule with due dates

MTSS
Academic
- Focus on Mastery
- Targeted direct instruction

1920 Changes

Requested CDE site visit

Monthly strategic professional development

Implementation of Turn Around School Best Practices

Increased Work Samples

Increased Direct Instruction

MTSS Behavior Support

New Gradebook and Scale

K12 Enhancements

Visible Classrooms

Beginning of Year Assessment Face to Face

1920 Changes

- Requested CDE site visit in April
  - will implement recommendations
- Monthly strategic professional development
  - Thomas Guskey training- student assessment, grading, and reporting
  - Researched based instruction focused on the essential components of ELA and math
  - Continuous Improvement through Plan Do Study Act cycle
- Turn Around School Best Practices
  - Principal led research and implementation of four key research-based practices from Massachusetts Turn Around schools
    - Leadership, Shared Responsibility, and Professional Collaboration
    - Intentional Practices for Improving Instruction
    - Student-Specific Supports and Instruction to All Students
    - School Climate and Culture

1920 Changes

- Work Samples
  - effective feedback and accountability (Marzano)
  - Transparent Feedback loop
  - Student portfolios; support more efficient student data meetings

- Direct Instruction
  - increased attendance accountability
  - 1-2 levels below 4x per week
  - On grade level 2x per week
  - Above grade level 1 per week

- MTSS Behavior Support
  - adding staff Advisor Model, higher standards of accountability
  - Class connects accountability
  - Progress accountability

1920 Changes

- Gradebook
  - from Progress based to Assessment based
  - Standards Assessments in grades
  - Essential standards chart- curriculum and supplemental standards-based resources

- K12 Enhancements
  - Teacher Managed Content (all grades)
  - Add/remove assignments within K12 curriculum
  - new ELA and Math curriculum in 4th and 5th grade

- Visible Classroom- zoom

- Beginning of Year Assessments
  - In Person: STAR360 growth assessment
  - In Zoom: iReady and Dibels for triangulation of data

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Annette Ridgway

Title of Agenda Item: (IV.C.) 2019-2020 Budget

Item Type: X 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".

Relevant Data and Expected Outcomes:

With an anticipated 14% increase in pupil count and a 4% increase in Per-Pupil Revenue, the 2019-2020 Budget shows an improving Fund Balance position while allowing for Special Projects.

Items to Note:

Revenue

- Pupil Count Increase-14%, 335 students
- PPR Increase-4%, $333/student
- Total Revenue Increase-19%, $3.6M

Expense

- Contract School Services Increase-17%, $2.8M
- Special Projects-$0.5M
- Total Expense Increase-17%, $3.0M

(Continued)

Fund Balance

- 2019-2020 Fund Balance Increase-$0.6M

- Total Fund Balance-6% of Revenue, $1.2M

- Total Fund Balance Assigned-4.25% of Revenue, $0.9M (Tabor $.0.6M & Other Reserves $0.3M)

Recommended Course of Action/Motion Requested:

Move to approve the 2019-2020 Budget as proposed.

EDUCATION reENVISIONED BOCES
2019-2020 Budget

	General Fund 10							General Fund 10 Subsidies					Special Fund 22			
	CPA ES	CPA MS	CPA HS	PPOS HS	Subtotal Schools	Ed reEnv BOCES	OSSC	State ECEA (SPED)	Expelled and At Risk Students (EARS)	School Improvement (EASI)	READ Act	Total 10	State Ed Priorities BOCES (1345)	Indiv w/ Disabil Ed Act (IDEA)	Total 22	Grand Total
Funded Students (sFTE)	756	697	518	765	2,736	1,980										
Per Pupil Revenue (PPR)	7,788.13	7,788.13	7,788.13	7,788.13												
Revenue																
Program Revenue	5,887,826	5,428,327	4,034,251	5,957,919	21,308,324							21,308,324				21,308,324
Grant/Project Revenue								310,000	107,720	25,686	47,583	490,989	83,741	28,558	112,299	603,288
Earnings on Investments						40,000						40,000			-	40,000
Fund Transfers			58,275	24,975	83,250		(83,250)					-			-	-
																-
K12 Agreement																-
3% Administrative Oversight Fee	(176,635)	(162,850)	(121,028)	(178,738)	(639,250)	639,250						-			-	-
3% School Oversight Fee (OSSC)	(176,635)	(162,850)	(121,028)	(178,738)	(639,250)		639,250					-			-	-
Less K12 Fee Retention	-	-	28,000	12,000	40,000	(40,000)						-			-	-
3% Limited Withholding Credit	(176,635)	(162,850)	(121,028)	(178,738)	(639,250)	639,250						-			-	-
Total K12 Agreement (Fund Transfer	(529,904)	(488,549)	(335,083)	(524,213)	(1,877,749)	1,238,499	639,250					-			-	-
																-
Revenue Total	5,357,922	4,939,777	3,757,444	5,458,682	19,513,825	1,278,499	555,999	310,000	107,720	25,686	47,583	21,839,313	83,741	28,558	112,299	21,951,612
Expense																
Professional-Educational Services	5,357,922	4,939,777	3,699,169	5,433,707	19,430,575							19,430,575			-	19,430,575
Salaries & Benefits			58,275	24,975	83,250	35,913	311,325					430,488			-	430,488
Professional Services					-	224,400						224,400			-	224,400
Grant/Project Funded Services					-			310,000	107,720	25,686	47,583	490,989	83,741	28,558	112,299	603,288
Building Rent, Utilities & Maintenance					-	22,880						22,880			-	22,880
Insurance					-	44,000						44,000			-	44,000
Technical Services					-	33,160						33,160			-	33,160
Special Projects						300,000	244,675					544,675			-	544,675
Other					-	19,360						19,360			-	19,360
					-											
Expense Total	5,357,922	4,939,777	3,757,444	5,458,682	19,513,825	679,713	555,999	310,000	107,720	25,686	47,583	21,240,526	83,741	28,558	112,299	21,352,826
																-
Change in Fund Balance	-	-	-	-	-	598,786	0	-	-	-	-	598,786	-	-	-	598,786
Add 2018-2019 Ending Fund Balance						628,177						628,177				628,177
2019-2020 Ending Fund Balance						1,226,963						1,226,963				1,226,963
% of Revenue												6%				6%
Less Reserves																-
Tabor Reserve												655,179				655,179
Other Reserves												273,000				273,000
Assigned Fund Balance												928,179				928,179
% of Revenue												4.25%				4.25%
Unassigned Fund Balance												298,784				298,784
% of Revenue												1%				1%

EDUCATION reENVISIONED (CDBOCES)
High-Level Financial Trend
General Fund - Fund 10
May 31, 2019

92%

	2013/14 Actual Results	2014/15 Actual Results	2015/16 Actual Results	2016/17 Actual Results	2017/18 Actual Results	2018/19 Approved Amended	2019/20 Proposed	2018/19 YTD Results
Funded Students (sFTE)								
Contract Schools	348	1,649	2,111	1,845	2,170	2,401	2,736	2,401
Internal Schools	-	-	199	206	-	-	-	-
Funded Students (sFTE) Total	348	1,649	2,309	2,051	2,170	2,401	2,736	2,401
Incr/(Decr) from Prior Year		373%	40%	-11%	6%	11%	14%	
Per-Pupil Revenue (PPR)	$ 6,070	$ 6,424	$ 6,690	$ 6,795	$ 7,018	$ 7,455	$ 7,788	$ 7,455
Incr/(Decr) from Prior Year		6%	4%	2%	3%	6%	4%	
Revenue								
Program Revenue								
Contract Schools	$ 2,115	$ 10,594	$ 14,120	$ 12,536	$ 15,229	$ 17,899	$ 21,308	$ 16,407
Internal Schools	$ -	$ -	$ 1,328	$ 1,396	$ -	$ -	$ -	$ -
Program Revenue Total	$ 2,115	$ 10,594	$ 15,448	$ 13,932	$ 15,229	$ 17,899	$ 21,308	$ 16,407
Other Revenue	$ 83	$ 313	$ 243	$ 129	$ 316	$ 377	$ 531	$ 96
Revenue Transfers			$ (82)	$ (72)	$ (72)			$ -
Revenue Total	$ 2,197	$ 10,907	$ 15,609	$ 13,989	$ 15,473	$ 18,276	$ 21,839	$ 16,503
								90%
Incr/(Decr) from Prior Year		396%	43%	-10%	11%	18%	19%	
Fund Balance Chg	$ (128)	$ (262)	$ (302)	$ 126	$ (67)	$ (68)	$ (599)	$ (754)
Fund Balance (+TABOR)	$ (128)	$ (390)	$ (551)	$ (424)	$ (560)	$ (628)	$ (1,227)	$ (1,314)
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.02%	3.60%	3.44%	5.62%	7.96%
Net Resource Available	$ 2,069	$ 10,645	$ 15,307	$ 15,380	$ 15,406	$ 18,208	$ 21,241	$ 15,749
Expense								
Administrative Oversight Fee Spends	$ -	$ (290)	$ (474)	$ (384)	$ (414)	$ (567)	$ (680)	$ (285)
% of Program Revenue	0%	3%	3%	3%	3%	3%	3%	2%
School Oversight Fee (OSSC) Spends	$ (820)	$ (526)	$ (892)	$ (815)	$ (815)	$ (868)	$ (1,047)	$ (351)
% of Program Revenue	39%	5%	6%	6%	5%	5%	5%	2%
Entity Cost Spends	$ -	$ (30)	$ (60)	$ (30)	$ (30)	$ (30)	$ -	$ -
Contract School Svcs	$ (1,249)	$ (9,799)	$ (12,663)	$ (14,069)	$ (14,069)	$ (16,743)	$ (19,514)	$ (15,113)
Per Contract School Pupil	$ 3,586	$ 5,942	$ 6,000	$ 7,626	$ 6,484	$ 6,973	$ 7,132	
Internal School Spends	$ -	$ -	$ (1,218)	$ (81)	$ (78)	$ -		$ -
Per Internal School Pupil	$ -	$ -	$ 6,137	$ 395	$ -	$ -	$ -	
Expense Total	$ (2,069)	$ (10,645)	$ (15,307)	$ (15,380)	$ (15,406)	$ (18,208)	$ (21,241)	$ (15,749)
								86%
Per Pupil	$ 5,940	$ 6,455	$ 6,629	$ 7,500	$ 7,100	$ 7,584	$ 7,763	
Incr/(Decr) from Prior Year							17%	
Net Resources in Progress	$ 0	$ 0	$ -	$ -	$ -	$ 0	$ 0	$ -
to 3% TABOR floor	$ 62	$ 63	$ 80	$ 3	$ 94	$ 80	$ 572	$ 819

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Annette Ridgway

Title of Agenda Item: (V.A.) Legislative Update

Item Type: □ Action   □ Information   X Discussion

Background Information, Description of Need:

Relevant Data and Expected Outcomes:

Verbal update on interim committees.

Recommended Course of Action/Motion Requested:

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: Site Visit Reports

Item Type:　　　□ Action　　　□ Information　　　**X** Discussion

Background Information, Description of Need:

The Colorado Digital BOCES (CD BOCES) Accreditation Plan outlines a process for school site visits twice a year. Our first site visit in January is a 'check-in' for school leaders on our Accountability Matrix, the doc where all our school standards and objectives are housed and scored. This site visit gives the school leadership team time to develop and implement any school improvements needed before our end of the year site visit that occurs in May/June. The end of the year site visit report shows any improvements or continued needed improvement, and also gives recommendations as to the priority improvements needed in the following school year. The May site visits were completed for each school on the following dates:
PPOS - April 30 – May 2
CPA High School - May 9, 10 &13
CPA Middle School - May 14 – 16
CPA Elementary - May 21 – 23

Relevant Data and Expected Outcomes:

The site visit reports are attached. The Accountability Matrix is not attached, as it is a lengthy document, but will be provided to any or all Board members on request.

Recommended Course of Action/Motion Requested:

There is no recommended course of action or motion requested at this time.

EDUCATION reENVISIONED
4035 Tutt Blvd.
Colorado Springs, CO 80922

Colorado Preparatory Academy – Elementary School

Site Visit Executive Report

End of Year

May 2019

Education reEnvisioned Mission
The Education reEnvisioned BOCES will develop and deliver services to BOCES, districts and authorized schools to expand availability and access to quality, innovative public education programs Colorado parents and students seek.

Education reEnvisioned Vision
We believe that better education methods and formats continue to emerge, and so resolve that the Education reEnvisioned BOCES will be a welcoming host to innovative, exceptional programs and schools and a wellspring of better education models, encouraging proliferation through partnerships with other BOCES and districts.

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Table of Contents

Attachments

1. Site Visit Matrix

   - CPA Elementary EOY Site Visit

1. Introduction

The Education reEnvisioned BOCES (formerly known as the CD BOCES) has a rigorous Accreditation plan for all its blended learning online schools. The BOCES has developed a comprehensive school evaluation tool, called the Accountability Matrix, which is the foundation of its Accreditation review process. Each BOCES school is required to have either one or two Accreditation site visits each year based on its performance on the School Performance Framework (SPF).

A midyear visit culminates in a summary of findings and matrix scores. The midyear visit's purpose is to validate the school's self-evaluation and provide a synopsis of Accountability matrix findings that can be used to adjust the school's plan for the remainder of the school year. An end-of-year Accreditation site visit culminates in an executive report that, in addition to everything provided in the midyear report, may include a corrective action plan, if one is needed.

Process. The Accreditation review team is comprised of individuals with varied educational backgrounds and areas of expertise. The team includes both BOCES staff members and outside consultants. Team members review school documents, interview staff members, school students, and parents and conduct classroom observations. Findings are triangulated to ensure accuracy in the Accountability matrix scores and comments.

2. Report Methodology

This is the end-of-year site visit, and the scores will be compared to the midyear site visit if the school had a midyear visit. This end-of-year report is designed to focus on the improvements that the school has made from the first site visit and/or all year, and to focus on the areas that have not improved. These findings are used to create recommendations for the next school year. The BOCES uses these accreditation site visit reports and scores to determine an accreditation ranking within our quarterly scorecards. In addition, the school should be using these reports to monitor progress on standards and indicators.

This report not only includes the school's scores in each standard, but also graphs to show an increase or decline. The graph(s) may report a percentage earned for each standard; however, it should be noted that some standards are worth more points or may be prioritized to a higher degree than other standards.

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3. Site Visit Reviewer Information

Date of Site Visit
May 21-23, 2019

Team Members
Kindra Whitmyre	Education reEnvisioned Director of Education and Operations
Ashley Repko	District Assessment Coordinator and Data Analyst
Terrie Andrews	School and Teacher Consultant
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant

Biographies

Kindra Whitmyre

Kindra Whitmyre has over 27 years of experience in education in multiple areas. She has a Bachelor of Science in Education with a double major in Elementary Education and Special Education. Kindra taught in the elementary and special education classroom for 8 years. She received her Master of Arts in Education in the area of Administration and Supervision and received her Principal License in 1999. Kindra served as the Principal of Academy Charter School in Castle Rock for 8 years. Kindra then worked in the Douglas County School District as the Director of Charter School Partnerships and Special Education Services for 6 years, giving her experience in authorizing charter, online and contract schools. Since July of 2013, Kindra has been the Director of Education and Operations for the Colorado Digital BOCES (now known at the Education reEvisioned BOCES). In addition, Kindra served on the Online Learning Advisory Board, mentors Principals and is also a consultant for the Colorado Department of Education.

Ashley Repko

Ashley has over 8 years in Education, including 3 years of Business & Technology instruction at the high school level. Most recently she was the Support and Training Lead for a software company here in Colorado Springs. She holds a B.S. in Business Administration and a secondary education teaching license in Business Education for both Montana and Colorado. Additionally, she received her MBA from Park University in 2013. Ashley is married to Josh, an active duty member of the United States Air Force, stationed at Cheyenne Mountain. Together they have two young children and enjoy all sports.

Terrie Andrews

Terrie Andrews has over eighteen years' experience in education, as an educator and trainer. Her varied experience as a licensed Elementary and Special Education teacher includes work with students in elementary, middle, and high schools in the Denver Public and Jefferson County school districts. Terrie also works with schools mentoring teachers and supporting the implementation of school improvement plans.
Terrie obtained her bachelor's degree from the University of Northern Colorado in Organizational Communication. She then received her Master's in Curriculum and Instruction in Reading and Writing, and obtained an endorsement in Special Education, from the University of Colorado at Denver.

Cynthia Haws

Cynthia Haws has 45 years of educational experience, and it has been mainly at the site level as a Principal. Cynthia started her career early in a private school where, after four years as a teacher, became the principal. After 10 years in private education, she moved on to experience the public school system. Cynthia spent 10 years in Littleton Public schools where she was the administrator of Walt Whitman Elementary for 4 years and Wilder Elementary for six years. She then crossed the border into Jefferson County where she was the administrator of Normandy Elementary for 18 years. Of the four schools she led, three were award winning for academics. Cynthia retired, opened a confectionary business for two years and then returned to education to open a new charter school in Parker, Colorado, North Star Academy. She was the administrator for NSA for seven years, and two years ago she retired again, "as I feared that, upon my demise, I would not be buried or cremated, but laminated and left in the school hall to be written upon by small children." In addition to the above, Cynthia has been a teaching editor for "Teaching K-8," and is presently writing a book series on Character Education because her last school, North Star Academy, was the winner of the National School Character Award in 2013 because of her program.

Denise Mund

Denise Mund worked for the Colorado Department of Education for almost 13 years. During that time the charter school unit grew to become the Schools of Choice Unit and the number of charter schools grew from less than 50 to more than 170. Denise served as the Director of the Schools of Choice Unit and as Interim Director of Online Learning. In that capacity, Denise managed the federal Charter School Program startup and implementation grant; facilitated meetings for charter school authorizers, provided extensive training for charter school leaders and served as the primary contact for the State Board of Education on charter school issues. Denise has attended more than 85 charter

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school appeal hearings and brought in more than 112 million dollars in charter school grants. Part of Denise's current work includes monitoring state departments and charter school networks in how they use federal Charter School Program funds. Denise is also co-founder of the three Jefferson Academy Charter Schools and Lincoln Academy Charter School. She served as the governing board president at Jefferson Academy for seven years and has also served on the boards at Colorado Virtual Academy, Woodrow Wilson Academy, and Pikes Peak Prep Academy.
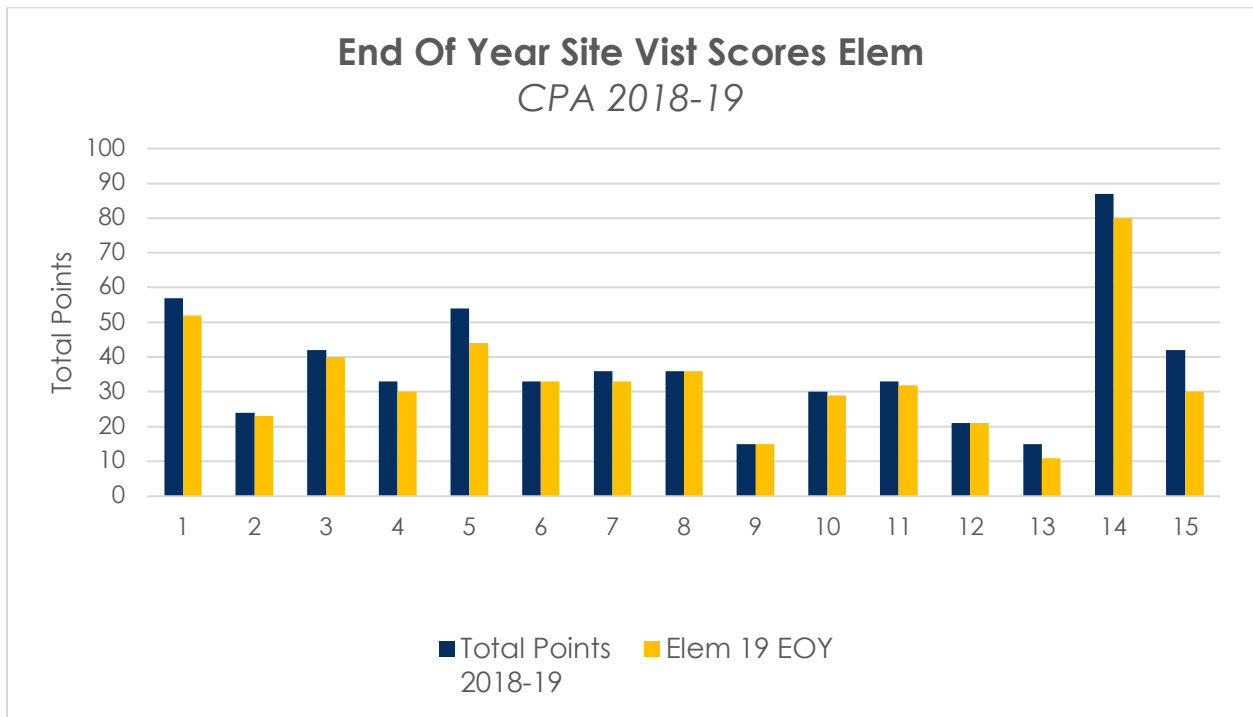
4. Site Visit Standards

1. **School Leadership**. An effective school leader implements the vision and mission with fidelity and high expectations for all.
2. **Guaranteed Viable Curriculum**. The school's leadership team collaborates to ensure the curriculum is aligned to content standards and adapts it when necessary to ensure viability.
3. **Assessment**. The school uses multiple assessment strategies to continuously inform and modify instruction to meet student needs and promote proficient student work.
4. **Data Driven Environment**. Data from key performance metrics is discussed, analyzed, and used to inform instruction for individual students.
5. **Instruction**. Staff effectively plans instruction to include 21st century, research-based, and postsecondary skills and practices.
6. **Digital Capacity**. Students are taught appropriate online behavior and how to utilize digital resources that will maximize learning.
7. **Engagement**. The whole child is assessed to identify barriers to learning and then strategies are used to minimize these barriers.
8. **Student and Family Support**. The school communicates and works with families and community groups to support student intellectual and social development through a blended learning model.
9. **Community**. The school strengthens the school through its SAC and through networking with the broader community.
10. **Professional Development**. A data-driven professional development plan targets specific areas for growth in alignment with the school's vision and mission.
11. **Evaluation**. Staff evaluations are used to provide continuous improvement in alignment with school goals.
12. **Policies and Procedures**. Policies and procedures are in place to ensure fair and consistent practices.
13. **Financial**. The school is financially viable with a budget focused on student academic achievement and sound financial management.
14. **Special Services**. The school is compliant and effective as it identifies, assesses, and serves students within special programs.
15. **Education Service Provider**. The ESP effectively supports the school's goals and has ultimate responsibility for implementing the school's contract.

A complete explanation of all standards and indicators can be found in the CD BOCES Resource Guide [here](). Also, included in the Resource Guide are research, strategies, references, and more for each standard.

5. Accreditation Site Visit Scores

1. School Leadership   52/57
2. Curriculum   23/24
3. Assessment   40/42
4. Data Driven Environment 30/33
5. Instruction   44/48
6. Digital Capacity   33/33
7. Engagement   33/36
8. Student and Family Support 36/36
9. Community   15/15
10. Professional Development 29/30
11. Evaluation   32/33
12. Policies and Procedures 21/21
13. Financial   11/15
14. Special Services   80/87
15. Education Service Provider 30/42

End Of Year Site Vist Scores Elem
CPA 2018-19

6. Longitudinal Accreditation Site Visit Scores

CPA Elem Annual Growth
CPA 2018 to 2019

Row	Value
1	-1.75%
2	0.00%
3	0.00%
4	-3.03%
5	-1.85%
6	0.00%
7	0.00%
8	0.00%
9	0.00%
10	0.00%
11	0.00%
12	0.00%
13	0.00%
14	-2.30%
15	0.00%

■ Elem 18 to 19 % Growth
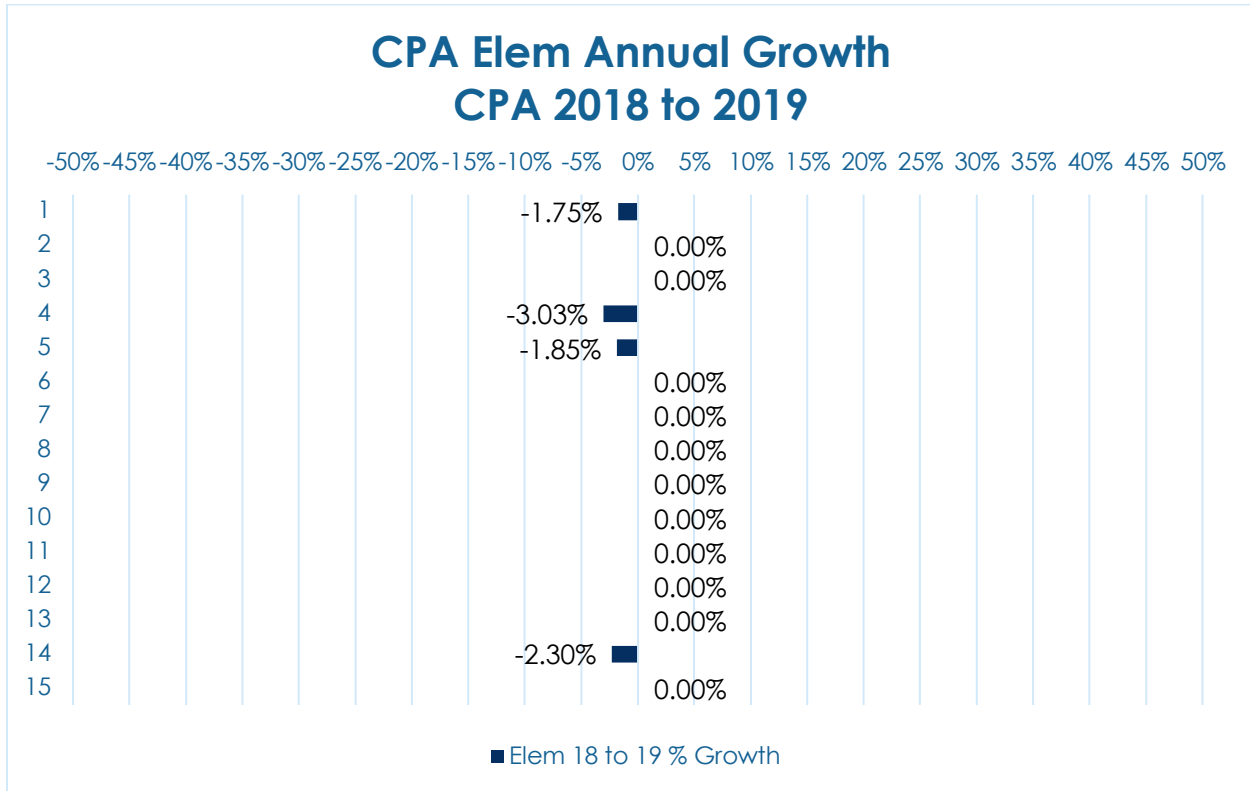
7. School Strengths

- Staff are motivated and encouraged, largely due to the collaboration developed by school leadership.
- The Online Learning System (OLS) consistently articulates learning standards and staff is starting to develop standards, based on data, to support the OLS.
- The school has a clear process to collect, review, and analyze data.
- Student instruction on skills-based lessons/objectives is engaging and effective.
- Higher expectations have been set for student attendance and support mechanisms are in place to monitor this.
- Effective and streamlined process for communicating with parents in a variety of modalities.
- Digital citizenship is institutionalized with numerous reports of online etiquette meeting expectations.
- Observations and evaluations are well-linked. The RANDA process has been implemented with fidelity.
- In regard to special services, 504s are identified, monitored, and served well by school staff.

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8. Findings by Standard

1. **School Leadership**

The school is in an awareness phase now, without a sense of urgency in all aspects of the school's programming. The structure and programs are good, but effective strategies for instruction have not yet been implemented for this school that needs urgent improvement in student achievement.

2. **Guaranteed Viable Curriculum**

The school needs to continue to evaluate the curriculum and find ways to improve it to better serve the individual needs of students. A gap analysis has been completed and now teachers are looking for ways to strengthen instruction and activities, based on the OLS data, by doing cross-curricular work. The school understands the curriculum does not meet all their curricular needs; so they are looking at other ways to supplement it.

3. **Assessment**

There is a need to use data to clearly define performance, expectations, and identify student mastery of skills and growth.

4. **Data Driven Environment**

School staff are consistent in using data. However, they are in the nascent stage in making decisions with this data. Interpreting data and putting a plan into place needs to drive effective classroom instruction.

5. **Instruction**

The school needs to clearly articulate the focus and intent of selected strategies applied across content areas. This streamlined focus will allow for more effective training on instructional strategies that the whole school will implement, based on research-based instructional practices, linked to the selected strategies.

6. **Digital Capacity**

Online etiquette standards are well-established. Digital resources are available to students and teachers.

7. **Engagement**

The school would benefit from teaching and supporting students to monitor their own growth and goals. However, this is more the responsibility of the staff than the students. The school is moving in right direction by adding the requirement for assignments that should be turned in. Student engagement data is high; however, it is not leading to increased student achievement.

8. **Student and Family Support**

There are fully implemented processes and procedures.

9. **Community**

The SAC is fully functional and parents believe it provides a meaningful avenue for involvement.

10. **Professional Development**

The school PD Plan has addressed needed improvement areas, like reading, writing and math; however the actual teacher learning is not always the most effective and focused on research-based strategies that the teachers should be learning. The school has been identifying teacher training needs and putting supports into place without thoroughly thinking about or researching the most effective instructional strategies that need to be implemented.

11. **Evaluation**

The school follows the process verbatim; however, the evaluation process is not resulting in school improvement.

12. **Policies and Procedures**

Operational systems for student records and policies are institutionalized and effective.

13. **Financial**

There is a need for better communication about financial issues.

14. **Special Programs**

The needs of students with 504s and Health needs are being appropriately served. In the area of ALPs, ELDs, and IEPs there is still a struggle to appropriately serve identified students.

15. **Education Service Provider**

This is a college prep school that has been in Turnaround status for three years. There is not a sense of urgency to improve academic performance, nor is the ESP actively engaged in making sure this SPF status is improved.

9. Notable Trends

1. Leadership has not been implementing effective strategies and instruction that will lead to the urgent improvement in the student achievement needed.

2. There is a systemic lack of understanding of the difference between curriculum and instruction. Engagement data has improved for the past two years; however, the school has not moved their SPF status. The instruction of the programs are not being taught with the most effective and research-based strategies, which includes the understanding of the difference between curriculum and instruction.
3. The school leadership needs to identify the amount of instructional time along with the instructional practices that impact student performance. The amount of instructional time and strategies needed to make the student growth and close growth gaps needs to be taught and modeled at the teacher professional development days, and instructional staff needs to be held accountable for these expectations.
4. Skill mastery should be taught to the instructional staff.
5. Students with ALPs and ELDs need concise and cohesive processes for Identifying, monitoring, and serving students. Supervision is the issue, not the program itself.
6. Since the school is in year three of Turnaround status on the SPF, the ESP should be more actively engaged in ensuring there is a sufficient plan in place to improve student academic achievement. The root cause for this lack of performance has not been identified yet or improvement would be evident.

10. Recommendations

- Leadership training for all leaders at CPA Elementary should occur. This training should consist of:
  a. How to successfully implement new initiatives and programs (Refer to Trends 1 and 3),
  b. How to identify best practices and effective strategies (Refer to Trends 1, 2 and 3),
  c. Identify what skill mastery looks like (Refer to Trend 4), and,
  d. What the role is and how to be an effective instructional leader (Refer to Trends 1, 2 and 3).
- Professional development needs to match staff needs. There should be a well-defined understanding of how tools and strategies impact instruction. Identified needs do not match the PD Plan and these are not linked to strategies that will improve instruction (Refer to Trend 3).
- Even though student engagement data is high, it is not impacting student achievement. A root cause analysis is needed to evaluate what is and is not occurring and to start an implementation plan for the root cause (Refer to Trends 3 and 6).

- School leaders need to focus attention on special programs next year. All program should be student-centered and fully developed. In each special program, it is recommended that the school leaders incorporate a process for:
  - Identification
  - Creating a plan
  - Student services
  - Progress monitoring
- The updated processes should be documented, communicated, and staff should be held accountable to ensure compliance (Refer to Trend 5).
- The ESP should be considering additional supports for the school to improve academic achievement and get off Turnaround status. These supports might be leadership training, effective instruction, visual classrooms, smaller teacher/student ratios, or other best practices identified in other K12-managed schools (Refer to Trend 6).

☒ Action Plan Needed*
☐ Action Plan Not Needed

* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due on August 30 of each year via email to the Director of Education and Operations.

**There is no Action Plan required for this school for the 2019-2020 school year; although evidence of fulfilling the above recommendations will be requested.

11. School Resource Guide

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EDUCATION reENVISIONED
4035 Tutt Blvd.
Colorado Springs, CO 80922

Colorado Preparatory Academy – Middle School

Site Visit Executive Report

End of Year

May 2019

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Process. The Accreditation review team is comprised of individuals with varied educational backgrounds and areas of expertise. The team includes both BOCES staff members and outside consultants. Team members review school documents, interview staff members, school students and parents, and conduct classroom observations. Findings are triangulated to ensure accuracy in the Accountability matrix scores and comments.

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This is the end-of-year site visit, and the scores will be compared to the midyear site visit if the school had a midyear visit. This end-of-year report is designed to focus on the improvements that the school has made from the first site visit and/or all year, and to focus on the areas that have not improved. These findings are used to create recommendations for the next school year. The BOCES uses these accreditation site visit reports and scores to determine an accreditation ranking within our quarterly scorecards. In addition, the school should be using these reports to monitor progress on standards and indicators.

This report not only includes the school's scores in each standard, but also graphs to show an increase or decline. The graph(s) may report a percentage earned for each standard; however, it should be noted that some standards are worth more points or may be prioritized to a higher degree than other standards.

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C. Site Visit Reviewer Information

Date of Site Visit

April 30 – May 2, 2019

Team Members

Kindra Whitmyre	Education reEnvisioned Director of Education and Operations
Ashley Repko	District Assessment Coordinator and Data Analyst
Terrie Andrews	School and Teacher Consultant
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant

Biographies

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Terrie obtained her bachelor's degree from the University of Northern Colorado in Organizational Communication. She then received her Master's in Curriculum and Instruction in Reading and Writing, and obtained an endorsement in Special Education, from the University of Colorado at Denver.

Cynthia Haws

Cynthia Haws has 45 years of educational experience, and it has been mainly at the site level as a Principal. Cynthia started her career early in a private school where, after four years as a teacher, became the principal. After 10 years in private education, she moved on to experience the public-school system. Cynthia spent 10 years in Littleton Public schools where she was the administrator of Walt Whitman Elementary for 4 years and Wilder Elementary for six years. She then crossed the border into Jefferson County where she was the administrator of Normandy Elementary for 18 years. Of the four schools she led, three were award winning for academics. Cynthia retired, opened a confectionary business for two years and then returned to education to open a new charter school in Parker, Colorado, North Star Academy. She was the administrator for NSA for seven years, and two years ago she retired again, "as I feared that, upon my demise, I would not be buried or cremated, but laminated and left in the school hall to be written upon by small children." In addition to the above, Cynthia has been a teaching editor for "Teaching K-8," and is presently writing a book series on Character Education because her last school, North Star Academy, was the winner of the National School Character Award in 2013 because of her program.

Denise Mund

Denise Mund worked for the Colorado Department of Education for almost 13 years. During that time the charter school unit grew to become the Schools of Choice Unit and the number of charter schools grew from less than 50 to more than 170. Denise served as the Director of the Schools of Choice Unit and as Interim Director of Online Learning. In that capacity, Denise managed the federal Charter School Program startup and implementation grant; facilitated meetings for charter school authorizers, provided extensive training for charter school leaders and served as the primary contact for the State Board of

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Education on charter school issues. Denise has attended more than 85 charter school appeal hearings and brought in more than 112 million dollars in charter school grants. Part of Denise's current work includes monitoring state departments and charter school networks in how they use federal Charter School Program funds. Denise is also co-founder of the three Jefferson Academy Charter Schools and Lincoln Academy Charter School. She served as the governing board president at Jefferson Academy for seven years and has also served on the boards at Colorado Virtual Academy, Woodrow Wilson Academy, and Pikes Peak Prep Academy.
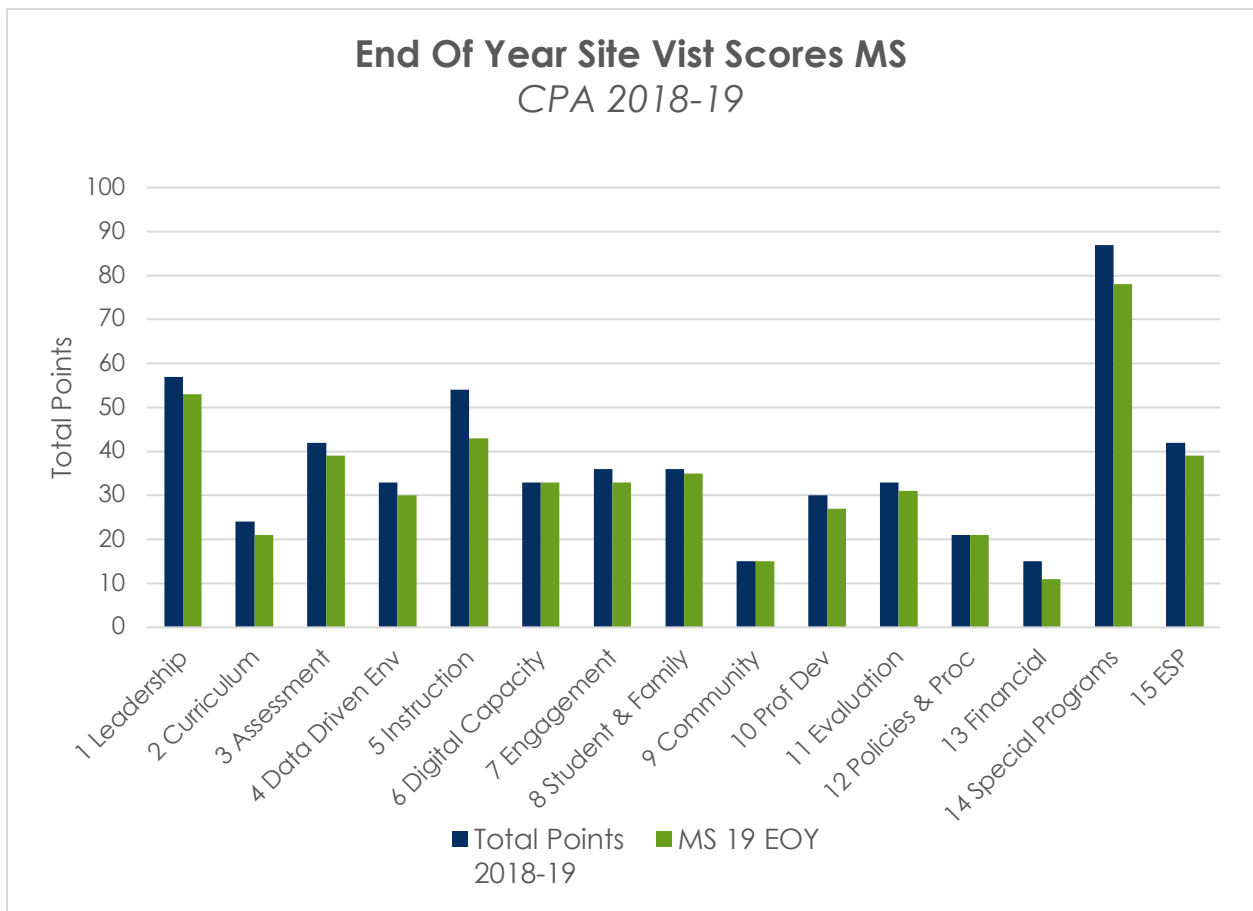
D. Site Visit Standards

1. **School Leadership**. An effective school leader implements the vision and mission with fidelity and high expectations for all.
2. **Guaranteed Viable Curriculum**. The school's leadership team collaborates to ensure the curriculum is aligned to content standards and adapts it when necessary to ensure viability.
3. **Assessment**. The school uses multiple assessment strategies to continuously inform and modify instruction to meet student needs and promote proficient student work.
4. **Data Driven Environment**. Data from key performance metrics is discussed, analyzed, and used to inform instruction for individual students.
5. **Instruction**. Staff effectively plans instruction to include 21st century, research-based, and postsecondary skills and practices.
6. **Digital Capacity**. Students are taught appropriate online behavior and how to utilize digital resources that will maximize learning.
7. **Engagement**. The whole child is assessed to identify barriers to learning and then strategies are used to minimize these barriers.
8. **Student and Family Support**. The school communicates and works with families and community groups to support student intellectual and social development through a blended learning model.
9. **Community**. The school strengthens the school through its SAC and through networking with the broader community.
10. **Professional Development**. A data-driven professional development plan targets specific areas for growth in alignment with the school's vision and mission.
11. **Evaluation**. Staff evaluations are used to provide continuous improvement in alignment with school goals.
12. **Policies and Procedures**. Policies and procedures are in place to ensure fair and consistent practices.
13. **Financial**. The school is financially viable with a budget focused on student academic achievement and sound financial management.
14. **Special Services**. The school is compliant and effective as it identifies, assesses, and serves students within special programs.
15. **Education Service Provider**. The ESP effectively supports the school's goals and has ultimate responsibility for implementing the school's contract.

A complete explanation of all standards and indicators can be found in the CD BOCES Resource Guide here. Also, included in the Resource Guide are research, strategies, references, and more for each standard.

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E. Accreditation Site Visit Scores

1. School Leadership   53/57
2. Curriculum   21/24
3. Assessment   39/42
4. Data Driven Environment   30/33
5. Instruction   43/48
6. Digital Capacity   33/33
7. Engagement   33/36
8. Student and Family Support 35/36
9. Community   15/15
10. Professional Development   27/30
11. Evaluation   31/33
12. Policies and Procedures   21/21
13. Financial   11/15
14. Special Services   78/87
15. Education Service Provider 39/42

End Of Year Site Vist Scores MS
CPA 2018-19

F. Longitudinal Accreditation Site Visit Scores

CPA MS Annual Growth
CPA 2018 to 2019

1	3.51%
2	0.00%
3	-2.38%
4	-3.03%
5	-7.41%
6	0.00%
7	0.00%
8	-2.78%
9	0.00%
10	-6.67%
11	0.00%
12	0.00%
13	0.00%
14	-4.60%
15	0.00%

■ MS 18 to 19 % Growth
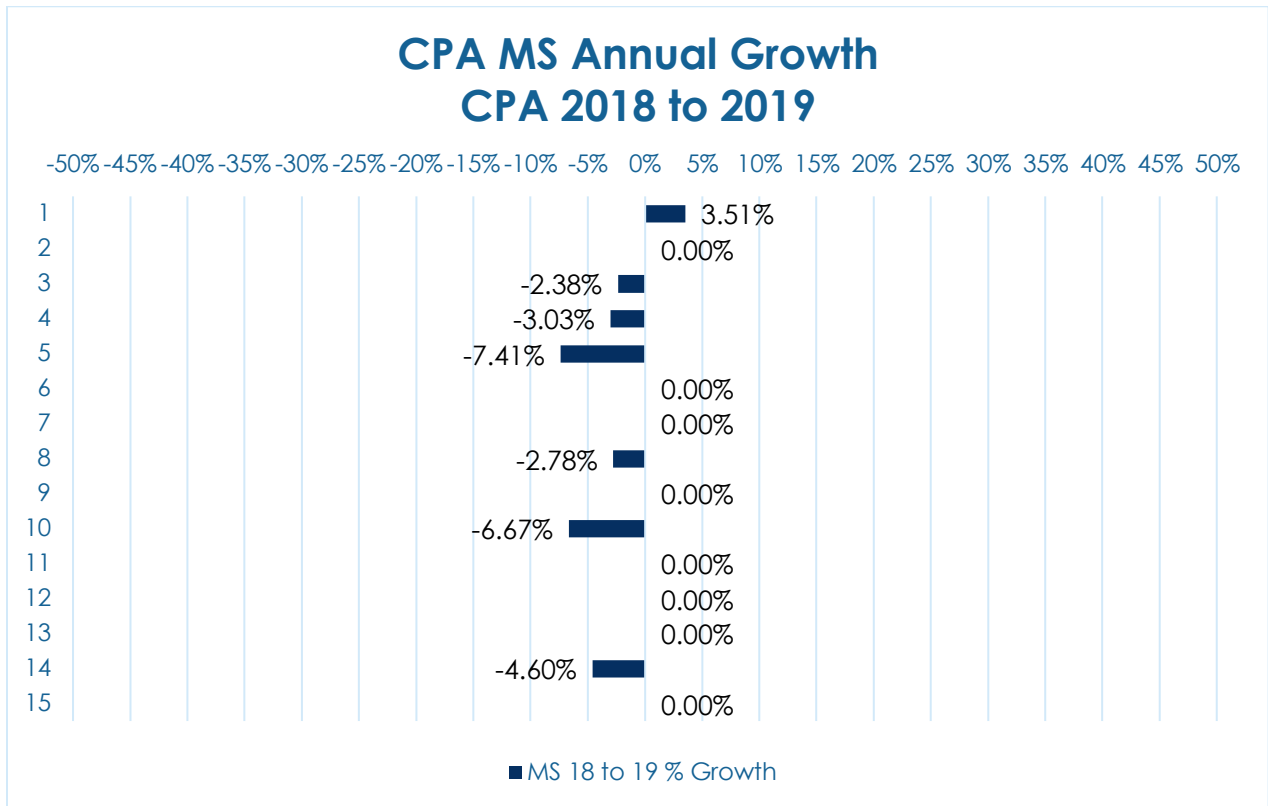
G. School Strengths

- There is a strong sense of ownership and pride exhibited by CPA staff and honored by the Principal. Survey results show morale is high and teachers expressed appreciation for the Principal's openness and collaborative style.
- Staff are actively monitoring and implementing the curriculum so that more students have access to the curriculum.
- The school utilizes solid processes and procedures to acquire data on students and that data is consistently analyzed by all staff.
- The school's faculty are actively seeking tools and strategies to supplement their techniques.
- The school has institutionalized solid digital citizenship training at the beginning of each school year. Students and parents reported feeling safe online.

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- Improvement efforts have been made across the school to increase student engagement. These have been implemented with fidelity.
- Families appreciate the consistent communication and resources provided to families.
- The school has a high-functioning SAC that communicates its work and is a meaningful way for parents to be involved in their child's education.
- Programs and strategies selected by staff are meeting the needs of students as identified through the use of data.
- The RANDA process is being implemented with fidelity. Those using it find it articulates expectations and the process.
- The school has well-established, compliant systems for human relations and student records. K12 conducts a comprehensive review every three years with annual smaller reviews.
- The management company provides high level support for the school while allowing sufficient autonomy to make decisions based on the needs school leaders identify.

H. Findings by Standard

1. **School Leadership**

The school's needs are identified by the Principal. Staff is engaged, but implementation has been random, and it is difficult to quantify growth. Principals should think through how their collaborative style has or has not been effectively used to get results.

2. **Guaranteed Viable Curriculum**

The curriculum is under continuous refinement in order to make the curriculum match the student's needs. Staff knows they are not there yet. However, they are continuing to implement methods to make it more student friendly, in order to meet the school's vision and mission.

3. **Assessment**

Staff are collecting multiple performance metrics appropriate to measure their student's progress. They are collecting tools and strategies based on that data; however, staff are not effectively translating these data and strategies into reproducible student achievement.

4. **Data Driven Environment**

Staff consistently uses data, but there is still a need to better utilize the data. For example, the school started to implement Step up to Writing, yet aren't incorporating related data into their lessons.

5. **Instruction**

There is a need to make instruction more impactful for students. Staff has access to myriad techniques but haven't developed their understanding of effective implementation strategies so far.

6. **Digital Capacity**

Appropriate digital citizenship has been institutionalized by the school. Students and parents report the software being user friendly.

7. **Engagement**

As a college preparatory school, students and families need to have more ownership over their learning. Multiple improvements have been made to increase student engagement. The school needs to be cognizant of the balance between frequent interaction to support student engagement and transitioning the students to independently own their learning.

8. **Student and Family Support**

Communication with students and families is solid and consistent. The school should figure out how to incorporate families that are marginally involved, but not really connected in a meaningful way.

9. **Community**

Wrap-around services are comprehensive, and staff closely monitors and works together to ensure students and families with needs are connected to resources.

10. **Professional Development**

After staff completes their initial training about the evaluation process, it is more of an awareness level and not significantly important. The teacher evaluation process should be a strategic framework where progress is being monitored to see if training has been effective.

11. **Evaluation**

There is not a strong enough linkage between the annual report, professional development, and evaluation. An effective connection would track student growth to professional development and evaluation.

12. **Policies and Procedures**

Operations staff consistently and effectively ensures student records and administrative procedures are compliant.

13. **Financial**

There is a need for better communication about financial issues.

14. **Special Programs**

Some areas of special programs are very strong. Others are not consistently implemented.

15. **Education Service Provider**

There are weekly blended learning opportunities throughout the state; however, the effectiveness of this time for improving student academic achievement is not discernible. The school's SPF scored in the Improvement area, and this is not an acceptable performance level for a college preparatory school.

I. Notable Trends

1. The Principal should decide and communicate to the teachers what is mandatory versus optional. The mandatory or the 'what' should not be a collaborative area, it should be determined by the school leader. The ways to meet the 'what' can then be collaborative among the staff and school leader.
2. The Principal needs to think through what is being implemented and how that is best supported through professional development. In addition, how the professional development committee rolls into next year's plan. The frameworks for professional development and evaluation should be decided by the Principal.
3. The staff have taken concrete processes and procedures to identify strategies, tools, professional development opportunities, and supports to create a menu to meet student needs. Now there is a need to transfer those concrete ideas into actionable application with a focus on reproducible student work.
4. Staff are not effectively translating the data and strategies into reproducible student achievement.
5. Students need to take more ownership in their learning. The school has attempted a start to this, but the implementation did not make much of a difference this year due to the student and teacher meetings being so infrequent.
6. The IEP team needs to put more thought into how they can best serve their students with special needs. Co-teaching is not consistently implemented so students are in their least restrictive environment. The ALPs identification process should include all 14 indicators. The school will be piloting the new *Off 2 Class* next year, so continued training would strengthen the ELL program.

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J. Recommendations

- Leadership training for all leaders at CPA MS should occur. This training should consist of:
    a. Decision-making using data (Refer to Trend 4),
    b. Understanding how staff goals, evaluations and professional development should be tied to student achievement (Refer to Trend 2),
    c. Understanding decisions that leaders need to make and that the staff community can make (Refer to Trend 1), and,
    d. Understanding mastery of skills and curricula alignment for student improvement (Refer to Trend 3).
- The Principal needs to develop the professional development/teacher evaluation framework, beginning with what the school can do consistently effectively. Yearly plan would be effective, with staff input weaved in to the established framework. Identifying clear targets would guide staff toward reaching the goals included in the framework. (Refer to Trend 1 and 2)
- The framework above should also include where staff can make the biggest impact. Pick one area that all content area teachers can get behind with research-proven techniques and strategies incorporated into the plan. Further, look at effect size of these strategies. Take that effect size and apply to implementation strategies in order to better understand the efficacy of these strategies. (Refer to Trend 2)
- Currently, students are not taking responsibility for their goals and progress. There needs to be a plan to support students with tools and strategies to engage them and make progress toward reasonable targets. Students need to internalize rigorous expectations and work at a higher level in preparation for being college ready. (Refer to Trend 5)
- Special programs need attention and focus next year by the school leaders. All program should be student-centered and fully developed. In each special program, it is recommended that the school leaders incorporate a process for:
    o Identification
    o Creating a plan
    o Student services
    o Progress monitoring

The updated processes should be documented, communicated, and staff should be held accountable to ensure compliance. (Refer to Trend 6)

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Colorado Preparatory Academy – High School

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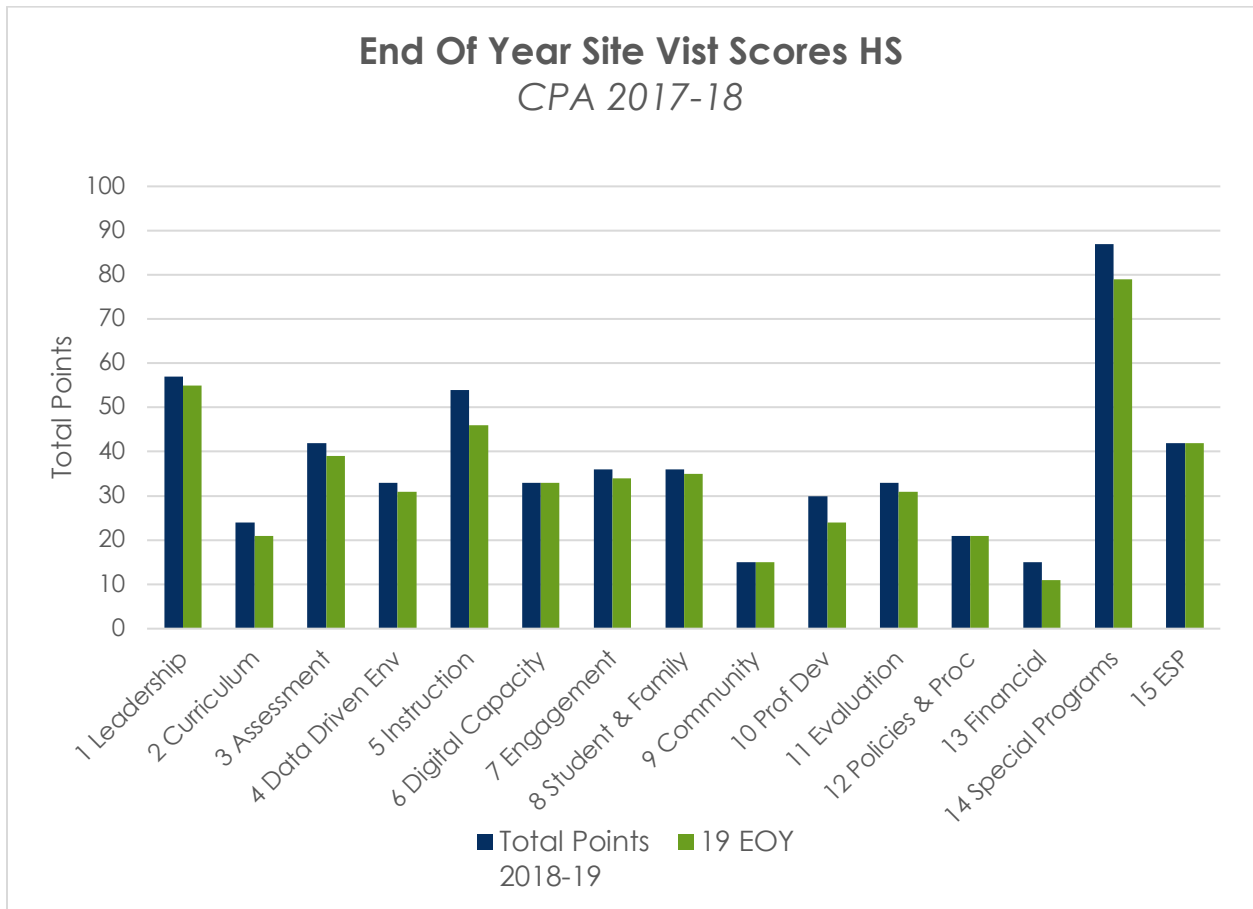
D. Site Visit Standards

1. **School Leadership**. An effective school leader implements the vision and mission with fidelity and high expectations for all.
2. **Guaranteed Viable Curriculum**. The school's leadership team collaborates to ensure the curriculum is aligned to content standards and adapts it when necessary to ensure viability.
3. **Assessment**. The school uses multiple assessment strategies to continuously inform and modify instruction to meet student needs and promote proficient student work.
4. **Data Driven Environment**. Data from key performance metrics is discussed, analyzed, and used to inform instruction for individual students.
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6. **Digital Capacity**. Students are taught appropriate online behavior and how to utilize digital resources that will maximize learning.
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8. **Student and Family Support**. The school communicates and works with families and community groups to support student intellectual and social development through a blended learning model.
9. **Community**. The school strengthens the school through its SAC and through networking with the broader community.
10. **Professional Development**. A data-driven professional development plan targets specific areas for growth in alignment with the school's vision and mission.
11. **Evaluation**. Staff evaluations are used to provide continuous improvement in alignment with school goals.
12. **Policies and Procedures**. Policies and procedures are in place to ensure fair and consistent practices.
13. **Financial**. The school is financially viable with a budget focused on student academic achievement and sound financial management.
14. **Special Services**. The school is compliant and effective as it identifies, assesses, and serves students within special programs.
15. **Education Service Provider**. The ESP effectively supports the school's goals and has ultimate responsibility for implementing the school's contract.

A complete explanation of all standards and indicators can be found in the CD BOCES Resource Guide here. Also, included in the Resource Guide are research, strategies, references, and more for each standard.

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E. Accreditation Site Visit Scores

1. School Leadership   55/57
2. Curriculum   21/24
3. Assessment   39/42
4. Data Driven Environment   31/33
5. Instruction   46/48
6. Digital Capacity   33/33
7. Engagement   34/36
8. Student and Family Support   35/36
9. Community   15/15
10. Professional Development   24/30
11. Evaluation   31/33
12. Policies and Procedures   21/23
13. Financial   11/15
14. Special Services   79/87
15. Education Service Provider   42/42

End Of Year Site Vist Scores HS
CPA 2017-18

F. Longitudinal Accreditation Site Visit Scores

CPA HS Annual Growth
CPA 2018 to 2019

-50% -45% -40% -35% -30% -25% -20% -15% -10% -5% 0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%

Row	Value
1	3.51%
2	0.00%
3	-2.38%
4	0.00%
5	-5.56%
6	0.00%
7	11.11%
8	-2.78%
9	0.00%
10	-16.67%
11	-3.03%
12	0.00%
13	-20.00%
14	-3.45%
15	11.90%

■ HS 18 to 19 % Growth
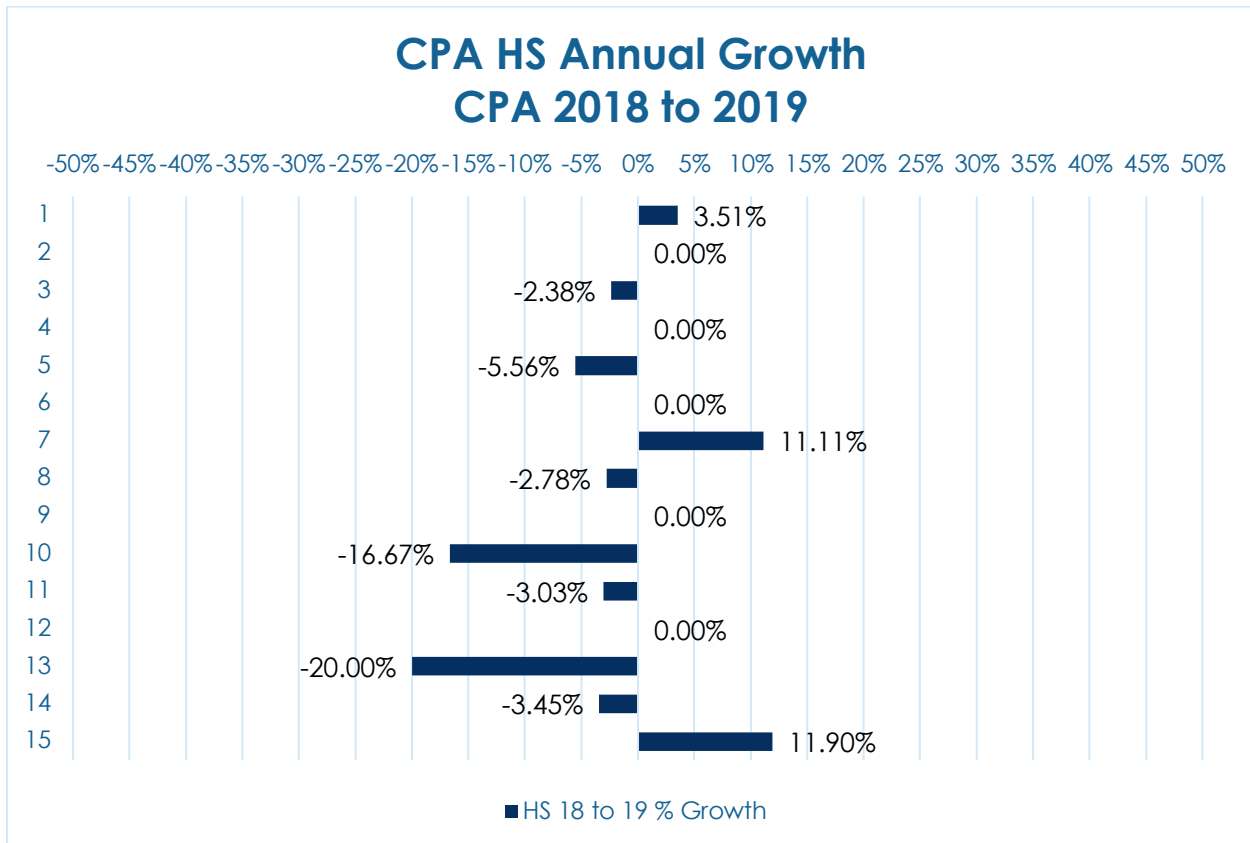
G. School Strengths

- There is a positive school culture reinforced by a strong team effort. This culture is also supported by the Principal who gives opportunity for feedback from staff and families.
- The school has developed a consistent curriculum and staff is continually looking for ways to make it more robust, based on individual student needs.
- Strong and consistent data collection methods are institutionalized. Moreover, this information is consistently shared with stakeholders (i.e., students, parents, other team members).
- Data is utilized consistently throughout the school. Assessments, given three times a year, are monitored regularly.
- A post-secondary and work force readiness plan is in place; in particular, ICAP, graduation competencies, and concurrent enrollment opportunities are functioning well.
- The school has institutionalized solid digital citizenship training at the beginning of each school year.

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- Student data conferences have been developed and this extends to parents, also, being included.
- In addition to consistent, strong communication with parents in a variety of formats, students are being recognized for student achievement. This has led to a positive, healthy school culture.
- The school has a high-functioning SAC that communicates its work and is a meaningful way for parents to be involved in their child's education.
- Professional developments Initiatives are underway, based on needs from data mining, that will likely show good outcomes in the future.
- The faculty evaluation process is clearly designed and communicated to participants. This process includes formal evaluations and observations. Feedback is provided in a timely manner.
- The school has well-established, compliant systems for human relations and student records. K12 conducts a comprehensive review every three years with annual quicker reviews.
- The process for identifying and supporting students with 504s is strong.
- K12 continues to communicate very well with BOCES staff. In addition, blended learning opportunities are consistently offered for students who wish to use this venue.

H. Findings by Standard

1. **School Leadership**

The school leadership understands the needs of the school as it relates to the vision and mission. Professional development is generic. The school lacks a specific, targeted implementation plan for professional development that is benchmarked throughout the year. School leaders should study their philosophy of decision-making and how that impacts the needs of the school.

2. **Guaranteed Viable Curriculum**

There is a good understanding of the curriculum and rigor and how these two characteristics affect student achievement. The school is in process of aligning curriculum with supports that meet the student's needs.

3. **Assessment**

The school understands how to collect assessment data on academic growth, but now is in the process of aligning that data with student needs so that they can achieve academic growth. There has been an effort to focus more on the mastery of skills, based on student data, and related to this, how to incorporate higher order thinking skills.

4. **Data Driven Environment**

The school is strong in utilizing data and communicating it. However, there is no evidence to support the use of this data to improve student instruction or realize academic growth.

5. **Instruction**

Tools and strategies have been identified for improving instruction; however, there is not an understanding for how these tools and strategies will impact student learning, based on their unique needs.

6. **Digital Capacity**

There is an institutionalized plan to train students on appropriate online etiquette and both staff and students ensure these expectations are enforced.

7. **Engagement**

The school utilizes a variety of ways to communicate to students about attendance and grades; however, staff should discuss what it would take to get these expectations internalized for students. There needs to be a universal expectation that college prep students should be able to function more independently. College prep rigor should be expected.

8. **Student and Family Support**

There is strong communication with students and families, a variety of student activities, and staff reaches out one-on-one. Even with these forms of outreach, there is still less-than-desirable engagement for a college prep high school.

9. **Community**

The school has established relationships with community service organizations that are valuable when students or families are in need of these types of services.

10. **Professional Development**

Already established initiatives are based on data, but the focus and priorities should be benchmarked to show that training is effective and staff can see progress toward a specific goal. There is a need to narrow down to what the primary focus is. The professional development should be more detailed, with checkpoints along the way, and a mechanism to incorporate feedback.

11. **Evaluation**

It is unclear if the teacher evaluation process has resulted in actual student academic growth. Tying evaluation to growth is essential.

12. **Policies and Procedures**

The school operates in compliance with laws and regulations as validated by K12 triennially in a comprehensive review and then every year in a smaller review, which primarily focuses on new laws/regulations.

13. **Financial**

Although there are not significant deficiencies, there is a need to better communicate financial information.

14. **Special Programs**

Some areas of special programs are very strong. Others are not consistently implemented.

16. **Education Service Provider**

Over time, improvements have been made in regard to blended learning programming. The school received a Performance rating from the State on their SPF; however, continued work should be done to raise student academic achievement and to close gaps for students so this Performance rating is not in question from year to year.

I. Notable Trends

1. A cross curricular and vertical alignment should be done, starting with projects, but these must be aligned to assessment data for their student population and not just what is provided by the ESP.
2. The school should define and identify how the school plans to communicate mastery skills based on individual student growth to embed higher order thinking skills into projects and formal assessments.
3. There is a need to work on alignment and implementation of the data they are collecting in order to impact whole school achievement.
4. There should be a discussion about how students can internalize the level of rigor they will need to prepare for college coursework. In addition, how staff can support the students in owning these responsibilities.
5. The leader should develop a professional development plan that has a balance of 'community' decisions and 'leader' decisions. Research shows that good leaders make the plan for 'what,' while staff collaborates on 'how.' It appears that staff goals are being met, but these are not quantified and linked to PD.
6. ALPs are not comprehensively assessed. The school is only utilizing one of the 14 indicators used to identify students, the academic indicator. Beyond this,

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there is not a plan to serve gifted/talented students other than Honors classes or individual pursuits.

J. Recommendations

1. Leadership training for all leaders at CPA HS should occur. This training should consist of:
    a. Decision-making using data (Refer to Trend 3),
    b. Understanding how staff goals, evaluations and professional development should be tied to student achievement (Refer to Trend 5),
    c. Understanding decisions that leaders need to make and that the staff community can make (Refer to Trend 5), and,
    d. Understanding mastery of skills and curricula alignment for student improvement (Refer to Trend 1 and 2).
2. The PD Plan should be more comprehensive with check points and a plan to collect data to validate it over time. The process should be associated with the teacher evaluation process. School leadership should use the staff PD Plan to determine how training can get the results the school needs. The PD Plan should also incorporate a good balance of decisions the school leaders make, while allowing for the community discussion of learning that the school is incorporating at this time (Refer to #1 Recommendation and Trend 5).
3. Students are not taking responsibility for their goals and progress at this time. A plan support students with tools and strategies to engage and make progress toward reasonable targets is recommended. (Refer to Trend 4).
4. Special programs need attention and focus next year by the school leaders. All programs should be student-centered and fully developed. In each special program, it is recommended that the school leaders incorporate a process for:
    a. Identification
    b. Creating a Plan
    c. Student Service
    d. Progress Monitoring

The updated processes should be documented, communicated and staff should be held accountable to ensure compliance. (Refer to Trend 6)

☐ Action Plan Needed*
☒ Action Plan Not Needed**

* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due on August 30 of each year via email to the Director of Education and Operations.

**There is no Action Plan required for this school for the 2019-2020 school year; although evidence of fulfilling the above recommendations will be requested.

5. School Resource Guide

The Education reEnvisioned has created a resource guide to address the indicators used in this school evaluation process. This resource is at: https://sites.google.com/site/cdbocesservices/

EDUCATION reENVISIONED
4035 Tutt Blvd.
Colorado Springs, CO 80922

Pikes Peak Online School

Site Visit Executive Report

End of Year

May 2019

Education reEnvisioned Mission
The Education reEnvisioned BOCES will develop and deliver services to BOCES, districts and authorized schools to expand availability and access to quality, innovative public education programs Colorado parents and students seek.

Education reEnvisioned Vision
We believe that better education methods and formats continue to emerge, and so resolve that the Education reEnvisioned BOCES will be a welcoming host to innovative, exceptional programs and schools and a wellspring of better education models, encouraging proliferation through partnerships with other BOCES and districts.

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Table of Contents

Attachments

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A. Introduction

The Education reEnvisioned BOCES (formerly known as the CD BOCES) has a rigorous Accreditation plan for all its blended learning online schools. The BOCES has developed a comprehensive school evaluation tool, called the Accountability Matrix, which is the foundation of its Accreditation review process. Each BOCES school is required to have either one or two Accreditation site visits each year based on its performance on the School Performance Framework (SPF).

A midyear visit culminates in a summary of findings and matrix scores. The midyear visit's purpose is to validate the school's self-evaluation and provide a synopsis of Accountability matrix findings that can be used to adjust the school's plan for the remainder of the school year. An end-of-year Accreditation site visit culminates in an executive report that, in addition to everything provided in the midyear report, may include a corrective action plan, if one is needed.

Process. The Accreditation review team is comprised of individuals with varied educational backgrounds and areas of expertise. The team includes both BOCES staff members and outside consultants. Team members review school documents, interview staff members, school students, and parents and conduct classroom observations. Findings are triangulated to ensure accuracy in the Accountability matrix scores and comments.

B. Report Methodology

This is the end-of-year site visit, and the scores will be compared to the midyear site visit if the school had a midyear visit. This end-of-year report is designed to focus on the improvements that the school has made from the first site visit and/or all year, and to focus on the areas that have not improved. These findings are used to create recommendations for the next school year. The BOCES uses these accreditation site visit reports and scores to determine an accreditation ranking within our quarterly scorecards. In addition, the school should be using these reports to monitor progress on standards and indicators.

This report not only includes the school's scores in each standard, but also graphs to show an increase or decline. The graph(s) may report a percentage earned for each standard; however, it should be noted that some standards are worth more points or may be prioritized to a higher degree than other standards.

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C. Site Visit Reviewer Information

Date of Site Visit
April 30 – May 2, 2019

Team Members

Kindra Whitmyre	Education reEnvisioned Director of Education and Operations
Ashley Repko	District Assessment Coordinator and Data Analyst
Terrie Andrews	School and Teacher Consultant
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant

Biographies

Kindra Whitmyre

Kindra Whitmyre has over 27 years of experience in education in multiple areas. She has a Bachelor of Science in Education with a double major in Elementary Education and Special Education. Kindra taught in the elementary and special education classroom for 8 years. She received her Master of Arts in Education in the area of Administration and Supervision and received her Principal License in 1999. Kindra served as the Principal of Academy Charter School in Castle Rock for 8 years. Kindra then worked in the Douglas County School District as the Director of Charter School Partnerships and Special Education Services for 6 years, giving her experience in authorizing charter, online and contract schools. Since July of 2013, Kindra has been the Director of Education and Operations for the Colorado Digital BOCES (now known at the Education reEvisioned BOCES). In addition, Kindra served on the Online Learning Advisory Board, mentors Principals and is also a consultant for the Colorado Department of Education.

Ashley Repko

Ashley has over 8 years in Education, including 3 years of Business & Technology instruction at the high school level. Most recently she was the Support and Training Lead for a software company here in Colorado Springs. She holds a B.S. in Business Administration and a secondary education teaching license in Business Education for both Montana and Colorado. Additionally, she received her MBA from Park University in 2013. Ashley is married to Josh, an active duty member of the United States Air Force, stationed at Cheyenne Mountain. Together they have two young children and enjoy all sports.

Terrie Andrews

Terrie Andrews has over eighteen years' experience in education, as an educator and trainer. Her varied experience as a licensed Elementary and Special Education teacher includes work with students in elementary, middle, and high schools in the Denver Public and Jefferson County school districts. Terrie also works with schools mentoring teachers and supporting the implementation of school improvement plans.

Terrie obtained her bachelor's degree from the University of Northern Colorado in Organizational Communication. She then received her Master's in Curriculum and Instruction in Reading and Writing, and obtained an endorsement in Special Education, from the University of Colorado at Denver.

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7. Engagement   34/36
8. Student and Family Support   33/36
9. Community   15/15
10. Professional Development   24/30
11. Evaluation   31/33
12. Policies and Procedures   20/21
13. Financial   11/15
14. Special Services   79/87
15. Education Service Provider   38/42

End Of Year Site Vist Scores
PPOS 2018-19

F. Longitudinal Accreditation Site Visit Scores

Annual Growth
PPOS 2018 to 2019

Chart values (18 to 19% Growth):

Row	Value
1	-1.75%
2	-20.83%
3	4.76%
4	-3.03%
5	0.00%
6	0.00%
7	16.67%
8	-8.33%
9	0.00%
10	-13.33%
11	-3.03%
12	-16.67%
13	-20.00%
14	-3.45%
15	4.76%

■ 18 to 19% Growth
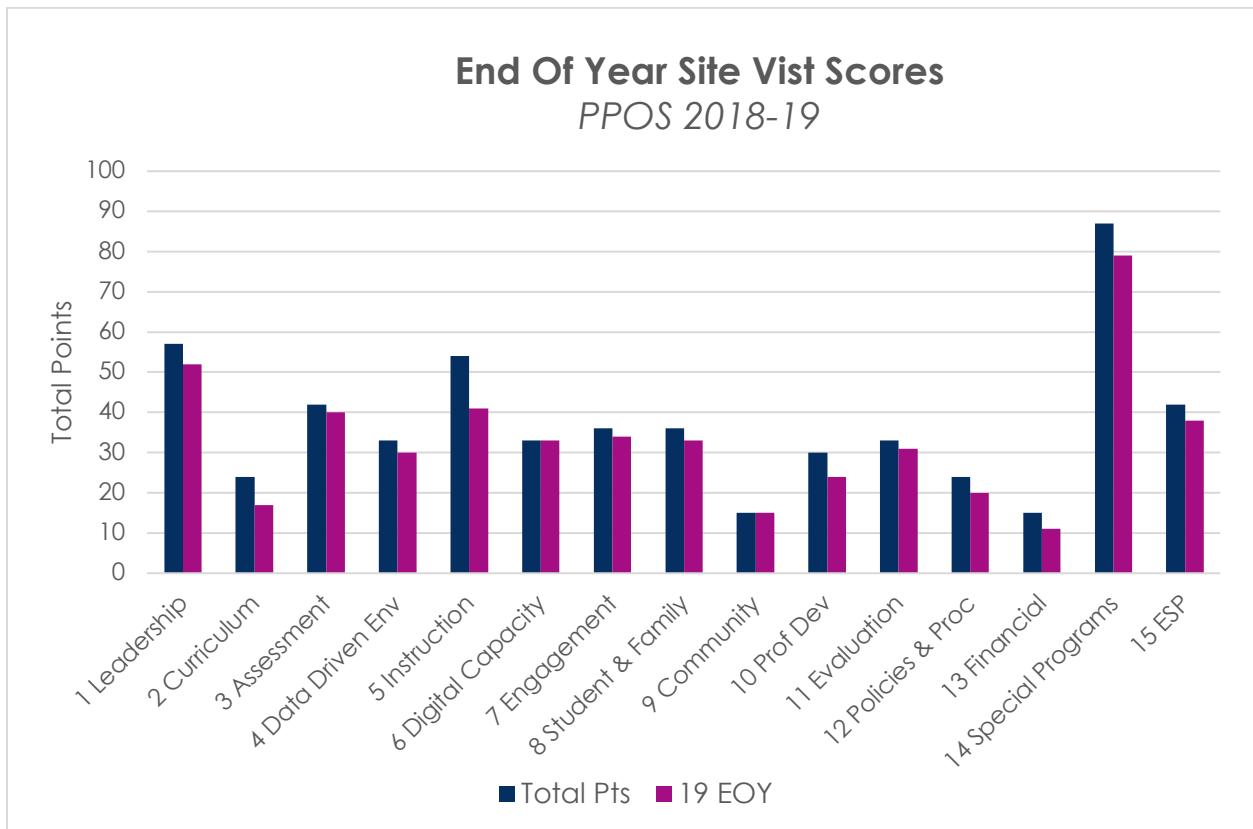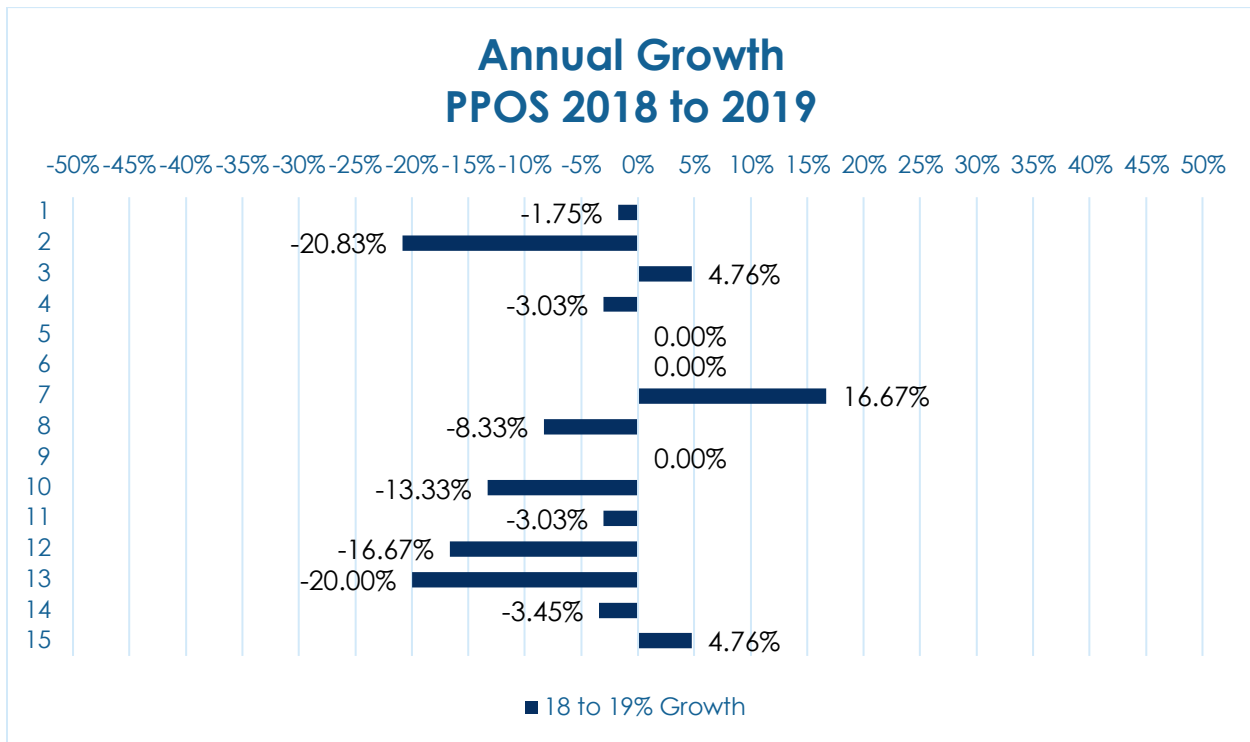
G. School Strengths

- The staff, at all levels, understands the dynamics associated with an alternative education school.
- The school uses the data they are getting to monitor student academic growth.
- Staff continues to collect data and utilize that data to make decisions about how students receive instruction. This is completely embedded within the school.
- School leaders and faculty consistently pull data, review, and communicate this data.
- The school's leadership and faculty are working on changes to make instruction more impactful and in alignment with the new vision and mission.
- Proper online etiquette is consistently implemented and well communicated to students and faculty.
- The school's wraparound services are reproducible, organized, and reliably utilized. Students and families in need of services are identified quickly.
- Expectations for attendance are conveyed across throughout the school. There is new staff to address attendance and truancy issues that have been consistent in aggressively addressing absenteeism.

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- The beginning of a solid process has commenced. The staff reports a positive impact from the book study this year.
- The RANDA process is adhered to and the beginning of a beneficial system has been created.
- The ESP is very prompt with reports and communicates well with the authorizer. Updates to the software and curriculum are provided regularly.

H. Findings by Standard

1. **School Leadership**

School leadership has identified their priorities as an alternative education campus. They are currently in the first year of a three-year plan. There is both enthusiasm and acceptance for this course of action.

2. **Guaranteed Viable Curriculum**

The school continues to use standards-based language in their curriculum. However, as they are in the process of rebranding as an alternative education campus school, there is a need to transition to meeting the needs of students when gaps are identified and collaborate more on making sure the curriculum is effective.

3. **Assessment**

The assessment process is thoroughly embedded and integrated into school processes and procedures and, furthermore, is evidence-based to make sure students are growing academically. In the future, for a more specific targeted student population, the formative assessments should reflect and be more closely aligned to standards and mastery skills.

4. **Data Driven Environment**

The UIP is compliant and was appropriately communicated. Data is regularly pulled, analyzed, and then communicated, where needed. The data-driven environment supports the school's action plans and is used at a variety of levels within the school.

5. **Instruction**

Teachers, leadership and support staff understand the need to have a differentiated methodology to meet varied student needs. There is an effort to research and implement effective tools to support these needs.

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6. **Digital Capacity**

Expectations for appropriate digital interactions are conveyed at the beginning of the year, during onboarding. Staff and students understand these expectations and support each other in ensuring they are enforced.

7. **Engagement**

Expectations have been raised for student engagement. The school has established procedures and processes to reinforce these expectations. There is now a plan for addressing absences and additional staff has been provided to ensure sufficient staff is available to meet this need. Blended learning opportunities are more embedded in their approach to teaching. There is an expectation that staff attend Blended Learning and students do, if needed.

8. **Student and Family Support**

There is regular communication with students and families. There are plans in place to ensure students and families know how to contact someone, when the need arises. The communication plan addresses the entire school, not just students who are not performing.

9. **Community**

The SAC is in compliance and there are beneficial discussions reported by attendees. School staff regularly connects with community resource organizations to ensure sufficient services are available when students or families need support services.

10. **Professional Development**

Professional development is headed in the right direction. It is aligned with school goals, objectives, and targets. Since it is in the first year of this new plan, many components of the plan are not fully developed at this time. There is also a need for the school leader to make some decisions about what is needed.

11. **Evaluation**

The school closely follows the RANDA process. It is on schedule, as expected. Both formal and informal evaluations tie back to the comprehensive evaluation system in RANDA.

12. **Policies and Procedures**

Systems are in place to ensure policies and procedures are regularly reviewed and updated. Staff has institutionalized effective practices for compliance.

13. **Financial**

Although there are not significant deficiencies, there is a need to better communicate financial information.

14. **Special Programs**

The school is good at identifying services that are needed for students, when the need arises. There is a plan in place for special programs. However, accountability to ensure consistent practices across all programs is not evident. There is a need to aggressively monitor compliance requirements.

16. **Education Service Provider**

The ESP provides a support role for many functions carried out by the school. Blended Learning has improved and since the school has re-visited its vision and mission, there is more buy-in for what the school's needs are.

I. Notable Trends

1. There should be training for leadership about decision-making and setting expectations for staff. Staff needs to be consistently trained on the new alternative education campus model and held accountable for needed changes. There is currently ownership for these responsibilities on the leadership team, which needs to strengthen.
2. The redesign of the school's vision and mission has not been sufficiently communicated across all stakeholders. Rigorous and consistent expectations need to be better communicated.
3. Need to reconsider what formative assessments look like and how they can be implemented to meet the needs of students. Teachers need to better understand of the assessments' alignment to targets. This encompasses their ability to understand the progression toward meeting these targets and the strategies needed to reach them.
4. The school needs to reinforce for instructional staff how to utilize the data to make effective instructional decisions.
5. Students are often unsure about the progress they are making because although they have access to their data, they do not really own their data. Students need supporting tools and strategies to impact performance toward reasonable targets.
6. Systems have been created, but the true impact on student learning will be when students want to engage in the curriculum because it is interesting and relevant. Getting students to this level of engagement will come over time, especially with the new direction the school is moving toward.
7. Professional development is in initial awareness phase. There is a need to solidify the second and third-year plan. Benchmarks should be incorporated

so staff understands where they are on the progression, especially as it relates to the three-year plan for implementing Project Based Learning. The leader should also develop a professional development plan that has a balance of 'community' decisions and 'leader' decisions. Research shows that good leaders make the plan for 'what,' while staff collaborates on 'how.'

8. The school should consider if their adherence to the RANDA process is impacting student academic growth. This component of the system should be further developed so that faculty understands what they are working toward and how it aligns to school improvement.

9. At the present time, there are no students with that are identified as gifted and talented and the site visit review team understood the rationale as to why; however, there still should be a process for how these students would be identified in all 14 indicators, served and progress monitored.

10. ELD student documents are not consistently adhered to. It is unclear if there is accountability for ensuring expectations for this paperwork through the school year.

J. Recommendations

The Education reEnvisioned staff recommend the following for the PPOS leadership and staff:

1. Leadership training for all leaders at PPOS should occur. This training should consist of:
   a. Decision-making using data (Refer to Trend 1),
   b. Creating, communicating and accountability of staff expectations (Refer to Trend 1),
   c. Understanding decisions that leaders need to make and that the staff community can make (Refer to Trend 7), and,
   d. Understanding teacher evaluation as it relates to school improvement (Refer to Trend 8).
2. The school has started implementing a new direction for student learning. The review team was very responsive to this direction; however, as this new direction is moving forward gaps should be identified and addressed. Staff should be working across curricula and content areas, while collecting formative assessment data to identify the needed changes and gaps (Refer to Trend 3).
3. The new direction stated above, and the new mission and vision should be communicated to all stakeholders (Refer to Trend 2). The School Accountability Committee (SAC) would be a big help in this endeavor at the end of this year and at the beginning of the 2019-2020 school year.
4. The PD Plan should be more comprehensive with check points and a plan to collect data to validate it over time. The process should be associated

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with the teacher evaluation process. School leadership should use the staff PD Plan to determine how training can get the results the school needs (Trend 4). The PD Plan should also incorporate a good balance of decisions the school leaders make, while allowing for the community discussion of learning that the school is incorporating at this time (Refer to #1 Recommendation and Trend 7).

5. Students are not taking responsibility for their goals and progress at this time. A plan support students with tools and strategies to engage and m make progress toward reasonable targets is recommended. (Refer to Trend 5 and 6).

6. Special programs need attention and focus next year by the school leaders. All programs should be student-centered and fully developed. In each special program, it is recommended that the school leaders incorporate a process for:
   a. Identification
   b. Creating a Plan
   c. Student Service
   d. Progress Monitoring

The updated processes should be documented, communicated and staff should be held accountable to ensure compliance (Refer to Trend 9 and 10).

☐ Action Plan Needed*
☒ Action Plan Not Needed**

* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due on August 30 of each year via email to the Director of Education and Operations.

**There is no Action Plan required for this school for the 2019-2020 school year; although evidence of fulfilling the above recommendations will be requested.

K. School Resource Guide

The Education reEnvisioned has created a resource guide to address the indicators used in this school evaluation process. This resource is at:
https://sites.google.com/site/cdbocesservices/

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: Q4 Scorecards

Item Type: □ Action   □ Information   **X** 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. The Colorado Preparatory Academy (CPA) middle school and high school scorecards are attached, as the elementary scorecard has already been presented.

Relevant Data and Expected Outcomes:

Our fourth quarter school scorecards are attached for our Board of Directors (BOD) to review. Our fourth quarter scoring guide is also attached for our BOD to use as a guide while reviewing the score in each area of the scorecard. Please note that Pikes Peak Online School does not have a scorecard yet, as their school year just ended on June 7. The PPOS scorecard will be presented at our next Board meeting.

Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested.

Elementary:

MOY Growth to EOY Growth: Q3 - Reading – 58%; Math – 52%; Writing – 68%

Q4 – Reading – 64%; Math – 58%; Writing – 75%

Continuously Enrolled – Last 4th Q – 50% in Reading; 43% in Math; 72% in Writing
These are the same students in the 17-18 and the 18-19 school years that we have tracked growth on - in Reading, 19.5% more students made their growth this year than last; in Math, 31.4% more students made their growth this year than last; 11.4% of students in writing made less growth.

Continuously Enrolled Growth – MOY – Reading – 64.3% - Math – 58.5%; Writing – 62.9%

EOY - Reading – 69.5%; Math – 74.4%; Writing – 60.6%

MOY to EOY Proficiency – MOY – Reading – 58%; Math – 47%; Writing – 80%

EOY - Reading – 67%; Math – 60%; Writing – 84%

Middle School:

MOY Growth to EOY Growth: MOY – Reading – 48%; Math – 54%; Writing – 53%

EOY – Reading – 52%; Math - 58%; Writing – 74%

Continuously Enrolled – Last 4th Q – 42.6% in Reading; 71.2% in Math; 75% in Writing
Reading improved by 19.7%; decrease of 6.5% in Math; decrease of 18.5% in Writing

Continuously Enrolled – MOY – Reading – 55.5%; Math – 40.3%; Writing – 44.3%

EOY – Reading – 62.3%; Math – 64.7%; Writing – 56.5%

MOY to EOY Proficiency – MOY – Reading – 52%; Math – 43%; Writing – 47%

EOY – Reading – 58%; Math – 51%; Writing – 77%

High School:

MOY Growth to EOY Growth: MOY - Reading – 53%; Math – 65%; Writing – 62%

EOY – Reading – 54%; Math – 61%; Writing – 68%

Continuously Enrolled – Last 4th Q – 53.7% in Reading; 59.2% in Math; 68.9% in Writing
Reading decreased by 3.5%; Math decreased by 8.2%; 12.5% decrease in Writing

Continuously Enrolled – MOY – Reading – 57.8%; Math – 73.5%; Writing – 60%

EOY – Reading – 50.2%; Math – 51%; Writing – 56.4%

MOY to EOY Proficiency – MOY- Reading – 53%; Math – 53%; Writing – 79%

EOY – Reading – 51%; Math – 66%; Writing – 80%

CPA MIDDLE SCHOOL ACCREDITATION SCORECARD -- 2018-19 -- QUARTER 4

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)** *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*	10%	6	12	65	120	54%
	Passing Rate: **Individual Passing Rate** **6-8: 74% (452/613) of students are passing all mandatory courses with a 60% or higher (4/16 pts earned)** **Overall Passing Rate** **6-8: 86% (2119/2457) of students with passing grades in mandatory courses (8/8 pts earned)**	20%	12	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: **STAR Reading: 52% (274/528) - (0/8 pts earned)** **STAR Mathematics: 58% (308/528) - (0/8 pts earned)** **Writing: 74% (393/528) - (4/8 pts earned)**	20%	4	24			
	Academic Improvement of Continuously Enrolled Students **(growth on interim assessment of 2+ years):** **6-8 (8pts/24pts)** Reading: 62.3% (129/207) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (212 students continuously enrolled) Mathematics: 64.7% (134/207) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (212 students continuously enrolled) Writing: 56.5% (113/200) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (212 students continuously enrolled)	20%	8	24			
	EOY Assessment Participation Rates: **6-8: Reading, Writing and Math: 96% (591/616) of qualifying students tested (8pts/8pts)** Reading: 58% (359/616) of students are scoring at grade level or higher on interim assessment Mathematics: 51% (315/616) of students are scoring at grade level or higher on interim assessment Writing: 77% (477/616) of students are scoring at grade level or higher on interim assessment **6-8: CMAS: 99.6% (617/619) of qualifying students tested (8pts/8pts)**	13%	16	16			
	Academic Compliance **(i.e UIP completion/planning)**	8%	10	10			
	CD BOCES Accountability Matrix Middle School Standards (SCORE-89.6%): 2 (21/24), 3 (39/42), 4 (30/33), 5 (43/54), 6 (33/33), 7 (33/36), 14 (78/87) **EOY SITE VISIT**	8%	9	10			
Finance (20%)	**Financial Audit**	40%	32	32	75.7	80	95%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix Middle School Standards (SCORE-73.3%): 13 (11/15) **EOY SITE VISIT**	20%	11.7	16			
Operations (30%)	**Data Pipeline Deadlines and Reports**	60%	72	72	119.1	120	99%
	Organizational Compliance **(Statutory & DST)**	25%	30	30			
	CD BOCES Accountability Matrix Middle School Standards (SCORE-94.8%): 1 (53/57), 8 (35/36), 9 (15/15), 10 (27/30), 11 (31/33), 12 (21/21) **EOY SITE VISIT**	15%	17.1	18			
ESP (20%)	**ESP Contract Checklist** **98.4% (185/188) of total available points on the contract checklist**	70%	56	56	78.3	80	98%
	CD BOCES Accountability Matrix Middle School Standards (SCORE-92.9%): 15 (39/42) **EOY SITE VISIT**	30%	22.3	24			

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 4

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)** *Adequate participation (95%) required to achieve a Performance Plan* *High School CO PSAT/CMAS Mean Scale Scores - Evidence-Based Reading and Writing: 467.9; Math: 439.5; Science: 624.4*	8%	7.5	10	66.7	120	56%
	Passing Rate: **Individual Passing Rate** **9-12: 77% (351/458) of students are passing all mandatory courses with a 60% or higher (8/16 pts earned)** **Overall Passing Rate** **9-12: 88% (1516/1713) of students with passing grades in mandatory courses (8/8 pts earned)**	20%	16	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: **STAR Reading: 54% (228/425) - (0/8 pts earned)** **STAR Mathematics: 61% (258/425) - (4/8 pts earned)** **Writing: 68% (289/425) - (4/8 pts earned)**	20%	8	24			
	Academic Improvement of Continuously Enrolled Students **(growth on interim assessment of 2+ years):** **9-12 (0pts/20pts)** **Reading: 50.2% (125/249) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (252 students continuously enrolled)** **Mathematics: 51.0% (127/249) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (252 students continuously enrolled)** **Writing: 56.4% (132/234) of students enrolled at the school from BOY 2017-18 to EOY 2018-19 (252 students continuously enrolled)**	17%	0	20			
	EOY Assessment Participation Rates: **9-12: Reading, Writing and Math: 97% (451/467) of qualifying students tested (6pts/6pts)** *Reading: 51% (240/467) of students are scoring at grade level or higher on interim assessment* *Mathematics: 66% (308/467) of students are scoring at grade level or higher on interim assessment* *Writing: 80% (374/467) of students are scoring at grade level or higher on interim assessment* **9-12: CMAS/PSAT/SAT: 97.5% (396/406) of qualifying students tested (6pts/6pts)**	10%	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)**	8%	4	10			
	Academic Compliance **(i.e UIP completion/planning)**	8%	10	10			
	CD BOCES Accountability Matrix **High School Standards (SCORE-91.6%): 2 (21/24), 3 (39/42), 4 (31/33), 5 (46/54), 6 (33/33), 7 (34/36), 14 (79/87)** **EOY SITE VISIT**	8%	9.2	10			
Finance (20%)	**Financial Audit**	40%	32	32	75.7	80	95%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix **High School Standards (SCORE-73.3%): 13 (11/15)** **EOY SITE VISIT**	20%	11.7	16			
Operations (30%)	**Data Pipeline Deadlines and Reports**	60%	72	72	119	120	99%
	Organizational Compliance **(Statutory & DST)**	25%	30	30			
	CD BOCES Accountability Matrix **High School Standards (SCORE-94.3%): 1 (55/57), 8 (35/36), 9 (15/15), 10 (24/30), 11 (31/33), 12 (21/21)** **EOY SITE VISIT**	15%	17	18			
ESP (20%)	**ESP Contract Checklist** **98.4% (185/188) of total available points on the contract checklist**	70%	56	56	80.0	80	100%
	CD BOCES Accountability Matrix **High School Standards (SCORE-100%): 15 (42/42)** **EOY SITE VISIT**	30%	24.0	24			

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.*

	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
Percentile	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

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.

Q4

ACADEMIC

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 End 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 2+ years of growth from beginning of previous year to end 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)

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)

% of Students Tested in All Three Subjects (% of students enrolled through the EOY testing window) & % of Eligible Students Tested on CMAS, PARCC, PSAT, & SAT
- Meets: 95% or more of students testing in all three subject areas for interim and testing on all state required assessments
- Does Not Meet: <95% of students testing in all three subject areas for interim and testing on all state required assessments

Academic Compliance (% of Q4 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)

CD BOCES Matrix–EOY Site Visit (Stnds: 2,3,5,&7)
- % of Accountability Matrix pts applied to sub-category framework pts

FINANCE

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

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)

CD BOCES Matrix–EOY Site Visit (Stnd: 13)
- % of Accountability Matrix pts applied to sub-category framework pts

OPERATIONS

Data Pipeline Deadlines and Reports
- Compliant: 100% of framework points
- Non-compliant: 0% of framework points

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)

CD BOCES Matrix–EOY Site Visit (Stnds:1,4,8,9,10,&11)
- % of Accountability Matrix pts applied to sub-category framework pts

ESP

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)

CD BOCES Matrix–EOY Site Visit (Stnds: 6,12,14,&15)
- % of Accountability Matrix pts applied to sub-category framework pts

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Ken Witt

Title of Agenda Item: (V. D) Office Relocation Update

Item Type: □ Action   □ Information   X Discussion

Background Information, Description of Need:
In an ongoing effort to increase operational efficiency, the BOCES has decided to move the offices to 430 Beacon Lite Rd, Suite 135, Monument, CO 80132.

Relevant Data and Expected Outcomes:
The agreement is a lease with option to purchase within the next 8 months. The lease is less than one half of our current store-front lease for a space that is only slightly smaller.

An expected outcome is that board members will stop by after July 1 to see the new office!

Recommended Course of Action/Motion Requested:
No motion requested.

FOUNTAIN COLONY, LLC.

OFFICE CONDOS FOR SALE 430 Beacon Lite Monument, CO 80132

FOUR UNITS AVAILABLE

BUILDING DETAILS

YOC: 2006
Building Size: 6,664 SF
Lot Size: 1.24 Acres
Parking: 7 spaces per unit
Zoning: B

Available Units:

Unit number	Status	Square Footage	Asking Price
Unit 125	Finished	1,250 sq ft	$245.000
Unit 135	Finished	1,250 sq ft	$245,000
Unit 145	Partially finished	1,250 sq ft	$185,000
Unit 150	Partially finished	1,250 sq ft	$175,000

- Beautiful development in desirable Monument Colorado area.

- Easy access from I-25 and Hwy 105 exit

- Well-constructed stucco and stone contemporary building

- Reasonably priced office condo units currently in high demand

- Choose from shell units to fully constructed units

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105 East Moreno Avenue Suite 200
Colorado Springs,   CO 80903
T. 719.389.1234   ◆   F.719.389.1296
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FOUNTAIN COLONY LLC
A Griffis/Blessing Affiliate

Susan Beitle
Office & Investment
(Cell) 719.491.6621
susan@fountaincolony.com

FOUNTAIN COLONY, LLC.

Vicinity Map

SHELL SPACE AVAILABLE

Contemporary finishes in finished units
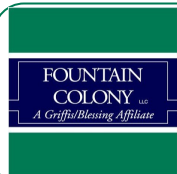
Fountain Colony, LLC
105 East Moreno Avenue Suite 200
Colorado Springs, CO 80903
T. 719.389.1234 ◆ F.719.389.1296
www.fountaincolony.com

Susan Beitle
Office & Investment
(Cell) 719.491.6621
susan@fountaincolony.com

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Ken Witt

Title of Agenda Item: (V. E) Strategic Plan Review

Item Type: □ Action   □ Information   X Discussion

Background Information, Description of Need:
On December 27, 2017, the BOCES resolved (resolution attached) to pursue with resolve a path of defining and executing a bold new vision and mission. The elements of this resolution have been largely executed. On March 20, 2018 the Education reEnvisioned BOCES adopted the following mission and vision:

MISSION STATEMENT
The Colorado Digital BOCES will develop and deliver services to BOCES, districts and authorized schools to expand availability and access to quality, innovative public education programs Colorado parents and students seek.

Vision
We believe that better education methods and formats continue to emerge, and so resolve that the Colorado Digital BOCES will be a welcoming host to innovative, exceptional programs and schools and a wellspring of better education models, encouraging proliferation through other districts and BOCES.

Relevant Data and Expected Outcomes:
The strategic plan to realize this vision and efficiently execute the mission includes identifying innovative education models seeking to partner with the BOCES and boldly enabling and supporting the operation of such programs, while maintaining accountability for academic excellence and exceptional student outcomes.

To this end, the BOCES has solicited and selected proposals for such new programs and schools. The BOCES has identified a three year plan for these new educational programs. These programs and schools will require continued resolve to create and support them.

Recommended Course of Action/Motion Requested:
Discussion only. No motion requested.

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 19th Day of December, 2017.

Marie La Vere-Wright
President

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Ken Witt

Title of Agenda Item: (V. F) Administrative Unit Readiness

Item Type: □ Action   □ Information   X 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 only significant cost impact of this transition to date is the requirement to license Enrich for CDE reporting, which is a $25K cost. The BOCES previously paid $35K to D49 for AU oversight, so this expense is offset by the AU status change on July 1.

We are ready to assume administrative unit responsibility on July 1.

Recommended Course of Action/Motion Requested:
No motion requested.

Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

Item Type: □ Action   **X** Information   □ Discussion
                                        (Report)

IDEA Narrative- The Colorado Department of Education (CDE) requires an application named the IDEA narrative for federal funds that Administrative Units (AU) receive. This document was completed and turned in to CDE by the due date.

Enrich Set-up- The set up for the new Enrich system that our BOCES and school staff will use for special plans is being completed now. Ashley Repko, our District Assessment Coordinator, is working with the Enrich team weekly in order to get all work completed and have this established by our 'go' date of July 1.

School Application Process- The Spring application process has been completed for all applications that the Education reEnvisioned BOCES (BOCES) received, with the exception of the Colorado Literacy & Learning Center (CLLC) application. An extension was granted to the CLLC and we received their application on June 7. It was promptly sent out to the review team, and we should receive their review feedback by June 21. The applicant will have 2 weeks to respond to our initial review. Our review team will then review the applicants response in order to create their review recommendation that will be presented to our Executive Director, Ken Witt approximately by July 19.

K12 News and Updates- K12 has a monthly newsletter. In a recent newsletter there was information about moving career readiness forward:

Destinations Career Academy: The Future is Now

In every great organization the philosophy of constant improvement is paramount. K12 powered Destinations Career Academies (DCA) have embraced this mantra and are on a journey of learning and growing. We have recognized that in order to revolutionize learning for students, we must revolutionize our thinking and our practices. That's why we're updating these DCAs.

*Expanded offering for the 2019–2020 school year.

With Destinations, our goal is to provide students with inspiring, relevant, supportive, and affirming learning experiences while opening up the world of possibilities ahead of them. The first step to reaching this overarching goal is to engage all students through authentic experiences. Project-based learning, or PBL, is a way to do that.

PBL is the instructional method used to deliver content and skills through real world projects that end in a public display of knowledge. Teachers, administrators, and leadership teams are learning how to implement and support these students in this type of learning environment. The PBL coaches are offering online classes for teachers while the school leadership team learns through weekly professional learning community gatherings. While the teachers are focusing on building their understanding and skills for teaching through PBL, school leaders are focusing on building culture, processes and procedures for supporting learning.

The national partnership team is busy creating partnerships with industry leaders on the national level, while locally each team is learning to capitalize on the local business partners in work-based learning through platforms such as Tallo and Nepris.

When it comes to being career and college ready, we have learned that the "how" is as important as the "what". At the K12 poweredDestinations Career Academies, we are learning to incorporate professional skills into projects in a way that help students focus on personal accountability, team operations, time management, initiative, professional communication, and collaboration. Partner specialists have created a tool kit for work-based learning which was created to help the teachers coach students in a way that doesn't just promote collaboration but teaches *how* to collaborate. Additionally, when it comes to student engagement and collaboration, PBL pilot classrooms in Wisconsin and Colorado, headed up by teacher leaders have recently brought virtual learning to another level by integrating face-to-face student collaboration in the Microsoft Teams platform. Students work in small groups and present in real time.

We truly believe that Destinations Career Academies are the future—not just the future of K12, but the future of education. We are thrilled to be on the forefront of innovation through career focused learning via project based learning, leading class partnerships, and integration of tools that will truly set DCA students apart in their future endeavors by putting them in the driver's seat in their learning journey.

Every summer, Nicole Tiley, K12 Head of Schools, and I put together a 'to do' list of work we need to accomplish through the summer. I added the programs mentioned above, Tallo and Nepris, to our list of summer work. I would like to get updated on how our high schools, Pikes Peak Online School and Colorado Preparatory High School, are or will be implementing these programs. Nicole also attended a CDE Post-secondary Workforce Readiness Symposium. Items presented and discussed at this symposium were capstone projects, CTE, student re-engagement, work-based learning and industry certificates and post-secondary support for special populations, specifically English Language Learners and students with disabilities.

End of Year Update- All school and accreditation docs have been completed and closed out, with the exception of the Q4 scorecard for Pikes Peak Online School. All docs are being updated at this time in preparation for our 2019-2020 school year.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 18, 2019

Prepared by: Annette Ridgway

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

Item Type: □ Action   X 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 2018-2019 fiscal year.

Recommended Course of Action/Motion Requested: N/A

EDUCATION reENVISIONED (CDBOCES)
2018-2019 YTD Actual Results
May 31, 2019

		General Fund 10					STEMsCO 13	Govt Designated-Purpose Grants Fund 22					
		10 CPA	10 PPOS	10 BOCES	10 OSSC	Total 10	13 STEMsCO	22 BOCES	22 CPA	22 iLC	22 OSSC	Total 22	Grand Total
Revenue	Program Revenue	11,945,107	4,462,331	-	-	16,407,438	-	-	-	-	-	-	16,407,438
	Grant/Project Revenue	47,583	-	112	-	47,695	-	203,484	-	6,000	25,686	235,170	282,866
	Earnings on Investments	-	-	42,603	-	42,603	-	-	-	-	-	-	42,603
	Other Revenue	-	-	5,552	-	5,552	-	-	-	-	-	-	5,552
	Fund Transfers	(864,832)	(330,905)	447,476	748,261	-	-	-	-	-	-	-	-
Revenue Total		11,127,858	4,131,426	495,742	748,261	16,503,287	-	203,484	-	6,000	25,686	235,170	16,738,458
Expense	Professional-Educational Services	(11,018,015)	(4,093,420)	(11,040)	-	(15,122,475)	-	-	(28,094)	-	-	(28,094)	(15,150,568)
	Salaries & Benefits	-	-	(65,553)	(346,988)	(412,541)	(25,147)	-	-	-	-	-	(437,688)
	Professional and Technical Services	-	-	(120,846)	(4,250)	(125,096)	-	(79,175)	-	-	-	(79,175)	(204,271)
	Grant/Project Funded Services	-	-	-	-	-	-	-	-	-	-	-	-
	Building Rent, Utilities & Maintenance	-	-	(41,112)	-	(41,112)	-	-	-	-	-	-	(41,112)
	Insurance	-	-	(35,659)	(222)	(35,881)	(120)	-	-	-	-	-	(36,001)
	Special Projects	-	-	-	-	-	-	-	-	-	-	-	-
	Other	(750)	(450)	(11,181)	-	(12,381)	-	-	-	-	-	-	(12,381)
Expense Total		(11,018,765)	(4,093,870)	(285,391)	(351,460)	(15,749,486)	(25,267)	(79,175)	(28,094)	-	-	(107,269)	(15,882,022)
Change in Fund Balance		109,093	37,556	210,351	396,801	753,801	(25,267)	124,309	(28,094)	6,000	25,686	127,902	856,436

EDUCATION reENVISIONED (CDBOCES)
High-Level Financial Trend
General Fund - Fund 10
May 31, 2019

92%

	2013/14 Actual Results	2014/15 Actual Results	2015/16 Actual Results	2016/17 Actual Results	2017/18 Actual Results	2018/19 Approved Amended	2019/20 Proposed	2018/19 YTD Results	
Funded Students (sFTE)									
Contract Schools	348	1,649	2,111	1,845	2,170	2,401	2,736	2,401	
Internal Schools	-	-	199	206	-	-	-	-	
Funded Students (sFTE) Total	348	1,649	2,309	2,051	2,170	2,401	2,736	2,401	
Incr/(Decr) from Prior Year		373%	40%	-11%	6%	11%	14%		
Per-Pupil Revenue (PPR)	$ 6,070	$ 6,424	$ 6,690	$ 6,795	$ 7,018	$ 7,455	$ 7,788	$ 7,455	
Incr/(Decr) from Prior Year		6%	4%	2%	3%	6%	4%		
Revenue									
Program Revenue									
Contract Schools	$ 2,115	$ 10,594	$ 14,120	$ 12,536	$ 15,229	$ 17,899	$ 21,308	$ 16,407	
Internal Schools	$ -	$ -	$ 1,328	$ 1,396	$ -	$ -	$ -	$ -	
Program Revenue Total	$ 2,115	$ 10,594	$ 15,448	$ 13,932	$ 15,229	$ 17,899	$ 21,308	$ 16,407	
Other Revenue	$ 83	$ 313	$ 243	$ 129	$ 316	$ 377	$ 531	$ 96	
Revenue Transfers			$ (82)	$ (72)	$ (72)			$ -	
Revenue Total	$ 2,197	$ 10,907	$ 15,609	$ 13,989	$ 15,473	$ 18,276	$ 21,839	$ 16,503	90%
Incr/(Decr) from Prior Year		396%	43%	-10%	11%	18%	19%		
Fund Balance Chg	$ (128)	$ (262)	$ (302)	$ 126	$ (67)	$ (68)	$ (599)	$ (754)	
Fund Balance (+TABOR)	$ (128)	$ (390)	$ (551)	$ (424)	$ (560)	$ (628)	$ (1,227)	$ (1,314)	
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.02%	3.60%	3.44%	5.62%	7.96%	
Net Resource Available	$ 2,069	$ 10,645	$ 15,307	$ 15,380	$ 15,406	$ 18,208	$ 21,241	$ 15,749	
Expense									
Administrative Oversight Fee Spends	$ -	$ (290)	$ (474)	$ (384)	$ (414)	$ (567)	$ (680)	$ (285)	
% of Program Revenue	0%	3%	3%	3%	3%	3%	3%	2%	
School Oversight Fee (OSSC) Spends	$ (820)	$ (526)	$ (892)	$ (815)	$ (815)	$ (868)	$ (1,047)	$ (351)	
% of Program Revenue	39%	5%	6%	6%	5%	5%	5%	2%	
Entity Cost Spends	$ -	$ (30)	$ (60)	$ (30)	$ (30)	$ (30)	$ -	$ -	
Contract School Svcs	$ (1,249)	$ (9,799)	$ (12,663)	$ (14,069)	$ (14,069)	$ (16,743)	$ (19,514)	$ (15,113)	
Per Contract School Pupil	$ 3,586	$ 5,942	$ 6,000	$ 7,626	$ 6,484	$ 6,973	$ 7,132		
Internal School Spends	$ -	$ -	$ (1,218)	$ (81)	$ (78)	$ -		$ -	
Per Internal School Pupil	$ -	$ -	$ 6,137	$ 395	$ -	$ -	$ -		
Expense Total	$ (2,069)	$ (10,645)	$ (15,307)	$ (15,380)	$ (15,406)	$ (18,208)	$ (21,241)	$ (15,749)	86%
Per Pupil	$ 5,940	$ 6,455	$ 6,629	$ 7,500	$ 7,100	$ 7,584	$ 7,763		
Incr/(Decr) from Prior Year							17%		
Net Resources in Progress	$ 0	$ 0	$ -	$ -	$ -	$ 0	$ 0	$ -	
to 3% TABOR floor	$ 62	$ 63	$ 80	$ 3	$ 94	$ 80	$ 572	$ 819	

Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: 6/18/2019

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type: ☐ Action   X Information   ☐ Discussion

Current Enrollment, 6/10/2019

The current enrollment at CPA is 1,636 students. There are currently 1,517 students registered for the 2019-2020 school year.

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	1466	1468	86	80	73	85	86	89	142	147	243	135	123	102	75
Special Ed	170	169	3	7	12	10	11	8	25	30	29	18	7	7	3
Current Approved Totals	1636	1637	89	87	85	95	97	97	167	177	272	153	130	109	78
						550				616			470		
						K-5				6-8			High School		

The current enrollment at PPOS is 516 students. There are currently 445 students registered for the 2019-2020 school year.

| PPOS Enrollment Totals	TTL	Previous Week TTL	9th Grade	10th Grade	11th Grade	12th Grade
Regular Ed	398	402	49	61	147	141
Special Ed	118	122	18	32	26	42
Current Approved Totals	516	524	67	93	173	183
				516		
				High School		

CPA and PPOS Academic Performance

CPA K-5 Courses on Track to complete 90%

Last school year the K-2 students had 90% of courses on track for end of year completion. This year the K-2 students have 92% of courses on track. Last school year the 3-5 grade students were at 69% for end of year completion. This year the 3-5 students are at 84%.
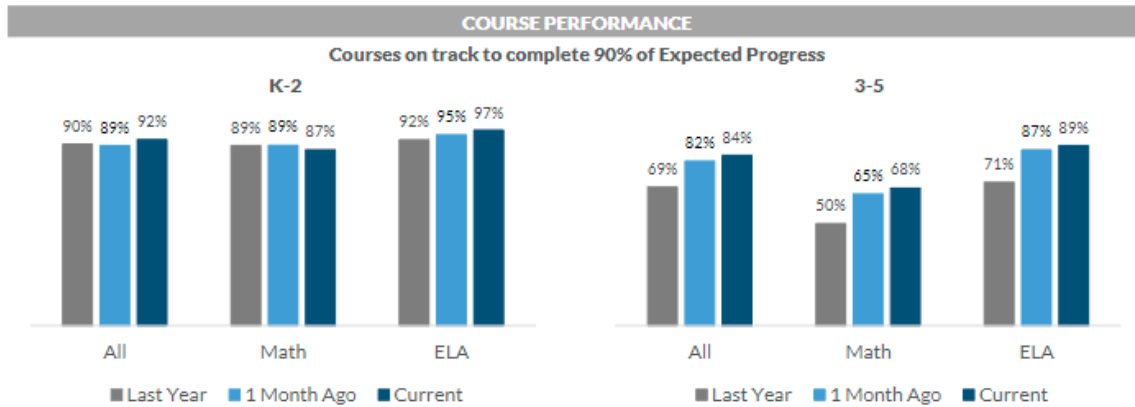
## CPA Middle and High School Passing Rate

CPA middle and high school overall course passing rates are higher than last year. Last school year the middle school passing rate was 79%. This year the middle school passing rate is 83%. Last year the high school passing rate was 77%. The high school passing rate is 85% this school year.
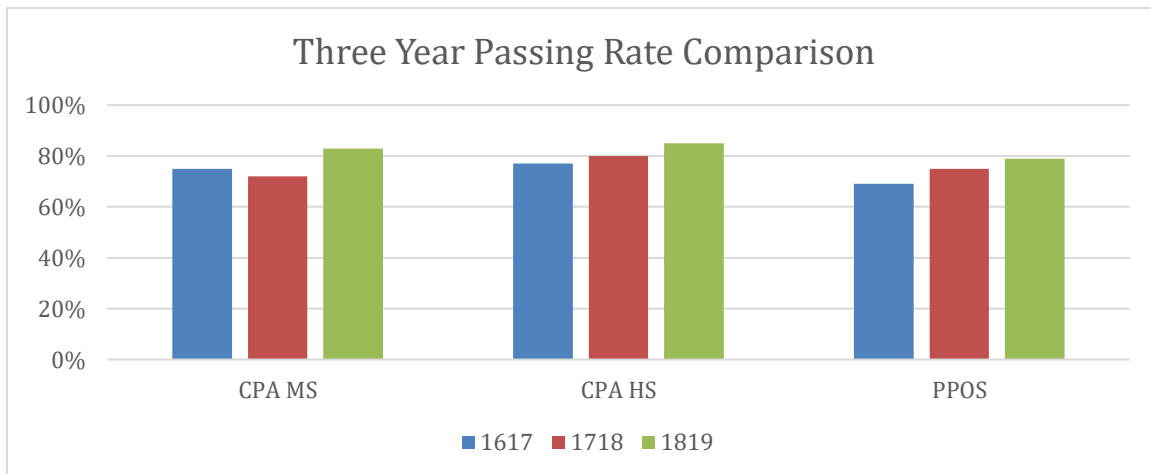
PPOS High School Passing Rate

The overall passing rate is higher at PPOS compared to last year at this time in overall courses, ELA, and math. Last school year the passing rate was 75% and this school year the passing rate is 79%.

Course Passing Rate

HS
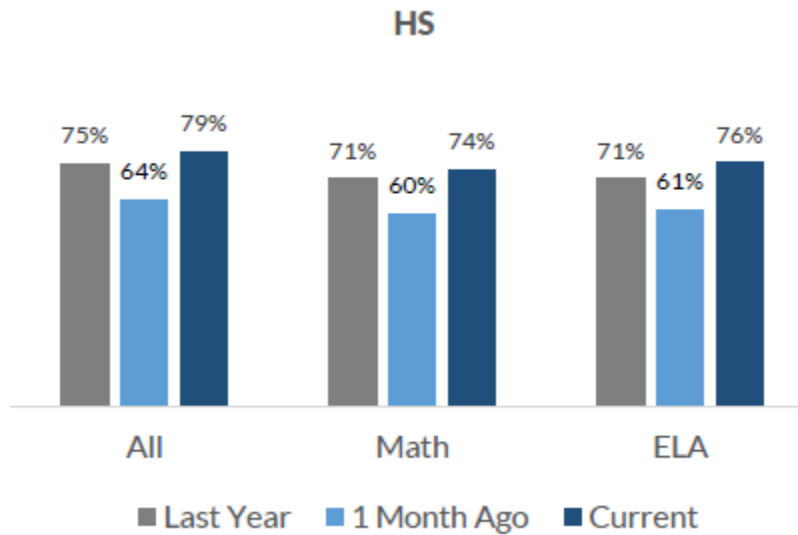
K12 Support and Graduation

K12 Regional Support

CPA and PPOS school principals completed a deep dive with the central region k12 directors and vice presidents. All schools had an increase in passing rates and met the growth goals that were written in the BOCES action plans. CPA also decreased the drop out rate to 4.69%.

Graduation

We would like to thank Chelsy Harris for attending the graduation ceremony. We had 81 graduates from CPA and 123 graduate from PPOS.

Here are some highlights of our graduates:

F. Scheideman- Daniel's Fund Scholar and graduated with her AA from Red Rocks Community College

G. Gallegos- Completed her AA at Lamar CC and will be an ASCENT student at CSU Pueblo in the fall

K. Thoe- Completed his Basic CAD Certificate at Front Range and will start working from home after graduation

D. Bachman- Girl Scouts Gold Award recipient https://www.girlscouts.org/en/about-girl-scouts/advocacy/GoldAwardRecognition.html
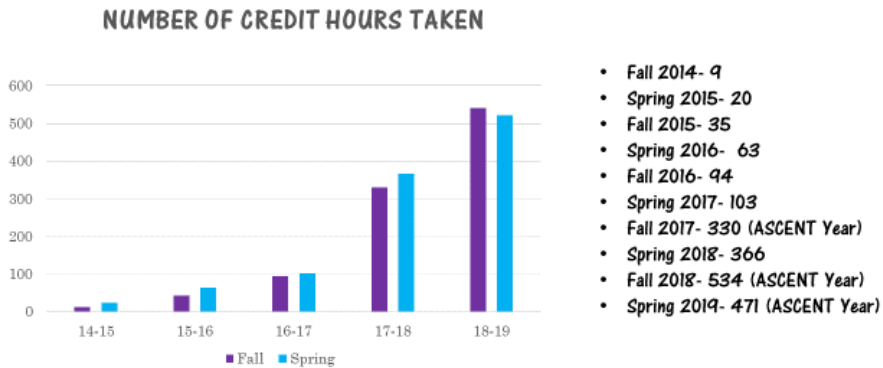
PPOS student and social media star Christopher Romero was on Denver's KMGH-TV (ABC 7). He and his family gave a nice interview about how attending online public school is allowing him to take full advantage of his "15 minutes of fame", while still prioritizing his education. https://www.thedenverchannel.com/lifestyle/teen-talks-making-money-as-a-social-media-influencer-while-balancing-school

Concurrent Enrollment

We have increased our concurrent enrollment opportunities. The students took 471 credit hours this spring.

Current Baseline Data for Concurrent Enrollment

NUMBER OF CREDIT HOURS TAKEN

- Fall 2014- 9
- Spring 2015- 20
- Fall 2015- 35
- Spring 2016- 63
- Fall 2016- 94
- Spring 2017- 103
- Fall 2017- 330 (ASCENT Year)
- Spring 2018- 366
- Fall 2018- 534 (ASCENT Year)
- Spring 2019- 471 (ASCENT Year)

Current Baseline Data for Concurrent Enrollment

Concurrent Enrollment Numbers

- Fall 2014- 3 students
- Spring 2015- 4 students
- Fall 2015- 8 students
- Spring 2016- 12 students
- Fall 2016- 18 students
- Spring 2017- 20 students
- Fall 2017- 42 students
- Spring 2018- 49 students
- Fall 2018- 65 students
- Spring 2019 –67 students