

Board Agenda
April 17, 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 March 20, 2018 Board Meeting
- B. Meeting Minutes from March 28, 2018 Board Meeting

III. Action Items

- A. School Calendars
- B. Name Change – Ken Witt
- C. Potential Executive Director Appointment -

IV. Discussion Items

- A. Alternative Education Campus – Kindra Whitmyre
- B. CPA 3 Codes – Kindra Whitmyre
- C. School Graduations – Kindra Whitmyre
- D. Q3 Scorecard – Kindra Whitmyre
- E. Peak Preparatory – Ken Witt
- F. Branding – Ken Witt
- G. October Count 2016 – Brad Miller / Brett Ridgway
- H. 2018 – 2019 Board Meeting Dates and Times – Maria Walker

V. Information

- A. UIP CDE Feedback – Kindra Whitmyre
- B. Data Walk – Phillip Williams

VI. Other Business

- A.

VII. Reports, in writing unless there are questions

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

VIII. Adjourn

*Board Meeting Notes for
March 20, 2018 at 4:02 p.m.*

Guests/Staff: Maria Walker, Rebecca Engasser, Brad Miller, Brett Ridgway, Ken Witt, Todd Thorpe, Kindra Whitmyre, Jeff Kemp

Guests on Conference Call: None

Via Skype and Google Hangout: None

Note: Chelsy Harris absent with Prior Notice, Don Griffin left the meeting Approx. 5:32 p.m.

Roll Call:

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

Approval for the 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. Vision Statement, Motion to amend the Vision Statement

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 to approve the Vision Statement as amended:

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

Motion: Drosedahl

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-B

Motion: Griffin

Second: Holloman

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 5:51 p.m.

Motion: Holloman

Second: Dorsendahl

Motion Passed: 4-0

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

*Special Board Meeting Notes for
March 28, 2018 at 11:06 a.m.*

Guests/Staff: Maria Walker, Becky Engasser, Individual interviewee's in their time slot only: Peter Lupia, Paul Meyers-Bennett , Theresa Fitts, Ken Witt

Guests on Conference Call: None

Via Skype and Google Hangout: None

Note: Break from 12:50 p.m. – 1:30 p.m. ahead of schedule for interviews.

Roll Call:

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

Approval for the Agenda:

Motion: Holloman

Second: Griffin

Motion Passed: 5-0

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

Approval to enter into Executive Session at _2:59 p.m.

Motion to enter into executive session: Pursuant to CRS 24-6-402(4)(F) Personnel matters related to the Executive Director position

Motion: Holloman

Second: Harris

Motion Passed: 5-0

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

Return to Regular Session at _3:59 p.m.

Approval for Action Item VI-C. items discussed in Executive Session: Finalist is Ken Witt

Motion: Griffin

Second: Holloman

Motion Passed: 5-0

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

Board has directed Don Griffin and Brad Miller to work on the negotiations and parameters for the Executive Director position.

Approval to Adjourn at 4:02 p.m.

Motion: Holloman

Second: Harris

Motion Passed: 5-0

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

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: School Calendars

Item Type: ☒ Action ☐ Information ☐ Discussion

Background Information, Description of Need:

The 2018-2019 school calendars for Colorado Preparatory Academy (CPA) and for Pikes Peak Online School (PPOS) were presented for discussion at the March Board meeting.

Relevant Data and Expected Outcomes:

The calendars are attached again for the convenience of our Board members, in case any other discussion is required.

Recommended Course of Action/Motion Requested:

Recommended course of action is to approve the school calendars:

I move to approve the 2018-2019 school calendars for Colorado Preparatory Academy and for Pikes Peak Online.

Colorado Preparatory Academy | 2018-2019 CALENDAR Student

AUGUST '18

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	

20 First Day of School –
Start of Semester 1
20-24 Orientation Week
27 First Day of Courses

8 Staff Professional
Development - No School
18 Presidents' Day- No
School

FEBRUARY '19

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		

SEPTEMBER '18

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						

3 Labor Day- No School

25-29 Spring Break- No
School

MARCH '19

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						

OCTOBER '18

S	M	T	W	Th	F	S
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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			

26 Staff Professional
Development-No School

APRIL '19

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				

NOVEMBER '18

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	

19-23 Thanksgiving Break-
No School

3 Staff Professional
Development -No School
27 Memorial Day -No
School
29 End of Semester 2-Last
Day of School
31 High School
Graduation

MAY '19

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

DECEMBER '18

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						

20 End of Semester 1
21-31 Winter Break-No
School

JUNE '19

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						

JANUARY '19

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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		

1-4 Winter Break-No School
7 Start of Semester 2
21 M.L. King Day-No
School

4 Independence Day

JULY '19

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			

Pikes Peak Online School | 2018-2019 CALENDAR Student

AUGUST '18						
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	

8 Staff Professional Development-No School
18 Presidents' Day-No School

FEBRUARY '19						
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		

SEPTEMBER '18						
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						

3 Labor Day
4 First Day of School
4-10 Orientation Days
11 First Day of Courses

22 End of Block 3
25-29 Spring Break-No School

MARCH '19						
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						

OCTOBER '18						
S	M	T	W	Th	F	S
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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			

26 Staff Professional Development- No School
31 End of Block 1

1 Start of Block 4

APRIL '19						
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				

NOVEMBER '18						
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	

1 Start of Block 2
21-23 Thanksgiving Break- No School

3 Staff Professional Development- No School
27 Memorial Day- No School
31 High School Graduation

MAY '19						
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

DECEMBER '18						
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					

21-31 Winter Break-No School

7 End of Semester 2 and Block 4 - Last Day of School

JUNE '19						
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						

JANUARY '19						
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					

1-4 Winter Break- No School
17 End of Semester 1 and block 2
21 M.L. King Day-No School
22 Teacher work Day-No School
23 Start of Semester 2

4 Independence Day

JULY '19						
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			

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: Apr 17, 2018

Prepared by: Ken Witt

Title of Agenda Item: (III. B.) Renaming of the CD-BOCES

Item Type: X Action ☐ Information ☐ Discussion

Background Information, Description of Need:

In December 2017, the Colorado Digital BOCES unanimously passed a resolution declaring the strategy to "... entertain and solicit quality proposals for educational programs and schools that are innovative and exceptional, and will apply resolve in developing such educational models and demonstrating effectiveness ...". The BOCES followed up this course of action by adopting a new mission statement in January 2018.

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

The names included below are the responses received from the BOCES-wide solicitation which followed the February meeting, where names were considered and proposed. These proposed names were discussed at the March 20, 2018 meeting, where the board willed to carry the discussion and a potential name selection action to this April 2018 meeting. Staff recommends name selection no later than May, so branding activities may be undertaken through the Summer 2018.

Adopted MISSION STATEMENT

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

CD-BOCES Names Suggestions Considered Last Meeting

Innovative Education Solutions Education Innovation
Education Envisioned
Education Revisioned
BOCES Modern Education Solutions
B.I.G BOCES (Bold, Innovative, Groundbreaking)

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 2018

Prepared by: Brad Miller

Title of Agenda Item: Action re Executive Director employment agreement

Item Type: X Action ☐ Information ☐ Discussion

Background Information, Description of Need: In the event the Board selects the sole finalist as the new Executive Director, the attached Employment Agreement has been reviewed and accepted by the candidate. Board approval will be required for the Agreement to be made effective.

Relevant Data and Expected Outcomes: CDBOCES' Board of Directors undertook a process to identify and select a new Executive Director. It offered input to legal counsel and to HR regarding terms and conditions of employment. It is anticipated that a new Executive Director will implement the CDBOCES strategic plan and supervise the operations of the organization.

Recommended Course of Action/Motion Requested: I move to employ [] as Executive Director and to approve the proposed Employment Agreement as presented.

COLORADO DIGITAL BOCES CONTRACT OF EMPLOYMENT

THIS CONTRACT is made and entered into the ____ day of ____, 20__ by and between the Colorado Digital Board of Cooperative Educational Services, hereinafter referred to as “BOCES” and Ken Witt, hereinafter referred to as “Executive Director”, and approved by the BOCES’ Board of Directors (“Board”) at a public meeting held on _____, 20__, and as found in the minutes of that meeting.

A. Employment

The Board hereby employs Ken Witt, and Ken Witt hereby enters into the employment of the Board as Executive Director of the BOCES. Such employment shall be subject to the terms and conditions of this contract.

B. Duties

Executive Director agrees, during the period of this contract, to faithfully perform his duties as Executive Director of the BOCES as set forth in the job description established for this position, and all obligations in such capacity for the BOCES including, but not limited to, those duties as are, or may be set forth by the Colorado Revised Statutes, as may be amended. He shall operate under the general direction of the Board and shall report directly to the Board. His duties generally shall be all those duties incident to the office of Executive Director and set forth in the job descriptions and Board Policy, as may be applicable; those obligations imposed by the law of the State of Colorado upon the Executive Director; and such other duties from time to time as assigned by the Board. He will faithfully and diligently fulfill all the duties and obligations incumbent upon him. He shall have responsibility within Board policy to manage his departments as well as the responsibility for all personnel matters, including selection, formal annual evaluation of all departmental employees by May 30 of each year, beginning in the 2018/19 fiscal year, (the results to be presented to the Board prior to the Executive Director’s evaluation), assignment, transfer, termination of classified personnel and recommendation for non-extension, renewal, nonrenewal and termination of licensed personnel subject to Board approval. These duties may be performed at the BOCES’ office or at a remote location subject to the Executive Director’s sole discretion.

Specific duties include the following:

1. Cultivate strong relationships with each member organization (including board members) to identify their needs, priorities, and goals related to membership.
2. Cultivate strong relationships with member organization board members to establish the long-term stability of the BOCES.
3. Develop an action plan to ensure that the BOCES is meeting the goals of its member organizations.
4. Prepare and present a “State of the BOCES,” made on an annual basis and tailored to each member organization.
5. Identify and pursue potential additional quality member organizations, whose needs may overlap with existing members and whose systemic goals align with the mission and vision of the BOCES.

C. Term

This Contract shall take effect as of May 1, 2018 and continue in force through June 30, 2019, subject, however, to termination as hereafter provided. Any financial commitment on the part of the BOCES contained in this Contract is subject to annual appropriation by the Board based upon the fiscal resources of the BOCES and the parties agree that the Board has no obligation to fund the financial obligations under this Contract other than for the current fiscal year of the contract term and that the BOCES has not irrevocably pledged and held for payment sufficient cash reserves for the payment of salary or benefits herein for the entire term of the Contract. Annual appropriation of the financial commitments contained in this Contract beyond the current year of the contract term shall only be withheld because sufficient funds are not available for budgeting for an Executive Director's position.

In the event that the Board of Directors fails to take action regarding the renewal of this agreement on or before March 15, 2019, the Executive Director shall be authorized to renew this Contract for an additional year upon completion of the Executive Director's evaluation.

D. Salary

1. Base Salary: The BOCES agrees to pay the Executive Director for his services One Hundred and Twenty Eight Thousand Dollars (\$128,000) annually, paid periodically per the policies governing payment of other executive level employees of the BOCES. The BOCES shall pay only the employer-share of PERA contributions.

2. Performance Goals: In the school year 2018/19, goals shall be established as metrics stemming out of the BOCES Strategic Plan. Successful achievement of the goals will be rewarded with up to \$12,000.00 in annual performance bonus.

E. Benefits

The BOCES shall provide the Executive Director with the following benefits:

1. Leave: The Executive Director shall be entitled to twenty (20) days of paid vacation leave and twelve (12) days of paid sick leave per year, in addition to holidays and closures normally given to employees of the BOCES. The Executive Director shall not be entitled to compensation for any unused vacation time at the time this contract is terminated or expires.

2. Reimbursement of Expenses: The Executive Director shall be reimbursed for reasonable out-of-pocket expenses incurred in connection with the performance of his duties. The Board shall have full authority to determine what constitutes "reasonable" for purposes of this paragraph.

3. Auto Allowance: The Executive Director shall receive a monthly auto allowance in the amount of Five Hundred Dollars (\$500) to cover automobile related expenses incurred when traveling within and outside the BOCES, related to BOCES business. The allowance will be paid on each payroll date. The allowance shall be in lieu of actual mileage reimbursement for such automobile usage.

4. Technology: The Executive Director shall be provided a cell phone and wireless "hot spot" with all associated costs paid for by the BOCES.

5. Life Insurance: The Executive Director shall be provided a life insurance policy with death benefit equal to his annual salary.

F. Professional Growth and Development

The Board encourages the continuing professional growth of the Executive Director. The Executive Director may attend professional meetings, seminars and programs at the local and national level. The expenses of the attendance, as well as dues for memberships in appropriate professional organizations, shall be paid from a Professional Development Fund established for the Executive Director in the amount of Two Thousand Four Hundred Dollars (\$2,400) annually. The Executive Director may receive additional funds for professional development on an as-needed basis upon advance approval of the Board. Documentation of the above expenses shall be kept and made immediately available upon the request of any individual Board member.

G. Indemnification

To the extent permitted by law, and to the applicable limits provided in the Colorado Governmental Immunity Act, C.R.S. § 24-10-101, et seq., the BOCES agrees that it shall defend, hold harmless and indemnify Executive Director from any and all demands, claims, suits, actions and legal proceedings brought against the Executive Director in his individual capacity or in his official capacity as agent and employee of the BOCES, provided the incident arose while Executive Director was acting within the scope of his employment.

H. Termination

1. Termination for Cause: The Executive Director shall be subject to discharge for good and just cause. If discharged for good and just cause, the Executive Director shall be entitled to no further payments or benefits under this contract, including, but not limited to, severance pay, and any accrued vacation time. No discharge shall be effective until written charges have been served upon him and he has an opportunity for a fair hearing before the Board after ten (10) days' notice in writing. At such hearing, he may have legal counsel at his own expense.

2. Unilateral Termination by the BOCES: The BOCES can only discharge the Executive Director without cause upon written notice of at least thirty (30) days. In the event of such termination, the Executive Director shall be entitled to his contract compensation for ninety (90) days. Such compensation shall be the only benefit to which the Executive Director is entitled and shall satisfy any and all claims that the Executive Director may raise with regard to the Board's contractual obligations pursuant to this Contract.

3. Resignation by the Executive Director: The Executive Director must provide thirty (30) days written notice to the Board if he chooses to resign before the termination of this contract. In the event the Executive Director resigns, he is not eligible for reassignment. The Executive Director agrees to pay damages to the BOCES and the BOCES agrees to collect or withhold damages from compensation due or payable to the Executive Director, with such damages being assessed against the Executive Director if the Executive Director abandons, breaches or otherwise refuses to perform services pursuant to this contract, unless the Executive Director has given the required written notice to the Board and providing further that such damages shall not exceed ordinary and necessary expenses of the BOCES to secure the services of a suitable replacement for the Executive Director.

4. Death of the Executive Director: This contract shall automatically terminate upon the death of the Executive Director. Any compensation due and payable to Executive Director at the date of his death shall be paid to his heirs and legal representatives in the event of his death.

I. Evaluation

By January 15 of each fiscal year, the Board and the Executive Director shall meet for the purpose of evaluation of the performance of the Executive Director and expressing recommendations and observations on how such performance may be improved. The Executive Director shall be evaluated on the job performance as determined by the Executive Director's job description, the Executive Director's professional goals set by the Board and the Executive Director, and the BOCES' goals and any future goals set for the BOCES by the Board and Executive Director.

J. Professional Activities

With prior approval of the Executive Director, the Executive Director may undertake consultative work, speaking engagements, writing and other professional activities for honoraria and expenses, provided such activities do not interfere with the Executive Director's normal duties. If these professional activities take place during available vacation leave the Executive Director is not required to obtain prior approval but he shall report to the Board within 14 days following such activity as to what the activity was. Such activities shall not be considered to be a part of the Executive Director's scope of employment for purposes of Paragraph G, above.

K. Governing Law

The interpretation of this contract and any questions arising under it shall be determined exclusively by the law of the State of Colorado.

L. Merger Clause

This contract contains the entire agreement between the parties pertaining to the subject matter hereof and supersedes and replaces all prior agreements, understandings, negotiations and discussions, whether oral or written.

M. Severability

The provisions of this contract shall be deemed severable, and the invalidity of any portion hereof shall not affect the validity of the remainder.

N. Amendments

This contract may be amended by the mutual consent of both parties. Any amendment must be in writing and must be executed by a duly authorized member of the Board. A copy shall be attached hereto.

O. Waiver

Any waiver of any provision of this contract shall not be deemed to be a waiver of any other provision or of a subsequent breach, and shall not be construed to be a modification of the terms of the contract.

P. No Assignment

This contract is one for personal services to be provided the BOCES only and may not be assigned.

IN WITNESS WHEREOF, the parties hereto have executed this contract as of the day and year set forth above.

[SIGNATURE]
Ken Witt
Executive Director

[SIGNATURE]
Marie Laverre-Wright
Board President

Date

Date

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: Alternative Education Campus

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

Pikes Peak Online School (PPOS) has been working on their student data to investigate if we can turn in an Alternative Education Campus (AEC) application to the Colorado Department of Education (CDE) this year. Alternative Education Campuses (AECs) serve large percentages of students that have special needs or meet the definition of a “high-risk” student:

"High-Risk Student" means a student enrolled in a secondary public school who:

2.04 (A) has been committed to the Department of Human Services following adjudication as a

juvenile delinquent or is in detention awaiting disposition of charges that may result in commitment to the Department of Human Services;

2.04 (B) has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school;

2.04 (C) has been expelled from school or engaged in behavior that would justify expulsion;

2.04 (D) has a documented history of personal drug or alcohol use or has a parent or guardian

with a documented dependence on drugs or alcohol;

2.04 (E) has a documented history of personal street gang involvement or has an immediate family member with a documented history of street gang involvement;

2.04 (F) has a documented history of child abuse or neglect;

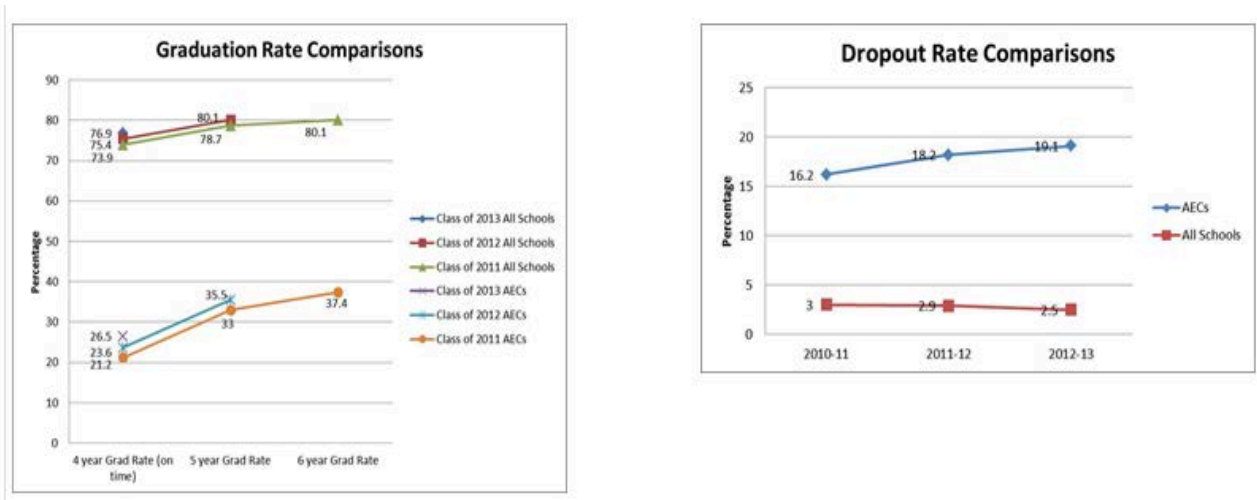
2.04 (G) has a parent or guardian in prison or on parole or probation;

2.04 (H) has a documented history of domestic violence in the immediate family;
 2.04 (I) has a documented history of repeated school suspensions; or
 2.04 (J) is a parent or pregnant woman under the age of twenty years;
 2.04 (K) is a migrant child, as defined in §22-23-103 (2), C.R.S.;
 2.04 (L) is a homeless child, as defined in §22-1-102.5 (2), C.R.S.; or 2.04 (M) has a documented history of a serious psychiatric or behavioral disorder, including but not limited to an eating disorder, suicidal behaviors, or deliberate, self-inflicted injury.

The structures and systems in these programs and schools frequently vary from traditional schools, as these students need different programming and support. Historically these schools have reported graduation rates lower than the state average and dropout rates higher than the state average.

Relevant Data and Expected Outcomes:

The PPOS graduation rate is around 30%, and the PPOS dropout rate is around 16%. You can see where PPOS falls on the comparison charts below:



Our records indicate that PPOS is at the necessary percentage of students that have special needs or meet the definition for high-risk, which is 90%. The data has been uploaded to CDE and we are waiting for any errors to be returned before we can move forward.

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: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: CPA- Three School Codes

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

The March Board meeting discussion about separating Colorado Preparatory Academy (CPA) into two different school codes, one for K-8 and one for High School ended in our Board requesting that we look at possibly separating the school into three school codes, K-5, 6-8 and 9-12. We will continue our discussion of the three school codes.

Relevant Data and Expected Outcomes:

The rationale we discussed for separating CPA into two codes is the same rationale to separate CPA into three codes:

1. CPA high school is a school of improvement and on the school performance framework (SPF) it would show as improvement rather than priority improvement.
2. CPA high school students take the PSAT and SAT so this information does not apply to grades K-5 or 6-8.
3. CPA high school is scored on the SPF in the areas of dropout rates, graduation rates and matriculation rates so this information does not apply to grades K-5 or 6-8.
4. There is also a fourth rationale, as CDE gave us feedback on the Unified Improvement Plans (UIP), and part of that feedback stated how difficult it is to create a UIP for all grades K-12, because each grade cohort (k-5, 6-8 and 9-12) needs different plans based on their data.

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: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: School Graduations

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

Our Board of Directors was officially invited to our school graduations at the March Board meeting. At the time of this discussion I also welcomed our Board members to be part of the graduations if they had time in their schedules.

Relevant Data and Expected Outcomes:

Each Board member will receive a formal invitation in person at this Board meeting. Our Board will also be able to discuss with BOCES and school staff if they would like to be part of one or both of our graduations.

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: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: Quarter 3 Scorecards

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

The third quarter (Q3) 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 3							
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Priority Improvement Plan assigned for 2016 SPF (39.2% of framework points earned) Priority Improvement Plan assigned for 2017 SPF (38.9% of framework points earned) 3.1% away from achieving next plan type; 14.1% away from achieving a Performance Plan Elementary PARCC Mean Scale Scores - ELA: 717.8; Math: 710.0; Science: 517.5 Middle School PARCC Mean Scale Scores - ELA: 726.5; Math: 719.5; Science: 532.5 High School PARCC Mean Scale Scores - ELA: 729.1; Math: 728.3; Science: 602.1	10%	6	12	45.6	120	38%
	Course Completion Rate: K-5: 60.6% (324/535) of students are on track for completion of all courses by the end of the year (0/8 pts earned) 6-8: 66.8% (330/494) of students are on track for completion of all courses by the end of the year (0/8 pts earned) 9-12: 57.7% (225/390) of students are on track for completion of 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 middle of year: STAR Reading: 52% (682/1322) - (0/10 pts earned) STAR Mathematics: 52% (685/1316) - (0/10 pts earned) Writing: 68% (882/1305) - (5/10 pts earned)	25%	5	30			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 1.5+ years): K-5 (0pts/8pts) Reading: 12.1% (26/215) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 Mathematics: 1.0% (2/215) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 Writing: 45.1% (105/233) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 6-8 (0.8pts/5pts) Reading: 1.0% (1/136) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 Mathematics: 1.0% (1/136) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 Writing: 67.8% (99/146) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 9-12 (0.8pts/5pts) Reading: 42.6% (52/122) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 Mathematics: 51.2% (64/125) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 Writing: 67.6% (94/139) of students enrolled at the school from BOY 2016-17 to MOY 2017-18	15%	1.6	18			
	MOY Participation Rate: ACCESS: 100% (54/54) of qualifying students tested (12pts/12pts)	10%	12	12			
	2016-17 Post-Secondary Workforce Readiness Performance Dropout 0.9% (6pts/6pts) Graduation Rate 43.3% (3pts/6pts) Matriculation Rate 50%	10%	9	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
Finance (20%)	Financial Audit	40%	32	32	64.0	64	100%
	Financial Compliance	40%	32	32			
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	102.0	102	100%
	Organizational Compliance (Statutory & DST)	25%	30	30			
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	56.0	56	100%

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 3							
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	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	28.5	120	24%
	Course Completion Rate: 43.7% (219/501) of students completed all courses by the end of the semester	20%	0	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: Reading: 49% (226/465) - (0/10 pts earned) Mathematics: 51% (239/466) - (0/10 pts earned) Writing: 48% (235/488) - (0/10 pts earned)	25%	0	30			
	Academic Improvement of Continuously Enrolled Students (growth on interim assessment of 1.5+ years): Reading: 47.5% (68/144) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 - (0/6 pts earned) Mathematics: 48.6% (70/144) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 - (0/6 pts earned) Writing: 70.7% (82/116) of students enrolled at the school from BOY 2016-17 to MOY 2017-18 - (3/6 pts earned)	15%	3	18			
	MOY Assessment participation rates: ACCESS: 77% (20/26) of qualifying students tested	10%	0	12			
	2016-17 Post-Secondary Workforce Readiness Performance Dropout 4.5% (4.5pts/6pts) Graduation Rate 33.1% (3pts/6pts) Matriculation Rate 11.1%	10%	7.5	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
Finance (20%)	Financial Audit	40%	32	32	64.0	64	100%
	Financial Compliance	40%	32	32			
Operations (30%)	Data Pipeline Deadlines and Reports	60%	72	72	102	102	100%
	Organizational Compliance (Statutory & DST)	25%	30	30			
ESP (20%)	ESP Contract Checklist 100% of total available points on the contract checklist	70%	56	56	56	56	100%

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the achievement indicators have been established utilizing 2016 school baseline CMAS Science, CMAS PARCC and DLM data.

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

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

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: Apr 17, 2018

Prepared by: Ken Witt

Title of Agenda Item: (IV. E.) Peak Preparatory

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

In December 2017, the Colorado Digital BOCES unanimously passed a resolution declaring the strategy to "... entertain and solicit quality proposals for educational programs and schools that are innovative and exceptional, and will apply resolve in developing such educational models and demonstrating effectiveness ...", in alignment with our mission:

Mission

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

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

With board feedback from the March meeting, Peak Preparatory has agreed to limit the initial year scope to homeschooling enrichment, deferring a full-time option to subsequent years, with demonstrated success of the initial program. The proposal is now in the drafting phase, and is not yet available

for review, but a Peak Preparatory founder will present a brief preview and answer questions.

An MOU is recommended, to permit Peak Preparatory to initiate marketing and enrollment prior to final approval of a services agreement. We are a little tight on enrollment time frame and this could assist with us getting students. Of course, the flip side is that we may not successfully negotiate an agreement with Peak Preparatory for providing services and we would potentially need to find a different provider.



CD BOCES Pre-Application Form

School developers interested in a partnership with the CD BOCES should fill out this form and email an electronic copy to kindra@cdboces.org. After review by CD BOCES staff, the applicant will be notified if it has been invited to Phase 1.

School Name: [Peak Preparatory](#)

Name and Contact Info of Main School Contact: [Justin Schmitt, \(970\) 258-0518,](#)
justinschmitt@gmail.com

School is a brand-new start-up ☒

School is already in operation ☐

*If you have any questions about this form prior to turning it in, please call or email Kindra Whitmyre- 720-335-0511; kindra@cdboces.org

Pre-application Components

1. **Executive Summary.** Provide a brief summary about your school. This should include the vision and mission and the type of student the school will target for enrollment.
 - Explain what grade levels will be offered, a description of students completing the educational program, a typical day for students, and how academic success will be measured.
 - If the school has previously demonstrated success with this student population, explain the outcomes that define that success.
 - If the school will be managed by a company or receive comprehensive educational services from a different legal entity, briefly explain that relationship and how it came to be.

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

- Parents will be able to choose from hundreds of educational curriculum and service vendors

- Parents will be able to choose from online, blended, face to face, or paper based options
- All students will be allocated an educational fund that will be used to enhance their educational experience. For example: 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 Peak Preparatory staff, students, and vendors with the ability to: track account balances, submit expense requests, approve expenses, submit purchase orders, process purchase orders, etc.

All students will be assigned to an Educational Coach/Mentor (EC) and all courses will be taught by licensed, highly qualified teachers. 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 monthly with students and parents 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 with their teachers and mentor
- Course completion
- Online classes - course completion plus passing grade

Because of its experience in serving home school families, Academics, Arts, and Action Charter Academy (A3 Education), a California non-profit, was approached about opening and operating a home school enrichment program in Colorado that would be authorized as a contract school by the Colorado Digital BOCES. 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). Peak Preparatory will be managed by PES. PES will employ all school level staff members and will be responsible for all instructional, operational, and financial services.

Please see section 3 of this document for evidence of past performance serving the home school population. Please note that the data is comprised of home school and online only students.

2. **Educational Program and Blended Learning.** Describe the school's plan for educating students by listing key components of the program and why this program will meet the needs of the majority of the school's targeted student population.
 - Explain the school's educational program, in particular, describing how the school will develop 21st Century skills in students (i.e., digital citizenship, problem solving, media processing, STEM, etc.).
 - Describe how the school will support its teachers and staff with technology to maximize efficiency and encourage collaboration and communication.
 - Explain which of the blended learning models the school will use: Rotation, Flex, A La Carte, or Enriched Virtual.

- If applicable, detail high school graduation requirements and how they are aligned to state graduation guidelines. Additionally, explain how student ICAPs will be used.

Peak Preparatory presents an innovative approach to Colorado’s school choice landscape. In education one size does not fit all and Peak Preparatory 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. Peak Preparatory 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 online and shared school programs. Parents 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.

Student Engagement

Peak Preparatory students will have the opportunity to join in educational field trips and allocate their educational funds to participate. These events will be coordinated and led by Mentors to enhance students’ educational experience and provide opportunities for socialization and experiential learning. 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, but will be responsible for providing their own transportation to and from the site.

The Educational Fund

Students will be allocated educational funds that can be used toward the curriculum and service vendors of their choice. The educational fund will be fully managed by Peak Preparatory staff through the use of the Vendor Ordering System. Parents will submit requests for approval to utilize educational funds toward the purchase of a curriculum or service provided by a vendor to their Mentor and their Mentor will then approve and authorize the use of the funds.

Vendors

Curriculum Vendors

Parents will be able to choose from a wide variety of high quality online and offline curriculum options that have been vetted by the school. Examples may include but will not be limited to the following: Pearson/Connections, FuelEd, Calvert, Edgenuity, Odyssey Ware, McGraw Hill, Singapore Math, Core knowledge, Houghton Mifflin Harcourt, etc.

Service Vendors

All potential vendors will submit a description and proposal of all potential activities and/or classes taught. These proposals are vetted and reviewed to ensure high quality opportunities for learning and the vendors themselves will be background checked prior to being approved to work with Peak Preparatory students. Examples of service vendors include, but are not limited to: music tutor, math tutor, two day per week math enrichment class, SAT prep provider, dance academy, personal trainer, local gym, apprenticeships, and etc.

Vendor Ordering System (VOS)

VOS is proprietary software which provides Peak Preparatory and its Administration with the ability to track student learning, process orders from placing to purchasing, order curriculum and vendor services, and allows students and parents to see their available educational funding. The VOS is used daily by teachers and administrative staff members. VOS also allows for vendors to verify student attendance and submit invoices for services provided.

Part Time/Shared Schooling Option for Home School Students

Parents will be able to enroll their home school students in 90-359 hours of scheduled classes per semester. This equates to approximately 1-3 courses. If students are enrolled in 359 hours or less of scheduled courses per semester they will retain the status of home school students and as such will not have the same requirements of full time public school students. For example: home school students who attend a shared schooling program are not required to participate in state testing or take specific classes required for high school graduation.

The Demand

The number of home school and virtual school students in Colorado continues to rise each year. In 2017 there were approximately 27,000 students reported as homeschooling, and of that total, there are 1,500 who reside in El Paso county that are not already involved in another Shared School program. Peak Preparatory will provide these families with a new and innovative model that has been designed to offer a choice that we believe this group of families has been looking for.

Key Education Facilitators

Peak Preparatory recognize the vital role that the parent/guardian plays in the education of their children. Parents/guardians are every child's first, and in many 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. Teachers and Mentors will work together with Learning Coaches to ensure the academic success of their students. Peak Preparatory will support its students by hiring top quality individuals to serve in the student support roles listed below.

Content Teachers -

All teachers for Peak Preparatory will be highly qualified and licensed to teach in their respective grade levels and subject areas. Additionally, these teachers will be well-versed in best practices in distance learning, online learning and blended learning. These teachers will provide students with both synchronous and asynchronous instruction. Synchronous instruction will be provided during open office hours and during schedule live sessions that will be conducted via webinar. Asynchronous instruction will be given

through tools such as - discussion boards, podcast, screen casts, detailed grading feedback, and etc.

Mentors -

Students will be assigned a Mentor teacher who will guide, provide support, and maintain each student's educational funds and records. Mentors and parents (or designated adult/guardian) will collaborate to create a specific educational program for each student. The program may consist of any combination of vendor services, online courses, home study courses, concurrent enrollment, and etc. Mentors ensure that students are making appropriate progress throughout the school year and are responsible for collecting student work samples and helping students to create and maintain their portfolios.

Orientation Specialists -

Each new student who has enrolled in Peak Preparatory will be assigned to an Orientation Specialist. The Orientation Specialists primary responsibility is to come alongside students and provide them with guidance and support as needed as they acclimate to their new learning environment and to the systems they will use as a student of Peak Preparatory. This support will be given during individual and group live sessions, phone calls, email exchanges, chat sessions, and etc.

3. **Business Operations.** Describe the plan for the school's business operations, including who will be involved, the roles of the individual's involved, financial policies and procedures the school will utilize, the expertise and capacity of individuals to perform these functions, what types of financial reports will be used in monitoring school finances, and who will be reviewing these reports.

Peak Preparatory will be managed by the non-profit Education Service Provider, Personalized Educational Services (PES). Justin Schmitt will serve as the Founding Head of School and Nyla Crider will serve as the Director of Operations. Justin has served in the capacity of Principal, Head of School, Director of Schools and Director of Administrative and Student Services for multiple statewide online schools and charter schools in Colorado, Arizona, California, and Michigan. Justin currently serves as the Executive Director for a network of independent study charter schools in Southern California that serve a combined home school population of over 5,000 students. Nyla Crider is the Founder and Director of Operations for a home school program that operates as a program within this charter school network. She is responsible for founding the program and growing it to over 3,000 students in its first year of operation.

PES will contract with Charter School Financial Systems LLC (CSFS) to provide back office support and accounting. CSFS will track expenses, pay approved invoices, generate financial statements/reports, assist with state reporting, and prepare all budgets. Budgets will be reviewed at the school level by the Head of School and shared with the CD BOCES Board of Directors.

4. **Education Service Provider (ESP).** If the school will be using an Education Service Provider (for profit or nonprofit provider of comprehensive educational and/or business services), describe the relationship of the ESP to the school and the legal nature of the ESP. Explain key individuals who represent the ESP and their role(s). An organizational chart may be helpful to explain the relationship between positions. Address any issues of concern with the Preliminary Term Sheet that would need to be discussed and/or negotiated.

The scoring rubric used to evaluate the Pre-application Components is included in Appendix 3.

In order for the CD BOCES to conduct due diligence on the ESP, the following information must be provided:

- List of all ESP owner(s), directors, and officers -
[Founding Head of School - Justin Schmitt](#)
[Director of Operations - Nyla Crider](#)
- 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. [Barry Arrington](#)
- Accounting firm for the ESP, including contact information. [Charter School Financial Systems LLC](#)
- Evidence of successful educational services being provided to other schools operated by the ESP.

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 along side 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.

Local Assessments

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











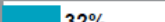
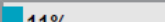

Academic year: Current (2017-2018)
Subject: Math

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)
Subject: Reading

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	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%

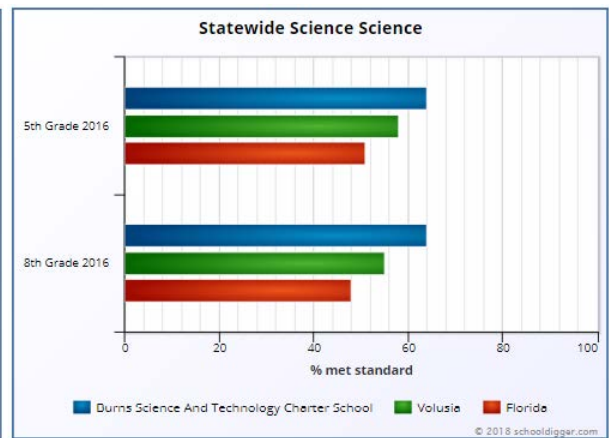
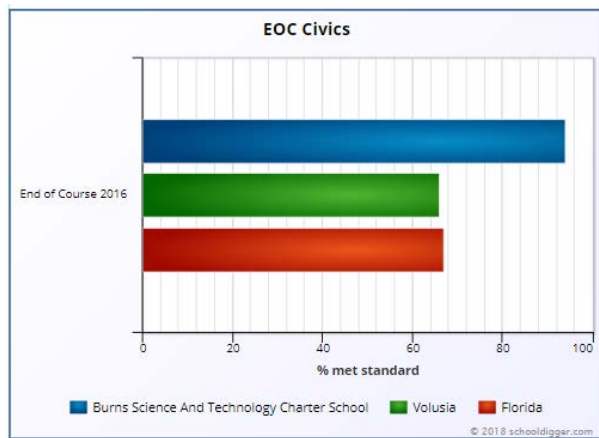
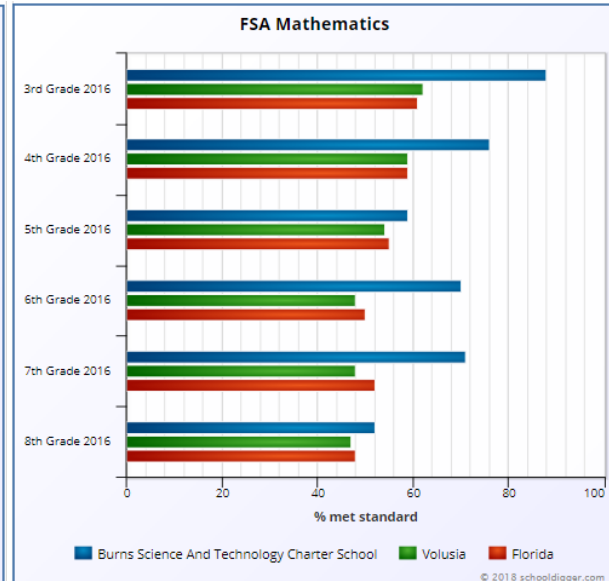
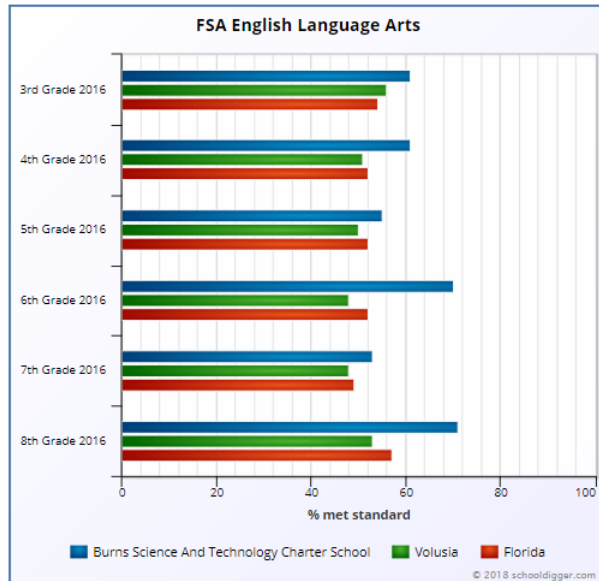
School Turnaround

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-8th grade charter school that provides students with a college prep education with an Arts focus. Burns is a K-8th 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 turnaround 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.

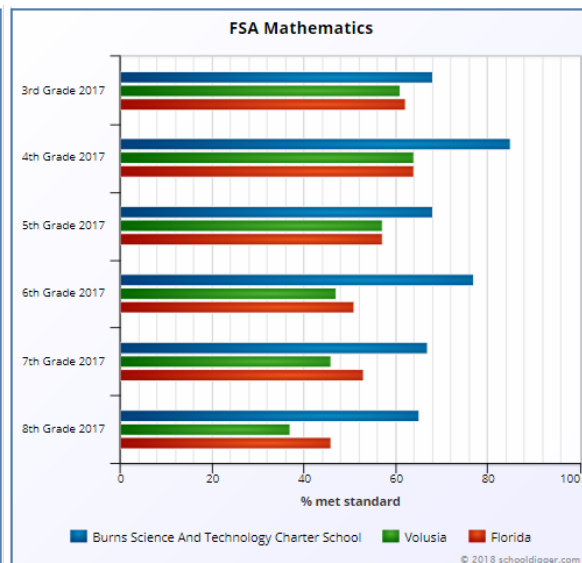
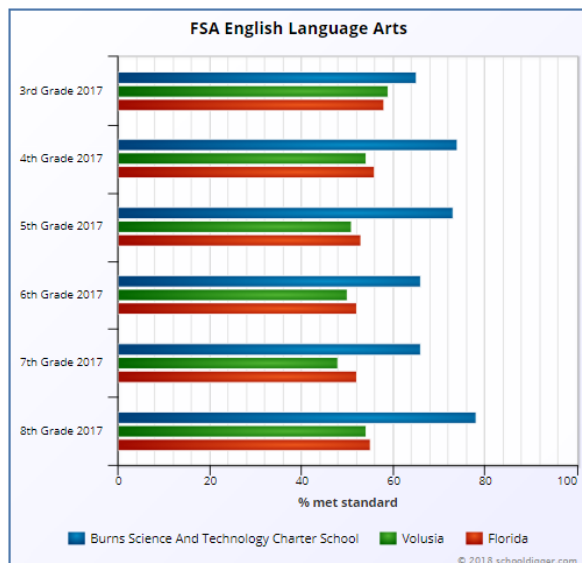
Burns Science and Technology Charter School

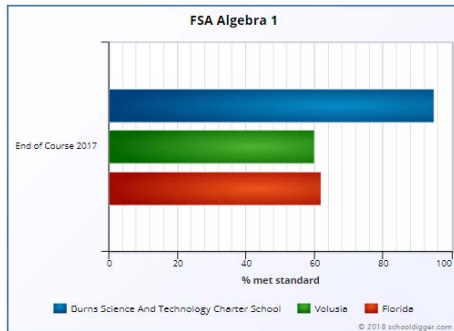
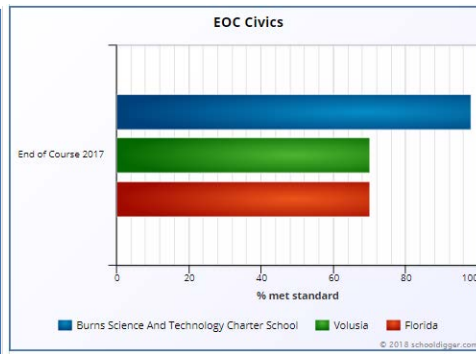
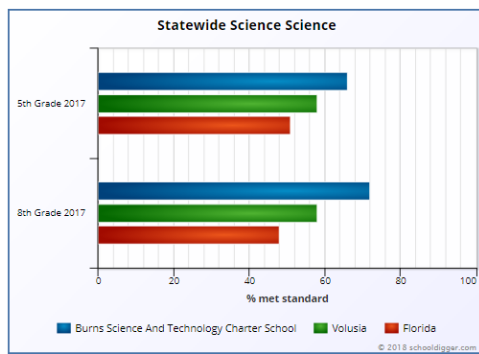
Burns Science and Technology Charter School has outperformed the district and state average on the Florida Standards Assessment in every content area and every grade level for the past 2 years.

FSA Results SY2015-2016



FSA Results SY2016-2017

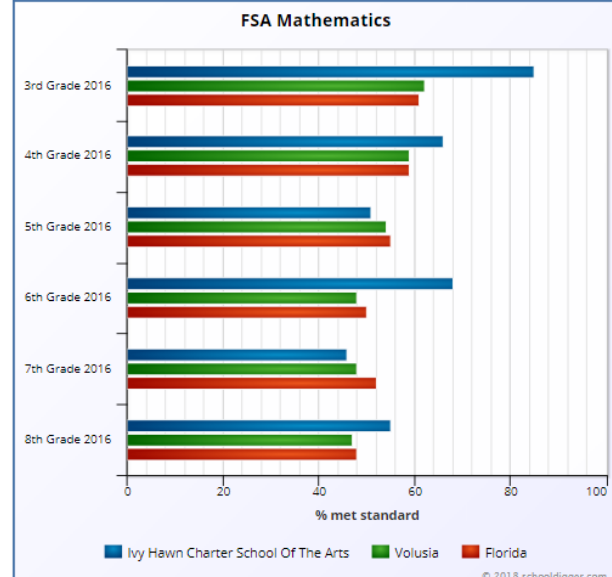
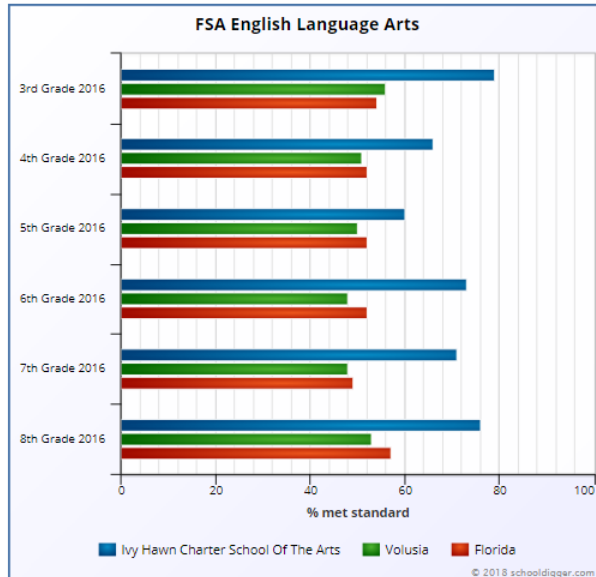


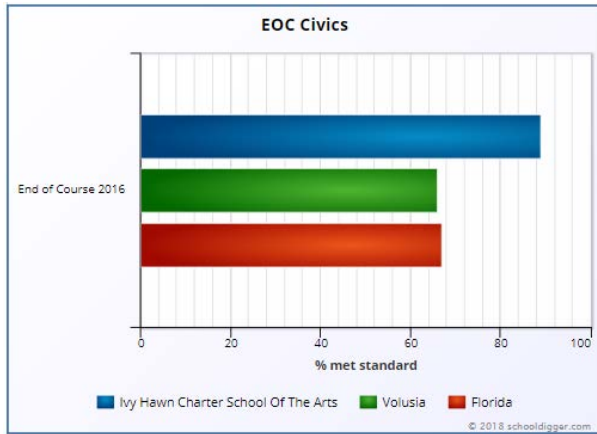
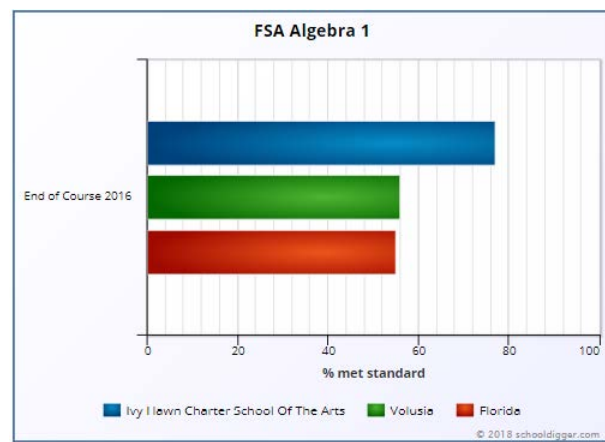
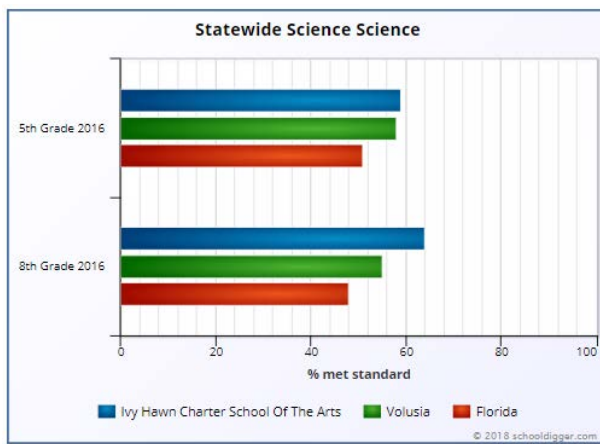


Ivy Hawn Charter School of the Arts

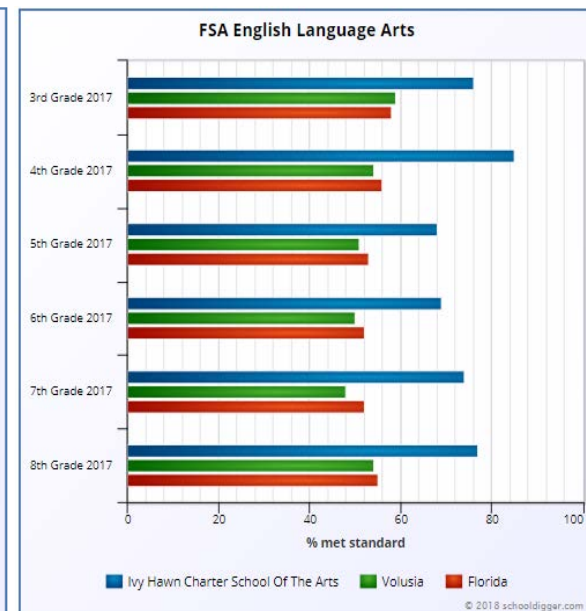
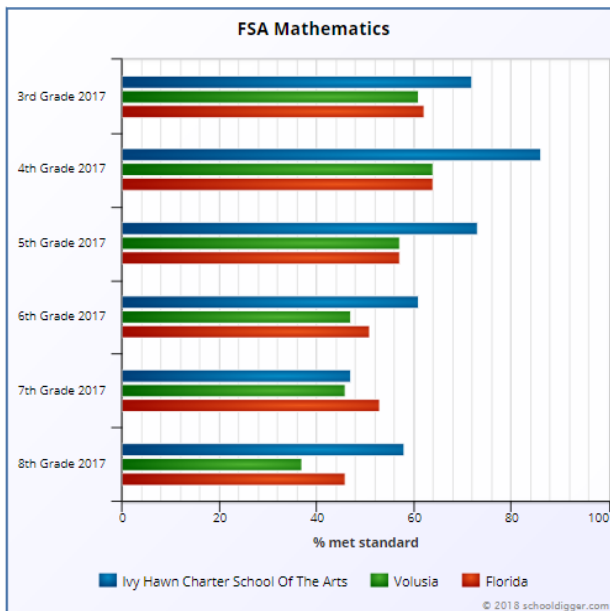
Ivy Hawn Charter School of the Arts has outperformed the district and state average on the Florida Standards Assessment in every content area and every grade level for the past 2 years.

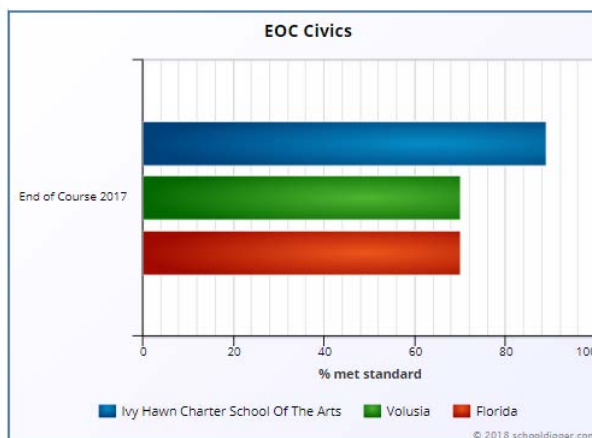
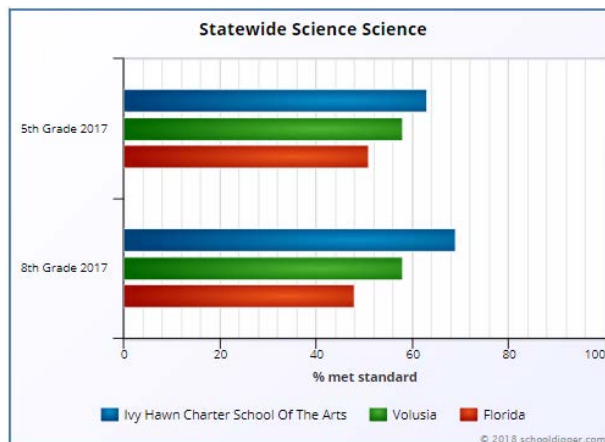
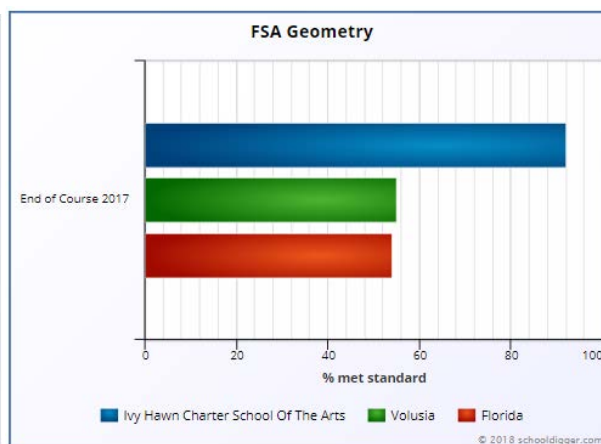
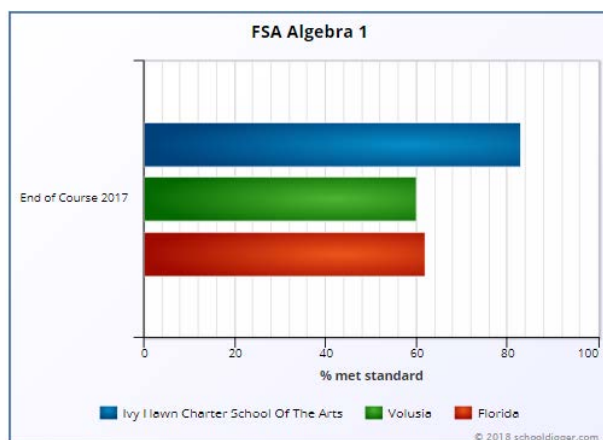
FSA Results SY2015-2016





FSA Results SY2016-2017





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: Apr 17, 2018

Prepared by: Ken Witt

Title of Agenda Item: (IV. F.) Rebranding of the BOCES

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

In December 2017, the Colorado Digital BOCES unanimously passed a resolution declaring the strategy to "... entertain and solicit quality proposals for educational programs and schools that are innovative and exceptional, and will apply resolve in developing such educational models and demonstrating effectiveness ...". The BOCES followed up this course of action by adopting a new mission statement in January 2018. Upon the selection of a new name, the rebranding activities below are anticipated.

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

A brief overview of branding activities will be discussed, and a recommended timeline proposed, with the assumption of name selection no later than the May meeting.

MISSION

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

VISION

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

BRANDING Intent

Branding will flow from vision, mission, and **new name**. The process of branding should include:

Palette, Logo (color and black-and-white) [+ possible tag line]

Templates for letterhead, business cards, and a leave-behind/flyer.

Search engine and online **business listings** updates

Building **signage** (\$4K - \$6K estimated)

Website facelift and update: Website work should be staged, with logo and palette update first, look-and-feel update scheduled over time. All but the website updates and signage can usually be accomplished for under \$2000.

Website work should be quoted. Summer will be the best time to rebrand, so that our messaging is present and visible for the upcoming academic year.

A budget will be presented for authorization in the May regular meeting.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 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 3rd 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:

It is the request of the administration that we set a schedule for the 2018-19 school year for planning and consistency purposes.

Recommended Course of Action/Motion Requested:

None

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: UIP CDE Feedback

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The Unified Improvement Plan's (UIP's) were submitted through the online system before the due date of April 16. As reported at the March Board meeting, our schools received feedback from the Colorado Department of Education (CDE) prior to submitting the UIP's.

Relevant Data and Expected Outcomes:

I am pleased to report that Colorado Preparatory Academy (CPA) received minimal feedback from CDE with no areas that were required to add edits. Pikes Peak Online School (PPOS) only had one area that they were required to add edits:

As it is written, this plan:	Does Not Meet/Partially Meets/Meets/Meets at a High Level	
	W2017	W2018
Presents a well-designed action plan for implementing the major improvement strategies to bring about dramatic improvement; and	Yes	Does Not Meet Expectations

Specifically, CDE wanted to know what data will be used in the action plan to make improvement decisions that are impactful.

Nicole Tiley, K12 Head of School, along with her leadership team did a fantastic job on setting goals for the UIP based off the information from the last School Performance Framework (SPF) they received.

Recommended Course of Action/Motion Requested:

No recommended course of action or motion requested.

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 2018

Prepared by: Phil Williams- District Assessment and Data Coordinator

Title of Agenda Item: State Assessment Update

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The district state-testing window is March 19th - April 27th. K-8 students participate in the CMAS English Language Arts and Math assessments. 5th, 8th, and 11th grade students participate in the Science CMAS assessment. 9th and 10th grade students participate in the PSAT. The PSAT testing day is April 10th with make up days of April 11th- 20th. 11th grade students participate in the SAT. The national test was March 10th with a Colorado SAT make up day of April 24th. CoAlt students participate in the Dynamic Learning Maps (DLM) ELA and Math assessments. The DLM testing window is also March 19th - April 27th.

Relevant Data and Expected Outcomes:

The schools have really encouraged parents to have their students participate in the testing. Students have been motivated to attend the state testing through continuous communication and some student incentives.

Currently there are 222 parent refusals for CPA and 56 for PPOS.

Recommended Course of Action/Motion Requested:

None

COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 17, 2018

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion

1. Induction Program- The Colorado Digital BOCES (CD BOCES) has an approved induction program for teachers and special service providers. The Colorado Department of Education (CDE) has asked all districts and BOCES that have an approved induction program to go through a review process this year during the timeframe of May 1 to September 1. I will complete the induction program review process during the timeframe above and update our Board of Directors accordingly.
2. CPA Showcase School- Our Colorado Preparatory Academy (CPA) High School has officially been named a Capturing Kids Heart National Showcase School. It is the first online school that has been selected for this honor. See a few words below from the Capturing Kids Heart team:
We are so excited your campus has been selected as one of our *Capturing Kids' Hearts National Showcase Schools™* for the 2017-2018 school year! You'll soon receive a special gift in the mail to help you proudly display this honor. You and your team have created an outstanding environment for students and staff to learn and grow together. During our team's visit to your school, the positive energy and welcoming tone was evident from the moment they arrived. Their reports have been impressive with all they saw and heard during their visit.
"We are life changers."
"We are creating safe schools."
"When children are connected, students are safe."

3. Special Programs- Stacy Altman, K12 Director of Special Programs, and I met to review the benchmark data for the students that have a special program. After reviewing the data an action plan was created by Stacy. She will break down the data per student with teachers and school leaders to develop actions steps for students that are not on track to make a year's worth of growth. She will put in place a more thorough progress monitoring process to continue to watch the progress of the students above and she will track their attendance in the intervention sessions. I will receive updates from Stacy at least monthly.
4. Gifted and Talented- I attended a course on supporting gifted and talented students in the school. This is the area of special programs that I have the least amount of experience in. The course was exceptional. I learned about strength-based goals which is very powerful and effective. This strategy can be used through all special program areas as well. I am taking the second course so I can continue to learn about strength-based goals and programming for all students with a special plan to better support our schools.
5. Strength-based Program Teacher Training- Stacy and I met to create a strength-based goal and program training (information from above, #4) for her teachers. The training created gives teachers an introduction into what strength-based goals and programming is and what is it not. Stacy would like to start implementing this by next school year.
6. HB1345 BOCES Grant- I have completed the 2018-2019 grant application. I met with Amber Whetstine and Brian Green, D49 School District personnel, for support in writing this grant. This grant is written with our partner district. Brett Ridgway also consulted with the grant.
7. New Student Database- In past Board reports, I have communicated that since we do not have internal schools this year, I would like to discontinue the use of Infinite Campus (IC) as our student data system. Our system is a secondary system to the K12 student database, and IC is an expensive system to use for a secondary system. I met with Lynette Fandrei, the D49 staff member that uploads all our information to CDE, and she believes she can create a less expensive database that we can utilize. I will be discussing this with our Board at the May Board meeting.
8. BOCES Association Meeting- I attended some parts of the April BOCES Association meeting. We had a meeting in February, as I reported to the Board, so most of the meeting was follow-ups from the February meeting.
9. April Admin Meeting- The April admin meeting was a training on another part of our site visit report, students taking responsibility for their learning. This

was a standard that all schools needed to make improvement with, so I created a training for our school leaders.

10. End of Year Site Visits- I am preparing for our end of the year (EOY) school site visits. CPA site visit will start on Thursday, May 3 and end on Friday, May 11. CPA's site visit results in three different school matrices, so we will have work days through the above timeframe in order to complete all three matrix. The Pikes Peak Online School (PPOS) site visit will be completed from Monday, May 14 to Thursday, May 17.

11. Quarterly Action Plan Review- The school and leader checklist and the special program checklist was not completed for March, as our quarterly action plan review was completed, and it is more thorough of a review than our checklist. Some comparison data that shows participation in the intervention groups is below:

Elementary (K-5)

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

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

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

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

Middle School (6-8)

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

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

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

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

PPOS High School (9-12)

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

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

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

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

The quarterly action plan review for third quarter is attached.

12. Newsletter- The CD BOCES March/April newsletter was completed and sent out to all K12 staff. The newsletter is also attached for review.

CD BOCES NEWSLETTER

MARCH/APRIL, 2018

WELCOME



A big, big thank you!

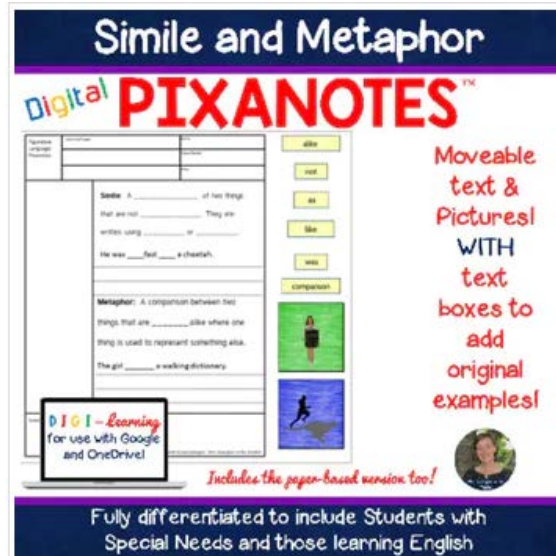
To all our school staff that are keeping students engaged in their courses and intervention groups!

Student Engagement

We have been discussing student engagement in our newsletters this year, so let's continue the discussion. Our **first** newsletter focused on activities you can do at the beginning of the year to get kids engaged from the beginning. Our **second** newsletter focused on more ways to continue to keep students engaged. Our **third** newsletter gave seasonal activities that can be done with students. Our **fourth** newsletter discussed ways that a veteran teacher used to engage her unengaged students. This newsletter will focus on how to start getting students to take responsibility for their learning goals, which of course will help students engage in their work.

Students are so use to just being told what they need to do. In a lot of schools, the teacher creates lesson plan to teach students a skill, the teacher teaches to students and then the students will practice the skill until mastery. But, empowering the student to determine how they will learn the skill, is in fact having them create the lesson plan. This mindset has been around for a long time, but it is hard to do, so essentially not widely practiced. Below are three ideas to help get teachers started on shifting the responsibility to students:

1. **Use FOMO-** almost all students can identify with FOMO, Fear of Missing Out. Teachers that create fun, engaging and hands-on learning lessons are the classrooms that students always want to be in, and they worry that if they are not in attendance they will miss what the class will be doing that day. So, continue to create lessons for students using the higher level skills from Bloom's Taxonomy.
2. **Interactive Learning-** as stated above, students do not want to miss an engaging hands-on lesson, so look for tools that will engage students through interactive learning. Interactive content for teachers to use in student lessons is all over the internet, here are a few ideas, 1) use Pixanotes, a great way to have students interact with note-taking:



You can download some of the Pixanotes for free at:

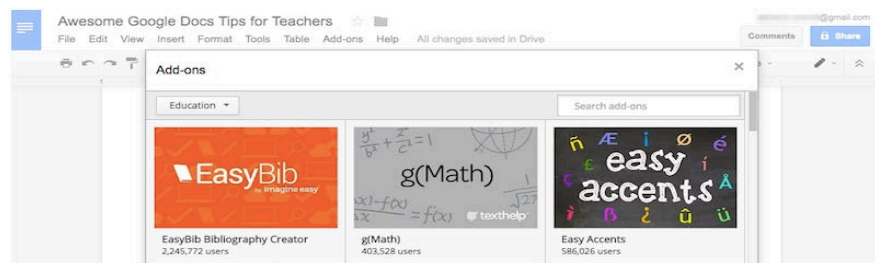
<https://www.teacherspayteachers.com/Product/Simile-and-Metaphor-Pixanotes-Differentiated-Picture-Notes-2265490>

2) use hyperdocs, a Google doc that contains an innovative lessons, a 21st Century worksheet so to speak. Haven't heard of hyperdocs yet, no worries, check out the 10 minute podcast at:

<https://hyperdocs.co/>

3) or, use Google Docs, they are an interactive way to teach students. Google docs for students includes things like a template gallery, images, editing mode, voice typing and even able to edit PDF's! Check other ways you can use Google Docs:

<https://www.weareteachers.com/awesome-and-surprising-ways-you-can-use-google-docs/>



3. **Feedback**- as stated above, Google docs are a great way to create an interactive lesson, but they are also a great way to provide student feedback. Giving students feedback on their work engages students into the learning process. Targeting feedback to help students achieve the learning objective is a good place to start. Here are a few other things to think about when providing good quality feedback to students:

- Choose neutral words that are not loaded with value or judgment
- Only focus on the product!
- Use the objective as a framework in targeting the feedback.
- Focus first on something positive within the framework.
- Never criticize personal shortcomings that cannot be controlled.
- Give a suggestion for improvement and ask if the student agrees with you.
- Check understanding by asking your student to explain his/her plan for improvement.

So, whether you give FOMO a try, or dig into hyperdocs and/or Google docs to make your lesson more interactive- please send me an email and let me know what you tried and how it worked- kindra@cdboces.org

Thanks, Kindra



CPA Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Elementary Goals

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

Q1 Review

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

New Students:

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

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

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

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

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

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

Returning Students:

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

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

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

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

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

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

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

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

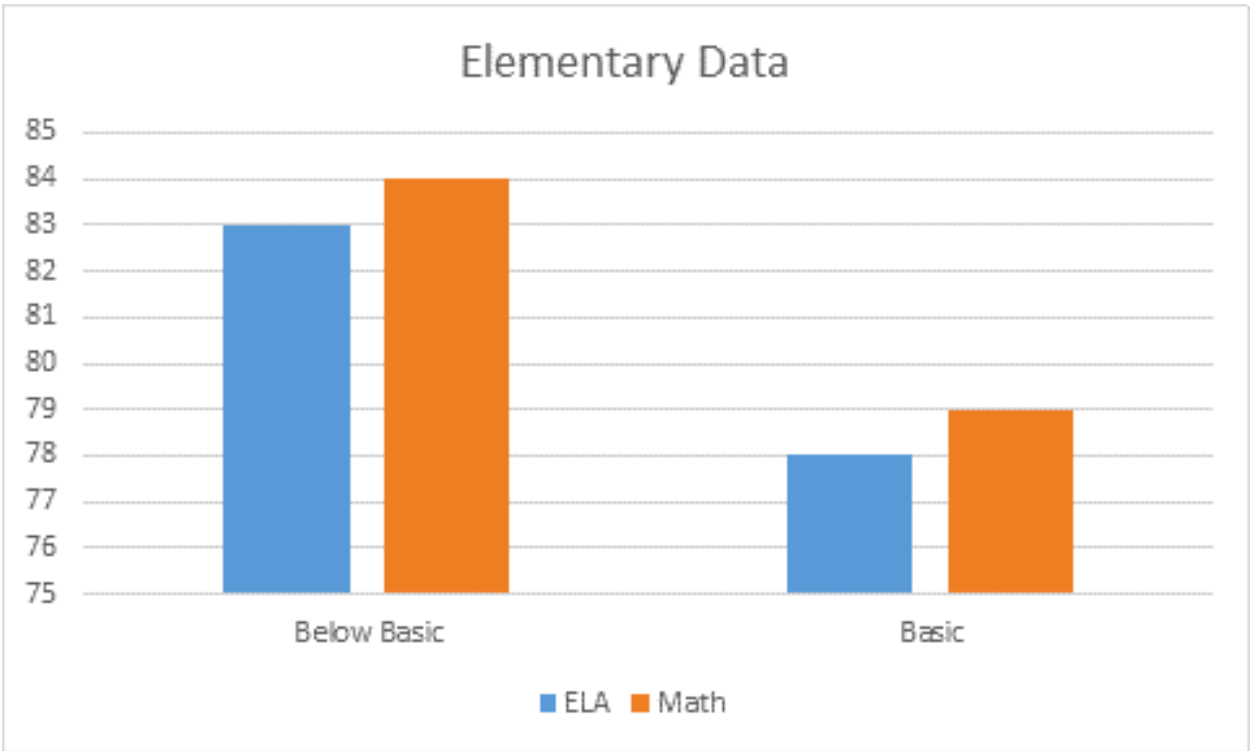
New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5 then their grade level peers that are returning students.*

Action Steps for Q2:

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

Q2 Review

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



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

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

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

Action Items for Q3:

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

Q3 Review

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

Below Basic ELA- Q2- 83%; Q3- 85% Below Basic Math- Q2- 84%; Q3- 88%

Basic ELA- Q2- 78%; Q3- 83% Basic Math- Q2- 79%; Q3- 87%

Below Basic ELA Back on Track Plan- 3

Below Basic ELA Last Chance Plan- 1

Below Basic Math Back on Track Plan- 9

Below Basic Math Last Chance Plan- 1

16-17 to 17-18 comparison growth data-

ELA K- 63%- 76%

1- 55%- 86%

2- 58%- 60%

3- 45%- 63%

4- 46%- 55%

5- 36%- 51%

Math K- 57%- 69%

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

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

Action Items for Q4:

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

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Data-Driven Instruction Middle School Goals

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

Q1 Review

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

New Students:

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

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

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

Returning Students:

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

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

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

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

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

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

Action Steps for Q2:

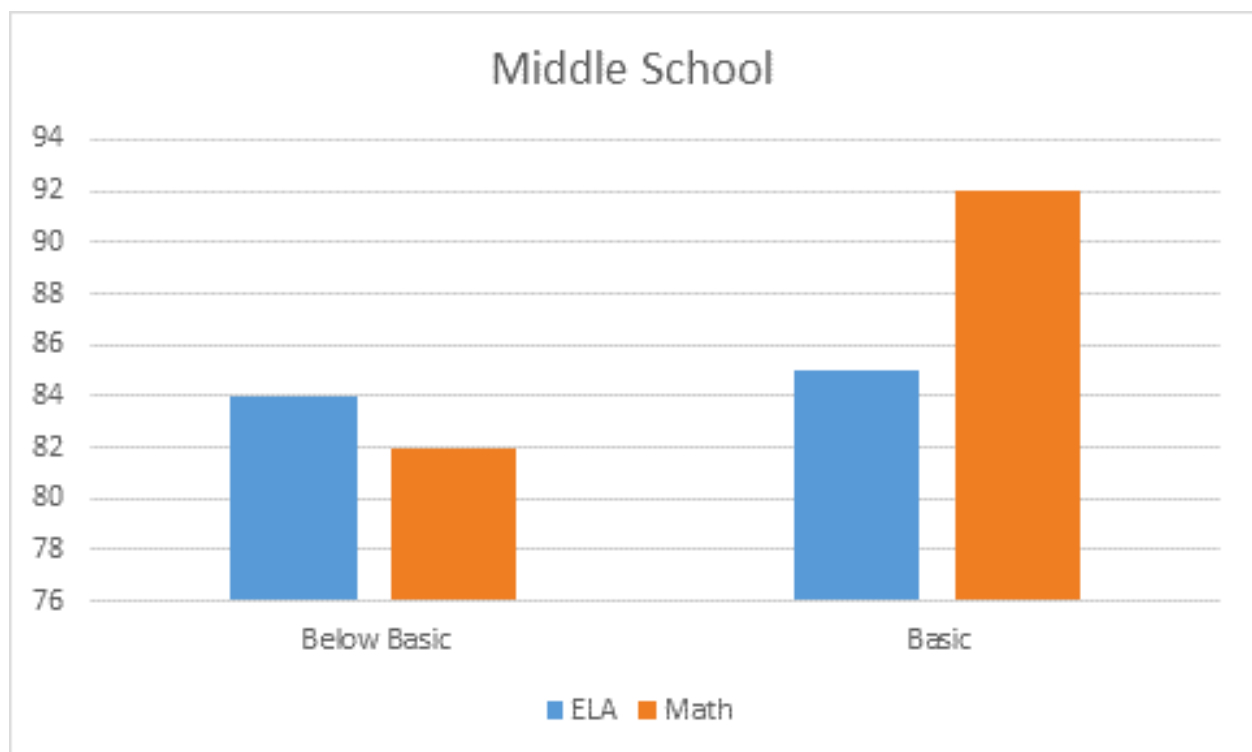
1. Reading- All 6-8 students that are below the 50% percentile will be put into the iReady intervention program, and will have 4 direct instruction reading lessons a week. MTSS will target students below the 25% percentile and they will have targeted 6 week intervention cycles, interventions are determined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

intervention cycles, interventions are determined by the skills each individual student's needs per the iReady assessment.

3. Writing- All students in 6-8 that are below the 50% percentile will be placed in a small group for writing instruction using 6-Traits writing skills and interventions.

Q2 Review

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



84% of below basic MS students are attending all 4 ELA small groups- this is 89 out of 106 students; 85% of basic MS students are attending the 2 ELA small group lessons- this is 105 out of 124 students. 82% of below basic MS students are attending all 4 math small groups- this 117 out of 143; 92% of basic MS students are attending all 2 math small groups- this is 107 out of 117 students.

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

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

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

Q3 Review

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

2. Progress on Action Steps-

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

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

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

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

Below Basic ELA Back on Track Plan- 4

Below Basic ELA Last Chance Plan- 11

Below Basic Math Back on Track Plan- 10

Below Basic Math Last Chance Plan- 9

16-17 to 17-18 comparison growth data-

ELA 6- 44%- 48%

7. 39%- 47%

8. 34%-40%

Math 6- 48%- 53%

7. 52%- 52%

8. 37%- 42%

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

Action Items for Q4:

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

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Effective Differentiated Instruction Elementary Goals

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

Q1 Review

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

New Students:

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

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

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

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

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

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

Returning Students:

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

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

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

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

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

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

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

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

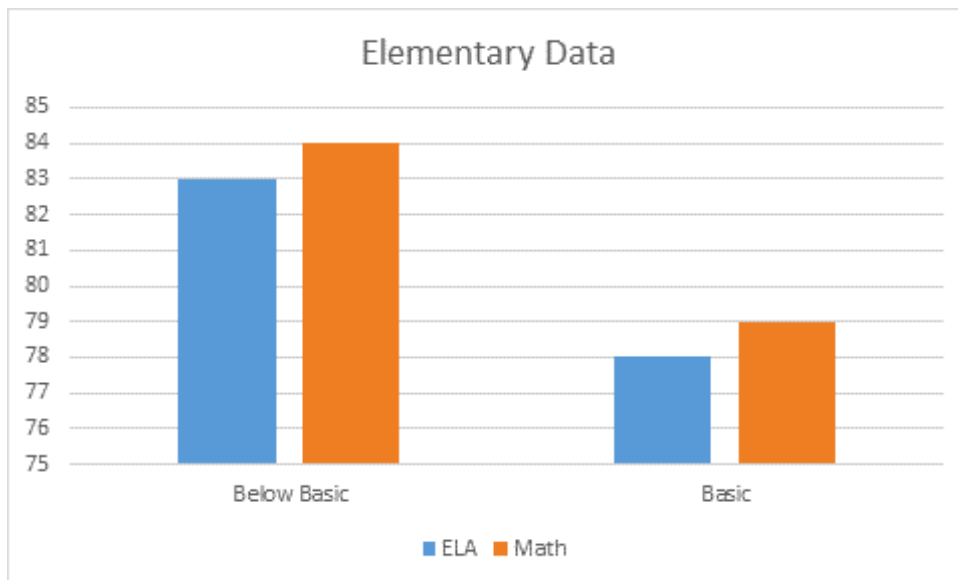
New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is a difference between new students vs returning students, with new students coming in farther behind, in most areas of K-5, then their grade level peers that are returning students.*

Action Items for Q2:

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

Q2 Review

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



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

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

Action Items for Q3:

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

Q3 Review

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

2. Progress on Action Steps-

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

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

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

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

Below Basic ELA Back on Track Plan- 3

Below Basic ELA Last Chance Plan- 1

Below Basic Math Back on Track Plan- 9

Below Basic Math Last Chance Plan- 1

16-17 to 17-18 comparison growth data-

ELA K- 63%- 76%

6- 55%- 86%

7- 58%- 60%

8- 45%- 63%

9- 46%- 55%

10- 36%- 51%

Math K- 57%- 69%

6- 63%- 26%

7- 49%- 47%

8- 55%- 49%

9- 50%- 52%

10- 44%- 58%

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

Action Items for Q4:

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

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Effective Differentiated Instruction Middle School Goals

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

Q1 Review

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

New Students:

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

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

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

Returning Students:

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

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

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

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

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

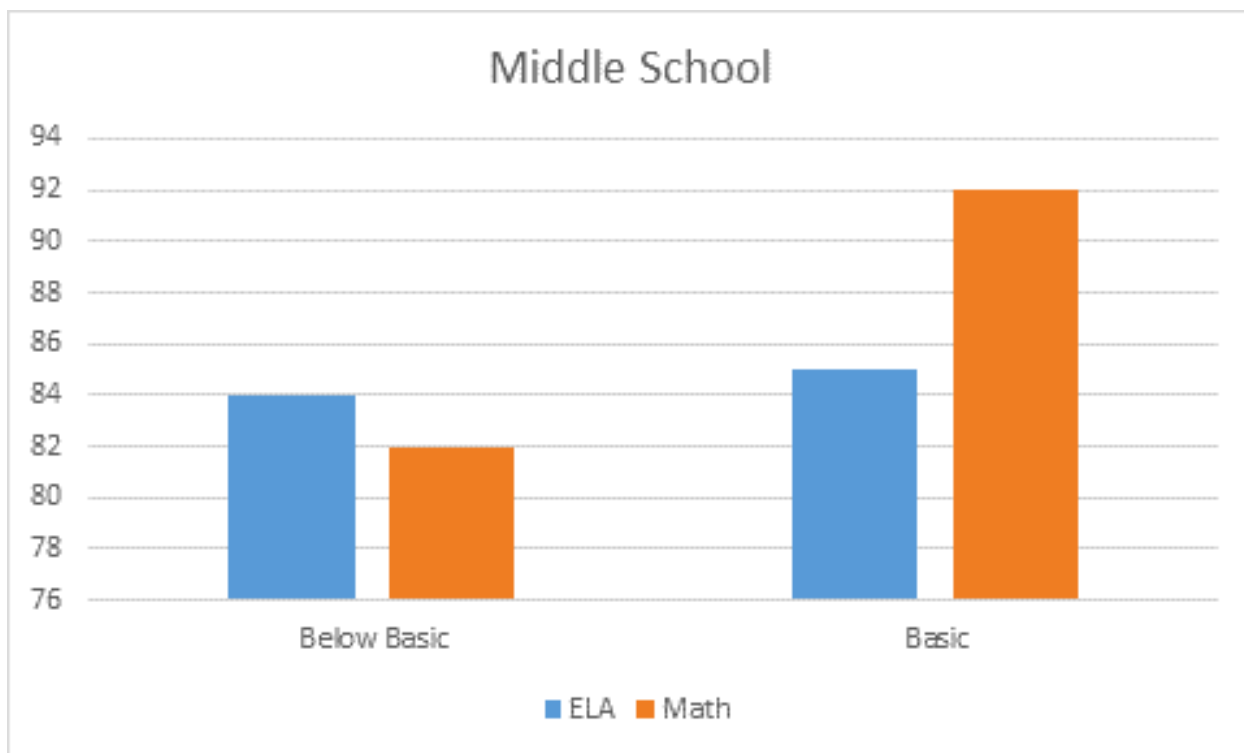
New Root Cause Analysis- *students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.*

Action Steps for Q2:

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

Q2 Review

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



84% of below basic MS students are attending all 4 ELA small groups- this is 89 out of 106 students; 85% of basic MS students are attending the 2 ELA small group lessons- this is 105 out of 124 students. 82% of below basic MS students are attending all 4 math small groups- this 117 out of 143; 92% of basic MS students are attending all 2 math small groups- this is 107 out of 117 students.

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

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

Q3 Review

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

2. Progress on Action Steps-

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

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

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

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

Below Basic ELA Back on Track Plan- 4

Below Basic ELA Last Chance Plan- 11

Below Basic Math Back on Track Plan- 10

Below Basic Math Last Chance Plan- 9

16-17 to 17-18 comparison growth data-

ELA 6- 44%- 48%

9. 39%- 47%

10. 34%-40%

Math 6- 48%- 53%

7. 52%- 52%

8. 37%- 42%

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

Action Items for Q4:

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

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

School and Community Culture Elementary and Middle School Goals

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

Q1 Review

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

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

Action Items for Q2- none needed.

Q2 Review

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

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

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

Action Items for Q3: none needed for Q3; however, the leadership team needs to refocus on the parent participation numbers completing surveys. There have been quite a few surveys that

have gone out, so this decline could easily be explained by parents too busy around holidays and also the fact that they have filled out quite a few already. We will monitor the parent completion in Q3.

Q3 Review

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

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

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

Action Items for Q4: none needed; however,

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Student and Learning Coach Engagement Elementary and Middle School Goals

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

Q1 Review

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

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

Action Items for Q2- none needed.

Q2 Review

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

Progress on Action Steps- *none needed for Q2*

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

Action Items for Q3- none needed.

Q3 Review

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

Progress on Action Steps- *none needed for Q2*

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

Action Items for Q4- none needed.

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Leadership Elementary and Middle School Goals

1. Score a proficient or higher on the K12 Academic Excellence Framework in all components of observation and feedback and data-driven instruction.
2. 95% of all activities will be completed according to the mentor teacher policies and procedures.

Q1 Review

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

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

Action Items for Q2- none needed.

Q2 Review

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

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

2. 100% of mentor activities have been completed, per the participation in training classes and also the review mentor/mentee meetings.

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

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

Action Items for Q3- none needed

Q3 Review

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

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

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

Action Items for Q4- none needed

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

PPOS Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Goals

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

Q1 Review

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

New Students:

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

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

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

Returning Students:

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

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

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

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

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

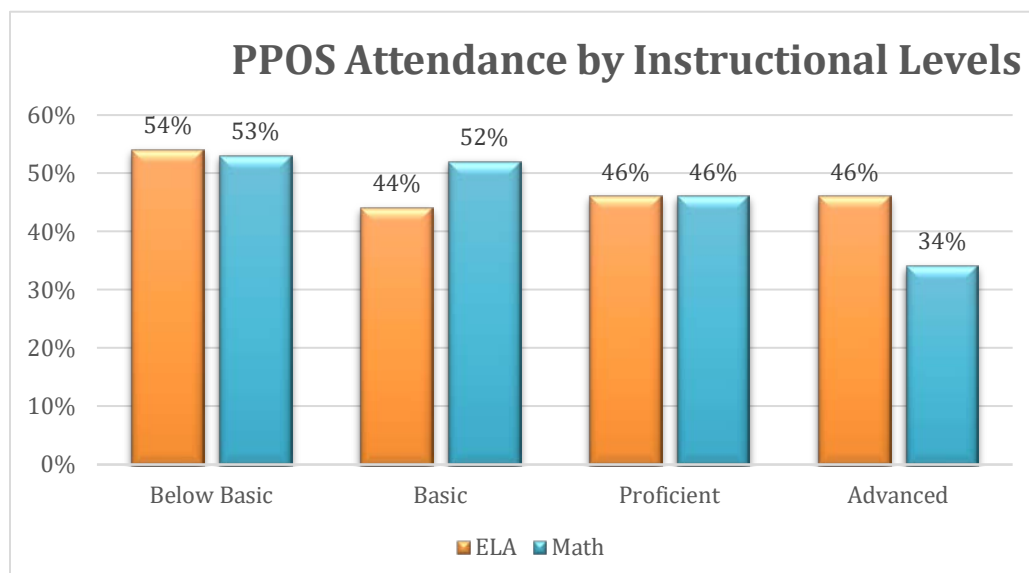
New Root Cause Analysis- students are not meeting grade level expectations- at this time, there is not much of a difference between new students vs returning students.

Action Steps for Q2:

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

Q2 Review

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



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

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

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

Action Items for Q3:

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

Q3 Review

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

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

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

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

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

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

16-17 to 17-18 comparison growth data-

ELA 9- 38%- 42%

10- 52%- 46%

11- 60%- 49%

12- 47%- 51%

Math 9- 37%- 47%

10- 52%- 50%

11- 60%- 51%

12- 47%- 54%

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

Action Items for Q4:

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

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Effective Differentiated Instruction Goals

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

Q1 Review

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

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

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

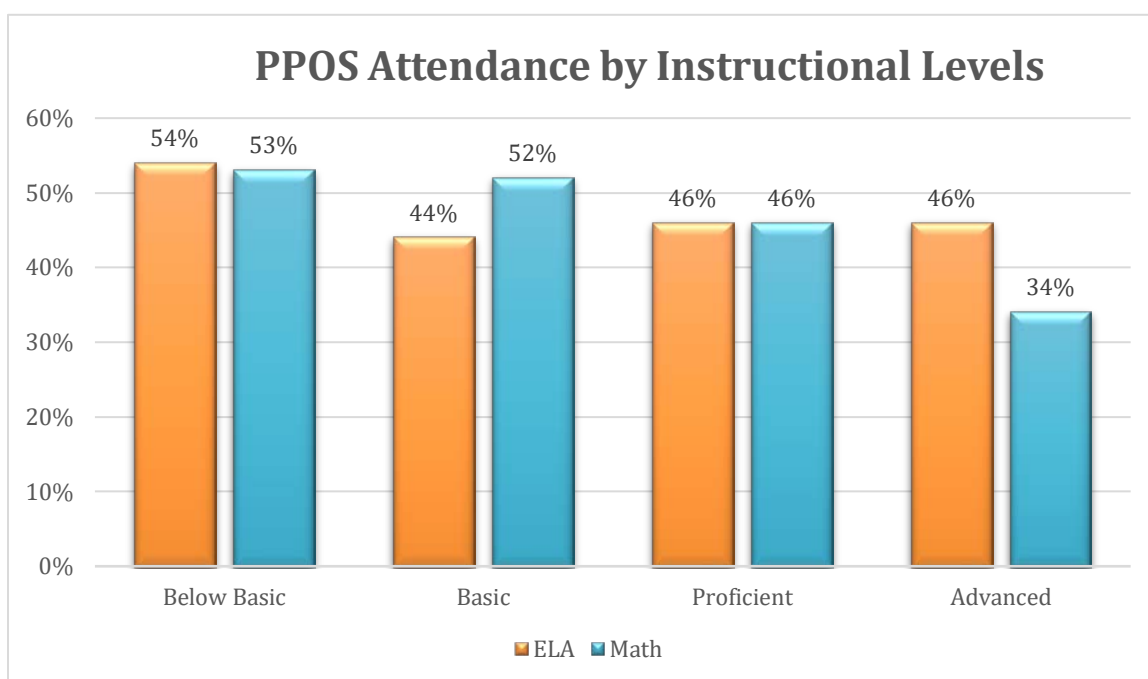
New Root Cause Analysis- *students are not meeting grade level expectations-at this time, there is not much of a difference between new students vs returning students.*

Action Steps for Q2:

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

Q2 Review

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



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

Root Cause Analysis- *students are notified of sessions they need to attend, and the teachers work with advisors to get students on 'back on track plans' if they are not attending school/sessions to reengage them into school/sessions; although, some students at PPOS work during the day and the recorded sessions may be watched by the students, but there is*

not a way to monitor this. Bottomline, there are not any consequences for students not attending the small group session unless they are not finishing course work. Students that are not attending small group sessions and not progressing in their courses are put into the truancy process, but students that are progressing in their course work, but not attending sessions are not put in the truancy process so something else needs to be developed for these students.

Action Items for Q3:

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

Q3 Review

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

2. Progress on Action Steps-

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

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

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

16-17 to 17-18 comparison growth data-

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12- 47%- 54%

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

Action Items for Q4:

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

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

School and Community Culture Goals

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

Q1 Review

1. The review of the Academic Excellence Framework is not completed until 45 days after school starts. Last year Q1 was done on Oct. 25th.
2. The first parent survey called a Pulse Check went out on August 28, 2017 and the number of parents that completed the check was 232 out of 486. The second Pulse Check went out on September 18, 2017 and the number of parents that completed the check was 77 out of 586.
3. New Student Orientation Sessions- 9-12- 91% attended- total enrollment is 457 new students; Returning Student Welcome Back Session- 9-12- 99% attended- total enrollment is 162 returning students.

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

Action Steps for Q2:

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

Q2 Review

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

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

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

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

Action Items for Q3:

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

Q3 Review

1. The Academic Excellence Framework score is a 3 out of 4 points. The current score is **proficient**.
2. Progress on Action Steps:
 1. The PPOS leader has really worked the culture and it shows, as the framework score has increased.

2. Advisors are meeting with parents at this time about why they are not filling out surveys. We will update this data in the Q4 review.

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

Action Items for Q4- none needed

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Student Engagement Goals

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

Q1 Review

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

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

Action Items for Q2- none needed

Q2 Review

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

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

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

Action Items for Q3- none needed

Q3 Review

1. The Academic Excellence Framework score is 3 out of 4. The current score on assessment is ***proficient or higher.***

2. Assessment participation for all MOY assessments is at 97%

Progress on Action Steps- none needed for Q3

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

Action Items for Q4- none needed

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

Action Plan Goal

Leadership Goals

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

Q1 Review

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

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

Action Items for Q2- none needed.

Q2 Review

1. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leadership observation is ***proficient***. The Academic Excellence Framework score is a 3 out of 4 and the current score in the area of leaders using data-driven instruction is ***proficient***.

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

Progress on Action Steps- *none needed for Q2*

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

Action Items for Q3:

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

Q3 Review

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

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

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

Action Items for Q4- none needed

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: April 17, 2018

Prepared by: Phil Williams

Title of Agenda Item: District Assessment and Data Coordinator Report

Item Type: ☐ Action ☒ Information (Report) ☐ Discussion

- The district CMAS ELA/ Math testing window opened March 19th.
- Dynamic Learning Map (DLM) assessment window also opened March 19th.
- The national SAT test day was on March 10th.
- 9th and 10th grade students will complete the PSAT on April 10th.
- Third quarter course completion scorecard data was collected and verified for CPA and PPOS.
- Below are examples of newsletters and documentation that show how the schools prepared and worked to ensure that students and families were aware of the testing windows. The documentation also shows test prep strategies and resources that were used prior to testing.

CMAS Assembly on Monday

Come One, Come All!

CMAS is coming soon and we want you to feel ready!

On Monday, March 26th at 2pm; all students in grades 3-5 are invited to an online assembly to prepare for CMAS testing.



In this session, students will:

- understand that this is just one measure of their ability; there's no pressure!
- meet all elementary teachers who will be at sites throughout the state
- navigate the online tools
- review test taking strategies (for all tests, including curriculum!)
- explore the practice site

A few details:

- every student has a site within 40 miles
- every student will take only 2 assessments per day; one in reading and one in math
- 5th grade will also take science
- students will be tested with grade level peers (meet local friends!)
- proctors are certified teachers

If you have questions, please reach out to your homeroom teacher.
Please confirm your testing as soon as possible; this is required.

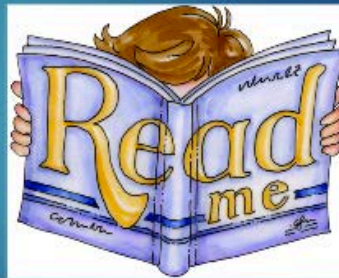
Thank you,
Sarah Schuchard
CPA ES Principal

Test-Taking Strategies



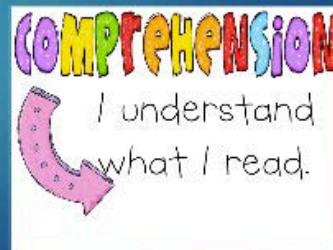
Read the Directions.

- read the test directions carefully



Read the Questions carefully.

- ▶ read the questions carefully and be sure of what they are asking



Read all answers before responding

- ▶ read all of the answer choices before responding



Check It Out!

- ▶ When you have completed the test, go back and check your work!



Getting Ready for CMAS

Colorado Measure of Academic Success

PARCC Partnership for Assessment of
Readiness for College and Careers

Home PearsonAccess^{next} Technology Setup Manuals, Modules, Avocet Test Preparation Dilemma Support

Practice Tests

Want to see PARCC items in action? Would you like to know how PARCC is different from previous tests?

Wait! Before you start, does your computer, laptop, or tablet have what it takes? The PARCC assessment works with many devices and browsers, but not all. [Find out the technology guidelines here.](#)

English Language Arts/Literacy Practice Tests

Do you want to know what taking the English/Language Arts/Literacy portion of the PARCC Assessments is like? A practice test for each grade is available below for you to use to familiarize yourself with the kinds of items and format used for the tests.

[View English Language Arts/Literacy Practice Tests »](#)

Mathematics Practice Tests

Do you want to know what taking the Mathematics portion of the PARCC Assessments is like? A practice test for each grade is available below for you to use to familiarize yourself with the kinds of items, tools, and format used for the tests.

[View Mathematics Practice Tests »](#)



STATE REQUIRED TESTS & DATES

- State required Tests:
 - 9th Grade: PSAT 8/9
 - 10th Grade: PSAT 19
 - 11th Grade: SAT and CMAS Science
- Dates:
 - March 10 – Preregistered SAT
 - April 10 -12 – PSAT for 9th and 10th Grades
 - April 24 – SAT Makeup Day
 - April 9 – April 22 – CMAS Science
 - *Students with some accommodations may have testing dates that occur between April 10 and April 17th.



LINKS

- PSAT
 -
 - **PSAT Student Guide:** [PSAT/NMSQT Student Guide](#)
 - Test Day Info: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/taking-the-tests/test-day-checklist>
 -
- SAT:
 - Test Day Info: <https://collegereadiness.collegeboard.org/sat/taking-the-test>
 - Valid ID Info: <https://collegereadiness.collegeboard.org/sat/taking-the-test/id-requirements>
 - Calculator Specific Link: <https://collegereadiness.collegeboard.org/sat/taking-the-test/calculator-policy>



Colorado Digital Board of Cooperative Education Services



FINANCIAL REPORT AS OF MARCH 31, 2018

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



March 31, 2018	2013/14	2014/15	2015/16	2016/17	75% of year complete		2017/18	2017/18	2017/18	2017/18	2018/19	2018/19	2018/19	H/(L) Change	
75.0% 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		
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	2,170.0	-	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	2,170.0	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		
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	7,261.76	243.86	7,017.87	-		
		5.825%	4.147%	1.559%	3.286%		3.286%	0.000%		3.47%		3.32%	0.03%		
Program Revenue	\$2,114.6	\$10,594.3	\$15,448.1	13,932.4	\$14,105.9	\$11,418.8	\$15,228.8	\$1,122.9	(\$3,810.0)	\$15,758.0	\$529.2	\$15,548.1	\$1,442.2		
Contract Schools	2,114.6	10,594.3	14,120.1	12,536.1	14,105.9	11,418.8	15,228.8	1,122.9	(3,810.0)	15,758.0	529.2	14,105.9	0.0		
Internal Schools	0.0	0.0	1,328.1	1,396.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,442.2	1,442.2		
Other Revenue	82.6	312.6	242.8	131.7	320.0	374.3	362.2	42.2	12.1	350.0	(12.2)	320.0	-		
Revenue Transfers			(81.7)	(14.8)	(8.6)	-	(8.6)	-	8.6		8.6	(5.0)	3.6		
Net Revenue	2,197.3	10,906.9	15,609.2	14,049.3	14,417.4	11,793.2	15,582.5	1,165.2	(3,797.9)	16,108.0	525.5	15,863.1	1,445.7		
Fund Balance Chg	(128.1)	(261.7)	(301.7)	66.6	(28.3)	(117.8)	(66.0)	(37.7)	(51.9)	(94.1)	(28.2)	(157.0)	(128.7)		
Fund Balance (+TABOR)	(128.1)	(389.9)	(550.8)	(484.2)	(447.2)	(675.9)	(550.2)	(103.0)	(125.7)	(644.3)	(94.1)	(575.9)	(128.7)		
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.44%	3.10%	4.30%	3.53%	0.43%	0.8%	4.00%		3.6%	-0.5%		
	(62)	(63)	(80)	(62)	(14)	(322)	(82)	(68)				(100)			
Net Resource Available	2,069.1	10,645.2	15,307.5	14,115.8	14,389.1	11,675.3	15,516.6	1,127.5	(3,841.2)	16,013.9	497.3	15,706.1	1,317.0		
						75.2%									
Administrative Fee Spend:	0.0	(289.7)	(474.0)	(263.3)	(341.3)	(381.9)	(411.3)	(70.00)	29.40	(433.4)	22.0	(334.5)	6.9		
as % of Program Rev	0.0%	2.7%	3.1%	2.3%	2.4%	3.3%	2.7%	0.3%	0.6%	2.8%	0.0%	2.2%	0.3%		
School Shared Cost Spen	(820.0)	(526.5)	(892.4)	(964.2)	(828.5)	(456.4)	(782.3)	46.24	325.95	(842.0)	59.7	(946.3)	(117.8)		
per pupil amount	2,354	319.23	386.48	(470.24)	412.21	210.30	375.00	(37.21)	(164.70)	388.00	13.00	427.14	(14.93)		
Entity Cost Spends	0.0	(30.0)	(60.0)	(59.2)	(30.0)	(30.0)	(30.0)	0.0	0.0	(30.0)	0.0	(60.0)	(30.0)		
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(10,908.1)	(13,114.2)	(10,728.7)	(14,214.6)	(1,100.4)	3,485.9	(14,708.6)	493.9	(13,057.3)	56.9		
	3,586	5,942	6,000	(5,912)	6,524	6,592	6,551	26	42	6,778	227.6	6,496	28.31		
Internal School Spends	0.0	0.0	(1,218.2)	(2,086.0)	(75.0)	(78.3)	(78.3)	(3.3)	0.0		(78.3)	(1,308.0)	(1,233.0)		
			6,137	(10,151)								6,365			
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(14,115.8)	(14,389.1)	(11,675.3)	(15,516.6)	(1,127.5)	3,841.2	(16,013.9)	497.3	(15,706.1)	(1,317.0)		
						75.2%			24.8%						
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		
to 3% TABOR floor	62.2	62.7	80.1	62.3	14.4		82.5	68.0		161.1	78.6	99.9	(85.4)		

Colorado Digital BOCES

High-Level Financials

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

March 31, 2018



		2017/18 1st Amend Budget	2017/18 YTD Results	2017/18 Wkg Amnd Budget	2016/17 Change Suppl v Apprv	2018/19 Working Proposed	2018/19 H/(L) Change Wrk v 17/18 A
Fund 22	CDBOCES - Fund 22 HB1345 Grant						
	Revenue	153.0	100.0	69.6	100.0	-	100.0
	Expense	(153.0)	(100.0)	(69.6)	(100.0)	-	(100.0)
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
Fund 22	CDBOCES - Fund 22 CEL Grant						
	Revenue	37.5	-	-	-	-	-
	Expense	(37.5)	-	-	-	-	-
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
	STEMsCO - Fund 13 general						
	Revenue	192.7	193.5	187.1	248.9	55.4	(248.9)
	Expense	(206.6)	(193.5)	(145.6)	(196.8)	(3.3)	196.8
	Net Revenue / (Expense)	(13.9)	0.0	41.4	52.0	52.0	(52.0)
Fund 22	STEMsCO - F22 GenCyber						
	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
	iLC - Fund 12 general						
	Revenue	(32.6)	-	-	-	-	-
	Expense	38.0	-	-	-	-	-
	Net Revenue / (Expense)	5.4	0.0	0.0	0.0	0.0	0.0
Fund 22	iLC - Fund 22 CEL Grant						
	Revenue	275.3	-	2.3	2.3	2.29	(2.3)
	Expense	(275.3)	-	(2.3)	(0.0)	(0.03)	0.0
	Net Revenue / (Expense)	0.0	0.0	0.0	2.3	2.3	(2.3)
	CDLS - Fund 14 general						
	Revenue	171.8	-	-	-	-	-
	Expense	(163.6)	-	-	-	-	-
	Net Revenue / (Expense)	8.3	0.0	0.0	0.0	0.0	0.0
Fund 22	CDLS - Fund 22 CEL Grant						
	Revenue	397.4	-	48.4	48.4	48.41	(48.4)
	Expense	(397.4)	-	(48.4)	(48.4)	(48.41)	48.4
	Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0	0.0
Fund 22 Consolidated							
	Revenue	932.4	202.0	120.3	252.7	50.70	(152.7)
	Expense	(932.4)	(202.0)	(120.3)	(250.5)	(48.43)	150.5
	Net Revenue / (Expense)	0.0	0.0	0.0	2.3	2.3	(2.3)

BALANCE SHEET
March 31, 2018




	General Funds					Grant Funds					
	CDBOCES-10	ILC - 12	STEMSCO-13	CDLS - 14	CDBOCES Gen Funds	CDBOCES-600	CDLS - 601	ILC - 602	STEMsCO-613	CDBOCES Grant Funds	CDBOCES Total
ASSETS											
First Bank - Poooled Checking	\$ 114,129.30	-	(36,964.59)	-	77,164.71	17,512.49	4500 -	4497 -	2450 -	17,512.49	94,677.20
First Bank - Other Checking Accts	40,048.05	-	98,811.57	-	138,859.62	0.05	7.82	26,352.07	26,359.94	165,219.56	165,219.56
Colotrust	455,139.50		-		455,139.50				-	455,139.50	455,139.50
Subtotal Cash Deposits	609,316.85	-	61,846.98	-	671,163.83	17,512.49	0.05	7.82	26,352.07	43,872.43	715,036.26
Interfund Receivables	65,988.98	-			65,988.98	-			-	-	65,988.98
Petty Cash	161.92				161.92				-	-	161.92
Deposits	435.00				435.00				-	-	435.00
Other Assets	-	-	-	-	-	-	(0.05)	-	-	(0.05)	(0.05)
Total Assets	675,902.75	-	61,846.98	-	737,749.73	17,512.49	-	7.82	26,352.07	43,872.38	781,622.11
LIABILITIES											
Accounts Payable	-		-	-	-	-		19,654.84		19,654.84	19,654.84
Accrued Salary and Benefits	-		(8,617.10)		(8,617.10)	-	-		-	-	(8,617.10)
PR Health Insurance Deductions					-					-	-
Def Rev HB 1345					-	17,512.49				17,512.49	17,512.49
Def Rev CEL-CDBOCES					-					-	-
Def Rev CEL-CDLS					-		-			-	-
Def Rev CEL-iLC					-			(19,647.02)		(19,647.02)	(19,647.02)
Def Rev STEMsCO Gen Cyber					-				26,352.07	26,352.07	26,352.07
Other Liabilities	-	-	65,988.98	-	65,988.98	-	-	-	-	-	65,988.98
Total Liabilities	-	-	57,371.88	-	57,371.88	17,512.49	-	7.82	26,352.07	43,872.38	101,244.26
FUND BALANCE											
Fund Bal - BoY Unrestricted	52,737.91	-	(43,964.59)	-	8,773.32					-	8,773.32
TABOR Reserve - CDBOCES gen	43,500.00		7,000.00		50,500.00					-	50,500.00
TABOR Reserve - MVV	29,000.00				29,000.00					-	29,000.00
TABOR Reserve - RMDA	31,000.00				31,000.00					-	31,000.00
TABOR Reserve - PPOS	92,000.00				92,000.00					-	92,000.00
TABOR Reserve - CPA	236,000.00				236,000.00					-	236,000.00
Current Year Net Results	126,550.53	-	41,439.69	-	167,990.22	-	-	-	-	-	167,990.22
Other Net Change to Fund Balance	65,114.31	-	-	-	65,114.31	-	-	-	-	-	65,114.31
Total Fund Balance	675,902.75	-	4,475.10	-	680,377.85	-	-	-	-	-	680,377.85
Total Liabilities and Fund Balance	675,902.75	-	61,846.98	-	737,749.73	17,512.49	-	7.82	26,352.07	43,872.38	781,622.11
Aggretated Fund Balance Categories											
TABOR Reserve	431,500.00	-	-	-	388,000.00	-	-	-	-	-	388,000.00
Unrestricted	244,402.75	-	4,475.10	-	292,377.85	-	-	-	-	-	292,377.85

√ = balance agrees to bank statement
½ = sum of two item balances agrees to bank statement

COLORADO DIGITAL BOCES
Statement of Financial Activity
March 31, 2018

2017/18 actual sFTE 602.00 1,568.00 2,170.00
2017/18 budget sFTE 611.00 1,399.00 2,010.00 75.0%


CD BOCES		CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530	YTD
CD BOCES Revenue	AdminSvcs	Entity+OSSC					PPR->
Program Revenue	8,723		3,167,810	8,251,039	11,427,573	75%	#
Admin Services (w/ contract schools)	342,566		(95,034)	(247,531)	0		#
School Shared Services (w/ contract schools)		610,312	(169,313)	(441,000)	(0)	(0)	#
Entity Services		22,500	(11,250)	(11,250)	-		#
External Service Contracts	31,180				31,180	156%	#
Interest & Other Revenue	33,166				33,166	332%	#
Total General Fund	415,635	632,812	2,892,213	7,551,258	11,491,919	69%	#
Internal Transfers - Special Project Invest	(36,916)				(36,916)	81%	#
Internal Transfers - TABOR release	-				-		#
Internal Transfers - K12 add'l svcs			-	-	-	-	#
Internal Transfers - K12 SPED subcontract					-		#
Federal Impact Aid	1,241				1,241	25%	#
ECEA Revenue		1,397	73,120	165,109	239,625		
Read Act Revenue	26,861				26,861	77%	#
Total CD BOCES Revenue	\$ 406,822	\$ 634,209	\$ 2,965,333	\$ 7,716,367	\$ 11,722,731	75.6%	#
	36,916		27,000	73,000	11,801,885		
Expenditures	EoY Min. Fund Balance Projection		119,000.00	309,000.00	473,000.00		
Instructional Program							
Educational Purchased Services	25,998	1,500	2,882,506	7,525,974	10,435,978	75%	#
SPED Program Purchased Services			73,120	165,109	238,228	95%	
SPED Oversight Purchased Services			9,707	25,284	34,991	87%	
Contract School Costs	7,907		15,771	31,267	54,944	4%	#
Total Instructional Expenses	33,904	1,500	2,981,104	7,747,634	10,764,142	69%	#
Student Support Services - 2100							
Assessment and Data Salary	-	109,309			109,309	98%	#
Staff Benefits	-	30,809			30,809	96%	#
Student Assessments	-	-			-	-	#
Total Student Support Services	-	140,118	-	-	140,118	83%	#

2,170.00	
2017/18 Working Amend Budget	2017/18 H/(L) Change from 1st Amended
	relevant eFTE->
15,225,132	1,119,214
456,754	33,576
813,750	(14,792)
30,000	-
20,000	-
10,000	-
16,555,636	1,137,998
(45,475)	38,084
	-
	-
	-
5,000	-
250,000	-
35,000	-
\$ 16,800,161	\$ 1,176,082
15,578,812	

2017/18 Wkng Amended	2017/18 Wkng Amended	2017/18 Wkng Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
2,170.00	2,170.00	2,170.00
		15,225,132.30
456,753.97	-	(456,753.97)
0.00	813,750.00	(813,750.00)
-	30,000.00	(30,000.00)
20,000.00		-
10,000.00		-
486,753.97	843,750.00	13,924,628.33
(45,475.24)		
-		-
		-
		-
		5,000.00
		250,000.00
		35,000.00
441,278.73	843,750.00	14,214,628.33
		0.00
	388.82	6,550.52

COLORADO DIGITAL BOCES
Statement of Financial Activity
March 31, 2018

2017/18 actual sFTE 602.00 1,568.00 2,170.00
2017/18 budget sFTE 611.00 1,399.00 2,010.00 75.0%


CD BOCES		CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530	YTD
Instructional Staff Support - 2200							
Voc Ed Salary			4,033			4,033	- #
Voc Ed Benefits			851			851	- #
Staff Development		-	-			-	- #
Total Instructional Support		-	4,883	-	-	4,883	20% #
General Administration -2300							
		27.9%	72.1%				
Salaries		63,720	164,687			228,407	92% #
Benefits		14,384	58,354			72,739	100% #
D49 Purchased Services		60				60	2% #
Purchased Professional Services		93,953	-			93,953	44% #
Travel and Registration		2,494				2,494	50% #
Office Supplies		434				434	9% #
Furniture and Equipment		-				-	- #
Special projects		1,358				1,358	#
Marketing & Advertising / Board Expenses		95				95	
Audit		13,250				13,250	100% #
Legal Services		49,073	30,000			79,073	83% #
Dues and Fees		9,640				9,640	96% #
Total General Admin Services		248,460	253,042	-	-	501,502	69% #
School Administration-2400							
Salaries			60,685			60,685	79% #
Benefits			16,083			16,083	56% #
Total School Admin Services		-	76,768	-	-	76,768	73% #
Business Services - 2500							
Salaries		13,034				13,034	32% #
Benefits		2,750				2,750	34% #
Bank Fees & Suspense		9,420				9,420	471% #
Printing		110				110	14% #
Postage		517				517	65% #
Supplies		576				576	115% #
Dues and Fees		405				405	4% #
Total Business Services		26,813	-	-	-	26,813	42% #

2,170.00	
2017/18 Working Amend Budget	2017/18 H/(L) Change from 1st Amended
-	-
-	-
25,000	-
25,000	-
249,598	(59,000)
72,435	(13,500)
4,000	-
213,000	108,000
5,000	-
5,000	-
1,000	-
26,141	(29,742)
30,000	30,000
13,250	1,750
95,504	20,504
10,000	4,000
724,928	62,012
76,487	(12,113)
28,958	4,000
105,446	(8,113)
40,485	-
8,136	-
2,000	-
800	-
800	-
500	-
11,000	-
63,721	-

2017/18 Wkng Amended	2017/18 Wkng Amended	2017/18 Wkng Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
-	-	-
-	-	-
25,000.00	-	-
-	25,000.00	-
-	25,000.00	-
10.0%	90.0%	
25,000.00	224,598.00	-
7,000.00	65,435.00	-
4,000.00	-	-
106,500.00	106,500.00	-
5,000.00	-	-
5,000.00	-	-
1,000.00	-	-
7,097.11	19,044.09	-
30,000.00	-	-
13,250.00	-	-
65,503.59	30,000.00	-
10,000.00	-	-
279,350.70	445,577.09	-
0.0%	100.0%	
-	76,487.25	-
-	28,958.44	-
-	105,445.69	-
40,485.00	-	-
8,136.00	-	-
2,000.00	-	-
800.00	-	-
800.00	-	-
500.00	-	-
11,000.00	-	-
63,721.00	-	-

COLORADO DIGITAL BOCES
Statement of Financial Activity
March 31, 2018

2017/18 actual sFTE 602.00 1,568.00 2,170.00
2017/18 budget sFTE 611.00 1,399.00 2,010.00 75.0%

CD BOCES		CD BOCES- Location 600 Fund 10	CD BOCES- Location 610 Fund 10	PPOS Location 330 Fund 10	CPA Location - 530 Fund 10	YTD Actual Locs 600,610, 330,530	YTD
Operation and Maintenance of Plant 2600							
Security Services		539				539	77% #
Utilities		897				897	60% #
Custodial Services		1,040				1,040	35% #
Repair and Maintenance		239				239	17% #
Building Lease		31,180				31,180	81% #
Total Operations and Maintenance		33,895	-	-	-	33,895	75% #
Support Services - Central - 2800							
Tech Support Services		30,238	-			30,238	67% #
Unemployment		2,028				2,028	75% #
Liability Insurance		-	5,996			5,996	24% #
Workers Comp		-	4,053			4,053	39% #
SPED Telephone						-	- #
Telephone		6,592	-			6,592	88% #
Total Support Services		38,858	10,049	-	-	48,907	54% #
Total Expenses		381,931	486,360	2,981,104	7,747,634	11,597,029	75.1% #
		93%	60%	75%			
Net Operating Change to Fund Balance		\$ 24,891	\$ 147,849	\$ (15,771)	\$ (31,267)	\$ 125,702	204.8% #

24,890.83

-	-	-	-
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11,675,335

2017/18 Working Amend Budget	2017/18 H/(L) Change from 1st Amended
700	-
1,500	-
3,000	-
1,400	-
38,600	-
45,200	-
44,860	4,860
2,700	-
25,000	-
10,500	-
-	-
7,500	-
90,560	4,860
16,738,770	1,142,972
15,516,572	
61,391	33,109

(32,741)

a Net Operating remainder indicates
needed / planned change to
TABOR fund balance reserve.

2017/18 Wkng Amended	2017/18 Wkng Amended	2017/18 Wkng Amended
Budget Detail	Budget Detail	Budget Detail
Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
700.00		-
1,500.00		-
3,000.00		-
1,400.00		-
38,600.00		-
45,200.00	-	-
9,860.00	35,000.00	-
2,700.00		-
	25,000.00	-
3,000.00	7,500.00	-
7,500.00		-
23,060.00	67,500.00	-
411,331.70	812,305.78	14,214,628.33
189.55	375.00	6,550.52
29,947.03	31,444.22	-

PPExp

388.82 gross
375.00 less entity
#DIV/0! for pricing



<- SFTE ->

<- sFTE ->

<- sFTE ->

0.00

CDBOCES Internal Schools	% spent YTD	2017/18 1st Amend Budget	2017/18 1st Amend Budget
YTD	PPR->		
-	-	-	-
-	-	-	-
42,239	100%	42,239	-
36,916	100%	36,916	75,000
-	-	-	-
-	-	-	-
-	-	-	-
\$ 79,155	100%	\$ 79,155	\$ 75,000
		4,000.00	
12,088	100%	12,088	-
4,421	100%	4,421	-
2,550	100%	2,550	-
933	100%	933	-
12,281	100%	12,281	-
820	100%	820	86,725
1,786	100%	1,786	(86,725)
34,879	100%	34,879	-
7,163	100%	7,163	-
(761)	100%	(761)	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
6,402	100%	6,402	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

COLORADO DIGITAL BOCES
Statement of Financial Activity
March 31, 2018

of year completed 75%



<- sFTE ->

	RMDA- Location 520 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
School Administration-2400				
Salaries	-	-	-	-
Benefits	-	-	-	-
Printing	-	-	-	-
Purchased Services	-	-	-	-
Office Equipment	91	100%	91	-
Office Supplies	-	-	-	-
Total School Administration	91	100%	91	-
Business Services - 2500				
Other Office Expenses	-	-	-	37,500
Printing	1,666	100%	1,666	-
Total Business Services	1,666	100%	1,666	37,500
Operation and Maintenance of Plant 2600				
Other Bldg Services	10	100%	10	-
Building Lease	59	100%	59	-
Total Operations and Maintenance	69	100%	69	-
Support Services - Central - 2800				
Tech Support Services	-	-	-	-
Unemployment	-	-	-	-
SPED Telephone	-	-	-	-
Telephone	4,085	100%	4,085	-
Sub-total Support Serv Central	4,085	100%	4,085	-
Total Expenses	14,059	100%	14,059	37,500
Net Operating Change to Fund Balance	849		849	0



<- sFTE ->

	MVV- Location 510 Fund 10	% spent YTD	2017/18 Wkng Amend Budget	2017/18 1st Amend Budget
Salaries	17,313	100%	17,313	-
Benefits	3,655	100%	3,655	-
Printing	-	-	-	-
Purchased Services	-	-	-	-
Office Equipment	-	-	-	-
Office Supplies	32	100%	32	-
Total	21,000	100%	21,000	-
Other Office Expenses	-	-	-	37,500
Printing	1,666	100%	1,666	-
Total	1,666	100%	1,666	37,500
Other Bldg Services	25	100%	25	-
Building Lease	3,858	100%	3,858	-
Total	3,883	100%	3,883	-
Tech Support Services	-	-	-	-
Unemployment	-	-	-	-
SPED Telephone	-	-	-	-
Telephone	4,565	100%	4,565	-
Total	4,565	100%	4,565	-
Total Expenses	64,247	100%	64,247	37,500
Net Operating Change to Fund Balance	0		0	0



<- sFTE ->

0.00

	CDBOCES Internal Schools	% spent YTD	2017/18 1st Amend Budget	2017/18 1st Amend Budget
Salaries	17,313	100%	17,313	-
Benefits	3,655	100%	3,655	-
Printing	-	-	-	-
Purchased Services	-	-	-	-
Office Equipment	91	100%	91	-
Office Supplies	32	100%	32	-
Total	21,092	100%	21,092	-
Other Office Expenses	-	-	-	75,000
Printing	3,333	100%	3,333	-
Total	3,333	100%	3,333	75,000
Other Bldg Services	35	100%	35	-
Building Lease	3,916	100%	3,916	-
Total	3,951	100%	3,951	-
Tech Support Services	-	-	-	-
Unemployment	-	-	-	-
SPED Telephone	-	-	-	-
Telephone	8,649	100%	8,649	-
Total	8,649	100%	8,649	-
Total Expenses	78,306	100%	78,306	75,000
Net Operating Change to Fund Balance	849		849	0

Statement of Financial Activities

March 31, 2018



STEMSCO - 600			2017/18 Amended Budget	2017/18 1st Amend Budget	2018/19 Proposed Budget
Fund 13	75%				
Stemsco Revenue YTD					
Transfer Stripes	(134)	(5%)	2,750	2,750	2,750
Partner Dues	187,202	103%	182,152	182,152	182,152
Internal Transfers	-	-	8,559	8,559	8,559
Donations/other	-	-	55,402	50	50
Total Stemsco Revenue	\$187,068	75%	\$ 248,863	\$ 193,511	\$ 193,511
Expenditures					
General Admin -2300					
Purchased Professional Svcs	4,000	-	-	-	136,500
Travel and Registration	1,960	105%	1,869	1,869	1,869
Stemsco Office Supplies	712	18%	3,916	3,916	3,916
Other Stemsco expenses	-	-	1,366	1,366	1,366
Total General Admin	6,672	93%	7,152	7,152	143,652
Support Services					
Salaries	107,293	75%	143,058	141,180	34,300
Benefits	30,685	75%	40,913	39,471	9,850
Purchased Professional Svcs	-	-	600	600	600
Bank Fees (Prog 2500)	18	62%	29	29	29
Supplies	-	-	-	-	-
Total Business Services	137,996	75%	184,600	181,279	44,779
Central Support - 2800					
Tech Services	-	-	2,580	2,580	2,580
Telephone	960	38%	2,500	2,500	2,500
Total Central Support	960	19%	5,080	5,080	5,080
Total Expenses	145,628	74%	196,832	193,511	193,511
Net Op Change to Fund Bal	\$ 41,440		\$52,031.10	\$ 0	\$ 0



CDBOCES Grants Location 600 & 613	YTD Fund 22	2017/18 Amended Budget	2017/18 1st Amend Budget	2018/19 Proposed Budget
STEMsCO - GenCyber Rev	-	102,042	102,042	102,042
STEMsCO - GenCyber Rev Bal	-	-	-	
STEMsCO - GenCyber Exp	-	102,042	102,042	102,042
STEMsCO - GenCyber Exp		-	-	
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
HB1345 BOCES Grant Rev	83,145	100,000	100,000	100,000
HB1345 BOCES Grant Rev Bal	(13,565)	-	-	
HB1345-Staff Dev Exp	69,580	100,000	100,000	100,000
HB1345-Other Exp		-	-	
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
CDBOCES CEL Rev	-	-	-	0
CDBOCES - CEL Rev Bal	-	-	-	0
CDBOCES - CEL Exp	-	-	-	0
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
Net Op Change to Fund Bal	\$ 0	\$ 0	\$ 0	\$ 0

Statement of Financial Activities

March 31, 2018

75% of year completed



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

CDLS - 601, fund 22	YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget
Grant Revenue				
Mtn BOCES	-	-	-	-
Revenue Balancing	48,406	-	48,406	-
Total CDLS Revenue	\$ 48,406	-	\$ 48,406	\$ -
Expenditures				
Instructional Program				
Educational Purch'd Svcs (1)	33,126	-	33,126	-
CDLS Instructional Salaries	-	-	-	-
CDLS Benefits	-	-	-	-
Purchased Courses	-	-	-	-
Total Instructional Program	33,126	-	33,126	-
Student Support Svcs - 2100				
Salaries *	-	-	-	-
Benefits	-	-	-	-
Assessments	-	-	-	-
Total Student Support	-	-	-	-
Instructional Staff Support Services - 2200				
On line course PD/needs assess	-	-	-	-
Staff Development	-	-	-	-
Total Instructional Staff Supt	-	-	-	-
General Admin -2300				
Advertising	-	-	-	-
Office Supplies	-	-	-	-
Exec Council	14	-	14	-
Purchases Services**	11,766	-	11,766	-
Travel Expenses	-	-	-	-
Total General Admin	11,780	-	11,780	-

All Funds	% budget	2017/18 1st Amnd Budget
YTD Actual		
-	-	-
-	-	-
48,406	100%	48,406
\$ 48,406	100%	\$ 48,406
Expenditures		
33,126	100%	33,126
-	-	-
-	-	-
-	-	-
33,126	100%	33,126
Student Support Svcs - 2100		
-	-	-
-	-	-
-	-	-
-	-	-
Instructional Staff Support Services - 2200		
-	-	-
-	-	-
-	-	-
General Admin -2300		
-	-	-
-	-	-
14	100%	14
11,766	100%	11,766
-	-	-
11,780	100%	11,780

Statement of Financial Activities

March 31, 2018

75% of year completed



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

CDLS - 601, fund 22			Working	2017/18
YTD Actual	% budget	Amended Budget	1st Amnd Budget	
Central Support Svcs 2800				
CDLS Tech Director***	-			
CDLS Benefits	-			
Tech Support Svcs ****	3,500	3,500		
Telephone Webconferencing	-			
Office Supplies/Printing	-			
Travel/Expenses	-			
Total Support Serv Central	3,500	3,500	-	-
Total Expenditures	48,406	48,406	-	-
Net Change to Fund Balance	\$ -	\$ -	\$ -	-

All Funds			2017/18
YTD Actual	% budget	1st Amnd Budget	
-	-	-	
-	-	-	
3,500	100%	3,500	
-	-	-	
-	-	-	
-	-	-	
7,000	200%	3,500	
51,906	107%	48,406	
\$ (3,500)	-	\$ -	

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

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

* Billy Jo Vohs-Saunders	**Dan Morris	***Bridget Kreutzer
BoY Fund Bal / Deferred Rev	46,132	
YTD Fund Bal / Deferred Rev	(48,406)	
Current Rec/(Non-Def Liabs)	0	
Current Net Cash Available	(2,274)	

46,132
(48,406)
0
(2,274)

Statement of Financial Activities

March 31, 2018

75% of year completed



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

iLC - 602, fund 22	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amnd Budget	All Funds CY-YTD Actual	% budget	2017/18 1st Amnd Budget
Grant Revenue							
Mtn BOCES	-	-			-	-	-
Revenue Balancing	2,287	-	2,293		2,287	100%	2,293
Total iLC Revenue	\$ 2,287	-	\$ 2,293	\$ -	\$ 2,287	100%	\$ 2,293
Expenditures							
Instructional Program - 0010							
Instructional Purchased Svcs	-	-			-	-	-
Total Instructional	-	-	-	-	-	-	-
Instructional Staff Support Services - 2200							
iLC Purchased Services	-	-			-	-	-
iLC Professional Dev		-			-	-	-
Tech Data Services		-			-	-	-
Total Instructional Support	-	-	-	-	-	-	-
General Administration Support -2300							
iLC Salaries	-	-			-	-	-
iLC Benefits	-	-			-	-	-
iLC Travel and Registrat	-	-			-	-	-
Conference Expenses	(11)	-			(11)	-	-
iLC VISA Exp & Bank Fees	22	-	28		22	79%	28
Exec Council		-			-	-	-
iLC Office Supplies	(24)	-			(24)	-	-
iLC Advertising	-	-			-	-	-
Total General Admin Svcs	(13)	-	28	-	(13)	(46%)	28

Statement of Financial Activities

March 31, 2018

75% of year completed



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

-

Cash Available Recons

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

iLC - 602, fund 22	CY-YTD Actual	% budget	Working Amended Budget	2017/18 1st Amend Budget
iLC School Admin - 2400				
iLC Purchased Services	2,300	-		
Total School Admin	2,300	-	-	-
Central Support Svcs - 2800				
Tech Support Services	-	-		
Telephone	-	-		
Total Central Support Serv	-	-	-	-
Total iLC Expenditures	2,287	-	28	-
Net Change to Fund Balance	\$ -		\$ 2,265	\$ -

-

BoY Fund Bal / Deferred Rev	(17,389.79)
YTD Fund Bal / Deferred Rev	(2,287.05)
Current Rec/(Non-Def Liabs)	-
Current Net Cash Available	(19,676.84)

All Funds CY-YTD Actual	% budget	2017/18 1st Amend Budget
2,300	-	-
2,300	-	-
-	-	-
-	-	-
-	-	-
2,287		28
\$ -		\$ 2,265

(34,390)
(2,287)
0
(36,677)

Statement of Financial Activities
Revenue with Expense by Program Code



March 31, 2018

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

75% of year completed

CDLS - 601, fund 22	YTD Actual	Amended Budget
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Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Revenue Balancing	48,406	100% 48,406
Total Revenue	\$ 48,406	\$ -

iLC - 602, fund 22	YTD Actual	Amended Budget
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Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Revenue Balancing	2,287	100% 2,293
Total Revenue	\$ 2,287	\$ -

Total CEL Grant	YTD Actual	Amended Budget
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Grant Revenue	YTD	
Mtn BOCES remittance	-	-
Mtn BOCES admin, eval, rpt	-	-
Revenue Balancing	50,693	100% 50,699
Total Revenue	\$ 50,693	\$ -

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

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

Grant Expenditures			
<u>Instructional Program - 0010</u>			
Educational Purchased Svcs	-	-	-
Instructional Salaries	-	-	-
Benefits	-	-	-
Purchased Courses	-	-	-
Total Instructional	-	-	-
<u>Student Support Svcs - 2100</u>			
Salaries *	-	-	-
Benefits *	-	-	-
Assessments	-	-	-
Total Student Support	-	-	-

Statement of Financial Activities
Revenue with Expense by Program Code



March 31, 2018

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

75% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
<u>Instructional Staff Support Services - 2200</u>			
On line course PD/needs assess	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
Total Instructional Support	-		-
<u>General Administration Support -2300</u>			
Salaries	-		-
Benefits	-		-
Travel and Registrat	-		-
Conference Expenses	-		-
Exec Council	14	100%	14
Office Supplies	-		-
Purchased Services**	11,766	100%	11,766
Advertising	-		-
Total General Admin	11,780	100%	11,780
<u>School Admin - 2400</u>			
Purchased Services	-		-
Total School Admin	-		-

iLC - 602, fund 22	YTD Actual		Amended Budget
<u>Instructional Staff Support Services - 2200</u>			
Purchased Services	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
Total Instructional Support	-		-
<u>General Administration Support -2300</u>			
Salaries *****	-		-
Benefits *****	-		-
Travel and Registrat	-		-
Conference Expenses	(11)		-
Exec Council	22		-
Office Supplies	(24)		-
Purchased Services	-		-
Advertising	-		-
Total General Admin Svcs	(13)		-
<u>School Admin - 2400</u>			
Purchased Services	2,300		-
Total School Admin	2,300		-

Total CEL Grant	YTD Actual		Amended Budget
<u>Instructional Staff Support Services - 2200</u>			
Purchased Services	-		-
Professional Dev	-		-
Staff Development	-		-
Tech Data Services	-		-
Total Instructional Support	-		-
<u>General Administration Support -2300</u>			
Salaries *****	-		-
Benefits *****	-		-
Travel and Registrat	-		-
Conference Expenses	(11)		-
Exec Council	36	257%	14
Office Supplies	(24)		-
Purchased Services**	11,766	100%	11,766
Advertising	-		-
Total General Admin Svcs	11,767	100%	11,780
<u>School Admin - 2400</u>			
Purchased Services	2,300		-
Total School Admin	2,300		-

Statement of Financial Activities
Revenue with Expense by Program Code



March 31, 2018

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

75% of year completed

CDLS - 601, fund 22	YTD Actual		Amended Budget
<u>Central Support Svcs 2800</u>			
Salaries ***	-	-	-
Benefits ***	-	-	-
Tech Support Svcs	3,500	100%	3,500
LMS (Schoology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
Total Central Support Serv	3,500	100%	3,500
Total Expenditures	48,406	317%	15,280

Net Change to Fund Balance	\$ -	\$ (15,280)
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iLC - 602, fund 22	YTD Actual		Amended Budget
<u>Central Support Svcs - 2800</u>			
Salaries	-	-	-
Benefits	-	-	-
Tech Support Services	-	-	-
	-	-	-
	-	-	-
Telephone	-	-	-
Total Central Support Serv	-	-	-
Total Expenditures	2,287	-	-

Net Change to Fund Balance	\$ -	\$ -
-----------------------------------	-------------	-------------

Total CEL Grant	YTD Actual		Amended Budget
<u>Central Support Svcs - 2800</u>			
Salaries ***	-	-	-
Benefits ***	-	-	-
Tech Support Svcs	3,500	100%	3,500
LMS (Schoology) ****	-	-	-
Telephone Webconferencing	-	-	-
Office Supplies/Printing	-	-	-
Travel/Expenses	-	-	-
Total Central Support Serv	3,500	100%	3,500
<u>Other Expenses - Mtn BOCES</u>			
Program Administration			9,600
Program Evaluation & Reporting			9,600
Total Program Admin, Eval, Rptng			19,200
Total Expenditures	17,567	115%	15,280

Net Change to Fund Balance	\$ 33,126	\$ (15,280)
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* Billy Jo Vohs-Saunders

** Dan Morris

*** Bridget Kreutzer

***** Judy Perez-Bauernschmidt

**** Teresa Yohan



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: April 17, 2018

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

Item Type: ☐ Action X Information
(Report) ☐ Discussion

Colorado Preparatory Student Enrollment:

There are currently 1,408 students enrolled. There are 533 students in Kindergarten through 5th, 493 students in 6th through 8th grade, and 382 students in 9th through 12th grade.

Student Retention Information:

The current withdraw rate is 44.05%. When reviewing the withdraw rate from last April, the rate was 51.07%. There is an increase of 7.02% in student retention.

Reregistration:

CPA reregistration opened for families on March 22, 2018.

National Honor Society:

On March 30, 2018 there were 10 new students inducted into the National Honor Society.

CPA Spirit Week:

<https://www.smores.com/ac3hp>

Important Dates:

State Testing: April 9th through April 27th

Professional Development: May 4, 2018

High School Prom: May 4, 2018

High School Graduation: June 1, 2018

Pikes Peak Online School Student Enrollment:

There are currently 488 students enrolled.

Student Retention Information:

The current withdraw rate is 34.60%. When reviewing the withdraw rate from last March, the rate was 46.86%. There is an increase of 12.26% in student retention.

Reregistration:

PPOS reregistration opened for families on April 5, 2018.

GED Program

PPOS is partnering with USA Test Prep to provide a robust GED preparation program for students. There are currently 15 students participating in the GED program.

PPOS Spirit Week:

<https://www.smores.com/sue7f>

Important Dates:

State Testing: April 9th through April 27th

Professional Development: May 4, 2018

High School Prom: May 4, 2018

High School Graduation: June 8, 2018