



## **Board Agenda**

June 19, 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**

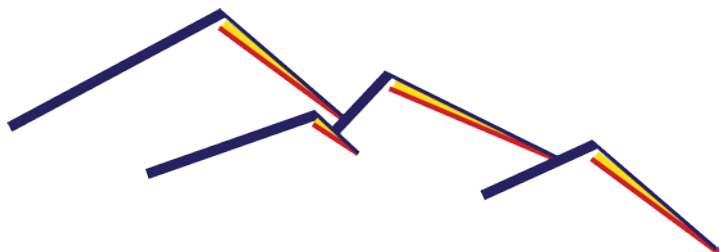
- A. Meeting Minutes from May 23, 2018 Board Meeting

### **III. Action Items**

- A. Budget 2018-2019 School Year – Brett Ridgway
- B. Board Meeting Dates 2018-2019 – Maria Walker
- C. Ignite Academy – Ken Witt

### **IV. Discussion Items**

- A. CPA and PPOS Post-Secondary Plan – Nicole Tiley
- B. Site Visit Reports – Kindra Whitmyre
- C. Q4 Scorecard – Kindra Whitmyre
- D. Data Analyst and Assessment Coordinator Job Description – Ken Witt



*4035 Tutt Boulevard  
Colorado Springs, CO 80922*



## V. Information

- A. IC vs Database – Kindra Whitmyre
- B. Legislative Update – Amy Attwood

## VI. Other Business

- A. 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.

## VII. Reports, in writing unless there are questions

- A. Executive Director Board Report
- B. Education and Operations Director Board Report
- C. Assessment and Data Coordinator Board Report
- D. Business Director Board Report
- E. K-12 Board Report (CPA and PPOS)

## VIII. Adjourn

*Special Board Meeting Notes for  
May 23, 2018 at 4:03 p.m.*

*Guests/Staff: Maria Walker, Ken Witt, Brett Ridgway, Nicole Tiley, Allison Oswandel, Sarah McCaman, Brad Miller, Rebecca Engasser, Justin Schmitt, Sarah Schurchard, Students presenting to the board and their parents.*

*Guests on Conference Call: None*

*Via Skype and Google Hangout: None*

*Note: A. Holloman-absent with prior notice.*

*Roll Call:*

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

*Approval to amend the Agenda: allowing students to present to the BOD first.*

*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.				X	

*Approval of the Amended Agenda:*

*Motion: Griffin*

*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 Consent Agenda.*

*Motion: Drosendahl*

*Second: Griffin*

*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: Griffin*

*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-B*

*Motion: Drosendahl*

*Second: Harris*

*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 -C. Pulled from the agenda.*

*Motion:*

*Second:*

*Motion Passed:*

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

*Approval for Action Item III-D.*

*Motion: Griffin*

*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-E.*

*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.				X	

*Approval to Adjourn at 5:44*

*Motion: Griffin*

*Second: Drosendahl*

*Motion Passed: 4-0*

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





Next, \$40k will be paid as a rebate in OSSC costs back to K12 schools related to excess monies billed to them in the 2016/17 fiscal/school year.

The third item to be considered is any change to employee compensation. CDBOCES employees did not receive any increase for 2017/18. With approximately \$420k invested in ongoing pay for 2017/18, a basic 5% increase (which is validly close to the 5.9% increase in funding rate) creates an available pool of \$21k for pay increases.

Another item that is one-time in nature is the anticipated billing of over-funded student count in the 2016/17 school year. The portions of the bill pertaining to K12 schools will be billed back to them. The amounts related to closed schools however, will have to be funded from Administrative funds. Current expectations are for 5 students each for RMDA and MVV that will need to be re-funded, at approximately \$6,800 each equals \$68,000.

A final change to be aware of is the ratio of Admin-OSSC that we assign to employees that serve CDBOCES in both capacities. In the 2017/18 fiscal year, that ratio was 90% OSSC and 10% Admin. The 2018/19 proposal shifts that to 80%-20%, bringing it closer to prior years' assumptions that were more 75/25 – all of which are a good indicator and reminder that the primary focus of our entity is and should be the success of our schools and our students.

With all of those items considered, the \$180k of new money is effectively fully allocated, meaning that the entity can accomplish all it needs to do for 2017/18 while waiting for the one-time issue to pass and free up project monies for 2019/20.

**Recommended Course of Action/Motion Requested:** Move to approve the 2018-2019 budget as propped.

# Colorado Digital Board of Cooperative Education Services



2018 / 2019 PROPOSED BUDGET DRAFT



Colorado Digital BOCES  
High-Level Financial Trend  
General Fund - Fund 10



April 30, 2018	2013/14	2014/15	2015/16	2016/17	83% of year complete		2017/18	2017/18	2017/18	2017/18	2018/19	2018/19	2018/19	H/(L) Change	
83.3% of year completed (All Dollars in 000's)	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	2017/18 1st Amend v 17/18 Adopt	2017/18 Original Adopted	2017/18 1st Amend v 17/18 Adopt
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	2,215.5	205.5
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	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	205.5	205.5
Per-Pupil Revenue (PPR)	6,070.28	6,423.90	6,690.32	6,794.63	7,017.87	7,017.90	7,017.90	0.03	0.0	7,433.52	415.62	7,017.87	-	7,017.87	-
		5.825%	4.147%	1.559%	3.286%		3.286%	0.000%		5.92%		3.32%	0.03%		0.03%
Program Revenue	\$2,114.6	\$10,594.3	\$15,448.1	13,932.4	\$14,105.9	\$12,698.9	\$15,228.8	\$1,122.9	(\$2,530.0)	\$18,844.0	\$3,615.1	\$15,548.1	\$1,442.2	\$15,548.1	\$1,442.2
Contract Schools	2,114.6	10,594.3	14,120.1	12,536.1	14,105.9	12,698.9	15,228.8	1,122.9	(2,530.0)	18,844.0	3,615.1	14,105.9	0.0	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	1,442.2	1,442.2
Other Revenue	82.6	312.6	242.8	71.7	320.0	332.3	362.4	42.4	(30.1)	350.0	(12.4)	320.0	-	320.0	-
Revenue Transfers			(81.7)	(14.8)	(8.6)	(8.6)	(8.6)	-	(0.0)		8.6	(5.0)	3.6	(5.0)	3.6
Net Revenue	2,197.3	10,906.9	15,609.2	13,989.3	14,417.4	13,022.6	15,582.7	1,165.3	(2,560.1)	19,194.0	3,611.3	15,863.1	1,445.7	15,863.1	1,445.7
Fund Balance Chg	(128.1)	(261.7)	(301.7)	126.6	(28.3)	(131.6)	(88.8)	(60.5)	(42.8)	(254.7)	(165.9)	(157.0)	(128.7)	(157.0)	(128.7)
Fund Balance (+TABOR)	(128.1)	(389.9)	(550.8)	(424.2)	(447.2)	(624.6)	(513.0)	(65.8)	(111.6)	(767.8)	(254.7)	(575.9)	(128.7)	(575.9)	(128.7)
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.03%	3.10%	3.99%	3.29%	0.19%	0.7%	4.00%		3.6%	-0.5%	3.6%	-0.5%
	(62)	(63)	(80)	(4)	(14)	(234)	(45)	(31)				(100)		(100)	
Net Resource Available	2,069.1	10,645.2	15,307.5	14,115.8	14,389.1	12,891.0	15,493.9	1,104.8	(2,602.9)	18,939.2	3,445.4	15,706.1	1,317.0	15,706.1	1,317.0
						83.2%									
Administrative Fee Spend:	0.0	(289.7)	(474.0)	(263.3)	(341.3)	(355.6)	(411.3)	(70.00)	55.74	(428.5)	17.2	(334.5)	6.9	(334.5)	6.9
as % of Program Rev	0.0%	2.7%	3.1%	2.3%	2.4%	2.8%	2.7%	0.3%	0.1%	2.3%	-0.4%	2.2%	0.3%	2.2%	0.3%
School Shared Cost Spen	(820.0)	(526.5)	(892.4)	(964.2)	(828.5)	(532.2)	(756.8)	71.79	224.54	(887.3)	130.5	(946.3)	(117.8)	(946.3)	(117.8)
per pupil amount	2,354	319.23	386.48	(470.24)	412.21	245.26	375.00	(37.21)	(129.74)	350.00	(25.00)	427.14	(14.93)	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)	(60.0)	(30.0)
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(10,908.1)	(13,114.2)	(11,895.6)	(14,218.2)	(1,104.0)	2,322.6	(17,593.5)	3,375.2	(13,057.3)	56.9	(13,057.3)	56.9
	3,586	5,942	6,000	(5,912)	6,524	6,578	6,552	28	26	6,940	388.0	6,496	28.31	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)	(1,308.0)	(1,233.0)
			6,137	(10,151)								6,365		6,365	
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(14,115.8)	(14,389.1)	(12,891.0)	(15,493.9)	(1,104.8)	2,602.9	(18,939.2)	3,445.4	(15,706.1)	(1,317.0)	(15,706.1)	(1,317.0)
						83.2%			16.8%						
Net Resources in Progres:	0.0	0.0	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	4.1	14.4		45.3	30.9		191.9	146.6	99.9	(85.4)	99.9	(85.4)

**Colorado Digital BOCES**

High-Level Financials

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


April 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
<b>Fund 22</b>	<b>CDBOCES - Fund 22 HB1345 Grant</b>						
	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
<b>Fund 22</b>	<b>CDBOCES - Fund 22 CEL Grant</b>						
	Revenue	37.5	-	-	-	-	-
	Expense	(37.5)	-	-	-	-	-
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
	<b>STEMsCO - Fund 13 general</b>						
	Revenue	192.7	193.5	248.9	55.4	-	(248.9)
	Expense	(206.6)	(193.5)	(217.8)	(24.2)	-	217.8
	Net Revenue / (Expense)	(13.9)	0.0	31.1	31.1	0.0	(31.1)
<b>Fund 22</b>	<b>STEMsCO - F22 GenCyber</b>						
	Revenue	69.2	102.0	102.0	-	-	(102.0)
	Expense	(69.2)	(102.0)	(102.0)	-	-	102.0
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
	<b>iLC - Fund 12 general</b>						
	Revenue	(32.6)	-	-	-	-	-
	Expense	38.0	-	-	-	-	-
	Net Revenue / (Expense)	5.4	0.0	0.0	0.0	0.0	0.0
<b>Fund 22</b>	<b>iLC - Fund 22 CEL Grant</b>						
	Revenue	275.3	-	(7.7)	(7.71)	-	7.7
	Expense	(275.3)	-	(0.0)	(0.02)	-	0.0
	Net Revenue / (Expense)	0.0	0.0	(7.7)	(7.7)	0.0	7.7
	<b>CDLS - Fund 14 general</b>						
	Revenue	171.8	-	-	-	-	-
	Expense	(163.6)	-	-	-	-	-
	Net Revenue / (Expense)	8.3	0.0	0.0	0.0	0.0	0.0
<b>Fund 22</b>	<b>CDLS - Fund 22 CEL Grant</b>						
	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
<b>Fund 22 Consolidated</b>							
	Revenue	932.4	202.0	242.7	40.70	100.0	(142.7)
	Expense	(932.4)	(202.0)	(250.5)	(48.43)	(100.0)	150.5
	Net Revenue / (Expense)	0.0	0.0	(7.7)	(7.7)	0.0	7.7



COLORADO DIGITAL BOCES  
Statement of Financial Activity  
April 30, 2018

	2,010.00	2,010.00	###
<b>CD BOCES</b>	<b>2017/18 Fin Amend Budget</b>	<b>2017/18 1st Amend Budget</b>	
			
<b>CD BOCES Revenue</b>	2,170.00	2,010.00	
Program Revenue	15,228,843	14,105,919	-
Admin Services (w/ contract schools)	456,865	423,178	-
School Shared Services (w/ contract schools)	813,750	828,542	-
Entity Services	30,000	30,000	-
External Service Contracts	20,000	20,000	-
Interest & Other Revenue	10,000	10,000	-
Total General Fund	16,559,458	15,417,638	-
Internal Transfers - Special Project Invest	(45,234)	(83,559)	-
Internal Transfers - TABOR (build)/release	-	-	-
Internal Transfers - K12 add'l svcs	-	-	-
Internal Transfers - K12 SPED subcontract	-	-	-
Federal Impact Aid	5,000	5,000	-
ECEA Revenue	250,000	250,000	-
Read Act Revenue	35,000	35,000	-
<b>Total CD BOCES Revenue</b>	<b>\$ 16,804,225</b>	<b>\$ 15,624,079</b>	
	15,581,191	15,699,079	-
<b>Expenditures</b>			

<b>Instructional Program</b>			
Educational Purchased Services	13,928,228	13,074,199	###
SPED Program Purchased Services	250,000		-
SPED Oversight Purchased Services	40,000	40,000	-
Contract School Costs	1,300,615	1,281,720	###
<b>Total Instructional Expenses</b>	<b>15,518,843</b>	<b>14,395,919</b>	<b>###</b>
<b>Student Support Services - 2100</b>			
Assessment and Data Salary	111,789	138,789	-
Staff Benefits	31,994	39,994	-
Student Assessments	25,000	25,000	-
<b>Total Student Support Services</b>	<b>168,783</b>	<b>203,783</b>	-

2017/18 Amended	Fin	2017/18 Amended	Fin	2017/18 Amended	Fin
Budget Detail		Budget Detail		Budget Detail	
Admin		Oversight & Shared Costs		Contract School	
Location 600		Location 610		Locations	
2,170.00		2,170.00		2,170.00	
15,228,843.00					
456,865.29		-		(456,865.29)	
-		813,750.00		(813,750.00)	
-		30,000.00		(30,000.00)	
20,000.00				-	
10,000.00				-	
486,865.29		843,750.00		13,928,227.71	
(45,233.59)					
-				-	
-				-	
5,000.00				5,000.00	
250,000.00				250,000.00	
35,000.00				35,000.00	
<b>441,631.70</b>		<b>843,750.00</b>		<b>14,218,227.71</b>	
				-	
		388.82		6,552.18	

7,433.52 PPR

2018/19 Working Proposed Budget	2018/19 H/(L) Change from 17/18 Fin Amended
2,535.00	365.00
18,843,973	3,615,130
565,319	108,454
887,250	73,500
30,000	-
20,000	-
10,000	-
20,356,542	3,797,084
	45,234
(109,600)	(109,600)
	-
	-
2,000	(3,000)
250,000	-
35,000	-
\$ 20,533,942	\$ 3,729,718


17,295,604	3,367,376
250,000	-
40,000	-
1,482,569	181,954
19,068,173	3,549,330
77,595	(34,194)
23,544	(8,450)
25,000	-
126,139	(42,644)

2018/19 Wkng Proposed	2018/19 Wkng Proposed	2018/19 Wkng Proposed
Budget Detail	Budget Detail	Budget Detail
Admin	Oversight & Shared Costs	Contract School
Location 600	Location 610	Locations
2,535.00	2,535.00	2,535.00
18,843,973.20		
565,319.20	-	(565,319.20)
0.00	887,250.00	(887,250.00)
-	30,000.00	(30,000.00)
20,000.00		-
10,000.00		-
595,319.20	917,250.00	17,361,404.00
-		
(4,700.00)	(2,100.00)	(102,800.00)
		-
		-
		-
		2,000.00
		250,000.00
		35,000.00
<b>590,619.20</b>	<b>915,150.00</b>	<b>17,545,604.00</b>
		109,600.00
	361.01	6,921.34

COLORADO DIGITAL BOCES  
Statement of Financial Activity  
April 30, 2018

CD BOCES		2017/18 Fin Amend Budget	2017/18 1st Amend Budget	2017/18 Fin Amended	2017/18 Fin Amended	2017/18 Fin Amended	2018/19 Working Proposed Budget	2018/19 H/(L) Change from 17/18 Fin Amended	2018/19 Wkng Proposed Budget Detail	2018/19 Wkng Proposed Oversight & Shared Costs Location 610	2018/19 Wkng Proposed Contract School Locations
									Budget Detail	Budget Detail	Budget Detail
									Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
Instructional Staff Support - 2200											
Voc Ed Salary		-	-	-	-	-		-		-	-
Voc Ed Benefits		-	-	-	-	-		-		-	-
Staff Development		25,000	25,000	-	-	-		(25,000)		-	-
Total Instructional Support		25,000	25,000	-	-	-	-	(25,000)	-	-	-
General Administration -2300											
Salaries		249,598	308,598	-	-	-	309,515	59,917	20.0% 62,000.00	80.0% 247,515.10	-
Benefits		72,435	85,935	-	-	-	59,338	(13,097)	12,000.00	47,337.68	-
D49 Purchased Services		4,000	4,000	-	-	-	4,000	-	4,000.00		-
Purchased Professional Services		213,000	105,000	-	-	-	250,000	37,000	125,000.00	125,000.00	-
Travel and Registration		5,000	5,000	-	-	-	5,000	-	5,000.00		-
Office Supplies		5,000	5,000	-	-	-	5,000	-	5,000.00		-
Furniture and Equipment		1,000	1,000	-	-	-	1,000	-	1,000.00		-
Special projects		26,141	55,883	-	-	-	359,728	333,587	88,070.16	271,658.28	-
Marketing & Advertising / Board Expenses		30,000	-	-	-	-	30,000	-	30,000.00		-
Audit		13,250	11,500	-	-	-	16,000	2,750	16,000.00		-
Legal Services		95,504	75,000	-	-	-	95,504	-	65,503.59	30,000.00	-
Dues and Fees		10,000	6,000	-	-	-	10,000	-	10,000.00		-
Total General Admin Services		724,928	662,916	-	-	-	1,145,085	420,157	423,573.75	721,511.06	-
School Administration-2400											
Salaries		50,931	88,600	-	-	-		(50,931)		-	-
Benefits		28,958	24,958	-	-	-		(28,958)		-	-
Total School Admin Services		79,890	113,559	-	-	-	-	(79,890)	-	-	-
Business Services - 2500											
Salaries		40,485	40,485	-	-	-	30,899	(9,586)	30,899.23		-
Benefits		8,136	8,136	-	-	-	8,186	50	8,186.22		-
Bank Fees & Suspense		2,000	2,000	-	-	-	2,000	-	2,000.00		-
Printing		800	800	-	-	-	800	-	800.00		-
Postage		800	800	-	-	-	800	-	800.00		-
Supplies		500	500	-	-	-	800	300	800.00		-
Dues and Fees		11,000	11,000	-	-	-	11,000	-	11,000.00		-
Total Business Services		63,721	63,721	-	-	-	54,485	(9,236)	54,485.45	-	-

COLORADO DIGITAL BOCES  
Statement of Financial Activity  
April 30, 2018

	2,010.00	2,010.00	###
<b>CD BOCES</b> 	<b>2017/18 Fin Amend Budget</b>	<b>2017/18 1st Amend Budget</b>	
<b>Operation and Maintenance of Plant 2600</b>			
Security Services	700	700	-
Utilities	1,500	1,500	-
Custodial Services	3,000	3,000	-
Repair and Maintenance	1,400	1,400	-
Building Lease	38,600	38,600	-
<b>Total Operations and Maintenance</b>	<b>45,200</b>	<b>45,200</b>	-
<b>Support Services - Central - 2800</b>			
Tech Support Services	44,860	40,000	-
Unemployment	2,700	2,700	-
Liability Insurance	25,000	25,000	-
Workers Comp	10,500	10,500	-
SPED Telephone	-	-	-
Telephone	7,500	7,500	-
<b>Total Support Services</b>	<b>90,560</b>	<b>85,700</b>	-
<b>Total Expenses</b>	<b>16,716,925</b>	<b>15,595,797</b>	###
	15,493,891		
<b>Net Operating Change to Fund Balance</b>	<b>87,300</b>	<b>28,282</b>	-

	<b>\$ 77,582</b>	<b>\$ 75,000</b>
	16,794,506	15,670,797
	107.2%	
	84,915	
Personnel Costs	594,327	(85,250)
Implementation Costs	16,122,598	3,902,267
<b>Total Expenses</b>	<b>16,716,925</b>	<b>3,817,018</b>
FY trend / sFTE	56,519	

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

<u>PPExp</u>		
388.82	gross	
375.00	less entity	
80,621	513,706	-
330,711	273,044	14,218,228
411,332	786,750	14,218,228

7,433.52 PPR

2018/19 Working Proposed Budget	2018/19 H/(L) Change from 17/18 Fin Amended
700	-
1,500	-
3,000	-
1,400	-
41,600	3,000
48,200	3,000
44,860	-
2,700	-
25,000	-
10,500	-
0	-
8,800	1,300
91,860	1,300
20,533,942	3,817,018
19,051,373	
(0)	(87,300)

(1)

<b>\$ - \$ (77,582)</b>
20,533,942 3,739,436

<b>2018/19 Wkng Proposed</b>	<b>2018/19 Wkng Proposed</b>	<b>2018/19 Wkng Proposed</b>
Budget Detail	Budget Detail	Budget Detail
<b>Admin Location 600</b>	<b>Oversight &amp; Shared Costs Location 610</b>	<b>Contract School Locations</b>
700.00		-
1,500.00		-
3,000.00		-
1,400.00		-
41,600.00		-
<b>48,200.00</b>	<b>-</b>	<b>-</b>
9,860.00	35,000.00	-
2,700.00		-
	25,000.00	-
3,000.00	7,500.00	-
8,800.00		-
<b>24,360.00</b>	<b>67,500.00</b>	<b>-</b>
<b>590,619.20</b>	<b>915,150.00</b>	<b>17,545,604.00</b>
232.99	350.00	6,921.34
<b>0.00</b>	<b>(0.00)</b>	<b>-</b>

<u>PPExp</u>		
361.01	gross	
349.17	less entity	



## Statement of Financial Activities

### April 30, 2018



STEMSCO - 600			2017/18 Amended Budget	2017/18 1st Amend Budget	2018/19 Proposed Budget
Fund 13	83%				
<b>Stemsco Revenue</b> YTD					
Transfer Stripes	(134)	(5%)	2,750	2,750	
Partner Dues	187,202	103%	182,152	182,152	
Internal Transfers	8,559	100%	8,559	8,559	
Donations/other	-	-	55,402	50	
<b>Total Stemsco Revenue</b>	<b>\$195,627</b>	79%	<b>\$ 248,863</b>	<b>\$ 193,511</b>	<b>\$ -</b>
<b>Expenditures</b>					
<b>General Admin -2300</b>					
Purchased Professional Svcs	4,972	-	-		
Travel and Registration	1,960	105%	1,869	1,869	
Stemsco Office Supplies	712	18%	3,916	3,916	
Other Stemsco expenses	-	-	1,366	1,366	
<b>Total General Admin</b>	<b>7,643</b>	107%	<b>7,152</b>	<b>7,152</b>	<b>-</b>
<b>Support Services</b>					
Salaries	132,781	83%	159,337	141,180	
Benefits	37,962	83%	45,554	39,471	
Purchased Professional Svcs	-	-	600	600	
Bank Fees (Prog 2500)	20	69%	29	29	
Supplies	-	-	-	-	
<b>Total Business Services</b>	<b>170,762</b>	83%	<b>205,520</b>	<b>181,279</b>	<b>-</b>
<b>Central Support - 2800</b>					
Tech Services	-	-	2,580	2,580	
Telephone	1,200	48%	2,500	2,500	
<b>Total Central Support</b>	<b>1,200</b>	24%	<b>5,080</b>	<b>5,080</b>	<b>-</b>
<b>Total Expenses</b>	<b>179,605</b>	82%	<b>217,751</b>	<b>193,511</b>	<b>-</b>
<b>Net Op Change to Fund Bal</b>	<b>\$ 16,021</b>		<b>\$31,111.46</b>	<b>\$ 0</b>	<b>\$ 0</b>



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	(5,258)	-	-		
STEMSCO - GenCyber Exp	1,295	102,042	102,042		-
STEMSCO - GenCyber Exp	-	-	-		-
<b>Net Grant Rev/(Exp)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
=====					
HB1345 BOCES Grant Rev	83,145	100,000	100,000		100,000
HB1345 BOCES Grant Rev Bal	(13,565)	-	-		-
HB1345-Staff Dev Exp	69,580	100,000	100,000		100,000
HB1345-Other Exp	-	-	-		-
<b>Net Grant Rev/(Exp)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
=====					
CDBOCES CEL Rev	-	-	-		0
CDBOCES - CEL Rev Bal	-	-	-		0
CDBOCES - CEL Exp	-	-	-		0
<b>Net Grant Rev/(Exp)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Net Op Change to Fund Bal</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>





## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Maria Walker

**Title of Agenda Item:** Board of Directors Future Board Meeting Dates & Times

**Item Type:**     ☒ Action                      ☐ Information                      ☐ Discussion

### **Background Information, Description of Need:**

The Board of Directors (BOD) needs to meet at least quarterly for the Colorado Digital BOCES. The Board of Director's meeting schedule for the 2017-2018 school year was set to meet every month on the 3<sup>rd</sup> Tuesday of the month from 4-6 p.m. The Board of Directors can also add work sessions into the 2018-2019 schedule possibly quarterly or one per semester.

### **Relevant Data and Expected Outcomes:**

An email was sent out to the Board of Directors with information to help make a decision on the 2018-2019 board meeting dates. From the responses I received, the third Tuesday of the month from 4 - 6 p.m. is the preference.

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

Approve the 2018-2019 Board Meeting Dates for the third Tuesday of the month from 4 – 6 p.m.

**Education ReEnvisioned BOCES**  
**Board Meeting Dates**  
**2018-2019**

July - No 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 20, 2018 – 4:00 – 6:00 p.m.

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 3<sup>rd</sup> 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:** June 19, 2018

**Prepared by:** Ken Witt

**Title of Agenda Item:** (III. C.) Ignite Academy

**Item Type:**        ☒ Action                ☐ Information                ☐ Discussion

### **Background Information, Description of Need:**

At working session in December, board elucidated a strategy that contemplates solicitation of new educational models and schools that are unique and exceptional. Such a solicitation should include an RFP process.

### **Relevant Data and Expected Outcomes:**

The feedback to the first proposal submission, the revised proposal, and second review feedback are attached to this agenda item. At the time of packet submission, CDE response concerning acceptable student contact accounting (logging) to permit receiving the ½ PPR rate for homeschooling enrichment is still pending.

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

School approval must be obtained in June for the school to effectively open this year. However, CDE guidance on the question of student contact accounting to meet homeschooling enrichment program requirements is critical.

Justin Schmitt of Ignite Academy will present the program and status on this issue.

# Ignite Academy

Home School Enrichment Program

New School Application

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Application Components		Applicant Check	Reviewer Check
<b>New School Application Narrative</b>  Items to be completed that are found within the New School Application Narrative	A. Executive Summary	X	
	B. Vision and Mission	X	
	C. Goals, Objectives, and Pupil Performance Standards	X	
	D. Evidence of Support	X	
	E. Educational Program	X	
	F. Plan for Evaluating Pupil Performance	X	
	G. Budget & Finance	X	
	H. Governance	X	
	I. Employees	X	
	J. Insurance Coverage	X	
	K. Parent and Community Involvement	X	
	L. Enrollment Policy	X	
	M. Transportation and Food Service	X	
	N. Facilities	X	
	O. Waivers	X	
	P. Student Discipline, Expulsion, and Suspension	X	
	Q. Serving Students with Special Needs	X	
	R. Dispute Resolution Process	X	
	S. School Management Contracts (if applicable)	X	
<b>Electronic copy of entire application</b>		X	

## A. Executive Summary

**PROPOSED SCHOOL NAME:** Ignite Academy

**PROPOSED ADMIN OFFICE LOCATION:** Pending

**PRIMARY CONTACT PERSON:** Justin Schmitt  
13657 County Road 21  
Cortez, CO 81321  
[justinschmitt@gmail.com](mailto:justinschmitt@gmail.com)  
970-258-0518  
*Resume Attached<sup>1</sup>*

### THE DEMAND

El Paso County is home to approximately 1,500 full time home school students who are not already attending another district or charter home school options/enrichment program.<sup>2</sup> These families have chosen not to participate in one of the home school enrichment programs already in operation for a variety of reasons that may include, but are not limited to the following: the programs are at capacity, the programs are not located within a reasonably close proximity to their home, the program does not fit their schedule, the program model is not what they are looking for, and etc. Ignite Academy seeks to be a choice unlike anything that families in the Pikes Peak Region have available to them, a program that will empower parents by giving them more control over the learning environment, the curriculum being used, and the modality of instruction.

Because of its experience in serving home school families, Academics, Arts, and Action Charter Academy (A3 Education), a California non-profit, was approached about operating a home school enrichment program in Colorado that would be authorized as a contract school by the Colorado Digital BOCES. Justin Schmitt, Lead Petitioner, was immediately interested in the opportunity to serve Colorado's home school population in new and innovative ways. In order to serve Colorado families well A3 Education has committed to establishing a local presence in Colorado. One of the first steps has been to form a Colorado non-profit corporation, Personalized Educational Services (PES)<sup>3</sup>. PES will serve as the Education Service Provider (ESP) for Ignite Academy. PES will employ all school level staff members and will be responsible for all instructional, operational, and financial services.

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<sup>1</sup> Appendix A

<sup>2</sup> Home Based Education Fall 2009-2017: Students Who Are Home-schooled Full-time and Not Eligible For Funding. Colorado Department of Education. Appendix C.

<sup>3</sup> Appendix D



## APPLICANT TEAM

**Sean McManus** - Sean has over 2 decades of executive leadership experience in educational leadership and the international education space. Sean started as a schoolteacher before spending 10 years with Berkshire Hathaway in their Mergers & Acquisitions Global division. For the past 13 years Sean has served in a variety of International Administration/Head of School roles to learn more about the K-12 educational organizations worldwide. Currently he serves as the CEO for A3 Education, non-profit education management organization that operates 17 schools across the United States.

**Jason Schrock** - He began as a 4th grade teacher, became a middle school Head of School at Valley Christian Schools, served 10 years in Administration in Higher Education at Northwestern College, Orange City, Iowa and currently is the Chairman of Cornerstone Christian Foundation and President of A3 Education. Jason is a business owner of several companies, has been involved with many programs connecting businesses with education to impact community development and job creation. He is an entrepreneurial educator that is passionate about creating a culture of excellence in and out of the classroom that produces leaders for the global marketplace.

**Dr. Damian Jenkins** - Damian began her career as a high school teacher. She has spent the past 20 years working as a professor in the teacher education departments at Pepperdine University and Antioch University. Dr. Jenkins has led the accreditation and school improvement efforts of several national educational organizations. She currently serves as the COO of A3 Education and is responsible for the accreditation and school improvement efforts for all A3 managed schools.

**Jim Konantz** - Jim has over 4 decades of experience in public education serving as teacher, teacher advisor, school administrator, division administrator, and District Assistant Superintendent in the second largest school district in the nation (Los Angeles Unified School District). Jim has also served as Head of School for K12's California Virtual Academies, a network of online schools that served over 11,000 online students, Senior VP of Education Initiatives at K12 where he worked to procure approval from the United Kingdom's Secretary of State to develop 4 blended and online learning academies, and consultant to the Ministry of Science, Technology, and Education for the Nation of Japan, and he has worked with K12 Education to develop Academies in the United Kingdom.

**Nyla Crider** - Nyla spent 7 years as elementary school teacher at two different private schools prior to joining the charter education ranks. Since transitioning to charter school and home school education Nyla has served as a educational vendor, teacher, marketing and student recruitment manager and director of home school operations for multiple schools and programs,. Nyla is responsible for building and growing the Valiant Prep Home School Program, a program that grew to over 3,000 students in its first year of operation. She is exciting about bringing her highly sought after home school model to Colorado.

**Justin Schmitt** - Justin is a Colorado native and a veteran school leader who has spent the last decade founding, developing, and leading schools of choice in Colorado and many other states throughout the country. Justin began his career as a middle school social studies teacher and varsity boy's basketball coach before moving into the realm of school administration. Since moving into school administration Justin has served as a head of school, executive director and director of schools for home school programs, multi-district online schools, charter schools, and blending learning programs. Justin is a champion of school choice and he is excited about positively disrupting the home school enrichment market here in Colorado. Justin currently serves as the Director of Administrative and Student Services for A3 Education.

Collectively, the A3 team has over 120 years of experience in PK-16 education. The team's specific experience in school choice, home school, and independent student education is especially germane to this application and to the future operation of this school.

## **HOMESCHOOLING IN COLORADO**

It is estimated that Colorado has between 26,000 and 30,000 home school students.<sup>4 5</sup> To arrive at this range the national homeschooling average from 2012 (3.4%) was multiplied by number of school aged, non-graduated students living in Colorado during the 2017-2018 school years. An exact number is difficult to determine as many families do not report to their local district (or any public school district) that they intent to home school, preferring to instead to enroll their students in independent schools. In April 2017 the National Center for Education Statistics published a report that estimated the number of homeschoolers in the United States. These estimates were based on data from the 2012 Parent and Family Involvement in Education Survey (PFI). The study showed that the percentage of students ages 5-17 in grade levels K-12 who were home schooled rose from 1.7% (850,000 students) in 1999 to 3.4% (1.8 million students) in 2012.<sup>6</sup>

The K-12 grade home school population in Colorado is an underserved demographic. While there are many public and charter school options for families, the overwhelming majority of these schools have been established to serve full time students. The Colorado Department of Education lists 17 home school option/enrichment programs on its website, 5 of which are located in El Paso County. While we know that not all of the estimated 30,000 home school students in Colorado reside in the Pikes Peak region and that not all of those that do will choose enroll in a home school enrichment program, we believe that there is a need for more quality home school enrichment programs and that many of the families in the region will be interested in Ignite Academy's innovative model.

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<sup>4</sup> <https://www.responsiblehomeschooling.org/homeschooling-101/homeschooling-numbers/>

<sup>5</sup> [https://a2zhomeschooling.com/thoughts\\_opinions\\_home\\_school/numbers\\_homeschooled\\_students/](https://a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students/)

<sup>6</sup> Redford, J., Battle, D., and Bielick, S. (2017). Homeschooling in the United States: 2012 (NCES 2016-096.REV). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

At Ignite Academy we believe in providing home school parents with more choice and students with more opportunities. Families in the Pikes Peak Region have other home school enrichment schools available to them, but their choice typically ends once they decide which school to send their student(s) to. Ignite Academy will give parents and students choice throughout their educational experience. Here is how this will be accomplished:

- Parents will be able to choose from hundreds of educational curriculum and service vendors.
- Parents will be able to choose from online instruction, blended instruction, and face to face instruction.
- All students will be allocated an educational fund (more below) that will be used to enhance their educational experience. Examples of how the educational fund may be used include, but are not limited to, the following: dance lessons, music lessons, gym memberships, personal training, tutoring, ACT/SAT prep courses, and etc. Students and parents are never given access to their educational funds, but they are permitted to choose how the funds are spent (must be on an approved vendor).
- *Vendor Ordering System* - this proprietary system provides Ignite Academy staff, students, and vendors with the ability to: track account balances, submit orders, approve orders, submit purchase orders, process purchase orders, etc.

#### **The Educational Fund:**

By putting the control and the decision making process back in the hands of the parents, who are their students' first and most enduring teachers, Ignite Academy seeks to bridge the most important elements of home school education and home school enrichment programming. This will be accomplished primarily through the use of the educational fund. An educational fund will be allocated to each student in the amount \$800. As enrollment grows and the school is able to increase the amount of educational funds each student receives it will do so. Parents will direct the funds in their children's educational fund toward approved educational vendors. In the event that parents wish to use funds toward services provided by a vendor that is not yet approved they need only to have the vendor complete a vendor application and submit to a back ground check. If the vendor has a clean background check and is can prove that they will provide a valuable educational service they will be added to the approved vendor list. The ability to direct resources toward a vendor of their choice is unique amongst Colorado schools and home school enrichment programs.

All students will be assigned an Education Coach/Supervising Teacher who will oversee the educational program of each of their students. The EC will be responsible for ensuring that students are engaged and making adequate progress toward the successful completion of their courses. To accomplish this, the EC will:

- Provide guidance and oversight on the use of educational funds

- Hold regular office hours
- Meet weekly with students to review progress, assess student work samples, and provide guidance related to coursework, pacing, completion, etc.
- Assist student in the compilation of their Portfolio of Student Work (PSW)

Academic success will be measured by the following:

- Completion of a PSW
- Student engagement
- Course completion
- Parent and student satisfaction

Service is the most central tenant to the Ignite Academy model and as such, a substantial amount of resources will be dedicated to servicing the needs of Ignite Academy student, including but not limited to the following:

- Instructional support services-
  - All students are provided with a wide range of course offerings and curriculum options.
  - All students are assigned a licensed educational coach who will guide and support them throughout the year.
  - Educational Coach to student ratio is intentionally kept low in order to provide students with the most 1 on 1 access possible.
  - In addition to the support provided by the EC, students will receive specialized instruction from approved educational service vendors.
- Social support service
  - Opportunities for socialization are very important for home school students and their families, but they are unfortunately hard to come by. Ignite Academy will schedule bi-monthly field trips for families.
  - College and career readiness planning services - While Ignite Academy will not be a diploma granting institution, it will provide its high school students with college and career readiness programming.
  - Blended learning - students who wish to use their educational funds to attend classes with an approved vendor will have added opportunities for social engagement.

## PROJECTED ENROLLMENT

### Total Student Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
--	--------	--------	--------	--------	--------

<b>Grade K-5</b>	75	125	200	300	400
<b>Grade 6-8</b>	50	85	125	175	200
<b>Grade 9-12</b>	25	40	75	100	150
<b>Total</b>	<b>150</b>	<b>250</b>	<b>400</b>	<b>575</b>	<b>750</b>

## B. Vision and Mission Statements

**Vision Statement** - Ignite Academy seeks redefine home school enrichment in Colorado by truly giving choice back to parents and students and that Ignite will draft the blueprint for a new era of choice in home school education.

**Mission Statement** - to empower Ignite Academy students, parents, and staff members to challenge the status quo each day by always innovating and thinking creatively to solve problems and develop new and better ways of doing things.

## C. Goals, Objectives and Pupil Performance Standards

The measures identified in this section are directly related the areas of evaluation found on the School Performance Framework. As a part time, home school enrichment program these measure do not apply for the following reasons:

- 1) Ignite Academy will not be a diploma granting school and will therefore not have a graduation rate.
- 2) As part time students, Ignite Academy students will retain the status of home school students and will therefore not be required to participate in CMAS, PSAT, and SAT testing.
- 3) The state accountability measures used to determine school accreditation ratings are primarily related to state testing performance, growth, and participation and graduation rate and as a home school enrichment program this does not apply to Ignite Academy.

### GOALS

For the reasons listed above Ignite Academy's goals are directly related to the Plan for Evaluating Pupil Performance mentioned in section F.

- 1) Ignite Academy will have at least 90% student engagement as measured by student attendance and participation rates.
- 2) 80% of students will receive a score of Proficient or Advanced on their Portfolios of Student Work.
- 3) Student and parent satisfaction rating of 90%.
- 4) Successful course completion percentage of 90%.

#### **Goal # 1 - Student Engagement**

##### **Attendance**

Another essential component of student engagement is attendance. Student attendance is demonstrated differently depending on which programming they participate in, including, but not limited to the following:

- 1) Attendance in online classes is demonstrated through engagement in the computer based curriculum and instruction and through attendance at live sessions.
- 2) Attendance at vendor supported classes is demonstrated through attendance logs kept by the vendor that are collected and reviewed regularly by the Educational Coach.
- 3) Attendance at field trips that are scheduled each month is also logged.
- 4) Attendance at weekly site based classes at partner locations also satisfies attendance requirements.

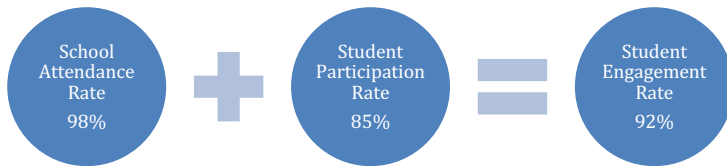
##### **Participation**

It is not enough for students to simply be present. It is critical that they also participate in the learning activities that have been made available to them. Students who show up but don't participate will not get the same level of value out of their courses and activities as those who participate fully in the course and/or activity. For that reason, students must attend AND participate in order to be considered engaged.

To measure student engagement at the end of the year school administration will evaluate in the following way -

- 1) Attendance percentage will account for 50% of schools engagement score.
- 2) PSW will account for 50% of the schools engagement score. The portion of the engagement score will be derived by dividing the number of PSW's submitted by the number of course enrollments.

#### **Figure 1. Example Student Engagement Rate**



### Goal #2 Portfolio of Student Work

Prior to the start of the school year school Administration and Educational Coaches will collaborate to create a rubric that will be used to evaluate Portfolios of Student Work. The rubric will include the following elements: Content, Organization, and Reflection. This rubric will be shared with all students, parents, and vendors prior to the start of classes so that all parties are aware of how the PSW's will be measured.

### Goal #3 Student and Parent Satisfaction Surveys

This is perhaps the most important goal of all because it measures how well Ignite is serving its most important stakeholders. Parent and student satisfaction is of paramount importance. After all, if the program does not provide a valuable experience for students and parents, then the program will not be fulfilling one of its most basic responsibilities. Student and parent satisfaction will be measured in two ways, parent and student satisfaction surveys, and student retention rates. Parent and student satisfaction surveys that cover the following topics will be sent twice each year, at the conclusion of each term:

- Satisfaction with the level of support provided by the Education Coach
- Satisfaction with the communication and responsiveness of the EC and the school generally
- Overall program satisfaction
- Satisfaction with the curriculum and vendor service options
- Satisfaction with the curriculum and vendor options provided by the school
- Satisfaction with the field trip and other socialization opportunities
- Satisfaction with the quality of curriculum and instruction received

**Figure 2. Student and Parent Satisfaction**



The school leadership will review the parent and student satisfaction surveys at the end of each term. The data derived from the surveys will be shared with the staff and the School Accountability Committee once it has been formed, and the CD BOCES Board of Education. The results of the survey will be used to inform the program's continuous improvement efforts.

#### Goal #4 Successful Course Completion

Ignite Academy will be a program at which opportunities for learning are many, where courses are rigorous and standards are high. It will be the responsibility of the Educational Coaches and the school leadership to ensure that students successfully complete their courses at a rate of 90% or higher. This means that whether the course is an online course, a vendor taught course, or a course taught at a partner facility. This data will be calculated at the end of each term and shared with the staff and the School Accountability Committee (once it has been formed), and the CD BOCES Board of Education.

## D. Evidence of Support

The Pikes Peak Region is home to a large number of home school families who will have the opportunity to benefit from Ignite Academy's innovated home school enrichment program. While there are home school enrichment programs currently serving students in the region, the demand continues to rise. According to the Denver Post, the number of home school students in the United States doubled between 1999 and 2016<sup>7</sup>. In 2017 there were estimated 26,000-30,000 home school students in Colorado<sup>8</sup> <sup>9</sup>, and of that total, there were 1,500 who reside in El Paso County that are not already attending another shared schooling program.<sup>10</sup> Additionally, the home school enrichment programs that are already in operation do not offer the kind of program Ignite Academy is proposing to offer the home school families of the Pikes Peak region. More than simply needing another option, the home school marketplace is in need of a new and innovative approach to home school enrichment that will disrupt the market and push the boundaries. Ignite Academy endeavors to provide students and families with a home school

<sup>7</sup> <https://www.denverpost.com/2016/11/01/home-schooled-students-doubled/>

<sup>8</sup> <https://www.responsiblehomeschooling.org/homeschooling-101/homeschooling-numbers/>

<sup>9</sup> [https://a2zhomeschooling.com/thoughts\\_opinions\\_home\\_school/numbers\\_homeschooled\\_students/](https://a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students/)

<sup>10</sup> Home Based Education Fall 2009-2017: Students Who Are Home-schooled Full-time and Not Eligible For Funding. Colorado Department of Education. Appendix C.



enrichment program unlike anything currently available to them, a program that provides students and families with choice in all aspects of their educational program.

Ignite Academy will not be based out of one central location. Rather, the program will engage with its students across a variety of locations, both face to face and online. This will allow the program to enroll students throughout the El Paso County and Pikes Peak Region. The year on budget is based on an enrollment goal of 150 students, but as additional enrollments are added staff will be hired to fill the need. As indicated in Section C of this document, attendance will be measured in a variety of ways, including the following: attendance at vendor supported locations, attendance in online classes, attendance at partner locations, and attendance at school sponsored events and field trips.

	Grades Offered During Year 1 and # of classrooms/grade level	LOI Received to Date
PreK	X	0
K	X	0
1	X	0
2	X	0
3	X	0
4	X	0
5	X	0
6	X	0
7	X	0
8	X	0

9	X	0
10	X	0
11	X	0
12	X	0

## E. Educational Program

In education one size does not fit all and Ignite Academy is dedicated to providing students and families with a personalized learning experience that will meet the unique needs of each individual student. This will be accomplished by combining flexibility of modality, curricular resources, time, and space with a comprehensive student and family support system. Ignite Academy seeks to redefine choice in public education by truly giving the choice back to students and families. This option has been absent in Colorado and we believe that home school families and other non-traditional students will be attracted to this innovative educational solution. Students and families will be able to choose from a variety of curriculum vendors and service vendors in order to create an educational program that is personalized to meet their needs. This customization doesn't end with a curriculum selection like most home school enrichment programs. Parents and students will also have choices in the following areas -

- *Modality* - parents will be able to choose any combination of online instruction, offline instruction, blended instruction, and vendor instruction.
- *Curriculum* - parents will be able to choose from a suite of top quality online and offline curriculum options, vendor created content, concurrent enrollment courses and CTE courses.
- *Time and space* - students will have 24/7 access to their curriculum and they will have the flexibility to move through the curriculum at their own pace.

Empirical education research clearly defines the conditions necessary for students' academic success and learning. We know from research that learning best occurs when the teachers are well prepared, best practices are employed, students are engaged, and the lessons suit individual needs. Therefore, Ignite Academy's educational approach features innovative curriculum options, a high degree of personalized attention, intensive teacher training and competency-based learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the school.

At its foundation, Ignite Academy is a Home school Enrichment Program where students can supplement their home school instruction with educational activities or online courses, especially in regards to elective and enrichment courses. This means that when a student enrolls in Ignite

**Deleted:** Specifically, Ignite Academy is transitioning away from seat time, in favor of a personalized learning environment and structure that creates more learning flexibility. This unique style of learning allows students to progress at their own pace after they demonstrate mastery of a particular academic curriculum. Competency-based strategies provide more flexibility and provide each student with personalized learning goals and opportunities. Because the pace of learning is customized to each individual student, and curriculum is based on relevancy to the learner's unique needs and strengths, students become more engaged and confident in their education.

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Academy Home School Enrichment Program they retain the status of a home school student, and their parents or guardians are responsible for adhering to home school law, including but not limited to the following:

- (I) Parents must provide written notification of their intent to home school to a school district with the state of Colorado.
- (II)(A)“Except as provided for in sub-subparagraph (B) of this subparagraph (II), for purposes of section 22-32-116.5, the school district of attendance for a child who is participating in a nonpublic home-based educational program shall be deemed to be the school district that received the notification pursuant to paragraph (e) of subsection (3) of this section.”<sup>11</sup>
- “Each child participating in a nonpublic home-based educational program shall be evaluated when such child reaches grades three, five, seven, nine, and eleven. Each child shall be given a nationally standardized achievement test to evaluate the child’s academic progress, or a **qualified person** shall evaluate the child’s academic progress. (**Qualified person** means an individual who is selected by the parent of a child who is participating in a nonpublic home-based educational program to evaluate such child’s progress and who is a teacher licensed pursuant to article 60.5 of this title, a teacher who is employed by an independent or parochial school, a licensed psychologist, or a person with a graduate degree in education.) The test or evaluation results, whichever is appropriate, shall be submitted to the school district that received the notification required by paragraph (e) of this subsection (3) or an independent or parochial school within the state of Colorado. If the test or evaluation results are submitted to an independent or parochial school, the name of such school shall be provided to the school district that received the notification required by paragraph (e) of this subsection (3). The purpose of such tests or evaluations shall be to evaluate the educational progress of each child. No scores for a child participating in a nonpublic home-based educational program shall be considered in measuring school performance or determining accreditation pursuant to article 11 of this title.”<sup>12</sup>
- “If a child is participating in a nonpublic home-based educational program but also attending a public school for a portion of the school day, the school district of the public school shall be entitled to count such child in accordance with the provisions of section 22-54-103 (10) for purposes of determining pupil enrollment under the "Public School Finance Act of 1994", article 54 of this title.”<sup>13</sup>

<sup>11</sup> [http://www.cde.state.co.us/choice/homeschool\\_law](http://www.cde.state.co.us/choice/homeschool_law)

<sup>12</sup> [http://www.cde.state.co.us/choice/homeschool\\_law](http://www.cde.state.co.us/choice/homeschool_law)

<sup>13</sup> [http://www.cde.state.co.us/choice/homeschool\\_law](http://www.cde.state.co.us/choice/homeschool_law)

- In order to participate in the home school enrichment program students must be scheduled for at least 90 hours of teacher contact time per semester.

“5.06 A district shall count a pupil in part-time membership, if all of the following apply:

5.06(3) The pupil has a schedule as of the pupil enrollment count date or the alternative count date which provides at least 90 hours but less than 360 hours of teacher-pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date or the alternative count date. For purposes of determining the number of hours of teacher-pupil instruction and teacher-pupil contact:

5.06(3)(e) For a pupil who is only enrolled and attending a part-time program, a district shall count such pupil at most in part-time membership regardless of the pupil's actual class schedule on the pupil enrollment count date or the alternative count date.”<sup>14</sup>

As part of the growing national educational trend and pedagogy Homeschooling is on the rise. Many parents are schooling outside the traditional classroom environment and blending learning with online options. Ignite Academy’s educational model recognizes this growing student population and provides flexibility and quality educational choices with its Home school Enrichment Program. Each student is provided with educational funds to use towards curriculum, online courses, supplies, books, materials, equipment, and services. These funds are not actual dollars distributed to the family or student. Instead, students place requests with their Educational Coaches to spend instructional funds on approved, vetted vendors.

Students can use their educational funds for educational activities and courses, including, but not limited to the following: online coursework, music lessons, art, dance, tutoring, theatre and/or physical education classes. In addition, Ignite Academy students can take classes with local approved service vendors. The vendor is a professional in a field who offers specialized courses, tutoring, or internship opportunities for students to gain experience in a particular field. For example: student enrolled in music and physical education classes will submit a log of the hours spent at lessons, training sessions, practicing or participating in physical activities, to their Educational Coach. These educational opportunities afford students individualized, focused study under the tutelage of professionals in the fields of music and athletics in conjunction with their Educational Coach—the latter being responsible for documenting the learning for these enrichment courses. This model is especially effective for honing talents and possible career opportunities for students while in high school. It also enables the flexibility in schedule for students who wish to excel in the areas of sports, relates sport-oriented businesses, and music and music-related businesses.

**Deleted:** credentialed Ignite Academy teachers and

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## CURRICULUM AND INSTRUCTION

<sup>14</sup> [http://www.cde.state.co.us/cdefinance/rules\\_psfa\\_1994](http://www.cde.state.co.us/cdefinance/rules_psfa_1994). p.10

According to Colorado home school law, parents or guardians of home school students are responsible for the educational program of their students. Students who are enrolled in a home school enrichment program retain the status of a home school student.

“(3)(c) A nonpublic home-based educational program shall include no less than one hundred seventy-two days of instruction, averaging four instructional contact hours per day.

(3)(d) A nonpublic home-based educational program shall include, but need not be limited to, communication skills of reading, writing, and speaking, mathematics, history, civics, literature, science, and regular courses of instruction in the constitution of the United States as provided in section 22-1-108.

(3)(e) Any parent establishing a nonpublic home-based educational program shall provide written notification of the establishment of said program to a school district within the state fourteen days prior to the establishment of said program and each year thereafter if the program is maintained. The parent in charge and in control of a nonpublic home-based educational program shall certify, in writing, only a statement containing the name, age, place of residence, and number of hours of attendance of each child enrolled in said program.”<sup>15</sup>

Ignite Academy will only be responsible for the courses students taken with Ignite; it will not be responsible for the curriculum and instruction completed at home as a part of a home-based educational program. This responsibility lies solely with the parent or guardian.

## HOW IT WORKS

Upon enrollment in the school, students will be assigned to an Education Coach. Parents will have the ability to request a specific EC if they choose to do so. The EC will immediately commence communication with the family and provide parents with information on how to utilize their educational funds and assistance in the selection of curriculum and/or service vendors. While parents and students have the flexibility to select the course(s) of their choice or attend vendor led classes and enrichment activities, students will be required to enroll in a minimum of one, 5 hr/week course, and a maximum of three, 5 hr/week courses. Students will be able to choose one or more of the options below to satisfy the 5/hr week minimum.

## Figure 3. Students Course Selection Options

<sup>15</sup> [http://www.cde.state.co.us/choice/homeschool\\_law](http://www.cde.state.co.us/choice/homeschool_law)

## Online Classes

- Synchronous courses taught by high quality online teachers.
- Curriculum offerings from many of the top online curriculum publishers.
- 100's of courses to choose from, including: Core, Elective, AP, Credit Recovery

## Vendor Classes

- Performance sports training
- Music Lessons
- Dance
- Math tutoring
- Internship opportunities

## Concurrent Enrollment

- Concurrent enrollment through institutions of higher education that qualify for concurrent enrollment in Colorado such as Pike's Peak Community College

### Educational Vendors

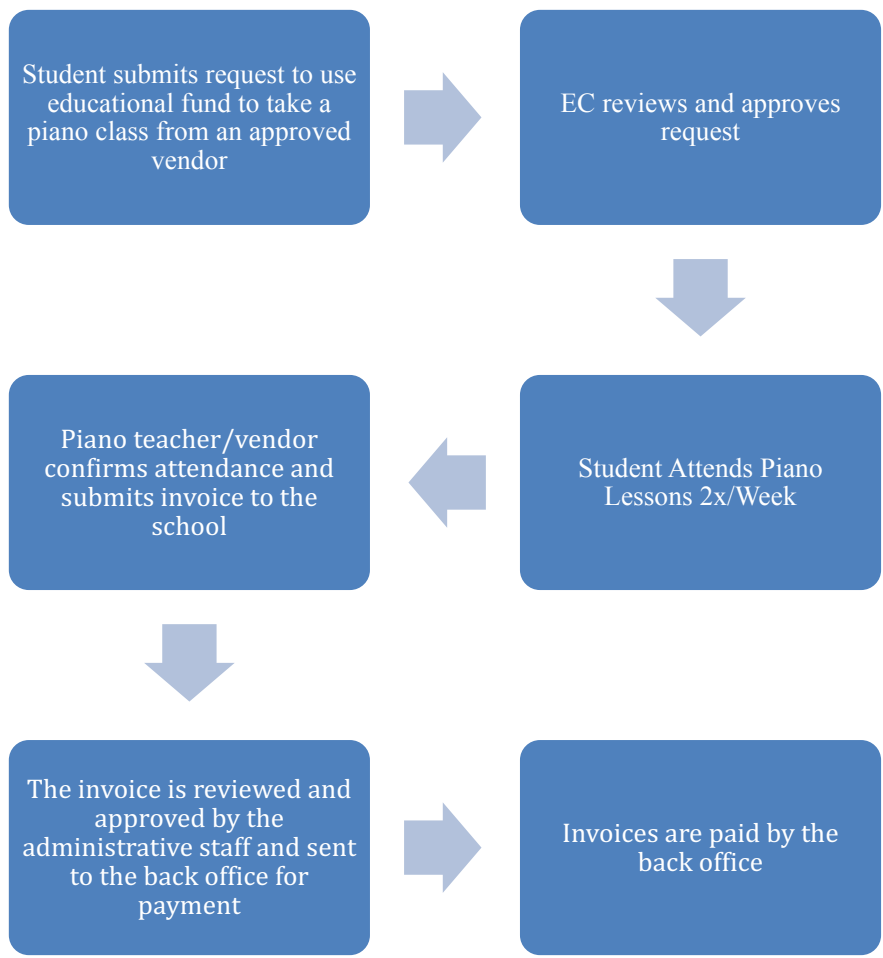
**Vendor Approval Process:** All organizations and individuals that wish to provide educational services are required to complete a vendor application and undergo a thorough background check with the Department of Justice. Vendors must also agree to receive payment upon completion of the educational service or activity. This is to ensure students are engaging and completing the scheduled educational activities. In the vendor application, all potential vendors must submit a description and proposal showing how the courses taught will meet state standards. These proposals are vetted and reviewed to ensure high quality educational opportunities for students.

Figure 4. Vendor Application Process



**Vendor Ordering System (VOS):** VOS is proprietary software which provides Ignite Academy and its Administration with the ability to track student’s participation in these off-line courses, process orders from placing to purchasing, and allows students to see their available educational funding. The VOS is used daily by EC’s and administrative staff members to approve requests and review and approve payment for invoices. Purchase Requests sent to the vendors and verified by Vendor department staff to maintain checks and balances.

**Figure 5. Example - Education Funds Use Request Process**



Beyond the vendor course offerings and mentorship, Ignite Academy students will have the opportunity to join in educational field trips and allocate their educational funds to participate. These site visits will be coordinated and led by Educational Coaches. Some examples of educational field trips include visits to local museums, concerts and performances, literacy



events at local libraries, career visits to local businesses, and other specialized educational opportunities in the community, including service projects. At least two field trips will be planned each month, and students are invited to attend, providing their own transportation to and from the site.

### **Concurrent Enrollment**

Colorado State Legislators passed House Bill 09-1319 in May 2009 with the intent of broadening access to and improving the quality of concurrent enrollment programs for Colorado students. According to the Colorado Department of Education, “concurrent enrollment continued to see sustained increase in participation in 2016-2017, up more than 10 percent statewide... 96% of School Districts and 86% of high schools offer concurrent enrollment programs.”<sup>16</sup> Students participating in home school enrichment programs should be afforded the same opportunity to participate in concurrent enrollment programs as students enroll in full time public education and the Ignite team intends to ensure that concurrent enrollment is available for its students. The CDE has confirmed in its Concurrent Enrollment FAQ’s that home-study students are only eligible for enrollment in a Concurrent Enrollment Program if they are eligible for PPR. Since Ignite students will be eligible for ½ PPR as part time students, they will be eligible to participate in the Concurrent Enrollment Program.<sup>17</sup>

To qualify for concurrent enrollment, students must be in 9<sup>th</sup> grade or higher and receive approval from their Local Education Provider (LEP) and meet the minimum prerequisites for the course. Additionally, while 9<sup>th</sup>-12<sup>th</sup> grade students are legally allowed to participate in Concurrent Enrollment, the LEP has the authority to approve students to participate at their discretion.<sup>18</sup> Students who are interested in participating in the Concurrent Enrollment Program will contact their EC and the EC will direct them through the application process and the placement process. Once the student has been accepted the EC will monitor his/her progress throughout the term.

Prior to the start of the 2018-2019 school year Ignite Academy will engage in concurrent enrollment agreements with Pikes Peak Community College, which will give its students access to face to face courses at PPCC and online courses through CCC online. Additionally, Ignite will engage in concurrent enrollment with other colleges and universities in Colorado that either have a physical campus in the Pikes Peak Region or provide online coursework eligible for concurrent enrollment.

### **Summer Support**

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<sup>16</sup> <http://www.cde.state.co.us/postsecondary/concurrentenrollment>

<sup>17</sup> <http://www.cde.state.co.us/postsecondary/ceprogramsfaq>

<sup>18</sup> [http://www.cde.state.co.us/postsecondary/cespecificfaq\\_2014](http://www.cde.state.co.us/postsecondary/cespecificfaq_2014)

Once a student is enrolled, on boarding and orientation begins. “Summer Connect” includes learning coach “boot camps”, student week-long exploratory virtual camps, and a summer website designed to offer sample lessons, best practices, and other helpful tips to prepare for a successful school experience. Students can choose to meet in person or virtually with teachers and education coaches to plan for the school year. Ignite Academy recognizes that a lack of student engagement and course participation can be caused by confusion and a lack of communication and support by the school. Summer Connect aims to alleviate those problems and in turn will lead to greater student sustained enrollment.

### **Ignite Connections: In-Person Orientation and Support**

To further ensure that students are properly oriented to and prepared for the online and blended learning environment, Ignite Academy will offer students the opportunity to meet in person at local community centers around the state in preparation for the start of school. During this orientation program, teachers will provide synchronous instruction and interact with students on a personal level. Ignite Connections will act as a kickoff event for students *and* their families, allowing them to meet teachers and school staff face-to-face, complete tutorials with the Learning Management System, and familiarize themselves with the educational program. This orientation event will also give teachers and staff an opportunity to gain important information about their students’ learning styles and communication skills, and to establish trusting relationships with students and learning coaches. Additionally, Ignite Connections provides valuable opportunities to establish expectations for students and learning coaches, and equips them with the skills, resources and information necessary for a successful academic year. This individual interaction will continue throughout the year. Following Ignite Connections, teachers will evaluate student work, develop progress reports, monitor student attendance, encourage and motivate students, help students with remediation or enrichment, develop opportunities for learning coach involvement, modify lessons to fit students’ unique learning needs, and participate in educational field trips and other school-planned activities.

## **KEY EDUCATION FACILITATORS**

### **Learning Coach**

The Ignite Academy team recognizes the vital role that the parent/guardian plays in the education of their children. Parents/guardians are every child’s first, and in most cases, lifelong teachers. Therefore, we wish to emphasize the importance of the role that parents/guardians play as Learning Coaches for their children. Learning coaches provide at home support for their children throughout the school day. The role and level of support necessary varies depending on the age and level of independence of each student. The Education Coach will work together with the Learning Coach to ensure the academic success of each student.

## Educational Coaches

All students will be assigned a credentialed teacher known as an Educational Coach (EC). Educational Coaches oversee the individual education program of each of their students, guide, provide support, and maintain each student's educational funds and records. Educational Coaches and parents (or designated adult/guardian) collaborate to create a specific educational program for students. The program may consist of vendor led enrichment courses, online courses, concurrent enrollment courses, or a combination of all of these. The EC's ensure that students are making appropriate progress throughout the school year.

## Administrative Staff

The Head of School and Director of Operations will recruit and vet partners and vendors who will enhance the educational offerings for Ignite Academy students. The Head of School will supervise all staff members. The Director of Operations will oversee the management of the Vendor Ordering System to ensure that all students are being given access to the approved curriculum and service vendors they have requested and those vendors are being paid on time. To ensure on time payment the Director of Operations will work closely with the back office. In year one the Head of School and the Director of operations will be part time, contracted employees.

## QUALITY ASSURANCE

### *Monitoring Student Progress in Their Home-based Educational Program*

According to home school law -

- “(3) (f) Each child participating in a nonpublic home-based educational program shall be evaluated when such child reaches grades three, five, seven, nine, and eleven. Each child shall be given a nationally standardized achievement test\* to evaluate the child's academic progress, or a **qualified person** shall evaluate the child's academic progress. The test or evaluation results, whichever is appropriate, shall be submitted to the school district that received the notification required by paragraph... The purpose of such tests or evaluations shall be to evaluate the educational progress of each child. No scores for a child participating in a nonpublic home-based educational program shall be considered in measuring school performance or determining accreditation pursuant to article 11 of this title.”<sup>19</sup>
- “(5) (a) (I) If test results submitted to the appropriate school district pursuant to the provisions of paragraph (f) of subsection (3) of this section show that a child participating in a nonpublic home-based educational program received a composite score on said test which was above the thirteenth percentile, such child shall continue to be exempt from the compulsory school attendance requirement of this article. If the child's composite

<sup>19</sup> [http://www.cde.state.co.us/choice/homeschool\\_law](http://www.cde.state.co.us/choice/homeschool_law)

score on said test is at or below the thirteenth percentile, the school district shall require the parents to place said child in a public or independent or parochial school until the next testing period; except that no action shall be taken until the child is given the opportunity to be retested using an alternate version of the same test or a different nationally standardized achievement test selected by the parent from a list of approved tests supplied by the state board.”<sup>20</sup>

As a part of the enrollment process Ignite Academy will require parents to submit an intent to home school form. Parents will also be required to submit their standardized achievement test results to Ignite Academy so that the school can measure whether or not the student(s) is testing at or above the 14<sup>th</sup> percentile. If parents decide that they would like their student(s) to take the CMAS assessment Ignite Academy will facilitate the testing.

#### *Monitoring Student Progress in Courses Taken at Ignite Academy*

**Online Courses** All online courses that are made available to Ignite Academy students are taught using top rated online curriculum, such as: Pearson Online and Blended Learning, FuelEd, Accelerate, and Odyssey Ware. All online courses are taught according to iNACOL’s National Standards for Quality Online Teaching. Teachers are evaluated according to these standards and professional development that aligns to these standards is provided.

#### **Vendor Courses**

Before vendors can be approved to serve Ignite Academy students they must first go through the vendor application process. In order to gain approval a vendor must submit a scope and sequence of what will be covered in their courses and be cleared in a criminal background check. Once a parent selects a vendor course that he/she would like to enroll their student(s) in, success will largely be determined by the parent. Some key questions that will help the parents and Ignite Academy staff to determine if students have been successful in vendor led courses.

- Did the service provided by the vendor meet the outcomes that were mutually agreed upon by the parent and the vendor prior to the start of the course?
- Did the student attend regularly and fully engage in the course?
- Were parents satisfied by the service provided by the vendor?

If the answer to any of these questions is a ‘No’ the learning outcomes will most likely be below average. This is a customer service business and as such the school and its staff must perform exceedingly well in the area of customer satisfaction.

The beauty of this model is that, like the free market economy, parents can let their money do the talking. If they aren’t satisfied with a service they can stop using that service and find another service they like better. This means that a parent can switch from one vendor to another part way

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<sup>20</sup> [http://www.cde.state.co.us/choice/homeschool\\_law](http://www.cde.state.co.us/choice/homeschool_law)

through the semester for any variety of reasons. The market that Ignite will create within its vendor network and parent choice will ensure quality.

### **PROFESSIONAL DEVELOPMENT**

Prior to the start of the school year, staff will attend a week long (5 day) professional development that will focus on the following topics: personalized learning strategies, developing and implementing personal learning plans, communication practices, Google Suite, concurrent enrollment, and the Vendor Ordering System.

Personalized Educational Solutions will provide ongoing professional development for its staff members throughout the year. There will be a combination of whole staff PD opportunities and personalized professional development plans.

- Whole staff PD includes the following: Bi-weekly PLC meetings, iNACOL's Conference on Blended and Online Learning, and internal conferences put on by the ESP and its partners in January and June of each year.
- Individual PD includes the following:
  - In addition to the professional development activities above, PES will, in the return for a certain number of years of service, pay up to \$10,000 per year in college tuition for staff members to continue their education and pursue advanced degrees. One year of tuition will require 1 year of service. Staff will be gradually reimbursed for their tuition as they complete their years of service.
  - Additional PD plans will be developed on an individual basis as needs are identified through the staff evaluation process.

### **ANNUAL CALENDAR AND DAILY SCHEDULE**

#### **Annual Calendar**

Ignite will operate a school calendar that has 180 days of instruction per year, 90 days per semester. Students must enroll in at least 1 class for a minimum of 5 hours of instruction per week. This equates to 90 student contact days per semester.

Appendix E - Annual Calendar has been submitted as an attachment to this application.

#### **Daily Schedule -**

As all a student could potentially have a different daily schedule depending on the type and number of classes that they choose to take, we have included a few example schedules below that demonstrate what a student's daily schedule may look like.

Sample Daily Schedule #1 shows the schedule of a student who is taking a Physical Education course. The majority of the student's weekly instruction comes from attending a training facility

2 times per week for 2 hours at a time. When the student is not attending the training facility he is supposed to work out on his own and log his activity.

Sample Daily Schedule #2 shows the schedule for a student who has enrolled in a high school French class. The class is a 60 minute per day class.

Sample Daily Schedule #3 show a student who is enrolled in a concurrent enrollment class at Pikes Peak Community College and using vendor funds to take piano lessons once per week.

**Figure 6. Sample Daily Schedule #1**

Monday	Tuesday	Wednesday	Thursday	Friday
2 Hour Training at Elite Sports Academy		2 Hour Training at Elite Sports Academy		Student meets with his EC to review the week's activities and submit a work sample.

**Figure 7. Sample Daily Schedule #2**

Monday	Tuesday	Wednesday	Thursday	Friday
1 Hour French Class	1 Hour French Class	1 Hour French Class	1 Hour French Class	1 Hour French Class, including weekly live session
		School sponsored field trip to the Cheyenne Mountain Zoo - 6 hours	Weekly check in with EC to review the week's activity and gather a work sample.	

**Figure 8. Sample Daily Schedule #3**

Monday	Tuesday	Wednesday	Thursday	Friday
English 101 - 1 hour	Weekly check in with EC to review the week's activity and gather a work sample.	English 101 - 1 hour	Piano lessons - 1 hour	English 101 - 1 hour

## F. Plan for Evaluating Pupil Performance

Pupil performance will be evaluated according to the following three measures:

### 1) Portfolio of Student Work

Educational Coaches will work closely with parents and students to select curriculum that is aligned to standards, pace the curriculum, provide coaching to the student and parent, evaluate work samples and help students to compile their Portfolio of Student Work (PSW) for each course that they are enrolled in. The PSW provides tangible evidence of student learning. In addition to monthly informal evaluations of the PSW conducted by the EC, the EC will conduct a formal evaluation of the PSW at the end of each course. [Please refer to sections C and E of this application for more information on the PSW's and their evaluation.](#)

### 2) Student Engagement

At Ignite Academy we understand that engagement is foundational to student success. For that reason, we require all students and parents/guardians to meet with their educational coach at least once per month to review course progress, evaluate student work, add work samples to the PSW, and etc. In addition to the required monthly meetings, teachers are available by phone, email, and web conference for guidance, instruction, and tutoring. Because of its engagement requirements, Ignite Academy expects to see nearly 100% student engagement from its students and families. [Please refer to section C of this document for more information on how student engagement will be measured.](#)

### 3) Parent and Student Satisfaction

Parent and student satisfaction is paramount to the success of Ignite Academy. Satisfaction is derived from customer service. If parents and students are served well they will be satisfied, and if they are satisfied they will continue to enroll in the school year after year and they will be more likely to refer the school to their friends and family. Positive referrals are the most effective marketing tool. [Please refer to section C for more information on how Parent and Student Satisfaction surveys will be used.](#)

Admittedly, parent and student satisfaction is a school performance measure rather than a pupil performance measure. However, if the school is doing a good job of engaging its students and ensuring progress is being made then parent and student satisfaction will be the natural by-product.

### Standardized Assessment -

[Ignite Academy will remind parents of the requirement for them to have their students tested every other year beginning in 3<sup>rd</sup> grade. This is not the responsibility of the academy but the academy will assist in any way. Please refer to section E of this application for more information on standardized testing for home school students.](#)

### Home School Law

[It is important to note that although there is specific home school law that governs home-study education, this law pertains to the parent or guardian of the student. Students enrolled in a home](#)

school enrichment program are considered to be home school students unless they take more than 359 hours of coursework per semester. The home school enrichment program is responsible for the coursework that a student takes with it but not for coursework done at home and instructed by the parent. Please refer to section E of this document where we dive into home school a greater detail.

## G. Budget and Finance

Ignite Academy's preliminary budget is based on projected SY 2018 enrollment of 150 students at a per pupil operating revenue of .5 FTE. Teacher, admin, and support staff salaries and benefits were determined by using a proportional calculation. 150 students at half-time funding are not sufficient to support the dedicated full time instructional and student support team that would be needed to operate Ignite Academy. However, by contracting with the ESP, Personalized Educational Services and hiring teachers, administrators, and support staff on a part time, contractor basis, the school will be able to build the team necessary to operate Ignite Academy with fidelity and efficiency. As enrollment grows in years 2-5 Ignite Academy will have the ability to bring on more full time staff.

*See attached Appendix B - Budget*

By contracting with Personalized Educational Services to provide management, operational services, purchased services, and other central office functions Ignite Academy will be able to benefit from the experience of a seasoned management team and realize the benefits of economies of scale in the purchasing of curriculum, technology, and supplies that PES will provide. This will also protect the school from over extending itself financially in the event that it does not meet its enrollment target. The numbers of obligations that are not directly proportional to the number of students enrolled in the school are minimal. Therefore it is much less likely that the school will need to hire or purchase curriculum that it doesn't have the enrollments to support.

Ignite Academy will also contract with Charter School Financial Services LLC (CSFS) for back office support. CSFS will be responsible for maintaining financials, vendor payments, budgets, and etc. CSFS is an independent back office. It is not a division of A3 Education or Personalized Educational Services.

### **Start Up Financing**

During its first year of operation Ignite Academy will utilize a bridge loan from Personalized Educational Services in to cover its operational expenses until revenue comes in from the state.

### **Authorization and Oversight**



The application team met with the CD BOCES finance director last week in order to determine that the projected revenue and projected expenditures are accurate with regard to the known, fixed costs. The finance director was able to provide an accurate and specific PPR number of \$7,746/pupil, and he was able to provide an overview of the various CD BOCES fee structure. The new budget document (appendix B) now shows the entity cost of \$15K/school, the 3 % administrative fee, and an adjusted OSS fee of \$150/student. The per student, OSS fee, was established for the BOCES' full time schools and as such Ignite Academy will not need or want some of the services that the OSS fee pays for. PES and the CD BOCES staff will continue to negotiate an appropriate number.

#### **Facility Costs**

Ignite Academy intends to establish an administrative office within greater Colorado Springs area, and after doing some preliminary research it appears as if an adequate space might be procured for approximately \$1,200/month. While some of its vendors and partners may operate facilities at which students may attend, Ignite does not plan to operate any facilities other than its administrative offices.

#### **Employee Salary and Benefits**

Employees will either be hired at a ½ time level or a full time level. Staff salary amounts are indicated in the attached budget, Appendix B. All full time staff members will be given the opportunity to take advantage of a very competitive benefits package. The medical insurance plan will cover the employee and family with no out of pocket premiums and the 401k plan has a 10% match.

#### **Transportation**

As a non-site based school Ignite Academy will not provide transportation to its students. When students wish to attend a course provided by a vendor or attend a field trip (all field trips are voluntary) the responsibility for the travel rests solely with the family.

#### **Food Service**

As a non-site based home school enrichment program, food service is not applicable.

#### **TABOR Reserve**

The Ignite Academy 5 year budget shows a TABOR reserve of at least 3% each year.

#### **Financial Transparency Act (C.R.S. 22-44-301)**

The Public School Financial Transparency Act", which directs local education providers to post financial information on-line, in a downloadable format, for free public access. Ignite Academy will comply with the Public School Financial Transparency Act (C.R.S. 22-44-301) by providing the CD BOCES with all appropriate school financial documents that it needs in order to fulfill its legal obligation to maintain Financial Transparency. In addition Ignite Academy will post all required financial information on its website, including: annual budgets, uniform budget

summary sheet, salary schedules or policies, financial audit, list of waiver received by the CD BOCES, other specific financial information and a link to the Financial Transparency for Colorado Schools website.

#### **Financial Audit**

Ignite Academy will enter into a contract with a Certified Public Account with experience with Colorado school finance to conduct an independent financial audit each year. The audit for the prior year will be submitted to the Public School Finance Unit and the State Auditor y December 31<sup>st</sup> of each year.

## **H. Governance**

Most of the governance section applies to Ignite Academy. What is written below was written to address specific things in the rubric and feedback from the reviewers and the board.

#### **BOARD POLICY AND PROCEDURE**

As a contract program of the CD BOCES, Ignite Academy will not have its own board. Rather, the CD BOCES board will be the board of education for Ignite Academy. The board policies and procedures of the CD BOCES will be the policies under which Ignite Academy will operate and be governed by.

The CD BOCES board will contract with the ESP, Personalized Educational Services to operate Ignite Academy. The board will responsible for overseeing the school and it will hold the ESP accountable for abiding by the terms of its management contract.

While the CD BOCES may provide feedback to the ESP on any employees, including the head of school, the ultimate authority to hire and fire the school's staff resides with the management company. The CD BOCES Board is not the supervisor or the evaluator of the employees of the ESP. If the CD BOCES has concerns with the performance of the particular staff member of the ESP it should contact the ESP immediately.

The ESP is bound by its contract with the BOCES. The accreditation requirements of the BOCES will help to ensure that the ESP performs well in order to fulfill the terms of its contract.

#### **SCHOOL ACCOUNTABILITY COMMITTEE (SAC)**

Ignite Academy will not have an ESP in place to start the school tear. Instead, it will form the SAC during its first year of operation. The Head of School will develop a School Accountability Committee that fulfills the following statutory requirements:

- The SAC shall consist of at least seven members, including but not limited to the following:
  - The Head of School of the school or the Head of School's designee;
  - At least one teacher who provides instruction at the school;
  - At least three parents or legal guardians of students enrolled in the school;

- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least one person who is involved in business or industry in the community.
- If the CD BOCES Board of Education chooses to increase the number of persons on the school accountability committee, it shall ensure that the number of parents on the committee exceeds the number of representatives from the group with the next highest representation.
- A person may not be selected to fill more than one of the member positions required in as single term.
- If a vacancy arises on a school accountability committee because of a member's resignation or disqualification or for any other reason, the remaining members of the school accountability committee shall fill the vacancy by majority action.
- Notwithstanding any provision of this section to the contrary:
  - If, after making good-faith efforts, a Head of School or an organization of parents, teachers, and students is unable to find a sufficient number of persons who are willing to serve on the school accountability committee, the Head of School, with advice from the organization of parents, teachers, and students, may establish an alternative membership plan for the school accountability committee
    - The members of the governing board of a district charter school or an institute charter school may serve as members of the school accountability committee
  - SAC will meet at least quarterly to discuss student performance data, including internal formative and summative data as well as state testing data when it becomes available.
  - The SAC will adopt by laws in the fall of 2018.
  -

## **BOARD PROCEDURES**

### **Colorado Open Records Act**

As directed by the CD BOCES, Ignite Academy officials will comply with CORA.

### **Family Education Rights and Privacy Act**

As directed by the CD BOCES Board of Education, Ignite Academy will comply with FERPA. FERPA and Colorado law afford Parents/guardians and students over 18 years of age certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed 45 days).
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights.
3. The right to privacy of personally rectifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20208520.

5. The right to refuse to permit the designation of any or all of the categories of directory information.
6. The right to request that information not be provided to military recruiting officers.

## **PARENT COMPLAINTS**

Ignite Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. The school prohibits discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student.

Families should always contact their Educational Coach with any concerns first. If the concern is not addressed, the student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School responds within 72 hours.

If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within five (5) working days.

If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the School Board.

## **STAFF COMPLAINTS**

All staff members will be employees of Personalized Educational Services, and as such all disputes will be resolved through its dispute resolution process.

# **I. Employees**

The Head of School, Teachers, Counselors and Classified personnel of the School will be employed by the ESP, Personalized Educational Services, and a non-profit, public benefits corporation. The ESP is a private corporation, not a government entity, and as such will not participate in PERA. Rather the ESP will provide its employees with a competitive benefits package, including - 401K, medical, dental, and vision insurance.

### **At Will Employment**

Employee's employment by the ESP is at will. That means that each of Employee or the ESP is free to terminate Employee's employment at any time without notice, cause, or any specific procedures. Terminations are effective on the date set forth in writing. Upon termination, all of

the ESP's and Employee's obligations under the employment agreement cease, other than the ESP's obligations to pay any final earned salary and to reimburse any properly incurred business expenses.

### **Selection and Qualifications of School Employees**

The ESP will implement a comprehensive staff recruitment policy to attract highly- qualified, credentialed administrators and teachers. Recruitment strategies for employing highly qualified teachers include using established teacher recruitment services, such as Teacher-Teachers, SchoolSpring, Colorado Association of School Executives, Colorado League of Charter Schools, and college employment fairs, among other generally acceptable strategies.

The Chief Administrator for the School will be the Head of School. It will be the responsibility of the Head of School, to recruit, hire, train, evaluate, and when necessary, fire staff. The ESP human resources department will assist the Head of School to solicit and accept candidate applications.

All employees shall be fingerprinted and background checked and receives background clearance prior to commencing employment with the ESP and working with students enrolled in the School.

### **Head of School Qualifications**

The School's Head of School will be the instructional leader of the school and will be responsible for helping the school and students achieve the outcomes outlined in this application.

#### *Required knowledge, skills, and abilities:*

- Understanding of distance learning methodology, measurement and implementation
- Understanding of employee evaluation in a corporate/non-profit setting
- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in positions of school leadership and/or operating a non-profit business
- A record of success in building community partnerships and fundraising
- Entrepreneurial passion
- Knowledge of school/non-profit management

#### *Required Experience and Education Level:*

- Master's Degree
- Colorado Head of School's license or ability to obtain
- 3 years of school leadership experience, preferably in charter education
- 3 years of teaching experience

### **Teacher/Educational Coach Qualifications**

*Required knowledge, skills, and abilities:*

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online/distance learning environment
- Highly qualified to teach in the relevant content area
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

*Required educational level/credentialing:*

Teachers will be required to hold a Colorado certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Colorado Law OR meet applicable “highly qualified” requirements required by federal legislation. Teachers shall be appropriately assigned within their credential area when required.

### **Professional Development**

Professional development will be provided on an ongoing basis and will be built into the school calendar. The following professional development workshops, conferences, and trainings will be provided to teachers:

- Bi-weekly PLC meetings covering the following topics and more - implement, and design as needed, current instructional strategies that address the needs of our targeted student population, student and parent engagement strategies, and evaluate student performance data.
- A comprehensive monthly staff meeting.
- Conferences -
  - Annual face to face staff trainings in January and June
  - Ongoing technology badging training
  - Individualized PD as identified and agreed upon during the teacher evaluation cycle
  - PD provided by vendors on the use of the instructional and assessment tools utilized by the school
  - Various trainings offered by the CD BOCES

Additional professional development needs will be identified through the analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

### **Evaluations**

Ignite Academy Head of School will evaluate teachers, counselors and all classified staff according to an annual evaluation cycle. This is to say that a final evaluation will be conducted on an annual basis. The final evaluation will incorporate the following: mid-year evaluations, spot checks, employee improvement plans, parent and student satisfaction surveys, Portfolios of Student Work, course completion percentage, and student retention (re-enrollment) rates. As employees of the management company and not the school, school staff will not be required to be evaluated by the state's teacher evaluation quality standards requirement. Additionally, as home school enrichment program, the requirement to evaluate according to the state's teacher evaluation does not apply.

PES will develop its own teacher evaluation rubric that will incorporate the criteria listed above.

The Head of School will be evaluated by the Chief Operating Officer of the ESP according to an annual evaluation cycle. This is to say that a final evaluation will be conducted on an annual basis. The final evaluation will incorporate the following: mid-year evaluations, spot checks, employee improvement plans, student performance and growth data and etc. If the board has concerns or wishes to give feedback regarding the job performance of the head of school, it will be able to reach out to the COO directly to express the concerns.

### **STAFF HANDBOOK**

At the current time a staff handbook has not yet been developed. All staff members will be provided with a handbook upon their hiring. A copy of the staff handbook will be provided to the CD BOCES board for review once it has been completed.

## **J. Insurance Coverage**

**Insurance Coverage** - Ignite Academy will maintain general liability insurance and umbrella insurance coverage in the minimum amounts for each occurrence of one million dollars (\$1,000,000) per individual claim and two million dollars (\$2,000,000) aggregate. Ignite Academy shall provide the BOCES evidence of such insurance by way of certificates of insurance. Liability insurance will be purchases from Philadelphia Insurance Company.

**Workers' Compensation Insurance** - Ignite Academy will maintain workers' compensation insurance as required by law, covering its respective employees. The School shall present evidence to the CD BOCES that it maintains the requisite insurance in compliance. Worker's compensation insurance will be purchased through Amtrust.

### **EMERGENCY PLAN**

Ignite will not operate a facility at which students will attend classes. Students and staff will use the emergency plans of the facilities that students and staff will be at.

## K. Parent and Community Involvement

Our unique educational approach will allow us to customize an education that is unique to each learner and provide a diverse choice in core academic and enrichment. For students who are looking for live instruction in a social environment, our Homeschool Enrichment program will offer live academic and enrichment programs taught by teachers dedicated to their success as well as access to one on one tutoring for areas of struggle. Families can choose to work exclusively with live tutors and teachers or combine them with our online approach for a customized, blended system.

Parents and students will be partnering with a team of knowledgeable and experienced educators. These highly qualified teachers work with parents to monitor student progress, attendance, and content mastery while providing professional insight, instruction, and support. We are committed to providing a world-class education that takes into account different learning styles and allows families a voice.

Parental involvement is crucial to the success of Ignite Academy. We view parents as the first teachers and will be strongly guided and supported by our shared school teachers, mentors, and educational coaches. The policies of the school will be driven by educators with strong input from the shared school community of parents and advocates. We will invite parents to attend parent meetings to gain their feedback, suggestions and insight. This will enable our shared school to reach its highest support of families. Families are encouraged to volunteer and engage with the school through the community events we will plan, such as school dances, park days, field trips, experiential learning events, museum visits and etc. Parents will be welcome to provide input at these events about ways to improve future offerings.

Families will become familiar with the school primarily through the community events we will attend, social media outreach and by word of mouth. We will attend local events throughout the region in order to connect with families in the community and build awareness about our school. These events include, but are not limited to county fairs, information sessions, park days, homeschool conventions, and story times at local libraries, and local museum days for families, etc. We will also host our own events, like information sessions and bagels and bananas coffee shop meetups.

Social media posts will be used to inform families about our school events such as school dances, graduation, community service opportunities, vendors, Jog-a-thons, student newspaper, learning centers in the area and our field trips. We will also use this platform to target the areas



we will be working to grow our school, share support and tips to other homeschool families, locate potential teachers and advertise the local events in each community.

We will also encourage our high school students to participate in community service projects in their local community. Our teachers will assist in promoting community by planning various field trips for all grade levels and multiple areas of interest. Along with these field trips, we will also host several park days for families with younger children who are looking for more ways to connect with other shared schoolers. There will also be dances, meet-ups, field trips and other social events we will provide for our students in order for them to have opportunities for social interaction.

**Communications** The School and its teachers will directly communicate with their families about any new offerings, changes, various programs being offered, curricula options and student progress throughout the year. The School will also create a direct, open, two-way communication between the school and the home which will be critical to student success.

**Parent Support** The School and teachers will aim to provide a high level of parental support and assistance to their families.

**Volunteer Opportunities** The School will actively invite and recruit parents and students for local volunteer opportunities in a wide range of activities

**Collaboration.** The School will actively engage and coordinate their own resources and select services that they will offer for families and students. Involvement and outreach to local community organizations, businesses and potential cultural organizations, in addition to other possible collaborations as they arise.

**Learning at home** The School and teachers will actively help involve the parents in the child's learning being done at home, including good study habits, self motivation, homework, projects, goals for the school year and various other activities as they arise and are related to the school curriculum.

**Decision-making** The School will actively encourage and include families as participants in their child's education, as well as important educational decisions by forming committees, volunteer groups and/or parent organizations. The School feels this is an important step in the Schools success.

The School will focus on involving parents in a meaningful way with their child's education and their school. Through this process we expect to build a trusting and transparent relationship with the families. The emphasis in parent involvement and the connection between the parents involvement and their child's education will have many positive benefits and outcomes ranging from reduced at-risk behaviors, one-on-one academic instruction, customized academic curricula

based on the student's need and academic level, as well as a positive and personally guided effect on the students daily behaviors and social interactions. There are numerous studies that show the importance of communication between school and home, including activities such as parent-teacher meetings, end-of-school events, and basic communication like regular written or verbal correspondence and student progress reports, all of which have been associated with higher student achievement.

## L. Enrollment Policy

### **Generating Interest -**

In order to be able to attract parents to enroll their kids in Ignite Academy brand awareness must first be generated. In order to generate brand awareness Ignite will engage in the activities below:

- Attend and rent booth space at home school events
- Attend and rent booth space at community events
- Send out direct mailers
- Place ads in area magazines, specifically anything to do with home school
- Utilize Facebook to generate interest and build community
- Utilize SEO and PPC web marketing strategies

In its experience working with home school families the applicant team has learned that the home school community is very closely knit and very collaborative. If something works well for one home school family they are going to recommend it to other home school families that they know. It was for this very reason that the applicant team has had such great success in the past home school students in large numbers. By providing a superior service and serving families well, a positive buzz was generated in the home school community and once some families began to participate it cascaded from there and the program exploded in popularity. This is how A3 grew the Valiant schools in California from under 100 kids in June 2017 to well over 2,000 full time enrollments in June 2018. It is for this reason that the applicant team remains optimistic that it will still be able to enroll 150 new students by the end of August.

Ignite Academy will be a part-time, public home school program of the CD BOCES, that will serve students in grades K-12. Ignite Academy will serve as an excellent educational choice for families in the Pikes Peak region. The school will serve a diverse student body across the region, including students whose families seek more direct involvement in their education, students seeking flexible schedules, and students in need of more personalized learning.

Ignite Academy seeks to reach students throughout the region that will benefit from an

innovative approach that is combined with personalized learning and a culture of community. This program will provide a pathway for student growth and success. However, Ignite Academy may reject an application for the following reasons:

- Program does not have appropriate programs or is not equipped with the necessary facilities to meet the special needs of the student.
- The student does not meet the established criteria for participation in the school or program including but not limited to age requirement and residency status.
- The student has been expelled or is in the process of being expelled from another school.
- The student has engaged in behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or school personnel.
- The student has graduated from the 12th grade or already received any document evidencing completion of the equivalent of a secondary curriculum.
- The student does not meet immunization requirements mandated by state law.

#### **Residency Requirement**

To be eligible to enroll in Ignite Academy a student must provide evidence of legal residency in the state of Colorado.

#### **Non-Discrimination Policy**

Ignite Academy is open to all students that reside in the Pikes Peak Region and does not discriminate in its admission policies or practices. Ignite will not discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal or state law. The school complies with the McKinney-Vento Act regarding homeless students.

#### **Special Needs Students**

CD BOCES counsel has advised the applicant team that as home school enrichment program it is not required to admit students with IEP's. Students who have an IEP typically need full time support that just cannot be provided by a part time program. Ignite Academy is not the least restrictive environment for these students. Additionally, Ignite is not responsible for servicing EL Plans, GT plans, or any special plans not mentioned here.

## **M. Transportation and Food Service**

N/A

## N. Facilities

N/A

## O. Waivers

N/A

## P. Student Discipline, Expulsion, or Suspension

Much of the discipline, expulsion, or expulsion procedures listed below came from a policy of one of the ESP's other schools. We have added a little bit of language here are there, but for the most part this policy is broad enough where it counts and as specific as it needs to be in other areas that it can apply well to students attending school in various ways.

### **Suspension/Expulsion Procedures**

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and wellbeing of all students at the School. In preparing this policy, the School has reviewed other suspension and expulsion policies, as well as the Education Code. When the policy is violated, it may be necessary to suspend or expel a student from the School. This policy shall serve as School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the agreement so long as the amendments comport with legal requirements and as required by the BOCES. Although many of the students of the School work from home, or from a location not owned or leased by the School, this policy is written broadly to apply as needed to the students while at school-sponsored activities or at partner and vendor facilities.

### **Third Party Locations**

Students are expected to abide by schools rules whenever they are taking classes online, on a college campus, at a vendor location, on a field trip or etc. If students violate school rules while at any of these third party locations they are subject to the same consequences that they would be subject to had they broken the rules on school property.

1) When a disciplinary issue transpires at a third party location the vendor, college professor, or other is strongly encouraged to contact the school right away to inform the school of the breach of school rules. The first contact should go to the school at which point the school administration will immediately begin to investigate the matter and will inform the parents of the situation.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet that is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, exclusion from school sponsored field trips and events, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or otherwise comply with legal requirements regarding restraints.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request to the Head of School.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

#### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to:

1. A school activity,
2. School attendance, or
3. A School sponsored event.

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds;
2. Traveling to or from school;
3. During, going to, or coming from a school-sponsored activity.

#### **Enumerated Offenses**

1. Students shall be immediately suspended pursuant to this policy and shall be recommended for expulsion if the Head of School or designee determines that a student has committed any of the following acts while participating in an officially sanctioned school activity:
  - a. If it is determined by the Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United

States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

- b. Students may be suspended or expelled for any of the following acts when it is determined the pupil:
- c. Caused, attempted to cause, or threatened to cause physical injury to another person.
- d. Willfully used force of violence upon the person of another, except self-defense.
- e. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.
- f. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- g. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- h. Committed or attempted to commit robbery or extortion.
- i. Caused or attempted to cause damage to school property or private property.
- j. Stole or attempted to steal school property or private property.
- k. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her prescription products by a pupil.
- l. Committed an obscene act or engaged in habitual profanity or vulgarity.
- m. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- n. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- o. Knowingly received stolen school property or private property.
- p. Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- q. Committed or attempted to commit a sexual assault, or committed a sexual battery.
- r. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- s. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- t. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- u. Committed sexual harassment. For the purposes of this section, the conduct described must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, this section shall apply to pupils in any of grades 4 to 12, inclusive.
- w. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
- x. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- y. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

#### **Suspension/Expulsion Procedures**

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspensions shall be initiated according to the following procedures:

### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School. The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### **2. Notices to Parents/Guardians**

At the time of suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### **3. Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Head of School or Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The Head of School or designee upon either of the following determinations will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsions:



*Authority to Expel: A student may be expelled either by the CD BOCES Board of Education following a hearing before it or by the CD BOCES Board of Education upon the recommendation of an Administrative Panel to be assigned by the CD BOCES Board of Education as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the CD BOCES Board of Education. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.*

**Expulsions shall be initiated according to the following procedures:**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**Record of Hearing**

A record of the hearing shall be made and will be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the CD BOCES Board of Education, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the CD BOCES Board of Education who will make a final determination regarding the expulsion. The final decision by the CD BOCES Board of Education shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Head of School or designee following a decision of the CD BOCES Board of Education to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
3. The Head of School or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
  - a. The student's name
  - b. The specific expellable offense committed by the student

**Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the BOCES upon request.

**No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the School as the CD BOCES Board of Education decision to expel shall be final.

**Expelled Pupils/Alternative Education**

When a student is expelled, he/she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. Consequently, during the term of the expulsion he/she will not be permitted to be on school grounds, attend school sponsored activities that take place off of school grounds, or communicate with other students through the use of school software, for example: internal email, instant messaging, discussion boards, live sessions, and etc. However, he/she will be permitted to continue his/her education independently either through the use of online or offline curriculum. His/her work will be evaluated for mastery by his/her teachers.

**Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the CD BOCES Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the School for readmission.

**Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or School shall be in the sole discretion of the CD BOCES Board of Education following a meeting with the Head of School and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

## Q. Serving Students with Special Needs

N/A

BOCES Counsel has advised that a home school enrichment program may deny enrollment to students with special needs. Ignite Academy has decided to follow this guidance, and as such, will not enroll students with IEP's, will not service EL plans and ALP.

## R. Dispute Resolution Process

### **Disputes between the ESP and its Authorizer:**

1. The ESP and the Colorado Digital BOCES (CD BOCES) will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.
2. In the event of a dispute between the ESP and the CD BOCES, the employees of the School agrees to first frame the issue in written format and refer the issue to the Executive Director of the CD BOCES and Head of School of the School. In the event that the CD BOCES Board of Directors believes that the dispute relates to an issue that could lead to revocation of the contract in accordance with Education Code, the matter shall be handled in accordance with C.R.S. 22--- 30.5--- 107.5 and shall be subject to this dispute resolution process and in accordance with Colorado law.
3. The Head of School and CD BOCES Executive Directors shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than thirty (30) business days from receipt of the statement.
4. If this meeting fails to resolve the dispute, the Executive Director and the Head of School shall meet to jointly identify and agree upon a neutral third party mediator. The Executive Director and Head of School shall develop the format of the mediation session jointly. Mediation shall be held within one hundred twenty (120) business days of receipt of the dispute statement. The costs of the mediator shall be split between the CD BOCES and the School. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by the CD BOCES and the School. The Head of School and Executive Director may assign a designee(s) for participation herein.
5. The authorizer and the School may agree to be bound by the findings of a third party mediator. However, each party does not waive any other rights and protections they may have under Colorado law.
6. If the dispute remains unresolved after mediation, both the School and the CD BOCES shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.

## S. School Management Contracts (if applicable)

### **List of all ESP owner(s), directors, and officers:**

Sean McManus  
Jason Schrock  
Dr. Damian Jenkins  
James Konantz  
Nyla Crider  
Justin Schmitt

**Type or form of entity (for-profit corporation, non-profit corporation, Limited Liability Company, etc.):** Non-profit Corporation

**Name of ESP's primary banking institution:** Farmers and Merchants

**Legal counsel for the ESP, including contact information:**

Lisel M. Ferguson  
Partner  
Procopio  
525 B Street, Suite 2200  
San Diego, CA 92101  
[lisel.ferguson@procopio.com](mailto:lisel.ferguson@procopio.com)  
619.515.3207

**Accounting firm for the ESP, including contact information:**

Robert Williams  
Charter School Financial Systems, LLC  
3300 Irvine Avenue, Suite 330  
Newport Beach, CA 92660  
(949) 531-6114

**Evidence that the ESP is authorized to do business in Colorado**

Please see Appendix D, attached.

**Evidence of successful educational services being provided to other schools operated by the ESP's parent organization, A3 Education:**

**ORGANIZATIONAL GROWTH**

A3 Education opened its first school in California the fall of 2015 and it has seen some exceptional growth in the short time since, both in the number of schools it now manages and in the number of students currently enrolled across all schools. During the 2015-2016 school year A3 managed 1 school with a total enrollment of less than 500 students. During the 2016-2017 school year A3 managed 10 charter schools with a total enrollment of 5,600 students. A3 Education currently manages 17 schools in 5 states with a total enrollment of 22,400 students.

**STUDENT ENGAGEMENT**

Student engagement is crucial to student success in online education. A3 Education has invested heavily in strategies that are designed to maximize student support in order to maximize student engagement, and ultimately student success. Students who are not engaged are rarely successful. Here are some examples of the strategies A3 uses to generate high levels of student engagement:

### **Instructional services**

- All courses are taught by teachers who are certified and highly qualified in their content areas.
- Live sessions are delivered via webinar for large group, small group, and 1 on 1 instruction.
- A3 schools are committed to maintaining low student to teacher ratios in order to maximize the amount of time teachers have available to them to provide outreach and support to the students in their classes.

### **Support Services**

- Upon enrollment in an A3 school students are assigned an Orientation Specialist whose primary responsibility is to ensure that students are supported from enrollment through the first few weeks of enrollment. Many students who struggle in the online setting struggle because they first fall behind when they are brand new students trying to acclimate to their new school and its systems.
- All students are assigned a student mentor whose role it is to come alongside students and provide them with ongoing support throughout the school year. The mentor is a student's initial contact for all things that are not specifically related to a particular course. The mentor's primary responsibility is to develop rapport with students and families and make sure they stay engaged and do not fall through the cracks.

Guidance counselors are responsible for the Individual Career and Academic Plan of all students. They provide programming to students about college and career readiness, including - financial aid, college fairs, career fairs, college applications, scholarship applications, community resources, and etc.

The intricate system of instruction and support services described above has generated some very positive results in the areas of attendance and course completion, for example

- A3 schools had an average attendance rate across all schools of 95.7% for SY2016-2017.
- A3 has seen a year over year improvement in course completion rates over the past 3 school years
  - Successful course completion percentage for SY2015-2016 - 58%
  - Successful course completion percentage for SY2015-2016 - 76%
  - Successful course completion percentage through the first half of SY2017-2018 - 85%

## **ASSESSMENT DATA**

### **State Testing Data -**

Only 1 of the schools that A3 manages in California was in its second year during the 2016-2017 school year and there isn't sufficient testing data from year 1 to year 2 to show any growth data. As a result only student achievement data will be discussed during this section.

Six of the independent student charter schools that A3 manages were in their first year during the 2016-2017 school year. The performance data gathered provides the schools with good baselines from which they have focused some of their continuous improvement efforts.

The overall average number of students who scored at the Meets or Exceeds state standards in Reading level was 38% on the SY2016-2017 SBAC. Two of the school performed above the state average in reading and 2 of the schools fell just shy of the state average.

Internal diagnostic assessments are projecting 57-72% of students will receive a reading score of Meets or Exceeds the standard on SBAC for SY2017-2018.

The overall average number of students who scored at the Meets or Exceeds state standards in Math level was 17% on the SY2016-2017 SBAC.

Internal diagnostic assessments are projecting 48-60% of students will receive a Math score of Meets or Exceeds the standard on SBAC for SY2017-2018.

A3 took over the management of Valiant Academy of Los Angeles and Valiant Academy of Southern California midway through SY2016-2017. The overall average percentage of students who earned score of meets or exceeds the standard was 24% in Reading and 8% in Math. Substantial increase in enrollment and the implementation of a more comprehensive instructional student support model has led to some significant improvements in a short period of time. Internal diagnostic assessments are projecting that 57-71% of students will earn a score of meets or exceeds the standard in Reading and 48-61% of students will earn a score of meets or exceeds the standard in Math. This anticipated improvement in student performance will be a huge accomplishment for these schools. [Both Valiant schools have a very large percentage of students enrolled in their home school program. The home school program at the two valiant schools is very similar to the school PES is proposing.](#)

**Local Assessment Data**

**Math**

48% of students in A3 Schools scored on or above level in math on the iReady fall diagnostic assessment. Based on the results of the fall diagnostic iReady predicts that 60% of the students will receive a score that meets or exceeds the standard on the SBAC in 2018. If the SBAC proficiency predictor is accurate A3 students will significantly outperform the state average. The state average for SY 2016-2017 was 37%. Even if only 48% of A3 students earn a score of meets or exceeds the standard, as they did on the fall diagnostic, A3 schools will outperform the state average by 11%.



**Predicted Proficiency Report**

Academic year: Current (2017-2018)

Show: Beginning of Year Diagnostic (July 1 - November 30)

Subject: Math

Use this report to view the percentage of students who are likely to be proficient (*students at Level 3 and above*) by the end of the year and the percentage of students predicted to reach each achievement level. The predictions presented here are based on an analysis of the 2016 end-of-year performance of students who took the Diagnostic during the same period you selected for this report.



## District Summary

District	% Students Likely to be Proficient on SBAC by the End of the Year	% Students Predicted in SBAC Achievement Levels			
		Level 1	Level 2	Level 3	Level 4
CALIFORNIA PREP DISTRICT	60% +/- 6%	17%	22%	22%	38%



### Performance by School and Grade Report

Academic year: Current (2017-2018)  
Subject: Math

Define "On Level": Standard View  
Show: Window 1 - 08/15/2017 - 08/14/2018

Use this report to view student performance and progress on the Diagnostic Assessment by school and grade.

## All Schools

Window 1 - 08/15/2017 - 08/14/2018

Grade	% Students On or Above Level	Student Placement Distribution (%)		
		Below Level (Includes Emerging)	On Level	Above Level
Grade K	91%	9%	72%	19%
Grade 1	74%	26%	66%	8%
Grade 2	62%	38%	58%	4%
Grade 3	55%	45%	53%	2%
Grade 4	54%	46%	50%	4%
Grade 5	52%	48%	48%	4%
Grade 6	54%	46%	53%	1%
Grade 7	43%	57%	43%	0%
Grade 8	41%	59%	40%	<1%
Grade 9	53%	47%	52%	1%
Grade 10	32%	68%	32%	<1%
Grade 11	11%	89%	11%	0%
Grade 12	8%	92%	8%	0%

### Reading

57% of students in A3 Schools scored on or above level in Reading on the iReady diagnostic assessment. Based on the results of the fall diagnostic iReady predicts that 72% of the students

will receive a score that meets or exceeds the standard on the SBAC in 2018. If the SBAC proficiency predictor is accurate A3 students will significantly outperform the state average. The state average for SY 2016-2017 state average was 48%. Even if only 57% of A3 students earn a score of meets or exceeds the standard, as they did on the fall diagnostic, A3 schools will outperform the state average by 9%.



**Performance by School and Grade Report**

Academic year: Current (2017-2018)      Define "On Level": Standard View  
 Subject: Reading      Show: Window 1 - 08/15/2017 - 08/14/2018

Use this report to view student performance and progress on the Diagnostic Assessment by school and grade.

**All Schools**

● Window 1 - 08/15/2017 - 08/14/2018

Grade	% Students On or Above Level	Student Placement Distribution (%)		
		Below Level (Includes Emerging)	On Level	Above Level
Grade K	95%	5%	52%	43%
Grade 1	72%	28%	41%	31%
Grade 2	70%	30%	47%	24%
Grade 3	78%	22%	61%	17%
Grade 4	59%	41%	51%	8%
Grade 5	61%	39%	46%	15%
Grade 6	57%	43%	42%	15%
Grade 7	58%	42%	49%	8%
Grade 8	58%	42%	53%	5%
Grade 9	45%	55%	42%	3%
Grade 10	36%	64%	35%	<1%
Grade 11	39%	61%	38%	1%
Grade 12	35%	65%	35%	0%



## Predicted Proficiency Report


Academic year: Current (2017-2018)

Show: Beginning of Year Diagnostic (July 1 - November 30)

Subject: Reading

Use this report to view the percentage of students who are likely to be proficient (*students at Level 3 and above*) by the end of the year and the percentage of students predicted to reach each achievement level. The predictions presented here are based on an analysis of the 2016 end-of-year performance of students who took the Diagnostic during the same period you selected for this report.

## District Summary

District	% Students Likely to be Proficient on SBAC by the End of the Year	% Students Predicted in SBAC Achievement Levels			
		Level 1	Level 2	Level 3	Level 4
CALIFORNIA PREP DISTRICT	 72% +/- 6%	12%	15%	28%	44%

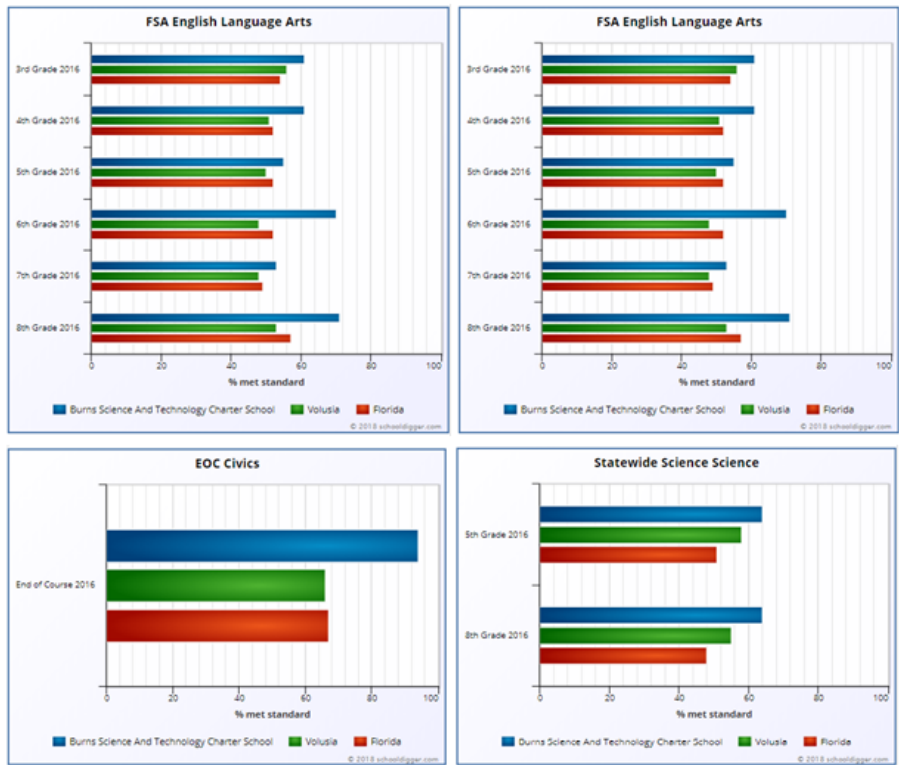
### SCHOOL TURNAROUND

In SY 2015-2016 A3 Education partnered with EdFutures in its management of Ivy Hawn Charter School of the Arts and Burns Science and Technology Charter School. Ivy Hawn is a K-8<sup>th</sup> grade charter school that provides students with a college prep education with an Arts focus. Burns is a K-8<sup>th</sup> grade charter school that provides students with a STEM focused college prep education. Both schools were failing schools on the charter performance scale prior to the school turn-around efforts performed by A3 and EdFutures. Ivy Hawn is now an A rated school and ranks in the top 16% of elementary schools in the state of Florida. Burns is now a B rated school and ranks in the top 18% of elementary schools in the state of Florida. The demand for admission into Burns and Ivy Hawn has grown to the point that both schools now have an extensive waiting list.

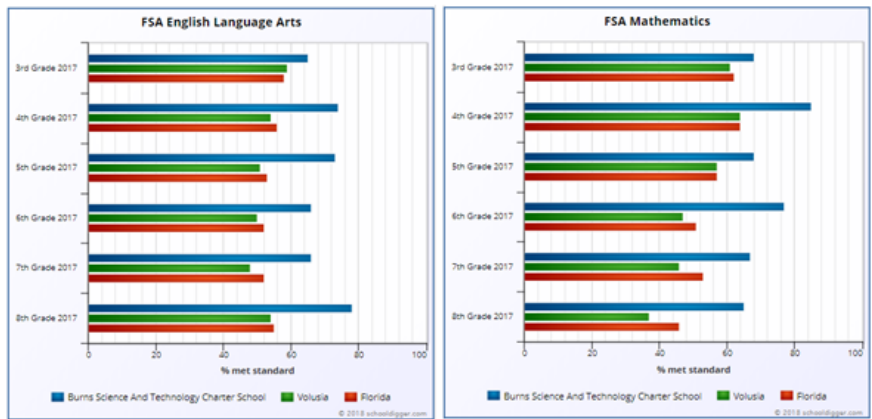
### Burns Science and Technology Charter School

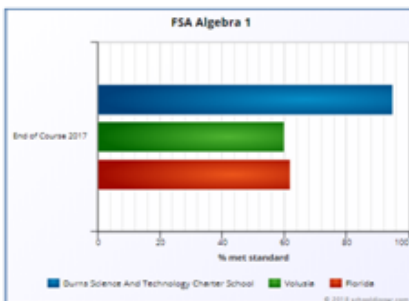
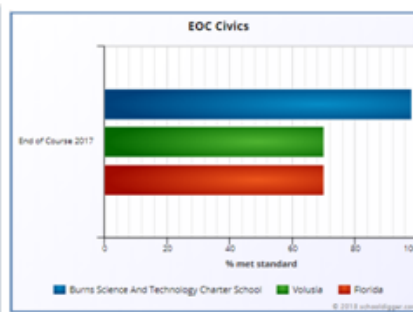
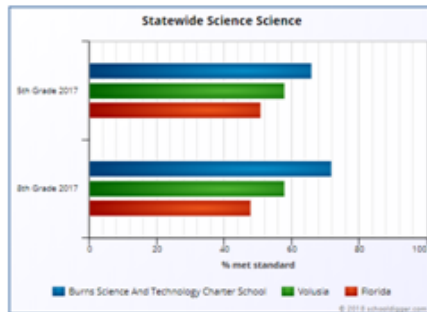
Burns Science and Technology Charter School has outperformed the district and state average on the Florida Standards Assessment in every content area and every grade level for the past 2 years.

FSA Results SY2015-2016



FSA Results SY2016-2017

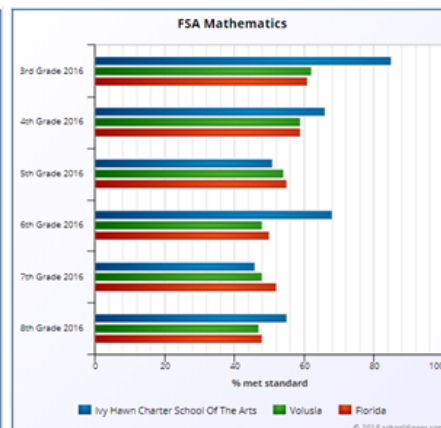
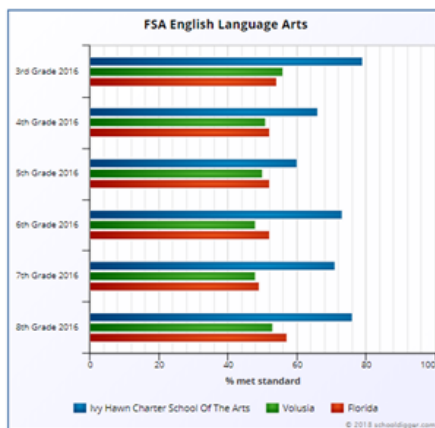


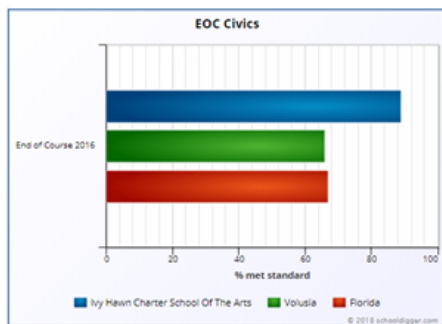
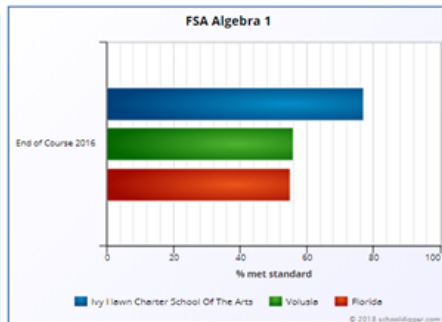
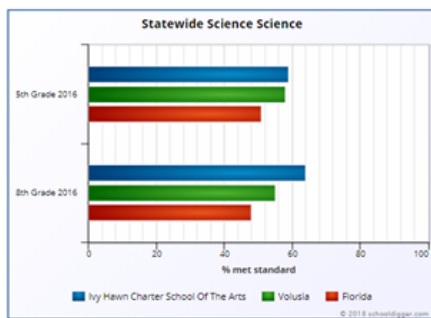


### Ivy Hawn Charter School of the Arts

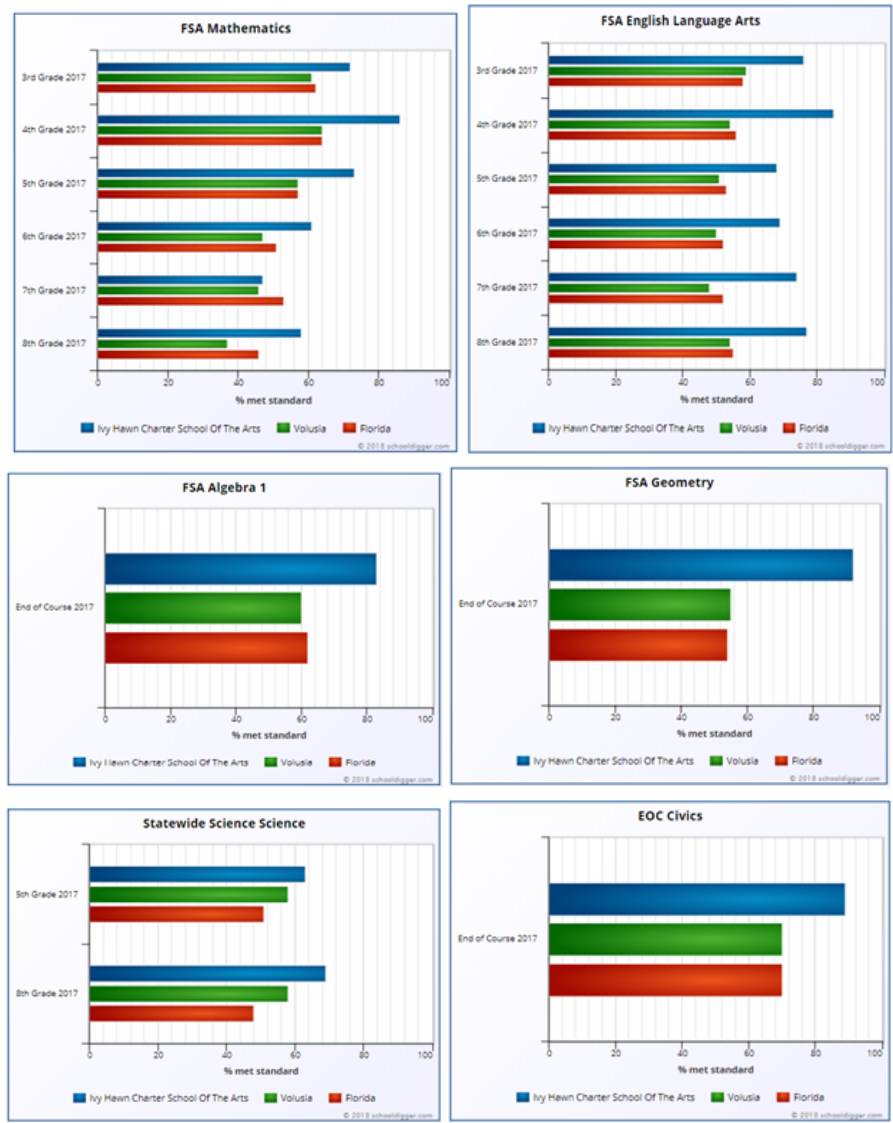
Ivy Hawn Charter School of the Arts has outperformed the district and state average on the Florida Standards Assessment in every content area and every grade level for the past 2 years.

### FSA Results SY2015-2016





FSA Results SY2016-2017





## Part V: Evaluation Rubric

The Evaluation Rubric (Rubric) is the final section of the CD BOCES School Application and Rubric (2018). As stated in the application, the CD BOCES does not authorize charter schools at this time, but has adopted the charter school model application since it is very thorough and contains all the CD BOCES school requirements. It is intended to ensure that the CD BOCES application and rubric is aligned to statute and reflects best practice. The Evaluation Rubric is a tool for CD BOCES staff and reviewers, as well as for the school applicant and planning team. The CD BOCES and their reviewers will use the Rubric to determine the quality of applications and to make approval decisions. The school applicant may use the Rubric to guide the writing of their application and self-evaluate their application prior to submission to the Authorizer. Each main Application Section of the Rubric is mandated by state statute, per charter school law.

The Application Sections and sub-sections are evaluated on a set of Quality Design Criteria (Criteria) with four Indicators under each section. The evaluation is based on a 0-3 rating scale - 3 is the highest score and is designated “Criteria Fully Developed” and 0 is the lowest score for “Criteria Not Developed.” A section that scores a “3” or a “2” exceeds or meets an appropriate level of expectation for that criterion. A section that scores a “1” will need further development. A section that scores a “0” does not meet expectations.

The Rubric identifies 8 Application Sections (including one optional section, Section S, and one sub-section, E2) that are considered “deal breakers” and are identified with \*\*\*. These sections are critical to the application and are considered the foundation of the school. The “deal-breaker” sections are considered essential to opening a quality school, and typically appear as an Authorizers’ more heavily weighted requirements. It is anticipated a developer should only apply to an Authorizer if all of these essential sections are developed to a level that would score a 2 or higher.

### Rating Scale & Characteristics

Rating Scale	Characteristics
<b>3 – Criteria Fully Developed</b>	The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant’s capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.
<b>2 - Criteria Mostly Developed</b>	The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.
<b>1 – Criteria Partially Developed</b>	The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.
<b>0 – Criteria Not Developed</b>	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. No examples or evidence are provided.



<b>A. Executive Summary: This section summarizes the key points of the proposal for the reviewers to prepare them for the upcoming content and is no more than two to three pages.</b>				
A concise summary of the core sections of the application that includes: mission and vision, grades served the first year and at full build out, target student population and community, educational philosophy and program, professional development, and school governance and leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Strengths: <b>The program will offer a variety of elective course offerings for homeschooling families.</b></p> <p><b>A3 has experience in running similar models in California. The members of A3 individually and collectively have a lot of choice school experience to include school leadership, start-ups, and classroom teaching experience.</b></p> <p>Concerns: <b>An anticipated 5% rate for Sped students is very low and the explanation doesn't completely address this.</b></p> <p><b>The evidence provided in the executive summary is anecdotal and does not cite references. There is no real evidence that suggests this would school model needed in El Paso County.</b></p> <p>Key Questions: <b>Why would families choose Ignite over other, already-established homeschooling programs or online schools? What makes this option different or better?</b></p> <p><b>The application states "El Paso County is home to approximately 1,500 students who are not already attending another shared schooling program..." Please provide the data resource and clarify if this is 1,500 homeschool students who do not attend another share school program?</b></p> <p><b>"The number of home school students in Colorado continues to rise each year" – What is the resource for this statement and what is the increase in home school students in Colorado over the past 3 years?</b></p> <p><b>The application states "The k -12 grade homeschool population in Colorado is an underserved demographic." Provide a resource/basis/data for this statement.</b></p> <p><b>How many homeschool students are attending enrichment programs in El Paso County?</b></p> <p><b>Does an out-of-state group have to be involved? We need assurances that funds will not filtered to out-of-state nonprofit organizations like A3 Education.</b></p> <p><b>In the application, it states that this proposal is new and innovative- why is it so innovative and not like anything else currently available?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>B. Vision &amp; Mission Statements: This section reflects the school's mission and vision statements as developed and agreed upon by the members of the founding committee and the school community once the school is formed. These statements should answer the questions, "What is the purpose for the school and what is the applicant team's vision for the school?" An explanation should be given as to the process and impetus for developing both the Mission and Vision Statements.</b>				
The vision statement articulates <i>what</i> the school hopes to be, but not <i>how</i> the school will reach that vision. The statement is focused on the future (5-10 years). It concisely and succinctly defines what the school looks like when it is "all grown up."	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The mission statement articulates clear guiding purposes and priorities that are meaningful, measurable, and attainable, and explains <i>how</i> the school will reach its vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths: NONE

Concerns: **The “mission” statement is actually the vision statement, which does not give any indication that this will be a public school. The four mission statement subpoints (labeled vision statement) are not measurable so as to determine if the school is fulfilling its vision and mission. They are ambiguous statements.**

**The mission and vision don’t speak to student choice in education. It is unclear as to how this mission or vision speaks to a homeschool population.**

Key Questions: **Why does this school deserve K-12 public education funds? How will the school be “academically rigorous” in elective content areas? What will a graduating student look like (i.e., which skills, characteristics)? What makes the curriculum college preparatory? In particular, if the student is only taking elective courses? How will service learning cultivate international awareness? How will this contribute to the student’s K-12 education? It should be made clear that this is a program and not a school. Much of the application looks like it plans to be a school.**

**Vision statement component 1) describes academically rigorous, inquiry-based, college preparatory curriculum... May students choose a career pathway? How does this align with the vision of the education model?**

**How would the monthly parent-student meeting occur? What is the time commitment expected of students and parents? If the school doesn’t have graduation requirements or other state accountability measures, please share how you will explain this to parents.**

**Please clarify how the teacher assesses student engagement and how it correlates to academic success.**

**How does allowing approved courses with a vendor give students more social engagement?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**\*\*\*C. Goals, Objectives, & Pupil Performance Standards\*: This section focuses on the specific outcomes anticipated for the school and its students within the terms of the charter (usually four years). The majority of the goals and objectives are focused on specific student outcomes (pupil performance or educational performance goals); others are broader school-based goals and objectives (organizational and management performance goals).**

All goals are written as “SMART” goals, which means they are: Specific, Measurable, Ambitious and Attainable, Reflective of and Relevant to the School’s Mission, and Time-Specific with a Target Date.



Goals demonstrate an understanding of and strategy for complying with state and authorizer achievement and reporting requirements including those related to accountability reporting and Accreditation.



Goals reflect the unique aspect of the application. Specific measures and metrics for monitoring these additional goals are included.

Strengths: **Not all schools or educational models fit the School Performance Framework protocol. Ignite is certainly one of those.**

Concerns: **Student engagement is defined as communication between students/parents/guardians and not meaningful involvement with the curriculum.**

**75% of students receiving Proficient or Advanced on their Portfolios of Student Work is a relatively low bar for meeting internally created criteria.**

Key Questions: **How will the HOS know if students are accomplishing course requirements or the program is accomplishing its vision/mission? How are the goals tied to the vision/mission? What will be on the parent surveys; in other words, what will parents be rating (i.e., communication, variety of program opportunities, curriculum, EC support)? What are the desired outcomes for students being in these courses? What metrics will be used to monitor performance? Who will monitor these data?**

**What key elements will be measured on the student and parent satisfaction survey? How will this instrument measure quality?**

Which state accountability measures could be applicable- Goal C-3.

These do not seem like strong performance measures (goals on page 11). What speaks most directly to students' ACADEMIC growth and success?

Interview Strengths: Interview Concerns: Interview Key Questions:

**\*\*\*D. Evidence of Support & Target Population: This section provides detail on the student population to be served, how the founding committee has reached out to parents of targeted students, how many parents have expressed interest in the school by submitting Letters of Intent to Enroll, and what community organizations, colleges and universities, nonprofits, and local groups are in support of the school as evidenced through Letters of Support.**

Describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, ELLs, and achievement data for the proposed school's area and comparable schools. The educational program reflects an understanding of the identified student population.				
Identifies community members and leaders who are in support of the school and current and future partnerships, including the role in the school pre and post school opening. Letters of Support or draft Service Agreements are provided in the Appendix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Captures the types of outreach the founding committee conducted to make the student population, their families and community members aware of the proposed charter school. Outreach is diverse and designed to reach target population. A timeline is included to reflect ongoing outreach, student recruitment, next steps, and the current number of Intent to Enroll forms.				

Strengths: NONE

Concerns: **There is not a description of what characteristics the anticipated students will possess. Information provided about homeschooling is general and not specific to any market research conducted in El Paso County. Why would these homeschooling families want the services provided by Ignite Academy?**

**The projected enrollment number for year one is significant at 150 students. Currently, Ignite does not have any Letter of Interest.**

Key Questions: **Why would there be mention of no limit to the number of classrooms if the entire program is individualized and in a non-site-based setting? Here again, Ignite refers to itself as a school. Will parents need to provide evidence that they are providing the rest of their child's educational program? Will Ignite monitor hours so that the student doesn't bump up into the full-time student category for the purposes of the School Finance Act? Has the program considered offering only one or two segments (i.e., EL, MS, HS) of the K-12 spectrum during the first year or two of operation? No evidence for community support was provided.**

**How does Ignite plan to market to and secure 1/10<sup>th</sup> of the claimed home school market by Fall of 2018, 1/2 by 2022?**

There is a statement about Homeschool Programs being at capacity in El Paso- this is a big statement without any documented evidence to back it up- what is the evidence.

1500 Homeschool students not participating in a homeschool support program in El Paso County? Where did these figures come from and how do you know they want a support program? Clearly outline how you know your program will benefit students and families.

Interview Strengths: Interview Concerns: Interview Key Questions:				
<b>E. Educational Program &amp; Standards:</b> This section details an effective, well thought out, research-based educational program that aligns with the school's mission, goals, and the student population, and the state Common Core standards.				
<b>E.1. Educational Program &amp; Standards: Educational Philosophy &amp; Culture:</b> This section describes the founding committee's core beliefs about education and instruction, and is the initial framing of the school's educational program.				
Cites research or academic history of school model the school is replicating or adapting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligns to the mission and vision statements, target population, school culture, and frames the context for choosing the curriculum, instructional practices, interventions, evaluations, and all components for the educational plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths: NONE				
Concerns: <b>The research that is cited pertains to site-based teacher methodology and not individualized, project based learning. It is unclear how students will be matched with courses—whether Ignite will determine appropriate courses or if the parents will make the final decision.</b>				
<b>The only citation of evidence produced in the the application is a re-print article from the Washington Post (re-printed in the Denver Post) from 2016. The research is obsolete and the anecdotal evidence does not tightly align to the Mission and Vision.</b>				
Key Questions: <b>How will these courses complement what the Learning Coach is doing at home? Will there be any connection with home-based coursework? What is the primary role of the Educational Coach if the courses are largely provided by the vendor or Learning Coach? Will the EC be an academic or operations/business resource? How will this be an "online and blended learning environment"?</b>				
<b>Will Ignite be in charge of all the curriculum? What will the requirement be to families who wish to teach without Ignite's curriculum?</b>				
<b>Leadership skills and cultivating international awareness – will that be demonstrated through student organizations, group projects, community service activities? Will all students have to participate?</b>				
<b>How will critical thinking be implemented? How will practical application of knowledge be implemented and assessed? Why are career opportunities only available to High School students?</b>				
<b>Concurrent Enrollment- Can you please clarify how these would not be part of an institution of higher education (IHE)? And, if not through an IHE, how this would be considered concurrent enrollment?</b>				
<b>Does the application team understand the whole concurrent enrollment process? Page 17 is inaccurate for Colorado.</b>				
Interview Strengths: Interview Concerns: Interview Key Questions:				
<b>***E.2. Educational Program &amp; Standards: Curriculum*:</b> This section describes the critical aspects of each component of the curriculum. The curriculum is researched based, aligned to the state Common Core content standards, and describes how the curriculum will meet the needs of the target student population. A full scope and sequence is included as an Appendix.				
Describes how the curriculum is aligned to the mission and vision of the school and tailored to meet the needs of the target population based on demographic and academic performance data. The curriculum meets district standards and is aligned across all subject areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provides an overview of all subjects to be taught at each grade level and cites alignment to the state academic content standards. This includes the curricular framework, along with the appropriate levels of detail for objectives, content, and skills for each subject and for all grades the school will serve.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

If using an established/recognized school-wide program/model, provide research and history of academic success with similar student population. If evidence is not available, the applicant explains why the proposed program is likely to be successful.				
<p>Strengths: <b>The educational model is creative and pushes the boundaries of choice education. Student choice is prevalent throughout the model and allows for maximal flexibility in student learning. The staffing approach described aligns well with the school model. Students will have access to a number of educational resources, to include select curriculum, Learning Coaches and Educational Coaches while the parent/guardian maintains the status of teacher of record.</b></p> <p><b>The model encompasses the Colorado requirements for home school enrichment programs.</b></p> <p>Concerns: <b>Little specific information is provided about vendors and systems that are proposed. Successful course completion is not discussed or measured.</b></p> <p><b>Educational Vendors is described in brief, but this is a complex process with many details. Shared Schooling Educational Coaches are introduced in this section. It is unclear if this is a A3 employee or vendor.</b></p> <p>Key Questions: <b>Who will evaluate student work portfolios and what criteria will be used? Who will determine the field trip schedule? Will field trips be associated with coursework or for socialization? How will the EC “ensure the academic success of each student” with the LC? Will the EC be involved in the student’s core content at all? Will the EC ensure appropriate homeschooling records are maintained? Will any homeschooling advice or coaching be provided by Ignite? What would Ignite’s response be if it became aware of a situation where the student was not receiving core content at home?</b></p> <p><b>Concurrent Enrollment Option is listed as an element of the educational plan. With what institution of higher education does Ignite have or plan to have a partnership?</b></p> <p><b>Does this program have high school graduation requirements? I thought it did not, then I read section on concurrent enrollment and college semester equating to high school credit. Please explain how this is applicable.</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>E.3. Educational Program &amp; Standards: Instruction:</b> This section defines the teaching methods and strategies, and any unique instructional methodologies that will be used to deliver the curriculum and why these are the best choices for getting the curriculum across to the target population. Instruction should be aligned to the educational philosophy.				
Provides the methods and systems the teachers will use to inform instruction and to meet the needs of all students coming into the school with varying educational backgrounds, abilities, and learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Explains how the Response to Intervention (RtI) model will be incorporated into the school’s instructional program for all students.  Describes classroom culture, learning environment, class size, and tools used to prepare and structure lessons. Describes how teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>Key Education Facilitators include Learning Coaches and Educational Coaches. Students will have access to a number of adults who can help facilitate learning.</b></p> <p>Concerns: <b>Nothing is said about how Ignite would respond if a student is not attaining a reasonable homeschool education.</b></p>				

<p>The application does not describe how Ignite staff will meet learning needs of students, only learning opportunities. As it reads, Ignites Education Coach will work with the Learning Coach to ensure the academic success of each student. It is unclear as to how this will happen as details are not provided.</p>				
<p>Key Questions: <b>How will Ignite ensure the student is receiving a quality education? Without academic performance data, how will Ignite make decisions about differentiating the curriculum or coursework, if needed?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>E.4. Educational Program &amp; Standards: Supplemental Programs, Specials or Electives:</b> This section describes any unique curricular aspects of the school's program, such as a service-learning, after school programs, clubs, and family programs that are key components of the school.</p>				
<p>Confirms if afterschool or summer school will be offered and the criteria for selection of participants, times of operation, and the number of students that may attend.</p> <p>Demonstrates that chosen programs are aligned to the mission and vision, educational philosophy, and the curriculum.</p> <p>Identifies the faculty, staff, or partnership organization that will oversee and provide services. Provides evidence of adequate funding for the program(s).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>Summer programming will be offered.</b></p> <p><b>Summer connections and on-boarding provide students the opportunity to fully understand and engage in the educational model.</b></p> <p>Concerns: NONE</p> <p>Key Questions: <b>The application states there will not be physical classes, but then also states, in numerous places, that there will be in-person options. Explain what is the plan. Will there be any elective options that the school will NOT offer?</b></p> <p><b>Maintain each student's educational funds? What does this mean?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>E.5. Educational Program &amp; Standards: Professional Development:</b> This section provides a description of the ongoing professional development for faculty and staff, such as individual professional development plans, staff-wide trainings, and the assessment of progress made toward professional performance goals. Professional development aligns with the mission and vision, values and goals of the school, and the implementation of the educational plan.</p>				
<p>Demonstrates how the inaugural staff will be trained the summer before school starts. This includes the number of professional development days, proposed schedule, and topics covered to implement the educational plan, and build the school culture. Training for SPED, ELL, and GT students are incorporated into all topics.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Identifies the person(s) or organization(s) that will provide professional development to the staff and includes the frequency of the training and topics to be covered. Ongoing evaluation data is used to modify and enhance trainings.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p>				

<p>Concerns: <b>This section is not addressed in the application.</b></p> <p><b>A professional development plan of Ignite staff is not described.</b></p> <p>Key Questions: <b>How will the program ensure high quality? How will EC's be held to high expectations for themselves and their students? Will data be used? If so, what performance metrics will be used?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>E.6. Educational Program &amp; Standards: Annual Calendar &amp; Daily Schedule:</b> This section provides a draft of the annual calendar and examples of teacher and student schedules for the first year of operation. The annual calendar includes the number of proposed student contact days, teacher work and professional development days, and total hours of instruction. This is especially important when the annual calendar differs in any way from the district's calendar.</p>				
<p>Annual calendar and daily schedule reflect the minimum number of hours required by the state and notes whether the proposal includes an extended day/year.</p> <p>The daily schedule gives the length of the school day with the start and dismissal times and the hours and minutes/day and week dedicated to academic instruction per grade. A "day in the life" description for both students and teachers is included.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p> <p>Concerns: <b>This section is not addressed in the application. Much of it is not relevant to a home school program, but that should have been noted and the schedule flexibility of the program explained.</b></p> <p><b>Annual Calendar and Daily Schedule are not included.</b></p> <p>Key Questions: <b>How will students be held accountable to meet specific benchmarks for progress in their courses?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>***F. Plan for Evaluating Pupil Performance*:</b> This section expands on the Goals, Objectives, and Pupil Performance Standards by defining how the school will determine whether it is meeting its goals. It focuses both on internal assessments used to drive instructional decision-making, as well as external assessments used to communicate academic achievement and growth to stakeholders.</p>				
<p><b>F.1. Plan for Evaluating Pupil Performance: Assessments:</b> This section describes the type of assessments the school will use to evaluate student performance and comply with district and state requirements.</p>				
<p>Defines how/what standardized tests the school will use to gather baseline data on all students.</p> <p>Identifies timelines for the administration of Colorado Measures of Academic Success (CMAS) (which include the Colorado Summative Assessment of Science and Social Studies and the PARCC Mathematics and English Language Arts assessments), Colorado SAT (CO SAT) for High School Juniors, and comply with Colorado Academic Standards (CAS), and Reading to Ensure Academic Development Act (READ).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>The applicant respects home school laws. EC staff will monitor student work each month, along with parents and students.</b></p> <p>Concerns: <b>The applicant states that no standardized or nationally normed assessments will be used.</b></p>				

The application does not specifically describe how the Portfolio of Student Work will be measured to meet criteria set by the State of Colorado for homeschool student evaluation (beginning in 3<sup>rd</sup> grade and continuing every odd year thereafter). If this is the method to measure student learning and fulfill the homeschool requirement (rather a nationally normed assesstment) it is unclear how this process will meet compliance.

Key Questions: **Will Ignite ensure home school students are being assessed as required by Colorado homeschool law? What is the accountability if these assessment scores are not reported? Will Ignite report end-of-course scores to the parent or the entity it notified of their intent to home school? In courses related to the core content areas, will there be a greater level of accountability or progress monitoring?**

**Does Ignite plan to offer homeschool students a standardized test to meet homeschool requirements? How will the portfolio of student work be measured? What is the criteria and what is being evaluated?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**F.2. Plan for Evaluating Pupil Performance: Data Management & Data Support for Teachers:** This section describes the data warehouse system the school will utilize and how data will be shared with the faculty to inform curriculum and instruction, professional development, and course completion and grade-level advancement.

Evaluation data is used by teachers and administrators for continuous improvement to the educational program and informs professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Describes how the school will use summative assessments, interim, and formative assessments to track and ensure students are making progress toward short and long-term goals. A testing timeline is included.				

Strengths: NONE

Concerns: **No plan for assessment was provided.**

**Specific data measures and metrix are not included.**

Key Questions: **What will be accountability for the vendor providing these courses to ensure quality? What if achievement is very low or the parent is dissatisfied with the vendor's performance? What will Ignite do about this type of situation? Is there a plan to not use vendors that do not perform satisfactorily?**

**How is student and parent satisfaction measuring student performance?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**F.3. Plan for Evaluating Pupil Performance: Performance Standards:** This section describes the student performance standards and how the standards are used to advance academic performance.

States how the school will communicate student academic progress to parents/ guardians, students, and the community. Defines the grading scale for advancement to the next grade level. This includes graduation requirements and course pass requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identifies trigger points for intervention and procedures for taking corrective action if student performance at the school falls below the described targets.				

Strengths: NONE

Concerns: **No plans for monitoring student progress, beyond a monthly examination of student work, was included in this application.**

**A brief description of the Portfolio of Student Work, Student Engagement, and Parent and Student Satisfaction are included as measures of student success. Not included are things like evaluating the quality of course offerings or Ignite Teacher effectiveness.**



Key Questions: **How will the program ensure it is meeting the academic needs of home schooled students? What happens when there is a student who obviously needs extra academic support or if there is a question about the quality of the home school education the student is receiving?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**\*\*\*G. Budget & Finance: This section details the school's budget and fiscal policies and management.**

**G.1. Budget & Finance: Budget Narrative:** This section provides a summary of the 5 Year school budget. This includes a description of the school start-up plan, services and specific programming for both the academic and non-academic program, and any other areas of service that are unique to the school model.

Demonstrates reasonable revenue and cost assumptions including secured grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property or other resources (noting which are secured versus anticipated, and evidence of firm commitments where applicable). Budget is designed to meet the mission and vision and the programs described in each section of the application.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Describes an understanding of State and District budget reporting requirements throughout the year.				
Provides a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.				

Strengths: **There is an understanding of School Finance rules in regard to part-time home schooled students.**

Concerns: **The estimated expenditure for school administration is \$23k all-in. This seems unreasonable, even for a part-time employee, given the required experience and education level provided in section I. of the application.**

The proposed budget at 150 sFTE does not have OSSC costs, nor the entity fee for legal and advocacy services, that are paid by any CDBOCES school. They have only a single line labeled 'Authorizer Oversight' valued at \$21,000, which is a flat 4% rate of program revenue. Therefore, their budget is \$36,000 short on expenses in the 150 student headcount (75 sFTE) version. Assuming no other costs change, they need 26 more students to be at break even point:

For 75 sFTE in 2018/19:

Admin fees at 3% of revenue =	\$15,750
OSSC at \$350 per sFTE =	26,250
Entity Flat costs =	15,000
-----	
Total	\$57,000

Key Questions: **Why is there the statement that funding will not be seen until December of 2018? Will Charter School Financial Services LLC have an office with the program or is it a completely separate entity?**

**At what point will staff become full-time? The application describes years 2-5 as the years in which Ignite will be able to bring on more full-time employees, but detail to a specific enrollment breakeven is not included.**

Interview Strengths: Interview Concerns: Interview Key Questions:

**G.2. Budget & Finance: 5 Year Budget:** The budget is submitted as an Appendix to the application. The five year budget is balanced, follows district and specific statutory requirements, and adheres to the Authorizer's budget template guidelines.

Demonstrates complete, realistic, and viable start-up and 5 year balanced operating budgets that align with the educational, organizational, and school growth plans as described in each section of the application.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p> <p>Concerns: The budget is not specific to the needs of the school. For instance, the budget does not include detail as to how many teachers will be needed each year or FTE status. The same is true for administration. In addition, the narrative talks about a \$1,500 lease for an administrative site in El Paso County. This expenditure is not included in the budget. "Marketing Support" and "Purchased Services" account for over 10% of the year 1 expenditure, and never fall below 9% (year 5). A detail of the expenditures is necessary as both continue to escalate significantly as student enrollment increases.</p> <p>Key Questions: Where did the \$3500 PPR per student figure come from? Can the applicant provide more detail for line items such as business services, contracted services, marketing supports, and curriculum? There appears to be some overlap, but not enough information to discern whether that's accurate. Why won't employee benefits be offered the first year?</p> <p>What are the detailed expenses for the Purchased Services and Marketing Support line items? Why would Marketing Support need to be 5% of total expenditures in Year 5 when the program is fully enrolled?</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>G.3. Budget &amp; Finance: Systems &amp; Procedures:</b> This section focuses on the systems and procedures in place to ensure the school and Board follow sound financial practices to make sure their school is financially stable and funds are appropriately used to support the mission and vision of the school.</p>				
<p>Describes the process to contract with a Certified Public Accountant to conduct an annual, independent financial audit. Demonstrates an understanding of financial transparency laws.</p> <p>Provides financial policies and procedures to ensure that the school remains fiscally solvent. Describes the internal controls to be implemented to ensure a sound financial management system that includes checks and balances in cash disbursement and oversight.</p> <p>Describes any arrangements with outside service providers, such as HR and bookkeeping services, if applicable.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: TABOR is addressed in the narrative as well as in the 1 year budget.</p> <p>Concerns: Nothing is said about an annual financial audit. Financial policies and procedures are not provided nor described with sufficient detail.</p> <p>No financial processes are described.</p> <p>Key Questions: Does Personalized Educational Services have a history of providing back office support and can evidence of that be provided?</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>***H. Governance:</b> This section provides detailed information on the governance philosophy and how the board will approach its oversight role, the role and make-up of the board and the role of the school's administration in carrying out the school's mission and vision.</p>				
<p><b>H.1. Governance: Governing Board:</b> This section provides detailed information on the governance philosophy, board make-up, and the oversight responsibilities.</p>				

<p>Describes who can serve on the board and the process for recruiting, onboarding and ongoing training for board members.</p> <p>Describes the number of members, composition of the board of directors, committee names and functions, and member skill sets. Bios or resumes for each board or steering committee member are included as an attachment.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>Ignite will follow a School Accountability and Advisory Committee (SAC) governance structure. The Head of School will report directly to the CDBOCES Board.</b></p> <p>Concerns: NONE</p> <p>Key Questions: <b>Why is a SAC needed for a program?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>H.2. Governance: Legal Status &amp; Governing Documents:</b> This section describes the legal status of the school and the status of the completion of state statute requirements, school By-Laws, and Articles of Incorporation.</p>				
<p>Bylaws and Articles of Incorporation are included as attachments. A board member conflict of interest policy and a policy for handling parent and staff complaints are included in the Appendix.</p> <p>Demonstrates an understanding of the requirements of Open Meetings and Open Records laws, as well as FERPA.</p> <p>Describes the process for creating and maintaining a School Accountability Committee.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>The applicant has provided evidence for an understanding of public records. FERPA and CORA are outlined in the application.</b></p> <p>Concerns: <b>Again, most of this section isn't relevant, including the need for a SAC. No Bylaws were provided for the SAC.</b></p> <p>Key Questions: NONE</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>H.3. Governance: Policies &amp; Procedures:</b> This section focuses on the policies and procedures the Board will implement internally and externally at the school. All policies and procedures are aligned to the mission and vision of the school and supports student achievement.</p>				
<p>Provides a clear description of the differences in roles and responsibilities of the board and school administration. A job description for the head of school is included as an attachment.</p> <p>Describes the plan and timeline for how and when the board will evaluate the school leader and use this information to analyze the leader's need for coaching and professional development is in place.</p> <p>Describes how the board will regularly monitor key indicators such as finance, student achievement, and school culture. Sets forth a plan for a board annual self-evaluation and how the results will be used to identify areas for board growth and professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p>				

<p>Concerns: <b>The school leader will be evaluated by the management company without input from the BOCES.</b></p> <p><b>No policies included. Parent and staff complaint procedures are briefly outlined.</b></p> <p>Key Questions: NONE</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>I. Employees: This section provides a variety of information on the school's employees and employment policies, and the relationship that will exist between the charter school and its employees.</b></p>				
<p><b>I.1. Employees: School Leadership:</b> This section focuses on the process to hire a school leader that is skilled and aligned to the school's mission and vision, and provides the qualities and qualifications this person must have to effectively run a school and lead the faculty and staff.</p>				
Describes the process to locate, interview and hire the School Leader.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>Employees will be employed at will. The company has experience in hiring competent staff members.</b></p> <p><b>School leader has been identified and has extensive experience as stated in the narrative and resume.</b></p> <p>Concerns: NONE</p> <p>Key Questions: <b>The budget narrative states that additional detail will be included in the employee section that is not included. Please provide information about the competitive benefits package, including 401K, medical, dental, and vision insurance that is listed.</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>I.2. Employees: Staff Hiring:</b> This section focuses on the process to hire faculty and staff that are skilled and aligned to the school's mission and vision, and provides the qualities and qualifications for each position at the school.</p>				
Describes the recruiting and hiring process and includes a hiring timeline. Describes how the school will ensure that teachers are highly qualified for their positions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Job descriptions for all key employees, including teachers and administrative staff are included in an attachment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Describes which employees will be under contract and which will be "at will."				
<p>Strengths: <b>At will employment will be used.</b></p> <p>Concerns: NONE</p> <p>Key Questions: <b>Is "Highly Qualified" going to be defined by the older NCLB or is the assumption hiring will align with ESSA (2019-2020 compliance)?</b></p> <p><b>Who is responsible for giving the overall grade for the class taught? Will this be the teacher of the core course, or will this be the parent/guardian of the homeschooled student?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				

<b>I.3. Employees: Management &amp; Evaluation:</b> This section focuses on how the school will develop a comprehensive, consistent evaluation plan in alignment with the school's mission and vision, goals, curriculum, assessment, academic expectations, and professional development of staff.				
Sets forth a plan to use data to manage, disaggregate, display, and adjust or change curriculum and instruction, as well as identify professional development focus areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provides a description of the staff evaluation process and timeline.				
<p>Strengths: NONE</p> <p>Concerns: <b>It says that growth data will be used as a part of the final evaluation, but there isn't a source for that data described in the application. Neither does it explain where student performance data will come from.</b></p> <p>Key Questions: <b>What performance metrics will be used in administrator and teacher performance evaluations?</b>  <b>What tool will be used to evaluate teachers and measure instructional and employee success?</b>  <b>Will the school be waiving out of the teacher evaluation quality standards requirement, reporting only the overall evaluation score?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>I.4. Employees: School Structure, Policies &amp; Procedures:</b> This section focuses on the structures, policies, and procedures that will be used to guide the school administration.				
An Employee Handbook is included in the Appendix. If a Handbook is unavailable, a summary of the school's policies and procedures is included in the narrative with a timeline for completing the Handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
An organizational chart is included that shows all key positions.				
<p>Strengths: NONE</p> <p>Concerns: <b>The company probably has appropriate policies and procedures, but those are not included in this application.</b>  <b>Staff handbook is not included.</b></p> <p>Key Questions: <b>Does the company have a staff handbook that will be used? How are staff members provided these policies?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>J. Insurance Coverage:</b> This section explains what types of insurance the school plans to carry to protect itself and its students.				
Defines the process the school will use to create and maintain an emergency management plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Describes the insurance needed to meet state and district requirements.				
<p>Strengths: <b>There is a description of insurance coverage and a plan for providing the BOCES with related documentation.</b>  <b>Insurance coverages of \$1mm and \$2mm are described. Workers' Compensation is described.</b></p> <p>Concerns: <b>There is no mention of an emergency plan, at all.</b></p>				

Carrier is not identified. The coverage is hypothetical not specific.

Key Questions: **What is the plan in case of an emergency, either when an EC is with a student at a public site, at the program's office, or with an individual staff member while performing his/her duties?**

**Who has A3 used to provide insurance in other schools? Will this agency be used for Ignite?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**K. Parent & Community Involvement: This section addresses the roles parents/guardians, community members, and community organizations will play as part of the school community.**

Describes how parents have been involved in the charter application process and explains the parent engagement or volunteer plan that provides opportunities for parents to be partners in their students' learning.

Sets forth identified community resources and partnerships, including a description of the nature, purpose, terms, and scope of services of any such partnerships. Evidence of commitment from identified community partners is included as an attachment.

Describes the process by which parent/guardian satisfaction with the school will be determined.



Strengths: **Parents will be very involved in their child's education and be able to select coursework from a wide variety of sources. Parents will have a resource in the EC if there are questions. Community events will allow Ignite staff to get to know the families involved and be available if they need additional resources.**

**A plan to involve parents and gain support, collaboration, volunteerism, and at home learning partnership is described.**

Concerns: **Parent/community involvement has not yet started. There is really no way to know if Ignite is a school/learning model desired by the El Paso County community.**

Key Questions: **How many LOI does Ignite intend to capture by the end of June, July, August?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**L. Enrollment Policy: This section explains how students who want to attend the school will be admitted and enrolled, and how the school manages the process once students are interested in attending the school.**

Enrollment and lottery policies and procedures are included as an attachment. Demonstrates that enrollment is available to all students without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services. Sets forth any enrollment priority weighting for particular groups of students.

Describes how the larger community will receive information about the school, including a description of outreach to at-risk and minority communities.



Strengths: NONE

Concerns: **Much of this section doesn't apply. However, marketing does apply and there is little information presented to explain how marketing will be done.**

<p>Key Questions: <b>How will this program be marketed to the homeschooling community in a way that will allow it to stand out as a quality, viable choice? What makes this program unique from other programs?</b></p> <p><b>Can students be denied from participating in your program because of special needs?</b></p> <p><b>Why are credit hours applicable to enrollment through this program that does not issue diploma's or have graduation requirements?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>M.1. Transportation: This section addresses whether the school plans to offer any transportation services to students and if not, describes how students' transportation needs will be met without transportation services.</b></p>				
<p>If the school plans to offer transportation, the applicant explains how this will be provided to include field trips, before and after school, and extra-curricular activities.</p> <p>If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs. This includes low-income students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Strengths: N/A</p> <p>Concerns: N/A</p> <p>Key Questions: N/A</p> <p>Interview Strengths:</p> <p>Interview Concerns:</p> <p>Interview Key Questions:</p>				
<p><b>M.2. Food Service: This section addresses whether the school plans to offer food service to its students.</b></p>				
<p>If the school plans to offer food service, describes anticipated arrangements with a Food Service Authority or other food service arrangements, including catering.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Strengths: N/A</p> <p>Concerns: N/A</p> <p>Key Questions: N/A</p> <p>Interview Strengths:</p> <p>Interview Concerns:</p> <p>Interview Key Questions:</p>				
<p><b>***N. Facilities: This section provides information on the school's short and long-term facility plans. If the founding committee has not already identified a definite school facility, the committee has identified at least two prospective facility sites and the application contains a cogent strategy for acquiring one or more of the prospective sites.</b></p>				
<p>Provides a facility needs assessment that aligns with the mission and vision of the school and the anticipated curriculum, including number of classrooms, specials rooms, administrative space, common spaces, outdoor spaces, square foot needs per student/space, and anticipated cost per square foot.</p> <p>If a facility has been identified, describes any lease or purchase arrangements along with timelines for acquiring the building. Provides a budget and timeline for any needed retrofit or tenant finish for the building. Demonstrates an understanding of zoning and fire code requirements.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>If a facility has not been identified, describes the target location(s) for the school building, the appropriateness of the location for the anticipated student population, and whether a permanent or temporary site is anticipated. Sets forth a timeline for securing a site before school opening.</p> <p>Provides evidence that the secured or proposed sites will not exceed 18% of the school budget.</p>				
<p>Strengths: N/A</p> <p>Concerns: N/A</p> <p>Key Questions: N/A</p> <p>Interview Strengths:</p> <p>Interview Concerns:</p> <p>Interview Key Questions:</p>				
<p><b>O. Waivers: This section includes statements acknowledging a commitment to comply with all laws and policies that are not waived and a list of proposed state and district waivers. The requested waivers should match the proposed autonomy, school mission and vision, goals, operations, governance, and employment relationships of the proposed charter school. In addition, the school should acknowledge if they will accept automatic statutory and policy waivers, or if the school plans on taking the automatic state waivers.</b></p>				
<p>Provides a list of the automatic and non-automatic state statutes for which waivers are being requested. Sets forth replacement rationales for the non-automatic state waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Strengths: N/A</p> <p>Concerns: N/A</p> <p>Key Questions: N/A</p> <p>Interview Strengths:</p> <p>Interview Concerns:</p> <p>Interview Key Questions:</p>				
<p>Presents a list of district policies for which waivers are being requested. Sets forth replacement rationales for the non-automatic waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Strengths: N/A</p> <p>Concerns: N/A</p> <p>Key Questions: N/A</p> <p>Interview Strengths:</p> <p>Interview Concerns:</p> <p>Interview Key Questions:</p>				
<p><b>P. Student Discipline, Expulsion, or Suspension: This section defines how the school intends to handle student discipline and establish a student culture in which all students are able to learn.</b></p>				



<p>Provides a Discipline Policy and Procedures Manual as an attachment that aligns with state law and district policies, unless waived. Sets forth how the policy will address state statutory requirements, policies, processes, due process rights and alignment with school culture.</p> <p>Describes how disciplinary expectations will be communicated to parents/guardians and students.</p> <p>Describes how the school will handle discipline for students with disabilities to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Hearings and Behavior Plans as appropriate.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Strengths: <b>This is the most explicit section of the application. The information included falls within standard practice for brick and mortar public schools.</b></p> <p>Concerns: <b>This section appears to be lifted from another source and there is little evidence that the applicant understands how discipline should be implemented within the unique environment of a program and with individual students in classes where a school staff member may not be present.</b></p> <p>Key Questions: <b>What happens if a student acts inappropriately at an in-person class where there are no school staff members present? Would the instructor of that class contact the parent or the school? What would be the parents and schools' individual responsibilities?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>***Q. Serving Students with Special Needs &amp; At-Risk:</b> This section addresses how the school will meet the needs of a variety of “special needs” students who may enroll at the school. Specific research-based instructional programs, practices and strategies should be employed to produce a continuum of services to help ensure academic success for all students that is supported by good assessments.</p>				
<p><b>Q.1. Serving Students with Special Needs &amp; At-Risk: Program Administration:</b> This section summarizes the approach, oversight, and design of program(s) to serve students with special needs.</p>				
<p>Explains how the assessment system will enable the school to identify students with special needs and how the student and teacher daily schedules provide adequate time for services and supports.</p> <p>Describes the strategies for serving students with special needs and how the program will be implemented and overseen. Identifies the number and type of instructional or other staff that will teach or support special needs students, including contracted service providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>This section is consistent with standard practice for identifying, developing, implementing and monitoring services for students with special needs.</b></p> <p>Concerns: <b>Again, this is another section where it appears to be lifted from another source. It's unclear how Ignite's administration will deal with student needs in the home school environment when the vast majority of learning type is independent of any school personnel.</b></p> <p><b>Assessment strategies are not identified.</b></p> <p>Key Questions: <b>What is Ignite's responsibility to provide intervention services to students who are home schooled? What if the parent does not acknowledge there is a need for services, would the school intervene anyway? Who has the Child Find responsibility? What is the BOCES' role in providing services to home schooled students if it doesn't have access to the student's academic record and assessments are not completed by students?</b></p>				

**The budget assumption includes an allocation of \$7,485 for a special education teacher. How does Ignite intend to provide the level of service detailed in the application with a very limited resource?**

Interview Strengths: Interview Concerns: Interview Key Questions:

**Q.2. Serving Students with Special Needs & At-Risk: Students with Individualized Education Plans (IEPs) and 504 Plans:** This section focuses on the plan for meeting the needs of students with (IEPs).

<p><b>Programming</b></p> <p>A continuum of services designed to meet ongoing student needs is clearly described. Service models demonstrate that students are provided specialized instruction according to their identified needs while they are ensured access to the general education curriculum with non-disabled peers to the greatest extent possible. A plan for communication to teachers and staff regarding student needs for accommodations is in place. A plan for oversight to monitor compliance is fully described.</p> <p><b>Staffing</b></p> <p>The plan articulates how the school will ensure:</p> <p>Teachers and related service providers are identified and budgeted for according to required staffing levels. From date of hire, staff hold required CDE endorsements for their role at all times.</p> <p>Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed.</p> <p>Staff receive ongoing mentoring, coaching, and professional development specific to their practice.</p> <p><b>Budget</b></p> <p>Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.</p>				
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Strengths: NONE

Concerns: **Much of the definition provided within the application is described as “the school will”. There is no indication of how the school will do any of these things. Staffing and budget are so limited, it is hard to understand how all the strategies listed will be conducted.**

Key Questions: **The role of Ignite staff versus the BOCES is unclear. Does the applicant understand what its responsibilities are for students that are homeschooled?**

**Where will students with special needs be served? At homes? Drop in centers? What key personnel make up the IEP Team?**

**How will classroom modifications be implemented with no facility or classroom- this section “IEP Implementation” is not accurate for the program.**

Interview Strengths: Interview Concerns: Interview Key Questions:

**Q.3. Serving Students with Special Needs & At-Risk: Response to Intervention (RtI/MTSS):** This section summarizes the school’s MTSS program and clearly identifies the program components and timelines for student identification.

<p><b>Programming</b></p> <p>A plan or structure is in place for monitoring all students for academic, social-emotional, and/or health concerns. Universal screening processes are in place, and targeted and intensive interventions are readily accessible to students.</p> <p><b>Staffing and Budget</b></p>				
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Screening, assessment and progress monitoring materials are included in budget, and trained staff are available to conduct and review the screening, assessment and progress monitoring. The school has a plan for compliance with <a href="#">CRS 22-1-116</a> regarding hearing and vision screening of students. Contracted services required for hearing and vision screening is included in budget.				
<p>Strengths: NONE</p> <p>Concerns: <b>Screening, testing, and progress monitoring tools are not described in the application.</b></p> <p>Key Questions: <b>How will interventions be determined without academic achievement data? How will progress be monitored?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>Q.4. Serving Students with Special Needs &amp; At-Risk: English Language Learners (ELLs):</b> This section focuses on the plan for meeting the needs of ELL students.				
<p><b>Programming</b></p> <p>Provides the implementation plan for meeting the needs of English Learners that <u>supplements</u> the general education curriculum, instruction, and assessment strategies. This includes the qualification process for services, model for direct instruction, type and frequency of progress monitoring, parent and family communication, process for exiting students from the program, and continued evaluation of programming to ensure students are successfully served. A plan for oversight to monitor compliance is fully described.</p> <p><b>Staffing/Budget</b></p> <p>The plan articulates how the school will ensure:</p> <p>Teachers and related service providers are identified and budgeted for according to required staffing levels;  Staff hold required CDE endorsements for their role at all times;  Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;  Staff receive ongoing mentoring, coaching, and professional development;</p> <p><b>Budget</b></p> <p>Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p> <p>Concerns: <b>The application describes the students needing language support will be served in a Mainstream-Inclusion Model. The description is not specific to homeschool students.</b></p> <p>Key Questions: <b>For home schooled families that typically decline formal assessment, how will Ignite determine if language services are needed and what is the responsibility of the family, or the BOCES, to participate in these services?</b></p> <p><b>How is a Mainstream-Inclusion Model for homeschool students?</b></p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
If the district is under court order to provide mandated services for English Learners, describes the process following the terms of the law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Provides the plan for meeting the needs of English Learners that support and supplement the current curriculum and instructional strategies. This includes the qualification process for services, the frequency of progress assessments, how parents will be notified, how the school will exit students from the program, and continued evaluation of the program to ensure students are successfully served.				
<p>Strengths: NONE</p> <p>Concerns: <b>This section is pro forma, apparently from a different sources, that is not associated with the operation of a home school program.</b></p> <p>Key Questions: NONE</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>Q.5. Serving Students with Special Needs &amp; At-Risk: Gifted &amp; Talented Students (GT):</b> This section focuses on the plan for meeting the needs of GAT students.				
<p>Provides the implementation plan for meeting the needs of gifted learners that <u>supplements</u> the general education curriculum, instruction, and assessment strategies. This includes the identification process, planning for service provision and instruction, type and frequency of progress monitoring, parent and family communication, and continued evaluation of programming to ensure students are successfully served. A plan for oversight to monitor compliance is fully described.</p> <p><b>Staffing</b></p> <p>Teachers and related service providers are identified and budgeted for according to required staffing levels; Staff hold required CDE endorsements for their role at all times; Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed; Staff receive ongoing mentoring, coaching, and professional development.</p> <p><b>Budget</b></p> <p>Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p> <p>Concerns: <b>It's unclear how the identification and services associated with GT are appropriate for a home school program.</b></p> <p>Key Questions: NONE</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<b>Q.6. Serving Students with Special Needs &amp; At-Risk: At-Risk Students:</b> This section focuses on the plan for meeting the needs of At-Risk students.				
Describes interventions and strategies to bring low performing and credit deficient students up to grade level and the anticipated areas of support students will need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths: NONE				

<p>Concerns: <b>Ignite will not be reviewing student records for home school students and therefore won't even know if a student has received appropriate coursework or if there is sufficient progress. Further, there won't be academic achievement data to support a plan.</b></p> <p>Key Questions: NONE</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>R. Dispute Resolution Process: This section reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's contract.</b></p>				
<p>Sets forth a method for resolving disagreements which arise of the school's contract between the school and its chartering district or authorizer, in compliance with statutory requirements.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: NONE</p> <p>Concerns: <b>It seems like this section is more relevant for a contract between the BOCES and this service provider. However, what is stated is acceptable.</b></p> <p>Key Questions: NONE</p> <p>Interview Strengths: Interview Concerns: Interview Key Questions:</p>				
<p><b>***S. School Management Contracts: If the proposed school intends to contract with an education service provider (ESP), such as a charter management organization (CMO), education management organization (EMO), or any other type of school management or service provider, describe the content of the services to be purchased.</b></p>				
<p>Explains the process by which the ESP/service provider was selected. Provides evidence that the provider has been successful in the academic and/or business operation aspects of other schools, including demonstrated academic achievement with the target population, as well as successful management of non-academic school functions.</p> <p>Provide an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the education management provider.</p> <p>Provide a draft management contract as an attachment, including the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school.</p> <p>Provides clear evidence that the ESP/service provider is authorized to conduct business in Colorado.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Strengths: <b>The service provider has experience with other schools where there has been growth.</b></p> <p><b>A3 has a history of success running schools in California.</b></p> <p>Concerns: <b>The organization is still young and does not have an established track record of student academic progress.</b></p> <p><b>There is not clear evidence that A3 is authorized to conduct business in Colorado. This section provides insight to what A3 does (to some extent) in other school settings, but does not detail what it will do specifically for Ignite, which it seems is a very different school model.</b></p> <p>Key Questions: <b>How will Ignite impact academic achievement of home schooled students?</b></p>				

Interview Strengths: Interview Concerns: Interview Key Questions:

**Application Overall Assessment:** This section gives the application reviewer an opportunity to provide general feedback about the their overall impression of the School Application.

**All reviewers-** This application does not demonstrate the preparedness nor professionalism we expect from prospective partners. The lack of proofreading, consistency in messaging, and correct information for the state of Colorado all factored into this opinion.

**One reviewer-** Ignite feels like a shell corporation as employees and all services appear to be contracted with other organizations. Paired with the involvement of an out-of-state organization and profit-based software, I do not believe this opportunity is a Colorado entity focused on Colorado students.



## Part V: Evaluation Rubric

The Evaluation Rubric (Rubric) is the final section of the CD BOCES School Application and Rubric (2018). As stated in the application, the CD BOCES does not authorize charter schools at this time, but has adopted the charter school model application since it is very thorough and contains all the CD BOCES school requirements. It is intended to ensure that the CD BOCES application and rubric is aligned to statute and reflects best practice. The Evaluation Rubric is a tool for CD BOCES staff and reviewers, as well as for the school applicant and planning team. The CD BOCES and their reviewers will use the Rubric to determine the quality of applications and to make approval decisions. The school applicant may use the Rubric to guide the writing of their application and self-evaluate their application prior to submission to the Authorizer. Each main Application Section of the Rubric is mandated by state statute, per charter school law.

The Application Sections and sub-sections are evaluated on a set of Quality Design Criteria (Criteria) with four Indicators under each section. The evaluation is based on a 0-3 rating scale - 3 is the highest score and is designated “Criteria Fully Developed” and 0 is the lowest score for “Criteria Not Developed.” A section that scores a “3” or a “2” exceeds or meets an appropriate level of expectation for that criterion. A section that scores a “1” will need further development. A section that scores a “0” does not meet expectations.

The Rubric identifies 8 Application Sections (including one optional section, Section S, and one sub-section, E2) that are considered “deal breakers” and are identified with \*\*\*. These sections are critical to the application and are considered the foundation of the school. The “deal-breaker” sections are considered essential to opening a quality school, and typically appear as an Authorizers’ more heavily weighted requirements. It is anticipated a developer should only apply to an Authorizer if all of these essential sections are developed to a level that would score a 2 or higher.

### Rating Scale & Characteristics

Rating Scale	Characteristics
<b>3 – Criteria Fully Developed</b>	The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant’s capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.
<b>2 - Criteria Mostly Developed</b>	The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.
<b>1 – Criteria Partially Developed</b>	The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.
<b>0 – Criteria Not Developed</b>	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. No examples or evidence are provided.

<b>A. Executive Summary:</b> This section summarizes the key points of the proposal for the reviewers to prepare them for the upcoming content and is no more than two to three pages.				
A concise summary of the core sections of the application that includes: mission and vision, grades served the first year and at full build out, target student population and community, educational philosophy and program, professional development, and school governance and leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> The program will offer a variety of elective course offerings for homeschooling families.</p> <p>A3 has experience in running similar models in California. The members of A3 individually and collectively have a lot of choice school experience to include school leadership, start-ups, and classroom teaching experience.</p> <p><b>Concerns:</b> It appears as though Ignite Academy is saying the unique aspect of having an educational fund to use for classes will be the incentive for families to choose this option. However, that contention is not supported with data or research; it's simply a statement. The Ignite team should back up the statement with data. Further, language added to the application indicates having an EC to monitor progress, complete a PSW, monitor student engagement, etc. will be appealing, but these statements are not supported.</p> <p>While the revision to the application includes more documentation of state and national trends, there is no real evidence that suggests this would be a school model needed in El Paso County with 5 of 17 programs listed on the CDE website already residing in El Paso County.</p>				
<b>B. Vision &amp; Mission Statements:</b> This section reflects the school's mission and vision statements as developed and agreed upon by the members of the founding committee and the school community once the school is formed. These statements should answer the questions, "What is the purpose for the school and what is the applicant team's vision for the school?" An explanation should be given as to the process and impetus for developing both the Mission and Vision Statements.				
The vision statement articulates <i>what</i> the school hopes to be, but not <i>how</i> the school will reach that vision. The statement is focused on the future (5-10 years). It concisely and succinctly defines what the school looks like when it is "all grown up."	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The mission statement articulates clear guiding purposes and priorities that are meaningful, measurable, and attainable, and explains <i>how</i> the school will reach its vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> The vision and mission offer innovative thought and desire to challenge the educational landscape in CO.</p> <p><b>Concerns:</b> The "mission" statement is actually the vision statement, which does not give any indication that this will be a public school program. The four mission statement subpoints (labeled vision statement) are not measurable so as to determine if the school is fulfilling its vision and mission. They are ambiguous statements. It should also be made clear that this is a program and not a school. Much of the application looks like it plans to be a school.</p> <p>The mission, in particular, is still vague, "challenge the status quo each day by always innovating and thinking creatively to solve problems and develop new and better ways of doing things," with no explanation of how the status quo will be challenged. It is unclear what the school is actually setting out to do.</p>				
<b>***C. Goals, Objectives, &amp; Pupil Performance Standards*:</b> This section focuses on the specific outcomes anticipated for the school and its students within the terms of the charter (usually four years). The majority of the goals and objectives are focused on specific student outcomes (pupil performance or educational performance goals); others are broader school-based goals and objectives (organizational and management performance goals).				
All goals are written as "SMART" goals, which means they are: Specific, Measurable, Ambitious and Attainable, Reflective of and Relevant to the School's Mission, and Time-Specific with a Target Date.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<p>Goals demonstrate an understanding of and strategy for complying with state and authorizer achievement and reporting requirements including those related to accountability reporting and Accreditation.</p> <p>Goals reflect the unique aspect of the application. Specific measures and metrics for monitoring these additional goals are included.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> The level of rigor described in the goals has increased in the revision. The goals focus on student engagement as a compliment of student work, course completion, and program satisfaction. These entities are more representative of a homeschool programs success when described with the measures included in the application.</p> <p><b>Concerns:</b> Student engagement is defined as both attendance and participation, in equal parts. It is still unclear how these goals are tied to the vision and mission of the program. The new language still does not explain how these goals will be monitored and who will hold people accountable for reaching these goals. Also, the HOS needs know if students are accomplishing course requirements or the program is accomplishing its vision/mission and there is no verbiage about how this will happen.</p>				
<p><b>***D. Evidence of Support &amp; Target Population:</b> This section provides detail on the student population to be served, how the founding committee has reached out to parents of targeted students, how many parents have expressed interest in the school by submitting Letters of Intent to Enroll, and what community organizations, colleges and universities, nonprofits, and local groups are in support of the school as evidenced through Letters of Support.</p>				
<p>Describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, ELLs, and achievement data for the proposed school's area and comparable schools. The educational program reflects an understanding of the identified student population.</p> <p>Identifies community members and leaders who are in support of the school and current and future partnerships, including the role in the school pre and post school opening. Letters of Support or draft Service Agreements are provided in the Appendix.</p> <p>Captures the types of outreach the founding committee conducted to make the student population, their families and community members aware of the proposed charter school. Outreach is diverse and designed to reach target population. A timeline is included to reflect ongoing outreach, student recruitment, next steps, and the current number of Intent to Enroll forms.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> There is not a description of what characteristics the anticipated students will possess. Information provided about homeschooling is general and not specific to any market research conducted in El Paso County. It is still not clear wh these homeschooling families would want the services provided by Ignite Academy. The response does not explain how the Ignite HOS will monitor hours so that the student(s) do not bump up into the full-time student category for the puposes of the School Finance Act. Also, no evidence for community support was provided.</p> <p>The projected enrollment number for year one is significant at 150 students. Currently, Ignite does not have any Letter of Interest from potential enrollment. The application does not include any letters of support from the El Paso County community. The Ignite team does not describe how they plan to market and secure 1/10<sup>th</sup> of the claimed homeschool market by Fall, 2018, and half by 2022.</p>				
<p><b>E. Educational Program &amp; Standards:</b> This section details an effective, well thought out, research-based educational program that aligns with the school's mission, goals, and the student population, and the state Common Core standards.</p>				
<p><b>E.1. Educational Program &amp; Standards: Educational Philosophy &amp; Culture:</b> This section describes the founding committee's core beliefs about education and instruction, and is the initial framing of the school's educational program.</p>				
<p>Cites research or academic history of school model the school is replicating or adapting.</p> <p>Aligns to the mission and vision statements, target population, school culture, and frames the context for choosing the curriculum, instructional practices, interventions, evaluations, and all components for the educational plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Strengths:** The application cites appropriate homeschool law from Colorado statute. The application provides detail to the student course selection process that is intended to supplement the course offerings provided by the parent (teacher of record).

**Concerns:** The research that is cited pertains to site-based teacher methodology and not individualized, project based learning. It is unclear how students will be matched with courses, and whether Ignite will determine appropriate courses or if the parents will make the final decision. The applicant has added both state statute and state board rule relating to homeschooling, however, it fails to explain the connection between the program and the families in ensuring compliance with these policies. The primary role of the Educational Coach is still not understood, there is still a question as to whether the EC be academic or operations.

**\*\*\*E.2. Educational Program & Standards: Curriculum\*:** This section describes the critical aspects of each component of the curriculum. The curriculum is researched based, aligned to the state Common Core content standards, and describes how the curriculum will meet the needs of the target student population. A full scope and sequence is included as an Appendix.

Describes how the curriculum is aligned to the mission and vision of the school and tailored to meet the needs of the target population based on demographic and academic performance data. The curriculum meets district standards and is aligned across all subject areas.

Provides an overview of all subjects to be taught at each grade level and cites alignment to the state academic content standards. This includes the curricular framework, along with the appropriate levels of detail for objectives, content, and skills for each subject and for all grades the school will serve.

If using an established/recognized school-wide program/model, provide research and history of academic success with similar student population. If evidence is not available, the applicant explains why the proposed program is likely to be successful.



**Strengths:** The applicant states they will only be responsible for the courses provided by the program, and not the overall homeschooling, which is the responsibility of the parent.

The educational model is creative and pushes the boundaries of choice education. Student choice is prevalent throughout the model and allows for maximal flexibility in student learning. The staffing approach described aligns well with the school model. Students will have access to a number of educational resources, to include select curriculum, Learning Coaches and Educational Coaches while the parent/guardian maintains the status of teacher of record. The model encompasses the Colorado requirements for homeschool enrichment programs.

**Concerns:** Successful course completion is not discussed or measured, even in the subsequently-provided narrative. There are still questions about who will evaluate the student work portfolio and what is the criteria that will be used, who will schedule field trips, how does the EC ensure the academic success of each student, who will maintain the appropriate homeschooling records and what will Ignite do if they receive information that appropriate homeschooling is occurring at home.

Educational Vendors is described in brief, but this is a complex process with many details. Shared Schooling Educational Coaches are introduced in this section. It is unclear if this is a A3 employee or vendor. The ignite team has not made agreements or does not have letters of support from their potential partners, PPCC and Colorado Community Colleges.

**E.3. Educational Program & Standards: Instruction:** This section defines the teaching methods and strategies, and any unique instructional methodologies that will be used to deliver the curriculum and why these are the best choices for getting the curriculum across to the target population. Instruction should be aligned to the educational philosophy.

Provides the methods and systems the teachers will use to inform instruction and to meet the needs of all students coming into the school with varying educational backgrounds, abilities, and learning styles.



Explains how the Response to Intervention (RtI) model will be incorporated into the school's instructional program for all students.

Describes classroom culture, learning environment, class size, and tools used to prepare and structure lessons. Describes how teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.



<p><b>Strengths:</b> Key Education Facilitators include Learning Coaches and Educational Coaches. Students will have access to a number of adults who can help facilitate learning. The application further identifies the role the parent plays in educating the student. Many instructional strategies that apply to traditional public schools do not apply to public homeschools – which the application identifies.</p> <p><b>Concerns:</b> In the additional information provided by Ignite, it states that parents will be asked to submit an intent to homeschool form. It's not clear if this is a copy of what was submitted to a school district or if it is simply a form obtained from somewhere. This is unusual since there is not a standardized "form" used in Colorado. In addition, the new narrative explains that families will need to submit a copy of standardized assessment results, but does not explain what will happen if test results fall below the 14%.</p> <p>As it reads, Ignites Education Coach will work with the Learning Coach to ensure the academic success of each student. It is unclear as to how this will happen as details are not provided.</p>				
<p><b>E.4. Educational Program &amp; Standards: Supplemental Programs, Specials or Electives:</b> This section describes any unique curricular aspects of the school's program, such as a service-learning, after school programs, clubs, and family programs that are key components of the school.</p>				
Confirms if afterschool or summer school will be offered and the criteria for selection of participants, times of operation, and the number of students that may attend.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates that chosen programs are aligned to the mission and vision, educational philosophy, and the curriculum.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the faculty, staff, or partnership organization that will oversee and provide services. Provides evidence of adequate funding for the program(s).				
<p><b>Strengths:</b> Summer programming will be offered. In the new narrative, outcomes for courses provided by a vendor are established prior to the course commencing. The application would be stronger if the key questions listed on page 24 were made into a satisfaction survey for students and their parents/guardians upon completion of the course.</p> <p>Summer connections and on-boarding provide students the opportunity to fully understand and engage in the educational model.</p> <p><b>Concerns:</b> There is not a clear process for improvement over time. Ignite needs to describe how feedback will be delivered to vendors for continuous improvement. The application states there will not be physical classes, but then also states, in numerous places, that there will be in-person options with no clear explanation of what the actual plan will be.</p>				
<p><b>E.5. Educational Program &amp; Standards: Professional Development:</b> This section provides a description of the ongoing professional development for faculty and staff, such as individual professional development plans, staff-wide trainings, and the assessment of progress made toward professional performance goals. Professional development aligns with the mission and vision, values and goals of the school, and the implementation of the educational plan.</p>				
Demonstrates how the inaugural staff will be trained the summer before school starts. This includes the number of professional development days, proposed schedule, and topics covered to implement the educational plan, and build the school culture. Training for SPED, ELL, and GT students are incorporated into all topics.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identifies the person(s) or organization(s) that will provide professional development to the staff and includes the frequency of the training and topics to be covered. Ongoing evaluation data is used to modify and enhance trainings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> Much of this section is not applicable to a homeschool program. A professional development plan of Ignite staff is described.</p> <p><b>Concerns:</b> In PD prior to the beginning of school, homeschool law and rules should be included as part of the training. There is not a plan to further refine and develop the PD plan over time. The connection of the presented plan is not explicitly associated with the school's vision and mission. There should be evidence that the program will ensure high quality.</p>				

<b>E.6. Educational Program &amp; Standards: Annual Calendar &amp; Daily Schedule:</b> This section provides a draft of the annual calendar and examples of teacher and student schedules for the first year of operation. The annual calendar includes the number of proposed student contact days, teacher work and professional development days, and total hours of instruction. This is especially important when the annual calendar differs in any way from the district's calendar.				
Annual calendar and daily schedule reflect the minimum number of hours required by the state and notes whether the proposal includes an extended day/year.  The daily schedule gives the length of the school day with the start and dismissal times and the hours and minutes/day and week dedicated to academic instruction per grade. A "day in the life" description for both students and teachers is included.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strengths:</b> Annual calendar and daily schedule are included.  <b>Concerns:</b> There needs to be a clear plan for how students will be held accountable to meet specific benchmarks for progress in their courses.				
<b>***F. Plan for Evaluating Pupil Performance*:</b> This section expands on the Goals, Objectives, and Pupil Performance Standards by defining how the school will determine whether it is meeting its goals. It focuses both on internal assessments used to drive instructional decision-making, as well as external assessments used to communicate academic achievement and growth to stakeholders.				
<b>F.1. Plan for Evaluating Pupil Performance: Assessments:</b> This section describes the type of assessments the school will use to evaluate student performance and comply with district and state requirements.				
Defines how/what standardized tests the school will use to gather baseline data on all students.  Identifies timelines for the administration of Colorado Measures of Academic Success (CMAS) (which include the Colorado Summative Assessment of Science and Social Studies and the PARCC Mathematics and English Language Arts assessments), Colorado SAT (CO SAT) for High School Juniors, and comply with Colorado Academic Standards (CAS), and Reading to Ensure Academic Development Act (READ).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Strengths:</b> The applicant respects homeschool laws. EC staff will monitor student work each month, along with parents and students.  <b>Concerns:</b> The applicant states that no standardized or nationally normed assessments will be used. The new narrative provided explains that parents will be asked to submit a copy of prior standardized assessment results, but does not state how or if those results will be used to monitor progress and it does not explain what happens if the student is performing below expectations. The new information does not explain the accountability of parents if standardized assessment scores are not provided. The Ignite team should also describe is core content areas will have greater accountability than electives. The Ignite team needs to also develop an plan when the situation arises that a family will not have the student complete the standardized testing in the off-numbered grade levels.  The application does not specifically describe how the portfolio of student work will be measured to meet criteria set by the State of Colorado for homeschool student evaluation (beginning in 3 <sup>rd</sup> grade and continuing every odd year thereafter). If this is the method to measure student learning and fulfill the homeschool requirement (rather a nationally normed assesstment) it is unclear how this process will meet compliance. The Ignite team does not describe how they will offer homeschool students standardized assessments to meet homeschool requirements. The Ignite team also does not describe how the prtfolio process will work. Nor discussed what criteria is being evaluated or measured.				
<b>F.2. Plan for Evaluating Pupil Performance: Data Management &amp; Data Support for Teachers:</b> This section describes the data warehouse system the school will utilize and how data will be shared with the faculty to inform curriculum and instruction, professional development, and course completion and grade-level advancement.				
Evaluation data is used by teachers and administrators for continuous improvement to the educational program and informs professional development.  Describes how the school will use summative assessments, interim, and formative assessments to track and ensure students are making progress toward short and long-term goals. A testing timeline is included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Strengths:</b> This section is not relevant for the homeschool program.				

<p><b>Concerns:</b> No plan for assessment was provided. The Ignite team needs to develop a plan for the vendors when and if a parent(s) are dissatisfied with the vendor performance.</p>				
<p><b>F.3. Plan for Evaluating Pupil Performance: Performance Standards:</b> This section describes the student performance standards and how the standards are used to advance academic performance.</p>				
<p>States how the school will communicate student academic progress to parents/ guardians, students, and the community. Defines the grading scale for advancement to the next grade level. This includes graduation requirements and course pass requirements.</p> <p>Identifies trigger points for intervention and procedures for taking corrective action if student performance at the school falls below the described targets.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> No plans for monitoring student progress, beyond a monthly examination of student work, was included in this application. No plan for students that need extra academic support.</p> <p>A brief description of the portfolio of student work, student engagement, and parent and student satisfaction are included as measures of student success. Not included are things like evaluating the quality of course offerings or Ignite teacher effectiveness. While the obligation of education does lie with the parent or guardian, public funds will be provided to Ignite to operate the program. Ignite should be able to provide some level of assurance that quality services is provided.</p>				
<p><b>*** G. Budget &amp; Finance:</b> This section details the school's budget and fiscal policies and management.</p>				
<p><b>G.1. Budget &amp; Finance: Budget Narrative:</b> This section provides a summary of the 5 Year school budget. This includes a description of the school start-up plan, services and specific programming for both the academic and non-academic program, and any other areas of service that are unique to the school model.</p>				
<p>Demonstrates reasonable revenue and cost assumptions including secured grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property or other resources (noting which are secured versus anticipated, and evidence of firm commitments where applicable). Budget is designed to meet the mission and vision and the programs described in each section of the application.</p> <p>Describes an understanding of State and District budget reporting requirements throughout the year.</p> <p>Provides a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> There is an understanding of School Finance rules in regard to part-time home schooled students.</p> <p><b>Concerns:</b> The applicant, even in the subsequently-provided narrative, repeatedly refers to itself as a school adding to the confusion about its status. The statement about operating under a loan from A3 Education doesn't mention if a loan is available in the second year of operation, if it is needed. The statement that funding will not be seen until December, 2018 is not clear. Also, since CSFS is not a division of AE Education or PES, the vetting process of the contractual relationship needs to be explained.</p>				
<p><b>G.2. Budget &amp; Finance: 5 Year Budget:</b> The budget is submitted as an Appendix to the application. The five year budget is balanced, follows district and specific statutory requirements, and adheres to the Authorizer's budget template guidelines.</p>				
<p>Demonstrates complete, realistic, and viable start-up and 5 year balanced operating budgets that align with the educational, organizational, and school growth plans as described in each section of the application.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> After a meeting with the CD BOCES Finance Director, the applicant has greater understanding about the budget.</p> <p><b>Concerns:</b> None</p>				

<b>G.3. Budget &amp; Finance: Systems &amp; Procedures:</b> This section focuses on the systems and procedures in place to ensure the school and Board follow sound financial practices to make sure their school is financially stable and funds are appropriately used to support the mission and vision of the school.				
Describes the process to contract with a Certified Public Accountant to conduct an annual, independent financial audit. Demonstrates an understanding of financial transparency laws.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides financial policies and procedures to ensure that the school remains fiscally solvent. Describes the internal controls to be implemented to ensure a sound financial management system that includes checks and balances in cash disbursement and oversight.				
Describes any arrangements with outside service providers, such as HR and bookkeeping services, if applicable.				
<b>Strengths:</b> It now appears the applicant has an understanding of the Financial Transparency Act and requirements for an annual, independent audit. <b>Concerns:</b> Financial policies and procedures are not provided nor described with sufficient detail.				
<b>***H. Governance:</b> This section provides detailed information on the governance philosophy and how the board will approach its oversight role, the role and make-up of the board and the role of the school's administration in carrying out the school's mission and vision.				
<b>H.1. Governance: Governing Board:</b> This section provides detailed information on the governance philosophy, board make-up, and the oversight responsibilities.				
Describes who can serve on the board and the process for recruiting, onboarding and ongoing training for board members.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the number of members, composition of the board of directors, committee names and functions, and member skill sets. Bios or resumes for each board or steering committee member are included as an attachment.				
<b>Strengths:</b> Ignite will follow a School Accountability and Advisory Committee (SAC) governance sturcture. The Head of School will report directly to the CD BOCES Board. <b>Concerns:</b> The ESP will have ultimate authority to hire and fire the school leader, and not the CD BOCES.				
<b>H.2. Governance: Legal Status &amp; Governing Documents:</b> This section describes the legal status of the school and the status of the completion of state statute requirements, school By-Laws, and Articles of Incorporation.				
Bylaws and Articles of Incorporation are included as attachments. A board member conflict of interest policy and a policy for handling parent and staff complaints are included in the Appendix.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the requirements of Open Meetings and Open Records laws, as well as FERPA.				
Describes the process for creating and maintaining a School Accountability Committee.				
<b>Strengths:</b> The applicant has provided evidence for an understanding of public records. <b>FERPA and CORA are outlined in the application.</b> <b>Concerns:</b> No Bylaws were provided for the SAC.				
<b>H.3. Governance: Policies &amp; Procedures:</b> This section focuses on the policies and procedures the Board will implement internally and externally at the school. All policies and procedures are aligned to the mission and vision of the school and supports student achievement.				
Provides a clear description of the differences in roles and responsibilities of the board and school administration. A job description for the head of school is included as an attachment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Describes the plan and timeline for how and when the board will evaluate the school leader and use this information to analyze the leader's need for coaching and professional development is in place.</p> <p>Describes how the board will regularly monitor key indicators such as finance, student achievement, and school culture. Sets forth a plan for a board annual self-evaluation and how the results will be used to identify areas for board growth and professional development.</p>				
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> The school leader will be evaluated by the management company without input from the BOCES. The staff needs to be trained on FERPA requirements prior to the start of class.</p> <p>No policies included. Parent and staff complaint procedures are briefly outlined.</p>				
<p><b>I. Employees: This section provides a variety of information on the school's employees and employment policies, and the relationship that will exist between the charter school and its employees.</b></p>				
<p><b>I.1. Employees: School Leadership:</b> This section focuses on the process to hire a school leader that is skilled and aligned to the school's mission and vision, and provides the qualities and qualifications this person must have to effectively run a school and lead the faculty and staff.</p>				
Describes the process to locate, interview and hire the School Leader.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> Employees will be employed at will. The company has experience in hiring competent staff members.</p> <p>School leader has been identified and has extensive experience as stated in the narrative and resume.</p> <p><b>Concerns:</b> The budget narrative states that additional detail will be included in the employee section, and it is not included. The Ignite team needs to provide information about the competitive benefits package, including 401K, medical, dental and vision insurance that is listed.</p>				
<p><b>I.2. Employees: Staff Hiring:</b> This section focuses on the process to hire faculty and staff that are skilled and aligned to the school's mission and vision, and provides the qualities and qualifications for each position at the school.</p>				
Describes the recruiting and hiring process and includes a hiring timeline. Describes how the school will ensure that teachers are highly qualified for their positions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job descriptions for all key employees, including teachers and administrative staff are included in an attachment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes which employees will be under contract and which will be "at will."				
<p><b>Strengths:</b> At will employment will be used.</p> <p><b>Concerns:</b> None</p>				
<p><b>I.3. Employees: Management &amp; Evaluation:</b> This section focuses on how the school will develop a comprehensive, consistent evaluation plan in alignment with the school's mission and vision, goals, curriculum, assessment, academic expectations, and professional development of staff.</p>				
Sets forth a plan to use data to manage, disaggregate, display, and adjust or change curriculum and instruction, as well as identify professional development focus areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides a description of the staff evaluation process and timeline.				
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> The new information says that growth data will be used as a part of the final evaluation, but there isn't a source for that data described in the application. Neither does it explain where student performance data will come from. It is not clear if the principal or teacher evaluation process will be compliant with SB 191.</p>				
<p><b>I.4. Employees: School Structure, Policies &amp; Procedures:</b> This section focuses on the structures, policies, and procedures that will be used to guide the school administration.</p>				



<p>An Employee Handbook is included in the Appendix. If a Handbook is unavailable, a summary of the school's policies and procedures is included in the narrative with a timeline for completing the Handbook.</p> <p>An organizational chart is included that shows all key positions.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> Staff handbook is not included.</p>				
<p><b>J. Insurance Coverage:</b> This section explains what types of insurance the school plans to carry to protect itself and its students.</p>				
<p>Defines the process the school will use to create and maintain an emergency management plan.</p> <p>Describes the insurance needed to meet state and district requirements.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> There is a description of insurance coverage and a plan for providing the BOCES with related documentation.</p> <p><b>Concerns:</b> There is no plan for students and staff that will have to understand and follow a facility's emergency plan.</p>				
<p><b>K. Parent &amp; Community Involvement:</b> This section addresses the roles parents/guardians, community members, and community organizations will play as part of the school community.</p>				
<p>Describes how parents have been involved in the charter application process and explains the parent engagement or volunteer plan that provides opportunities for parents to be partners in their students' learning.</p> <p>Sets forth identified community resources and partnerships, including a description of the nature, purpose, terms, and scope of services of any such partnerships. Evidence of commitment from identified community partners is included as an attachment.</p> <p>Describes the process by which parent/guardian satisfaction with the school will be determined.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> Parents will be very involved in their child's education and be able to select coursework from a wide variety of sources. Parents will have a resource in the EC if there are questions. Community events will allow Ignite staff to get to know the families involved and be available if they need additional resources.</p> <p><b>A plan to involve parents and gain support, collaboration, volunteerism, and at home learning partnership is described.</b></p> <p><b>Concerns:</b> Parent/community involvement has not yet started. There is really no way to know if Ignite is a school/learning model desired by the El Paso County community.</p>				
<p><b>L. Enrollment Policy:</b> This section explains how students who want to attend the school will be admitted and enrolled, and how the school manages the process once students are interested in attending the school.</p>				
<p>Enrollment and lottery policies and procedures are included as an attachment. Demonstrates that enrollment is available to all students without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services. Sets forth any enrollment priority weighting for particular groups of students.</p> <p>Describes how the larger community will receive information about the school, including a description of outreach to at-risk and minority communities.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> None</p>				



<b>Concerns:</b> The applicant states it is confident it can enroll 150 students for August 2018, but does not provide supporting evidence other than what happened in California over the last year. Marketing plan is lacking in the new information.				
<b>M.1. Transportation:</b> This section addresses whether the school plans to offer any transportation services to students and if not, describes how students' transportation needs will be met without transportation services.				
If the school plans to offer transportation, the applicant explains how this will be provided to include field trips, before and after school, and extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs. This includes low-income students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths: N/A Concerns: N/A				
<b>M.2. Food Service:</b> This section addresses whether the school plans to offer food service to its students.				
If the school plans to offer food service, describes anticipated arrangements with a Food Service Authority or other food service arrangements, including catering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths: N/A Concerns: N/A				
<b>***N. Facilities:</b> This section provides information on the school's short and long-term facility plans. If the founding committee has not already identified a definite school facility, the committee has identified at least two prospective facility sites and the application contains a cogent strategy for acquiring one or more of the prospective sites.				
Provides a facility needs assessment that aligns with the mission and vision of the school and the anticipated curriculum, including number of classrooms, specials rooms, administrative space, common spaces, outdoor spaces, square foot needs per student/space, and anticipated cost per square foot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a facility has been identified, describes any lease or purchase arrangements along with timelines for acquiring the building. Provides a budget and timeline for any needed retrofit or tenant finish for the building. Demonstrates an understanding of zoning and fire code requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a facility has not been identified, describes the target location(s) for the school building, the appropriateness of the location for the anticipated student population, and whether a permanent or temporary site is anticipated. Sets forth a timeline for securing a site before school opening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides evidence that the secured or proposed sites will not exceed 18% of the school budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths: N/A Concerns: N/A				
<b>O. Waivers:</b> This section includes statements acknowledging a commitment to comply with all laws and policies that are not waived and a list of proposed state and district waivers. The requested waivers should match the proposed autonomy, school mission and vision, goals, operations, governance, and employment relationships of the proposed charter school. In addition, the school should acknowledge if they will accept automatic statutory and policy waivers, or if the school plans on taking the automatic state waivers.				
Provides a list of the automatic and non-automatic state statutes for which waivers are being requested. Sets forth replacement rationales for the non-automatic state waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths: <b>N/A</b>				
Concerns: <b>N/A</b>				
Presents a list of district policies for which waivers are being requested. Sets forth replacement rationales for the non-automatic waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths: <b>N/A</b>				
Concerns: <b>N/A</b>				
<b>P. Student Discipline, Expulsion, or Suspension: This section defines how the school intends to handle student discipline and establish a student culture in which all students are able to learn.</b>				
Provides a Discipline Policy and Procedures Manual as an attachment that aligns with state law and district policies, unless waived. Sets forth how the policy will address state statutory requirements, policies, processes, due process rights and alignment with school culture.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how disciplinary expectations will be communicated to parents/guardians and students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how the school will handle discipline for students with disabilities to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Hearings and Behavior Plans as appropriate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strengths:</b> This is the most explicit section of the application. The information included falls within standard practice for brick and mortar public schools. <b>Concerns:</b> The Ignite team needs to have a plan for student behavior in their partner classes, for example, what if a student misbehaves at dance class.				
<b>***Q. Serving Students with Special Needs &amp; At-Risk: This section addresses how the school will meet the needs of a variety of "special needs" students who may enroll at the school. Specific research-based instructional programs, practices and strategies should be employed to produce a continuum of services to help ensure academic success for all students that is supported by good assessments.</b>				
<b>Q.1. Serving Students with Special Needs &amp; At-Risk: Program Administration: This section summarizes the approach, oversight, and design of program(s) to serve students with special needs.</b>				
Explains how the assessment system will enable the school to identify students with special needs and how the student and teacher daily schedules provide adequate time for services and supports.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Describes the strategies for serving students with special needs and how the program will be implemented and overseen. Identifies the number and type of instructional or other staff that will teach or support special needs students, including contracted service providers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Strengths:</b> This section is consistent with standard practice for identifying, developing, implementing and monitoring services for students with special needs of homeschool programs. <b>Concerns:</b> The applicant states that after consulting with the CD BOCES' legal counsel, they were told they would not need to service students with special needs; however, this has not been substantiated by the BOCES.				
<b>Q.2. Serving Students with Special Needs &amp; At-Risk: Students with Individualized Education Plans (IEPs) and 504 Plans: This section focuses on the plan for meeting the needs of students with (IEPs).</b>				
<b>Programming</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>A continuum of services designed to meet ongoing student needs is clearly described. Service models demonstrate that students are provided specialized instruction according to their identified needs while they are ensured access to the general education curriculum with non-disabled peers to the greatest extent possible. A plan for communication to teachers and staff regarding student needs for accommodations is in place. A plan for oversight to monitor compliance is fully described.</p> <p><b>Staffing</b></p> <p>The plan articulates how the school will ensure:</p> <p>Teachers and related service providers are identified and budgeted for according to required staffing levels. From date of hire, staff hold required CDE endorsements for their role at all times. Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed.</p> <p>Staff receive ongoing mentoring, coaching, and professional development specific to their practice.</p> <p><b>Budget</b></p> <p>Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.</p>				
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> See comment in Q1.</p>				
<p><b>Q.3. Serving Students with Special Needs &amp; At-Risk: Response to Intervention (RtI/MTSS):</b> This section summarizes the school's MTSS program and clearly identifies the program components and timelines for student identification.</p>				
<p><b>Programming</b></p> <p>A plan or structure is in place for monitoring all students for academic, social-emotional, and/or health concerns. Universal screening processes are in place, and targeted and intensive interventions are readily accessible to students.</p> <p><b>Staffing and Budget</b></p> <p>Screening, assessment and progress monitoring materials are included in budget, and trained staff are available to conduct and review the screening, assessment and progress monitoring. The school has a plan for compliance with <a href="#">CRS 22-1-116</a> regarding hearing and vision screening of students. Contracted services required for hearing and vision screening is included in budget.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> The Ignite team needs a plan for students that need interventions, especially in core classes.</p>				
<p><b>Q.4. Serving Students with Special Needs &amp; At-Risk: English Language Learners (ELLs):</b> This section focuses on the plan for meeting the needs of ELL students.</p>				
<p><b>Programming</b></p> <p>Provides the implementation plan for meeting the needs of English Learners that <u>supplements</u> the general education curriculum, instruction, and assessment strategies. This includes the qualification process for services, model for direct instruction, type and frequency of progress monitoring, parent and family communication, process for exiting students from the program, and continued evaluation of programming to ensure students are successfully served. A plan for oversight to monitor compliance is fully described.</p> <p><b>Staffing/Budget</b></p> <p>The plan articulates how the school will ensure:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Teachers and related service providers are identified and budgeted for according to required staffing levels;  Staff hold required CDE endorsements for their role at all times;  Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;  Staff receive ongoing mentoring, coaching, and professional development;</p> <p><b>Budget</b></p> <p>Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.</p>				
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> The Ignite team needs a plan for students that need language services.</p>				
<p>If the district is under court order to provide mandated services for English Learners, describes the process following the terms of the law.</p> <p>Provides the plan for meeting the needs of English Learners that support and supplement the current curriculum and instructional strategies. This includes the qualification process for services, the frequency of progress assessments, how parents will be notified, how the school will exit students from the program, and continued evaluation of the program to ensure students are successfully served.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> None</p>				
<p><b>Q.5. Serving Students with Special Needs &amp; At-Risk: Gifted &amp; Talented Students (GT):</b> This section focuses on the plan for meeting the needs of GAT students.</p>				
<p>Provides the implementation plan for meeting the needs of gifted learners that <u>supplements</u> the general education curriculum, instruction, and assessment strategies. This includes the identification process, planning for service provision and instruction, type and frequency of progress monitoring, parent and family communication, and continued evaluation of programming to ensure students are successfully served. A plan for oversight to monitor compliance is fully described.</p> <p><b>Staffing</b></p> <p>Teachers and related service providers are identified and budgeted for according to required staffing levels;  Staff hold required CDE endorsements for their role at all times;  Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;  Staff receive ongoing mentoring, coaching, and professional development.</p> <p><b>Budget</b></p> <p>Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> None</p> <p><b>Concerns:</b> None</p>				
<p><b>Q.6. Serving Students with Special Needs &amp; At-Risk: At-Risk Students:</b> This section focuses on the plan for meeting the needs of At-Risk students.</p>				
<p>Describes interventions and strategies to bring low performing and credit deficient students up to grade level and the anticipated areas of support students will need.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Strengths:</b> None</p>				

<b>Concerns:</b> Ignite will not be reviewing student records for homeschool students and therefore won't even know if a student has received appropriate coursework or if there is sufficient progress. Further, there won't be academic achievement data to support a plan.				
<b>R. Dispute Resolution Process:</b> This section reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's contract.				
Sets forth a method for resolving disagreements which arise of the school's contract between the school and its chartering district or authorizer, in compliance with statutory requirements.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strengths:</b> It seems like this section is more relevant for a contract between the BOCES and this service provider. However, what is stated is acceptable.				
<b>Concerns:</b> None				
<b>***S. School Management Contracts:</b> If the proposed school intends to contract with an education service provider (ESP), such as a charter management organization (CMO), education management organization (EMO), or any other type of school management or service provider, describe the content of the services to be purchased.				
Explains the process by which the ESP/service provider was selected. Provides evidence that the provider has been successful in the academic and/or business operation aspects of other schools, including demonstrated academic achievement with the target population, as well as successful management of non-academic school functions.				
Provide an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the education management provider.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a draft management contract as an attachment, including the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school.				
Provides clear evidence that the ESP/service provider is authorized to conduct business in Colorado.				
<b>Strengths:</b> The service provider has experience with other schools where there has been growth.				
<b>A3 has a history of success running schools in California. It is now authorized to conduct business in Colorado.</b>				
<b>Concerns:</b> The organization is still young and does not have an established track record of student academic progress.				
<b>Application Overall Assessment:</b> This section gives the application reviewer an opportunity to provide general feedback about the their overall impression of the School Application.				

**Reviewer #1:** I recommend this group to continue in the process.

**Reviewer #2:** I recommend this group continue in the process with conditions set on community support and intents to enroll. The applicant asserts correctly that the "homeschool community is tight knit." As such, the applicant should show evidence that it can be embraced by the community and provide a desirable offering to those it intends to serve. Quality school choice offerings are predicated on people choosing the offering.

## QUALIFICATION HIGHLIGHTS

Driven educational leader with experience serving diverse student populations through the traditional, online, and blended learning modalities

- Broad range of experience in education as a Director of Schools, Principal, Dean of Students, Program Coordinator, Online Teacher, and Classroom Teacher
- Knowledgeable in the use of data analysis to improve student achievement
- Ability to communicate effectively with students, parents, staff, school boards and other stakeholders
- Experienced with all facets of school administration, including: school improvement planning, educational technology, staff development, state reporting, data analysis, school budgets, differentiated instruction, board relations, marketing, communication, policy development, teacher evaluation and etc.

## LICENSES –

Colorado Professional Teaching License: Secondary Social Studies - #124494

Colorado Professional Principal License K-12 - #124490

## EDUCATION AND TRAINING –

GRAND CANYON UNIVERSITY – Phoenix, AZ

**Master of Arts Degree in Education Administration**

FORT LEWIS COLLEGE – Durango, CO

**Bachelor of Arts Degree in US History and Secondary Education**

### *Professional Development*

Linda-Mood Bell Consultant Certification

Cognitive Coaching

Positive Behavior Interventions and Supports

## PROFESSIONAL EXPERIENCE –

A3 EDUCATION - Home Based

03/2017-Present

### **Director of Administrative and Student Services**

- Supervise the records department for all A3 managed schools and all systems administration
- Supervise and lead the counseling team
- Maintain positive working relationships with charter school authorizers
- Provide leadership in the development of the Gemini SIS
- Provide operational leadership for A3 Education and all managed schools
- Serve as a member of the business development team
- Write and submit charter school applications

FOUNDATION LEARNING/MOSAICA EDUCATION – Home Based

01/2015-03/2017

### **Director of Schools – Mosaica Online**

- Promoted to Director of Schools and given increased responsibilities to include the Mosaica Online Schools in California and Michigan. Served as Director for 6 online schools in 4 states.
- Maintained positive relationships with authorizers through frequent meetings with the district Superintendents and other key district stakeholder
- Prepared agendas and board reports for school boards and authorizer boards
- Initiated and led program improvement initiatives for the Mosaica Online national team
- Coordinated the new student enrollment process
- Led WASC and AdvancED accreditation efforts
- Fulfilled state reporting requirements, including: attendance reports, HR reports, end of year reports, school improvement plans, and etc.
- Concurrently managed numerous large scale projects across multiple states
- Maintained positive relationships with client schools and prospective client schools in Mexico and Australia as a member of the business development team.

## **MOSAICA EDUCATION – Home Based**

06/2012-01/2015

### **Head of School**

- Founding Head of School of Great Plains Academy
- Maintained positive relationships with authorizer through frequent meetings with the district Superintendent and other key district stakeholder
- Prepared and presented reports for the authorizer board
- Participated in the creation and implementation of the statewide marketing plan
- Collaborated with authorizer to fulfill state reporting requirements: October Count, HR Reports, End of Year Reports, and etc.
- Promoted to serve as Head of School of Mosaica Online of Arizona (K-8) and Mosaica Online High School of Arizona in addition to maintaining the role of Head of School for Great Plains Academy after just 8 months. Responsibilities for board reporting, school budget, marketing, enrollment, state testing, state reporting and compliance, and etc. expanded from one online school to three online schools in two states

## **SOUTHWEST COLORADO ESCHOOL – Dolores, CO**

### **Principal**

06/2011-06/2012

- Founding Principal of the Southwest Colorado eSchool
- Worked directly with the San Juan BOCES/eSchool Board of Education and each of the member district school boards and met monthly with the Superintendents Advisory Council
- Created and implemented a marketing plan in collaboration with eSchool staff that resulted in over 700 new course enrollments
- Wrote, selected, and adapted school policies, including: graduation requirements, attendance policies, and concurrent enrollment agreements
- Wrote the Unified Improvement Plan for the eSchool
- Worked with eSchool staff to develop intervention strategies to improve student attendance, behavior, and academic performance
- Coordinated state testing locations, proctors, test materials, and parent communication to ensure 100% student participation
- Wrote multi-district application for statewide authorization

## KAPLAN ACADEMY OF COLORADO – Home Based

### Virtual High School Social Studies Teacher

10/2009-06/2011

- Developed and maintained relationships with students and faculty members while working remotely
- Provided individualized instructional support and tutoring for at risk students through synchronous conversations, detailed grading feedback, and assignment modification
- Designed and delivered instruction through video casts, podcasts, and weekly live sessions for groups and individual students
- Taught 9 unique preps and up to 300 students

## MESA ELEMENTARY SCHOOL – Cortez, CO

01/2011-06/2011

### Dean of Students

- Managed student behavior through the use of RtI and the Positive Behavior Intervention and Support system
- Worked closely with the RtI coordinator on individualized student behavior plans
- Observed and evaluated the instruction and classroom management of teachers
- Promoted high staff morale through staff appreciation drawings and acknowledgements
- Worked to improve student attendance through phone calling, parent conferences, and home visits

## CORTEZ MIDDLE SCHOOL – Cortez, CO

### Reading Intervention Coordinator

12/2007-01/2011

- Directed a reading intervention program that consisted of 50 students and 10 staff members. Organized and supervised the testing of 75 students for possible intervention placement each year
- Used testing data to place students in homogenous groups in order maximize intervention time
- Mentored and coached intervention staff to improve small group instruction and program fidelity
- Increased student achievement as demonstrated by a narrowing of the achievement gap and CMS making AYP in Reading
- Established and supervised a summer school reading intervention program designed to prepare 5<sup>th</sup> grade students for the transition to middle school

## COACHING –

- Varsity Boys Basketball Coach, Dove Creek, CO 6/2005 - 6/2007
- Varsity Boys Basketball Coach, Dolores, CO 6/2007 - 6/2011
- JV Boys Basketball Coach, Cortez, CO 6/2011 - 6/2012
- JV Basketball Coach, Cortez, CO 11/2015 - 4/2016

## VOLUNTEER EXPERIENCE –

- 3<sup>RD</sup>-5<sup>TH</sup> Grade AWANA Leader – Castle View Baptist Church, Castle Rock, CO 01/2015 - 06/2015
- Children's Church Leader – First Baptist Church, Dove Creek, CO 08/2015 - 01/2016



# JUSTIN K. SCHMITT

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- U8 Soccer Coach - Tri-City Soccer, Cortez, CO 09/2015 - 10/2016
- 3<sup>rd</sup>-4<sup>th</sup> Grade Youth Basketball Coach, Cortez, CO 11/2015 - 12/2015

FY 2018-2019 Preliminary Budget Basic	
Ignite Academy	
Projected Pupil Count: 150	
<b>REVENUE</b>	
Per Pupil Revenue	\$7,746.00
Bridge Loan	\$138,625.00
Federal Sources	\$0.00
Local State Sources	\$580,950.00
<b>Total Revenue</b>	<b>\$719,575.00</b>
<b>EXPENDITURES</b>	
Administrative Fee	\$17,428.50
Entity Cost	\$15,000.00
Oversight and Shared Support Fee (\$150/FTE)	\$11,250.00
<b>Total Authorizer Fees</b>	<b>\$43,678.50</b>
<b>Instruction</b>	
Teacher Salaries K-5	\$45,000.00
Teacher Salaries 6-12	\$22,250.00
Support Staff	\$30,000.00
Benefits	\$19,450.00
Educational Fund Expenditures	\$120,000.00
<b>Total Instruction</b>	<b>\$236,700.00</b>
<b>School Administration</b>	
Salaries (.5 FTE)	\$35,000.00
Benefits	\$7,000.00
<b>Total School Administration</b>	<b>\$42,000.00</b>
<b>Curriculum</b>	<b>\$143,915.00</b>
<b>Business Services</b>	<b>\$15,976.13</b>
<b>General Administration</b>	
Management Fee	\$46,476.00
Loan Repayment	\$138,625.00
Marketing Support	\$17,989.38
Liability Insurance	\$1,497.09
Office Lease	\$1,440.00
<b>TOTAL EXPENDITURES</b>	<b>\$688,297.09</b>



**FY 2018-2019 Preliminary Budget Basic**

**Ignite Academy**

**Projected Pupil Count: 250**

**REVENUE**

Per Pupil Revenue	\$7,746.00
Bridge Loan	\$0.00
Federal Sources	\$0.00
Local State Sources	\$968,250.00
<b>Total Revenue</b>	<b>\$968,250.00</b>

**EXPENDITURES**

Administrative Fee	\$29,047.50
Entity Cost	\$15,000.00
Oversight and Shared Support Fee (\$150/FTE)	\$18,750.00
<b>Total Authorizer Fees</b>	<b>\$62,797.50</b>

**Instruction**

Teacher Salaries K-5	\$67,250.00
Teacher Salaries 6-12	\$45,000.00
Support Staff	\$48,412.50
Contracted Service	\$24,626.13
Benefits	\$32,132.50
<b>Educational Fund Expenditures</b>	<b>\$206,250.00</b>
<b>Total Instruction</b>	<b>\$423,671.13</b>

**School Administration**

Salaries	\$70,000.00
Benefits	\$14,000.00
<b>Total School Administration</b>	<b>\$84,000.00</b>

<b>Curriculum</b>	<b>\$193,650.00</b>
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<b>Business Services</b>	<b>\$26,626.88</b>
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**General Administration**

Management Fee	\$96,825.00
Loan Repayment	\$0.00
Marketing Support	\$24,206.25
Liability Insurance	\$2,014.47
Office Lease	\$14,400.00

<b>TOTAL EXPENDITURES</b>	<b>\$928,191.22</b>
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<b>RESERVES</b>	<b>\$40,058.78</b>
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Carry Forward	\$31,277.91
Fund Balance	\$71,336.69

**FY 2018-2019 Preliminary Budget Basic**  
**Ignite Academy**  
**Projected Pupil Count: 400**

**REVENUE**

Per Pupil Revenue	\$7,746.00
Bridge Loan	\$0.00
Federal Sources	\$0.00
Local State Sources	\$1,549,200.00
<b>Total Revenue</b>	<b>\$1,549,200.00</b>

**EXPENDITURES**

Administrative Fee	\$46,476.00
Entity Cost	\$15,000.00
Oversight and Shared Support Fee (\$150/FTE)	\$30,000.00
<b>Total Authorizer Fees</b>	<b>\$91,476.00</b>

**Instruction**

Teacher Salaries K-5	\$90,000.00
Teacher Salaries 6-12	\$112,500.00
Support Staff	\$77,460.00
Contracted Service	\$46,476.00
Benefits	\$55,992.00
Educational Fund Expenditures	\$320,000.00
<b>Total Instruction</b>	<b>\$702,428.00</b>

**School Administration**

Salaries	\$100,000.00
Benefits	\$20,000.00
<b>Total School Administration</b>	<b>\$120,000.00</b>

<b>Curriculum</b>	<b>\$309,840.00</b>
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<b>Business Services</b>	<b>\$42,603.00</b>
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General Administration	
Management Fee	\$154,920.00
Loan Repayment	\$0.00
Marketing Support	\$38,730.00
Liability Insurance	\$3,223.14
Office Lease	\$14,400.00
<b>TOTAL EXPENDITURES</b>	<b>\$1,477,620.14</b>

RESERVE	\$71,579.86
Carry Forward	\$71,336.69
Fund Balance	\$142,916.55

**FY 2018-2019 Preliminary Budget Basic****Ignite Academy****Projected Pupil Count: 575****REVENUE**

Per Pupil Revenue	\$7,746.00
Bridge Loan	\$0.00
Federal Sources	\$0.00
Local State Sources	\$2,226,975.00
<b>Total Revenue</b>	<b>\$2,226,975.00</b>

**EXPENDITURES**

Administrative Fee	\$66,809.25
Entity Cost	\$15,000.00
Oversight and Shared Support Fee (\$150/FTE)	\$43,125.00
<b>Total Authorizer Fees</b>	<b>\$124,934.25</b>

**Instruction**

Teacher Salaries K-5	\$135,000.00
Teacher Salaries 6-12	\$157,500.00
Support Staff	\$111,348.75
Contracted Service	\$66,809.25
Benefits	\$80,769.75
Educational Fund Expenditures	\$474,375.00
<b>Total Instruction</b>	<b>\$1,025,802.75</b>

**School Administration**

Salaries	\$150,000.00
Benefits	\$30,000.00
<b>Total School Administration</b>	<b>\$180,000.00</b>

<b>Curriculum</b>	<b>\$445,395.00</b>
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<b>Business Services</b>	<b>\$61,241.81</b>
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**General Administration**

Management Fee	\$222,697.50
Loan Repayment	\$0.00
Marketing Support	\$44,539.50
Liability Insurance	\$4,633.27
Office Lease	\$14,400.00

**TOTAL EXPENDITURES****\$2,123,644.08**

Reserve	\$103,330.92
Carry Forward	\$142,916.55
Fund Balance	\$246,247.47

**FY 2018-2019 Preliminary Budget Basic**  
**Ignite Academy**  
**Projected Pupil Count: 750**

**REVENUE**

Per Pupil Revenue	\$7,746.00
Bridge Loan	\$0.00
Federal Sources	\$0.00
Local State Sources	\$2,904,750.00
<b>Total Revenue</b>	<b>\$2,904,750.00</b>

**EXPENDITURES**

Administrative Fee	\$87,142.50
Entity Cost	\$15,000.00
Oversight and Shared Support Fee (\$150/FTE)	\$56,250.00
<b>Total Authorizer Fees</b>	<b>\$158,392.50</b>

**Instruction**

Teacher Salaries K-5	\$225,000.00
Teacher Salaries 6-12	\$170,000.00
Support Staff	\$145,237.50
Contracted Service	\$87,142.50
Benefits	\$108,047.50
Educational Fund Expenditures	\$600,000.00
<b>Total Instruction</b>	<b>\$1,335,427.50</b>

**School Administration**

Salaries	\$210,000.00
Benefits	\$42,000.00
<b>Total School Administration</b>	<b>\$252,000.00</b>

<b>Curriculum</b>	<b>\$580,950.00</b>
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<b>Business Services</b>	<b>\$79,880.63</b>
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**General Administration**

Management fee	\$290,475.00
Loan Repayment	\$0.00
Marketing Support	\$58,095.00
Liability Insurance	\$6,043.40
Office Lease	\$14,400.00

<b>TOTAL EXPENDITURES</b>	<b>\$2,775,664.02</b>
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Reserve	\$129,085.98
Carry Forward	\$246,247.47
Fund Balance	\$375,333.45

# COLORADO DEPARTMENT OF EDUCATION

## HOME BASED EDUCATION FALL 2009-2017

Students Who Are Home-schooled Full-time and Not Eligible For Funding

*revised 1/8/2018*

COUNTY CODE	COUNTY NAME	ORGANIZATION CODE	ORGANIZATION NAME	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	COUNT CHANGE FROM 2015 TO 2016	PERCENT CHANGE FROM 2015 TO 2016
01	ADAMS	0010	MAPLETON 1	0	0	0	0	0	31	21	27	17	-10	-37.04%
01	ADAMS	0020	ADAMS 12 FIVE STAR SCHOOLS	196	172	165	209	216	251	306	313	338	25	7.99%
01	ADAMS	0030	ADAMS COUNTY 14	21	13	11	13	9	14	11	6	11	5	83.33%
01	ADAMS	0040	SCHOOL DISTRICT 27J (prev. BRIGHTON 27J)	77	120	119	159	194	228	175	99	98	-1	-1.01%
01	ADAMS	0050	BENNETT 29J	0	0	0	0	0	18	13	20	20	0	0.00%
01	ADAMS	0060	STRASBURG 31J	20	19	17	19	17	21	19	19	15	-4	-21.05%
01	ADAMS	0070	WESTMINSTER PUBLIC SCHOOLS	20	0	0	19	48	65	64	32	24	-8	-25.00%
02	ALAMOSA	0100	ALAMOSA RE-11J	44	32	26	37	25	42	38	28	35	7	25.00%
02	ALAMOSA	0110	SANGRE DE CRISTO RE-22J	0	0	0	0	18	14	8	14	2	-12	-85.71%
03	ARAPAHOE	0120	ENGLEWOOD 1	19	18	16	17	14	19	22	21	27	6	28.57%
03	ARAPAHOE	0123	SHERIDAN 2	0	0	0	0	0	0	0	1	4	3	300.00%
03	ARAPAHOE	0130	CHERRY CREEK 5	262	233	209	99	211	276	163	199	125	-74	-37.19%
03	ARAPAHOE	0140	LITTLETON 6	79	75	58	71	92	78	84	85	116	31	36.47%
03	ARAPAHOE	0170	DEER TRAIL 26J	0	0	0	0	0	4	1	5	5	0	0.00%
03	ARAPAHOE	0180	ADAMS-ARAPAHOE 28J	0	0	0	0	125	180	201	148	201	53	35.81%
03	ARAPAHOE	0190	BYERS 32J	0	0	2	8	4	7	2	3	0	-3	-100.00%
04	ARCHULETA	0220	ARCHULETA COUNTY 50 JT	24	0	27	52	113	38	40	45	35	-10	-22.22%
05	BACA	0230	WALSH RE-1	0	0	0	0	0	1	0	3	1	-2	-66.67%
05	BACA	0240	PRITCHETT RE-3	0	0	0	0	0	0	0	0	0	0	NA
05	BACA	0250	SPRINGFIELD RE-4	2	2	2	2	2	0	3	2	0	-2	-100.00%
05	BACA	0260	VILAS RE-5	0	0	0	0	126	107	1	4	4	0	0.00%
05	BACA	0270	CAMPO RE-6	0	0	0	0	0	0	0	0	0	0	NA
06	BENT	0290	LAS ANIMAS RE-1	0	5	5	9	6	7	7	8	11	3	37.50%
06	BENT	0310	MC CLAVE RE-2	0	0	0	0	0	2	2	3	1	-2	-66.67%
07	BOULDER	0470	ST VRAIN VALLEY RE 1J	0	219	220	203	385	180	195	218	228	10	4.59%
07	BOULDER	0480	BOULDER VALLEY RE 2	177	211	191	167	182	226	248	331	14	-317	-95.77%
08	CHAFFEE	0490	BUENA VISTA R-31	19	11	23	21	27	18	27	20	15	-5	-25.00%
08	CHAFFEE	0500	SALIDA R-32	21	18	0	0	15	19	13	16	24	8	50.00%
09	CHEYENNE	0510	KIT CARSON R-1	5	0	2	0	1	1	0	4	2	-2	-50.00%
09	CHEYENNE	0520	CHEYENNE COUNTY RE-5	8	8	8	8	11	11	14	13	13	0	0.00%
10	CLEAR CREEK	0540	CLEAR CREEK RE-1	0	0	0	0	0	7	18	8	18	10	125.00%
11	CONEJOS	0550	NORTH CONEJOS RE-1J	0	0	0	0	1	4	10	6	15	9	150.00%
11	CONEJOS	0560	SANFORD 6J	5	12	12	10	10	22	24	35	11	-24	-68.57%
11	CONEJOS	0580	SOUTH CONEJOS RE-10	0	0	0	0	0	0	0	1	13	12	1200.00%
12	COSTILLA	0640	CENTENNIAL R-1	0	0	0	0	8	3	10	4	4	0	0.00%
12	COSTILLA	0740	SIERRA GRANDE R-30	3	0	5	3	1	1	3	3	2	-1	-33.33%

# COLORADO DEPARTMENT OF EDUCATION

## HOME BASED EDUCATION FALL 2009-2017

Students Who Are Home-schooled Full-time and Not Eligible For Funding

*revised 1/8/2018*

COUNTY CODE	COUNTY NAME	ORGANIZATION CODE	ORGANIZATION NAME	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	COUNT CHANGE FROM 2015 TO 2016	PERCENT CHANGE FROM 2015 TO 2016
13	CROWLEY	0770	CROWLEY COUNTY RE-1-J	11	17	15	32	11	3	22	42	32	-10	-23.81%
14	CUSTER	0860	CUSTER COUNTY SCHOOL DISTRICT C-1	14	32	29	20	37	34	37	28	22	-6	-21.43%
15	DELTA	0870	DELTA COUNTY 50(J)	67	63	67	55	104	73	102	93	101	8	8.60%
16	DENVER	0880	DENVER COUNTY 1	188	206	243	234	207	260	291	269	322	53	19.70%
17	DOLORES	0890	DOLORES COUNTY RE NO.2	20	12	9	5	3	2	10	6	6	0	0.00%
18	DOUGLAS	0900	DOUGLAS COUNTY RE 1	581	473	644	345	693	727	410	377	375	-2	-0.53%
19	EAGLE	0910	EAGLE COUNTY RE 50	18	14	37	33	43	45	56	76	56	-20	-26.32%
20	ELBERT	0920	ELIZABETH C-1	21	21	13	21	22	38	27	39	32	-7	-17.95%
20	ELBERT	0930	KIOWA C-2	28	27	0	0	34	27	36	18	12	-6	-33.33%
20	ELBERT	0940	BIG SANDY 100J	8	9	14	19	12	20	13	11	23	12	109.09%
20	ELBERT	0950	ELBERT 200	16	13	22	11	16	16	14	8	14	6	75.00%
20	ELBERT	0960	AGATE 300	0	0	0	0	0	0	1	0	0	0	NA
21	EL PASO	0970	CALHAN RJ-1	8	8	8	11	8	11	9	18	15	-3	-16.67%
21	EL PASO	0980	HARRISON 2	65	82	77	76	85	63	77	73	81	8	10.96%
21	EL PASO	0990	WIDEFIELD 3	79	63	72	88	119	121	130	127	131	4	3.15%
21	EL PASO	1000	FOUNTAIN 8	59	74	57	49	67	112	108	103	97	-6	-5.83%
21	EL PASO	1010	COLORADO SPRINGS 11	739	722	650	621	495	559	859	530	471	-59	-11.13%
21	EL PASO	1020	CHEYENNE MOUNTAIN 12	22	38	28	33	33	37	41	35	39	4	11.43%
21	EL PASO	1030	MANITOU SPRINGS 14	8	11	14	24	12	21	5	7	8	1	14.29%
21	EL PASO	1040	ACADEMY 20	359	420	387	323	378	347	318	342	286	-56	-16.37%
21	EL PASO	1050	ELLCOTT 22	0	8	0	0	0	0	21	22	20	-2	-9.09%
21	EL PASO	1060	PEYTON 23 JT	32	31	31	48	29	23	20	28	36	8	28.57%
21	EL PASO	1070	HANOVER 28	0	0	0	0	6	6	8	4	2	-2	-50.00%
21	EL PASO	1080	LEWIS-PALMER 38	171	135	116	132	113	127	127	124	131	7	5.65%
21	EL PASO	1110	FALCON 49	368	297	231	241	57	307	510	325	174	-151	-46.46%
21	EL PASO	1120	EDISON 54 JT	2	4	5	2	7	20	11	14	7	-7	-50.00%
21	EL PASO	1130	MIAMI/YODER 60 JT	0	0	0	0	2	0	3	0	6	6	NA
22	FREMONT	1140	CANON CITY RE-1	71	80	54	59	67	104	94	104	104	0	0.00%
22	FREMONT	1150	FREMONT RE-2	26	33	40	48	37	36	30	32	38	6	18.75%
22	FREMONT	1160	COTOPAXI RE-3	0	0	0	0	11	5	9	12	12	0	0.00%
23	GARFIELD	1180	ROARING FORK RE-1	8	21	16	0	20	28	34	20	24	4	20.00%
23	GARFIELD	1195	GARFIELD RE-2	47	34	35	21	16	14	23	25	26	1	4.00%
23	GARFIELD	1220	GARFIELD 16	13	23	7	21	12	4	5	10	4	-6	-60.00%
24	GILPIN	1330	GILPIN COUNTY RE-1	0	0	0	0	7	0	2	1	1	0	0.00%
25	GRAND	1340	WEST GRAND 1-JT.	25	19	11	16	21	22	22	23	23	0	0.00%
25	GRAND	1350	EAST GRAND 2	1	0	0	0	12	39	33	22	14	-8	-36.36%

# COLORADO DEPARTMENT OF EDUCATION

## HOME BASED EDUCATION FALL 2009-2017

Students Who Are Home-schooled Full-time and Not Eligible For Funding

revised 1/8/2018

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26	GUNNISON	1360	GUNNISON WATERSHED RE1J	27	22	22	27	18	34	33	7	7	0	0.00%
27	HINSDALE	1380	HINSDALE COUNTY RE 1	0	0	0	0	9	15	7	11	4	-7	-63.64%
28	HUERFANO	1390	HUERFANO RE-1	10	12	10	10	19	21	40	33	28	-5	-15.15%
28	HUERFANO	1400	LA VETA RE-2	0	0	0	0	0	6	4	4	4	0	0.00%
29	JACKSON	1410	NORTH PARK R-1	0	0	0	0	8	9	20	19	25	6	31.58%
30	JEFFERSON	1420	JEFFERSON COUNTY R-1	364	395	390	386	484	532	534	436	373	-63	-14.45%
31	KIOWA	1430	EADS RE-1	0	0	0	0	0	2	0	1	0	-1	-100.00%
31	KIOWA	1440	PLAINVIEW RE-2	2	3	0	0	0	2	2	1	2	1	100.00%
32	KIT CARSON	1450	ARRIBA-FLAGLER C-20	12	0	0	0	6	4	2	2	3	1	50.00%
32	KIT CARSON	1460	HI-PLAINS R-23	2	2	0	0	1	0	0	1	1	0	0.00%
32	KIT CARSON	1480	STRATTON R-4	0	0	0	0	2	0	0	0	4	4	NA
32	KIT CARSON	1490	BETHUNE R-5	0	3	0	0	0	0	0	0	0	0	NA
32	KIT CARSON	1500	BURLINGTON RE-6J	0	0	0	0	5	4	3	8	1	-7	-87.50%
33	LAKE	1510	LAKE COUNTY R-1	15	12	15	15	12	9	17	19	23	4	21.05%
34	LA PLATA	1520	DURANGO 9-R	0	41	37	41	92	44	63	59	51	-8	-13.56%
34	LA PLATA	1530	BAYFIELD 10 JT-R	1	0	0	1	0	8	15	17	23	6	35.29%
34	LA PLATA	1540	IGNACIO 11 JT	0	0	3	3	5	2	12	16	20	4	25.00%
35	LARIMER	1550	POUDRE R-1	324	354	351	258	282	315	309	318	320	2	0.63%
35	LARIMER	1560	THOMPSON R2-J	273	347	45	138	239	243	223	188	224	36	19.15%
35	LARIMER	1570	ESTES PARK R-3	5	14	14	10	22	23	24	20	15	-5	-25.00%
36	LAS ANIMAS	1580	TRINIDAD 1	14	24	16	20	11	6	7	3	13	10	333.33%
36	LAS ANIMAS	1590	PRIMERO REORGANIZED 2	0	0	0	0	3	2	1	2	2	0	0.00%
36	LAS ANIMAS	1600	HOEHNE REORGANIZED 3	0	0	0	0	5	0	5	6	8	2	33.33%
36	LAS ANIMAS	1620	AGUILAR REORGANIZED 6	0	0	0	0	108	0	5	3	2	-1	-33.33%
36	LAS ANIMAS	1750	BRANSON REORGANIZED 82	0	0	0	0	2	3	1	0	0	0	NA
36	LAS ANIMAS	1760	KIM REORGANIZED 88	0	0	0	0	0	0	0	0	2	2	NA
37	LINCOLN	1780	GENOA-HUGO C113	0	0	0	0	7	6	5	4	9	5	125.00%
37	LINCOLN	1790	LIMON RE-4J	4	5	5	11	5	7	7	9	9	0	0.00%
37	LINCOLN	1810	KARVAL RE-23	0	0	0	0	1	1	0	0	0	0	NA
38	LOGAN	1828	VALLEY RE-1	65	38	36	35	67	54	57	50	50	0	0.00%
38	LOGAN	1850	FRENCHMAN RE-3	0	6	1	0	4	5	0	4	4	0	0.00%
38	LOGAN	1860	BUFFALO RE-4J	0	1	3	3	2	4	5	5	3	-2	-40.00%
38	LOGAN	1870	PLATEAU RE-5	1	0	0	0	0	2	2	2	3	1	50.00%
39	MESA	1980	DE BEQUE 49JT	0	0	0	0	0	2	0	2	0	-2	-100.00%
39	MESA	1990	PLATEAU VALLEY 50	0	0	0	0	0	0	1	0	0	0	NA
39	MESA	2000	MESA COUNTY VALLEY 51	216	167	172	180	161	191	211	179	213	34	18.99%

# COLORADO DEPARTMENT OF EDUCATION

## HOME BASED EDUCATION FALL 2009-2017

Students Who Are Home-schooled Full-time and Not Eligible For Funding

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40	MINERAL	2010	CREEDE SCHOOL DISTRICT	0	2	2	6	2	0	4	0	6	6	NA
41	MOFFAT	2020	MOFFAT COUNTY RE:NO 1	41	41	61	52	34	55	65	47	29	-18	-38.30%
42	MONTEZUMA	2035	MONTEZUMA-CORTEZ RE-1	0	0	0	0	17	17	18	22	14	-8	-36.36%
42	MONTEZUMA	2055	DOLORES RE-4A	2	5	2	8	9	4	12	8	5	-3	-37.50%
42	MONTEZUMA	2070	MANCOS RE-6	12	12	5	6	7	8	16	7	2	-5	-71.43%
43	MONTROSE	2180	MONTROSE COUNTY RE-1J	119	0	0	0	104	103	124	120	113	-7	-5.83%
43	MONTROSE	2190	WEST END RE-2	2	0	0	0	4	1	0	4	0	-4	-100.00%
44	MORGAN	2395	BRUSH RE-2(J)	20	22	12	20	16	14	15	24	16	-8	-33.33%
44	MORGAN	2405	FORT MORGAN RE-3	29	32	39	29	33	23	29	27	33	6	22.22%
44	MORGAN	2505	WELDON VALLEY RE-20(J)	4	0	0	0	0	0	0	0	0	0	NA
44	MORGAN	2515	WIGGINS RE-50(J)	5	0	6	10	4	4	1	9	7	-2	-22.22%
45	OTERO	2520	EAST OTERO R-1	26	17	21	18	16	19	12	13	12	-1	-7.69%
45	OTERO	2530	ROCKY FORD R-2	0	0	0	0	10	8	12	15	13	-2	-13.33%
45	OTERO	2535	MANZANOLA 3J	0	0	0	0	0	0	1	1	0	-1	-100.00%
45	OTERO	2540	FOWLER R-4J	23	27	26	28	26	20	18	12	12	0	0.00%
45	OTERO	2560	CHERAW 31	0	0	0	0	8	1	3	1	0	-1	-100.00%
45	OTERO	2570	SWINK 33	10	11	8	0	0	0	0	5	8	3	60.00%
46	OURAY	2580	OURAY R-1	5	8	4	4	4	4	8	2	3	1	50.00%
46	OURAY	2590	RIDGWAY R-2	6	6	10	7	13	14	8	7	9	2	28.57%
47	PARK	2600	PLATTE CANYON 1	18	14	19	16	18	22	27	29	32	3	10.34%
47	PARK	2610	PARK COUNTY RE-2	8	14	8	13	10	9	11	24	9	-15	-62.50%
48	PHILLIPS	2620	HOLYOKE RE-1J	3	2	3	2	2	3	3	4	6	2	50.00%
48	PHILLIPS	2630	HAXTUN RE-2J	12	0	12	5	4	4	8	8	5	-3	-37.50%
49	PITKIN	2640	ASPEN 1	0	0	0	0	4	7	2	1	0	-1	-100.00%
50	PROWERS	2650	GRANADA RE-1	0	0	0	0	0	0	1	0	1	1	NA
50	PROWERS	2660	LAMAR RE-2	0	8	7	0	7	14	10	11	14	3	27.27%
50	PROWERS	2670	HOLLY RE-3	0	0	0	0	0	0	0	0	0	0	NA
50	PROWERS	2680	WILEY RE-13 JT	0	0	0	0	0	0	0	0	0	0	NA
51	PUEBLO	2690	PUEBLO CITY 60	53	0	47	41	84	68	79	120	92	-28	-23.33%
51	PUEBLO	2700	PUEBLO COUNTY 70	97	80	96	93	101	151	135	139	124	-15	-10.79%
52	RIO BLANCO	2710	MEEKER RE1	18	23	24	26	25	44	52	50	52	2	4.00%
52	RIO BLANCO	2720	RANGELY RE-4	9	8	0	0	15	19	32	19	28	9	47.37%
53	RIO GRANDE	2730	DEL NORTE C-7	0	0	0	0	10	8	8	4	6	2	50.00%
53	RIO GRANDE	2740	MONTE VISTA C-8	7	10	5	8	15	11	16	10	30	20	200.00%
53	RIO GRANDE	2750	SARGENT RE-33J	0	0	0	0	0	1	0	1	3	2	200.00%
54	ROUTT	2760	HAYDEN RE-1	2	1	0	0	9	6	15	14	15	1	7.14%

# COLORADO DEPARTMENT OF EDUCATION

## HOME BASED EDUCATION FALL 2009-2017

Students Who Are Home-schooled Full-time and Not Eligible For Funding

*revised 1/8/2018*

COUNTY CODE	COUNTY NAME	ORGANIZATION CODE	ORGANIZATION NAME	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	COUNT CHANGE FROM 2015 TO 2016	PERCENT CHANGE FROM 2015 TO 2016
54	ROUTT	2770	STEAMBOAT SPRINGS RE-2	26	26	24	22	41	34	45	40	35	-5	-12.50%
54	ROUTT	2780	SOUTH ROUTT RE 3	0	0	0	0	6	0	4	11	9	-2	-18.18%
55	SAGUACHE	2790	MOUNTAIN VALLEY RE 1	0	0	0	0	5	7	9	0	0	0	NA
55	SAGUACHE	2800	MOFFAT 2	0	0	0	0	0	3	0	0	0	0	NA
55	SAGUACHE	2810	CENTER 26 JT	3	2	3	2	2	1	2	1	0	-1	-100.00%
56	SAN JUAN	2820	SILVERTON 1	3	0	0	0	0	0	0	0	3	3	NA
57	SAN MIGUEL	2830	TELLURIDE R-1	3	2	5	4	8	1	15	10	11	1	10.00%
57	SAN MIGUEL	2840	NORWOOD R-2J	7	13	6	7	9	8	14	10	13	3	30.00%
58	SEDGWICK	2862	JULESBURG RE-1	0	0	0	0	0	3	2	4	3	-1	-25.00%
58	SEDGWICK	2865	REVERE SCHOOL DISTRICT (prev. PLATTE VALLEY)	0	0	0	0	0	0	2	0	1	1	NA
59	SUMMIT	3000	SUMMIT RE-1	54	51	60	64	77	71	61	37	48	11	29.73%
60	TELLER	3010	CRIPPLE CREEK-VICTOR RE-1	4	12	9	7	13	7	12	12	10	-2	-16.67%
60	TELLER	3020	WOODLAND PARK RE-2	96	96	86	85	139	93	154	163	103	-60	-36.81%
61	WASHINGTON	3030	AKRON R-1	11	10	9	12	3	11	16	10	15	5	50.00%
61	WASHINGTON	3040	ARICKAREE R-2	0	0	0	0	9	5	6	4	4	0	0.00%
61	WASHINGTON	3050	OTIS R-3	0	0	0	0	0	0	0	0	0	0	NA
61	WASHINGTON	3060	LONE STAR 101	0	0	0	0	0	0	0	0	0	0	NA
61	WASHINGTON	3070	WOODLIN R-104	0	0	0	0	6	5	5	5	1	-4	-80.00%
62	WELD	3080	WELD COUNTY RE-1	0	0	0	0	0	0	0	0	15	15	NA
62	WELD	3085	EATON RE-2	34	24	22	25	43	37	42	45	46	1	2.22%
62	WELD	3090	WELD COUNTY SCHOOL DISTRICT RE-3J (prev. K)	28	25	24	26	17	22	18	21	20	-1	-4.76%
62	WELD	3100	WINDSOR RE-4	58	66	60	63	63	86	94	76	103	27	35.53%
62	WELD	3110	JOHNSTOWN-MILLIKEN RE-5J	47	49	28	41	32	44	58	56	78	22	39.29%
62	WELD	3120	GREELEY 6	147	106	105	114	111	143	129	159	156	-3	-1.89%
62	WELD	3130	PLATTE VALLEY RE-7	6	6	6	0	0	0	1	4	6	2	50.00%
62	WELD	3140	WELD COUNTY S/D RE-8	0	0	0	0	12	16	26	24	16	-8	-33.33%
62	WELD	3145	AULT-HIGHLAND RE-9	16	19	17	14	14	8	21	18	23	5	27.78%
62	WELD	3146	BRIGGS DALE RE-10	0	0	0	0	0	0	0	0	0	0	NA
62	WELD	3147	PRAIRIE RE-11	0	0	0	0	0	0	0	0	0	0	NA
62	WELD	3148	PAWNEE RE-12	0	0	0	0	3	3	0	1	0	-1	-100.00%
63	YUMA	3200	YUMA 1	0	0	4	0	8	6	4	6	2	-4	-66.67%
63	YUMA	3210	WRAY RD-2	14	7	12	11	18	29	35	23	31	8	34.78%
63	YUMA	3220	IDALIA RJ-3	0	0	0	0	0	0	0	3	4	1	33.33%
63	YUMA	3230	LIBERTY J-4	1	1	0	0	1	2	2	3	3	0	0.00%
98	NONE	8001	CHARTER SCHOOL INSTITUTE	0	0	0	0	1	0	3	14	24	10	71.43%
98	NONE	9000	Colorado School for the Deaf and Blind	0	0	0	0	0	0	205	0	14	14	NA



# COLORADO DEPARTMENT OF EDUCATION

## HOME BASED EDUCATION FALL 2009-2017

Students Who Are Home-schooled Full-time and Not Eligible For Funding


*revised 1/8/2018*

COUNTY CODE	COUNTY NAME	ORGANIZATION CODE	ORGANIZATION NAME	FALL 2009	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	COUNT CHANGE FROM 2015 TO 2016	PERCENT CHANGE FROM 2015 TO 2016
Total				6,501	6,462	6,067	5,741	7,489	8,009	8,606	7,659	7,136	-523	-6.53%


## Appendix F: Evidence of ESP's Eligibility to do Business in Colorado

Colorado Secretary of State [US] | <https://www.sos.state.co.us/biz/BusinessEntityDetail.do?quitButtonDestination=Business>

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### Summary


Details			
Name	PERSONALIZED EDUCATIONAL SERVICES		
Status	Good Standing	Formation date	02/13/2018
ID number	20181127714	Form	Nonprofit Corporation
Periodic report month	February	Jurisdiction	Colorado
Principal office street address	1872 EAST 11TH STREET, LOVELAND, CO 80537, United States		
Principal office mailing address	n/a		

Registered Agent	
Name	MARC VELDHUIZEN
Street address	1872 EAST 11TH STREET, LOVELAND, CO 80537, United States
Mailing address	n/a


[Filing history and documents](#)

← → ↻ [Colorado Secretary of State \[US\] | https://www.sos.state.co.us/biz/BusinessEntityDetail.do?quitButtonDestination=BusinessEr](https://www.sos.state.co.us/biz/BusinessEntityDetail.do?quitButtonDestination=BusinessEr)

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## Summary

Details			
<b>Name</b>	Academics Arts and Action Charter Academies		
<b>Status</b>	Noncompliant	<b>Formation date</b>	03/30/2017
<b>ID number</b>	20171256503	<b>Form</b>	Foreign Nonprofit Corporation
<b>Periodic report month</b>	March	<b>Jurisdiction</b>	California
<b>Principal office street address</b>	3300 Irvine Avenue, Suite 330, Newport Beach, CA 92660, United States		
<b>Principal office mailing address</b>	n/a		

# Ignite Academy | 2018-2019 CALENDAR

4 Independence Day

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 M.L. King Day  
1 New Years Day  
7 First Day of Semester 2

18 School Days

14 First Day of School

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

14 School Days

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 Presidents' Day

19 School Days

3 Labor Day

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

19 School Days

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25-29 Spring Break

16 School Days

23 School Days

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

22 School Days

11 Veterans Day  
22 Thanksgiving Day  
23-24 Thanksgiving Break

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 School Days

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial's Day

21 Last Day of School

15 School Days

24 Christmas Eve  
25 Christmas Day  
24-31 Winter Break

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15 School Days

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## **Head of School**

The Head of School will be the leader of the school. The Head of School will report directly to the board, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the School.

- Provide leadership to the School
- Attend meetings at the BOCES as requested by the BOCES and stay in direct contact with the BOCES to assist the BOCES in its oversight duties;
- Supervise all employees of the School
- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters;
- Communicate with the School's legal counsel;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Attend meetings with the Chief Financial Officer of the BOCES on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the BOCES;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters;
- Coordinate and/or supervising the coordination of the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend, as necessary, CD BOCES Board meetings;
- Foster an amicable relationship between BOCES and the School and facilitate a sharing of resources between both entities;
- Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the BOCES, and between the School and the community at large;
- Present performance report to the CD BOCES Board of Education School Board, present report to the CD BOCES Board and the CD BOCES Executive Director

## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** CPA and PPOS Post-Secondary Plan Presentation

**Item Type:**        ☐ Action            ☐ Information            ☒ Discussion

### **Background Information, Description of Need:**

The Colorado Digital BOCES (CD BOCES) has several components to its school Accreditation plan, one is the Education Service Provider Checklist and Evaluation. The checklist and evaluation were not part of my tasks in the past; however, this year through our transition I did complete them. The one area that both K12 leadership and I noted that needed improvement was the post-secondary plan for our schools. The K12 leadership started to develop this plan through this year for implementation in the 2018-2019 school year.

### **Relevant Data and Expected Outcomes:**

Nicole Tiley, K12 Head of School, is here to present the plan to our Board of Directors.

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

No recommended course of action.

### PPOS Postsecondary Pathway Goals

**Goal: To create a three-year plan to develop additional, targeted postsecondary pathways within PPOS for graduation and aligned to the Colorado College Career Readiness indicators.** <https://www.cde.state.co.us/postsecondary/grad-menufactsheet>

Focus Area – Path to Employment and Training	Year 1 (18/19)	Year 2 (19/20)	Year 3 (20/21)
Work Based Employment Opportunities (Career Training)	During the 18/19 academic year PPOS will increase work based opportunities by having 10 pathways for students.	During the 19/20 academic year PPOS will increase work based opportunities by having 15 pathways for students.	During the 20/21 academic year PPOS will increase work based opportunities by having 20 pathways for students.
Internship/Apprenticeship	Expose 100% of PPOS HS students to apprenticeship programs in the state	Enroll 10% of students in apprenticeship programs	Increase the number of students participating in apprenticeship programs by 5%
Military	Expose 100% of PPOS HS students to military programs	Expose 100% of PPOS HS students to military programs and assist 100% of the students interested with recruiter information	Expose 100% of PPOS HS students to military programs and assist 100% of the students interested with recruiter information
Credit Recovery	During the 18/19 academic year 65% of students enrolled in a credit recovery class will earn a credit successfully.	During the 19/20 academic year 70% of students enrolled in a credit recovery class will earn a credit successfully.	During the 20/21 academic year 75% of students enrolled in a credit recovery class will earn a credit successfully.
GED: Current pilot: 10 students (credit deficient, close to aging out...)	PPOS will reduce the overall dropout rate by 5% annually.	PPOS will reduce the overall dropout rate by 5% annually.	PPOS will reduce the overall dropout rate by 5% annually.

## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** CPA and PPOS Site Visit Reports

**Item Type:**            ☐ Action            ☐ Information            ☒ Discussion

### **Background Information, Description of Need:**

The Colorado Digital BOCES (CD BOCES) Accreditation Plan outlines a process for school site visits twice a year. Our first site visit in January is a 'check-in' for school leaders on our Accountability Matrix, the doc where all our school standards and objectives are housed and scored. This site visit gives the school leadership team time to develop and implement any school improvements needed before our end of the year site visit that occurs in May/June. The end of the year site visit report shows any improvements or continued needed improvement, and also gives recommendations as to the priority improvements needed in the following school year. The end of the year site visit was completed for each school on the following dates:

Colorado Preparatory Academy (CPA)- May 3-11

Pikes Peak Online School (PPOS)- May 14-17

### **Relevant Data and Expected Outcomes:**

The end of the year site visit reports for CPA and PPOS are attached.

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

No recommended course of action.





# Colorado Preparatory Academy

## Site Visit Executive Report

### End of Year

May 2018

*The mission of the **Colorado Digital Board of Cooperative Education Services (CD BOCES)** is to serve students in blended and online learning schools and program through unprecedented collaboration, accountability and support. The CD BOCES values academic excellence that is achieved through authentic relationships that encourages face to face student-teacher relationships while leveraging online education tools to fulfill the promise of any student, anytime, anywhere.*

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- A. Introduction
- B. Report Methodology
- C. Site Visit Reviewer Information
- D. Site Visit Standards
- E. Accreditation Site Visit Scores
- F. Longitudinal Accreditation Site Visit Scores
- G. School Strengths
- H. Findings by Standard
- I. Notable Trends
- J. CD BOCES Recommendations
- K. School Resource Guide

## **Attachments**

- 1. Site Visit Matrix
  - Elementary
  - Middle School
  - High School

## A. Introduction

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

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

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

## B. Report Methodology

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

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

## C. Site Visit Reviewer Information

### Date of Site Visit

May 3-11, 2018

### Team Members

Kindra Whitmyre	CD BOCES Director of Education and Operations
Terrie Andrews	School and Teacher Consultant
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant

### Biographies

#### *Kindra Whitmyre*

Kindra Whitmyre has over 26 years of experience in education in multiple areas. She has a Bachelor of Science in Education with a double major in Elementary Education and Special Education. Kindra taught in the elementary and special education classroom for 8 years. She received her Master of Arts in Education in the area of Administration and Supervision and received her Principal License in 1999. Kindra served as the Principal of Academy Charter School in Castle Rock for 8 years. Kindra then worked in the Douglas County School District as the Director of Charter School Partnerships and Special Education Services for 6 years, giving her experience in authorizing charter, online and contract schools. Since July of 2013, Kindra has been the Director of Education and Operations for the Colorado Digital BOCES. In addition, Kindra served on the Online Learning Advisory Board, mentors Principals and is also a consultant for the Colorado Department of Education.

#### *Terrie Andrews*

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

#### *Cynthia Haws*

Cynthia Haws has 45 years of educational experience, and it has been mainly at the site level as a Principal. Cynthia started her career early in a private school where, after four years as a teacher, became the principal. After 10 years in private education, she moved on to experience the public school system. Cynthia spent 10 years in Littleton Public schools where she was the administrator of Walt Whitman Elementary for 4

years and Wilder Elementary for six years. She then crossed the border into Jefferson County where she was the administrator of Normandy Elementary for 18 years. Of the four schools she led, three were award winning for academics. Cynthia retired, opened a confectionary business for two years and then returned to education to open a new charter school in Parker, Colorado, North Star Academy. She was the administrator for NSA for seven years, and two years ago she retired again, "as I feared that, upon my demise, I would not be buried or cremated, but laminated and left in the school hall to be written upon by small children." In addition to the above, Cynthia has been a teaching editor for "Teaching K-8," and is presently writing a book series on Character Education because her last school, North Star Academy, was the winner of the National School Character Award in 2013 because of her program.

### *Denise Mund*

Denise Mund worked for the Colorado Department of Education for almost 13 years. During that time the charter school unit grew to become the Schools of Choice Unit and the number of charter schools grew from less than 50 to more than 170. Denise served as the Director of the Schools of Choice Unit and as Interim Director of Online Learning. In that capacity, Denise managed the federal Charter School Program startup and implementation grant; facilitated meetings for charter school authorizers, provided extensive training for charter school leaders and served as the primary contact for the State Board of Education on charter school issues. Denise has attended more than 85 charter school appeal hearings and brought in more than 112 million dollars in charter school grants. Part of Denise's current work includes monitoring state departments and charter school networks in how they use federal Charter School Program funds. Denise is also co-founder of the three Jefferson Academy Charter Schools and Lincoln Academy Charter School. She served as the governing board president at Jefferson Academy for seven years and has also served on the boards at Colorado Virtual Academy, Woodrow Wilson Academy, and Pikes Peak Prep Academy.

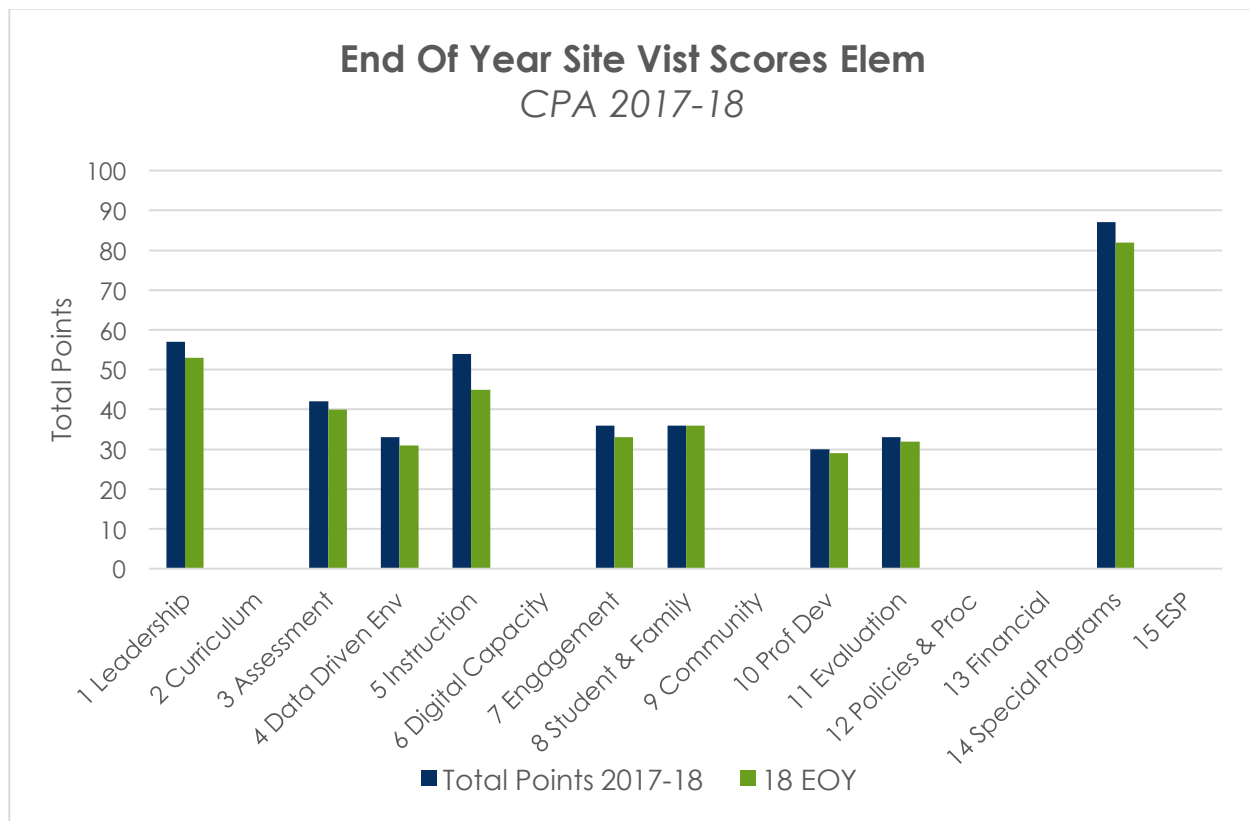
## D. Site Visit Standards

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

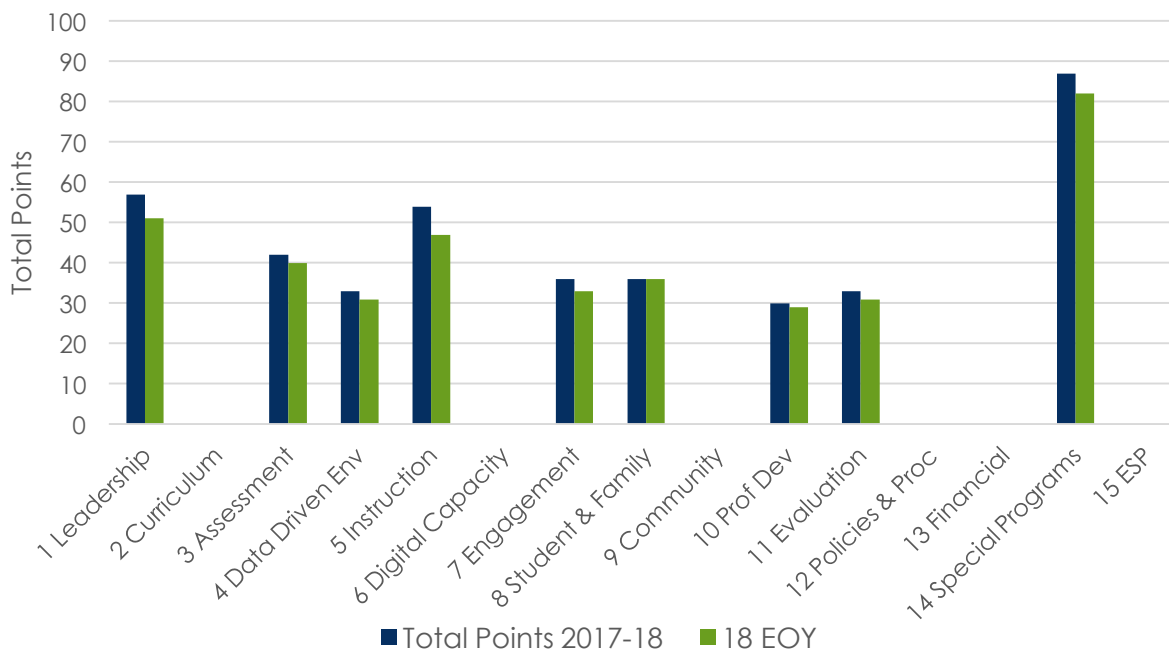
A complete explanation of all standards and indicators can be found in the CD BOCES Resource Guide [here](#). Also, included in the Resource Guide are research, strategies, references, and more for each standard.

## E. Accreditation Site Visit Scores

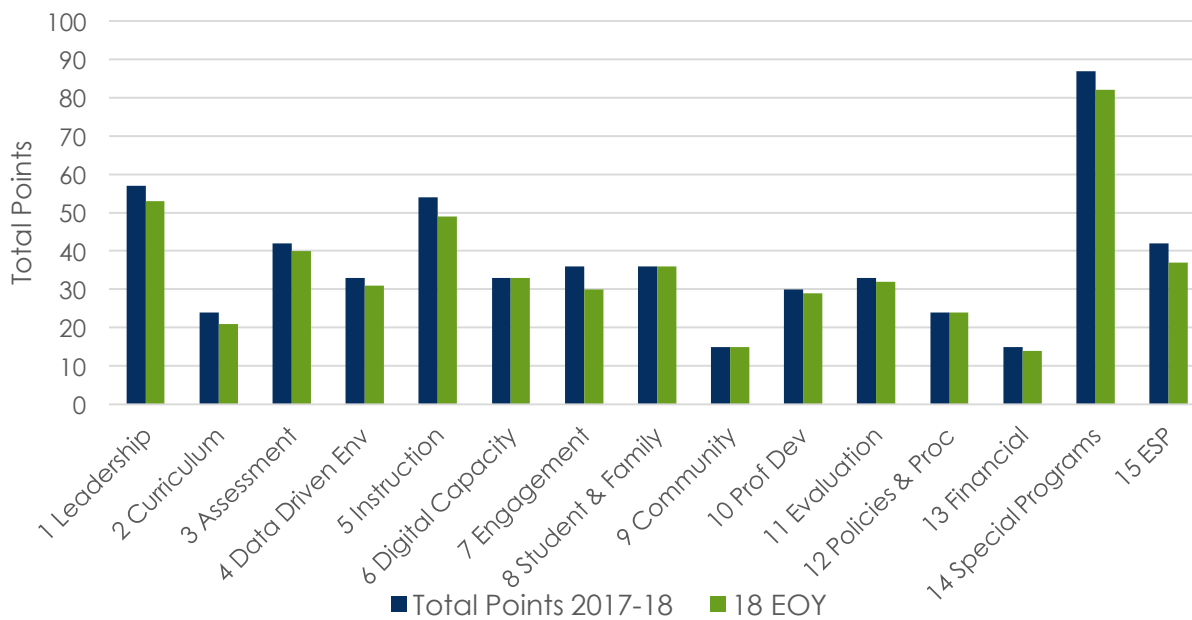
	Elem	MS	HS
1. School Leadership	53/57	51/57	53/57
2. Curriculum	N/A	N/A	21/24
3. Assessment	40/42	40/42	40/42
4. Data Driven Environment	31/33	31/33	31/33
5. Instruction	45/48	47/54	49/54
6. Digital Capacity	N/A	N/A	33/33
7. Engagement	33/36	33/36	30/36
8. Student and Family Support	36/36	36/36	36/36
9. Community	N/A	N/A	15/15
10. Professional Development	29/30	29/30	29/30
11. Evaluation	32/33	31/33	32/33
12. Policies and Procedures	N/A	N/A	24/24
13. Financial	N/A	N/A	14/15
14. Special Services	82/87	82/87	82/87
15. Education Service Provider	N/A	N/A	37/42



### End Of Year Site Visit Scores MS CPA 2017-18



### End Of Year Site Visit Scores HS CPA 2017-18

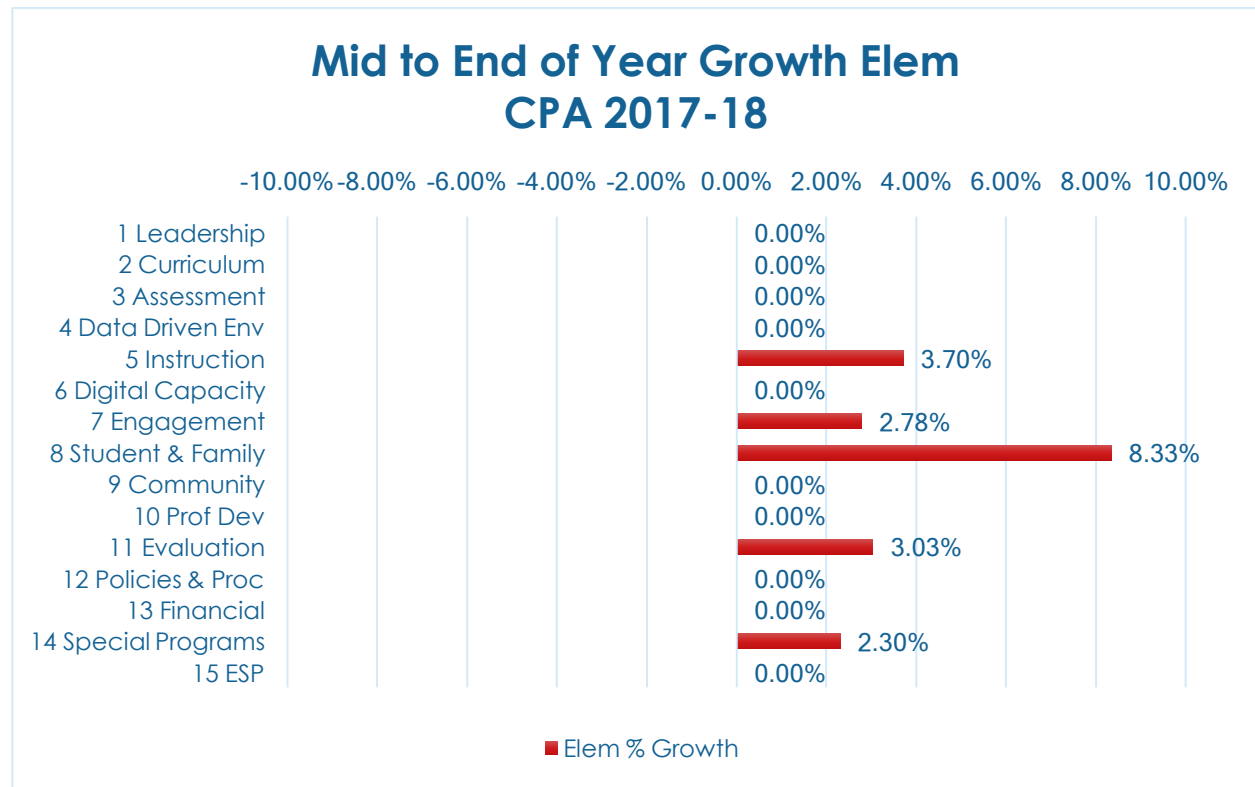




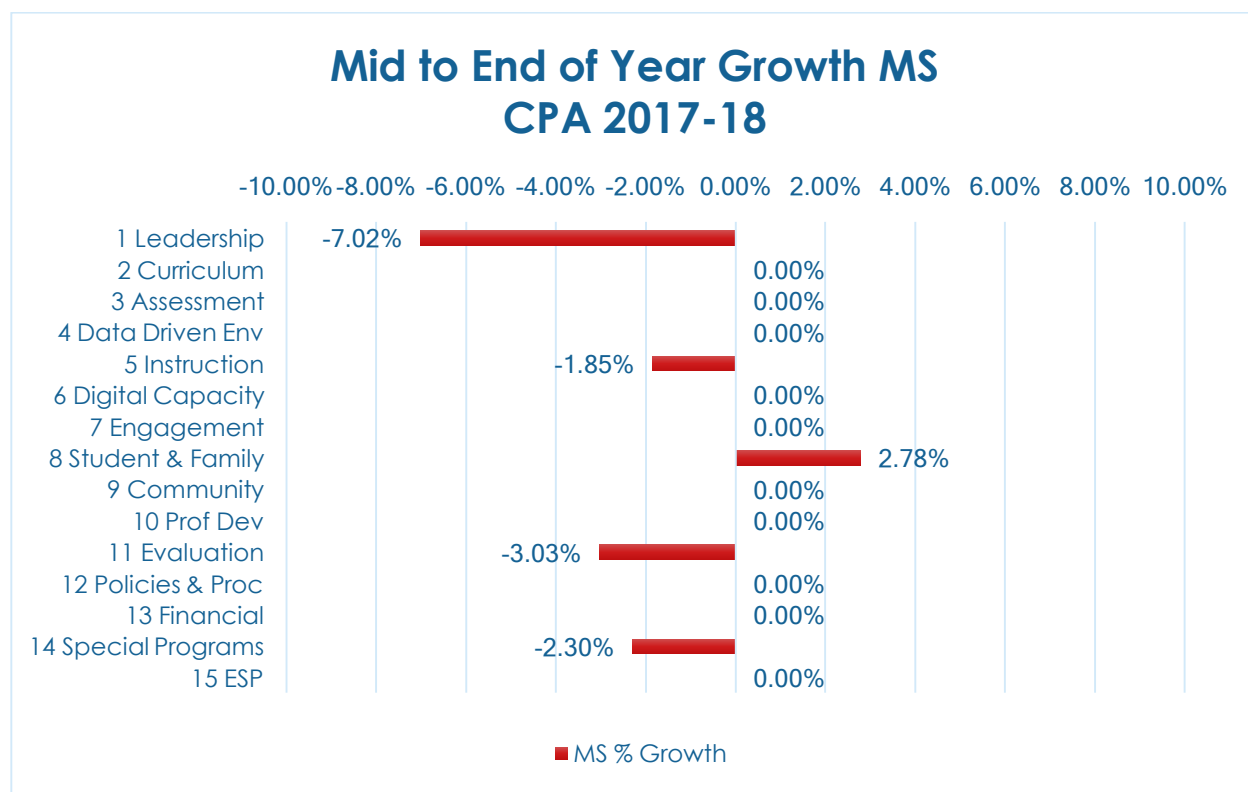
## F. Longitudinal Accreditation Site Visit Scores

Accreditation scores from mid-year compared to end of the year:

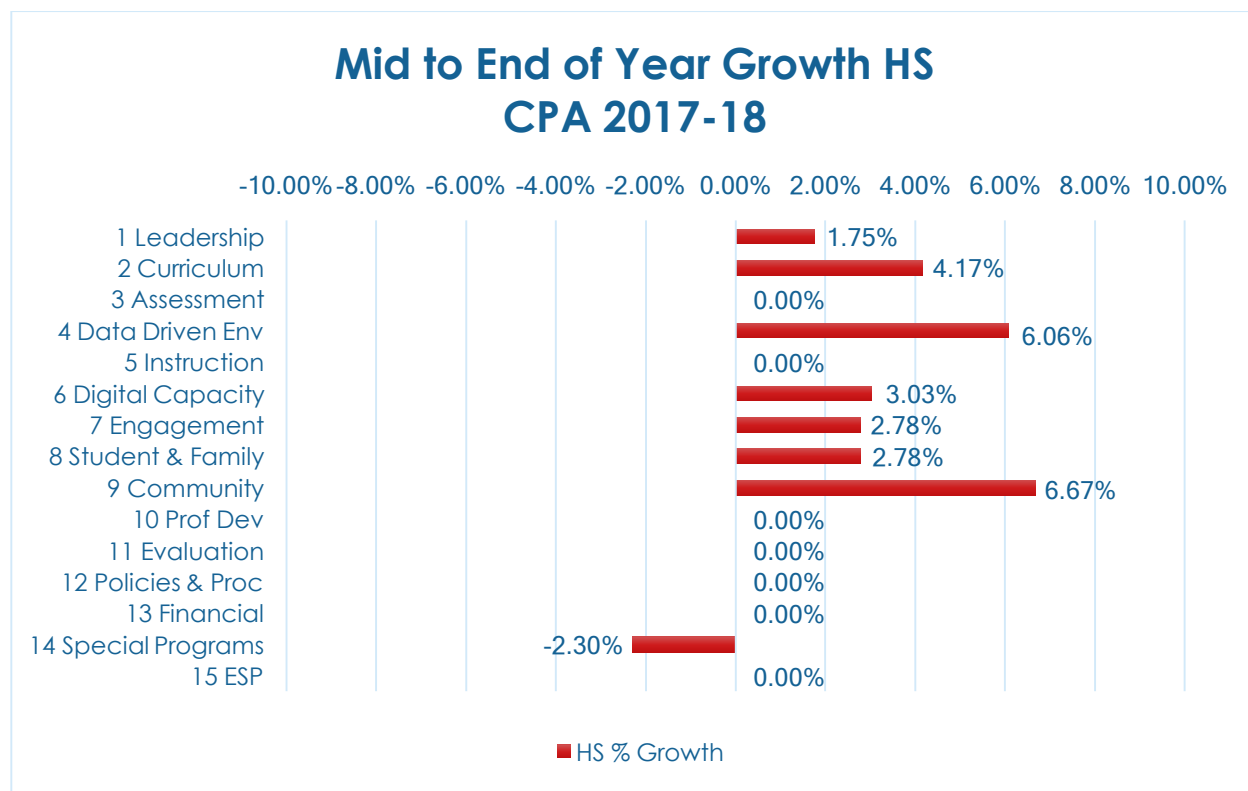
Standard	Elem MOY	MS MOY	HS MOY	Elem EOY	MS EOY	HS EOY	Points Possible
1. School Leadership	53	55	52	53	51	53	57
2. Curriculum	N/A	N/A	20	N/A	N/A	21	24
3. Assessment	40	40	40	40	40	40	42
4. Data Driven Environment	31	31	29	31	31	31	33
5. Instruction	43	48	49	45	47	49	54
6. Digital Capacity	N/A	N/A	32	N/A	N/A	33	33
7. Engagement	32	33	29	33	33	30	36
8. Student & Family Support	33	35	35	36	36	36	36
9. Community	N/A	N/A	14	N/A	N/A	15	15
10. Professional Development	29	29	29	29	29	29	30
11. Evaluation	31	32	32	32	31	32	33
12. Policies & Procedures	N/A	N/A	24	N/A	N/A	24	24
13. Financial	N/A	N/A	14	N/A	N/A	14	15
14. Special Services	80	84	84	82	82	82	87
15. Education Service Provider	N/A	N/A	37	N/A	N/A	37	42



\*Note that this graph compares the schoolwide midyear evaluation to the end of year evaluation for only the elementary grades.



\*Note that this graph compares the schoolwide midyear evaluation to the end of year evaluation for only the middle school grade levels.



\*Note that this graph compares the schoolwide midyear evaluation to the end of year evaluation for only the high school grade levels.

## **G.School Strengths**

### **Elementary**

- There is consistent quality communication between administration and teachers, and between teachers and students. Moreover, there is good communication about goals for testing and why engagement is important.
- The school is putting in processes to support students; this includes understanding if the curriculum is not working and asking for a process to address that weakness.
- The implementation of data driven instruction has improved. There is a beginning process to involve students in using their own data.
- The leader has put into place a process for professional development and observations. There is more consistency and feedback for teachers. Additionally, teachers think there is more direction in the school.
- There is a strong family support system for almost every area of need, including homeless students, families moving and sports families.
- There is a good interface between school leadership, including the school leader with the instructional coach, and teachers as it relates to strategies that should be used for instruction and student engagement. Communication is consistent and aligned with the schoolwide focus.

### **Middle School**

- The staff is focused, collaborative and very dedicated to their work.
- Staff recognizes the need to establish methods and have consistent follow-up in student engagement that is effective and has produced results. Strong processes are being implemented by the middle school staff with fidelity.
- The staff is reflective and proactive about increasing engagement. Since student engagement in the intervention groups has improved, other gaps have been identified and the staff is considering how to make improvements in response to these gaps.
- Professional development goals have been consistently implemented through observations and feedback.
- Staff reported that Instructional Coach feedback has been helpful and is making a difference.
- The middle school has improved the onboarding process and added a midyear WOW week. Students and Learning Coaches have a better idea of what the school is about due to this onboarding. Students and parents also report that communication has improved.

## High School

- There are strong processes in place for student registration and onboarding.
- The ESP ensures compliance with federal and state laws related to human resources and other operations.
- Family support is strong and well-articulated by staff. There is good communication with families.
- There is a foundation of professional development that has been provided and now the staff is beginning to think about implementing these concepts with fidelity. Staff is interested in applying what they have learned, making their new learning job embedded.
- Staff is dedicated to building relationships with their students, which includes attending social events. There is a concerted effort to build community with students and their families.
- The high school as recognized as a National Showcase School for Capturing Kids Hearts.

## H. Findings by Standard

### Elementary

1. **School Leadership.** There needs to be a whole staff understanding of what high expectations are and how they are measured.
3. **Assessment.** Instructional staff needs to fully understand what mastery looks like and how to use higher order thinking skills in assessments.
4. **Data Driven Environment.** Both formative and summative data are used, but how data changes instruction is not effectively implemented.
5. **Instruction.** The level of rigor and higher order thinking skills used in class is inconsistent and too low. Implementation of 21<sup>st</sup> century skills is inconsistent.
7. **Engagement.** Opportunities for student interactions are available, and increases in small group instruction have been noted, but student engagement is not consistent in course completion.
8. **Student and Family Support.** The school has done a wonderful job of supporting students and families.
10. **Professional Development.** Improvement in academic achievement and growth needs to be addressed in professional development.
11. **Evaluation.** While the intent of the evaluation process is school improvement, the process does not demonstrate that school improvement is the end result.
14. **Special Services.** More mental health supports are needed for students with IEPs. A set timeline for progress monitoring, and specific supports beyond placement classes

for students with Advanced Learning Plans and English Language Plans should be put in place.

## Middle School

1. **School Leadership.** There needs to have greater consistency in procedures that bring about schoolwide student achievement. When engagement expectations were backed by consistent, definitive processes by all staff, the engagement rate showed a significant increase.
3. **Assessment.** Evidence was not presented that consistently links the understanding of mastery with higher order thinking and growth. There is not a common understanding of what mastery means. There was a misunderstanding that application of a skill means mastery.
4. **Data Driven Environment.** A wide variety of data is used; however, this has not transferred to student academic growth.
5. **Instruction.** To take instruction to the next level, using data, staff needs to understand when students have truly mastered skills.
7. **Engagement.** Students are not monitoring their own growth, which includes mastery of individual standards. Student engagement needs to be more than just attendance; it needs to result in academic achievement gains.
8. **Student and Family Support.** A range of communication venues are used to inform students and families and it was reported that these were effective, especially the onboarding process.
10. **Professional Development.** A robust schedule of professional development has been provided to staff; however, this is not transitioning into student learning results yet.
11. **Evaluation.** The evaluation component associated with 50% growth is not well understood, and the purpose of staff evaluations and that they should result in school improvement is not established.
14. **Special Services.** There is a need to have more mental health supports in place for students with IEPs. In addition, there was limited evidence that students identified as Gifted and Talented were provided services other than being placed in advanced classes.

## High School

1. **School Leadership.** There is a need for high expectations. Primarily the concern is with academic expectations of students. There needs to be a vision for school improvement that is articulated and understood by staff and for which they can support.
2. **Curriculum.** The curriculum is aligned with the school's vision and mission; however, some students are not able to access the curriculum and therefore need supplemental materials. There is a need to modify the curriculum to allow more students to achieve.
3. **Assessment.** Efforts to evaluate students and utilize strategies to improve student achievement have not resulted in academic growth. There is a need for staff to

understand grade level mastery skills and consistently support these skills through higher order questioning.

4. **Data Driven Environment.** The use of data at different levels is institutionalized and effective to varying degrees. Data is also communicated to students and families, but this has not been effective in improving student academic performance.

5. **Instruction.** In order to ensure data transfers into student academic achievement, there should be less teacher talk and more application of 'depths of knowledge' assignments and assessments. Further, there is still a disconnect between what is mastery and what is the application of techniques learned through professional development.

6. **Digital Capacity.** Online behavior is almost always positive and when a situation surfaces, it is addressed immediately and appropriately. Capturing Kids Hearts is utilized to convey positive expectations.

7. **Engagement.** At the high school level, there is a wait list for FASL support. There are not enough consequences, with true accountability, for students who do not engage with the curriculum. Students do not own their own learning progression. Student engagement data in small groups is less than 50%.

8. **Student and Family Support.** A Family Resource Team connects with local agencies and nonprofits to ensure students/families have access to appropriate social services. Parents reported feeling like they were sufficiently communicated with about how their child was doing in school and felt connected through social activities, if they chose to participate.

9. **Community.** The SAC meets regularly and has active parents in addition to students on the committee.

10. **Professional Development.** Most improvement activities were still in progress; although Capturing Kids Hearts is institutionally embedded. The leader in High School does model for staff, but a strong improvement plan driven by the leader that is presented at staff development days is still needed.

11. **Evaluation.** The state's evaluation tool, RANDA, is not an ideal match for the needs of the school, unless it can be aligned to school goals and processes. The school's evaluation process has not resulted in student academic achievement outcomes.

12. **Policies and Procedures.** Systems are well-established and adapted when necessary to improve efficiency.

13. **Financial.** Apart from providing invoices in a timely manner, the school is in full compliance.

14. **Special Programs.** There are limited data points to monitor Gifted and Talented student achievement and the services offered to these students is being placed in advanced courses. There is a disproportionate number of students waiting for academic support.

**15. Education Service Provider.** Desired outcomes for blended learning are still ambiguous and not consistently understood by staff. Although student engagement data has increased, especially in small groups for the elementary and middle school, this has not impacted student academic achievement and growth yet, which is the desired outcome. The school's action plan has not addressed low student achievement and low growth in continuously enrolled students that has been an issue of the school.

## **I. Notable Trends**

### **Elementary**

#### **A. Data Driven Environment (Standard 4)**

Students need to understand and own their own data to monitor their progression through the curriculum and toward their goals.

#### **B. Instruction (Standard 5)**

There should be a thorough discussion and training among staff to fully understand what mastery means. Applying techniques, such as Bloom's Taxonomy, is not a demonstration of mastery. Then this definition of mastery should be explained to students, so they can better understand their advancement and monitor their learning goals, as noted above. Teachers need to be able to differentiate the curriculum provided by the ESP.

#### **C. Engagement (Standard 7)**

Student engagement data is still below expectations and this means student academic achievement and growth is also below expectations. There needs to be more accountability for students not engaging in the curriculum, and this accountability should be administered in a timely manner. True engagement is more than simply attendance. Next year there should be notable academic achievement gains.

#### **D. Professional Development (Standard 10)**

A robust schedule of professional development has occurred in the past year or two. This hasn't translated yet into increased student achievement. Staff needs to discuss which strategies or techniques are the most effective and hone in on high quality implementation. Modeling at professional development should be implemented next year with fidelity.

### **Middle School**

#### **A. Leadership (Standard 1)**

The middle school staff is a strong team, and they need a strong leader that can lead and direct them into excellence. The teaching team discusses school improvements and how to implement them, rather than the leader discussing,

teaching and modeling improvement strategies. A clear plan for school improvement needs to be created and implemented next year by the leader.

#### B. Data Driven Environment (Standard 4)

Students need to understand their data, including understanding standards, so they can track their own learning.

#### C. Instruction (Standard 5)

When the teachers can articulate, what mastery is, the student will be able to take ownership of their learning and be fully engaged. Staff should discuss and determine what they need to pull in to strengthen the student's basic skills.

#### D. Engagement (Standard 7)

Since student engagement has been monitored and higher expectations have been conveyed, there has been better engagement data. This needs to now transition to an impact on student academic achievement data.

#### E. Professional Development (Standard 10)

The current professional development plan fits with the school's action plan and mission. Now the need is to focus on what has already been taught and take that learning to a greater depth. There should be practical application and a focus on what results are achieved. There should be reflection, discussion and practice of how to implement lessons with a greater richness, which will impact student achievement. This can be attained by modeling to teachers at professional development.

## High School

#### A. Leadership (Standard 1)

Leadership needs to convey a clear plan for school improvement that includes holding high expectations and an immediate response if high expectations are not met. Staff needs to not only fully understand this vision, they need to be committed to its implementation.

#### B. Data Driven Environment (Standard 4)

Students need to understand and own their own data to monitor their progression through the curriculum and toward their goals.

#### C. Instruction (Standard 5)

There needs to be a consistent understanding of what mastery means and what it does not mean since there is a patchwork of understanding and implementation across the high school. The student's 21<sup>st</sup> century skills need to be strengthened.

#### D. Engagement (Standard 7)

Student engagement data remains very low, in fact the lowest through all the CPA grade level cohorts. Moreover, there are not consistent and immediate



consequences for students that do not engage. There is a waiting list for FASL services.

#### E. Professional Development (Standard 10)

The current professional development plan fits with the school goals. The need in the high school is to focus on practical application and on what results should be achieved. There should be reflection, discussion and practice of how to implement lessons with a greater richness, which will impact student achievement. This can be attained by continuing to model to teachers at professional development, as the high school leader has started to implement.

### Whole School Trends

#### A. Special Programs (Standard 14)

There are still not a clearly defined plan for all students with Advanced Learning Plan's (ALPs). They should have opportunities that goes above just enrichment and advanced classes. Also, a progress monitoring schedule for students with ALP's and English Language Plan's (ELPs) needs to be implemented to track student achievement and growth.

#### B. Education Service Provider (Standard 15)

There are still not clearly defined expected outcomes for blended learning, which means the effectiveness of these meeting times is inconsistent. Student engagement is much lower in the high school and across the schools, student engagement has not translated into improved student academic achievement.

## J. CD BOCES Recommendations

### Elementary

For the upcoming school year, the CD BOCES recommends the following:

- **Data-driven Environment:** The school leadership should continue to implement the plan that drives students to monitor their own learning and learning goals. Holding students to high expectations is vital to school improvement. The discussion about this plan should involve staff, students and parents. After discussing and continued implementation of the plan, leadership should decide how to reward students who meet these expectations.
- **Instruction:** There is a need to disaggregate the various skills students enter school with and focus on meeting the essential needs. Teachers need to be able to override the set curriculum to better address student needs. For example, the sequence of lessons may need to be modified. In addition, it is critical that mastery level work be defined so that staff, students and parents understand what is expected. These varied perceptions of mastery have led to ineffective attempts to differentiate instruction and inconsistent expectations for student work.

- **Engagement:** Now that student engagement data is high in the small group interventions and overall student engagement has increased through the school, gaps have probably been revealed and the leadership needs to address a common approach to filling the gap with the focus on producing results for all students. Specifically discussing how student engagement data translates into improved student achievement results. A root cause for why engagement has not impacted student achievement to date, should also be completed with all staff.
- **Professional Development:** Staff needs to discuss which strategies or techniques are the most effective and hone in on high quality implementation through discussion and modeling opportunities.

- ☒ Action Plan Needed\*
- ☐ Action Plan Not Needed

\* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due August 30, 2018 via email to the Director of Education and Operations.

## Middle School

For the upcoming school year, the CD BOCES recommends the following:

- **Leadership:** Define the school improvement vision for the school, the steps to accomplish this vision, and the professional development plan for getting staff commitment to this vision. This plan should include all the indicators below.
- **Data Driven Environment:** Develop a plan for students to use their own data and monitor their own progression. This could be introduced during onboarding, and needs to be implemented throughout the school year.
- **Instruction:** Discuss and decide on a succinct definition for what mastery is and is not. The staff should discuss which basic skills students need to have reinforced and focus on those to impact student academic achievement.
- **Engagement:** Now that student engagement data is high in the small group interventions and overall student engagement has increased through the school, gaps have probably been revealed and the leadership needs to address a common approach to filling the gap with the focus on producing results for all students. Specifically discussing how student engagement data translates into improved student achievement results. A root cause for why engagement has not impacted student achievement to date, should also be completed with all staff. The middle school leader will be new next year, so clear and enforceable expectations for student engagement should be determined and discussed with staff, students and parents so that engagement does not fall next year with the transition between leaders.
- **Professional Development:** There should be reflection, discussion and practice of how to implement lessons with greater richness, which will impact student achievement. Determine a strong improvement plan driven by the new leader, rather than staff and tie this plan into the school goals, professional development and teacher evaluation.

- ☒ Action Plan Needed\*
- ☐ Action Plan Not Needed

\* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due August 30, 2018 via email to the Director of Education and Operations.

## High School

For the upcoming school year, the CD BOCES recommends the following:

- **Leadership:** Define the school improvement vision for the school, the steps to accomplish this vision, and the professional development plan for getting staff commitment to this vision. This plan should include all the indicators below.
  - **Data Driven Environment:** Develop a plan for students to use their own data and monitor their own progression. This could be introduced during onboarding, and needs to be implemented throughout the school year.
  - **Instruction:** Discuss and decide on a succinct definition for what mastery is and is not. The leader should then develop an instructional plan for staff (could be part of the plan in the Leadership recommendation above), so staff can see what development is needed and what the result will be. The instructional plan should include how staff will improve student 21<sup>st</sup> century skills.
  - **Engagement:** Develop a plan to improve low student engagement, that includes a root cause for why engagement is still low with all staff. The school leader should determine a plan with clear and enforceable expectations for student engagement that discussed with staff, students and parents. The plan should also address the waiting list for FASL services to ensure student needs are being addressed in a timely manner.
  - **Professional Development:** Staff needs to discuss which strategies or techniques are the most effective and hone in on high quality implementation through discussion and the continued modeling opportunities that at leader has already started to implement. The strong vision/plan for the school should be continually reinforced during professional development time.
- ☒ Action Plan Needed\*
  - ☐ Action Plan Not Needed

\* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due August 30, 2018 via email to the Director of Education and Operations.

## Whole School

- **Special Programs:** Establish a clear and defined plan for all students with Advanced Learning Plan's (ALPs) and the opportunity for each student to have to practice their gifted area. Also, create a progress monitoring schedule for

students with special plans, that includes students with ALP's and English Language Plan's (ELPs), to track student achievement and growth.

- **ESP:** Detail anticipated outcomes for blended learning; convey these and expectations to staff and students. Discuss why student engagement is significantly lower in the high school. Moreover, determine what the ESP can do to support increased student academic achievement and growth in continuously enrolled students.

- ☒ Action Plan Needed\*
- ☐ Action Plan Not Needed

\* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due August 30, 2018 via email to the Director of Education and Operations.

## K. School Resource Guide

The CD BOCES has created a resource guide to address the indicators used in this school evaluation process. This resource is at:

<https://sites.google.com/site/cdbocesservices/>



# **Pikes Peak Online School**

## **Site Visit Executive Report**

### **End of Year**

May 2018

*The mission of the **Colorado Digital Board of Cooperative Education Services (CD BOCES)** is to serve students in blended and online learning schools and program through unprecedented collaboration, accountability and support. The CD BOCES values academic excellence that is achieved through authentic relationships that encourages face to face student-teacher relationships while leveraging online education tools to fulfill the promise of any student, anytime, anywhere.*

## **Table of Contents**

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- B. Report Methodology
- C. Site Visit Reviewer Information
- D. Site Visit Standards
- E. Accreditation Site Visit Scores
- F. Longitudinal Accreditation Site Visit Scores
- G. School Strengths
- H. Findings by Standard
- I. Notable Trends
- J. CD BOCES Recommendations
- K. School Resource Guide

## **Attachments**

- 1. Site Visit Matrix

## A. Introduction

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

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

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

## B. Report Methodology

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

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

## C. Site Visit Reviewer Information

### Date of Site Visit

May 14-17, 2018

### Team Members

Kindra Whitmyre	CD BOCES Director of Education and Operations
Terrie Andrews	School and Teacher Consultant
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant

### Biographies

#### *Kindra Whitmyre*

Kindra Whitmyre has over 26 years of experience in education in multiple areas. She has a Bachelor of Science in Education with a double major in Elementary Education and Special Education. Kindra taught in the elementary and special education classroom for 8 years. She received her Master of Arts in Education in the area of Administration and Supervision and received her Principal License in 1999. Kindra served as the Principal of Academy Charter School in Castle Rock for 8 years. Kindra then worked in the Douglas County School District as the Director of Charter School Partnerships and Special Education Services for 6 years, giving her experience in authorizing charter, online and contract schools. Since July of 2013, Kindra has been the Director of Education and Operations for the Colorado Digital BOCES. In addition, Kindra served on the Online Learning Advisory Board, mentors Principals and is also a consultant for the Colorado Department of Education.

#### *Terrie Andrews*

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

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

#### *Cynthia Haws*

Cynthia Haws has 45 years of educational experience, and it has been mainly at the site level as a Principal. Cynthia started her career early in a private school where, after



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

### *Denise Mund*

Denise Mund worked for the Colorado Department of Education for almost 13 years. During that time the charter school unit grew to become the Schools of Choice Unit and the number of charter schools grew from less than 50 to more than 170. Denise served as the Director of the Schools of Choice Unit and as Interim Director of Online Learning. In that capacity, Denise managed the federal Charter School Program startup and implementation grant; facilitated meetings for charter school authorizers, provided extensive training for charter school leaders and served as the primary contact for the State Board of Education on charter school issues. Denise has attended more than 85 charter school appeal hearings and brought in more than 112 million dollars in charter school grants. Part of Denise's current work includes monitoring state departments and charter school networks in how they use federal Charter School Program funds. Denise is also co-founder of the three Jefferson Academy Charter Schools and Lincoln Academy Charter School. She served as the governing board president at Jefferson Academy for seven years and has also served on the boards at Colorado Virtual Academy, Woodrow Wilson Academy, and Pikes Peak Prep Academy.

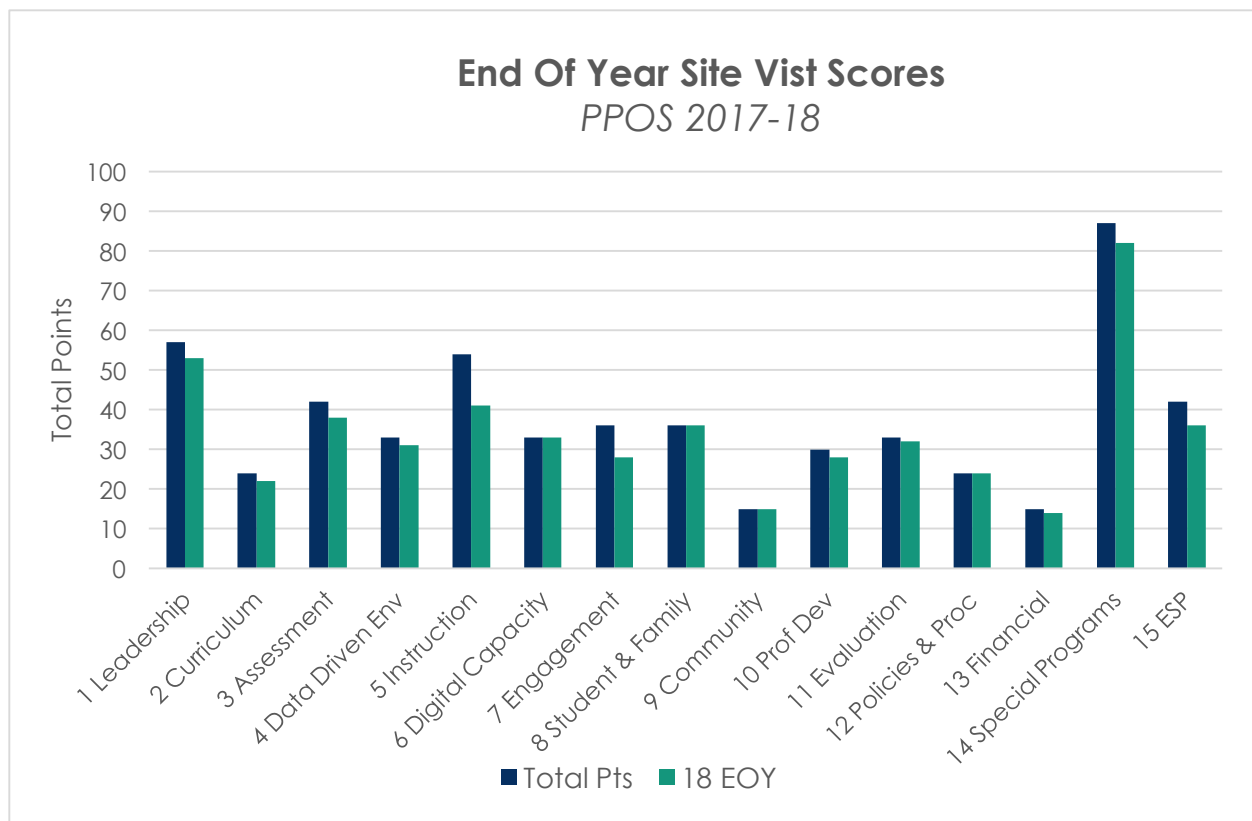
## D. Site Visit Standards

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

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

## E. Accreditation Site Visit Scores

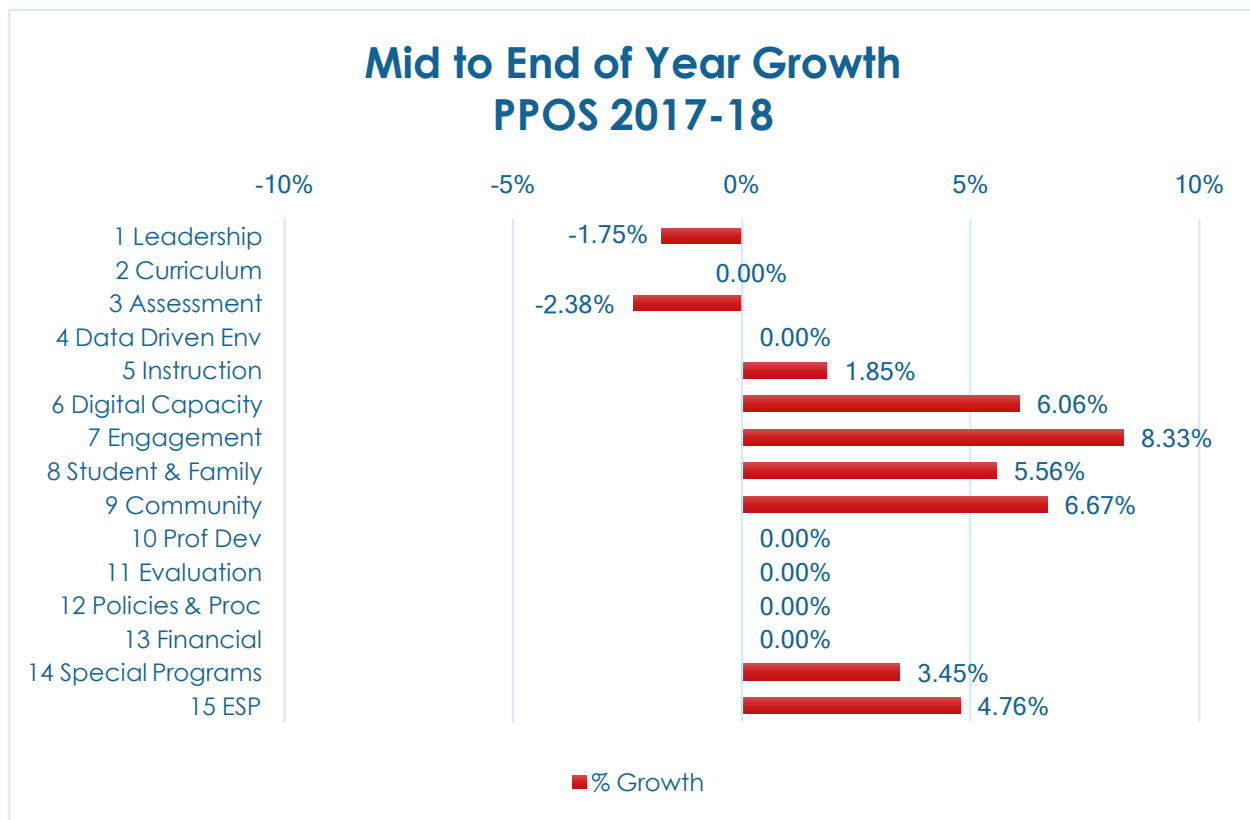
1. School Leadership	53 of 57
2. Curriculum	22 of 24
3. Assessment	38 of 42
4. Data Driven Environment	31 of 33
5. Instruction	41 of 54
6. Digital Capacity	33 of 33
7. Engagement	28 of 36
8. Student and Family Support	36 of 36
9. Community	15 of 15
10. Professional Development	28 of 30
11. Evaluation	32 of 33
12. Policies and Procedures	24 of 24
13. Financial	14 of 15
14. Special Services	82 of 87
15. Education Service Provider	36 of 42



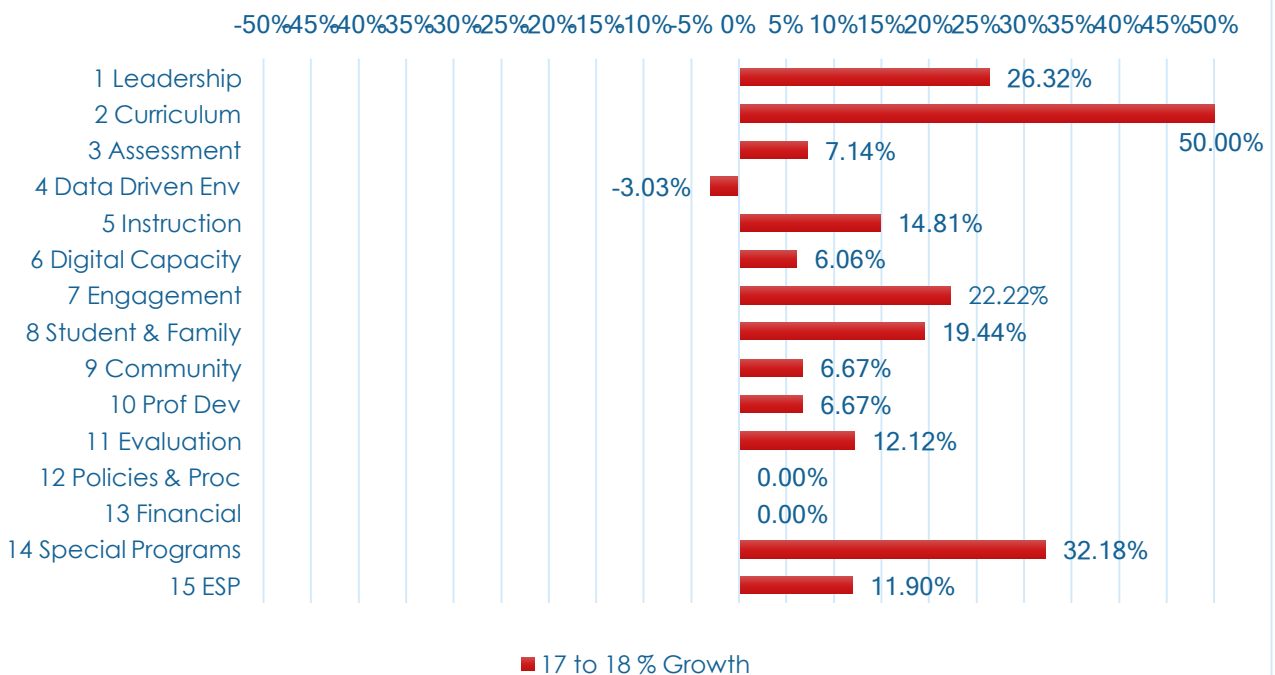
## F. Longitudinal Accreditation Site Visit Scores

Accreditation scores from mid-year compared to end of the year:

Standard	Mid-year	End of year	Points Possible
1. School Leadership	54	53	57
2. Curriculum	22	22	24
3. Assessment	39	38	42
4. Data Driven Environment	31	31	33
5. Instruction	40	41	54
6. Digital Capacity	31	33	33
7. Engagement	25	28	36
8. Student & Family Support	36	36	36
9. Community	14	15	15
10. Professional Development	28	28	30
11. Evaluation	32	32	33
12. Policies & Procedures	24	24	24
13. Financial	14	14	15
14. Special Services	79	82	87
15. Education Service Provider	34	36	42



## Annual Growth PPOS 2017-18



## G.School Strengths

- The school has a vision that's being communicated internally and now is being communicated externally with students, families and partners.
- The vision of the Principal and staff, as to where the school is right now and where it should be next year, is strong.
- Staff committees have been effective to garner feedback and incorporate fresh ideas.
- The leader understands this student population. Staff understands that this is a unique student population.
- The family support system is well-designed and implemented with fidelity.
- Student supports, such as FAST and counselors, are strong.

## H. Findings by Standard

1. **School Leadership.** Some basic essential elements, such as high expectations, are not in place yet. This must be clearer to move to the next step of implementation. The school leader understands the need for this.
2. **Curriculum.** A comprehensive curriculum is in place, but it is not aligned across all academic areas. This inhibits rigorous implementation. Further, there is a misalignment due to a lack of cross curricular conversations to hone in on skills that will boost rigorous questioning and design.
3. **Assessment.** Staff are getting assessments and the related data they need. There are some different instructional strategies that are being used, as a result of this data. However, high academic outcomes cannot be tied to the use of these strategies yet.
4. **Data Driven Environment.** Data is monitored and analyzed to modify instruction and to inform students and parents about progress. Students are not yet monitoring their own learning or tracking their growth.
5. **Instruction.** Multiple strategies for higher level thinking skills and 21<sup>st</sup> century skills are not being implemented with fidelity. There are not immediate consequences for students not engaging in the curriculum.
6. **Digital Capacity.** The school incorporates Capturing Kids Hearts into their digital citizenship.
7. **Engagement.** The school is not consistently getting students to attend sessions; they do not have the buy-in needed. Instructors often cover redundant material, which decreases student engagement. Lesson pacing is too slow for some students.
8. **Student and Family Support.** Support programming is well-defined, clearly articulated and fully integrated into the school. Communication with parents is strong.
9. **Community.** The SAC has been operating in compliance with requirements and the school has made connections in the community.
10. **Professional Development.** There have been numerous staff training opportunities, but it is not embedded at a quality level yet. There needs to be a strong focus on quality implementation, which includes modeling. Ultimately, staff training should result in increased student academic achievement.
11. **Evaluation.** Staff evaluations are in compliance with state law. Staff evaluations have not resulted in positive outcomes for student academic achievement, which is the end result of a good evaluation process.
12. **Policies and Procedures.** School operations are strong and these practices are audited by the ESP every year and more in-depth every third year. The staff ensures student records are well-maintained and secure.
13. **Financial.** With the exception of providing invoices in a timely manner, the finances are strong and meet expectations.

14. **Special Programs.** Services are being provided for students with special plans; however, it is unclear if students are actually increasing their academic proficiency due to these services. Students with Advanced Learning Plans should benefit from having opportunities to practice and explore in their area of strength.
15. **Education Service Provider.** Blended learning is offered; however, attendance is poor and student outcomes are not clear. Student engagement and student academic achievement fall below expectations.

# I. Notable Trends

## Data-driven Environment (Standard 4)

Students need to understand and own their own data to monitor their progression through the curriculum and toward their goals.

## Instruction (Standard 5)

Outcomes for blended learning remain nebulous and student attendance is consistently low. A variety of improvement techniques are being applied, with varying degrees of fidelity, but they have not resulted in improved student academic achievement. Students have difficulty fully engaging in the lessons/curriculum with limited opportunity to differentiate as designed by their instructor.

## Engagement (Standard 7)

Continue to build relationships with students, which will impact student engagement data. There needs to be a clearly-communicated definition for student engagement because the working definition is not clear across all staff. There are not consistently high expectations for student learning; neither are there immediate and significant consequences for students who do not meet expectations.

## Professional Development (Standard 10)

A broad menu of training has been conducted without a specific target being defined for instructional staff. The professional development plan has not transferred into improved academic performance for students. Staff are at different degrees of understanding the training they have received and their own ability to implement and embed that learning.

## Education Service Provider (Standard 15)

The ESP is still struggling with how to raise student academic achievement. A variety of strategies have been attempted, but the focus and fidelity in implementing these strategies has not been targeted or prioritized. Blended learning opportunities are still poorly attended and the outcomes for these sessions are opaque. When students are engaged, there has not been evidence of student achievement results that can lead to a more concerted effort for improvement.



## J. CD BOCES Recommendations

For the upcoming school year, the CD BOCES recommends the following:

- **Data-driven Environment:** Develop a plan for students to use their own data and monitor their own progression. This could be introduced during onboarding, and needs to be implemented throughout the school year.
- **Instruction:** Expectations for blended learning sessions need to be clearly defined and communicated. Also, using data, identify the most effective strategies, or the ones most likely to achieve improvement, and focus on those with fidelity.
- **Engagement:** Quality student engagement needs to be clearly defined and communicated. There needs to be immediate and significant consequences for students who have not engaged, even after multiple efforts.
- **Professional Development:** Focus on the top strategies, that were defined in the Instruction recommendation above, that will impact student academic achievement. A wide variety of trainings have been offered over the last couple of years and now is the time to take implementation to a deeper level. To do this, there is a need to target specific strategies that will make a difference. When deciding which strategies to prioritize, consider the staff's natural strengths and what is in alignment with the school's mission.
- **ESP:** Decide on a comprehensive blended learning program that is designed to improve student academic achievement and then communicate this plan, and the expectations. Determine which strategies are the most important and fully concentrate on implementing these with fidelity.

☒ Action Plan Needed\*

☐ Action Plan Not Needed

\* Action Plans should address all standards noted in the Recommendations section of this report. The Action Plan is due August 30, 2018 via email to the Director of Education and Operations.

## K. School Resource Guide

The CD BOCES has created a resource guide to address the indicators used in this school evaluation process. This resource is at:

<https://sites.google.com/site/cdbocesservices/>

### CPA Postsecondary Pathway Goals

**Goal:** To create a three-year plan to develop additional, targeted postsecondary pathways within CPA for graduation and aligned to the Colorado College Career Readiness indicators. <https://www.cde.state.co.us/postsecondary/grad-menufactsheet>

CPA			
Focus Area – Path to College	Year 1 (18/19)	Year 2 (19/20)	Year 3 (20/21)
Concurrent Enrollment	Double Concurrent Enrollment (baseline 45 students)	Double Concurrent Enrollment (projected baseline 90 students)	Double Concurrent Enrollment (projected baseline 180 students)
2 Year Degrees	Collect baseline data to determine the amount of students eligible for 2 year degrees with concurrent enrollment	Grow number of students on track for a 2 year degree by 5%	Grow number of students on track for a 2 year degree by 8%
Credit Recovery	Reduce the number of credit deficient 9 <sup>th</sup> graders by 5%	Reduce the number of credit deficient 9 <sup>th</sup> graders by 10%	Reduce the number of credit deficient 9 <sup>th</sup> graders by 15%
Other: Apprenticeship Programs	Expose 100% of CPA HS students to apprenticeship programs in the state	Enroll 10% of students in apprenticeship programs	Increase the number of students participating in apprenticeship programs by 5%

## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** Quarter 4 Scorecards

**Item Type:**        ☐ Action            ☐ Information            ☒ Discussion

**Background Information, Description of Need:**

The fourth quarter (Q4) scorecards for both of our schools, Colorado Preparatory Academy (CPA) and Pikes Peak Online School (PPOS), have been completed.

**Relevant Data and Expected Outcomes:**

The completed scorecards are attached.

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

No recommended course of action or motion 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) <i>3.1% away from achieving next plan type; 14.1% away from achieving a Performance Plan</i> <i>Elementary PARCC Mean Scale Scores - ELA: 717.8; Math: 710.0; Science: 517.5</i> <i>Middle School PARCC Mean Scale Scores - ELA: 726.5; Math: 719.5; Science: 532.5</i> <i>High School PARCC Mean Scale Scores - ELA: 729.1; Math: 728.3; Science: 602.1</i>	10%	6	12	54.6	120	46%
	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): <b>K-5 (0pts/8pts)</b> Reading: 45% (95/209) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Mathematics: 31% (64/209) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Writing: 28% (58/209) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 <b>6-8 (0pts/5pts)</b> Reading: 58% (76/130) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Mathematics: 53% (69/130) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Writing: 28% (36/130) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 <b>9-12 (0pts/5pts)</b> Reading: 27% (33/124) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Mathematics: 35% (44/124) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 Writing: 22% (27/124) of students enrolled at the school from BOY 2016-17 to EOY 2017-18	15%	0	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) <i>Matriculation Rate 50%</i>	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)	8%	9.1	10			
	EOY SITE VISIT						
Finance (20%)	Financial Audit	40%	32	32	78.9	80	99%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix High School Standards (SCORE-xx%): 13 (14/15)	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)	15%	17.2	18			
	EOY SITE VISIT						
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)	30%	22.5	24			
	EOY SITE VISIT						

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	50.6	120	42%
	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: 31% (48/155) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 - (0/6 pts earned) Mathematics: 35% (54/155) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 - (0/6 pts earned) Writing: 21% (33/155) of students enrolled at the school from BOY 2016-17 to EOY 2017-18 - (0/6 pts earned)	15%	0	18			
	EOY Assessment participation rates: Reading, Writing and Math: 92% (410/445) 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: 30% (133/443) of students are scoring at grade level or higher on interim assessment Mathematics: 38% (170/443) of students are scoring at grade level or higher on interim assessment Writing: 68% (285/422) 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

## All Schools Accreditation Framework – 2017-18 Scoring Guide

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

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

### Q4

#### Previous Year's SPF Rating

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

#### Course Completion Rate

- Meets: >85%+ students completed 100% of annual course requirements for the year
- Does not meet: <85% students completed 100% of annual course requirements for the year

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

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

#### Academic Improvement of Continuously Enrolled Students:

(growth on interim assessment of 2+ years of growth from beginning of previous year to end of current year)

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

#### % of Students Tested in All Three Subjects (% of students enrolled through the EOY testing window)

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

#### Post-Secondary Workforce Readiness Performance

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

#### Academic Compliance (% of Q4 items completed on time)

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

#### CD BOCES Matrix–EOY Site Visit (Stnds: 2,3,5,&7)

- % of Accountability Matrix pts applied to sub-category framework pts

#### Financial Audit

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

#### Financial Compliance (% of Q4 items completed on time)

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

#### CD BOCES Matrix–EOY Site Visit (Stnd: 13)

- Complete: 100% of sub-indicator pts applied to framework
- Non-compliance: 0% of sub-indicator pts applied to framework

#### Data Pipeline Deadlines and Reports

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

#### Organizational Compliance (% of EOY items completed on time)

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

#### CD BOCES Matrix–EOY Site Visit (Stnds:1,4,8,9,10,&11)

- % of Accountability Matrix pts applied to sub-category framework pts

#### ESP Contract Checklist

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

#### CD BOCES Matrix–EOY Site Visit (Stnds: 6,12,14,&15)

- Complete: 100% of sub-indicator pts applied to framework
- Non-compliance: 0% of sub-indicator pts applied to framework

## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Ken Witt

**Title of Agenda Item:** (IV. D.) Data Analyst and Assessment Coordinator  
job description

**Item Type:**      ☐ Action              ☐ Information              ☒ Discussion

**Background Information, Description of Need:**

The Data Analyst role, last filled by Anne-Marie Matula, has been covered by existing employees and D49 assistance since her departure. Recently, Phil Williams, Data and Assessment Coordinator has left the BOCES. We would like to consolidate the job descriptions and fill a single role going forward, until such a time as we believe hiring a separate Data Analyst is again warranted.

**Relevant Data and Expected Outcomes:**

Attached please find the existing job descriptions and the proposed consolidated job description.

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

Approve job description to permit posting of the position.

Position Title:	<del>Data Analyst Assessment</del> and <del>Data</del> <u>Assessment</u> Coordinator
Date Approved:	
Reports To:	<del>Colorado Digital BOCES</del> Education Operations Director
FLSA Status:	Exempt
Work Calendar:	Full Year – 260 Days (July 1 - June 30)

#### POSITION SUMMARY

The ~~Data Analyst and~~ Assessment ~~and Data~~ Coordinator (Coordinator) provides coordination, training and monitoring to ensure effective and compliant implementation all required state assessments through the year and is responsible for coordinating and monitoring the collection and analysis of high quality data for use by CD BOCES leadership and. ~~The Coordinator~~ develops and submits district data ~~for submission~~ to the Colorado Department of Education (CDE) and ~~for use by the Colorado Digital BOCES (CD-BOCES)~~ leadership. The Coordinator creates and maintains the database of district and school assessment results, ~~and~~ prepares custom data analyses and reports for schools, ~~the CD-BOCES leadership~~, the ~~CD-BOCES Board~~ and the ~~District 49 Board of Education~~ Administrative Unit. The coordinator also facilitates knowledge of data requirements to multiple division and departments including developing and monitoring training protocols and reporting and presenting findings.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The following duties and responsibilities are intended to describe the general nature and scope of work being performed by the individual assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities; actual duties and responsibilities may vary depending upon time of year, number and types of schools ~~the CD-authorized by the BOCES is authorizing, the type of schools the CD-BOCES is authorizing,~~ the ~~CD-BOCES~~ strategic plan and other factors.

#### In fulfillment of these duties and responsibilities, the Coordinator shall:

- Provides information to ~~CD-BOCES~~ and school staff regarding testing processes, deadlines and assessment materials, including training the School Assessment Coordinators (SAC).
- Manages the testing process and associated tests and supplies for testing. Orders, ~~receives~~, distributes, checks-in, counts, packages and ships state tests.
- Ensures effective preparation for assessments providing training, guidance and supervision to school staff.



- Acts as a liaison between CDE and schools regarding assessment issues.
- Assists school administrators with assessment and the assessment system including data entry and data retrieval and analysis.
- Performs statistical analysis, demographic measurement, status measurement and data format conversions through the utilization of multiple assessment instruments through the database.
- Reviews and analyzes assessment data collected by the districts/schools and CDE.
- Provides leadership and coordination in collecting and using assessment data to improve student learning and shares testing and achievement data with BOCES and school staff.
- Analyzes student achievement results and assists in the preparation for member district, school and classroom level student achievement reports.
- ~~Organizes and analyzes student data to investigate trends and prepare findings for a variety of formal and informal reports.~~
- ~~Provides student achievement information to CD BOCES and school staff regarding testing and achievement data.~~
- ~~Consults with departments regarding assessment of achievement data in support of evaluation and information needs.~~
- Prepares custom data analyses and technical reports for various stakeholders using multiple assessment instruments, demographic measurement, status measurement, data format conversions and integration of multiple software packages. Interprets and explains student data, including assessment and achievement information.
- ~~Creates and m~~Maintains student management system and database of student and school level achievement data and assessment results to potentially include CMASCSAP, ACT, CELA, IC, and Enrich and as well as others needed for research and analysis, and to meet state and local requirements.
- Maintains a high level of knowledge and skill using statistical analysis, programs and software by learning new software and keeping abreast of trends.
- ~~Coordinates the implementation, evaluation and revision of the district's Educational Technology and Literacy Plan (ETIL).~~

- Coordinate the October and December Pupil Count processes, create and maintain databases, manage and maintain data warehouses and reporting through the CDE data pipeline.
- Coordinate, compile and submit all other reports and information through the CDE data pipeline, as required by CDE.
- ~~Submits CDE reports.~~
- Act as a liaison between the Colorado Department of Education and schools regarding data and reporting issues.
- ~~Plans, assigns, d~~Directs and trains ~~CD~~ BOCES consultants for data management and support when authorized.
- Assists with grant writing and creating and implementing services that will be offered to ~~other~~ districts ~~and~~, schools, and other BOCES.
- Acts as the Homeless Liaison ~~for the district and the Parent and Community Liaison.~~
- ~~Acts as the Parent and Community Liaison for the district.~~
- Performs other job-related duties as assigned.

#### SUPERVISION/TECHNICAL RESPONSIBILITY

Directly supervises the consultants who perform data management and support.

#### QUALIFICATIONS

1. Bachelor's degree in the field of education, or related field
2. Three years of relevant experience
3. Experience as a building School Assessment Coordinator (SAC) or District Assessment Coordinator (DAC) preferred
4. ~~Colorado state license(s), or eligible for at time of hire, in the areas of Teaching and/or Principal's License~~

#### OTHER SKILLS AND KNOWLEDGE

- Strong written and oral communication skills
- Strong interpersonal relations skills
- Exceptionally strong ability to compile, analyze and report data and information

- Knowledge of policy and procedure process
- Operating knowledge of and experience with personal computers, computer software, basic office equipment

#### PHYSICAL DEMANDS

The physical demands, work environment factors and mental functions located within the essential duties and responsibilities statements must be met by an employee to successfully perform the essential functions of this job. The employee may be required to travel to and perform work from various school locations within the state of Colorado.

While performing the duties of this job, the employee is frequently required to talk and hear. The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

#### WORK ENVIRONMENT

Work is performed primarily in a typical office environment. The noise level in the work environment is usually moderate.

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Position Title:	Data & Reporting Analyst
Date Approved:	August 2015
Reports To:	Education Operations Director
FLSA Status:	Exempt
Work Calendar:	Full Year – 260 Days (July 1 - June 30)

#### POSITION SUMMARY

The Data & Reporting Analyst (DAR) is responsible for coordinating and monitoring the collection and analysis of high quality data for use by CD BOCES leadership and submission to the Colorado Department of Education (CDE). The DAR is responsible for the student management system and our school compliance system. The DAR facilitates knowledge of data requirements to multiple division and departments including developing and monitoring training protocols and reporting and presenting findings.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The following duties and responsibilities are intended to describe the general nature and scope of work being performed by the individual assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities; actual duties and responsibilities may vary depending upon time of year, number of schools the CD BOCES is authorizing, the type of schools the CD BOCES is authorizing, the CD BOCES strategic plan and other factors. In fulfillment of these duties and responsibilities, the DAR shall:

- Coordinate the October and December Pupil Count processes, create and maintain databases, manage and maintain data warehouses and reporting through the CDE data pipeline.
- Coordinate, compile and submit all other reports and information through the CDE data pipeline, as required by CDE.
- Using multiple instruments and integrating multiple software packages, interpret and explain student data and student data requirements.
- Prepare custom reports for the CD BOCES leadership and staff.
- Assist the Education and Operation Director, the Data and Assessment Coordinator and school leadership with data to support program implementation and improvement.
- Act as a liaison between the Colorado Department of Education and schools regarding data and reporting issues.
- Coordinate and manage the CC BOCES data in IC and Enrich.
- Maintain a high level of knowledge and skill using data base programs and software by learning new software and keeping abreast of trends.
- Create and maintain databases of student data to include state and local requirements.
- System administration of our student management system.
- Performs general other duties, such as ASCENT liaison, Homeless Liaison, Dropout processes and technical assistance with grant writing.

- Perform other job-related duties as assigned.

#### EDUCATION AND TRAINING

Bachelor's degree or applicable training/experience in a related field.

#### EXPERIENCE

The candidate shall have a minimum of five (5) years of experience in data and reporting, statistical analysis, programing, or assessment management. The candidate will also demonstrate the ability to work well with others in a diverse educational community, by remaining open to feedback and growth opportunities.

#### SKILLS, KNOWLEDGE, EQUIPMENT & OTHER

The candidate shall possess an operating knowledge of and experience with data management and analysis—including advanced written and oral communication skills. The candidate shall demonstrate knowledge of student information and assessment databases as well as advanced knowledge of Microsoft Office, Word, Excel, and Access databases. We prefer candidates with experience programming SQL functions and experience with Infinite Campus Student Management. An excellent candidate will also demonstrate experience coding and processing state reports.

#### CERTIFICATES, LICENSES & REGISTRATIONS

None required

#### SUPERVISION/TECHNICAL RESPONSIBILITY

The DAR does not supervise any other employees. The DAR is directly responsible for all state reporting and data management.

#### BUDGET AND/OR RESOURCE RESPONSIBILITY

The DAR assists with the preparation and management of the data and assessment budget.

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### PHYSICAL DEMANDS

The employee is frequently required to travel to schools, professional development sites and events. The employee must occasionally lift and/or move up to 50 pounds. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### WORK ENVIRONMENT

Work is performed primarily in a typical office environment. The noise level in the work environment is usually moderate.

The DAR may be required to travel to and perform work from various locations within the state of Colorado.

Position Title:	Assessment and Data Coordinator
Date Approved:	
Reports To:	Colorado Digital BOCES Education Operations Director
FLSA Status:	Exempt
Work Calendar:	Full Year – 260 Days (July 1 - June 30)

#### POSITION SUMMARY

The Assessment and Data Coordinator (Coordinator) provides coordination, training and monitoring to ensure effective and compliant implementation all required state assessments through the year. The Coordinator develops district data for submission to the Colorado Department of Education (CDE) and for use by the Colorado Digital BOCES (CD BOCES). The Coordinator creates and maintains the database of district and school assessment results, and prepares custom data analyses and reports for schools, the CD BOCES, the CD BOCES Board and the District 49 Board of Education.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The following duties and responsibilities are intended to describe the general nature and scope of work being performed by the individual assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities; actual duties and responsibilities may vary depending upon time of year, number of schools the CD BOCES is authorizing, the type of schools the CD BOCES is authorizing, the CD BOCES strategic plan and other factors.

- Provides information to CD BOCES and school staff regarding testing processes, deadlines and assessment materials, including training the School Assessment Coordinators (SAC).
- Manages the testing process and associated tests and supplies for testing. Orders, receives, distributes, checks-in, counts, packages and ships state tests.
- Ensures effective preparation for assessments providing training, guidance and supervision to school staff.
- Acts as a liaison between CDE and schools regarding assessment issues.
- Assists school administrators with assessment and the assessment system including data entry and data retrieval and analysis.
- Performs statistical analysis, demographic measurement, status measurement and data format conversions through the utilization of multiple assessment instruments through the database.

- Reviews and analyzes assessment data collected by the district and CDE.
- Provides leadership and coordination in collecting and using assessment data to improve student learning.
- Analyzes student achievement results and assists in the preparation for district, school and classroom level student achievement reports.
- Organizes and analyzes student data to investigate trends and prepare findings for a variety of formal and informal reports.
- Provides student achievement information to CD BOCES and school staff regarding testing and achievement data.
- Consults with departments regarding assessment of achievement data in support of evaluation and information needs.
- Prepares custom data analyses and technical reports for various stakeholders using multiple assessment instruments, demographic measurement, status measurement, data format conversions and integration of multiple software packages. Interprets and explains assessment information.
- Creates and maintains database of student and school level assessment results to include CSAP, ACT, CELA, and others needed for research and analysis.
- Maintains a high level of knowledge and skill using statistical analysis, programs and software by learning new software and keeping abreast of trends.
- Coordinates the implementation, evaluation and revision of the district's Educational Technology and Literacy Plan (ETIL).
- Submits CDE reports.
- Plans, assigns, directs and trains CD BOCES consultants for data management and support.
- Assists with creating and implementing services that will be offered to other districts and schools.
- Acts as the Homeless Liaison for the district.
- Acts as the Parent and Community Liaison for the district.
- Performs other job-related duties as assigned.

#### SUPERVISION/TECHNICAL RESPONSIBILITY

Directly supervises the consultants who perform data management and support.



### QUALIFICATIONS

1. Bachelor's degree in field of education, or related field
2. Three years of relevant experience
3. Experience as a building School Assessment Coordinator (SAC) or District Assessment Coordinator (DAC)
4. Colorado state license(s), or eligible for at time of hire, in the areas of Teaching and/or Principal's License

### OTHER SKILLS AND KNOWLEDGE

- Strong written and oral communication skills
- Strong interpersonal relations skills
- Exceptionally strong ability to compile, analyze and report data and information
- Knowledge of policy and procedure process
- Operating knowledge of and experience with personal computers, computer software, basic office equipment

### PHYSICAL DEMANDS

The physical demands, work environment factors and mental functions located within the essential duties and responsibilities statements must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is frequently required to talk and hear. The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

### WORK ENVIRONMENT

Work is performed primarily in a typical office environment. The noise level in the work environment is usually moderate.

## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** Infinite Campus vs CD BOCES Database

**Item Type:**        ☐ Action            ☒ Information            ☐ Discussion

### **Background Information, Description of Need:**

In my regular Board reports I have discussed how I would like to cancel the Infinite Campus (IC) contract. This contract is \$10,140.00 a year, and I believed we could create and implement the same program for no cost. IC is where we house all our student information, and at this time it is only a secondary system for the Colorado Digital BOCES (CD BOCES) staff to have access to our student demographic and contact information when we need it. I discussed this goal with Lynette Fandrei at District 49, and she was excited at this idea. It would enable her to upload files easier and she could also customize the database exactly how we want it. Lynette said to give her some time and she will work on creating one. I did not expect for Lynette to do this work, but she was motivated to create the database so she would know that there were no mistakes and it was done right. Lynette has gone above and beyond for the CD BOCES and I really appreciated her willingness and time to do this. I would like to publicly recognize her for all of the work she has done for us and is always so willing to help us!

### **Relevant Data and Expected Outcomes:**

Maria and I did a demo with Lynette on May 31, and it looks great. Maria is moving forward to make contact with IC to cancel our contract.

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

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

## **BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Amy Attwood

**Title of Agenda Item:** Legislative Update

**Item Type:**      ☐ Action              x Information              ☐ Discussion

**Background Information, Description of Need:**

**Relevant Data and Expected Outcomes:**

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



## **Colorado Digital BOCES – 2018 Legislative Digest**

### **2018 Overview:**

In January when the Second Regular Session of the 72<sup>nd</sup> Colorado General Assembly began Governor John Hickenlooper, House Speaker Crisanta Duran and Senate President Kevin Grantham all outlined what they saw as the most pressing issues for Colorado. At the top of the list were transportation funding, the insolvency of PERA, broadband for rural Colorado, the opioid epidemic and a buy down of the \$828 million education funding deficit. Upon adjournment of the General Assembly on May 9<sup>th</sup> compromise had been reached on legislation dealing with nearly all of these issues.

Much of this was possible due to the general assembly having \$1.29 billion more to spend, or save, in FY 2018-2019 than was budgeted in FY 2017-18. A significant portion of this additional revenue is due to the federal Tax Cuts and Jobs Act, which is expected to increase tax revenue for the State of Colorado. However, the budget analysts warn that high equity prices, tax policy changes, and deferred tax liabilities from earlier years mean that some of this revenue is one-time in nature and should not be relied on in future years.

### **2018 session highlights include:**

- ***SB18-200: PERA Unfunded Liability***

SB18-200 came down to a final hour compromise deal with the goal of eliminating the funds massive unfunded liability over the next 30 years. Some of the key provisions of the bill in its final form include: PERA receiving an annual direct distribution from the state budget of \$225 million, of this about \$112 million will go toward the school division. There would also be an increase in employer contributions by 0.25 percent beginning July 1, 2019 and a gradual increase of employee contributions for most members by an additional 2 percent phased in, reaching a total of 10 percent of pay by 2021. The annual cost of living adjustment will be frozen for two years and then will be capped at 1.5 percent thereafter. The bill also increases the retirement age to 64 years old and moves the highest average salary calculation to five years. Most importantly for Senate Republicans, the bill expanded access to the PERA defined contribution (DC) plan for the Local Government Division, and for classified college and university employees. The DC plan was not expanded into the Schools Division.

- ***HB18-1379: Public School Finance***

A key take away from the 2018 session is that for FY 2018-19 there will be a reduction to the budget stabilization factor by \$150 million from the FY 2017-18 level to \$672,396,894.

This bill also specifies that for FY 2019-20, the budget stabilization factor cannot exceed the FY 2018-19 level. Additionally, the bill also increases the statewide base per pupil funding by \$222.57 to account for inflation, for a new statewide base per pupil funding of \$6,768.77. Like last year, this bill also includes \$30 million one-time money for large rural districts and small rural districts. Including district charter schools whose accounting district is a large or small rural district.

- *SB18-269: School Security Disbursement Program*

This bill creates a program in the Department of Public Safety (DPS) to disburse funds to local education providers to make school security-related improvements. The funds total \$30 million between FY 2018-19 and FY 2020-21. DPS will set up the grant and review committee by the end of 2018.

- *SB18-276: Increase General Fund Reserve*

This bill increases the State reserve requirement to 7.25 percent, from 6.5 percent, of appropriations for FY 2018-19 and all subsequent fiscal years thereafter. For FY 2018-2019 increasing the reserve by 0.75 percent is expected to increase the required reserve by approximately \$90 million. The money used to increase the reserve for FY 2018-19 came from a one-time payment of \$111 million from the tobacco master settlement agreement.

- *SB18-001: Transportation Infrastructure Funding:*

SB18-001 includes a one-time general fund transfer of \$495 million, to be distributed as follows: \$346.5 million to the State Highway Fund (SHF), \$74.25 million to the Highway Users Tax Fund (HUTF) for allocation to local governments and \$74.25 million to the multimodal transportation options fund. In fiscal year 2019-2020 there will be another one-time general fund transfer of \$150 million, distributed as follows: \$105 million to the State Highway Fund, \$22.5 million to Highway Users Tax Fund and \$22.5 million to multimodal.

SB18-001 also will ask Colorado voters to approve \$2.337 billion worth of new TRANS bonds in 2019 if a TRANS bonds ballot measure is not passed this November. This would bring the maximum repayment amount to \$3.250 billion over the next 20 years. While there is no money expressly dedicated to education funding in SB18-001, it does say that buying down the negative factor must be a top priority moving forward.

### **State Budget**

*HB18-1322* appropriates a total of \$28.9 billion in state funds, including funding for new programs, expansion of existing programs, and reductions to or elimination of existing programs. Several departments saw sharp increases in General Fund appropriations, demonstrating a growing reliance on state dollars to fund core government functions.

State budget totals include:

DEPARTMENT	TOTAL FUNDS	GENERAL FUND <sup>1</sup>	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
Agriculture	\$51,549,717	\$11,064,263	\$34,082,132	\$2,494,460	\$3,908,862
Corrections	892,972,938	\$799,996,300	\$38,410,054	\$51,050,517	\$3,516,067
Education	5,754,809,014	\$4,086,091,776	\$1,012,136,768	\$39,385,509	\$617,194,961
Governor	346,200,638	\$39,708,812	\$47,171,431	\$252,553,120	\$6,767,275
Health Care Policy and Financing	10,119,777,468	\$2,886,348,358	\$1,290,787,126	\$84,552,327	\$5,858,089,657
Higher Education	4,536,086,441	\$977,147,115	\$2,735,130,010	\$801,023,697	\$22,785,619
Human Services	2,157,201,504	\$948,414,886	\$416,182,280	\$187,408,968	\$605,195,370
Judicial	753,802,715	\$549,968,591	\$162,436,088	\$36,973,036	\$4,425,000
Labor and Employment	256,457,687	\$18,391,202	\$79,834,345	\$6,521,018	\$151,711,122
Law	83,067,088	\$16,611,039	\$17,882,160	\$46,571,567	\$2,002,322
Legislature <sup>2</sup>	51,159,531	\$49,727,363	\$470,869	\$961,299	\$0
Local Affairs	303,922,039	\$31,733,319	\$181,288,859	\$10,086,460	\$80,813,401
Military and Veterans Affairs	231,900,218	\$10,986,650	\$1,203,530	\$0	\$219,710,038
Natural Resources	277,648,350	\$32,005,418	\$211,140,771	\$7,933,687	\$26,568,474
Personnel	206,417,946	\$14,062,748	\$14,016,747	\$178,338,451	\$0
Public Health and Environment	581,378,174	\$50,659,444	\$184,607,491	\$47,088,905	\$299,022,334
Public Safety	467,326,564	\$145,169,424	\$209,166,181	\$43,152,343	\$69,838,616
Regulatory Agencies	97,022,803	\$858,909	\$90,759,586	\$4,650,977	\$753,331
Revenue	369,581,396	\$113,169,403	\$249,268,695	\$6,318,910	\$824,388
State	25,217,382	\$0	\$25,217,382	\$0	\$0
Transportation	1,753,538,544	\$0	\$1,134,947,195	\$6,672,645	\$611,918,704
Treasury	589,099,929	\$175,329,817	\$396,084,849	\$17,685,263	\$0
<b>LONG BILL</b>	<b>\$29,906,138,086</b>	<b>\$10,957,444,837</b>	<b>\$8,532,224,549</b>	<b>\$1,831,423,159</b>	<b>\$8,585,045,541</b>
<b>OPERATING TOTAL</b>					
Amount Exempt from Statutory Limit	N/A	(202,078,935)	N/A	N/A	N/A
<b>GRAND TOTAL SUBJECT TO STATUTORY LIMIT</b>	<b>N/A</b>	<b>\$10,755,365,902</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

#### Highlights of the FY 2018-2019 budget compared to the FY 2017-2018 budget:

- Education – Increase of \$292.3 million total funds (increase of \$15.2 million General Fund);
- Health Care Policy and Financing – Increase of \$268.7 million total funds (increase of \$81.2 million General Fund);
- Higher Education – Increase of \$231.7 million total funds (increase of \$80.1 million General Fund);
- Human Services – Increase of \$88.1 million total funds (increase of \$45.1 million General Fund); and
- Judicial – Increase of \$27.7 million total funds (increase of \$23.7 million General Fund).
- The 2018-19 Long Bill reflects a total of 58,885.8 full-time equivalent (FTE) state employee positions. This represents an increase of 1,385.2 FTE, which equates to a 2.4% increase.

## K-12 School Funding

This year the school finance discussion started with HB18-1171, School Finance Mid-Year Adjustment. For the 2017-2018 school year the actual at-risk pupil count was lower than anticipated. In addition, local property tax and specific ownership tax receipts were more than anticipated, increasing the local share of total program funding.

HB18-1171 decreases the state share of total program funding by the amount of the increased local property tax revenues, putting \$84,034,372 back into the state education fund and \$12,866,074 back into the state public school fund, for a total of \$96,900,466. Of the \$12,866,074 that was allocated to the state public school fund \$7,033,833 was set aside for school safety projects. This \$7,033,833 would later become a part of a larger \$35 million package for school safety (SB18-269).

### HB18-1379: Public School Finance Act

ITEM & SUBTOTAL	TOTAL	APPROPRIATION FROM				
		GENERAL FUND	GENERAL FUND EXEMPT	CASH FUNDS	REAPPROPRIATED FUNDS	FEDERAL FUNDS
\$	\$	\$	\$	\$	\$	\$
<b>TOTALS PART III (EDUCATION)</b>	<u>\$5,760,809,014</u>	<u>\$3,257,991,776</u>	<u>\$793,100,000<sup>a</sup></u>	<u>\$1,053,136,768<sup>b</sup></u>	<u>\$39,385,509<sup>c</sup></u>	<u>\$617,194,961<sup>d</sup></u>

- The 2018 School Finance Act increases the statewide base per pupil funding for the 2018-19 budget year by \$222.57 to account for inflation, for a new statewide base per pupil funding of \$6,768.77.
- The district total program funding reflects a \$150 million reduction in the budget stabilization factor over the prior budget year.
- Like last year, this bill also includes \$30 million for large rural districts and small rural districts. Including district charter schools whose accounting district is a large or small rural district.
- This year's school finance act also increases by 1,000 slots the number of early childhood at-risk enhancement, or ECARE, slots that may be used for preschool students or to extend kindergarten to full-day kindergarten.
- Additionally, the bill amends the requirements relating to core course level participation and performance reports by limiting reporting on core courses to only the middle and high school levels and by delaying the date by which the department shall make the report available on its website.
- Lastly, the bill clarifies that a district certifies the number of English Language Learners and the department of education determines a student's eligibility for funding under the act.

**CATEGORICAL PROGRAMS INCREASE:** The FY 2018-2019 budget also includes an increase of \$10.1 million cash funds from the State Education Fund in order to increase total state spending on categorical programs to 3.4 percent, based on the rate of inflation from FY 2017. The State Constitution requires the General Assembly to increase total state funding for all categorical programs (in the aggregate) by at least the rate of inflation in FY 2018-19.

### **Charter Schools**

This year's long bill also included a line item for CSI Mill Levy Equalization: The bill includes an increase of \$11.0 million total funds (including \$5.5 million General Fund appropriated to the Mill Levy Equalization Fund and \$5.5 million re-appropriated funds to appropriate those funds out of the cash fund) for distribution to Colorado Charter School Institute (CSI) schools to equalize local mill levy override revenues that are not available to CSI schools.

### **Capital Construction & Building Excellent Schools Today (BEST)**

The Public School Capital Construction Assistance Fund is capitalized from a variety of revenue sources: state public school lands income; the proceeds from the sale of certificates of participation; some lottery money; and local matching money. Additionally, the fund receives the first \$40 million collected annually from an excise tax on retail marijuana. The fund is used to provide financial assistance for projects, pay the administrative costs of the program, and to make lease payments. The amount of the annual lease payments is limited by law to \$80 million.

The 2018 long bill also included a line item, which added \$6.0 million cash funds from the Public School Capital Construction Assistance Fund to the Department of Education for lease purchase payments by the Building Excellent Schools Today program.

There were two pieces of legislation this year dealing with the BEST program. First was HB18-1070, Additional Public School Capital Construction Funding. This bill will increase the amount of retail marijuana excise tax revenue credited to the assistance fund to the greatest of 90% of the revenue annually collected or the first \$40 million of such revenue.

HB18-1070 also increases the amount of marijuana excise tax revenue transferred to the assistance fund by \$34.0 million in FY 2018-19 and correspondingly reduces the amount transferred to the Public School Fund.

The second piece of legislation came out of the Capital Development Committee, HB18-1277 Building Excellent Schools Today Financial Assistance Grant Application Requirements. Beginning in the FY 2019-2020 grant cycle, the bill requires an application to include a plan for the future use or disposition of any existing public school facility that the applicant will stop using for its current use if it receives the grant.

### **2018 Interim Committees**

#### **Gallagher Interim Study Committee**

This summer the legislature will form an interim committee to study the Gallagher Amendment. The six legislative members of the interim committee will not be named until June 1 but will



include:

- Three members of the Senate, with two appointed by the President of the Senate and one appointed by the minority leader of the Senate.
- Three members of the House of Representatives, with two appointed by the Speaker of the House of Representatives and one appointed by the minority leader of the House of Representatives.
- The Speaker of the House of Representatives will appoint the chair of the interim study committee.
- The President of the Senate will appoint the vice-chair.
- The Committee is authorized to have up to 5 meetings of which 2 meetings may be outside the metro area.
- The committee may recommend and carry up to 5 bills

The scope of the committee includes: the operation of the Gallagher Amendment; the impact of a statewide residential assessment rate; the impact of the Gallagher Amendment on nonresidential property; how natural resources are accounted for in the Gallagher Amendment; the impact of the Gallagher Amendment on various counties, municipalities, school districts, and special districts; the impact of the Gallagher Amendment on the state budget; the interaction between the Gallagher Amendment and other constitutional provisions; the sustainability of property taxes as a revenue source for local governments; the effect of the Gallagher Amendment on taxpayers; and modifications or alternatives to the Gallagher Amendment.

We will keep you posted as meetings, agendas and appointments become available.

### **Legislative Interim Committee on School Finance**

The first meeting for this committee is set for Monday June 18, 2018 at 9:00 a.m. in LSB-B. Committee membership remains the same as last year.

### **School Start Time Interim Committee**

This committee is allowed to meet up to three times during the interim to study the best practices of school start times. The committee will consist of four appointed members of the general assembly only.

### **Statewide Elections Information**

There are seventeen ballot initiatives that have been approved to collect signatures including a tax increase for schools. Additionally, there is a transportation funding initiative supported by the business community that may also be on the ballot. To qualify for the statewide ballot, proponents must collect 98,492 verified signatures from registered Colorado voters. The deadline for submitting signatures varies by initiative but is no later than August 6.

Colorado Secretary of State Elections & Voting Center

- Main Elections Webpage: <http://www.sos.state.co.us/pubs/elections/main.html>

- Initiative Tracking:  
<http://www.sos.state.co.us/pubs/elections/Initiatives/InitiativesHome.html>

## 2018 Legislative Bill Tracker

Official Summary is as of the bill introduction and does not reflect amendments.

Bill: [HB18-1005](#)

Title: Notice To Students Of Postsecondary Courses

Status: Governor Signed (03/22/2018)

Official  
Summary

Under current law, a school district, board of cooperative services, district charter school, or institute charter school (local education provider) must notify students and their parents of opportunities for concurrent enrollment in postsecondary courses. The bill requires the notice to include information regarding the benefit of completing concurrent enrollment courses and the local education provider's timelines that affect student eligibility to take these courses. Prior to the beginning of the enrollment period for postsecondary concurrent enrollment courses, the local education provider shall provide students and their parents with written notice of postsecondary courses offered at the local education provider's facility and the cost of those courses, as well as notice regarding postsecondary courses offered at the postsecondary institution's facility and the cost of those courses.

House Sponsors [J. Becker](#) (R)  
[B. Pettersen](#) (D)

Senate Sponsors [K. Priola](#) (R)

Fiscal Notes [Fiscal Notes](#) (01/23/2018)

Bill: [HB18-1019](#)

Title: Kindergarten Through Twelfth Grade Accreditation Weighted Factors

Status: Governor Signed (05/29/2018)

Official  
Summary

For purposes of determining annual accreditation categories for school districts and the state charter school institute (institute), and for determining a public school's performance plan, the bill requires the state board of education (state board) to establish weighted values that assign greater value to high school graduation rates that are based on more rigorous course work requirements for achievement of a high school diploma. The bill requires the state board to compare school district performance based on school district size to ensure that accreditation categories are fairly and equitably assigned across school districts of similar size. The state board shall also assign greater value to public schools,

school districts, and the institute for graduation requirements that meet or exceed the Colorado commission on higher education's suggested college admission course requirements.

House Sponsors [M. Foote](#) (D)

Senate Sponsors [K. Priola](#) (R)

Fiscal Notes [Fiscal Notes](#) (04/04/2018)

Bill: [HB18-1052](#)

Title: Exception To 2-year Higher Education Service Areas

Status Governor Signed (03/22/2018)

Under current law, a 2-year institution of higher education may provide a concurrent enrollment program or course to local education providers that are located within the institution's college service area approved by the Colorado commission on higher education (commission).

Official Summary The bill requires the commission to establish a policy that allows a 2-year institution of higher education to provide a concurrent enrollment program or course to a local education provider that is not within its college service area if the designated 2-year institution of higher education chooses not to provide a concurrent enrollment program or course requested by the local education provider.

The bill specifies how concurrent enrollment programs or courses provided by a 2-year institution outside of its service area will be funded.

House Sponsors [P. Lundeen](#) (R)  
[J. Bridges](#) (D)

Senate Sponsors [N. Todd](#) (D)

Fiscal Notes [Fiscal Notes](#) (02/01/2018)

Bill: [HB18-1130](#)

Title: School District-authorized Instructors

Status Governor Signed (03/29/2018)

The bill permits a school district board of education to employ a nonlicensed, district-authorized instructor to teach in the schools of the school district if the district is unable to staff regularly licensed teachers in critical shortage areas or unique subject areas.

Official Summary A person employed as district-authorized instructor must hold at least a bachelor's degree in the subject area in which the person is teaching, must satisfy school district-established standards, and must submit to a fingerprint-based criminal history record check.

A school district may employ a person as a district-authorized instructor for up to 5 years.

A district-authorized instructor may earn in excess of the school district's standard salary and benefits schedule if the instructor has significant experience in the subject area and the salary and benefits are supported by nationally recognized, Colorado-specific salary survey data.

House Sponsors [D. Williams](#) (R)  
[J. Arndt](#) (D)  
Senate Sponsors [R. Gardner](#) (R)  
Fiscal Notes [Fiscal Notes](#) (02/28/2018)

Bill: [HB18-1171](#)

Title: School Finance Mid-year Adjustment To Funding

Status Governor Signed (03/29/2018)

Official Summary **Joint Budget Committee.** The general assembly recognizes that the actual funded pupil count and the actual at-risk pupil count for the 2017-18 school year are lower than anticipated when the appropriation amount was established during the 2017 legislative session. In addition, local property tax and specific ownership tax receipts are more than anticipated, increasing the local share of total program funding. The bill declares the general assembly's intent to maintain the average amount of funding distributed per pupil on a statewide basis at the level of the original appropriation, resulting in a reduction in the budget stabilization factor. The bill adjusts the minimum amount of total program funding specified in statute to reflect this intent.

House Sponsors [M. Hamner](#) (D)  
Senate Sponsors [K. Lundberg](#) (R)  
Fiscal Notes [Fiscal Notes](#) (02/15/2018)

Bill: [HB18-1193](#)

Title: Extend Advanced Placement Incentives Program

Status Governor Signed (05/03/2018)

Official Summary The bill extends the advanced placement incentives pilot program (pilot program) for 3 years to 2021. The bill requires the department of education to report the number of students in the pilot program who enrolled in advanced placement courses during the prior school year and to collect disaggregated data from the advanced placement exam vendor to capture the performance of students who are participating in the pilot program on the end-of-course advanced placement exams.

House Sponsors [J. Wilson](#) (R)  
[B. McLachlan](#) (D)

Senate Sponsors [R. Scott](#) (R)  
[R. Zenzinger](#) (D)  
Fiscal Notes [Fiscal Notes](#) (02/09/2018)

Bill: [HB18-1222](#)

Title: Systematic Review Of Education Programs  
Status: House Committee on Education Postpone Indefinitely (03/12/2018)  
The bill requires the state auditor, in consultation with the commissioner of education (commissioner), to establish a process for the systematic review by the state auditor of education programs enacted by the legislature and implemented over a number of years (program review) and to determine a schedule of program reviews. The state auditor shall present the program review process and annual schedule of education programs to be reviewed to the state board of education.  
Official Summary: The bill includes criteria that the state auditor, in consultation with the commissioner, shall consider in developing the program review process. Once designed, the state auditor shall conduct program reviews, considering review criteria specified in the bill. The state auditor shall submit its report to the education committees of the general assembly and shall present a program review, if requested. The program review shall be posted on the office of the state auditor's website and the department of education's website. The state auditor is authorized to request information and data relating to the program review from local education providers.

House Sponsors [J. Becker](#) (R)  
Senate Sponsors  
Fiscal Notes [Fiscal Notes](#) (03/05/2018)

Bill: [HB18-1232](#)

Title: New School Funding Distribution Formula  
Status: House Committee on Education Postpone Indefinitely (04/25/2018)  
The bill creates a new public school funding distribution formula to replace the existing formula (1994 formula). The new distribution formula is effective for the second budget year following voter approval of a ballot measure that increases state revenue for funding preschool through high school public education, which is not included in the bill.  
Official Summary: The new public school funding distribution formula:

- Calculates a school district's (district's) total program funding by starting with statewide base per pupil funding and adding additional funding for student and district characteristics in the form of district factor funding as

follows:

- Size factor funding;
- Poverty factor funding for students eligible for free or reduced-price meals;
- English language learner factor funding, adjusted for district size;
- Gifted child factor funding, adjusted for district size;
- Special education factor funding, adjusted for disability and district size; and
- Cost of living factor funding, limited to a percentage of statewide cost of living factor funding.

In calculating district total program funding, the new formula:

- Counts kindergarten students as half-day or full-day pupils depending on the length of the kindergarten program;
- Counts preschool students as half-day pupils, anticipating conforming changes to the Colorado preschool program, following enactment of the bill, to remove limits on the number of 4- and 5-year-old pupils attending state-funded preschool and the pupil eligibility criteria for 4- and 5-year-old pupils;
- Differentiates between pupils with specified disabilities for purposes of determining the new special education factor funding, anticipating conforming changes to categorical funding programs, following enactment of the bill, to use special education categorical funding only for high-cost disability reimbursement grants; and
- Applies English language learner factor funding for up to 7 years to all English language learners, except for those students with no English proficiency, anticipating conforming changes to categorical funding programs, following enactment of the bill, to use categorical funding only for students with no English proficiency.

The bill creates a hold-harmless provision if a district's total program funding under the new public school funding distribution formula is less than it was under the 1994 formula without the budget stabilization reduction in funding.

The bill takes effect only if voters approve a ballot measure no later than the 2022 statewide general election that increases funding for preschool through high school public education.

House Sponsors [D. Young](#) (D)

Senate Sponsors [A. Kerr](#) (D)  
[D. Coram](#) (R)

Fiscal Notes [Fiscal Notes](#) (03/27/2018)

Bill: [HB18-1269](#)

Title: Parent Notice For Student Safety And Protection

Status: Governor Signed (05/29/2018)

The bill requires school districts, district charter schools, institute charter schools, and boards of cooperative services (local education

providers) to notify parents of students enrolled in a local education provider of charges brought against an employee or former employee, who has or had contact with students, if the charges are for one of the offenses that requires the denial, suspension, or revocation of a teacher license if the employee were a teacher.

A local education provider may provide notice to parents of charges brought against an employee for one of the offenses that could result in the denial, suspension, or revocation of a teacher license if the employee were a teacher.

Official  
Summary

The bill specifies the students whose parents must receive notification and the information that a local education provider shall include in the parent notification. The local education provider shall notify parents by mail or electronic means within 2 business days after learning of the charge unless the charging criminal justice agency requests a delay in notification. If notice is sent to parents, the local education provider shall also send notice within 2 business days to the same parents in the same manner regarding the disposition of the charges.

Each local education provider and the judicial districts in which the local education provider is located shall enter into a written agreement concerning the dissemination of information to a local education provider regarding charges brought against employees. The bill requires a local education provider to use best efforts to comply with the notification requirements and exempts the local education provider from liability for damages that may arise from its failure to comply with the notification provisions included in the bill. The bill prohibits the state board of education from waiving the requirements of the bill relating to parent notification for school districts or for charter schools authorized by a school district or by the state charter school institute.

House Sponsors [P. Lundeen](#) (R)  
[B. Pettersen](#) (D)

Senate Sponsors [O. Hill](#) (R)  
[R. Fields](#) (D)

Fiscal Notes [Fiscal Notes](#) (04/25/2018)

Bill: [HB18-1322](#)

Title: 2018-19 Long Appropriation Act

Status Governor Signed (04/30/2018)

Official  
Summary State budget.

House Sponsors [M. Hamner](#) (D)

Senate Sponsors [K. Lambert](#) (R)

Fiscal Notes

Bill: [HB18-1355](#)

Title: Public Education Accountability System

Status Governor Signed (05/30/2018)

Official  
Summary

The bill changes the criteria that the department of education (department) must consider in assigning an accreditation category to a school district or the state charter school institute (institute) or in recommending the type of performance plan that a public school must implement. The bill clarifies that a school district or the institute, on its own behalf or on behalf of one of its public schools, may request reconsideration of the initial accreditation category or performance plan assignment. The bill specifies criteria the department may apply as part of the reconsideration.

The bill directs the department to make training in governance and turnaround best practices available to the directors of the board of education of a school district that is accredited with improvement plan or lower or that includes a public school that is required to implement a priority improvement or turnaround plan and to make materials and training available to parents, school personnel, and school district and school accountability committees. The bill allows, rather than requires, the commissioner of education (commissioner) to assign the state review panel to evaluate a school district's, the institute's, or a public school's turnaround plan. And the commissioner may require the state review panel to conduct one or more on-site visits as part of the evaluation.

In the third year in which a school district or the institute is accredited with priority improvement plan or lower, or earlier at the school district's or institute's request, the school district or institute must hold a parent and community meeting. Department personnel must attend the meeting. The bill specifies the information that must be provided at the meeting and the requirements for providing notice of the meeting. A school district or the institute, as appropriate, must also hold a parent and community meeting for a public school that is in the third year of implementing a priority improvement or turnaround plan, or earlier, and must combine the parent and community meeting with the public meeting



required under existing law. Department personnel must attend the meeting. The department may require a school district or an institute charter school to provide proof of compliance with other public meeting requirements that apply to adoption of a priority improvement or turnaround plan.

Under current law, if a school district or the institute is accredited with priority improvement plan or lower for 5 consecutive years, the department may recommend that the state board of education (state board) remove the school district's or institute's accreditation. The bill changes the time period, beginning with the 2018-19 school year, by providing that, if a school district or the institute performs at a level that results in being accredited with priority improvement plan or lower for 2 consecutive years followed by 3 additional years, consecutive or nonconsecutive, for a total of 5 years, the state board must require the school district or institute to take action as provided in statute. But if the school district or institute performs at a level that results in being accredited at a level higher than priority improvement plan for 2 consecutive years after the first 2 of the 5 years, then the 5 years stop accumulating. This change to calculating the 5 years also applies to a public school that performs at a level that results in being required to adopt a priority improvement or turnaround plan. While the 5 years are accumulating, the school district, institute, or public school is on performance watch. For the fourth year in which a public school, a school district, or the institute is on performance watch, the priority improvement or turnaround plan adopted by the public school, school district, or institute must include a description of how it would implement the actions that the state board may direct at the completion of 5 years on performance watch.

The bill also changes the consequences for completing 5 years on performance watch. Under the bill, the commissioner must assign the state review panel to evaluate the school district's or the institute's performance and recommend one or more of several specified actions, which may include removal of accreditation. After considering the recommendations, the state board must determine the appropriate actions and direct the school district or institute accordingly. The school district or institute then goes on a 2-year cycle of evaluation by the state review panel, which may result in additional directions from the state board to the school district or institute. The school district or institute remains subject to the 2-year cycle until it performs at a level that results in being accredited with improvement plan or higher for 2 consecutive years. A comparable requirement for a 2-year cycle of review by the state review panel applies to a public school that completes 5 years on performance watch.

The bill clarifies that the state board, at the request of a school district or the institute, may direct the school district or institute to take one of the specific actions, for itself or for a public school, before the

school district, institute, or public school completes the 5 years on performance watch.

The bill makes several changes to implementation of the performance indicators for measuring the performance of public schools, school districts, the institute, and the state, including:

- Repealing the specific details for calculating performance of the achievement and longitudinal growth indicators and directing the state board to specify calculations in rule;
- Specifying a performance indicator that measures growth to standards;
- Changing the terminology for describing a student's performance on the statewide assessments; and
- Removing the performance indicator concerning closing the achievement gaps and requiring the department to disaggregate performance by student groups in each of the remaining performance indicators and separately account for the performance of each student group on each performance indicator.

The bill requires the school district accountability committees to meet quarterly to discuss whether school district leadership, personnel, and infrastructure are advancing or impeding school district performance. The bill requires the annual performance reports for public schools, school districts, the institute, and the state to specify the percentage of students enrolled by each public school, school district, or the institute who score at each of the performance levels on the statewide assessments.

The bill identifies additional innovations that a public school may adopt if the state board directs that a school district convert the public school into a school of innovation.

The bill changes the existing school turnaround leaders development program to the school transformation grant program. Under the school transformation grant program, in addition to awarding grants for the development of school turnaround leaders, the state board must award grants to applying school districts, the institute, and charter schools for educator professional development and to implement instructional transformation in the public schools.

House Sponsors [B. Pettersen](#) (D)  
[L. Sias](#) (R)

Senate Sponsors [D. Moreno](#) (D)  
[R. Gardner](#) (R)

Fiscal Notes [Fiscal Notes](#) (04/09/2018)

Bill: [HB18-1379](#)

Title: Public School Finance

Status: Governor Signed (05/24/2018)

Official  
Summary

**SECTION 1.** The bill increases the statewide base per pupil funding for the 2018-19 budget year by \$222.57 to account for inflation, for a new statewide base per pupil funding of \$6,768.77.

**SECTION 2.** The bill sets the minimum district total program funding for the 2018-19 budget year. The district total program funding reflects a \$150 million reduction in the budget stabilization factor over the prior budget year.

**SECTION 3.** For the 2018-19 budget year, the bill distributes \$30 million on a per-pupil basis to large rural districts and small rural districts including district charter schools and each institute charter school whose accounting district is a large or small rural district. Large rural districts share 55% of the appropriation, and small rural districts share 45% of the appropriation. The bill uses a district's funded pupil count for the 2017-18 budget year. The bill specifies the intended uses of the money.

**SECTION 4.** The bill increases by 1,000 slots the number of early childhood at-risk enhancement, or ECARE, slots that may be used for preschool students or to extend kindergarten to full-day kindergarten.

**SECTION 5.** The bill transfers any general fund surplus remaining at the end of the 2017-18 state fiscal year to the state education fund.

**SECTION 6.** Under current law, money appropriated for the English Language Proficiency Act (act) is allocated 75% to serve students who have no or limited English language proficiency and 25% to serve students who are newly fluent in English but who need monitoring. The bill changes the funding allocation for the act by allocating funding proportionately, based on the number of students who have no or limited English proficiency and the number of students who are newly fluent but who need monitoring.

**SECTION 7.** The bill amends the requirements relating to core course level participation and performance reports by limiting reporting on core courses to only the middle and high school levels and by delaying the date by which the department shall make the report available on its website.

**SECTION 8.** The bill amends the reporting requirement relating to the annual report on the effectiveness of educator preparation programs to require the inclusion of certain data in the report only if the data is available at the time of the annual report.

House Sponsors [B. Pettersen](#) (D)  
[J. Wilson](#) (R)

Senate Sponsors [O. Hill](#) (R)

Fiscal Notes [Fiscal Notes](#) (04/19/2018)

Bill: [HB18-1393](#)

Title: Effective Implementation Of Colorado Reading To Ensure Academic Development Act

Status: Governor Signed (05/29/2018)

Official  
Summary

Under existing law, the state board of education (state board) is required to adopt an approved list of reading assessments, and the department of education (department) is required to adopt advisory lists of literacy programming and professional development in literacy. With regard to the list of approved assessments and the advisory lists, the bill:

- Clarifies that the assessments and literacy programming must be evidence-based or scientifically based and must be aligned with the state academic standards;
- Directs the state board and the department to review the approved list of assessments every 4 years and the advisory lists of literacy programming and professional development programs every 2 years;
- Requires the process for appealing the materials placed on the assessment list or the advisory lists to include appeals by school districts, boards of cooperative services, and charter schools (local education providers) and directs the department to consider certain materials provided by appellants; and
- Requires the department to ensure that the process for reviewing and adding assessments to the approved list and materials to the advisory lists must include consultation with local education providers and be transparent.

The existing statutes specify the portion of the early literacy fund that the department must distribute as grants through the early literacy grant program. The bill allows for an increase in the amount distributed through the early literacy grant program.

Under existing law, each local education provider that enrolls one or more students who have a significant reading deficiency receives an amount of per-pupil intervention money to provide services to improve students' literacy. The bill directs the department to distribute 75% of the total amount appropriated for per-pupil intervention money to local education providers based on the number of kindergarten-through-third-grade students who have significant reading deficiencies and 25% of the total amount to local education providers based on the number of kindergarten-through-third-grade students who were once identified as having significant reading deficiencies and are receiving services through reading-to-ensure-academic-development (READ) plans.

The bill requires a local education provider, upon the request of the department, to provide specific information explaining how the local education provider spent the per-pupil intervention money it received.

The bill expands the purposes for which a local education provider may use the per-pupil intervention money and requires the local education provider to use the money for early-grade reading initiatives rather than replacing money received from other sources.

The bill directs the state board, in adopting rules for applying for grants through the early literacy grant program, to ensure that rural school

districts and small rural school districts can submit simplified grant applications. The bill directs the state board to award specified percentages of the total amount allocated for the grant program to applications to fund certain types of programs.

The bill directs the commissioner of education (commissioner), by September 1, 2018, to convene a working group to review the creation and use of READ plans by local education providers and to recommend any necessary regulatory or implementation changes to continue and improve the use and effectiveness of READ plans. The commissioner must submit a report of the findings and recommendations to the state board and the education committees of the general assembly by February 1, 2020.

House Sponsors [M. Hamner](#) (D)  
[T. Exum Sr.](#) (D)

Senate Sponsors [R. Gardner](#) (R)

Fiscal Notes [Fiscal Notes](#) (05/01/2018)

Bill: [HB18-1413](#)

Title: Create School Safety Grant Program

Status Governor Signed (05/24/2018)

Official  
Summary

The bill creates the enhance school safety incident response grant program in the division of homeland security and emergency management in the department of public safety (grant program) to provide funding for research, program development, and training to improve school safety incident response. The funding can be used by recipients to provide training, develop best practices and protocols, conduct research and development, and upgrade technology and infrastructure used for training related to school safety incident response. Applications for the grants must be made by October 1 and grants must be awarded by December 1 for each year of the grant program. Applicants must be nonprofit, tax-exempt organizations and must have experience providing school safety incident response training and working with law enforcement, first responders, school districts, and school personnel on issues related to school safety incident response. The bill makes an appropriation from the marijuana tax cash fund and makes a conforming amendment to the statute creating that fund. The grant program and conforming amendment are repealed effective June

30,  
2021.

House Sponsors [P. Lee](#) (D)  
[P. Neville](#) (R)  
Senate Sponsors [R. Zenzinger](#) (D)  
Fiscal Notes [Fiscal Notes](#) (04/25/2018)

Bill: [SB18-011](#)

Title: Students Excused From Taking State Assessments

Status Governor Signed (04/12/2018)

Under current law, each school district, board of cooperative services that operates a school, and charter school (local education provider) must adopt a written policy and procedure by which a parent may excuse his or her student from participating in the state assessments. The bill clarifies that the local education provider determines whether notice from the parent must be in writing. Under current law, a local education provider shall not punish a student whose parent excuses him or her from taking a state assessment. The bill clarifies that a local education provider also shall not prohibit the student from participating in an activity or receiving any other form of reward that recognizes participation in the state assessments. If a local education provider does not comply with these restrictions, the department of education must note the failure to comply on the performance report prepared for the local education provider and for the specific public school if the local education provider is a school district or board of cooperative services. If a local education provider fails to comply 3 or more times during a school year, the state board of education must impose a significant penalty, as provided by rule, on the local education provider in calculating the local education provider's accreditation rating for that school year.

Official  
Summary

House Sponsors [T. Kraft-Tharp](#) (D)  
[P. Lundeen](#) (R)  
Senate Sponsors [A. Kerr](#) (D)  
[C. Holbert](#) (R)  
Fiscal Notes [Fiscal Notes](#) (02/23/2018)

Bill: [SB18-012](#)

Title: Military Enlistment School Performance Indicator

Status Governor Signed (05/29/2018)

Official  
Summary For purposes of determining the level of attainment of each public high school, each school district, the state charter school institute, and the

state as a whole on the postsecondary and workforce readiness performance indicator for accreditation, the bill adds enlistment in the military within a year of graduation as a measure of performance. The department of education shall weight military enlistment equally with enrollment in postsecondary institutions for purposes of determining the level of attainment on the performance indicator. The bill makes conforming amendments to the performance indicator relating to closing the achievement gap to reflect the addition of military enlistment.

House Sponsors [B. Pettersen](#) (D)

Senate Sponsors [O. Hill](#) (R)

Fiscal Notes [Fiscal Notes](#) (01/31/2018)

Bill: [SB18-200](#)

Title: Modifications To PERA Public Employees' Retirement Association To Eliminate Unfunded Liability

Status Governor Signed (06/04/2018)

The public employees' retirement association (PERA) provides retirement and other benefits to employees of the school districts, state, local governments, and other public entities across the state. The bill makes changes to the hybrid defined benefit plan administered by PERA with the goal of eliminating, with a high probability, the unfunded actuarial accrued liability of each of PERA's divisions and thereby reach a 100% funded ratio for each division within the next 30 years. The bill modifies benefits, increases contributions, ensures alignment of contributions, service credit, and benefits, and makes other modifications as follows:

Official  
Summary

**Highest Average Salary (HAS):** Currently, for a PERA member who is not in the judicial division of PERA, the member's HAS is based on an average of the highest annual salaries associated with 3 periods of 12 consecutive months of service with a base year. For a PERA member who is in the judicial division of PERA, the member's HAS is based on an average of the highest annual salaries associated with 12 consecutive months of service. For all new PERA members hired on or after January 1, 2020, who are not in the judicial division, and for all existing PERA members who do not have 5 years of service credit as of January 1, 2020, who are not in the judicial division, the bill modifies the HAS calculation to be based on an average of the highest annual salaries associated with 7 periods of 12 consecutive months of service with a base year. For all new PERA members hired on or after January 1, 2020, who are in the judicial division, and for all existing PERA members in the judicial division who do not have 5 years of service credit as of January 1, 2020, the bill modifies the HAS calculation to be based on an average of the highest annual salaries associated with 3 periods of 12 consecutive

months of service with a base year.

**Definition of salary:** The bill modifies the definition of salary.

Specifically, the bill states that amounts deducted from pay pursuant to a cafeteria plan or a qualified transportation plan are included in the definition of salary. In addition, the bill clarifies that unused sick leave converted to cash payments is included in the definition of salary and that insurance premiums paid by employers are not included in the definition of salary.

**Termination of affiliation:** Current law allows a political subdivision of the state that is an employer associated with PERA and that is assigned to the local government division of PERA to terminate its affiliation with PERA upon application to the PERA board. The bill specifies that any employer that ceases operations or ceases to participate in PERA for any reason is deemed to have terminated its affiliation with PERA. The bill states that any such employer is required to fully fund its share of the unfunded liability of the defined benefit plan and its share of the unfunded liability of the health care trust fund. The bill specifies that the PERA board will determine the amount of such payments and that such determinations may be appealed by the employer through the administrative review process established in the board rules. The bill further specifies that the employees of an employer that terminates its affiliation with PERA will become inactive members of PERA as of the date of the termination. Such members may elect to have their member contributions credited to an alternative pension plan or refunded. In the absence of such election, the member contributions will remain with PERA.

**Increase in member contributions:** Currently, all PERA members with the exception of state troopers contribute 8% of their salary to PERA on a monthly basis. State troopers contribute 10% of their salary to PERA on a monthly basis. On July 1, 2018, and again on January 1, 2019, the monthly member contribution to PERA will increase by .5% of salary. On July 1, 2019, and again on January 1, 2020, the monthly member contribution to PERA will increase by 1% of salary. When all increases are fully implemented, the total contribution will be 11% of salary each month for PERA members who are not state troopers and 13% each month for PERA members who are state troopers.

**Increase in employer contributions:** Currently, all PERA employers contribute an amount equal to a percentage of the member's salary to PERA on a monthly basis. For most employers, the monthly contribution amount is equal to 10.15% of the member's salary. For state troopers, the monthly employer contribution amount is equal to 12.85% of the member's salary and for members of the judicial division, the monthly employer contribution amount is equal to 13.66% of the member's salary. On July 1, 2018, and again on July 1, 2019, the monthly



employer contribution to PERA on behalf of members will increase by 1% of salary. When both increases are fully implemented, the total contribution will be equal to 12.15% of salary each month for most PERA

employers, 14.85% each month for PERA employers who employ state troopers, and 15.66% for PERA employers in the judicial division.

**Automatic contribution and annual increase amount changes:**

The bill specifies the circumstances under which the employer contribution rate, the member contribution rate, and the annual increase percentage for retirement benefits can be adjusted so the fund remains within the target of paying off the unfunded liability within 30 years. The bill specifies that the yearly adjustments can be up to one-quarter of one percent on the annual increase percentage, one-half of one percent on the employer contribution percentage, and one-half of one percent on the employee contribution percentage. The bill places limits on how much the

annual increase and contribution rates can be adjusted.

**Defined contribution supplement:** Beginning January 1, 2022, the bill requires employer contribution rates to be adjusted to include a defined contribution supplement. The defined contribution supplement for each division will be the employer contribution amount paid to defined contribution plan participant accounts that would have otherwise gone to the defined benefit trusts to pay down the unfunded liability, plus any defined benefit investment earnings thereon, expressed as a percentage of salary on which employer contributions have been made. The employer contribution amounts only include contributions made on behalf of eligible employees who commence employment on or after January 1, 2020.

**Earned service credit for part-time work:** Currently, a PERA member earns a full year of service credit for 12 months of employment if the member earns a salary of 80 times federal minimum wage in each month. This applies even if the member does not work full time. In addition, a PERA member earns a full year of service credit if the member's employment pattern covers at least 8 months but less than 12 months in a year, so long as the member worked at least 8 months in the 12-month period. The bill modifies the way service credit is earned for part-time work for any PERA member who was not a member, inactive member, or retiree on or before December 31, 2019. Such members earn a full year of service credit for 12 months of employment if the member works full time or works at least 8 months but less than 12 months in a year. If the member does not work full time, the earned service credit will be determined by the ratio of part-time work to full-time work and the number of months for which contributions are remitted to the number of months required for a year of service credit.

**Service retirement eligibility for new members:** For PERA members who begin employment on or after January 1, 2020, the bill

increases the age and service requirements for full-service retirement benefits for most divisions to age 65 with a minimum of 5 years of service or any age with a minimum of 40 years of service credit. For state troopers who begin employment on or after January 1, 2020, the bill increases the age and service requirements for full-service retirement benefits to age 55 with a minimum of 25 years of service credit or any age with a minimum of 35 years of service credit. State troopers are also eligible for full-service retirement benefits at age 65 with 5 years of service credit. For PERA members who begin employment on or after January 1, 2020, the bill also increases the age and service requirements for a reduced service retirement benefit to 55 years with a minimum of 25 years of service credit; except that, for state troopers, the bill increases the requirements to 55 years with a minimum of 20 years of service credit.

**Service retirement eligibility for current members:** Beginning January 1, 2020, for members, excluding state troopers, who are members, inactive members, or retirees on December 31, 2019, the age requirement to receive service retirement benefits or reduced service retirement benefits currently specified in law is the age requirement for each member plus one year for every 4 years that the member's age is less than 46 years on January 1, 2020. In no event shall the age requirement to receive service retirement benefits exceed 65 years for any member for a service retirement benefit or 60 years for any member for a reduced service retirement benefit.

**Cost of living adjustment (COLA) for all retirees, members, and inactive members:** Currently, the annual COLA for benefit recipients who began membership prior to January 1, 2007, is 2%. For the years 2018 and 2019, the bill reduces the COLA to 0%. For each year thereafter, the bill changes the COLA to 1.25%, unless it is adjusted pursuant to the automatic adjustment provisions explained above. In addition, the bill requires benefit recipients whose effective date of retirement is on or after January 1, 2011, and who have not received a COLA on or before May 1, 2018, to receive benefits for at least a 36-month period following retirement before the benefit is adjusted with the COLA.

**Defined contribution plan:** Currently, members in the state division of PERA hired on or after January 1, 2006, may choose to participate in the defined contribution plan administered by PERA rather than the defined benefit plan. A member's participant account receives the monthly employer contribution, and the amortization equalization disbursement (AED) and supplemental amortization equalization disbursement (SAED) payments are used to amortize the unfunded liability of the defined benefit plan. Beginning January 1, 2020, members of the school division, the Denver public schools division, local government division, and judicial division of PERA hired on or after that date may also choose to participate in the defined contribution plan. A

new member's participant account will receive the same employer contribution as received by current members of the defined contribution plan.

**Public pension legislative oversight committee:** The bill creates the public pension legislative oversight committee to study and develop proposed legislation relating to the funding and benefit designs of PERA and the fire and police pension association. The committee is comprised of 4 senators appointed by the president of the senate, 6 representatives appointed by the speaker of the house of representatives, and 4 experts in the area of pensions or retirement plan designs appointed by the state treasurer. The bill specifies limitations on the number of appointees that may be from the same political party. The bill also specifies that the state treasurer's appointees are required to have significant experience and competence in investment management, finance, banking, economics, accounting, pension administration, or actuarial analysis and shall not be members, inactive members, or retirees of PERA or the fire and police pension association. The bill repeals the police officers' and firefighters' pension reform commission on January 1, 2019.

House Sponsors [K. Becker](#) (D)  
[D. Pabon](#) (D)

Senate Sponsors [J. Tate](#) (R)  
[K. Priola](#) (R)

Fiscal Notes [Fiscal Notes](#) (04/24/2018)

Bill: [SB18-269](#)

Title: School Security Disbursement Program

Status: Sent to the Governor (05/17/2018)

Official Summary The bill creates the school security disbursement program (disbursement program) in the department of public safety (department). A school district, charter school, institute charter school, or board of cooperative services (local education provider) may apply for a disbursement by submitting an application to the department. A disbursement recipient may use the money for one or more of the purposes specified in the bill, which include building improvements to enhance security and training for school personnel. The department must review the applications received and disburse money to applicants that meet the application requirements. The department must give priority to applicants that commit to providing matching funds for the amount received. The disbursements are paid from money that is set aside in the school security disbursement program account that the bill creates within the school safety resources center fund. Each disbursement recipient must report to the department concerning its use of the money, and the department must annually provide a summary of the reports to

committees of the general assembly. The disbursement program is repealed, effective July 1, 2021.

House Sponsors [P. Neville](#) (R)  
[J. Bridges](#) (D)

Senate Sponsors [T. Neville](#) (R)  
[D. Moreno](#) (D)

Fiscal Notes [Fiscal Notes](#) (05/03/2018)

## COLORADO DIGITAL BOCES

### BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

**Board Meeting Date:** June 19, 2018

**Prepared by:** Kindra Whitmyre

**Title of Agenda Item:** Board Report

**Item Type:** ☐ Action ☒ Information ☐ Discussion  
(Report)

1. Alternative Measures of Student Learning- Nicole Tiley, Head of Schools for K12, and I have started the alternative measures for Pikes Peak Online School. This is mandatory work in order to receive Alternative Education Campus (AEC) status; although, we have not received notification that we are an AEC as of yet, please see update #2. The measures of student learning due date to the Colorado Department of Education (CDE) is June 29, and we will meet that deadline.
2. Alternative Education Campus Update- CDE notified Nicole and I that CDE will be conducting an AEC Audit on PPOS. The notification stated that this is regulation since we have submitted a new application. Our audit was Friday, June 15.
3. K12 Alignment Meeting- This year there have been a few things that were not my tasks to complete in prior years, so I have requested a meeting with leadership within the K12 organization so we can align these tasks to ensure they are done efficiently and effectively. As soon as this meeting occurs, I will be updating all our school accreditation documents for next year.
4. Ignite Application Review- I have completed the review process for the response to concerns and question from the first application review. This information has been consolidated and sent to Ken for his Board packet.

5. Grant Funding Update- The grant funding we received from the ESSA Application for School Improvement (EASI) grant and Expelled and At-Risk Student Services (EARSS) grant has been requested for the resources needed that we wrote the grant for. We will be purchasing these resources as soon as our funds are received.
6. Education Service Provider Evaluation- K12 is our Education Service Provider (ESP) for both of our schools, Colorado Preparatory Academy (CPA) and PPOS. In order to determine if our contract is being met with our ESP, each quarter we complete an ESP checklist, which houses the components of the contract. Each quarter a representative from K12 and I go through this contract, which is essentially the components of the contract, and rate their compliance in each area. In fourth quarter, the ESP should have an evaluation, this has not happened in our prior operational years; however, I did complete the evaluation this year. It is below:



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#### Education Service Provider and Vendor

#### Evaluation Instrument

##### Introduction

This tool is to evaluate the effectiveness of any service provider a school uses for specific services. By garnering feedback from individuals who utilize or work with the service provider/vendor, the service provider/vendor can implement the feedback to improve practices and schools can ensure they are getting a quality product paid for with taxpayer funds.

##### Evaluation Process

The school authorizer from the CD BOCES, along with a representative from the service provider or vendor will complete the evaluation together.

Evaluation should be done at least annually; however, this may vary according to the needs of the CD BOCES and/or school. The evaluation should be used annually in a debrief with the CD BOCES board.

Evaluations should not in any way re-hash what was executed in the performance agreement, rather it is an evaluation of compliance with the agreed-upon terms.

Service Provider Name: K12, service provider for Colorado Preparatory and Pikes Peak Online

Date of Evaluation: 5/31/2018

Evaluation Completed By: Kindra Whitmyre, Director of Education and Operations & Tina Littell, Deputy Regional Vice President of K12

### General Compliance

Files reported to the school, and authorizer and state, when applicable, in a timely manner.	1	2	3	4	N/A
Regularly reports to the school leadership and CD BOCES administration and Board, when applicable.	1	2	3	4	N/A
Ensures compliance with federal and state laws and authorizer policy that have not been waived.	1	2	3	4	N/A
Provides a comprehensive educational program designed to meet the needs of all students.	1	2	3	4	N/A
Selects, evaluates and develops a highly competent lead administrator.	1	2	3	4	N/A
Provides the CD BOCES administration and Board and school leadership with an annual performance report.	1	2	3	4	N/A
Ensures compliance with CD BOCES Board and school policies.	1	2	3	4	N/A
Participates in strategic planning with the school leadership.	1	2	3	4	N/A
Maintains regular and effective communication with the school leadership.	1	2	3	4	N/A
Ensures legal counsel is used when necessary.	1	2	3	4	N/A
Communicates proposed legislation and other proposed policy changes that are relevant, to the CD BOCES administration, Board and school leadership.	1	2	3	4	N/A
Advocates in the policy environment for schools and the CD BOCES and school, in particular.	1	2	3	4	N/A
<b>Comments: The school made an intentional decision to focus on students that need more support, and their focus did increase student engagement. The K12 and school leadership are now creating plans to ensure all special populations have opportunities to programs that fit their needs.</b>					

\*4- all of the time; 3- most of the time; 2- some of the time; 1- never

### Educational Program

The provided curriculum supports Colorado Academic Standards.	1	2	3	4	N/A
Ensures adequate resources are available to instructional staff to support the curriculum.	1	2	3	4	N/A
Provides content that will promote learning for students with varied educational needs.	1	2	3	4	N/A
Maintains parent/student to staff lines of communication effectively.	1	2	3	4	N/A
Incorporates needed revisions to the curriculum based upon feedback from staff and/or parents.	1	2	3	4	N/A
Monitors student academic achievement data and modifies the educational program as needed for continuous improvement.	1	2	3	4	N/A
Ensures each student has needed hardware and resources to fully access his/her complete educational program.	1	2	3	4	N/A
Provides opportunities for parents/learning coaches and students to provide feedback on the educational program.	1	2	3	4	N/A
<b>Comments: See comment in General Compliance area.</b>					

\*4- all of the time; 3- most of the time; 2- some of the time; 1- never

### Human Relations

Ensures the school complies with nondiscrimination laws and policies.	1	2	3	4	N/A
Creates the staff handbook for school approval.	1	2	3	4	N/A
Coordinates faculty and staff recruitment as needed.	1	2	3	4	N/A
Executes or assists in terminations of personnel (whichever is pertinent) and deals with unemployment claims, COBRA, etc.	1	2	3	4	N/A
Personnel background checks are conducted on all personnel in a timely manner and personnel records properly maintained.	1	2	3	4	N/A



Provides support for or conducts employee evaluations (whichever is pertinent).	1	2	3	4	N/A
Provides for employee goal setting in alignment with the CD BOCES administrative, board and school's philosophies.	1	2	3	4	N/A
Ensures employee benefits are well communicated with staff.	1	2	3	4	N/A
Ensures compliance with federal and state employment policies.	1	2	3	4	N/A

**Comments:**

**\*4-** all of the time; **3-** most of the time; **2-** some of the time; **1-** never

### Financial and Operations

Provides monthly financial reports to the school leadership.	1	2	3	4	N/A
Annual budget development is timely and accurate.	1	2	3	4	N/A
Budget modifications are made with a fiscally conservative philosophy and are legally compliant with state and federal laws.	1	2	3	4	N/A
Financial records are maintained accurately and are kept up to date.	1	2	3	4	N/A
Corporate records are maintained with accuracy and are available in the school office.	1	2	3	4	N/A
Contracts with, or assists the school in contracting with, third party vendors.	1	2	3	4	N/A
Forecasts out for a period of five years and reports the projected budget at least annually to the school leadership.	1	2	3	4	N/A
Administers payroll and provides regular reports.	1	2	3	4	N/A
Processes payments in an accurate and timely manner.	1	2	3	4	N/A
Completes Title program grant documentation and ensures compliance with funding guidelines.	1	2	3	4	N/A
Creates and implements financial policies and procedures as needed.	1	2	3	4	N/A
Provides for or oversees onsite third-party vendors such as custodial services, security, or food services.	1	2	3	4	N/A
Orders supplies and ensures accuracy.	1	2	3	4	N/A
Maintains a complete inventory and asset list.	1	2	3	4	
Oversees compliance with liability insurance reporting requirements and communicates effectively with the service provider.	1	2	3	4	

**Comments:** There have been some inconsistencies in the financial area on our site visit reports; however, through this evaluation, Tina has all the site visit scores and will be filling any holes that she may find.

**\*4-** all of the time; **3-** most of the time; **2-** some of the time; **1-** never

### Student Records and Data

Maintains student records that are compliant with federal and state laws and are available to school personnel, as needed.	1	2	3	4	N/A
Ensures compliance with federal and state laws, including, but not limited to, Special Education, English Language Learner and Colorado Reading Act.	1	2	3	4	N/A
Effectively oversees and manages the state assessment program for the school.	1	2	3	4	N/A
Accurately maintains student academic achievement data, analyzes the data as necessary and regularly communicates with school staff about the data.	1	2	3	4	N/A

**Comments:**



**COLORADO DIGITAL BOCES**

**BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C**

**Board Meeting Date:** June 19, 2018

**Prepared by:** Nicole Tiley

**Title of Agenda Item:** Board Report

**Item Type:**

☐ Action

☒ Information  
(Report)

☐ Discussion

**Colorado Preparatory Student Enrollment:**

There are currently 1,239 registered for the 2018-2019 school year. We will have enrollment open until August 24, 2018.

**Student Retention Information:**

The current withdraw rate is 44.74%. When reviewing the withdraw rate from last May, the rate was 52.78%. There is an increase of 8.04% in student retention.

**CPA Community Newsletter:**

<https://www.smores.com/nsyz5-cpa-wolf-pack-press?ref=email>

**Important Dates:**

August 6<sup>th</sup> and 7<sup>th</sup>: Teacher Professional Development

August 20<sup>th</sup>: First Day of School

**Introduction of New Middle School Principal: Renae Roth**

Renae graduated from the University of Northern Colorado with a degree in English-Secondary Education. She received her Masters in Educational Media from UNC soon after, and most recently, she completed her Educational Leadership certification through Colorado State University's Global Campus. She has had the pleasure of being an English teacher/lead teacher at CPA high school for the past five years and have valued her experiences in that role helping to support and build our innovative approach to education. Renae greatly enjoys working one on one with students to help them realize their potential and take productive steps that will allow them to achieve their future goals and dreams.

**Pikes Peak Online School Student Enrollment:**

There are currently 368 students registered for the 2018-2019 school year.

**Student Retention Information:**

The current withdraw rate is 40.96%. When reviewing the withdraw rate from last May, the rate was 49.61%. There is an increase of 8.65% in student retention.

**PPOS Community Newsletter:**

**<https://www.smores.com/7y2dn-mountain-lion-messenger?ref=email>**

**Important Dates:**

September 4th: First Day of School

**Introduction of New Assistant Principal: Susan Nozick**

After graduating from the University of Miami with a degree in computer information systems, Susan began her 15 year career in public education. Her first role was as a Special Education teacher quickly moving up to Department Chair and then High School Campus Data Administrator. After earning her Master's Degree in Educational Administration from Texas State University, she took a position as Academic Dean of a drop out recovery campus. It was there she first discovered her passion for students in need of an alternative learning environment, she created individualized learning plans and started a night school offering both diplomas and GED prep. She went on to be an Assistant Principal at two large high schools, and at a level 5 residential treatment center. Her experience lead her to a role as District Director of Student Data and Guidance Services, there she utilized her experience in building campus systems and counseling structures to enhance and grow programs at 6 campuses. Most recently, she opened a new school of choice within Dallas ISD as the Campus Coordinator. In every role she's taken on, student success has been at the forefront and she's beyond thrilled to bring that to the work being done at Pikes Peak Online School.