



Board Agenda

August 21, 2018 from 4:00 – 6:00 p.m.
3850 Pony Tracks Drive, Colorado Springs, CO 80922

I. Preliminaries

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

II. Consent Agenda

- A. Meeting Minutes from June 19, 2018 Board Meeting
- B. Meeting Minutes from July 26, 2018 Special Board Meeting
- C. Approval of Matters Relating to Personnel Changes

III. Action Items

- A. Accept Creed as a new member – Ken Witt
- B. Accept appointment of Lis Richard as the Creed Representative – Ken Witt
- C. Reorganize Education reEnvisioned BOCES members -
- D. Correction for the Board Meeting time for January 15, 2019 - Maria Walker

IV. Discussion Items

- A. 4th Quarter Scorecard Correct Data – Kindra Whitmyre
- B. Introduction of Data Analyst and Assessment Coordinator – Kindra Whitmyre



V. Information

A.

VI. Other Business

A.

VII. Reports, in writing unless there are questions

- A. Executive Director - Board Report
- B. Director of Education and Operation - Board Report
- C. Data Analyst and Assessment Coordinator - Board Report
- D. Business Director - Board Report
- E. CPA and PPOS – Board Report

VIII. Adjourn

*Board Meeting Notes for
June 19, 2018 at 4:10 p.m.*

Guests/Staff: Justin Schmitt, Tina Littell, Nicole Tiley, Kindra Whitmyre, Ken Witt, Brett Ridgway, Maria Walker,

Guests on Conference Call: Bethany Drosendahl until arrival in person, Brad Miller, Amy Attwood

Via Skype and Google Hangout: Amy Attwood, for visual.

Note:

Roll Call:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Here	x	x	x	x	x
NOT Here					

Approval for the Agenda:

Motion: Griffin

Second: Holloman

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval for Consent Agenda.

Motion: Harris

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.					
Abstain				x	

Approval for Action Item III-A. Budget 2018-2019

Motion: Griffin

Second: Harris

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval for Action Item III-B – Board Meeting Dates 2018-2019

Motion: Harris

Second: Holloman

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Action Item III-B – Board Meeting Dates 2018-2019 Motion to Amend the Board Meeting Dates 2018-2019

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Action Item III-B – Board Meeting Dates 2018-2019 Motion to approve the Board Meeting Dates 2018-2019 as amended

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval for Action Item III -C.- Ignite Academy

Motion: Holloman

Second: Griffin

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion: Holloman

III-C: I motion to amend the motion to conditionally approve the opening off Ignite Academy July 1, 2019 subject to the following conditions:

1. Receipt of official workable seat time guidance from CDE no later than April 15, 2019.
2. Development of financial model based on CDE and BOCES Board feedback that maximizes student access. Official and workable should be guidance that is in writing from a CDE official in their official capacity that provides specific and achievable measures for obtaining funding for the programs as proposed and designed.

Second: Harris

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion to amend III-C

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion as amended III-C

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion to Amend the Agenda to add the action item to approve the Data Analyst and Assessment Coordinator Job Description as altered by the board.

Motion: Griffin

Second: Holloman

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Motion to approve the Job description as altered

Motion: Harris

Second: Holloman

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Approval to enter into Executive Session at 6:01p.m.

Motion to enter into executive session: I move to enter into executive session pursuant to C.R.S. 24-6-402(4)(f) for the purpose of conducting an evaluation for the Director of Education and Operations.

Motion: Griffin

Second: Drosendahl

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

Entering into regular session at 6:28 p.m.

Approval to Adjourn at 6:29 p.m.

Motion: Holloman

Second: Griffin

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	Holloman	Lavere- Wright
Voted AYE	x	x	x	x	x
Voted NAY					
Not at mtg.					

*Board Meeting Notes
July 26, 2018 at 3:21 p.m.*

Guests/Staff:

Guests/Staff/BOD on Conference Call: Marie Lavere-Wright, Andy Holloman, Bethany Drosendahl, Chelsy Harris, Maria Walker, Ken Witt, Brad Miller, Kindra Whitmyre

Via Skype and Google Hangout: None

*Note: This meeting was done via conference call.
Don Griffin absent with prior notice.*

Roll Call:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Here	x		x	x	x
NOT Here		x			

Approval for the Agenda:

Motion: Holloman

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x		x	x	x
Voted NAY					
Not at mtg.		x			

Approval for Action Item III-A.

Motion: Holloman

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x		x	x	x
Voted NAY					
Not at mtg.		x			

Approval to Adjourn at 3:25 p.m.

Motion: Holloman

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x		x	x	x
Voted NAY					
Not at mtg.		x			



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: August 21, 2018

Prepared by: Ken Witt, Executive Director

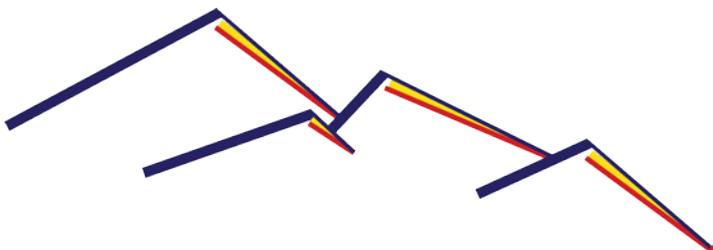
Title of Agenda Item: Approval of Matters Relating to Personnel Changes

Item Type: Action Information Discussion

Background Information, Description of Need: To gain Board of Education approval for personnel changes

Relevant Data and Expected Outcomes: The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster. By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

Recommended Course of Action/Motion Requested: I move to approve the attached personnel changes as recommended by the administration.



*4035 Tutt Boulevard
Colorado Springs, CO 80922*

COLORADO DIGITAL BOCES
APPROVAL OF MATTERS RELATING TO PERSONNEL
August 21, 2018

Be it resolved, that the following matters relating to certified and/or classified personnel be approved as recommended by the Executive Director:

RESIGNATIONS:

Engasser, Rebecca Written notice of her intent to resign from her position as Business Manager effective July 6, 2018.

NEW HIRES:

Repko, Ashley New hire to fill the role of Data Analyst and Assessment coordinator. Effective August 6, 2018



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: August 21, 2018

Prepared by: Ken Witt

Title of Agenda Item: (III. A) Accept Creed as a new member

Item Type: X Action Information Discussion

Background Information, Description of Need:

In the June meeting of the Creede School District Board of Education (minutes attached), the Creede school district voted to join the Education reEnvisioned BOCES (formerly the Colorado Digital BOCES), with Lis Richard as the district representative.

Relevant Data and Expected Outcomes:

The Education reEnvisioned BOCES has indicated interest in attracting new member districts with strong alignment to our vision and mission.

Recommended Course of Action/Motion Requested:

Approve Creede School District as a new member district of the Education reEnvisioned BOCES, and accept Lis Richard as the district representative on the Education reEnvisioned board.





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: August 21, 2018

Prepared by: Maria Walker

Title of Agenda Item: **BOD 2018-2019 Board Meeting Dates**

Item Type: Action Information Discussion

Background Information, Description of Need: The Board of Directors approved the 2018-2019 Board Meeting Dates and Times in the June 19, 2018 meeting. The January 15, 2019 meeting time was incorrect.

Relevant Data and Expected Outcomes: Approval of the correction of January 15, 2019 BOD Meeting time. The approved schedule had the January 15, 2019 meeting time from 1:00-4:00 p.m. when the actual time is 4:00-6:00 p.m. Both schedules are included.

Recommended Course of Action/Motion Requested: To approve the time change for the January 15, 2019 from 1:00-4:00 to 4:00-6:00 p.m.

Education reEnvisioned BOCES
Board Meeting Dates
2018-2019

July 26, 2018 – 3:10-3:20 p.m.

Special Board Meeting

August 21, 2018 – 4:00 – 6:00 p.m.

September 18, 2018- 4:00 – 6:00 p.m.

October 16, 2018 – 4:00 – 6:00 p.m.

November 13, 2018 – 4:00 – 6:00 p.m.

2nd Tuesday this month

December 18, 2018 – 4:00 – 6:00 p.m.

January 15, 2019 – 1:00 – 4:00 p.m.

February 19, 2019 – 4:00 – 6:00 p.m.

March 19, 2019 – 4:00 – 6:00 p.m.

April 16, 2019 – 4:00 – 6:00 p.m.

May 21, 2019 – 4:00 – 6:00 p.m.

June 18, 2019 – 4:00 – 6:00 p.m.

Work Session Schedule

None Scheduled

Work Retreat

None Scheduled

All meetings are held the 3rd Tuesday of the month at Creekside Excellence Lab unless otherwise noted.
The address is: 3850 Pony Tracks Drive, Colorado Springs, CO 80922

Contact Maria Walker with questions 719-368-6392



Board Meeting Dates
2018-2019

July 26, 2018 – 3:10-3:20 p.m. Special Board Meeting

August 21, 2018 – 4:00 – 6:00 p.m.

September 18, 2018- 4:00 – 6:00 p.m.

October 16, 2018 – 4:00 – 6:00 p.m.

November 13, 2018 – 4:00 – 6:00 p.m. 2nd Tuesday this month

December 18, 2018 – 4:00 – 6:00 p.m.

January 15, 2019 – 4:00 – 6:00 p.m.

February 19, 2019 – 4:00 – 6:00 p.m.

March 19, 2019 – 4:00 – 6:00 p.m.

April 16, 2019 – 4:00 – 6:00 p.m.

May 21, 2019 – 4:00 – 6:00 p.m.

June 18, 2019 – 4:00 – 6:00 p.m.

Work Session Schedule

None Scheduled

Work Retreat

None Scheduled

All meetings are held the 3rd Tuesday of the month at Creekside Excellence Lab unless otherwise noted.
The address is: 3850 Pony Tracks Drive, Colorado Springs, CO 80922

Contact Maria Walker with questions 719-368-6392



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: August 21, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: Scorecards- Fourth Quarter

Item Type: Action Information Discussion

Background Information, Description of Need:

At the June Board meeting I presented the fourth quarter scorecards for both Colorado Preparatory Academy (CPA) and Pikes Peak Online School (PPOS); however, the continuous enrollment and state assessment participation data was not accurate. The fourth quarter scorecards have been updated with current and accurate data.

Relevant Data and Expected Outcomes:

The fourth quarter scorecards are attached.

Recommended Course of Action/Motion Requested:

No recommendation or course of action requested at this time.

CPA SCHOOL ACCREDITATION SCORECARD -- 2017-18 -- 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 2016 SPF (39.2% of framework points earned) Priority Improvement Plan assigned for 2017 SPF (38.9% of framework points earned) 3.1% away from achieving next plan type; 14.1% away from achieving a Performance Plan Elementary PARCC Mean Scale Scores - ELA: 717.8; Math: 710.0; Science: 517.5 Middle School PARCC Mean Scale Scores - ELA: 726.5; Math: 719.5; Science: 532.5 High School PARCC Mean Scale Scores - ELA: 729.1; Math: 728.3; Science: 602.1	10%	6	12	58.4	120	49%
	Course Completion Rate: K-5: 98% (524/532) of students completed all courses by the end of the year (8/8 pts earned) 6-8: 72% (354/492) of students completed all courses by the end of the year (0/8 pts earned) 9-12: 74% (277/375) of students completed all courses by the end of the year (0/8 pts earned)	20%	8	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: STAR Reading: 49% (595/1222) - (0/8 pts earned) STAR Mathematics: 53% (643/1222) - (0/8 pts earned) Writing: 69% (706/1024) - (4/8 pts earned)	20%	4	24			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 2+ years): K-5 (1.3pts/8pts) Reading: 50.0% (92/184) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Mathematics: 43.3% (77/178) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Writing: 72.0% (77/107) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 6-8 (1.7pts/5pts) Reading: 42.6% (58/136) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Mathematics: 71.2% (94/132) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Writing: 75.0% (87/116) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 9-12 (1.8pts/5pts) Reading: 53.7% (66/123) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Mathematics: 59.2% (71/120) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Writing: 68.9% (71/103) of students enrolled at the school from BOY 2016-17 to EOY 2017-18	15%	3.8	18			
	EOY Assessment participation rates: K-5: Reading, Writing and Math: 97% (517/532) of qualifying students tested (2pts/2pts) 6-8: Reading, Writing and Math: 76% (376/492) of qualifying students tested (0pts/2pts) 9-12: Reading, Writing and Math: 91% (342/375) of qualifying students tested (2pts/2pts) PARCC/CMAS (EMH): 94% (822/878) of qualifying students tested in all subject areas (3pts/3pts) PSAT/SAT (HS only): 96% (302/316) of qualifying students tested (3pts/3pts) Reading: 59% (792/1346) of students are scoring at grade level or higher on interim assessment Mathematics: 58% (787/1357) of students are scoring at grade level or higher on interim assessment Writing: 67% (838/1257) of students are scoring at grade level or higher on interim assessment	10%	10	12			
	2016-17 Post-Secondary Workforce Readiness Performance Dropout 0.9% (5pts/5pts) Graduation Rate 43.3% (2.5/5) Matriculation Rate 50%	8%	7.5	10			
	Academic Compliance (i.e UIP completion/planning)	8%	10	10			
	CD BOCES Accountability Matrix Elementary Standards (SCORE-93.3%): 3 (40/42); 5 (45/48); 7 (33/36) Middle School Standards (SCORE-90.9%): 3 (40/42); 5 (47/54); 7 (33/36) High School Standards (SCORE-89.7%): 2 (21/24); 3 (40/42); 5 (49/54); 7 (30/36) EOY SITE VISIT	8%	9.1	10			
	Financial Audit	40%	32	32			
Financial Compliance	40%	32	32				
CD BOCES Accountability Matrix High School Standards (SCORE-xx%): 13 (14/15) EOY SITE VISIT	20%	14.9	16				
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	119.2	120	99%
	Organizational Compliance (Statutory & DST)	25%	30	30			
	CD BOCES Accountability Matrix Elementary Standards (SCORE-95.8%): 1 (53/57); 4 (31/33); 8 (36/36); 10 (29/30); 11 (32/33) Middle School Standards (SCORE-94.2%): 1 (51/57); 4 (31/33); 8 (36/36); 10 (29/30); 11 (31/33) High School Standards (SCORE-96.1%): 1 (53/57); 4 (31/33); 8 (36/36); 9 (15/15); 10 (29/30); 11 (32/33) EOY SITE VISIT	15%	17.2	18			
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	78.5	80	98%
	CD BOCES Accountability Matrix Elementary Standards (SCORE-92.0%): 14 (80/87) Middle School Standards (SCORE-94.3%): 14 (82/87) High School Standards (SCORE-94.6%): 6 (33/33); 12 (24/24); 14 (82/87); 15 (37/42) EOY SITE VISIT	30%	22.5	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 2016 school baseline CMAS Science, CMAS PARCC and DLM data.

Mean Scale Score by Percentile Cut-Points - 1-year (2016 school baseline)

Percentile	English Language Arts				Mathematics				Science			
	Elem	Middle	High	All	Elem	Middle	High	All	Elem	Middle	High	All
15th percentile	722.3	724.1	724.6	723.1	719.1	716.5	717.3	718.2	531.9	527.7	564.4	538.7
50th percentile	739.5	740.1	739.6	739.6	734.3	731.2	729.8	732.9	601.7	591.4	609.2	600.2
85th percentile	755.9	757.3	753.3	754.9	751.9	746.2	746.0	749.3	655.9	643.3	651.3	652.7

PPOS ACCREDITATION SCORECARD -- 2017-18 -- 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%)	Turnaround Plan assigned for 2016 SPF (32.8% of framework points earned) Priority Improvement Plan assigned for 2017 SPF (34.7% of framework points earned) 7.3% away from achieving an Improvement Plan; 18.3% away from achieving a Performance Plan High School PARCC Mean Scale Scores - ELA: 720.6; Math: 712.1; Science: 570.3	10%	6	12	53.6	120	45%
	Course Completion Rate: 53% (237/445) of students completed all courses by the end of the year (0/8 pts earned)	20%	0	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: Reading: 44% (174/394) - (0/8 pts earned) Mathematics: 44% (174/394) - (0/8 pts earned) Writing: 81% (334/411) - (8/8 pts earned)	20%	8	24			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 2+ years): Reading: 56.3% (67/119) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 - (0/6 pts earned) Mathematics: 48.3% (57/118) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 - (0/6 pts earned) Writing: 70.3% (52/74) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 - (3/6 pts earned)	15%	3	18			
	EOY Assessment participation rates: Reading, Writing and Math: 93% (411/441) of qualifying students tested (6pts/6pts) PARCC/CMAS: 88% (136/154) of qualifying students tested in all subject areas (3pts/3pts) PSAT/SAT: 98% (297/303) of qualifying students tested (3pts/3pts) Reading: 35% (150/430) of students are scoring at grade level or higher on interim assessment Mathematics: 45% (192/429) of students are scoring at grade level or higher on interim assessment Writing: 68% (285/421) of students are scoring at grade level or higher on interim assessment	10%	12	12			
	2016-17 Post-Secondary Workforce Readiness Performance Dropout 4.5% (3.75pts/5pts) Graduation Rate 33.1% (2.5pts/5pts) Matriculation Rate 11.1%	8%	6.25	10			
	Academic Compliance (i.e UIP completion/planning)	8%	10	10			
	CD BOCES Accountability Matrix High School Standards (SCORE-82.7%): 2 (22/24); 3 (38/42); 5 (41/54); 7 (28/36) EOY SITE VISIT	8%	8.3	10			
Finance (20%)	Financial Audit	40%	32	32	78.9	80	99%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix High School Standards (SCORE-93.3%): 13 (14/15) EOY SITE VISIT	20%	14.9	16			
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	119.2	120	99%
	Organizational Compliance (Statutory & DST)	25%	30	30			
	CD BOCES Accountability Matrix High School Standards (SCORE-95.6%): 1 (53/57); 4 (31/33); 8 (36/36); 9 (15/15); 10 (28/30); 11 (32/33) EOY SITE VISIT	15%	17.2	18			
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	78.6	80	98%
	CD BOCES Accountability Matrix High School Standards (SCORE-94.1%): 6 (33/33); 12 (24/24); 14 (82/87); 15 (36/42) EOY SITE VISIT	30%	23	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 2016 school baseline CMAS Science, CMAS PARCC and DLM data.

Mean Scale Score by Percentile Cut-Points - 1-year (2016 school baseline)

Percentile	English Language Arts				Mathematics				Science			
	Elem	Middle	High	All	Elem	Middle	High	All	Elem	Middle	High	All
15th percentile	722.3	724.1	724.6	723.1	719.1	716.5	717.3	718.2	531.9	527.7	564.4	538.7
50th percentile	739.5	740.1	739.6	739.6	734.3	731.2	729.8	732.9	601.7	591.4	609.2	600.2
85th percentile	755.9	757.3	753.3	754.9	751.9	746.2	746.0	749.3	655.9	643.3	651.3	652.7



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: August 21, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: New District Assessment Coordinator

Item Type: Action Information Discussion

Background Information, Description of Need:

Mr. Witt and I posted the new District Assessment Coordinator (DAC) job position in June and conducted first interviews on July 12. We then selected our top two finalists for the position and completed second interviews on July 19. Ashley Repko was selected for the position.

Relevant Data and Expected Outcomes:

Ashley is a very motivated and dedicated individual. Ashley also has the characteristics that Mr. Will and I were looking for, which include good time management, a quick learner and has experience with different technology.

Recommended Course of Action/Motion Requested:

No recommended course of action.



continue with the code we were issued when it started, but the CPA elementary and CPA middle school were issued new codes. All personnel were communicated this information.

5. PPOS AEC Update- CDE has recommended PPOS as an Alternative Education Campus to the state Board. I will update the Board accordingly once the state Board has voted on this recommendation.
6. Non-MDOA Process- Mr. Witt and I worked together to create an application process for schools that are not a multi-district online school. The process has been finalized, and we will be able to move forward using this process consistently.
7. EDAC Meeting- Our first Executive Director Accountability Committee (EDAC) meeting has been established. The EDAC meetings are required per statute, and I meet the obligation by establishing a meeting each quarter.
8. Consultant Tracker- I have created a consultant tracker as a place to house all consultant work and to verify invoices more effectively. Our consultants will start to document their work and the date it was completed this school year.
9. Ignite Homeschool Program Updates- The Ignite group still has not received an answer about their specific homeschool program and funding. Mr. Witt will be moving forward to have discussions with CDE about this since we need this answered before I can move forward to start my work with the group.
10. K12 Summer Work- K12 leaders and I put together an agenda of the items we need to meet about and work on this summer. The agenda is as follows:
 - Principal Improvement Plan- Review the improvement plan/vision that the Principal's presented to K12, so we can present this to our Board.
 - Special Program Data Monitoring Plan and Opportunities- Get updates from Nicole about this new process, as more monitoring is needed.
 - Scorecard Data- All 4 quarters will be developed along with definitions and process with our data personnel.
 - Checklist and Quarter Action Plan Review- Nicole and I will be meeting with our new DAC and Josh next year to go over this process they will be pulling data for.
 - Admin Meetings- Nicole and I will be determining topics for admin meetings from site visits threads from the May site visit.



- ThoughtExchange Results- Feedback from ThoughtExchange, so you can determine tweaks and changes to your program, from this data.
- Action Plan Formats- The formats for action plans this year since we will have three different schools for CPA.
 - Data Submission Timeline- Update all dates and add data due dates.
 - EASI Funds in UIP- Discuss this requirement.
 - TLCC Results- Review results.
 - STAR Growth- What can we use for growth to be consistent and accurate.
 - Alpine Plan- We had too many time that we received inaccurate data last year, we will now use Alpine to house student achievement, proficiency and growth data.
11. Action Plan Update- Nicole Tiley, Head of School for K12, and I have met a few times this summer to also discuss the action plans that will created for our school this year. The school Principals will be presenting their action plan and vision at the September Board meeting.
12. Action Plan Review- The action plan review for fourth quarter of last school year is attached. We did not have a meeting in July, so that is why it is being presented at this Board meeting.
13. ThoughtExchange- This system was contracted a few years ago, it was a three-year contract. Since it was previously paid for, I wanted to use it at least once this year to gather feedback from our school staff, parents and students. Our schools send out surveys monthly, so participation was not high because parents and students have an opportunity every month to provide feedback to the school. The results of this survey are positive for the most part. Above you will see that one agenda item on the K12 Summer Work list was to go through this information with K12 leaders so they have the opportunity to tweak anything necessary. This has been done and the results are attached for our Board to review.
14. August/September Newsletter- The August/September school newsletter has been completed. I believe this newsletter, that I started last school year, has improved the visibility and profile of who Education reEnvisioned is and what we do for our school staff. The newsletter is attached for our Board to review.

PPOS Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction.
2. Increase academic achievement in ELA and math from the 9th percentile in ELA and the 5th percentile in math to the 50th percentile.
3. Increase median growth percentile in ELA from 44th to the 50th percentile, and math from the 37th percentile to the 50th percentile.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 9-12- 332 students that are below the 50% percentile; 88 students are at or above the 50% percentile. Total new enrollment tested= 420; 37 students have not tested as of yet.

Math: 9-12- 288 students are below the 50% percentile; 129 students are at or above the 50% percentile. Total new enrollment tested= 417; 40 students have not tested as of yet.

Writing- 9-12- 234 students are below the 50% percentile; 87 students are at or above the 50% percentile. Total new enrollment tested= 321; 136 students have not tested as of yet.

Returning Students:

Reading: 9-12- 117 students are below the 50% percentile; 39 students are at or above the 50% percentile. Total returning enrollment tested= 156; 6 students have not tested as of yet.

Math: 9-12- 100 students are below the 50% percentile; 54 students are at or above the 50% percentile. Total returning enrollment tested= 154; 8 students have not tested as of yet.

Writing: 9-12- 79 students are below the 50% percentile; 43 students are at or above the 50% percentile. Total returning enrollment tested= 122; 40 students have not tested as of yet.

Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:*

Evidence- 9-12 new to returning reading- 4% lower for returning students; 9-12 new to returning math- 4% lower for returning students; 9-12 new to returning writing- 8% lower for new students.

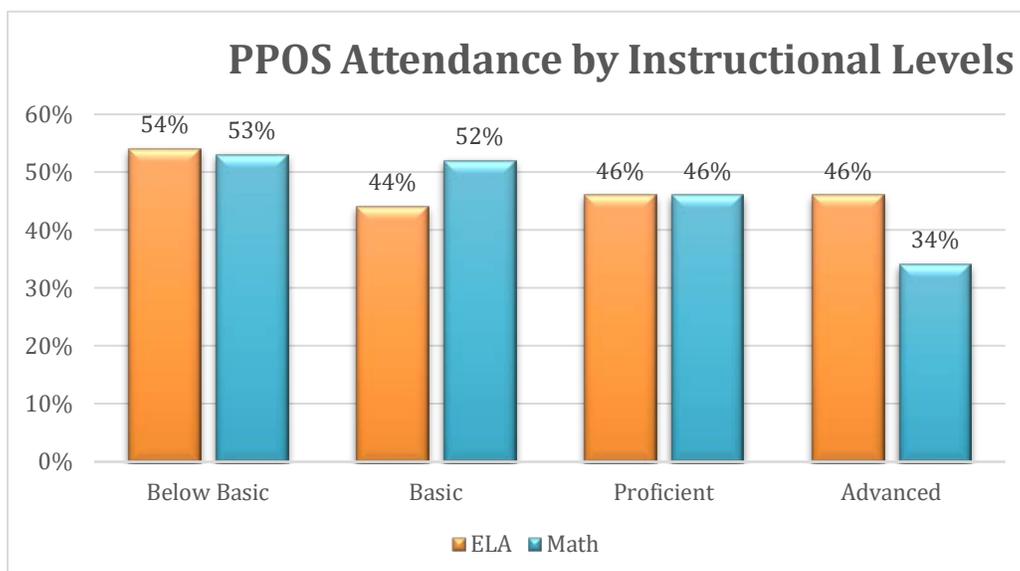
New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.

Action Steps for Q2:

1. Reading- Students that are identified below the 50% percentile in reading are placed into required small groups that will be instructing them on skills that the STAR assessment has identified as low and/or not grade level 4 times a week.
2. Math- Students are tested into their grade level math class, and then students are placed into small required groups to instruct them on their grade level math skills and prerequisite skills that STAR has identified as low or not grade level.
3. Writing- All students in 9-12 that are below the 50% percentile will be placed into small, required groups and for direct instruction in their writing class, as well as taught needed skills through the Language Live intervention program.

Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. PPOS attendance data is below:



54% of below basic students are attending all 4 ELA small groups- this is 94 out of 174 students; 53% of below basic students are attending all 2 math small groups- this is 100 out of 190; 44% of basic students are attending all 2 ELA small groups- this is 70 students out of 159. 53% of basic students are attending the 2 math small group lessons- this is 99 out of 188 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

Root Cause Analysis- *students are notified of sessions they need to attend, and the teachers work with advisors to get students on 'back on track plans' if they are not attending school/sessions to reengage them into school/sessions; although, some students at PPOS work during the day and the recorded sessions may be watched by the students, but there is not a way to monitor this. Bottomline, there are not any consequences for students not attending the small group session unless they are not finishing course work. Students that are not attending small group sessions and not progressing in their courses are put into the truancy process, but students that are progressing in their course work, but not attending sessions are not put in the truancy process so something else needs to be developed for these students.*

Action Items for Q3:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. PPOS staff met and had already discussed the low participation in small groups. The team had determined that they will be starting an incentive plan for students that are not attending the small group session, but are working in their course work. These students will receive credit for attending the small group session and this will be communicated to all students. This strategy will be monitored for increases in student participation in the small group sessions.

Q3 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.

2. Progress on Action Steps-

Below Basic ELA- Q2- 54%; Q3- 55%

Below Basic Math- Q2- 44%; Q3- 50%

Basic ELA- Q2- 53%; Q3- 30%

Basic Math- Q2- 53%; Q3- 41%

Incentive Plan- increases in Below Basic ELA and Below Basic Math. Decreases in the Basic ELA and Basic Math- see Root Cause Analysis.

16-17 to 17-18 comparison growth data-

ELA 9- 38%- 42%

10- 52%- 46%

11- 60%- 49%

12- 47%- 51%

Math 9- 37%- 47%

10- 52%- 50%

11- 60%- 51%

12- 47%- 54%

Root Cause Analysis- *the incentive plan was analyzed for effectiveness, and it has been noted that advisors need to be communicating the incentive plan to students along with the teachers. So, we are going to continue this plan, but ensure it is implemented with fidelity fourth quarter.*

Action Items for Q4:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The leaders will continue to adjust the incentive plan until we have data to show if it is working or not to increase the participation in the small group interventions.

Q4 Review

1. The Academic Excellence Framework score was approaching proficient for 4th quarter.
2. 9-12- 39% of students were attending the ELA intervention groups: (55% 3rd quarter)
Below Basic- 58/135
Basic- 35/103
9-12- 38% of student were attending the Math intervention groups: (50% 3rd quarter)
Below Basic- 57/124
Basic- 33/88

Effective Differentiated Instruction Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction.
2. Increase academic achievement in ELA and math from the 9th percentile in ELA and the 5th percentile in math to the 50th percentile.
3. Increase median growth percentile in ELA from 44th to the 50th percentile, and math from the 37th percentile to the 50th percentile.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 9-12- 332 students that are below the 50% percentile; 88 students are at or above the 50% percentile. Total new enrollment tested= 420; 37 students have not tested as of yet.

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Reading: 9-12- 117 students are below the 50% percentile; 39 students are at or above the 50% percentile. Total returning enrollment tested= 156; 6 students have not tested as of yet.

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Writing: 9-12- 79 students are below the 50% percentile; 43 students are at or above the 50% percentile. Total returning enrollment tested= 122; 40 students have not tested as of yet.

Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:*

Evidence- *9-12 new to returning reading- 4% lower for returning students; 9-12 new to returning math- 4% lower for returning students; ; 9-12 new to returning writing- 8% lower for new students.*

New Root Cause Analysis- *students are not meeting grade level expectations-at this time, there is not much of a difference between new students vs returning students.*

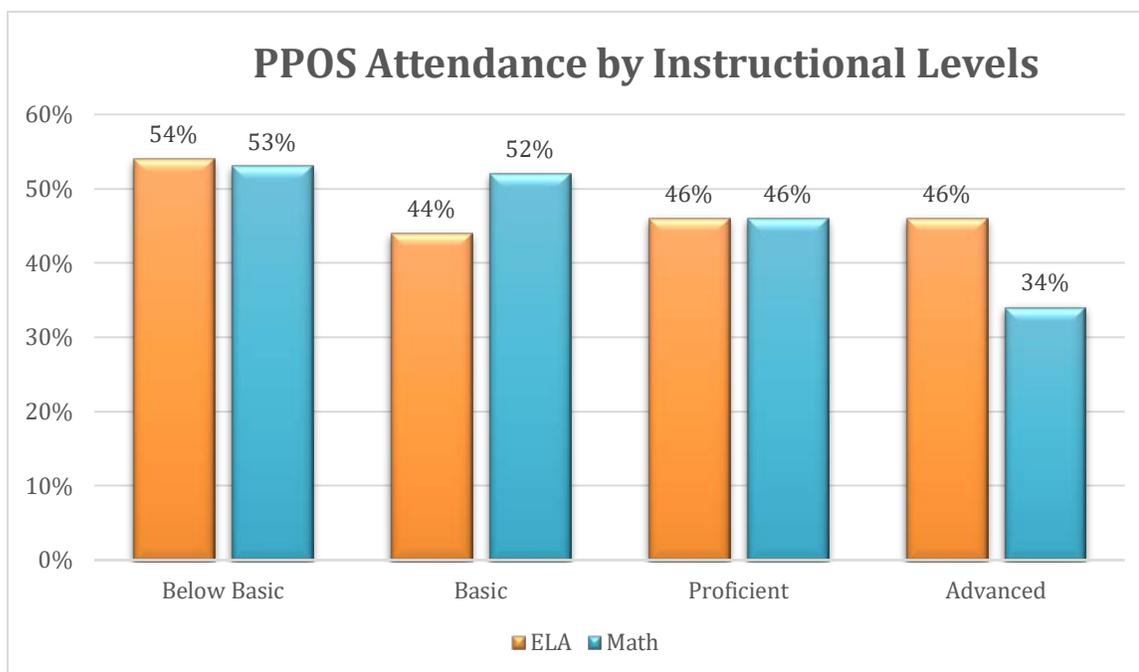
Action Steps for Q2:

1. Reading- Students that are identified below the 50% percentile in reading are placed into required, small groups that will be instructing them on skills that the STAR assessment has identified as low and/or not grade level 4 times a week.
2. Math- Students are tested into their grade level math class, and then students are placed into small required groups to instruct them on their grade level math skills and prerequisite skills that STAR has identified as low or not grade level.

3. Writing- All students in 9-12 that are below the 50% percentile will be placed into small, required groups and for direct instruction in their writing class, as well as taught needed skills through the Language Live intervention program.

Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is ***approaching proficient***.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the differentiated instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. PPOS attendance data is below:



54% of below basic students are attending all 4 ELA small groups- this is 94 out of 174 students; 53% of below basic students are attending all 2 math small groups- this is 100 out of 190; 44% of basic students are attending all 2 ELA small groups- this is 70 students out of 159. 53% of basic students are attending the 2 math small group lessons- this is 99 out of 188 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

Root Cause Analysis- *students are notified of sessions they need to attend, and the teachers work with advisors to get students on 'back on track plans' if they are not attending school/sessions to reengage them into school/sessions; although, some students at PPOS work during the day and the recorded sessions may be watched by the students, but there is not a way to monitor this. Bottomline, there are not any consequences for students not attending the small group session unless they are not finishing course work. Students that are not attending small group sessions and not progressing in their courses are put into the truancy process, but students that are progressing in their course work, but not attending sessions are not put in the truancy process so something else needs to be developed for these students.*

Action Items for Q3:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. PPOS staff met and had already discussed the low participation in small groups. The team had determined that they will be starting an incentive plan for students that are not attending the small group session, but are working in their course work. These students will receive credit for attending the small group session and this will be communicated to all students. This strategy will be monitored for increases in student participation in the small group sessions.

Q3 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.

2. Progress on Action Steps-

Below Basic ELA- Q2- 54%; Q3- 55% Below Basic Math- Q2- 44%; Q3- 50%

Basic ELA- Q2- 53%; Q3- 30% Basic Math- Q2- 53%; Q3- 41%

Incentive Plan- increases in Below Basic ELA and Below Basic Math. Decreases in the Basic ELA and Basic Math- see Root Cause Analysis.

16-17 to 17-18 comparison growth data-

ELA 9- 38%- 42%

10- 52%- 46%

11- 60%- 49%

12- 47%- 51%

Math 9- 37%- 47%

10- 52%- 50%

11- 60%- 51%

12- 47%- 54%

Root Cause Analysis- *the incentive plan was analyzed for effectiveness, and it has been noted that advisors need to be communicating the incentive plan to students along with the teachers. So, we are going to continue this plan, but ensure it is implemented with fidelity fourth quarter.*

Action Items for Q4:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The leaders will continue to adjust the incentive plan until we have data to show if it is working or not to increase the participation in the small group interventions.

Q4 Review

1. The Academic Excellence Framework score was approaching proficient for 4th quarter.
2. 9-12- 39% of students were attending the ELA intervention groups: (55% 3rd quarter)
 Below Basic- 58/135
 Basic- 35/103
9-12- 38% of student were attending the Math intervention groups: (50% 3rd quarter)
 Below Basic- 57/124
 Basic- 33/88

Action Plan Goal

School and Community Culture Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture.
2. Increase participation in parent surveys.
3. Increase attendance at orientation sessions:
 - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school;
 - Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.

2. The first parent survey called a Pulse Check went out on August 28, 2017 and the number of parents that completed the check was 232 out of 486. The second Pulse Check went out on September 18, 2017 and the number of parents that completed the check was 77 out of 586.
3. New Student Orientation Sessions- 9-12- 91% attended- total enrollment is 457 new students; Returning Student Welcome Back Session- 9-12- 99% attended- total enrollment is 162 returning students.

Root Cause Analysis- *the school has met the student orientation session goal so we are looking at the goal of increasing parent surveys. The 232 completed surveys is an increase; however, the 77 number on the second survey is not.*

Action Steps for Q2:

1. The next Pulse Check will go out October 16, 2017 and the school will increase parent communication about completing the next survey. Results will be monitored.

Q2 Review

1. The Academic Excellence Framework score is a 2 out of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps: PPOS had a very small increase in parent survey's that are sent out regularly:

The increase of parent participation in the pulse check compared to last year is an increase of only 1%.

School	Survey	School Year	Responses	Percent
PPOS	4	1617	44	10%
PPOS	4	1718	58	11%

Root Cause Analysis: *the PPOS leadership team discussed the continued lack of participation in parent surveys, and believe that when things are going well, parents do not engage as much or consistently. Although, this is a belief, not fact, so an action item for Q3 will be to find out if this is a fact.*

Action Items for Q3:

1. We are continuing to work on teacher culture, specifically the leaders have started weekly staff meetings where teachers can have a voice as to what is working well and what is not working well. Nicole and I believe some of this is simply due to new leadership, and that the new Principal is holding the teachers more accountable.
2. School advisors are going to discuss parent surveys with parents and specifically ask the root cause analysis is true and/or why they are not participating in parent surveys.

Q3 Review

1. The Academic Excellence Framework score is a 3 out of 4 points. The current score is **proficient**.
2. Progress on Action Steps:
 1. The PPOS leader has really worked the culture and it shows, as the framework score has increased.
 2. Advisors are meeting with parents at this time about why they are not filling out surveys. We will update this data in the Q4 review.

No root cause needed- goals are met or in process of being met.

Action Items for Q4- none needed

Q4 Review

1. The Academic Excellence Framework scored a proficient in all components of culture.
2. Increase participation in parent surveys:
58/449 *SAC and ThoughtExchange were going on also

Action Plan Goal

Student Engagement Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment.
2. Student participation on assessments will average between 80-94%.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Assessment Completion: 9-12- 84% student participation completing assessments.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed

Q2 Review

1. The Academic Excellence Framework score is 3 out of 4. The current score on assessment is **proficient or higher**.
2. Current student participation on the middle of year testing for STAR reading and math is at 82%. The writing assessments are being graded now and the participation number will be added to the Q3 review.

Progress on Action Steps- *none were needed for Q2*

No root cause needed- goals are met or in process of being met.

Action Items for Q3- none needed

Q3 Review

1. The Academic Excellence Framework score is 3 out of 4. The current score on assessment is **proficient or higher**.
2. Assessment participation for all MOY assessments is at 97%

Progress on Action Steps- none needed for Q3

No root cause needed- goals are met or in process of being met.

Action Items for Q4- none needed

Q4 Review

1. Academic Excellence Framework proficient in all components of assessment.
2. Student participation on EOY benchmark assessments: 9-12- 93%

Action Plan Goal

Leadership Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.
2. 90% of all PLC teams will meet school-wide expectations, using Rick DeFours four questions:
 - What do students need to know and be able to do?
 - How will we know when they have learned it?
 - What will we do when they haven't learned it?
 - What will we do when they already know it?

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. PLC teams have completed a Google survey answering the four questions above on all of their students. This process was just introduced within the last week so the questions are answered by grouping students at this time.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is **proficient**. The Academic Excellence Framework score

is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is **proficient**.

2. 60% of PLC teams are meeting school-wide expectations based on the excel docs teachers are required to fill out the PLC meetings.

Progress on Action Steps- *none needed for Q2*

Root Cause Analysis: *PLC implementation is new to PPOS and the leaders are continuing to work and support staff individually with the understanding that staff has different learning curves.*

Action Items for Q3:

1. Leaders will need to review the individual PLC sheets to provide the correct supervision and support for teachers that are not implementing the expectations with fidelity.

Q3 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is **proficient**. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is **proficient**.
2. 67% of PLC teams are meeting school-wide expectations based on the excel docs teachers are required to fill out the PLC meetings.

Progress on Action Steps- the PLC sheets are improving and the one area teachers seem to be struggling with is the scaffolding area. The leader will continue to work with teachers in this area, but we will not make it an action step.

Root Cause Analysis- *No root cause needed- goals are met or in process of being met.*

Action Items for Q4- none needed

Q4 Review

1. Academic Excellence Framework in all components of leadership observation and feedback and data-driven instruction, proficient.
2. 82% of all PLC teams will meet school-wide expectations, using Rick DeFours four questions. Grew from 67% to 82% toward the goal of 90%.

CPA Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Elementary Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
2. Increase academic achievement in ELA and math from the 7th percentile in ELA and the 4th in math to the 50th percentile.
3. Increase median growth percentile in ELA from 27th to the 50th percentile, and math from the 24th percentile to the 50th percentile.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: K-2- 109 students that are below the 50% percentile; 76 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Math: K-2- 149 students are below the 50% percentile; 33 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Writing- K-2- 74 students are below the 50% percentile; 90 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Reading: 3-5- 93 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total new enrollment tested= 182; 6 students have not tested as of yet.

Math- 3-5- 117 students are below the 50% percentile; 63 students are at or above the 50% percentile. Total new enrollment tested= 180; 8 have not tested as of yet.

Writing- 3-5- 117 students are below the 50% percentile; 57 students are at or above the 50% percentile. Total new enrollment tested= 174; 14 not tested as of yet.

Returning Students:

Reading: K-2- 44 students are below the 50% percentile; 51 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Math: K-2- 55 students are below the 50% percentile; 40 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Writing: K-2- 56 students are below the 50% percentile; 31 students are at or above the 50% percentile. Total returning enrollment tested= 96; 9 student have not tested as of yet.

Reading: 3-5- 50 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Math: 3-5- 64 students that are below the 50% percentile; 75 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Writing- 3-5- 69 students are below the 50% percentile; 68 students are at or above the 50% percentile. Total returning enrollment tested= 137; 5 students have not tested as of yet.

Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students- let's look at the evidence below:*

Evidence- *K-2 new to returning reading- 10% lower for new students; K-2 new to returning math- 19% lower for new students; K-2 new to returning writing- 21% lower for returning students; 3-5 new to returning reading- 16% lower for new students; 3-5 new to returning math- 20% lower for new students; 3-5 new to returning writing- 29% lower for new students.*

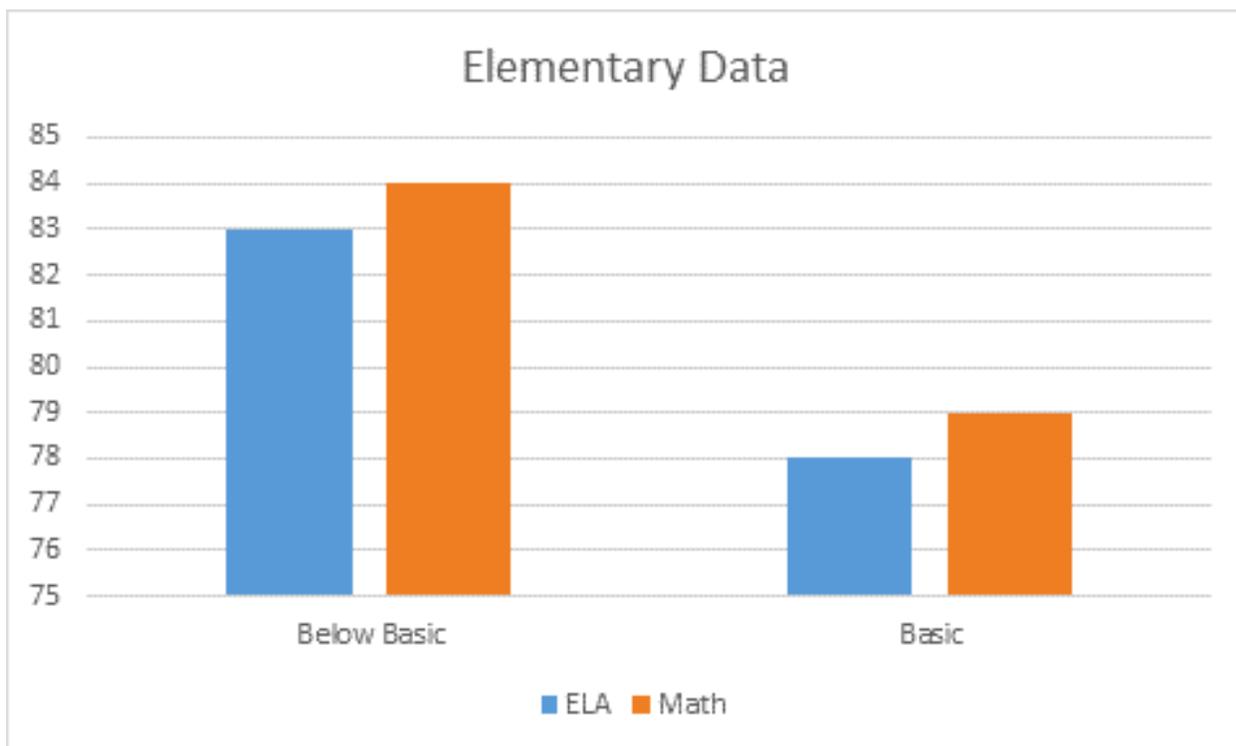
New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5 then their grade level peers that are returning students.*

Action Steps for Q2:

1. Reading- Validate all K-5 students that are below the 50% percentile with Dibels; All K-5 students that have two data points below grade level (all students validated) will be put into the intervention program, Burst.
2. Math- All students in K-2 that are below the 50% percentile will be placed in a small group for math instruction using the mclass math intervention skill program. All students in 3-5 that are below the 50% percentile will be placed in a small group for math instruction using the iReady math skills program.
3. Writing- All students in K-5 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is ***approaching proficient***.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. CPA Elementary attendance data is below:



83% of below basic elementary students are attending all 4 ELA small groups- this is 115 out of 139 students; 78% of basic elementary students are attending the 2 ELA small group lessons- this is 122 out of 157 students. 84% of below basic elementary students are attending all 4 math small groups- this 84 out of 100; 79% of basic elementary students are attending all 2 math small groups- this is 185 out of 234 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

Root Cause Analysis- *the students in elementary grades are required to follow the academic engagement policy, and are assigned points if they are not completing their weekly course work; therefore, there is no consequence for not attending the small groups if they complete their weekly course work.*

Action Items for Q3:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The students that are not attending the required small group sessions will receive a missed service letter, and after 4 of these letters the students are escalated to the school Principal. The Principal will then move forward with discussing the lack of participation with parents and/or the student will be added to a Back on Track Plan/Last Chance Plan- all dependent on how many times the students has been escalated and the follow-thru with parents.

Q3 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.

2. Progress on Action Steps-

Below Basic ELA- Q2- 83%; Q3- 85%

Below Basic Math- Q2- 84%; Q3- 88%

Basic ELA- Q2- 78%; Q3- 83%

Basic Math- Q2- 79%; Q3- 87%

Below Basic ELA Back on Track Plan- 3

Below Basic ELA Last Chance Plan- 1

Below Basic Math Back on Track Plan- 9

Below Basic Math Last Chance Plan- 1

16-17 to 17-18 comparison growth data-

ELA K- 63%- 76%

1- 55%- 86%

2- 58%- 60%

3- 45%- 63%

4- 46%- 55%

5- 36%- 51%

Math K- 57%- 69%

- 1- 63%- 26%
- 2- 49%- 47%
- 3- 55%- 49%
- 4- 50%- 52%
- 5- 44%- 58%

Root Cause Analysis- *all intervention groups went up in participation %, and growth % went up also in the ELA area. The narrative that I wrote for the Board meeting on March 20, answering the question about whether the intervention program is working or not, stated that the intervention groups are working for ELA; as we have an ELA intervention program, but we are in need of a math intervention program for our K-5, as our numbers are not increasing in math as much as ELA. This is verified by the above growth data also.*

Action Items for Q4:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The Back on Track Plan/Last Chance Plan, per the increase in intervention group participation, has been working; so, the school will continue this process with fidelity.

Q4 Review

1. The Academic Excellence Framework score was **advanced** for 4th quarter.
2. K-5- 87% of students were attending the ELA intervention groups: (85% 3rd quarter)
Below Basic- 75/88 attended their sessions weekly
Basic- 96/132 attended their sessions weekly
K-5- 87% of students were attending the Math intervention groups: (87% 3rd quarter)
Below Basic- 72/83 attended their sessions weekly
Basic- 125/170- attended their sessions weekly

Action Plan Goal**Data-Driven Instruction Middle School Goals**

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
2. Increase academic achievement in ELA and math from the 20th percentile in ELA and the 21th percentile in math to the 50th percentile.

3. Increase median growth percentile in ELA from 31th percentile to the 50th percentile, and math from 42th percentile to the 50th percentile.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 6-8- 231 students are below the 50% percentile; 173 students are at or above the 50% percentile. Total new enrollment tested= 404; 35 students have not tested as of yet.

Math: 6-8- 295 students are below the 50% percentile; 115 students are at or above the 50% percentile. Total new enrollment tested= 410; 29 students have not tested as of yet.

Writing- 6-8- 202 students are below the 50% percentile; 144 students are at or above the 50% percentile. Total new enrollment tested= 346; 93 students have not tested as of yet.

Returning Students:

Reading: 6-8- 83 students are below the 50% percentile; 73 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Math: 6-8- 101 students are below the 50% percentile; 55 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Writing: 6-8- 81 students are below the 50% percentile; 66 students are at or above the 50% percentile. Total returning enrollment tested= 147; 10 students have not tested as of yet.

Root Cause Analysis- *students are entering CPA MS significantly below grade level expectations- let's look at the evidence below:*

Evidence- *6-8 new to returning reading- 4% lower for new students; 6-8 new to returning math- 7% lower for new students; 6-8 new to returning writing- 3% lower for returning students.*

New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.*

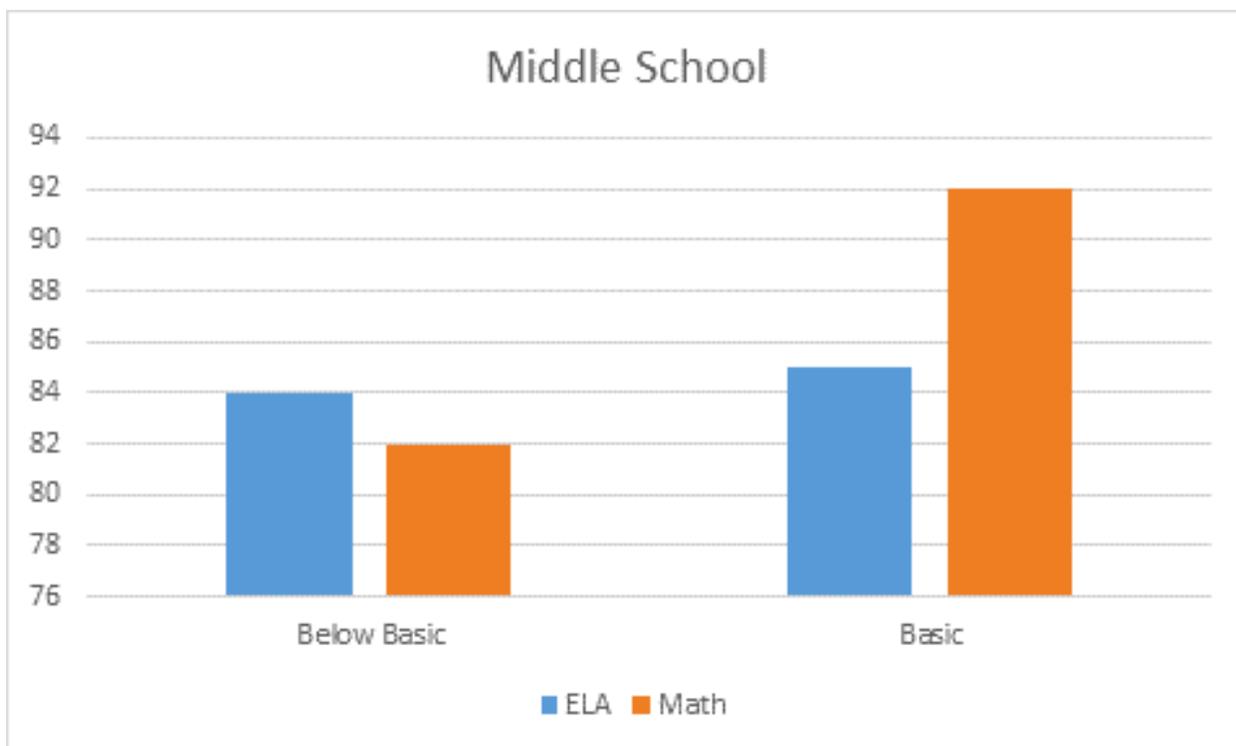
Action Steps for Q2:

1. Reading- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction reading lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.

2. Math- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction math lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.
3. Writing- All students in 6-8 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is ***approaching proficient***.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. CPA MS attendance data is below:



84% of below basic MS students are attending all 4 ELA small groups- this is 89 out of 106 students; 85% of basic MS students are attending the 2 ELA small group lessons-

this is 105 out of 124 students. 82% of below basic MS students are attending all 4 math small groups- this 117 out of 143; 92% of basic MS students are attending all 2 math small groups- this is 107 out of 117 students.

3. Growth Data will be added during the Q3 review as students are still in the process of completing middle of the year assessments.

Root Cause Analysis- *the MS numbers are high for participation in small groups. The teachers in MS are a strong team and hold students accountable for weekly lessons as well as small group sessions.*

Action Items for Q3- *none needed for Q3; however, the MS team needs to focus on keeping participation numbers high and also improving the Academic Framework score.*

Q3 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.
2. Progress on Action Steps-

Below Basic ELA- Q2- 84%; Q3- 84%

Below Basic Math- Q2- 82%; Q3- 83%

Basic ELA- Q2- 85%; Q3- 81%

Basic Math- Q2- 92%; Q3- 87%

Below Basic ELA Back on Track Plan- 4

Below Basic ELA Last Chance Plan- 11

Below Basic Math Back on Track Plan- 10

Below Basic Math Last Chance Plan- 9

16-17 to 17-18 comparison growth data-

ELA 6- 44%- 48%

7. 39%- 47%

8. 34%-40%

Math 6- 48%- 53%

7. 52%- 52%

8. 37%- 42%

Root Cause Analysis- *intervention group participation % in ELA went down by a little bit, but math went up or stayed the same. Growth % went up also in the ELA and the math area. The MS has an intervention program for both ELA and math and we are finding it is effective.*

Action Items for Q4:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.

Q4 Review

1. The Academic Excellence Framework score was **advanced** for 4th quarter.
2. 6-8- 82% of students were attending the ELA intervention groups: (82% 3rd quarter)
Below Basic- 75/89 attended their sessions weekly
Basic- 83/102 attended their sessions weekly
6-8- 85% of students were attending the Math intervention groups: (85% 3rd quarter)
Below Basic- 93/114 attended their sessions weekly
Basic- 94/108 attended their sessions weekly

Action Plan Goal

Effective Differentiated Instruction Elementary Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
2. Increase academic achievement in ELA and math from the 7th percentile in ELA and the 4th percentile in math to the 50th percentile.
3. Increase median growth percentile in ELA from 27th to the 50th percentile, and math from the 24th percentile to the 50th percentile.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement Data is below.
3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: K-2- 109 students that are below the 50% percentile; 76 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Math: K-2- 149 students are below the 50% percentile; 33 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Writing- K-2- 74 students are below the 50% percentile; 90 students are at or above the 50% percentile. Total new enrollment tested= 191; 6 students have not tested as of yet.

Reading: 3-5- 93 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total new enrollment tested= 182; 6 students have not tested as of yet.

Math- 3-5- 117 students are below the 50% percentile; 63 students are at or above the 50% percentile. Total new enrollment tested= 180; 8 have not tested as of yet.

Writing- 3-5- 117 students are below the 50% percentile; 57 students are at or above the 50% percentile. Total new enrollment tested= 174; 14 not tested as of yet.

Returning Students:

Reading: K-2- 44 students are below the 50% percentile; 51 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Math: K-2- 55 students are below the 50% percentile; 40 students are at or above the 50% percentile. Total returning enrollment tested= 93; 3 students have not tested as of yet.

Writing: K-2- 56 students are below the 50% percentile; 31 students are at or above the 50% percentile. Total returning enrollment tested= 96; 9 student have not tested as of yet.

Reading: 3-5- 50 students that are below the 50% percentile; 89 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Math: 3-5- 64 students that are below the 50% percentile; 75 students are at or above the 50% percentile. Total returning enrollment tested= 142; 3 students have not tested as of yet.

Writing- 3-5- 69 students are below the 50% percentile; 68 students are at or above the 50% percentile. Total returning enrollment tested= 137; 5 students have not tested as of yet.

Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students-let's look at the evidence below:*

Evidence- *K-2 new to returning reading- 10% lower for new students; K-2 new to returning math- 19% lower for new students; K-2 new to returning writing- 21% lower for returning students; 3-5 new to returning reading- 16% lower for new students; 3-5 new to returning math- 20% lower for new students; 3-5 new to returning writing- 29% lower for new students.*

New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5, than their grade level peers that are returning students.*

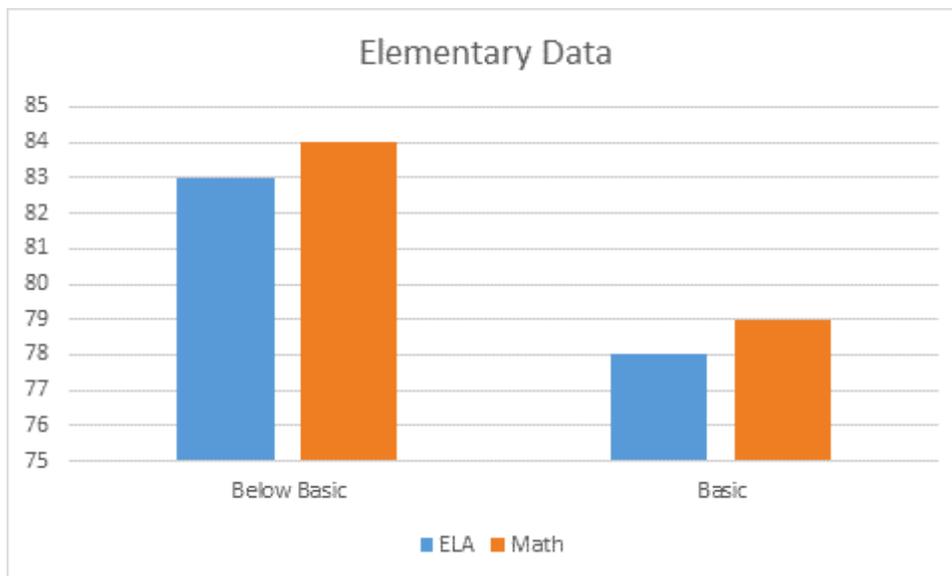
Action Items for Q2:

1. Reading- Validate all K-5 students that are below the 50% percentile with Dibels; All K-5 students that have the two data points below grade level (all students validated) will be put into the intervention program, Burst.

2. Math- All students in K-2 that are below the 50% percentile will be placed in a small group for math instruction using the mclass math intervention skill program. All students in 3-5 that are below the 50% percentile will be placed in a small group for math instruction using the iReady math skills program.
3. Writing- All students in K-5 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is ***approaching proficient***.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. CPA elementary attendance data is below:



83% of below basic elementary students are attending all 4 ELA small groups- this is 115 out of 139 students; 78% of basic elementary students are attending the 2 ELA small group lessons- this is 122 out of 157 students. 84% of below basic elementary students are attending all 4 math small groups- this 84 out of 100; 79% of basic elementary students are attending all 2 math small groups- this is 185 out of 234 students.

Root Cause Analysis- *the students in elementary grades are required to follow the academic engagement policy, and are assigned points if they are not completing their weekly course work; therefore, there is no consequence for not attending the small groups if they complete their weekly course work.*

Action Items for Q3:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The students that are not attending the required small group sessions will receive a missed service letter, and after 4 of these letters the students are escalated to the school Principal. The Principal will then move forward with discussing the lack of participation with parents and/or the student will be added to a Back on Track Plan/Last Chance Plan- all dependent on how many times the students has been escalated and the follow-thru with parents.

Q3 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.

2. Progress on Action Steps-

Below Basic ELA- Q2- 83%; Q3- 85%

Below Basic Math- Q2- 84%; Q3- 88%

Basic ELA- Q2- 78%; Q3- 83%

Basic Math- Q2- 79%; Q3- 87%

Below Basic ELA Back on Track Plan- 3

Below Basic ELA Last Chance Plan- 1

Below Basic Math Back on Track Plan- 9

Below Basic Math Last Chance Plan- 1

16-17 to 17-18 comparison growth data-

ELA K- 63%- 76%

6- 55%- 86%

7- 58%- 60%

8- 45%- 63%

9- 46%- 55%

10- 36%- 51%

Math K- 57%- 69%

- 6- 63%- 26%
- 7- 49%- 47%
- 8- 55%- 49%
- 9- 50%- 52%
- 10- 44%- 58%

Root Cause Analysis- *all intervention groups went up in participation %, and growth % went up also in the ELA area. The narrative that I wrote for the Board meeting on March 20, answering the question about whether the intervention program is working or not, stated that the intervention groups are working for ELA; as we have an ELA intervention program, but we are in need of a math intervention program for our K-5, as our numbers are not increasing in math as much as ELA. This is verified by the above growth data also.*

Action Items for Q4:

1. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.
2. The Back on Track Plan/Last Chance Plan, per the increase in intervention group participation, has been working; so, the school will continue this process with fidelity.

Q4 Review

1. The Academic Excellence Framework score was **advanced** for 4th quarter.
2. K-5- 87% of students were attending the ELA intervention groups: (85% 3rd quarter)
 Below Basic- 75/88 attended their sessions weekly
 Basic- 96/132 attended their sessions weekly
K-5- 87% of students were attending the Math intervention groups: (87% 3rd quarter)
 Below Basic- 72/83 attended their sessions weekly
 Basic- 125/170- attended their sessions weekly

Action Plan Goal

Effective Differentiated Instruction Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction.
2. Increase academic achievement in ELA and math from the 20th percentile in ELA and the 21th percentile in math to the 50th percentile.
3. Increase median growth percentile in ELA from 31th percentile to the 50th percentile, and math from 42th percentile to the 50th percentile.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Achievement data is below.
3. Growth Data will be entered at the end of second quarter.

New Students:

Reading: 6-8- 231 students that are below the 50% percentile; 173 students are at or above the 50% percentile. Total new enrollment tested= 404; 35 students have not tested as of yet.

Math: 6-8- 295 students are below the 50% percentile; 115 students are at or above the 50% percentile. Total new enrollment tested= 410; 29 students have not tested as of yet.

Writing- 6-8- 202 students are below the 50% percentile; 144 students are at or above the 50% percentile. Total new enrollment tested= 346; 93 students have not tested as of yet.

Returning Students:

Reading: 6-8- 83 students are below the 50% percentile; 73 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Math: 6-8- 101 students are below the 50% percentile; 55 students are at or above the 50% percentile. Total returning enrollment tested= 156; 1 student has not tested as of yet.

Writing: 6-8- 81 students are below the 50% percentile; 66 students are at or above the 50% percentile. Total returning enrollment tested= 147; 10 students have not tested as of yet.

Root Cause Analysis- *students are entering CPA MS significantly below grade level expectations- let's look at the evidence below:*

Evidence- *6-8 new to returning reading- 4% lower for new students; 6-8 new to returning math- 7% lower for new students; 6-8 new to returning writing- 3% lower for returning students.*

New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.*

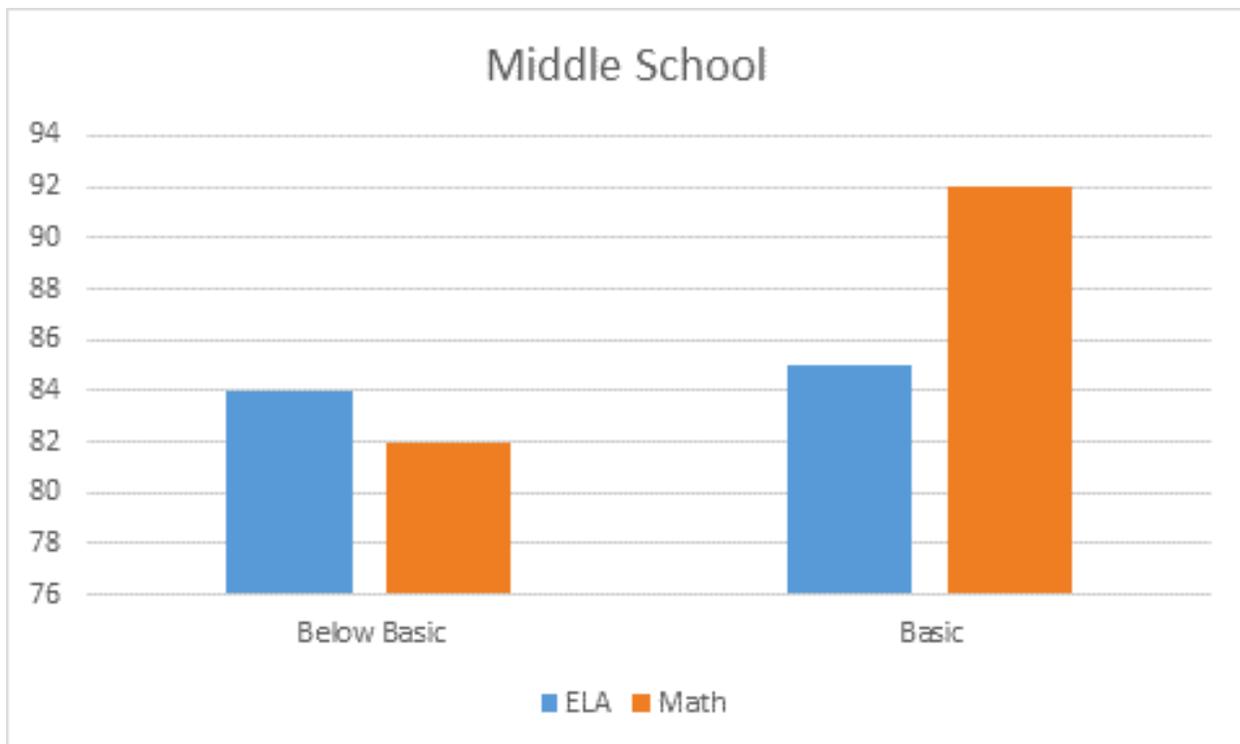
Action Steps for Q2:

1. Reading- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction reading lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.

2. Math- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction math lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.
3. Writing- All students in 6-8 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is ***approaching proficient***.
2. Progress on Action Steps- The action steps for Q2 from the Q1 quarterly review was to create small instructional groups for students that were below the 50% percentile in order to instruct them on skills that were identified as low or not at grade level. The Q2 review consisted of reviewing the attendance data to ensure the students are attending these small groups since this was determined as the strategy to improve the data-driven instruction goal. Below basic students need to attend 4 small group sessions a week, and basic students need to attend 2 small group lessons a week. CPA MS attendance data is below:



84% of below basic MS students are attending all 4 ELA small groups- this is 89 out of 106 students; 85% of basic MS students are attending the 2 ELA small group lessons-

this is 105 out of 124 students. 82% of below basic MS students are attending all 4 math small groups- this 117 out of 143; 92% of basic MS students are attending all 2 math small groups- this is 107 out of 117 students.

Root Cause Analysis- *the MS numbers are high for participation in small groups. The teachers in MS are a strong team and hold students accountable for weekly lessons as well as small group sessions.*

Action Items for Q3- *none needed for Q3; however, the MS team needs to focus on keeping participation numbers high and also improving the Academic Framework score.*

Q3 Review

1. The Academic Excellence Framework score is a 2.8 out of a total of 4 points. The current score is **approaching proficient**.

2. Progress on Action Steps-

Below Basic ELA- Q2- 84%; Q3- 84%

Below Basic Math- Q2- 82%; Q3- 83%

Basic ELA- Q2- 85%; Q3- 81%

Basic Math- Q2- 92%; Q3- 87%

Below Basic ELA Back on Track Plan- 4

Below Basic ELA Last Chance Plan- 11

Below Basic Math Back on Track Plan- 10

Below Basic Math Last Chance Plan- 9

16-17 to 17-18 comparison growth data-

ELA 6- 44%- 48%

9. 39%- 47%

10. 34%-40%

Math 6- 48%- 53%

7. 52%- 52%

8. 37%- 42%

Root Cause Analysis- *intervention group participation % in ELA went down by a little bit, but math went up or stayed the same. Growth % went up also in the ELA and the math area. The MS has an intervention program for both ELA and math and we are finding it is effective.*

Action Items for Q4:

2. The team is continuing to work on with student data to individualize instruction, specifically using whole group, small group and one-on-one by utilizing the accurate data for each student.

Q4 Review

1. The Academic Excellence Framework score was **advanced** for 4th quarter.
2. 6-8- 82% of students were attending the ELA intervention groups: (82% 3rd quarter)
Below Basic- 75/89 attended their sessions weekly
Basic- 83/102 attended their sessions weekly
6-8- 85% of students were attending the Math intervention groups: (85% 3rd quarter)
Below Basic- 93/114 attended their sessions weekly
Basic- 94/108 attended their sessions weekly

Action Plan Goal

School and Community Culture Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture.
2. Increase participation in parent surveys.
3. Increase attendance at orientation sessions:
 - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school;
 - Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. The first parent survey called a Pulse Check went out on August 18, 2017 and the number of parents that completed the check was 689 out of 1,627. The second Pulse Check went out on September 25, 2017 and the number of parents that completed the check was 408 out of 1,686.
3. New Student Orientation Sessions- K-5- 92% attended- total enrollment is 393 new students; 6-8- 91% attended- total enrollment is 447 new students: Returning Student Welcome Back Session- K-5- 91% attended- total enrollment is 237 returning students; 6-8- 95% attended- total enrollment is 157 returning students.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 points. The current score is **proficient**.
2. CPA's elementary and MS was actually nationally recognized within the K12 organization as having the most increased parent satisfaction.
3. The Pulse Check that went out on November 27 had 222 out of 1100 parents complete the survey. This is 20%.

Progress on Action Steps- *none were needed for Q2*

Root Cause Analysis: No root cause needed- goals are met or in process of being met.

Action Items for Q3: none needed for Q3; however, the leadership team needs to refocus on the parent participation numbers completing surveys. There have been quite a few surveys that have gone out, so this decline could easily be explained by parents too busy around holidays and also the fact that they have filled out quite a few already. We will monitor the parent completion in Q3.

Q3 Review

1. The Academic Excellence Framework score is a 3 out of 4 points. The current score is **proficient**.
2. Participation in surveys:
3. Orientation Session goal met.

Progress on Action Steps- *none were needed for Q3*

Root Cause Analysis: No root cause needed- goals are met or in process of being met.

Action Items for Q4- none needed.

Q4 Review

1. The Academic Excellence Framework score for fourth quarter was **proficient**.
2. Parent Surveys Participation:
Pulse Check 7- 240/1395 total participants
*There was also a SAC survey and ThoughtExchange survey during this same time, so participation is likely lower.

Action Plan Goal

Student and Learning Coach Engagement Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment.

2. Student participation on assessments will average between 80-94%.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. Assessment Completion: K-5- 95%; 6-8- 91%

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of assessment is **proficient**.
2. The MOY assessment participation percentage cannot be calculated until the due date of January 31- this will be added to the Q3 review.

Progress on Action Steps- *none needed for Q2*

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q3- none needed.

Q3 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of assessment is **proficient**.
2. The MOY assessment participation: K-5- 99%; 6-8 95%

Progress on Action Steps- *none needed for Q2*

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q4- none needed.

Q4 Review

1. The Academic Excellence Framework score in assessment was **proficient**.
2. Student participation on EOY benchmark assessments: K-5- 97%; 6-8- 76%

Action Plan Goal

Leadership Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.

2. 95% of all activities will be completed according to the mentor teacher policies and procedures.

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. All new teachers have been assigned a mentor- this is 5 new teachers in K-8- and, all September mentor/mentee activities have been accomplished.

Root Cause Analysis- No root cause needed- goals are met or in process of being met.

Action Items for Q2- none needed.

Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is **proficient**. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is **proficient**.
2. 100% of mentor activities have been completed, per the participation in training classes and also the review mentor/mentee meetings.

Progress on Action Steps- *none were needed for Q2*

No root cause needed- goals are met or in process of being met.

Action Items for Q3- none needed

Q3 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is **proficient**. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is **proficient**.
2. 100% of mentor activities have been completed, per the participation in training classes and also the review mentor/mentee meetings.

Progress on Action Steps- *none were needed for Q3*

No root cause needed- goals are met or in process of being met.

Action Items for Q4- none needed

Q4 Review

1. The Academic Excellence Framework in all components of leadership observation and feedback and data-driven instruction, scored a **proficient**.



2. 100% of all activities were completed according to the mentor procedures.



thoughtexchange - results and insights

May 2018



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Introduction

In May of 2018, Colorado Digital BOCES reached out to their community to start a conversation about areas where they are doing well and areas where they could improve. Participants shared their thoughts and rated the thoughts of others by placing stars next to the ideas that were most important to them. This report highlights participants' priorities and considers areas where the thoughts expressed could inform district decision-making.

Exchange Overview

Participation

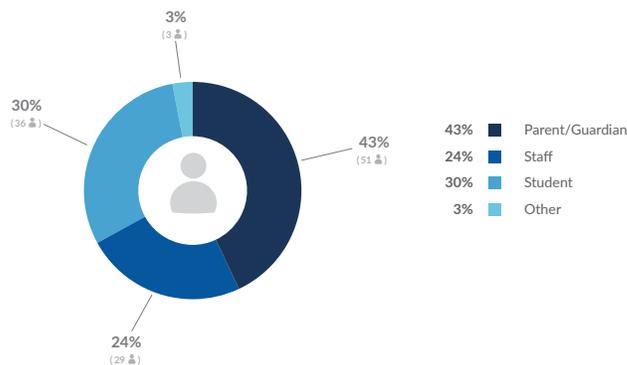
139 169 1,663

Question

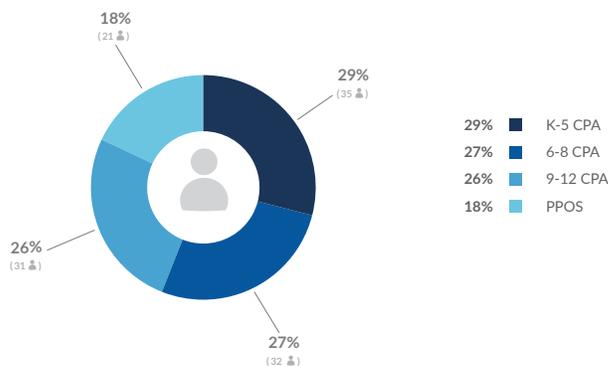
Q1 What are some things you appreciate about your school and what are some things we can focus on in order to improve?

Demographics

Participation by Role



Participation by Grade Level/School



Insights Overview

Thoughts shared by participants were grouped into themes and an analysis was conducted on the participants' starring patterns. The analysis, which highlights participants' priorities and areas of interest, is presented in the following sections:

- / Administration and Leadership
- / Curriculum and Programming
- / Learning Environment

Administration and Leadership

Teachers and Staff

- This is the largest conversation in the exchange and has a high average rating.
- This was also the largest theme in the appreciations question (Q2) in the previous exchange.
- Participants expressed appreciation for the quality of program delivery from teachers and staff.

I appreciate the willingness of teachers, counselors and advisors to put in the time and effort to help students succeed.

Schooling online can feel overwhelming and lonely for some students, so knowing that teachers care is crucial.

4.7 ★ 13 👤

Communication

- This is a midsize conversation.
- Participants expressed both appreciations and concerns about the availability and accessibility of teachers. The appreciative thoughts had higher average ratings.
- This was a large theme in both the appreciations and concerns (Q1) questions in the previous exchange.

They have been really good about communicating with us. We're new to the school, so this is appreciated. We have so many questions and they are very helpful and welcoming. It's important to feel included, no matter what the new situation.

4.2 ★ 13 👤

Curriculum and Programming

Curriculum

- This is a midsize conversation with a high average rating.
- Participants expressed appreciation for the format and academic standards of the core curriculum.
- Participants expressed concerns about some outdated links and typographical errors on course material, as well as subject matter that was controversial.
- A participant suggested keeping coursework rigorous and not lowering standards.
- This was a large theme in the appreciations question in the previous exchange.

I appreciate the core curriculum. Having a curriculum that meets/exceeds state's standards is very important to track how my child's education fits in a larger scope.

4.9 ★ 8 👤

Class Connect

- This is a midsize conversation.
- Participants expressed interest in ensuring that Class Connect does not overlap with other coursework, and making fewer changes to the CC schedule.
- This was a small theme in the previous exchange.

The Class Connect gets changed fairly often. Doesn't bother me unless they are required. Many times, we have changed our schedule to attend and then have to change it again. Frustrating!

4.4 ★ 11 👤

Extracurricular and Peer Interaction

- This is a small conversation with many thoughts contributed by students.
- Participants expressed appreciation for the support of their peers. They suggested better scheduling and location choices for in-person events so more students can attend.
- This was also small theme in the previous exchange with similar sentiment.

I love how the students are very welcoming when we get a new student that needs some help making friends.

This is important because when I started CPA, everyone was very kind and welcoming so it made me feel happy to be in school with all these nice kids.

4.3 ★ 10 👤

Student Support and Engagement

- This is a small conversation with a high average rating.
- Participants expressed appreciation for the quality of student support and engagement. Examples included acknowledging student achievement and providing opportunities to succeed that may not be available at public schools.
- This was the largest theme in the concerns question in the previous exchange. Participants expressed concerns that students may not have been getting enough academic support and/or weren't engaged in their learning.

I love that my child is excelling at school versus he was not in public schools. He has confidence now and is actually learning!

4.9 ★ 8 👤

Learning Environment

Flexibility and Options

- This is a large conversation with a high average rating.
- The 9-12 CPA and PPOS demographic groups assigned a high average rating to this theme.
- Participants expressed appreciation for the flexibility of the program where students can learn at their own pace and schedule.
- Participants also expressed concern that it is not truly flexible learning, citing an example of a student who completes their work in advance of the due date and then has to do busy work.
- This was a large theme in the appreciations question in the previous exchange.

Your advertising that a student can move at their own pace is very deceiving. My student is very intelligent and moves along quickly and then has to do busy work to finish the year.

4.8 ★ 12 👤

Comfort of Home

- This is a small conversation with a high average rating.
- Participants expressed appreciation for having the opportunity to work from home and have more parent engagement.
- This was a larger theme in the appreciations question in the previous exchange.

I absolutely love my life at CPA. By schooling at CPA from home, I am free to be myself, don't have to worry about being bullied and never feel unsafe when I'm with my parents.

5.0 ★ 9 👤

Learn More

Full results for Colorado Digital BOCES can be found here:

Results Website: cdboces.thoughtexchange.com

The Thoughtexchange Process

Thoughtexchange provides software solutions that bring people together, build trust and make progress on important topics. People can confidentially and independently share their thoughts, appreciate other points of view and understand how their perspectives are connected to decisions.

A simple process ensures everyone is heard, everyone learns and important ideas emerge. The diagram on the right shows the three steps of the Thoughtexchange process.



Share answers to open ended questions



Add stars to thoughts shared by others



Discover what is important to the group



AUGUST/SEPTEMBER NEWSLETTER

.....

WELCOME BACK

TO THE 2018-2019 SCHOOL YEAR!



by **KINDRA** on AUGUST 1

All the staff at the Colorado Digital BOCES (CD BOCES) welcome all our school's staff back from summer break!

We are really excited about this year, not only will we be in our 6 year now 🎂, but our organization has gone through some changes to ensure sustainability and success. You will read all about these changes in the newsletter below, but first, let's revisit some beginning of the year engagement ideas.

.....

STARTING THE YEAR OFF RIGHT!

Research shows that students engage in a school that creates relationships with each student. Here are a few ideas to get you started on the right track:

1. Make first contact with students and parents before the course begins.

To make first contact with students and parents some ideas are, 1) send an introductory email about yourself, with pictures of you, your family, your pets, or whatever you feel comfortable sending- the point is to get them to know you, 2) create an interactive website where students and parents can add pictures and engage as a community, 3) send a postcard electronically or through the actual mail that welcomes each family to your school and classroom, 4) send out classroom newsletters weekly or bi-weekly that spotlights students, families and/or celebrates student success- your first newsletter can be all about you and info on the 'when' and 'why' of the newsletter to get everyone involved.

2. Create an introductory activity to do with students and parents.

An introductory activity should be fun and engaging for students and learning coaches. Some ideas are, 1) play music as students enter your classroom and have students name their favorite band or DJ, 2) have students turn on their camera's so they can introduce themselves, 3) no cameras or camera's slow the system down, then have them use the chat and have each student tell about themselves or what they like to do outside of school hours, 4) create nicknames for students.

3. Provide opportunities for learners to interact with each other.

Provide opportunities for learners to interact with each other by, 1) group students into different rooms in Blackboard to complete a cooperative activity, 2) organize clubs or groups for your students to attend face-to-face or through online systems like Zoom or Google Hangout, 3) create regional tutoring groups for students at a coffee shop or the library so you can assist students with work and they can assist each other, 4) and for HS specifically, introduce students that attend the same college for concurrent enrollment or other post-secondary opportunities.

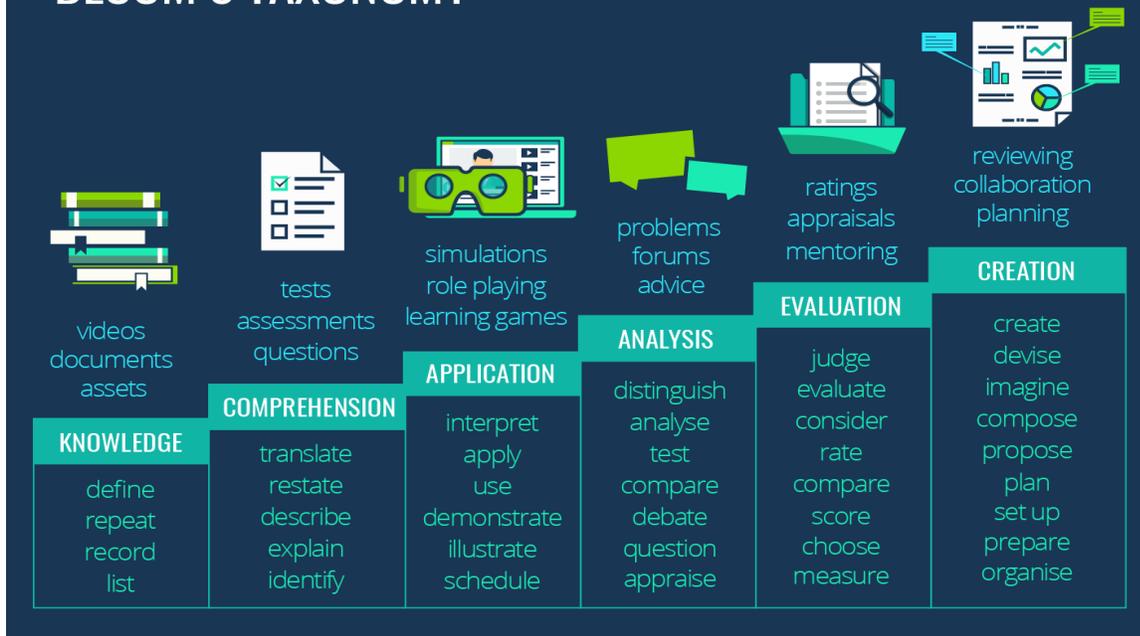
4. Continue to make contact with both students and parents through the year to celebrate student success.

Students and parents both need to hear student celebrations from the beginning of the year to the end, 1) call, 2) text, 3) email, and 4) do all of 1, 2 and 3 each time you reach out to a student and their family.

5. Use all the tools within the online learning tool to keep students engaged and interactive. Lecture style learning does not engage all students in the brick and mortar setting, and does not work for all online students as well.

And last, but not least, is the importance of using different instructional strategies to keep all students engaged, 1) practice using all of the tools in Blackboard to see which one's engage your students at the highest level, 2) chart your lessons on the Bloom's Taxonomy chart to see where your lessons are and continue to strive for the highest level of the pyramid:

BLOOM'S TAXONOMY



Let's bring Bloom's to the future:



WHO MOVED MY CHEESE!

Let's take a look at changes within the CD BOCES:



The CD BOCES was born in July of 2013 in order to operate and authorize online schools. The founders of the BOCES wanted to create a home for their online schools that provided unprecedented support to our schools in order to be effective and successful. Expanding this vision was discussed at length last year with our Board of Directors and leadership team. The discussion end results are, 1) that we will be changing our mission in order to incorporate a wider vision of schools and programs that we would like to operate and/or authorize, 2) the strategic plan and its goals have expanded to meet this wider vision of schools and programs, 3) and, we will be changing the name of our organization to meet the broad vision we would like to move forward with.

Change is never easy, and sadly, with revision and innovation comes transition of staff. Our Executive Director that founded the CD BOCES was Kim McClelland, and she has moved on to start a brand new charter school down in the Springs area. While we miss Kim's enthusiasm, creativity and never-ending grace, we welcome Ken Witt as our new Executive Director, as he is bringing motivation and execution to our new BOCES priorities.

Kindra Whitmyre, Director of Education and Operations, is still on board with the BOCES. Kindra started at the BOCES in its first year along with Kim. She will bring stability this year to the BOCES, and also a

starting point to some of the new initiatives as her experience will add the knowledge needed, as we are determined to not make the same mistakes over again while expanding our vision...and, is the one that is actually writing this newsletter.



Phil Williams, our District Assessment Coordinator (DAC), has moved on to a school down in the Springs. Phil has some professional and personal goals that he wanted to achieve, and are better met in a school setting. Phil will be missed, but we are proud to welcome Ashley Repko, as our new DAC. She will bring structure, organization and strong support to our state assessment processes.

Maria Walker is continuing on with the BOCES in her important role as Executive Assistant. Maria joined the BOCES when we were in our third year, and is just an amazing support to our organization.

More information will be forthcoming in the newsletters through this next year as we go through the rebranding process.

Have a terrific year and remember, relationships = engagement!





SAC will be trained as soon as I have received all information regarding this assessment to ensure proper training protocol has taken place.

5. CogAT- Once the number of 3rd graders has been finalized, the CogAT will be ordered on the 24th of August and the SAC will be trained promptly the next week so she is able to train her proctors.
6. Alpine - I have been trained by Lynn at Alpine and have been working with Josh White from the K12 team to make sure we collect correct data this upcoming school year. Customization of data filters will be in place by the time the first assessment, WIDA - W-APT, window is closed. I will make sure that all data is validated with Josh before being sent to the appropriate departments.



Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VII-d

Board Meeting Date: August 21, 2018

Prepared by: Brett Ridgway, Consultant Business Director

Title of Agenda Item: Board Report

Item Type: Action Information (Report) Discussion

In this month's Business Director report, you will see the financials as submitted to the auditor. So, while still technically, unaudited, they are final from our perspective and we would not anticipate any material changes from the audit process.

These result reflect an improved fund balance in the general funds of 3.6%, up from last year's ending 3.1% figure. This does include fully writing off the unpaid balance from STEMsCO. As a result, any repayment we might receive from them in the future would effectively be new revenue in that fiscal year.

All of the peripheral activities are basically wrapped up as of this report – those regarding not only STEMsCO, but our former participation and support of the CEL grant with the former partners of CDLS and iLC as well. Therefore, we head into the new year with good clarity and focus and much more security from a financial perspective than a year ago.

After the audit process concludes, we will be able to distribute that final report with any reconciliation of what changes between now and then.

Sincerely,

Brett Ridgway

Colorado Digital Board of Cooperative Education Services

dba EDUCATION reENVISIONED



FINANCIAL REPORT AS OF JUNE 30, 2018

EDUCATION reENVISIONED (CDBOCES)



High-Level Financial Trend

General Fund - Fund 10

June 30, 2018 <small>100.0% of year completed (All Dollars in 000's)</small>	2013/14	2014/15	2015/16	2016/17	100% of year complete			2017/18	2017/18	2017/18	2017/18	2018/19	2018/19	2018/19	H/(L) Change 2017/18 1st Amend v 17/18 Adopt
	Actual Results	Actual Results	Actual Results	Actual Results	2017/18 1st Amend Budget	2017/18 YTD Results	2017/18 Wkg Amnd Budget	2017/18 Change Wkgn v 1st Am	2018/19 Variance Act v AmdBud	2018/19 Working Proposed	2018/19 H/(L) Change Wrk v 17/18 A	2017/18 Original Adopted			
Funded Students (sFTE)	348.4	1,649.2	2,309.0	2,050.5	2,010.0	2,170.0	2,170.0	160.0	0.0	2,535.0	365.0	2,215.5	205.5	16.8%	
Contract Schools	348.4	1,649.2	2,110.5	1,845.0	2,010.0	2,170.0	2,170.0	160.0	0.0	2,535.0	365.0	2,010.0	0.0		
Internal Schools	0.0	0.0	198.5	205.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	205.5	205.5		
Per-Pupil Revenue (PPR)	6,070.28	6,423.90 5.825%	6,690.32 4.147%	6,794.63 1.559%	7,017.87 3.286%	7,017.90	7,017.90 3.286%	0.03 0.000%	0.0	7,433.52 5.92%	415.62	7,017.87 3.32%	- 0.03%		
Program Revenue	\$2,114.6	\$10,594.3	\$15,448.1	13,932.4	\$14,105.9	\$15,229.5	\$15,228.8	\$1,122.9	\$0.7	\$18,844.0	\$3,615.1	\$15,548.1	\$1,442.2		
Contract Schools	2,114.6	10,594.3	14,120.1	12,536.1	14,105.9	15,229.5	15,228.8	1,122.9	0.7	18,844.0	3,615.1	14,105.9	0.0		
Internal Schools	0.0	0.0	1,328.1	1,396.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,442.2	1,442.2		
Other Revenue	82.6	312.6	242.8	171.2	320.0	315.7	362.4	42.4	(46.7)	350.0	(12.4)	320.0	-		
Revenue Transfers			(81.7)	(14.8)	(8.6)	(71.9)	(8.6)	-	(63.4)		8.6	(5.0)	3.6		
Net Revenue	2,197.3	10,906.9	15,609.2	14,088.8	14,417.4	15,473.3	15,582.7	1,165.3	(46.0)	19,194.0	3,611.3	15,863.1	1,445.7		
Fund Balance Chg	(128.1)	(261.7)	(301.7)	27.1	(28.3)	(67.2)	(88.8)	(60.5)	21.6	(155.2)	(66.5)	(157.0)	(128.7)		
Fund Balance (+TABOR)	(128.1)	(389.9)	(550.8)	(523.7)	(447.2)	(560.2)	(612.5)	(165.3)	52.3	(767.8)	(155.2)	(575.9)	(128.7)		
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.71%	3.10%	3.60%	3.93%	0.83%	-0.3%	4.00%		3.6%	-0.5%		
	(62)	(63)	(80)	(101)	(14)	(94)	(145)	(130)				(100)			
Net Resource Available	2,069.1	10,645.2	15,307.5	14,115.8	14,389.1	15,406.0	15,493.9	1,104.8	(87.9)	19,038.7	3,544.8	15,706.1	1,317.0		
Administrative Fee Spend:	0.0	(289.7)	(474.0)	(263.3)	(341.3)	(413.9)	(411.3)	(70.00)	(2.53)	(575.9)	164.5	(334.5)	6.9		
as % of Program Rev	0.0%	2.7%	3.1%	2.3%	2.4%	2.7%	2.7%	0.3%	0.0%	3.1%	0.4%	2.2%	0.3%		
School Shared Cost Spent:	(820.0)	(526.5)	(892.4)	(964.2)	(828.5)	(815.3)	(756.8)	71.79	(58.53)	(887.3)	130.5	(946.3)	(117.8)		
per pupil amount	2,354	319.23	386.48	(470.24)	412.21	375.71	375.00	(37.21)	0.71	350.00	(25.00)	427.14	(14.93)		
Entity Cost Spends	0.0	(30.0)	(60.0)	(59.2)	(30.0)	(30.0)	(30.0)	0.0	0.0	(30.0)	0.0	(60.0)	(30.0)		
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(10,908.1)	(13,114.2)	(14,069.3)	(14,218.2)	(1,104.0)	148.9	(17,545.6)	3,327.4	(13,057.3)	56.9		
	3,586	5,942	6,000	(5,912)	6,524	6,484	6,552	28	(69)	6,921	369.2	6,496	28.31		
Internal School Spends	0.0	0.0	(1,218.2)	(2,086.0)	(75.0)	(77.6)	(77.6)	(2.6)	0.0		(77.6)	(1,308.0)	(1,233.0)		
			6,137	(10,151)								6,365			
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(14,115.8)	(14,389.1)	(15,406.0)	(15,493.9)	(1,104.8)	87.9	(19,038.7)	3,544.8	(15,706.1)	(1,317.0)		
						99.4%			0.6%						
Net Resources in Progress:	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(0.0)	0.0	-	0.0	0.0		
to 3% TABOR floor	62.2	62.7	80.1	100.6	14.4		144.8	130.4		191.9	47.2	99.9	(85.4)		

EDUCATION reENVISIONED (CDBOCES)

High-Level Financials

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

June 30, 2018



		2017/18 1st Amend Budget	2017/18 YTD Results	2017/18 Wkg Amnd Budget	2016/17 Change Suppl v Apprv	2018/19 Working Proposed	2018/19 H/(L) Change Wrk v 17/18 A
Fund 22	CDBOCES - Fund 22 HB1345 Grant						
	Revenue	153.0	100.0	100.0	-	100.0	-
	Expense	(153.0)	(100.0)	(100.0)	-	(100.0)	-
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
Fund 22	CDBOCES - Fund 22 CEL Grant						
	Revenue	37.5	-	-	-	-	-
	Expense	(37.5)	-	-	-	-	-
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
	STEMsCO - Fund 13 general						
	Revenue	192.7	193.5	248.9	55.4	-	(248.9)
	Expense	(206.6)	(193.5)	(227.8)	(34.3)	-	227.8
	Net Revenue / (Expense)	(13.9)	0.0	21.0	21.0	0.0	(21.0)
Fund 22	STEMsCO - F22 GenCyber						
	Revenue	69.2	-	102.0	-	-	(102.0)
	Expense	(69.2)	-	(102.0)	-	-	102.0
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
	iLC - Fund 12 general						
	Revenue	(32.6)	-	-	-	-	-
	Expense	38.0	-	-	-	-	-
	Net Revenue / (Expense)	5.4	0.0	0.0	0.0	0.0	0.0
Fund 22	iLC - Fund 22 CEL Grant						
	Revenue	275.3	-	(10.0)	(9.97)	-	10.0
	Expense	(275.3)	-	(0.0)	(0.03)	-	0.0
	Net Revenue / (Expense)	0.0	0.0	(10.0)	(10.0)	0.0	10.0
	CDLS - Fund 14 general						
	Revenue	171.8	-	-	-	-	-
	Expense	(163.6)	-	-	-	-	-
	Net Revenue / (Expense)	8.3	0.0	0.0	0.0	0.0	0.0
Fund 22	CDLS - Fund 22 CEL Grant						
	Revenue	397.4	-	48.4	48.41	-	(48.4)
	Expense	(397.4)	-	(48.4)	(48.41)	-	48.4
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
Fund 22 Consolidated							
	Revenue	932.4	202.0	240.5	38.43	100.0	(140.5)
	Expense	(932.4)	(202.0)	(250.5)	(48.43)	(100.0)	150.5
	Net Revenue / (Expense)	0.0	0.0	(10.0)	(10.0)	0.0	10.0

BALANCE SHEET
June 30, 2018



General Funds by Fund

Grant Funds by Location in Fund 22

	General-10	iLC - 12	STEMSCO-13	CDLS - 14	Total Gen Funds	Admin-600	CDLS - 601	iLC - 602	STEMsCO-613	Total Grant Funds	Company Total
ASSETS											
First Bank - Pooled Checking	\$ 40,597.80	1/2 -	1/2 -	1/2 -	40,597.80	-	4500	4497	2450	-	40,597.80
First Bank - Other Checking Accts	40,088.01	√ -	55,698.42	1/2 -	95,786.43	-	-	-	-	-	95,786.43
Colostrust	522,746.58	√ -	-	-	522,746.58	-	-	-	-	-	522,746.58
Subtotal Cash Deposits	603,432.39	-	55,698.42	-	659,130.81	-	-	-	-	-	659,130.81
Interfund Receivables	4,199.22	-	-	-	4,199.22	11,512.49	-	-	-	11,512.49	15,711.71
Petty Cash	143.45	-	-	-	143.45	-	-	-	-	-	143.45
Deposits	435.00	-	-	-	435.00	-	-	-	-	-	435.00
Other Assets	-	-	-	-	-	-	-	6,000.00	26,352.07	32,352.07	32,352.07
Total Assets	608,210.06	-	55,698.42	-	663,908.48	11,512.49	-	6,000.00	26,352.07	43,864.56	707,773.04
LIABILITIES											
Accounts Payable	7,303.44	-	-	-	7,303.44	-	-	-	-	-	7,303.44
Accrued Salary and Benefits	29,216.91	-	25,147.13	-	54,364.04	-	-	-	-	-	54,364.04
PR Health Insurance Deductions	-	-	-	-	-	-	-	-	-	-	-
Def Rev HB 1345	-	-	-	-	-	17,512.49	-	-	-	17,512.49	17,512.49
Def Rev CEL-CDBOCES	-	-	-	-	-	-	-	-	-	-	-
Def Rev CEL-CDLS	-	-	-	-	-	-	-	-	-	-	-
Def Rev CEL-iLC	-	-	-	-	-	-	-	-	-	-	-
Def Rev STEMsCO Gen Cyber	-	-	-	-	-	-	-	-	26,352.07	26,352.07	26,352.07
Other Liabilities	11,512.49	-	30,551.29	-	42,063.78	(6,000.00)	-	6,000.00	-	-	42,063.78
Total Liabilities	48,032.84	-	55,698.42	-	103,731.26	11,512.49	-	6,000.00	26,352.07	43,864.56	147,595.82
FUND BALANCE											
Fund Bal - BoY Unrestricted	52,737.91	-	(43,964.59)	-	8,773.32	-	-	-	-	-	8,773.32
TABOR Reserve - CDBOCES gen	46,000.00	-	-	-	46,000.00	-	-	-	-	-	46,000.00
TABOR Reserve - MVV	-	-	-	-	-	-	-	-	-	-	-
TABOR Reserve - RMDA	-	-	-	-	-	-	-	-	-	-	-
TABOR Reserve - PPOS	118,000.00	-	-	-	118,000.00	-	-	-	-	-	118,000.00
TABOR Reserve - CPA	307,000.00	-	-	-	307,000.00	-	-	-	-	-	307,000.00
Current Year Net Results	135,939.31	-	36,964.59	-	172,903.90	-	-	-	-	-	172,903.90
Other Net Change to Fund Balance	(99,500.00)	-	7,000.00	-	(92,500.00)	-	-	-	-	-	(92,500.00)
Total Fund Balance	560,177.22	-	-	-	560,177.22	-	-	-	-	-	560,177.22
Total Liabilities and Fund Balance	608,210.06	-	55,698.42	-	663,908.48	11,512.49	-	6,000.00	26,352.07	43,864.56	707,773.04
Aggregated Fund Balance Categories											
TABOR - BoY Balance	431,500.00	-	7,000.00	-	378,500.00	-	-	-	-	-	378,500.00
CY Change	39,500.00	-	(7,000.00)	-	92,500.00	-	-	-	-	-	92,500.00
EoY Balance	471,000.00	-	-	-	471,000.00	-	-	-	-	-	471,000.00
Unrestricted - BoY Balance	52,737.91	-	(43,964.59)	-	8,773.32	(3,947.41)	(46,131.62)	17,389.79	(19,799.40)	-	8,773.32
CY Change	36,439.31	-	43,964.59	-	80,403.90	(13,565.08)	46,131.62	(11,389.79)	(6,552.67)	-	80,403.90
EoY Balance	89,177.22	-	-	-	89,177.22	(17,512.49)	-	6,000.00	(26,352.07)	-	89,177.22
	3.37%		3.57%		3.57%						3.07%

Deferred Revenue Walkforwards			
(3,947.41)	(46,131.62)	17,389.79	(19,799.40)
(13,565.08)	46,131.62	(11,389.79)	(6,552.67)
(17,512.49)	-	6,000.00	(26,352.07)

√ = balance agrees to bank statement 1/2 = sum of two or more items balances agrees to bank statement

EDUCATION reENVISIONED (CDBOCES)

Statement of Financial Activity
June 30, 2018

2017/18 actual sFTE 602.00 1,568.00 2,170.00
2017/18 budget sFTE 611.00 1,399.00 2,010.00 100.0% 2,010.00 2,010.00

	CD BOCES- Location 600	CD BOCES- Location 610	PPOS Location 330	CPA Location - 530	YTD Actual Locs 600,610, 330,530	YTD	2017/18 Fin Amend Budget	2017/18 1st Amend Budget	YTD	2017/18 Fin Amended	2017/18 Fin Amended	2017/18 Fin Amended
	Fund 10	Fund 10	Fund 10	Fund 10	Fund 10							
CD BOCES Revenue												
Program Revenue	8,723		4,224,956	11,004,538	15,238,217	100%	15,228,843	14,105,919	-			15,228,843.00
Admin Services (w/ contract schools)	456,885		(126,749)	(330,136)	-	-	456,865	423,178	-	456,865.29	-	(456,865.29)
School Shared Services (w/ contract schools)		813,750	(225,750)	(588,000)	-	-	813,750	828,542	-	-	813,750.00	(813,750.00)
Entity Services		30,000	(15,000)	(15,000)	-	-	30,000	30,000	-	-	30,000.00	(30,000.00)
External Service Contracts	-				-	-	20,000	20,000	-	20,000.00		-
Interest & Other Revenue	32,062				32,062	321%	10,000	10,000	-	10,000.00		-
Total General Fund	497,670	843,750	3,857,458	10,071,401	15,270,279	92%	16,559,458	15,417,638	-	486,865.29	843,750.00	13,928,227.71
Internal Transfers - Special Project Invest	(107,140)				(107,140)	104%	(45,234)	(83,559)	-	(45,233.59)		-
Internal Transfers - TABOR (build)/release	60,000				60,000	-			-			-
Internal Transfers - K12 add'l svcs					-	-			-			-
Internal Transfers - K12 SPED subcontract					-	-			-			-
Federal Impact Aid	1,241				1,241	25%	5,000	5,000	-			5,000.00
ECEA Revenue		1,397	64,995	146,763	213,155	-	250,000	250,000	-			250,000.00
Read Act Revenue	26,861				26,861	77%	35,000	35,000	-			35,000.00
Total CD BOCES Revenue	\$ 478,633	\$ 845,147	\$ 3,922,453	\$ 10,218,165	\$ 15,464,397	99.7%	\$ 16,804,225	\$ 15,624,079	-	441,631.70	843,750.00	14,218,227.71
	47,140		0	0	15,541,989		15,581,201	15,699,079				
Expenditures												
Instructional Program												
Educational Purchased Services	26,642	-	3,820,922	9,974,564	13,822,128	99%	13,928,228	13,074,199	###			13,893,227.71
SPED Program Purchased Services	-	1,500	73,120	165,109	239,728	96%	250,000		-			250,000.00
SPED Oversight Purchased Services			9,536	24,837	34,373	86%	40,000	40,000	-			40,000.00
Contract School Costs	7,907		1,095	136	9,137	1%	1,300,615	1,281,720	###			35,000.00
Total Instructional Expenses	34,548	1,500	3,904,672	10,164,646	14,105,366	91%	15,518,843	14,395,919	###	-	-	14,218,227.71
Student Support Services - 2100												
Assessment and Data Salary	-	114,660			114,660	103%	111,789	138,789	-		111,789.00	-
Staff Benefits	-	32,834			32,834	103%	31,994	39,994	-		31,994.00	-
Student Assessments	-	-			-	-	25,000	25,000	-		25,000.00	-
Total Student Support Services	-	147,493	-	-	147,493	87%	168,783	203,783	-	-	168,783.00	-

EDUCATION reENVISIONED (CDBOCES)

Statement of Financial Activity
June 30, 2018

2017/18 actual sFTE 602.00 1,568.00 2,170.00
2017/18 budget sFTE 611.00 1,399.00 2,010.00 100.0% 2,010.00 2,010.00

EDUCATION reENVISIONED	CD BOCES-	CD BOCES-	PPOS	CPA	YTD Actual	YTD	2017/18	2017/18	2017/18	Fin	2017/18	Fin	2017/18	Fin
	Location 600	Location 610	Location 330	Location -	Locs 600,610,		Fin Amend	1st Amend	Amended	Amended	Amended	Budget Detail	Budget Detail	Budget Detail
Fund 10	Fund 10	Fund 10	Fund 10	530 Fund 10	330,530	Budget	Budget	Admin	Oversight &	Contract	Location 600	Shared Costs	School	Locations
Instructional Staff Support - 2200														
Voc Ed Salary		3,565			3,565	-	-							
Voc Ed Benefits		752			752	-	-							
Staff Development		-			-	-	25,000	25,000				25,000.00		
Total Instructional Support		4,318			4,318	17%	25,000	25,000				25,000.00		
General Administration -2300														
Salaries	22.1%	71,551	77.9%		318,702	128%	249,598	308,598			25,000.00	224,598.00		
Benefits		19,767	75,437		95,204	131%	72,435	85,935			7,000.00	65,435.00		
D49 Purchased Services		17,487			17,487	437%	4,000	4,000			4,000.00			
Purchased Professional Services		73,994	328,469		402,463	189%	213,000	105,000			106,500.00	106,500.00		
Travel and Registration		2,704			2,704	54%	5,000	5,000			5,000.00			
Office Supplies		1,049			1,049	21%	5,000	5,000			5,000.00			
Furniture and Equipment		-			-	-	1,000	1,000			1,000.00			
Special projects		(9,720)			(9,720)		26,141	55,883			7,097.11	19,044.09		
Marketing & Advertising / Board Expenses		95			95		30,000	-			30,000.00			
Audit		13,250			13,250	100%	13,250	11,500			13,250.00			
Legal Services		72,824	30,000		102,824	108%	95,504	75,000			65,503.59	30,000.00		
Dues and Fees		9,640			9,640	96%	10,000	6,000			10,000.00			
Total General Admin Services		272,640	681,057		953,697	132%	724,928	662,916			279,350.70	445,577.09		
School Administration-2400														
Salaries			(0)		(0)	(0%)	50,931	88,600				50,931.47		
Benefits			0		0	0%	28,958	24,958				28,958.44		
Total School Admin Services			(0)		(0)	(0%)	79,890	113,559				79,889.91		
Business Services - 2500														
Salaries		11,524			11,524	28%	40,485	40,485			40,485.00			
Benefits		2,432			2,432	30%	8,136	8,136			8,136.00			
Bank Fees & Suspense		831			831	42%	2,000	2,000			2,000.00			
Printing		122			122	15%	800	800			800.00			
Postage		691			691	86%	800	800			800.00			
Supplies		576			576	115%	500	500			500.00			
Dues and Fees		415			415	4%	11,000	11,000			11,000.00			
Total Business Services		16,592			16,592	26%	63,721	63,721			63,721.00			

EDUCATION reENVISIONED (CDBOCES)

Statement of Financial Activity
June 30, 2018

2017/18 actual sFTE 602.00 1,568.00 2,170.00
2017/18 budget sFTE 611.00 1,399.00 2,010.00

100.0% 2,010.00 2,010.00

	CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530
Operation and Maintenance of Plant 2600					
Security Services	697				697
Utilities	1,332				1,332
Custodial Services	1,800				1,800
Repair and Maintenance	239				239
Building Lease	41,696				41,696
Total Operations and Maintenance	45,764	-	-	-	45,764
Support Services - Central - 2800					
Tech Support Services	33,676	-			33,676
Unemployment	2,028				2,028
Liability Insurance	-	5,996			5,996
Workers Comp	-	4,916			4,916
SPED Telephone					-
Telephone	8,612	-			8,612
Total Support Services	44,315	10,912	-	-	55,227
Total Expenses	413,860	845,280	3,904,672	10,164,646	15,328,458
	101%	107%	99%		
Net Operating Change to Fund Balance	\$ 64,773	\$ (134)	\$ 17,781	\$ 53,519	\$ 135,939

4,773.06

+ RMDA/MVV Expense \$ 77,592

Total Fund 10 Expense 15,406,050

91.9% \$ 16,794,516 \$ 15,670,797

107.2%

(14,654)

Personnel Costs	105,273	474,399	-	-	579,673	98%	594,327	(85,250)
Implementation Costs	308,586	370,881	3,904,672	10,164,646	14,748,785	91%	16,122,598	3,899,667
Total Expenses	413,860	845,280	3,904,672	10,164,646	15,328,458	92%	16,716,925	3,814,418

FY trend / sFTE

389.53

(148,910)

2017/18 Amended	Fin	2017/18 Amended	Fin	2017/18 Amended	Fin
Budget Detail		Budget Detail		Budget Detail	
Admin Location 600		Oversight & Shared Costs Location 610		Contract School Locations	
700.00					-
1,500.00					-
3,000.00					-
1,400.00					-
38,600.00					-
45,200.00		-			-
9,860.00		35,000.00			-
2,700.00					-
3,000.00		25,000.00			-
7,500.00		7,500.00			-
23,060.00		67,500.00			-
411,331.70		786,750.00		14,218,227.71	###
189.55		375.00		6,552.18	
30,300.00		57,000.00			-

PPEXP

388.82 gross

375.00 less entity

COLORADO DIGITAL BOCES
Statement of Financial Activity
June 30, 2018



of year completed **100%**

	<- sFTE ->			
	RMDA- Location 520 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
Revenue	YTD	PPR->		
Program Revenue	-	-	-	-
Admin Fee + OSSC + entity	-	-	-	-
Other Revenue	6,572	100%	6,572	-
CDBOCES Special Project Investment	6,692	100%	6,692	37,500
Internal Transfers (K12 add'l svcs)	-	-	-	-
Internal Transfers (K12 SPED subcontract)	-	-	-	-
Internal Transfers (+ TABOR release)	-	-	-	-
Total Revenue	\$ 13,264	100%	13,264	37,500
Expenditures			1,000.00	2,000.00
Instructional Program				
Instructional Salaries	3,917	100%	3,917	-
SPED Salary	-	-	-	-
Instructional Benefits	826	100%	826	-
SPED Benefits	-	-	-	-
Shared Ed Staff	-	-	-	-
Curriculum Content Svcs	(91)	100%	(91)	48,325
Educational Purchased Svcs (CCE, DE)	386	100%	386	(48,325)
Total Instructional Expenses	5,038	100%	5,038	-
Student Support Services - 2100				
Salaries	1,911	100%	1,911	-
Benefits	403	100%	403	-
SPED Oversight Purch Svc	-	-	-	-
Student Technology & Access	-	-	-	-
Graduation, Pupil Activities	-	-	-	-
Assessments	-	-	-	-
Total Student Support Services	2,315	100%	2,315	-
Instructional Staff Support - 2200				
Staff Development	-	-	-	-
Total Instructional Support	-	-	-	-
General Administration -2300				
Marketing and Enroll Svcs	-	-	-	-
Travel & Registration	-	-	-	-
Legal	-	-	-	-
Total General Admin Services	-	-	-	-

School Administration-2400

	<- sFTE ->			
	MVV- Location 510 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
Revenue	YTD	PPR->		
Program Revenue	-	-	-	-
Admin Fee + OSSC + entity	-	-	-	-
Other Revenue	35,825	100%	35,825	-
CDBOCES Special Project Investment	28,503	100%	28,503	37,500
Internal Transfers (K12 add'l svcs)	-	-	-	-
Internal Transfers (K12 SPED subcontract)	-	-	-	-
Internal Transfers (+ TABOR release)	-	-	-	-
Total Revenue	\$ 64,328	100%	64,328	37,500
Expenditures			2,000.00	2,000.00
Instructional Program				
Instructional Salaries	8,171	100%	8,171	-
SPED Salary	4,421	100%	4,421	-
Instructional Benefits	1,724	100%	1,724	-
SPED Benefits	933	100%	933	-
Shared Ed Staff	12,281	100%	12,281	-
Curriculum Content Svcs	116	100%	116	38,400
Educational Purchased Svcs (CCE, DE)	1,400	100%	1,400	(38,400)
Total Instructional Expenses	29,046	100%	29,046	-
Student Support Services - 2100				
Salaries	5,252	100%	5,252	-
Benefits	(1,165)	100%	(1,165)	-
SPED Oversight Purch Svc	-	-	-	-
Student Technology & Access	-	-	-	-
Graduation, Pupil Activities	10	100%	10	-
Assessments	-	-	-	-
Total Student Support Services	4,097	100%	4,097	-
Instructional Staff Support - 2200				
Staff Development	-	-	-	-
Total Instructional Support	-	-	-	-
General Administration -2300				
Marketing and Enroll Svcs	-	-	-	-
Travel & Registration	-	-	-	-
Legal	-	-	-	-
Total General Admin Services	-	-	-	-

	<- sFTE ->		0.00	
	CDBOCES Internal Schools	% spent YTD	2017/18 1st Amend Budget	2017/18 1st Amend Budget
Revenue	YTD	PPR->		
Program Revenue	-	-	-	-
Admin Fee + OSSC + entity	-	-	-	-
Other Revenue	42,397	100%	42,397	-
CDBOCES Special Project Investment	35,195	100%	35,195	75,000
Internal Transfers (K12 add'l svcs)	-	-	-	-
Internal Transfers (K12 SPED subcontract)	-	-	-	-
Internal Transfers (+ TABOR release)	-	-	-	-
Total Revenue	\$ 77,592	100%	\$ 77,592	\$ 75,000
Expenditures			3,000.00	
Instructional Program				
Instructional Salaries	12,088	100%	12,088	-
SPED Salary	4,421	100%	4,421	-
Instructional Benefits	2,550	100%	2,550	-
SPED Benefits	933	100%	933	-
Shared Ed Staff	12,281	100%	12,281	-
Curriculum Content Svcs	25	100%	25	86,725
Educational Purchased Svcs (CCE, DE)	1,786	100%	1,786	(86,725)
Total Instructional Expenses	34,084	100%	34,084	-
Student Support Services - 2100				
Salaries	7,163	100%	7,163	-
Benefits	(761)	100%	(761)	-
SPED Oversight Purch Svc	-	-	-	-
Student Technology & Access	-	-	-	-
Graduation, Pupil Activities	10	100%	10	-
Assessments	-	-	-	-
Total Student Support Services	6,412	100%	6,412	-
Instructional Staff Support - 2200				
Staff Development	-	-	-	-
Total Instructional Support	-	-	-	-
General Administration -2300				
Marketing and Enroll Svcs	-	-	-	-
Travel & Registration	-	-	-	-
Legal	-	-	-	-
Total General Admin Services	-	-	-	-

COLORADO DIGITAL BOCES
Statement of Financial Activity
June 30, 2018



of year completed **100%**

<- sFTE ->

	RMDA- Location 520 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
Salaries	-	-	-	-
Benefits	-	-	-	-
Printing	-	-	-	-
Purchased Services	-	-	-	-
Office Equipment	91	100%	91	-
Office Supplies	-	-	-	-
Total School Administration	91	100%	91	-
Business Services - 2500				
Other Office Expenses	-	-	-	37,500
Printing	1,666	100%	1,666	-
Total Business Services	1,666	100%	1,666	37,500
Operation and Maintenance of Plant 2600				
Other Bldg Services	10	100%	10	-
Building Lease	59	100%	59	-
Total Operations and Maintenance	69	100%	69	-
Support Services - Central - 2800				
Tech Support Services	-	-	-	-
Unemployment	-	-	-	-
SPED Telephone	-	-	-	-
Telephone	4,085	100%	4,085	-
Sub-total Support Serv Central	4,085	100%	4,085	-
Total Expenses	13,264	100%	13,264	37,500
Net Operating Change to Fund Balance	0		0	0

<- sFTE ->

	MVV- Location 510 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
	17,313	100%	17,313	-
	3,655	100%	3,655	-
	-	-	-	-
	-	-	-	-
	103	100%	103	-
Total	21,071	100%	21,071	-
	-	-	-	37,500
	1,666	100%	1,666	-
Total	1,666	100%	1,666	37,500
	25	100%	25	-
	3,858	100%	3,858	-
Total	3,883	100%	3,883	-
	-	-	-	-
	-	-	-	-
	4,565	100%	4,565	-
Total	4,565	100%	4,565	-
Total Expenses	64,328	100%	64,328	37,500
Net Operating Change to Fund Balance	0		0	0

<- sFTE -> 0.00

	CDBOCES Internal Schools	% spent YTD	2017/18 1st Amend Budget	2017/18 1st Amend Budget
	17,313	100%	17,313	-
	3,655	100%	3,655	-
	-	-	-	-
	91	100%	91	-
	103	100%	103	-
Total	21,163	100%	21,163	-
	-	-	-	75,000
	3,333	100%	3,333	-
Total	3,333	100%	3,333	75,000
	35	100%	35	-
	3,916	100%	3,916	-
Total	3,951	100%	3,951	-
	-	-	-	-
	-	-	-	-
	8,649	100%	8,649	-
Total	8,649	100%	8,649	-
Total Expenses	77,592	100%	77,592	75,000
Net Operating Change to Fund Balance	0		0	0

Statement of Financial Activities June 30, 2018



STEMSCO - 600	Fund 13	100%	2017/18 Amended Budget	2017/18 1st Amend Budget	2018/19 Proposed Budget
Stemsco Revenue YTD					
Transfer Stripes	(134)	(5%)	2,750	2,750	
Partner Dues	187,202	103%	182,152	182,152	
Internal Transfers	71,945	841%	8,559	8,559	
Donations/other	6,000	11%	55,402	50	
Total Stemsco Revenue	\$265,013	106%	\$ 248,863	\$ 193,511	\$ -
Expenditures					
General Admin - 2300					
Purchased Professional Svcs	8,698	-	-		
Travel and Registration	1,960	105%	1,869	1,869	
Stemsco Office Supplies	850	22%	3,916	3,916	
Other Stemsco expenses	105	8%	1,366	1,366	
Total General Admin	11,612	162%	7,152	7,152	-
Support Services					
Salaries	167,361	100%	167,361	141,180	
Benefits	47,613	100%	47,613	39,471	
Purchased Professional Svcs	-	-	600	600	
Bank Fees (Prog 2500)	22	76%	29	29	
Supplies	-	-	-	-	
Total Business Services	214,996	100%	215,603	181,279	-
Central Support - 2800					
Tech Services	-	-	2,580	2,580	
Telephone	1,440	58%	2,500	2,500	
Total Central Support	1,440	28%	5,080	5,080	-
Total Expenses	228,049	100%	227,835	193,511	-
Net Op Change to Fund Bal	\$ 36,965		\$21,027.53	\$ 0	\$ 0



CDBOCES Grants Location 600 & 613	YTD Fund 22	2017/18 Amended Budget	2017/18 1st Amend Budget	2018/19 Proposed Budget
STEMsCO - GenCyber Rev	6,553	102,042	102,042	
STEMsCO - GenCyber Rev Bal	(6,553)	-	-	
STEMsCO - GenCyber Exp	-	102,042	102,042	-
STEMsCO - GenCyber Exp	-	-	-	-
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
HB1345 BOCES Grant Rev	83,145	100,000	100,000	100,000
HB1345 BOCES Grant Rev Bal	(7,315)	-	-	
HB1345-Staff Dev Exp	75,830	100,000	100,000	100,000
HB1345-Other Exp	-	-	-	
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
CDBOCES CEL Rev	-	-	-	0
CDBOCES - CEL Rev Bal	-	-	-	0
CDBOCES - CEL Exp	-	-	-	0
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
Net Op Change to Fund Bal	\$ 0	\$ 0	\$ 0	\$ 0

Statement of Financial Activities

June 30, 2018

100% of year completed



CDLS - 601, fund 14		Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	% budget		
CDLS Revenue			
Mtn BOCES			
CDLS Tuition	-	-	-
Total CDLS Revenue	\$ -	\$ -	\$ -
Expenditures			
Instructional Program			
Educational Purch'd Svcs (1)	-	-	-
CDLS Instructional Salaries	-	-	-
CDLS Benefits	-	-	-
Purchased Courses	-	-	-
Total Instructional Program	-	-	-
2100			
Salaries	-	-	-
Benefits	-	-	-
Assessments	-	-	-
Total Student Support	-	-	-
Instructional Staff Support Services - 2200			
On line course PD/needs assess	-	-	-
Staff Development	-	-	-
Total Instructional Staff Supt	-	-	-
General Admin -2300			
Advertising	-	-	-
Other expenses	-	-	-
Office Supplies	-	-	-
Purchases Services	-	-	-
Program Eval	-	-	-
Total General Admin	-	-	-

CDLS - 601, fund 22		Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	% budget		
Grant Revenue			
Mtn BOCES	-	-	-
Revenue Balancing	48,408	48,408	-
Total CDLS Revenue	\$ 48,408	\$ 48,408	\$ -
Expenditures			
Instructional Program			
Educational Purch'd Svcs (1)	33,126	33,126	-
CDLS Instructional Salaries	-	-	-
CDLS Benefits	-	-	-
Purchased Courses	-	-	-
Total Instructional Program	33,126	33,126	-
Student Support Svcs - 2100			
Salaries *	-	-	-
Benefits	-	-	-
Assessments	-	-	-
Total Student Support	-	-	-
Instructional Staff Support Services - 2200			
On line course PD/needs assess	-	-	-
Staff Development	-	-	-
Total Instructional Staff Supt	-	-	-
General Admin -2300			
Advertising	-	-	-
Office Supplies	-	-	-
Exec Council	16	16	-
Purchases Services**	11,766	11,766	-
Travel Expenses	-	-	-
Total General Admin	11,782	11,782	-

All Funds		2017/18 1st Amnd Budget
YTD Actual	% budget	
CDLS Revenue		
-	-	-
-	-	-
48,408	100%	48,408
\$ 48,408	100%	\$ 48,408
Expenditures		
Instructional Program		
33,126	100%	33,126
-	-	-
-	-	-
-	-	-
33,126	100%	33,126
Student Support Svcs - 2100		
-	-	-
-	-	-
-	-	-
-	-	-
Instructional Staff Support Services - 2200		
-	-	-
-	-	-
-	-	-
General Admin -2300		
-	-	-
-	-	-
16	100%	16
11,766	100%	11,766
-	-	-
11,782	100%	11,782

Statement of Financial Activities

June 30, 2018

100% of year completed



CDLS - 601, fund 14		Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	% budget		
Central Support Svcs 2800			
CDLS Tech Services Director	-		
CDLS Benefits	-		
Tech Support Services	-		
Telephone	-		
Total Support Serv Central	-	-	-
Total Expenditures	-	-	-
Net Change to Fund Balance	\$ -	\$ -	\$ -

CDLS - 601, fund 22		Working Amended Budget	2017/18 1st Amnd Budget
YTD Actual	% budget		
Central Support Svcs 2800			
CDLS Tech Director***	-		
CDLS Benefits	-		
Tech Support Svcs ****	3,500	3,500	
Telephone Webconferencing	-		
Office Supplies/Printing	-		
Travel/Expenses	-		
Total Support Serv Central	3,500	3,500	-
Total Expenditures	48,408	48,408	-
Net Change to Fund Balance	\$ -	\$ -	\$ -

All Funds		2017/18 1st Amnd Budget
YTD Actual	% budget	
-	-	-
-	-	-
3,500	100%	3,500
-	-	-
-	-	-
-	-	-
7,000	200%	3,500
51,908	107%	48,408
\$ (3,500)	-	\$ -

(1) - Teacher payments; ½ from tuition, ½ from grant

Cash Available Recons

BoY Fund Bal / Deferred Rev	0
YTD Fund Bal / Deferred Rev	0
Current Rec/(Non-Def Liabs)	
Current Net Cash Available	0

* Billy Jo Vohs-Saunders **Dan Morris ***Bridget Kreutzer

BoY Fund Bal / Deferred Rev	46,132
YTD Fund Bal / Deferred Rev	(48,408)
Current Rec/(Non-Def Liabs)	0
Current Net Cash Available	(2,276)

****Teresa Yohan

46,132
(48,408)
0
(2,276)

Statement of Financial Activities

June 30, 2018

100% of year completed



iLC - 602, fund 12	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
iLC Revenue				
Membership Dues	-	-		
Other	-	-		
Conf Registration	-	-		
Contracted Services	-	-		
Total iLC Revenue	\$ -		\$ -	\$ -
Expenditures				
Instructional Program - 0010				
Instructional Purchased Svcs	-	-		
Total Instructional	-		-	-
Instructional Staff Support Services - 2200				
iLC Purchased Services	-	-		
iLC Professional Dev	-	-		
Tech Data Services	-	-		
Total Instructional Support	-		-	-
General Administration Support -2300				
iLC Salaries	-	-		
iLC Benefits	-	-		
iLC Travel and Registrat	-	-		
iLC Purchased services	-	-		
iLC VISA Exp	-	-		
Exec Council	-	-		
iLC Office Supplies	-	-		
iLC Advertising	-	-		
Total General Admin Svcs	-		-	-

iLC - 602, fund 22	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
Grant Revenue				
Mtn BOCES	-	-		
Revenue Balancing	10,000 (9,980)	-	(9,974)	
Total iLC Revenue	\$ 20		\$ (9,974)	\$ -
Expenditures				
Instructional Program - 0010				
Instructional Purchased Svcs	-	-		
Total Instructional	-		-	-
Instructional Staff Support Services - 2200				
iLC Purchased Services	-	-		
iLC Professional Dev	-	-		
Tech Data Services	-	-		
Total Instructional Support	-		-	-
General Administration Support -2300				
iLC Salaries	-	-		
iLC Benefits	-	-		
iLC Travel and Registrat	-	-		
Conference Expenses	-	-		
iLC VISA Exp & Bank Fees	20	-	26	
Exec Council	-	-		
iLC Office Supplies	-	-		
iLC Advertising	-	-		
Total General Admin Svcs	20		26	-

All Funds CY-YTD Actual	% budget	2017/18 1st Amnd Budget
-	-	-
-	-	-
-	-	-
10,000	-	-
(9,980)	100%	(9,974)
\$ 20	(0%)	\$ (9,974)
Expenditures		
Instructional Program - 0010		
-	-	-
-		-
Instructional Staff Support Services - 2200		
-	-	-
-	-	-
-	-	-
-		-
General Administration Support -2300		
-	-	-
-	-	-
-	-	-
-	-	-
20	77%	26
-	-	-
-	-	-
20	77%	26

Statement of Financial Activities

June 30, 2018

100% of year completed



iLC - 602, fund 12	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amend Budget
iLC School Admin - 2400				
iLC Purchased Services				
Total School Admin	-	-	-	-
Central Support Svcs - 2800				
Tech Support Services	-	-		
Telephone	-	-		
Total Central Support Serv	-	-	-	-
Total iLC Expenditures	-	-	-	-
Net Change to Fund Balance	\$ -		\$ -	\$ -

iLC - 602, fund 22	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
iLC School Admin - 2400				
iLC Purchased Services	-	-		
Total School Admin	-	-	-	-
Central Support Svcs - 2800				
Tech Support Services	-	-		
Telephone	-	-		
Total Central Support Serv	-	-	-	-
Total iLC Expenditures	20	-	26	-
Net Change to Fund Balance	\$ -		\$ (10,000)	\$ -

All Funds CY-YTD Actual	% budget	2017/18 1st Amnd Budget
-	-	-
-	-	-
-	-	-
-	-	-
20		26
\$ -		\$ (10,000)

Cash Available Recons

BoY Fund Bal / Deferred Rev	(17,000)
YTD Fund Bal / Deferred Rev	0
Current Rec/(Non-Def Liabs)	0
Current Net Cash Available	(17,000)

BoY Fund Bal / Deferred Rev	(17,389.79)
YTD Fund Bal / Deferred Rev	9,980.00
Current Rec/(Non-Def Liabs)	-
Current Net Cash Available	(7,409.79)

(34,390)
9,980
0
(24,410)

Statement of Financial Activities
Revenue with Expense by Program Code
June 30, 2018



Consolidated CDBOCES-processed Colorado Empowered Learning (CEL) Grant Activity

100% of year completed

CDLS - 601, fund 22	YTD Actual	Amended Budget
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iLC - 602, fund 22	YTD Actual	Amended Budget
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Total CEL Grant	YTD Actual	Amended Budget
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Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Revenue Balancing	48,408	100% 48,408
Total Revenue	\$ 48,408	\$ -

Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Revenue Balancing	10,000	-
Revenue Balancing	(9,980)	100% (9,974)
Total Revenue	\$ 20	\$ -

Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Mtn BOCES admin, eval, rpt	10,000	-
Revenue Balancing	38,428	100% 38,434
Total Revenue	\$ 48,428	\$ -

Grant Expenditures		
Instructional Program - 0010		
Educational Purchased Svcs	33,126	-
Instructional Salaries	-	-
Benefits	-	-
Purchased Courses	-	-
Total Instructional Program	33,126	-
Student Support Svcs - 2100		
Salaries *	-	-
Benefits *	-	-
Assessments	-	-
Total Student Support	-	-

Grant Expenditures		
Instructional Program - 0010		
Educational Purchased Svcs	-	-
Instructional Salaries	-	-
Benefits	-	-
Instructional Purchased Svcs	-	-
Total Instructional	-	-
Student Support Svcs - 2100		
Salaries	-	-
Benefits	-	-
Assessments	-	-
Total Student Support	-	-

Grant Expenditures		
Instructional Program - 0010		
Educational Purchased Svcs	33,126	-
Instructional Salaries	-	-
Benefits	-	-
Purchased Courses	-	-
Total Instructional	33,126	-
Student Support Svcs - 2100		
Salaries *	-	-
Benefits *	-	-
Assessments	-	-
Total Student Support	-	-

Statement of Financial Activities
Revenue with Expense by Program Code
June 30, 2018



Consolidated CDBOCES-processed Colorado Empowered Learning (CEL) Grant Activity

100% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
<u>Instructional Staff Support Services - 2200</u>			
On line course PD/needs assess	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
Total Instructional Support	-		-
<u>General Administration Support -2300</u>			
Salaries	-		-
Benefits	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	16	100%	16
Office Supplies	-		-
Purchased Services**	11,766	100%	11,766
Advertising	-		-
Total General Admin	11,782	100%	11,782
<u>School Admin - 2400</u>			
Purchased Services	-		-
Total School Admin	-		-

iLC - 602, fund 22	YTD Actual		Amended Budget
<u>Instructional Staff Support Services - 2200</u>			
Purchased Services	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
Total Instructional Support	-		-
<u>General Administration Support -2300</u>			
Salaries *****	-		-
Benefits *****	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	20		-
Office Supplies	-		-
Purchased Services	-		-
Advertising	-		-
Total General Admin Svcs	20		-
<u>School Admin - 2400</u>			
Purchased Services	-		-
Total School Admin	-		-

Total CEL Grant	YTD Actual		Amended Budget
<u>Instructional Staff Support Services - 2200</u>			
Purchased Services	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
Total Instructional Support	-		-
<u>General Administration Support -2300</u>			
Salaries *****	-		-
Benefits *****	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	36	225%	16
Office Supplies	-		-
Purchased Services**	11,766	100%	11,766
Advertising	-		-
Total General Admin Svcs	11,802	100%	11,782
<u>School Admin - 2400</u>			
Purchased Services	-		-
Total School Admin	-		-

Statement of Financial Activities
Revenue with Expense by Program Code
June 30, 2018



Consolidated CDBOCES-processed Colorado Empowered Learning (CEL) Grant Activity

100% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
Central Support Svcs 2800			
Salaries ***	-	-	-
Benefits ***	-	-	-
Tech Support Svcs	3,500	100%	3,500
LMS (Schoolology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
Total Central Support Serv	3,500	100%	3,500
Total Expenditures	48,408	317%	15,282

iLC - 602, fund 22	YTD Actual		Amended Budget
Central Support Svcs - 2800			
Salaries	-	-	-
Benefits	-	-	-
Tech Support Services	-	-	-
LMS (Schoolology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
Total Central Support Serv	-	-	-
Total Expenditures	20	-	-

Total CEL Grant	YTD Actual		Amended Budget
Central Support Svcs - 2800			
Salaries ***	-	-	-
Benefits ***	-	-	-
Tech Support Svcs	3,500	100%	3,500
LMS (Schoolology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
Total Central Support Serv	3,500	100%	3,500
Other Expenses - Mtn BOCES			
Program Administration	-	-	9,600
Program Evaluation & Reporting	-	-	9,600
Total Program Admin, Eval, Rptng	-	-	19,200
Total Expenditures	48,428	317%	15,282

Net Change to Fund Balance	\$ -	\$ (15,282)
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Net Change to Fund Balance	\$ -	\$ -
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Net Change to Fund Balance	\$ -	\$ (15,282)
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* Billy Jo Vohs-Saunders ** Dan Morris *** Bridget Kreutzer ***** Judy Perez-Bauernschmidt
 **** Teresa Yohan





Education reEnvisioned BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: 8/21/2018

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type: Action Information (Report) Discussion

CPA & PPOS: August 2018

Current Enrollment, 8/15/2018

Current CPA Enrollment: 1,711

Current PPOS Enrollment: 520

Total Enrollment: 2,231



Marketing

K12 Marketing has deployed various new ways to market to families living within Colorado to ensure there is awareness about our program. In addition to the commercials and radio advertisements you see and hear each year, we also engaged in the K12 Roadshow and participated in FOX 21 weekend morning news. Kimber Podsedek, our operations manager, talked about the student experience at our schools.

<https://www.youtube.com/watch?v=d04d4wysTfs&feature=youtu.be>

Math Professional Development

To help us, and all schools, drastically increase math proficiency, K12 has rolled out an in-depth math professional development track. Our math teachers are actively participating in yearlong professional development in math instructional strategies and growth mindset.

The teachers and school administrators are required to view the videos and complete the course linked below. Further, specialized professional development is scheduled for the month of September.

Math Videos:

- Dan Meyer: [Math Class Needs a Makeover](#) (11 minutes)
- Dan Finkel: [Five Principles of Extraordinary Math Teaching](#) (14 minutes)
- Teaching Channel: [Math Argumentation in ES](#) (7 minutes)

Math PD Course: [How to Learn Math Course](#)

Week of Welcome (WOW) Events

Our schools' Family Academic Support Team (FAST) and teachers will be holding Week of Welcome events virtually and around the state in August to prepare families for the upcoming school year. The events allow families to interact with school staff, learn about programs, community engagement, club offerings, and support available to students and parents.



Back to School Professional Development

Every CPA employee engaged in two days of back to school professional development on August 6th and 7th at Arapahoe Community College. The first day was school specific training on mission statements, school goals, and working with the FAST team to get students off to a strong start.

On Tuesday the staff were trained on Step-Up-To-Writing. The writing program was available to purchase through the ESSA grant with the Colorado Department of Education.

PPOS staff professional development will be on August 23rd and 24th.

Back to School Student Events



**KICK-OFF
CARNIVAL**

Come One. Come All!

 **Pikes Peak**
ONLINE SCHOOL

Date: **Friday, August 24, 2018**
Time: **4:00 pm – 6:00 pm**
Location: **Clear Creek Valley Park**
3700 W. 58th Place, Arvada, CO 80002 (58th Ave. and Tennyson St.)
RSVP by Thursday, August 23:
<https://www.surveymonkey.com/r/J6KMZHR>
Questions: Email Kathryn Piotrowski, FEC – Kpiotrowski@k12.com

Help PPOS staff members kick off the 2018-2019 school year with food (pizza), fun and friends!
All currently enrolled PPOS families are welcome to attend this free event!



CPA Beginning of Year Picnic Celebration

Friday, August 17, 2018  10:30 am – 12:30 pm

Teachers and staff members are excited to celebrate the upcoming 2018-2019 school year! Please join us!
All currently enrolled CPA families (grades K-12) are invited! This is a free event!

Water Splash Pad • Playground • Meet Staff Members • Enjoy Treats • Make New Friends

RSVP by Thursday, August 16: <https://www.surveymonkey.com/r/TDBHTJ5>

What to Bring: Bring your family, Student ID #, sunscreen, a picnic blanket, sack lunch, water, towel and swimsuit.

Optional: Bring a store bought pre-packaged treat to share (no ingredients with tree nuts) Questions? Email Kathryn Piotrowski, FEC - Kpiotrowski@k12.com

Centennial	Colorado Springs	Fort Collins	Grand Junction	Pueblo West	Westminster
Centennial Center Park (Coffee Shelter)	John Venezia Community Park (The House Pavilion)	Fossil Creek Park (Fossil Creek Lake Pavilion) <i>* 2 park entrances - use entrance off of Fossil Creek Pkwy.</i>	Lincoln Park (Ash Pavilion)	Civic Center Park (South Sage Pavilion)	Westminster Center Park (Westminster Center Park Pavilion)
18050 E. Peakview Ave. Centennial, CO 80112	3555 Boardgate Pkwy. Colorado Springs, CO 80920	5821 S. Lemay Ave. Fort Collins, CO 80525	1340 Gunnison Ave. Grand Junction, CO 81501	61 E. Civic Center Plaza Pueblo West, CO 81007	4801 W. 92nd Ave. Westminster, CO 80031

Blended Program Updates

CPA K8 blended learning programs will be held on Fridays at the Windsor Recreation Center, Thornton Recreation Center, Eisenhower Recreation Center in Denver, Space Foundation Discovery Center in Colorado Springs, and Pueblo YMCA. We are excited to move the K8 programs to recreation centers.

CPA HS and PPOS HS will have blended at local coffee shops. We are excited to continue to meet students face-to-face and build relationships.

Strong Start and Beginning of Year Testing

CPA and PPOS will start each student this school year with a full week of orientation to the school and online learning. The teachers will provide sessions to help students complete beginning of year testing requirements and the online learning course. We are excited to have a full week of orientation to prepare all students for a successful year.



School Assessment Coordinator

We are excited to introduce our new school assessment coordinator, Melissa Carpenter. Melissa has worked with CPA high school as a teacher and is currently working on her administration degree. Melissa has been working with Ashley Repko, District Assessment Coordinator, to create a testing calendar for the 2018-2019 school year.

Pulse Check Survey Results

Families receive 7 pulse checks to inform program planning and satisfaction. The below is the objective of the pulse checks.

Students First Check In Experience



Goal: Use a regular "pulse check" survey to enable rapid reaction when families are struggling

Short surveys will be sent to families throughout the course of the year to identify families who may need additional support and to inform programming

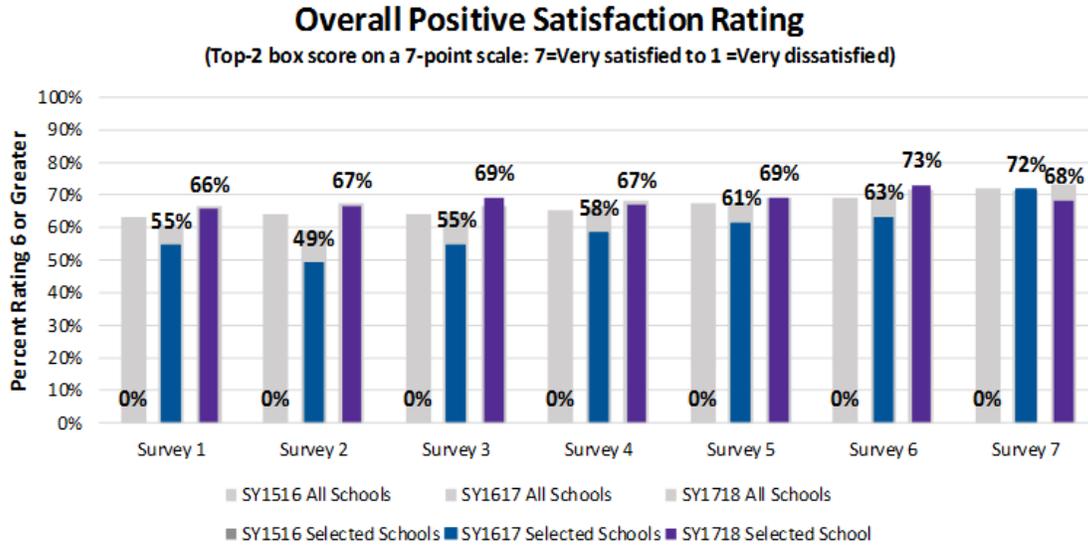
Considerations:

- Provide families simple, regular, easy opportunities to communicate a need for assistance
- Provide data in a timely manner for schools to be able to act upon efficiently and effectively
- Set realistic expectations based upon operational capacities of schools
- Ensure surveys can be easily answered via smart phones
- Data to inform development of programming and resources for school staff and families
- Provide consistent, quantifiable data for effective analysis by Big Data and Analytics and Program Effectiveness teams



CPA

CPA three-year data shows that there is an increase in overall satisfaction. CPA was not included in the school year 2015-2016 program to collect data.



PPOS

