



Board Agenda

November 14, 2017 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

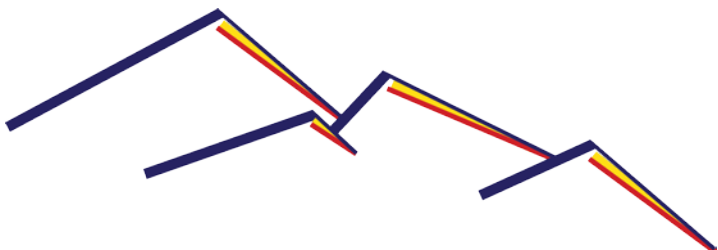
- A. Meeting Minutes from October 17, 2017 Board Meeting

III. Discussion Items

- A. Data Privacy Policy Draft – Kindra Whitmyre
- B. Historical School Performance Report – Kindra Whitmyre
- C. Governance and By-Laws – Ken Witt
- D. Challenges and Opportunities Update – Ken Witt
- E. Accountability Measures for Personnel – Ken Witt

IV. Action Items

- A. Possible Action related to Personnel Items -



*4035 Tutt Boulevard
Colorado Springs, CO 80922*



V. Information

- A. Final Request to Reconsider Info – Kindra Whitmyre
- B. School Data Walk – Phillip Williams

VI. Other Business

- A. Executive Session related to Personnel Matters

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
October 17, 2017 at 4:01 p.m.*

Guests/Staff: Tina Littell, Nicole Tiley, Ken Witt, Maria Walker, Kindra Whitmyre, Phillip Williams, Brad Miller, Greg Wilborn, Brett Ridgway (4:08 arrival)

Guests on Conference Call: Andy Franko

Via Skype and Google Hangout: None

Note:

Roll Call:

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

Approval for the Agenda:

Motion: Holloman

Second :Harris

Motion Passed: 5-0

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

Approval for Consent Agenda II-A, B, C.

Motion: Holloman

Second: Drosendahl

Motion Passed: 5-0

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

Approval for Action Item IV-A.

Motion: Holloman

Second: Drosendahl

Motion Passed:5-0

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

Approval to enter into Executive Session at ___ 4:50 p.m.

Motion to enter into executive session: Holloman

I move to enter executive session pursuant to C.R.S. 24-6-402(4)(b and f) to receive legal advice on specific legal questions and for personnel matters regarding Interim Executive Director report on staff performance.

Second: Drosendahl

Motion Passed:5-0

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

Approval to exit Executive Session

Exiting Executive Session at 5:54 p.m.

Motion: Holloman

I move to eliminate the position of Assistant Director of Education Services and Innovation Coordinator, and to direct legal counsel to negotiate a separation agreement and release, to reduce the role and duties of the Executive Administrative Assistant to part-time and to direct Director Harris to negotiate hours and duties, and to eliminate the position of Data and Reporting Analyst and to direct HR and legal counsel to negotiate a separation and release agreement.

Second: Harris

Motion Passed: 5-0

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

Approval to Adjourn at 5:57 p.m.

Motion: Holloman

Second: Harris

Motion Passed: 5-0

	Drosendahl	Franko	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: November 14, 2017

Prepared by: Kindra Whitmyre and Brad Miller

Title of Agenda Item: Data Privacy Policy

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

House Bill 16-1423- CONCERNING MEASURES TO MAXIMIZE TRUST IN THE USE OF STUDENT DATA IN THE ELEMENTARY AND SECONDARY SYSTEM- was signed by the Governor on 6/10/2016.

This bill has updated our student privacy act and is resulting in districts and schools making some changes to their data privacy processes.

Relevant Data and Expected Outcomes:

Our Board policy needed updates as well and the draft policy is attached for review.

Recommended Course of Action/Motion Requested:

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

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Student Data Security and Privacy Policy

1. Overview

Student data security and privacy, and public confidence in the same, is a critical component of Colorado Digital BOCES ability to make informed, data-supported educational decisions that impact the lives of students. The safe collection, use, protection, and management of the various types of student Personally Identifiable Information (PII) or other sensitive data is critical to Colorado Digital BOCES operations. Colorado Digital BOCES information collecting systems should generally only collect and record student data for purposes related to student education, school management, reporting, or other appropriate, school-related purposes. Student PII or other sensitive data requested, collected, captured, generated, stored, or otherwise entrusted to and maintained by the Colorado Digital BOCES should be shared only for legitimate educational purposes with those who are authorized, or as required by law. Reasonable care must be taken to ensure that Student PII or other sensitive information is never disclosed to unauthorized individuals.

2. Definitions

For purposes of this policy, the following definitions apply:

“Aggregate data” means data collected and reported at the group, cohort, or institutional level that is aggregated using protocols that are effective for preserving the anonymity of each individual included in the data.

“Data” means any student or family information collected, captured, stored, generated, or otherwise entrusted to and maintained by the Colorado Digital BOCES, its employees, contractors, agents, systems, storage devices, or other means. This includes systems and devices involved in the transmission and storage of video and voice data.

“Data Security Breach” or “Breach” is any occurrence that results in the Colorado Digital BOCES or an SSCP being unable to put in place controls or take other action to reasonably prevent the unauthorized disclosure or misuse of sensitive data or student PII. A Data Security Breach or Breach is also any occurrence of unauthorized disclosure or misuse of sensitive data or student PII, whether it be internal or external and/or unintentional or intentional.

“Destroy” means to remove student personally identifiable information so that it is permanently irretrievable in the normal course of business.

“Parent” means a student's biological or adoptive parent or the student's legal guardian.

“Student Personally Identifiable Information” means any data that, alone or in combination, would allow a reasonable person to determine or infer the personal identity of a student or the student’s parents or family in relation to the other information contained in the data.

“School service” means an internet website, online service, online application, or mobile application that is designed and marketed primarily for use in a preschool, elementary school, or

secondary school; is used at the direction of teachers or other employees of a local education provider; and collects, maintains, or uses student personally identifiable information. "School service" does not include an internet website, online service, online application, or mobile application that is designed and marketed for use by individuals or entities generally, even if it is also marketed to a United States preschool, elementary school, or secondary school.

"School service contract provider" (SSCP) means an entity, other than a public education entity or an institution of higher education, that enters into a formal, negotiated contract with a public education entity to provide a school service.

"School service on-demand provider" (SSODP) means an entity, other than a public education entity, that provides a school service on occasion to a public education entity, subject to agreement by the public education entity, or an employee of the public education entity, to standard, non-negotiable terms and conditions of service established by the providing entity.

"Sensitive" or "Confidential" means data that is deemed confidential by law, or any data for which the student or family to whom the data relates would have a reasonable expectation of privacy, and the unauthorized sharing of which would reasonably be considered an invasion of privacy or harmful.

"Student Data Transparency and Security Act" (SDTSA) refers to the law as it now exists or may be amended in Colorado Revised Statutes 22-16-101, et. seq.

"Targeted advertising" means selecting and sending advertisements to a student based on information obtained or inferred over time from the student's online behavior, use of applications, or personally identifiable information. "Targeted advertising" does not include advertising to a student at an online location based on the student's current visit to that location or in response to the student's request for information or feedback, and without the collection and retention of a student's online activities over time; adaptive learning, personalized learning, or customized education; or with the consent of a student or the student's parent, using the student's personally identifiable information to identify for the student institutions of higher education or scholarship providers that are seeking students who meet specific criteria.

3. Purpose

This policy establishes requirements and guidelines for the Colorado Digital BOCES to follow with regards to student data privacy and security. This policy attempts to be as comprehensive as possible, but it is not intended to cover every situation or to be an adequate replacement for developing additional procedures and practices for carrying out the requirements and guidelines of this policy on a day-to-day basis.

This policy is designed to meet the requirements of Colorado's Student Data Security and Transparency Act, as delineated in C.R.S. 22-16-107(4)(a).

4. Policy

A. General Statement

Using data effectively and responsibly is foundational to making the best decisions in today's schools and improving student performance. Colorado Digital BOCES has an interest in ensuring that it is a trusted partner when collecting data from students and families. At all times the Colorado Digital BOCES will follow all applicable federal and state laws related to data privacy, including the federal Family Educational Rights Privacy Act (FERPA) and Colorado's Student Data Transparency and Security Act (SDTSA).

Colorado Digital BOCES student data privacy procedures and practices must be designed to adhere to requirements set forth in applicable federal and state law. In general these procedures and practices should include additional safeguards as follows:

- A specific review of out-of-the-ordinary requests for student PII or sensitive data by the Colorado Digital BOCES Executive Director and legal counsel;
- Regular review of student data privacy policies, procedures, processes and practices by the Colorado Digital BOCES Executive Director and Board of Directors, with input from legal counsel and other experts in the field of data security to ensure that it remains current and adequate to protect student PII in light of advances in applicable law, as well as data technology and dissemination;
- Specific language must be included in vendor/contractor agreements that bind them to follow applicable laws, and also the policies, procedures, and processes developed by the Colorado Digital BOCES to protect student data privacy;
- The Colorado Digital BOCES must undergo regular, independent security audits;
- A record must be maintained for out-of-the-ordinary requests and releases of student data.

B. Uses of Student PII

Student PII or other sensitive data may be collected, used, maintained, disclosed, and reviewed by the Colorado Digital BOCES and staff only for legitimate educational purposes related to educational decisions, legal compliance, reporting, or other lawful purposes.

In general, no Student PII or other sensitive data will be shared with third parties outside of legally compliant activities or as specifically authorized by law, unless that release of data is authorized by the parent, guardian, or student of majority age.

The Colorado Digital BOCES will only provide student PII to the Colorado Department of Education as required by state or federal law; except that it may provide student PII not mandated by state or federal law if it is associated with a grant proposal, or as a condition of receiving a benefit, such as grant funding or special designations. Unless required by state or federal law, the Colorado Digital BOCES will not provide the following: juvenile delinquency records; criminal records; medical and health records; student social security numbers; student biometric information; and information concerning the political affiliations or the beliefs or attitudes of students and their families.

To ensure clarity, this policy is not intended to prohibit the use of student PII to: use adaptive learning or design personalized or customized education; maintain, develop, support, improve, or diagnose an SSCP's website, online service, online application, or mobile application; provide recommendations for school, educational, or employment purposes within a school service, so long as the response is not determined in whole or in part by payment or other consideration from a third party; respond to a student's request for information or for feedback so long as the information or response is not determined in whole or in part by payment or other consideration from a third party; identify for the student, only with the written consent of the student or the student's parent, institutions of higher education or scholarship providers that are seeking students who meet specific criteria, regardless of whether the identified institutions of higher education or scholarship providers provide consideration to the SSCP; in accordance with the terms of a contract between the SSCP and Colorado Digital BOCES, produce and distribute, free or for consideration, student class photos and yearbooks only to the public education entity, students, parents, or individuals authorized by parents; or provide for the student, only with the express written consent of the student or the student's parent given in response to clear and conspicuous notice, access to employment opportunities, educational scholarships or financial aid, or postsecondary education opportunities, regardless of whether the SSCP receives consideration from one or more third parties in exchange for the student personally identifiable information, so long as the SSCP provides a nationally recognized assessment that postsecondary institutions of higher education use in making admissions decisions.

Further, this policy is not intended to: impede the ability of a student to download, export, or otherwise save or maintain his or her own student personally identifiable information or documents; limit internet service providers from providing internet connectivity to the Colorado Digital BOCES or to students and their families; prohibit an SSCP from marketing educational products directly to parents so long as the marketing does not result from the use of student PII obtained by the SSCP as a result of providing its website, online service, online application, or mobile application; or impose a duty on a provider of an electronic store, gateway, marketplace, or other means of purchasing or downloading software or applications to review or enforce compliance with this article on that software or those applications.

C. Maintaining, Retaining and Destroying Student PII

The Colorado Digital BOCES will post and regularly update on its website clear information that is understandable by a layperson listing the data elements of student PII it collects and maintains in its data system, except it will not include the student PII it collects and transmits to the Colorado Department of Education. The list will explain how the Colorado Digital BOCES uses and shares the student PII. The Colorado Digital BOCES will also include a link to the data inventory and dictionary or index of data elements that the Colorado State Board of Education is required to publish.

A student's parent, upon request, must be allowed to inspect and review his or her child's student PII maintained by the local education provider. A student's parent, upon request, must be provided a paper or electronic copy of his or her child's student PII, including student PII maintained by an SSCP. If a parent requests an electronic copy the Colorado Digital BOCES shall provide an electronic copy unless the Colorado Digital BOCES does not maintain that student PII in electronic format and reproducing the student PII in an electronic format would be unduly burdensome.

A student's parent may request corrections to factually inaccurate student PII maintained by the Colorado Digital BOCES. After receiving a request for correction that documents the factual inaccuracy, the Colorado Digital BOCES must determine if a factual inaccuracy exists and, if it does exist, it must correct the factual inaccuracy and confirm the correction to the parent within a reasonable amount of time. If a parent disagrees with the decision not to correct a factual inaccuracy it may file a complaint pursuant to section G of this policy.

The Colorado Digital BOCES uses the School Districts Records Management Manual published by the Colorado state archivist as a guideline for determining the length of time for retaining student records and PII. Once it is determined that a student record or PII will no longer to be retained, it must be immediately and thoroughly destroyed, as that term is defined in this policy.

During the term of a contract between an SSCP and the Colorado Digital BOCES the SSCP must contractually agree to destroy, as soon as practicable, a student's PII collected, generated, or inferred as a result of the contract, at the request of the Colorado Digital BOCES, unless the SSCP obtains the consent of the student or the student's parent to retain the student's PII, or the student transfers to another public education entity and the receiving public education entity requests that the SSCP retain the student's PII.

Any SSCP must contractually agree to, following the termination or conclusion of the contract, destroy all student PII collected, generated, or inferred as a result of the contract. If the contract does not specify a period for destruction of the student PII, the SSCP must destroy the information when the information is no longer needed for the purposes described in the contract. The contract provider shall notify the Colorado Digital BOCES of the date upon which all of the student PII is destroyed.

The transfer or disposition of data processing equipment, such as computers and related media, shall be controlled and managed according to [Insert Appropriate Standards] guidelines. Data remains present on any type of storage device (whether fixed or removable) even after a disc is “formatted”, power is removed, and the device is decommissioned. Simply deleting the data and formatting the disk does not prevent individuals from restoring data. Sanitization of the media removes information in such a way that data recovery using common techniques or analysis is greatly reduced or prevented.

The Colorado Digital BOCES will follow these data disposal procedures:

All computer desktops, laptops, hard drives, and portable media must be processed through the IT department for proper disposal. Paper and hard copy records containing student PII or other sensitive data shall be disposed of in a secure manner (shredding, incineration, etc.).

The Executive Director will work with the IT Department to ensure procedures exist and are followed to:

1. Address the evaluation and final disposition of student PII or other sensitive data found on hardware or electronic media regardless of media format or type.
2. Specify a process for making sensitive information unusable and inaccessible. These procedures should specify the use of technology (e.g. software, special hardware, etc.) or physical destruction mechanisms to ensure sensitive information is unusable, inaccessible, and unable to be reconstructed.
3. Determine the authorized personnel who will be responsible to dispose of student PII or sensitive data found on equipment of electronic media.

D. Student PII Security Breaches

If it is determined that a student data security breach has occurred, the Colorado Digital BOCES will immediately notify those students and parents who are known to be affected by the breach. If the full scope of the breach is not certain, the Colorado Digital BOCES will notify all students and parents who are potentially affected by the breach. The Colorado Digital BOCES must take immediate measures to contain the breach and remedy, to the extent possible, the impact of the breach on those parties affected, including the possible notification of law enforcement officials, as appropriate.

If the breach involves an SSCP, then the Colorado Digital BOCES must follow the procedure identified in section J of this policy.

All data security breaches must be recorded and reviewed for future prevention.

E. Use of and Disclosure to School Service Contract Providers

The Colorado Digital BOCES may only disclose information to an SSCP for a legitimate educational purpose or with permission of the student's parents or student of majority age. The Colorado Digital BOCES shall require, by contract, that each SSCP maintains a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student PII. The information security program must make use of appropriate administrative, technological, and physical safeguards. The SSCP must contractually agree to, following the termination or conclusion of the contract, destroy all student PII collected, generated, or inferred as a result of the contract.

The Colorado Digital BOCES must ensure that the terms of any contract entered into with an SSCP on and after August 10, 2016 includes, at a minimum and in addition to other requirements found in this policy, the following requirements:

1. The SSCP must agree to comply with the requirements of this policy applicable to SSCPs, including use and destruction of data, and the ability for the Colorado Digital BOCES to terminate the contract pursuant to section J of this policy.
2. The SSCP must agree to only collect, use, and share student PII as authorized by the contract or with the consent of the student who is the subject of the information, if student has reached majority age, or the student's parent;
3. The SSCP must agree to provide, and update as necessary, clear information that is understandable by a layperson explaining the data elements of student PII that the SSCP collects, the learning purpose for which the SSCP collects the student PII, and how the SSCP uses and shares the student PII. The information must include all student PII that the SSCP collects regardless of whether it is initially collected or ultimately held individually or in the aggregate. The SSCP must provide the information to the Colorado Digital BOCES in a format that is easily accessible through a website, and the Colorado Digital BOCES will post the information on its website, in accordance with this policy;
4. The SSCP must agree to provide clear notice to the Colorado Digital BOCES before making material changes to its privacy policy for school services;
5. The SSCP must agree to facilitate any correction of factually inaccurate student PII at the request of the Colorado Digital BOCES;
6. The SSCP must agree to immediately inform the Colorado Digital BOCES upon its discovery of any misuse, data security breach, or unauthorized release of student PII held by the SSCP, a subcontractor of the SSCP, or a subsequent subcontractor of the SSCP, regardless of whether the misuse, data security breach, or unauthorized release is a result of a material breach of the terms of the contract;
7. The SSCP must agree to not sell student PII; except in instances of purchase, merger, or other type of acquisition of a SSCP, or any assets of an SSCP, by another entity, and so long as the successor entity continues to be subject to the provisions of the contract with respect to student PII;
8. The SSCP must agree to not use or share student PII for purposes of targeted advertising to students;

9. The SSCP must agree to not use student PII to create a personal profile of a student other than as authorized by the Colorado Digital BOCES for supporting the purposes of the contract or with the consent of the student, if student has reached the age of majority, or the student's parent;
10. Notwithstanding the other requirements of this policy, the SSCP contract will include a provision allowing the SSCP to use or disclose student PII to ensure legal or regulatory compliance or to take precautions against liability; to respond to or participate in the judicial process; to protect the safety of users or others on the school service contract provider's website, online service, online application, or mobile application; or to investigate a matter related to public safety, so long as the SSCP informs the Colorado Digital BOCES of its use or disclosure as soon as possible.
11. The SSCP must agree to only share student PII with any subcontractor, or sub-subcontractor, that is providing a school service if the subcontractor, or sub-subcontractor, providing the school service is bound by the same requirements of this policy and the contract.

If an SSCP refuses to agree to those contractual requirements, the Colorado Digital BOCES will not enter into a contract with that SSCP for school services, as that term is defined in this policy.

If it is determined by the Colorado Digital BOCES that an SSCP, or a subcontractor or sub-subcontractor providing a school service, has committed a material breach of its contract that involves the misuse or unauthorized release of student PII, the Colorado Digital BOCES Board of Director will determine whether to terminate the contract in accordance with section J of this policy.

The Colorado Digital BOCES will post and regular update on its website a list of the SSCPs with which the Colorado Digital BOCES contracts, and a copy of each contract.

F. Use of and Disclosure to School Service On-demand Providers

The Colorado Digital BOCES will, at the beginning and mid-point of each school year, request a list of the SSODPs being used by each staff person. The Colorado Digital BOCES will, to the extent practicable, post to its website and regularly update a list of the SSODPs being used by the Colorado Digital BOCES or its staff.

The Colorado Digital BOCES will, at the request of a parent, assist in obtaining the data privacy policy of an SSODP being used by the Colorado Digital BOCES or its staff.

The Colorado Digital BOCES will post a notice on its website to SSODPs that explains the following:

If the Colorado Digital BOCES chooses to cease using the SSODP pursuant to this policy then the Colorado Digital BOCES will post on its website the name of the SSODP, with any written response that the SSODP may submit, and that the

Colorado Digital BOCES will notify the Colorado Department of Education, which will also post on its website the SSODP's name and any written response.

If the Colorado Digital BOCES has evidence that, in the estimation of the Colorado Digital BOCES, demonstrates that an SSODP does not substantially comply with the SSODP's privacy policy or does not meet the requirements of this policy, the Colorado Digital BOCES may choose to cease using the SSODP and prohibit employees from using the SSODP. If the Colorado Digital BOCES chooses to cease using the SSODP it must notify the SSODP, and the SSODP will be asked to submit a written response.

The Colorado Digital BOCES will post and regularly update on its website a list of any SSODPs that it chooses to cease using for the reasons described in this policy, and will include any written responses that it receives from the SSODP.

The Colorado Digital BOCES will notify the Colorado Department of Education if it ceases using an SSODP for the reasons described in this policy and will provide a copy of any written response the SSODP.

G. Parent Notifications and Complaint Processes

The Colorado Digital BOCES will make copies of this policy available upon request to the parent of a student and will post this policy on its website.

If a parent has a complaint, specific to the parent's child, regarding student data security and privacy the parent may submit a description of his or her complaint, including any relevant attachments or information to the Executive Director of the Colorado Digital BOCES, who may attempt to remedy the parent's complaint. If the parent's complaint cannot be remedied, or if the parent desires to have his or her complaint heard by the Board of Directors, the Executive Director must forward the complaint to the Colorado Digital BOCES Board of Directors and schedule a hearing within 45 days of receipt of the original complaint. At the hearing the Board of Directors will provide the parent an opportunity to be heard and may, in its discretion, ask questions of the parent or staff. The Board of Directors will render a decision or instruct the Executive Director on how to respond within 60 days of the date from which the Executive Director received the complaint from the parent. Any decision made by the Board of Directors shall be final.

If a parent has evidence demonstrating that an SSODP being used by the Colorado Digital BOCES or its employees does not substantially comply with the SSODP's privacy policy or does not meet the requirements specified in this policy, the parent may notify the Colorado Digital BOCES and provide the evidence for consideration by the Colorado Digital BOCES.

H. Staff Training

The Colorado Digital BOCES will ensure that, at least annually, all staff who have access to student data, PII, or other sensitive information are trained to understand Colorado Digital BOCES policies and practices for proper collection, use, disclosure, and maintenance of student data, PII, or other sensitive information.

I. Data Security Audits

A regular and proactive audit policy helps to manage and reduce risks to the Colorado Digital BOCES's information systems. Audits will be performed on a regular basis as required by law or executive management protocol.

The security auditor will be an external/independent third party (or at a minimum someone who is not operationally responsible for the area being audited), who evaluates systems for best practices and ensures compliance within an established set of requirements and controls.

The Executive Director will consider the following when determining the scope of the audit:

1. **Security Vulnerabilities** – Identify security vulnerabilities using reputable outside sources, and assign risk rankings (for example, as “high,” “medium,” or “low”) to newly discovered security vulnerabilities.
2. **Risk Evaluation** – Identify methods for evaluating vulnerabilities and assigning risk ratings to systems. Risk rankings should, at a minimum, identify all vulnerabilities considered to be a “high risk” to the environment. Vulnerabilities are considered “critical” if they pose an imminent threat to the environment, impact critical systems, and/or result in a potential security compromise or breach if not addressed. Examples of critical educational systems include premise security, pupil accounting, learning management, general financial, and personnel systems. It also includes any public-facing system, database, or transmission mechanism around sensitive information or PII.
3. **Automated Tools** – Evaluates and recommends automated assessment tools and external resources that are suitable in identifying vulnerabilities including weak passwords, configuration issues, improper access controls, network penetration testing, and patch management issues.
4. **Administrative Safeguards** – Define protocols, policies, procedures, training plans and other administrative security controls useful to an auditor in comparing against a standard of operation.
5. **Penetration Testing** – Evaluate whether penetration testing may be used to identify system vulnerabilities. Examples of penetration testing include evaluations of firewalls and other external network entry points, analysis of

software applications and websites, review of logging and account procedures, social engineering tests of staff.

Access to audit tools must be controlled and restricted to prevent possible misuse or compromise resources and log data. Audit requirements and activities involving verification of operational systems shall be carefully planned and agreed to minimize disruptions to normal business operations.

Where possible, the Executive Director should use Certified Information Systems Auditors to audit the security controls of Colorado Digital BOCES systems.

The auditor's report will include the project scope, findings, and recommendations to enhance security. The Executive Director shall:

- Review the security auditor's report to confirm the findings and verify the security recommendations are sufficient and effective.
- Convey the findings to the appropriate personnel so that the findings and resolutions can be reviewed, understood, and remedied.

The Executive Director shall provide necessary reporting to the Board of Directors.

J. Enforcement

Colorado Digital BOCES must adequately train its employees and enforce its data privacy and security policies, procedures, processes, and practices to protect the privacy of every student and family from whom it collects data. Colorado Digital BOCES employees found to be in violation of this policy, in the sole discretion of the Colorado Digital BOCES, may be subject to disciplinary action, up to and including termination.

In accordance with the SDTSA, any School Service Contract Provider, as that term is defined in the SDTSA, with a contract entered into after August 10, 2016 found to be in material breach of that contract or the requirements of the SDTSA involving the misuse or unauthorized release of student PII will be subject to having its contract with the Colorado Digital BOCES terminated. The Colorado Digital BOCES board, within a reasonable time after it is determined that a material breach occurred, shall hold a public hearing that includes discussion of the nature of the material breach, provides an opportunity for the contract provider to respond concerning the material breach, and any other public testimony, after which the board will render a decision to terminate or continue the contract.

Policy Version History

Version	Date	Description	Approved By
1.0	11/2/2017	Initial Policy Drafted	



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: November 14, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Historical School Performance

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

Colorado Preparatory Academy (CPA) has been in operation since the Colorado Department of Education (CDE) approved the Colorado Digital BOCES (CD BOCES), four years ago, with this 17-18 school year being our fifth year of operation for both the school and the BOCES. Pikes Peak Online School (PPOS) has been in operation for two years, this year will be its third year of operation. The schools both started as new schools and have gone through leadership change during their years in operation.

Relevant Data and Expected Outcomes:

The information compiled in this report will give our Board of Directors an overview of the successes and challenges each school has faced, while also giving them the most current view of each schools performance in each area.

Recommended Course of Action/Motion Requested:

No course of action or motion at this time.



4035 Tutt Boulevard
Colorado Springs, CO 80922



Historical School Performance

[An Overview of Colorado Digital BOCES Operational Years:](#)

2013-2014- the Colorado Digital BOCES (CD BOCES) started its first operational year, actual approval date being May 29, 2013. Colorado Preparatory Academy (CPA) started its first operational year. The second semester was focused on writing the Rocky Mountain Digital Academy (RMDA) multi-district school application.

2014-2015- the CD BOCES moved into its second operational year. CPA also started its second operational year. RMDA started its first operational year. The second semester was focused on writing the Pikes Peak Online School (PPOS) multi-district school application, as well as the Mountain View Virtual (MVV) multi-district school application.

2015-2016- the CD BOCES started its third operational year. CPA moved into their third operational year. RMDA started its second operational year. PPOS and MVV started their first operational year. The second semester was focused on transferring RMDA from an ESP operated school to a CD BOCES operated school.

2016-2017- the CD BOCES moved into its fourth operational year. CPA is in their fourth operational year also. RMDA moved into its third operational year, as a CD BOCES operated school. PPOS and MVV both started their second operational year. RMDA and MVV schools were closed at the end of this school year.

2017-2018- the CD BOCES is currently its fifth year of operation. CPA is in their fifth year of operation. PPOS is starting their third operational year.

[CPA Operational Years-](#)

2013-2014- CPA started school operations at the same time that the CD BOCES was approved, approximately mid-June, 2013. CPA opened as a K-12 school with one Principal. At the time that CPA started, there was not a head of school provided by the K12 organization. The quick start for CPA was hard on leadership. CPA did hire a Head of School for Principal support and accountability by October, 2013.

2014-2015- CPA started their second operational year. The school grew from approximately 500 students to over 1,000 students. This large of a gain was not expected, so the leadership team did a lot of late hiring for additional staff. At this time, there was a Principal and an Assistant Principal on the leadership team. The Head of School also remained.

2015-2016- CPA started their third year of operations. This was the best start for CPA as their enrollment did not increase by such a large amount, although enrollment did increase. CPA had a Principal change and a Head of School change. The Principal that started the school moved on to a different school, and K12 then hired two Principals, one for the K-8 and one for High School. A new Head of School was hired approximately in September, 2016. This position was interim until K12 could follow the CD BOCES contract process of a permanent hire. The interim Head of School was announced at the permanent Head of School by December, 2016.

2016-2017- CPA moves into their fourth operational year. Enrollment has continued to increase, but not by a large amount. CPA continued to have a K-8 Principal, and hired an Assistant Principal to assist the K-8 Principal. The High School Principal remained.

2017-2018- CPA has moved into their fifth operational year. This year the Assistant Principal for K-8 has transitioned into to K-5 Principal, the Principal of K-8 is not the Principal for grades 6-8 and the High School Principal has remained.

PPOS Operational Years-

2015-2016- PPOS started their first year of operations. This second application from K12 to start a second school came from the fact that there was a large percentage of students that had at-risk indicators and needed more support than CPA's model offered. A High School Principal was hired.

2016-2017- PPOS moved into their second year of operations. The High School Principal remained, and K12 staff started collecting data in order to discuss applying for an Alternative Education Campus (AEC). The school did not have the required numbers to seek AEC status.

2017-2018- PPOS is in its third year of operations. The Principal that started the school has moved on to another school, so a new High School Principal was hired. The school continued to collect AEC information, and this year they are close to the number needed to seek this status.

CPA Enrollment-

- Approximately 500 students in its first operational year. Since that first year, enrollment has landed between 1,300 to 1,600 students.

PPOS Enrollment-

- Approximately 450 students in it first operational year. Since that first year, enrollment has landed between 500-650 students.

CPA School Performance Framework (SPF)-

2014- Improvement Rating: 53.2%- 53.2 points out of 100

2016- Priority Improvement Rating: 39.2%- 39.2 points out of 100

2017- Priority Improvement: 38.9%- 38.9 points out of 100

*CDE did not complete a SPF for any schools in 2015

PPOS School Performance Framework (SPF)-

2016- Turnaround Rating: 32.8%- 19.7 points out of 60

2017- Priority Improvement Rating: 34.7%- 34.7 points out of 100

*CDE did not complete a SPF for any schools in 2015

School Performance Framework Comparison-

School Performance Framework (SPF)	CD BOCES Schools	2017 Rating	2017 Rating Final	2016 Rating	2016 Rating Final
	PPOS	34.7% (34.7/100)	Priority Improvement Plan: Low Participation	32.8% (19.7/60)	Turnaround Plan: Low Participation (Will Enter Year 1)
	CPA	38.9% (38.9/100)	Priority Improvement Plan: Low Participation	39.2% (39.2/100)	Priority Improvement Plan: Low Participation (Will Enter Year 1)
SPF	Other Schools				
SAN JUAN BOCES Multi-district Online	SOUTHWEST COLORADO E-SCHOOL	0% (/)	Insufficient State Data: Meets 95% Participation	0% (/)	Improvement Plan

MONTE VISTA C-8 Multi-district Online	MONTE VISTA ON-LINE ACADEMY	29.2% (17.5/60)	Turnaround Plan: Low Participation	28.8% (17.3/60)	Insufficient State Data: Low Participation
FALCON 49 Multi-district Online- Charter	GOAL ACADEMY	29.3% (29.3/100)	Pending AEC Framework	35% (35/100)	AEC: Performance
DOUGLAS COUNTY RE 1 Multi-district Online- Charter	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	37.7% (37.7/100)	Pending AEC Framework	43.5% (43.5/100)	AEC: Performance
BYERS 32J Multi-district Online- Charter	ELEVATE ACADEMY	37.8% (37.8/100)	Turnaround Plan: Decreased due to Participation	36.7% (25.7/70)	Priority Improvement Plan: Low Participation (Year 1)
JULESBURG RE-1 Multi-district Online	INSIGHT SCHOOL OF COLORADO AT JULESBURG	46% (46/100)	Improvement Plan: Low Participation	38.3% (38.3/100)	Priority Improvement Plan: Low Participation (Will Enter Year 6)
MAPLETON 1 Multi-district Online	COLORADO CONNECTIONS ACADEMY	46.1% (46.1/100)	Priority Improvement Plan: Decreased due to Participation	49.9% (49.9/100)	Priority Improvement Plan: Decreased due to Participation
BRANSON REORGANIZED 82 Multi-district Online	BRANSON SCHOOL ONLINE	49.9% (49.9/100)	Improvement Plan: Low Participation	57.7% (57.7/100)	Performance Plan: Low Participation
DENVER COUNTY 1 Multi-district Online	DENVER ONLINE HIGH SCHOOL	55.3% (33.2/60)	Improvement Plan: Decreased due to Participation	58.3% (35/60)	Improvement Plan: Decreased due to Participation
ACADEMY 20 Multi-district Online	ACADEMY ONLINE	65.6% (65.6/100)	Improvement Plan: Decreased due to	52.8% (31.7/60)	Performance Plan

			Participation		
BOULDER VALLEY RE 2 Multi-district Online	BOULDER UNIVERSAL	66.3% (39.8/60)	Improvement Plan: Decreased due to Participation	0% (/)	Insufficient State Data: Low Participation
FALCON 49 Multi-district Online	SPRINGS STUDIO FOR ACADEMIC EXCELLENCE (FALCON VIRTUAL)	73.2% (73.2/100)	Performance Plan: Low Participation	60.8% (60.8/100)	Performance Plan
BYERS 32J Multi-district Online-Charter	COLORADO VIRTUAL ACADEMY (COVA)	73.3% (73.3/100)	Improvement Plan: Decreased due to Participation	55.5% (33.3/60)	Performance Plan: Low Participation
ACADEMY 20 Multi-district Online-Charter	THE CLASSICAL ACADEMY HIGH SCHOOL	89.4% (89.4/100)	Performance Plan: Low Participation	95% (95/100)	Performance Plan: Low Participation

CPA Dropout Rates-

2014- 16.1%

2015- 16.2%

2016- 9.8%

2017- 0.9% (unofficial at this time and will change during the SEY collection)

PPOS Dropout Rates-

2016- 16.7%

2017- 4.5% (unofficial at this time and will change during the SEY collection)

Dropout Rate Comparison-

Organization Name	School Name / Category (include or exclude alternative schools)	MULTI-DISTRICT ONLINE	Total Pupil Count	Total Dropouts	Total Dropout Rate
MAPLETON 1	ACHIEVE ACADEMY	Y	124	1	0.8%
MAPLETON 1	COLORADO CONNECTIONS ACADEMY	Y	2,567	75	2.9%
BYERS 32J	COLORADO VIRTUAL ACADEMY (COVA)	Y CH	681	10	1.5%
BYERS 32J	ELEVATE ACADEMY	Y CH	500	2	0.4%
BYERS 32J	COLORADO DIGITAL ACADEMY - MIDDLE	Y CH	300	1	0.3%
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	Y	145	3	2.1%
DENVER COUNTY 1	DENVER ONLINE HIGH SCHOOL	Y	382	26	6.8%
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY MIDDLE SCHOOL	Y CH	643	10	1.6%
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	Y CH	800	68	8.5%
ACADEMY 20	ACADEMY ONLINE	Y	80	0	0.0%
ACADEMY 20	THE CLASSICAL ACADEMY MIDDLE SCHOOL	Y CH	494	0	0.0%
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	Y CH	671	0	0.0%
ACADEMY 20	ACADEMY CALVERT K-8 ONLINE SCHOOL	Y	41	0	0.0%
FALCON 49	SPRINGS STUDIO FOR ACADEMIC EXCELLENCE	Y	487	1	0.2%
FALCON 49	GOAL ACADEMY	Y CH	4,868	962	19.8%
BRANSON REORGANIZED 82	BRANSON SCHOOL ONLINE	Y	351	5	1.4%
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	Y	118	3	2.5%
JULESBURG RE-1	INSIGHT SCHOOL OF COLORADO AT JULESBURG	Y	495	69	13.9%
SAN JUAN BOCES	SOUTHWEST COLORADO E-SCHOOL	Y	56	1	1.8%
TOTAL RATE			13,803	1,237	9.0%

CPA Graduation Rates-

2014- 24.1%

2015- 30.8%

2016- 44.1%

2017- 43.3% (unofficial at this time and will change as CDE uses a best rate of 4-7 year cohort)

PPOS Graduation Rates-

2016- 37.5%

2017- 33.1% (unofficial at this time and will change as CDE uses a best rate of 4-7 year cohort)

Graduation Rate Comparison-

Organization Name	School Name	Grad Numerator	Grad Denominator	Grad Rate- %	Yrs opened- date opened
MAPLETON 1 Multi-district Online	COLORADO CONNECTION S ACADEMY	296	164	55.4%	6- 2010
BYERS 32J Multi-district Online- Charter	COLORADO VIRTUAL ACADEMY (COVA)	150	69	46.0%	13- 2003
BYERS 32J Multi-district Online- Charter	ELEVATE ACADEMY	25	2	8.0%	2- 2014
BOULDER VALLEY RE 2 Multi-district Online	BOULDER UNIVERSAL	36	29	80.6%	6- 2010
DENVER COUNTY 1 Multi-district Online	DENVER ONLINE HIGH SCHOOL	81	31	38.3%	13- 2003
DOUGLAS COUNTY RE 1 Multi-district Online- Charter	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	140	47	33.6%	8- 2008
ACADEMY 20 Multi-district Online	ACADEMY ONLINE	15	6	40.0%	7- 2009
ACADEMY 20	THE CLASSICAL	149	148	99.3%	10- 2006

Multi-district Online- Charter	ACADEMY HIGH SCHOOL				
FALCON 49 Multi-district Online	SPRINGS STUDIO FOR ACADEMIC EXCELLENCE (FALCON VIRTUAL)	85	74	87.1%	6- 2010
FALCON 49 Multi-district Online- Charter	GOAL ACADEMY	1,266	486	38.4%	8- 2008
BRANSON REORGANIZ ED 82 Multi-district Online	BRANSON SCHOOL ONLINE	47	37	78.7%	15- 2001
MONTE VISTA C-8 Multi-district Online	MONTE VISTA ON-LINE ACADEMY	21	15	71.4%	Opened more than 11 years- data not available
JULESBURG RE-1 Multi-district Online	INSIGHT SCHOOL OF COLORADO AT JULESBURG	106	44	41.5%	8- 2008
SAN JUAN BOCES Multi-district Online	SOUTHWEST COLORADO E- SCHOOL	10	3	30.0%	5- 2011
	TOTAL GRAD RATE	2,427	1,155	47.6%	

CPA Matriculation Rates-

2015- 40.9%

2016- 50%

PPOS Matriculation Rates-

2015- N/A- first year of operation

2016- 11.1%

CPA Concurrent Enrollment/Post-Secondary Opportunity Rates-

2014-2015-

- Concurrent Enrollment- 7

2015-2016-

- Concurrent Enrollment- 24

2016-2017-

- Concurrent Enrollment- 38

2017-

- Concurrent Enrollment- 42 (at this time, it does not include second semester)

PPOS Concurrent Enrollment/Post-Secondary Opportunity Rates-

2015-

- Concurrent Enrollment- 0

2016-

- Concurrent Enrollment- 0

2017-

- Concurrent Enrollment- 0 (at this time, it does not include second semester)

CPA Benchmark Proficiency Data-

2013-2014- N/A- first year of operation

2014-2015-

2015-2016

2016-2017

2017-2018

PPOS Benchmark Proficiency Data-

2015-2016

2016-2017

2017-2018



CPA Benchmark Growth Data-

2013-2014- N/A- first year of operation

2014-2015-

2015-2016-

2016-2017-

2017-2018-

PPOS Benchmark Growth Data-

2015-2016- N/A- first year of operation

2016-2017-

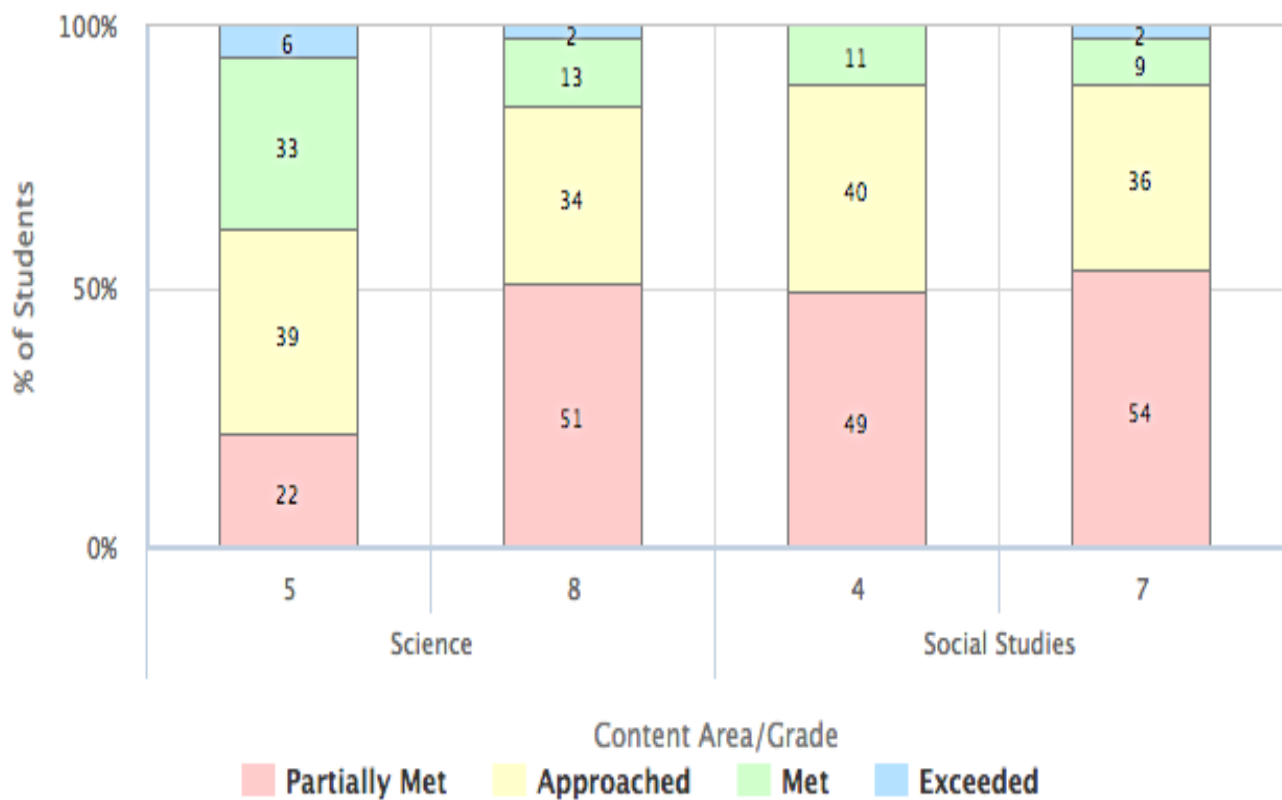
2017-2018-

[CPA CMAS Data-](#)

CPA CMAS Science and Social Studies 2014-2015-

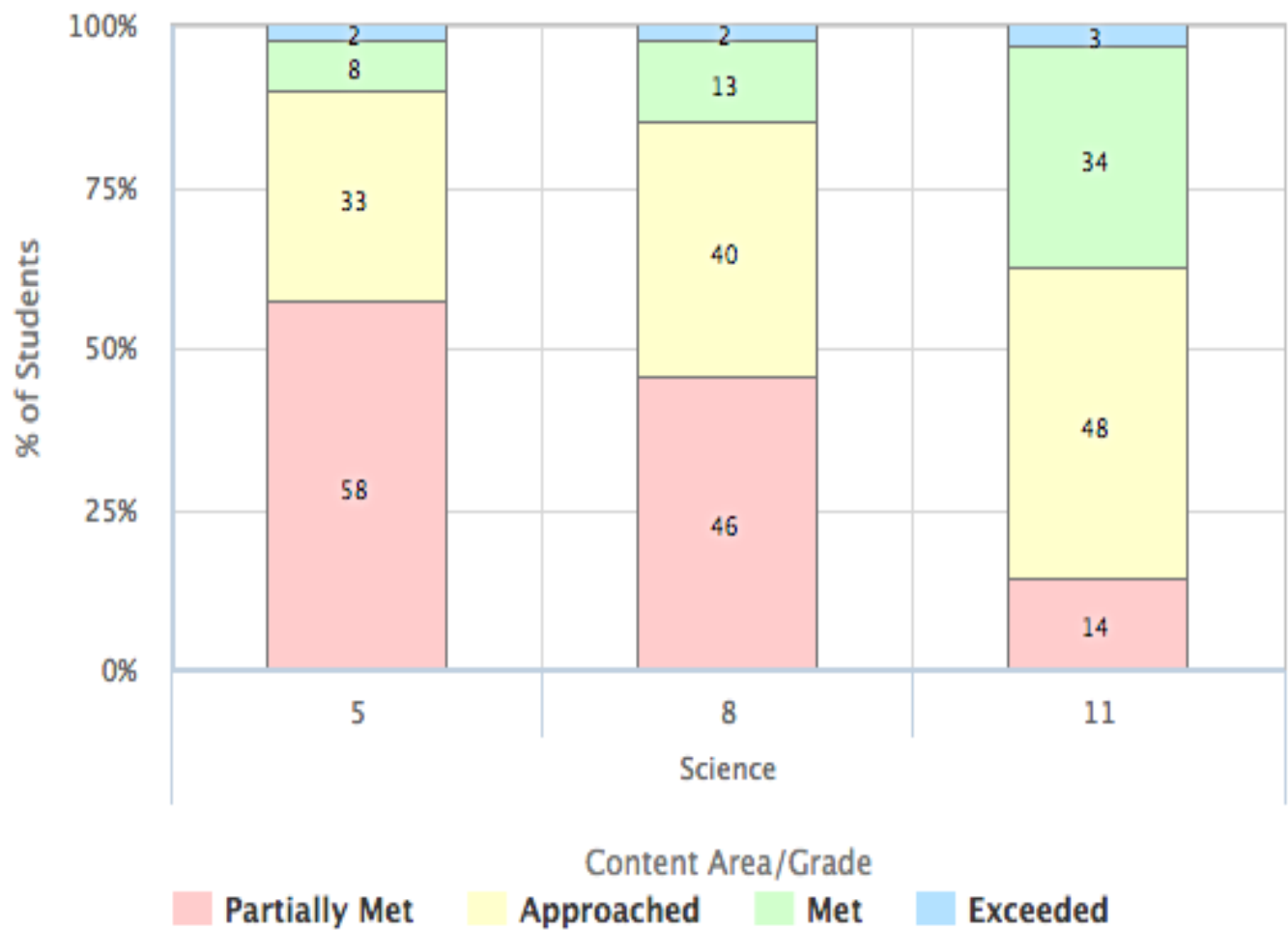
Performance Level by Content/Grade - % of Records

To match CDE reporting, choose "Include" for School level reports under "SchIncl" drop-down



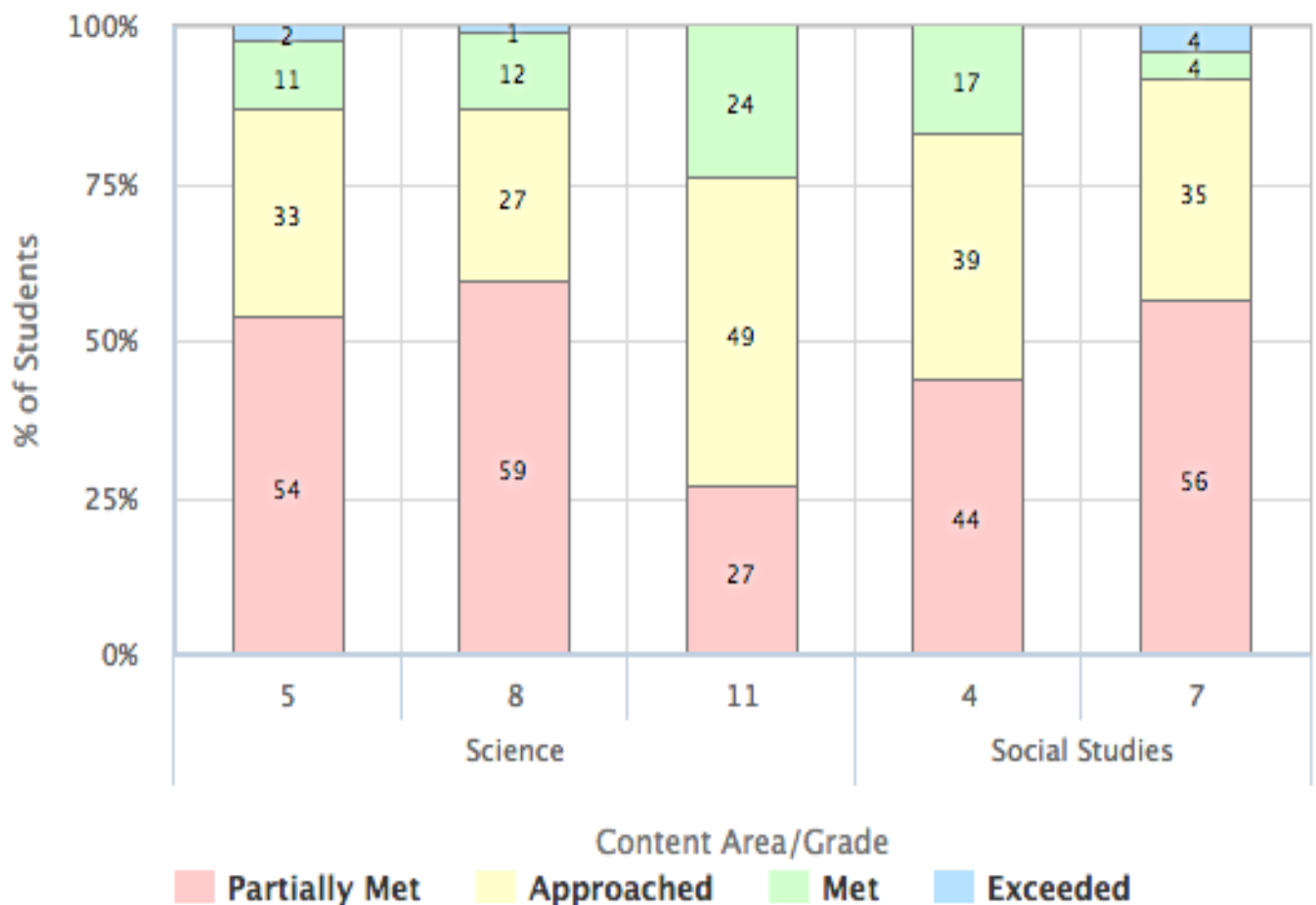
Performance Level by Content/Grade - % of Records

To match CDE reporting, choose "Include" for School level reports under "SchIncl" drop-down



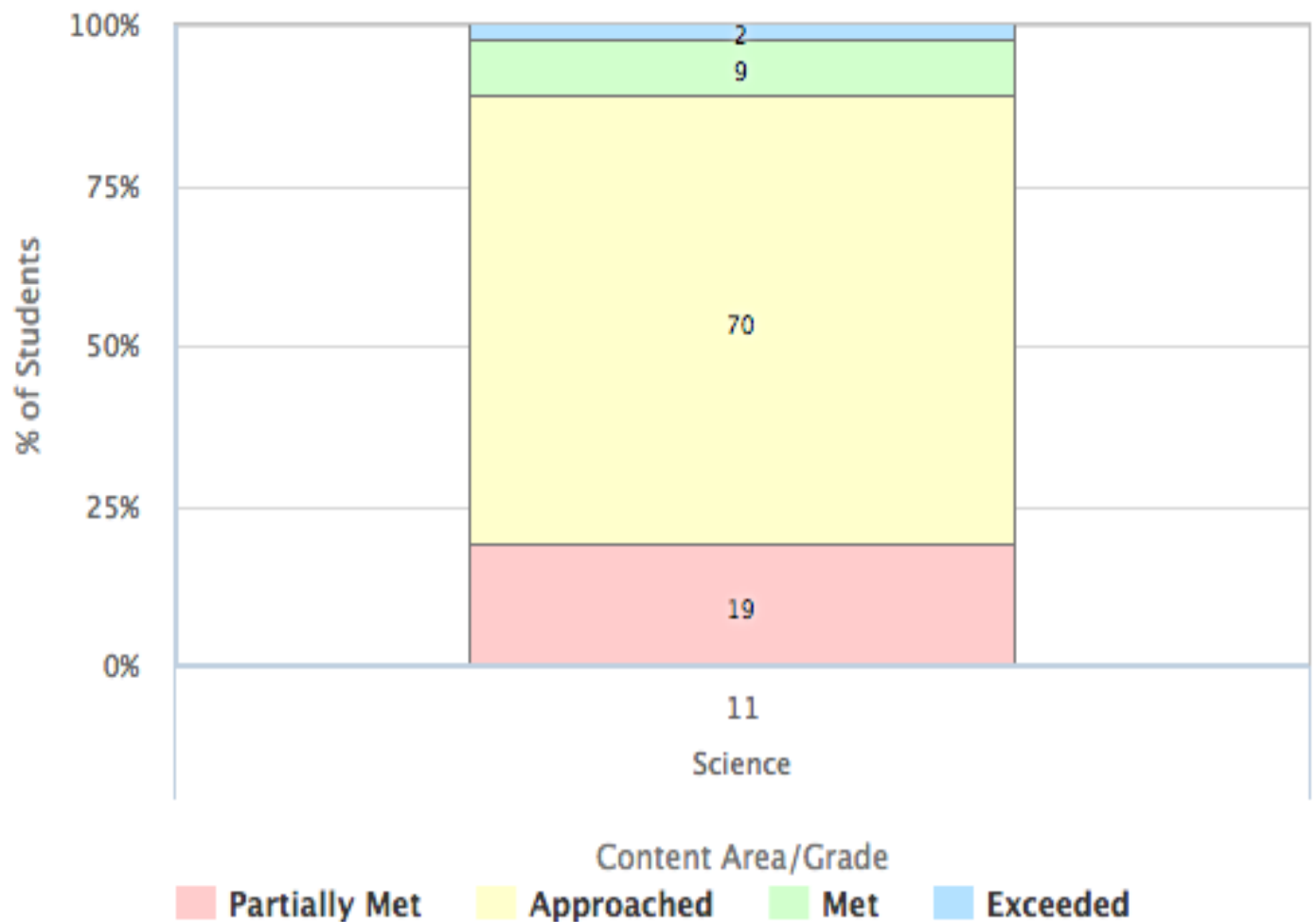
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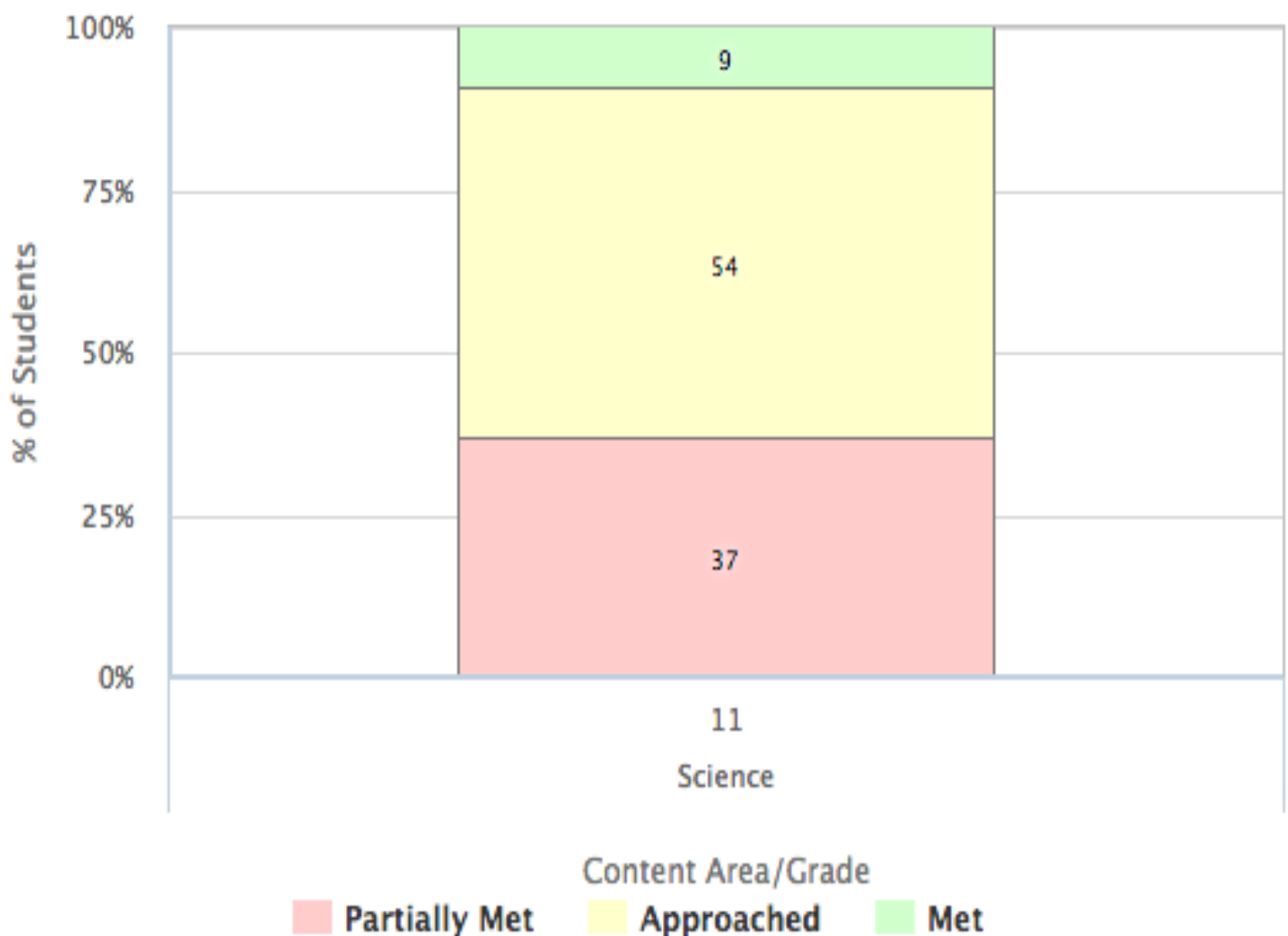
Performance Level by Content/Grade - % of Records

To match CDE reporting, choose "Include" for School level reports under "SchIncl" dropdown

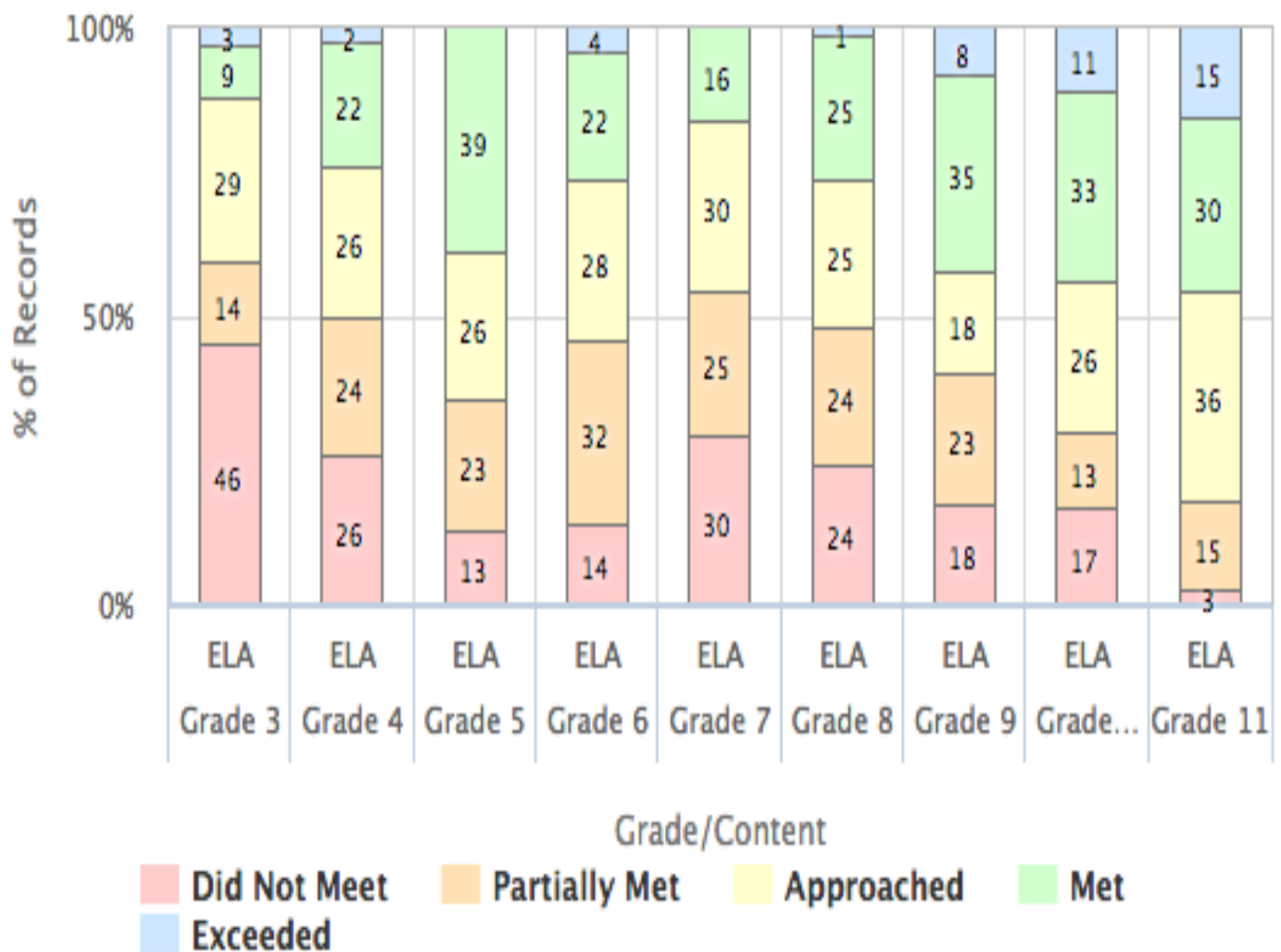


Performance Level by Content/Grade - % of Records

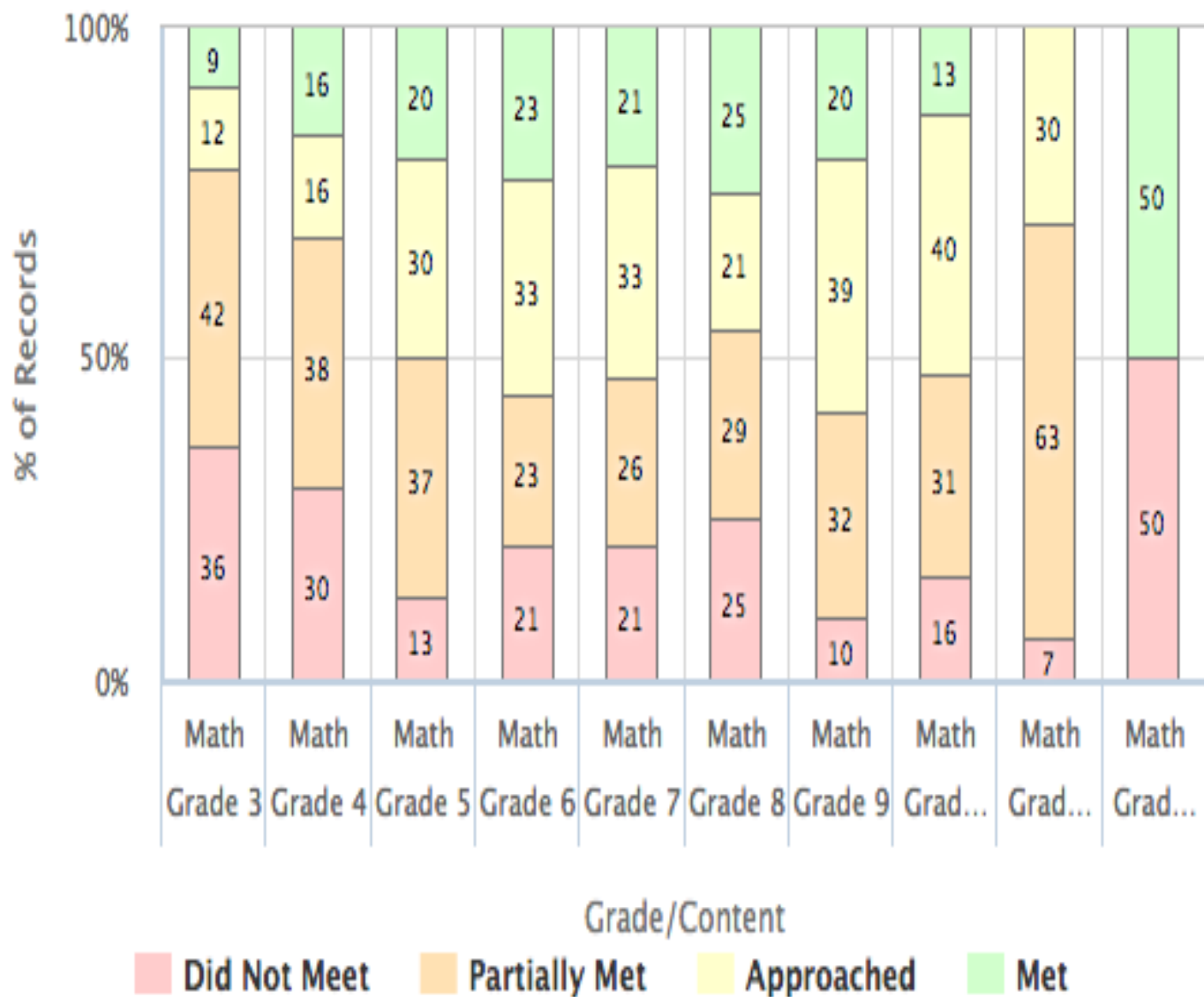
To match CDE reporting, choose "Include" for School level reports under "SchIncl" dropdown



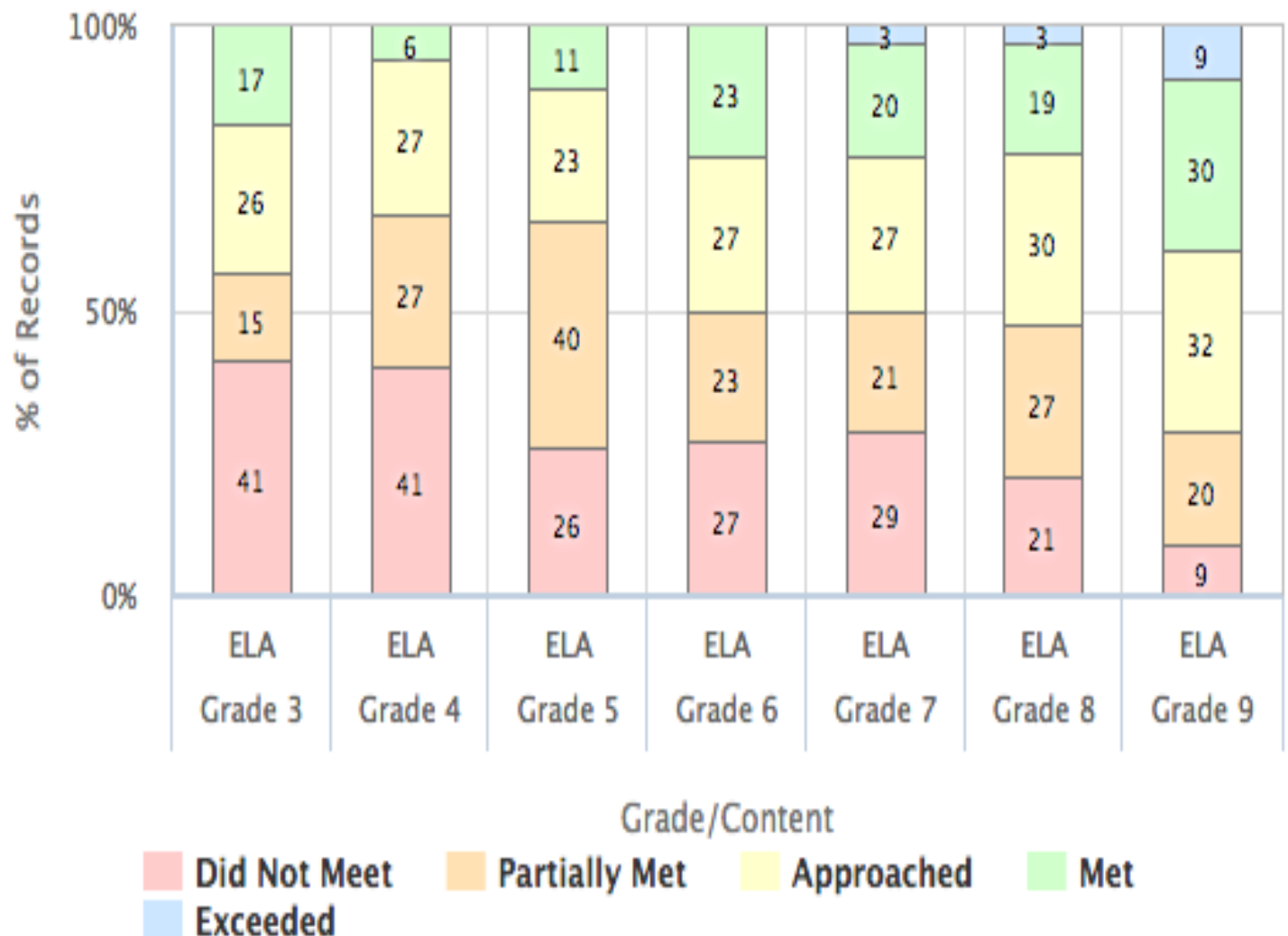
ELA Proficiency Levels by Grade - % of Records



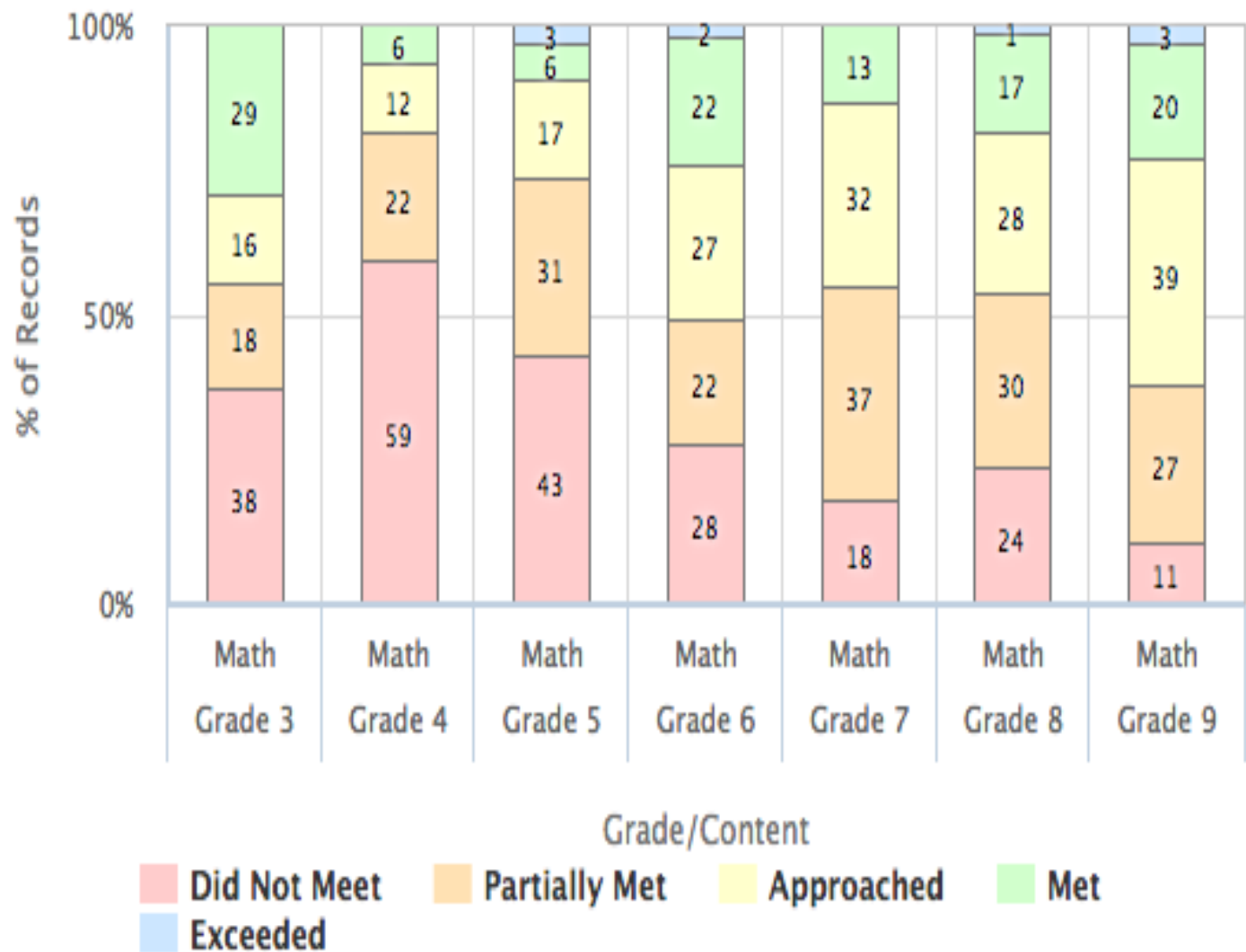
Math Proficiency Levels by Grade - % of Records



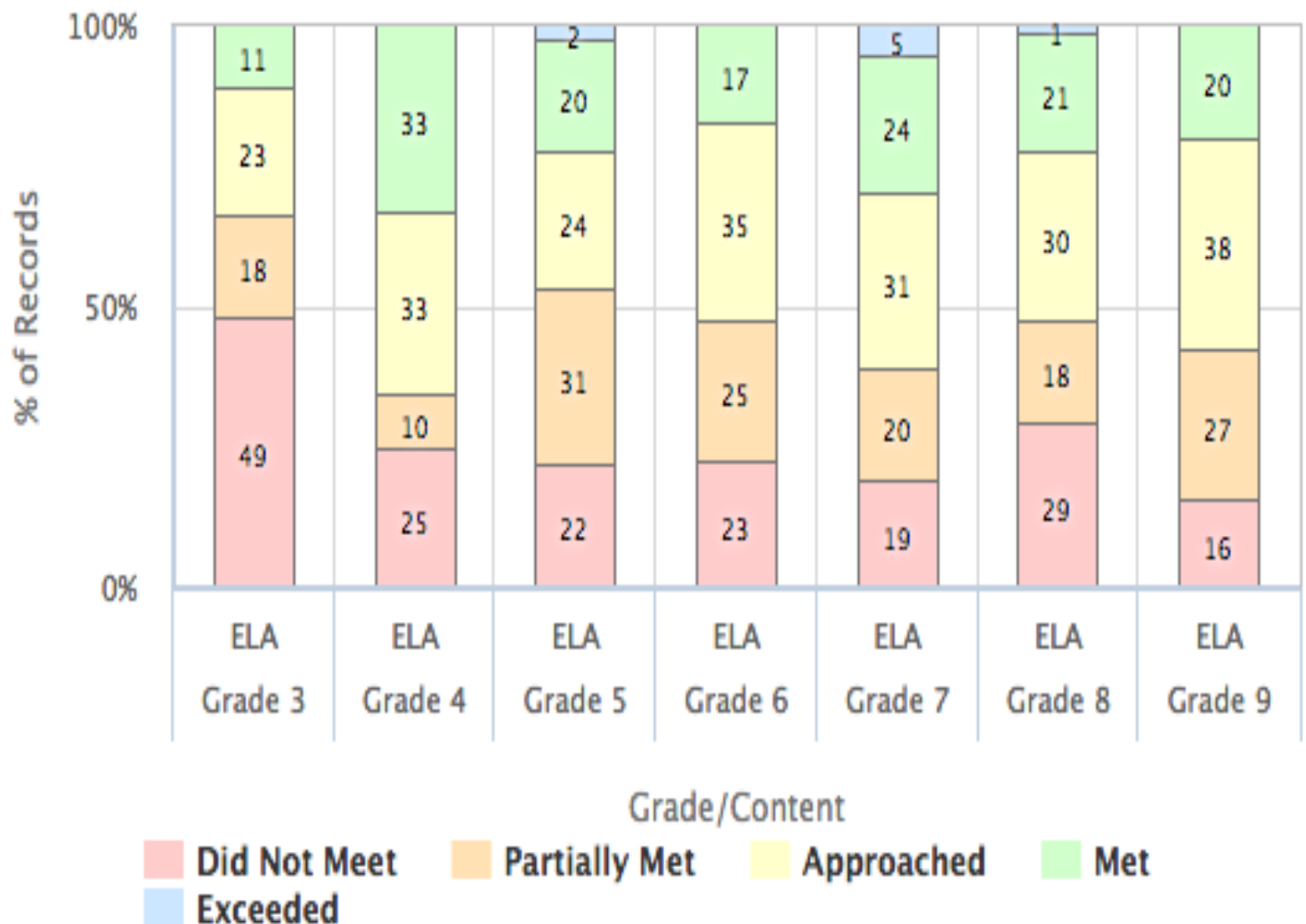
ELA Proficiency Levels by Grade - % of Records



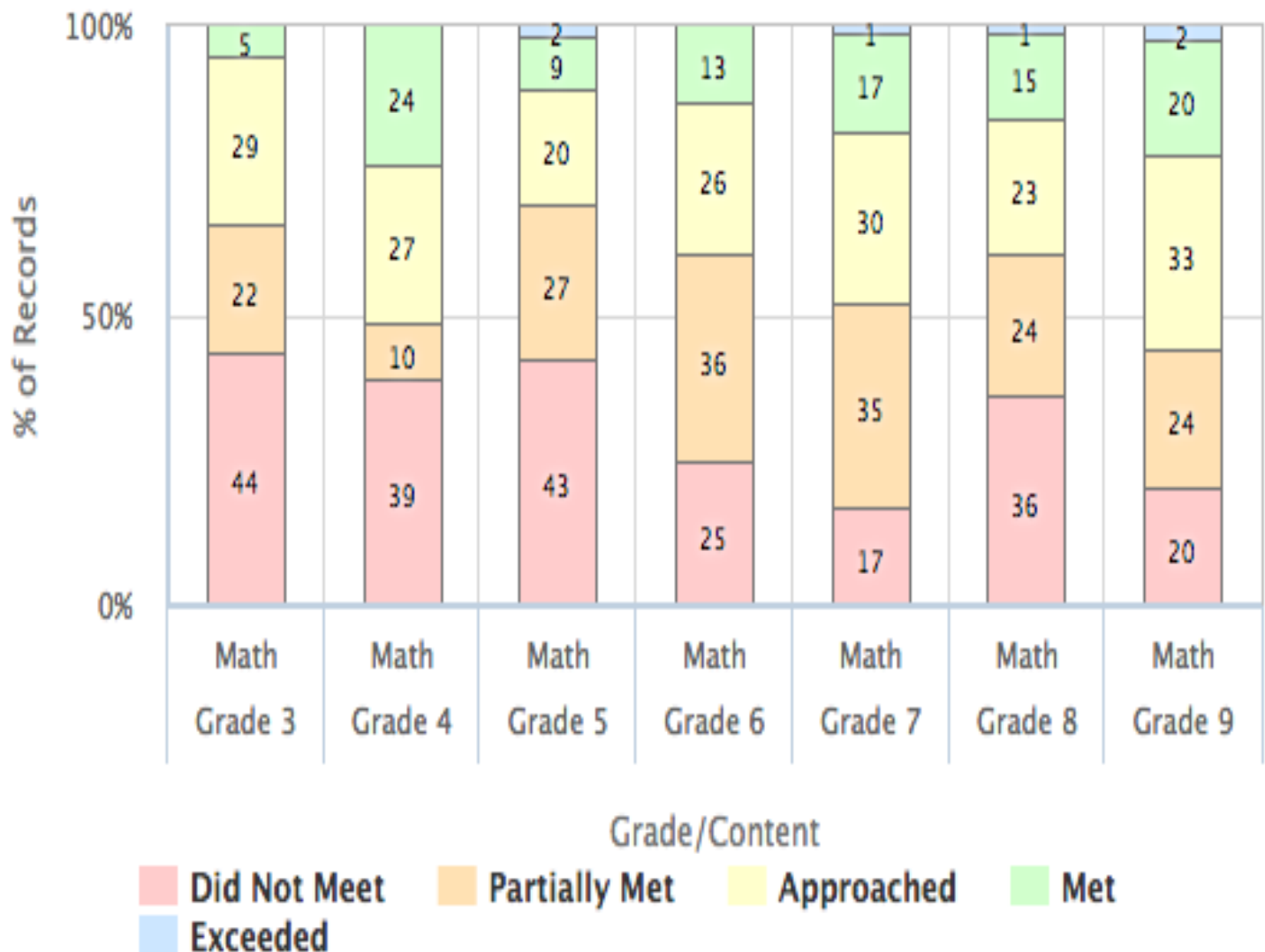
Math Proficiency Levels by Grade - % of Records



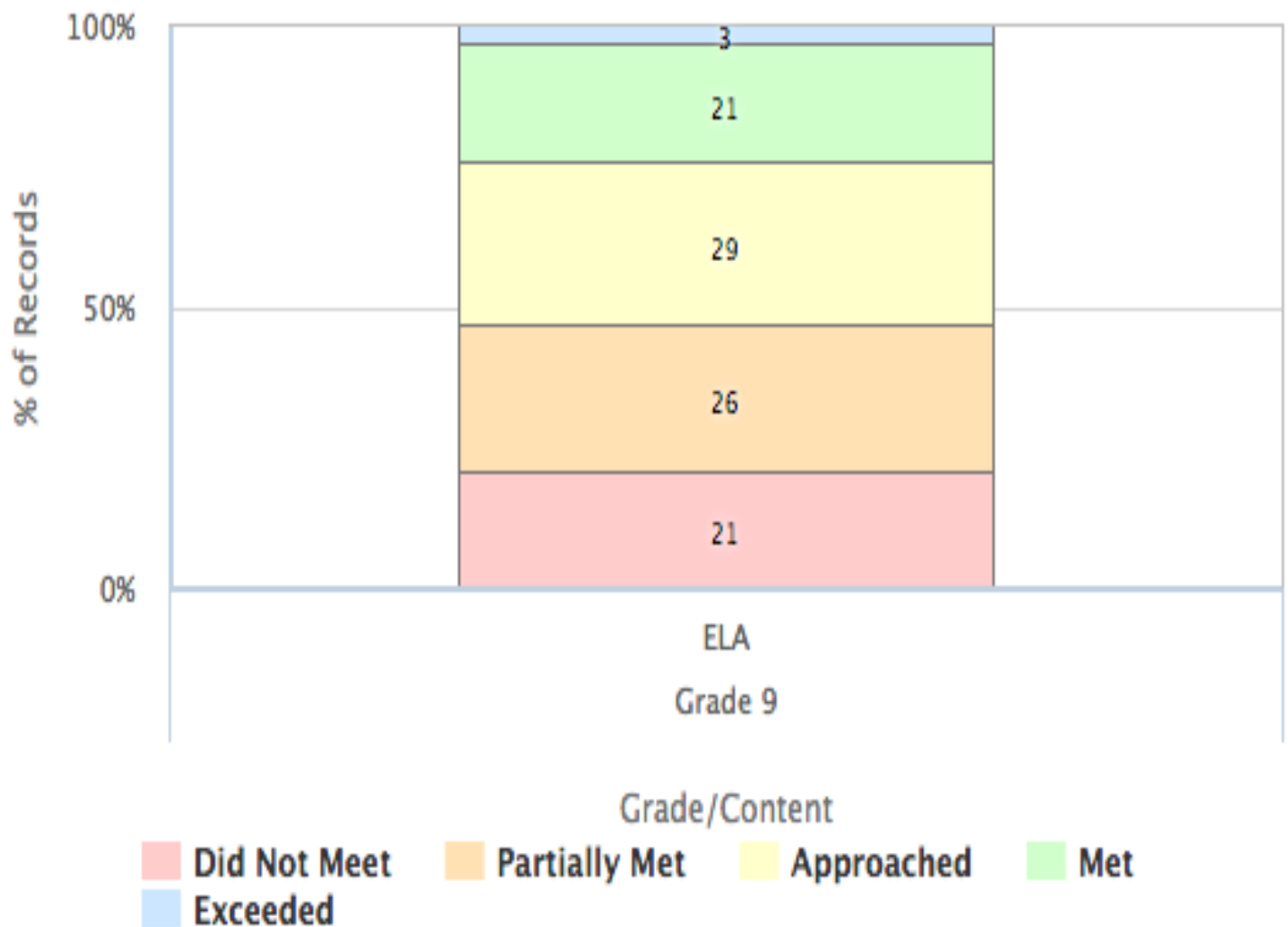
ELA Proficiency Levels by Grade - % of Records



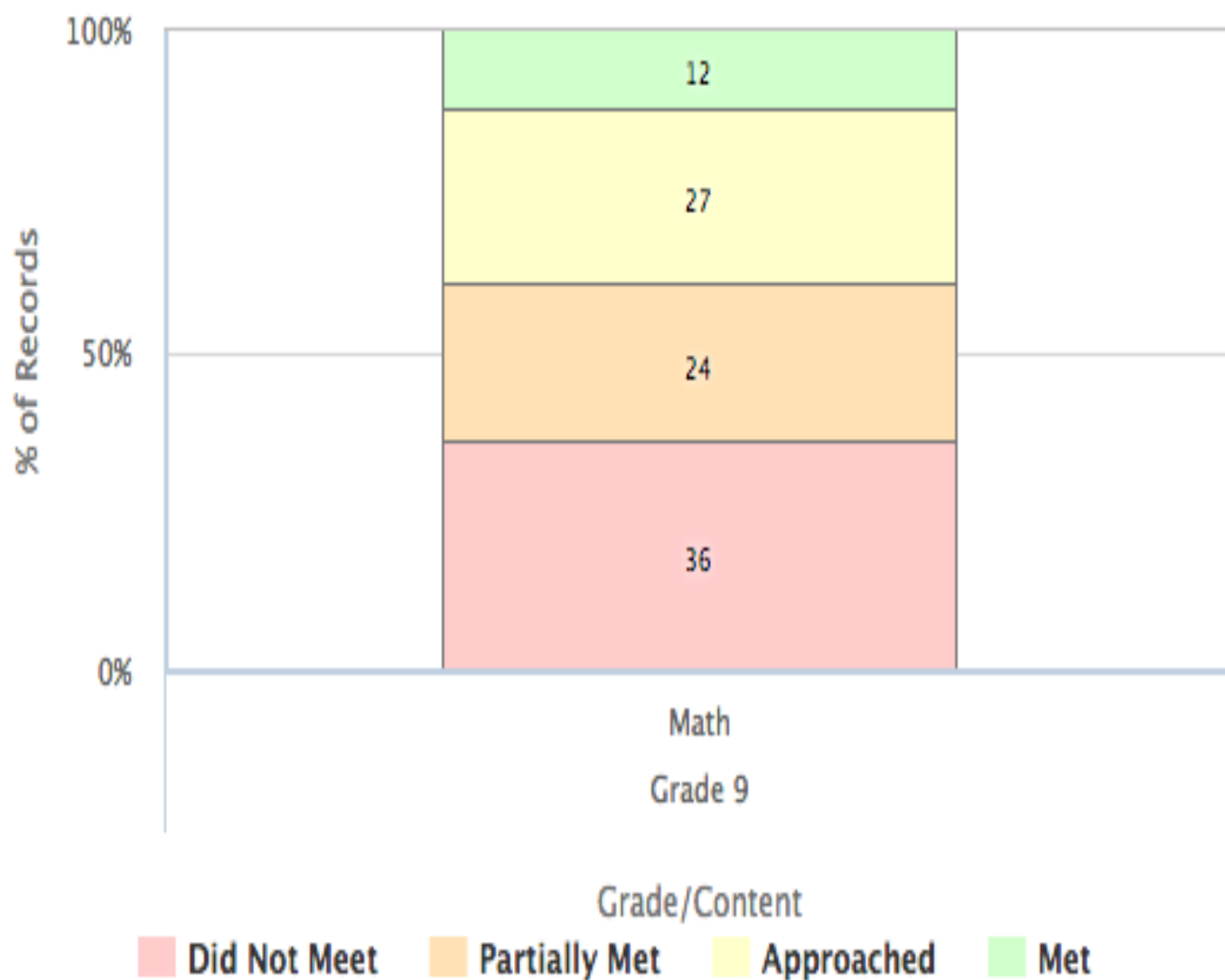
Math Proficiency Levels by Grade - % of Records



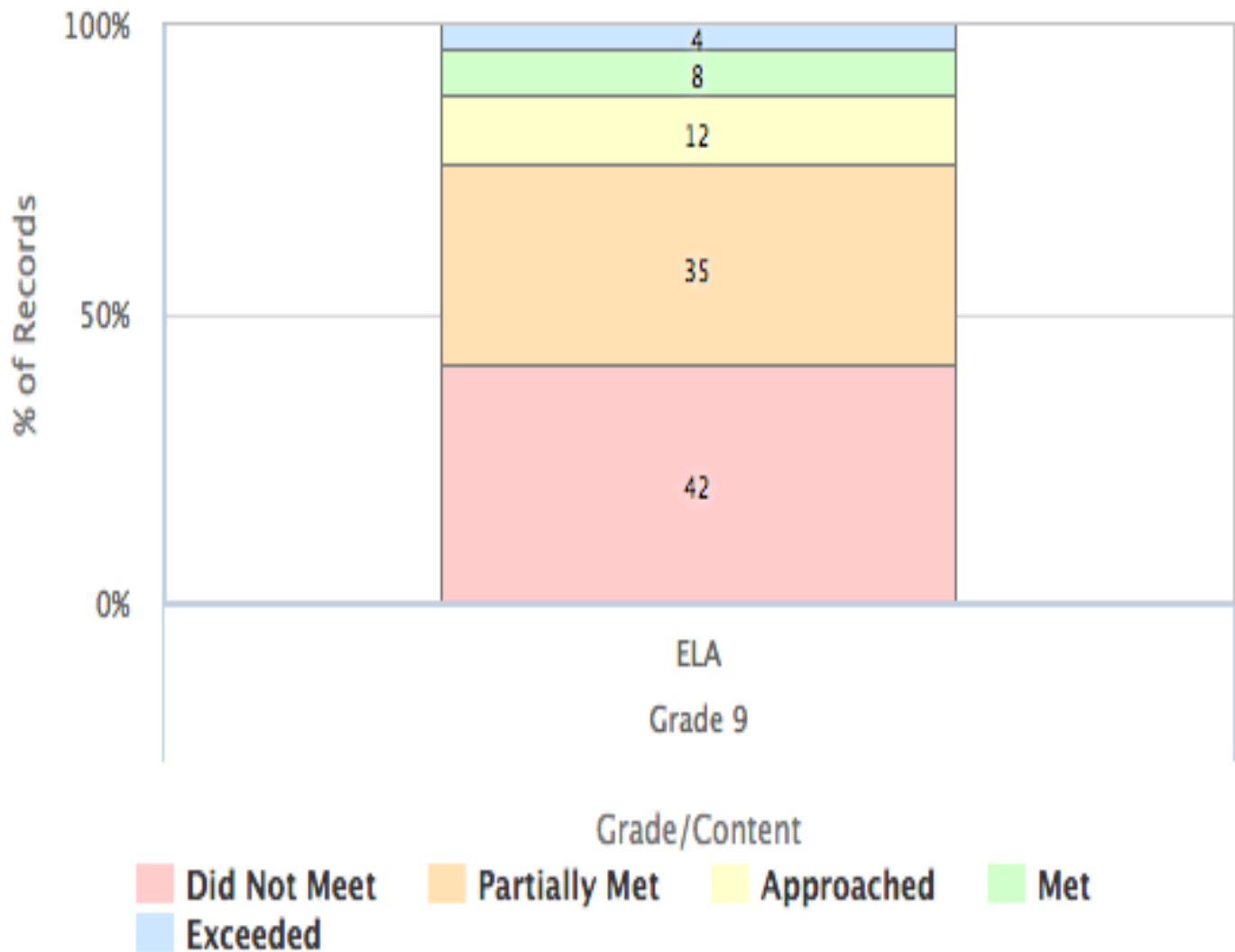
ELA Proficiency Levels by Grade - % of Records



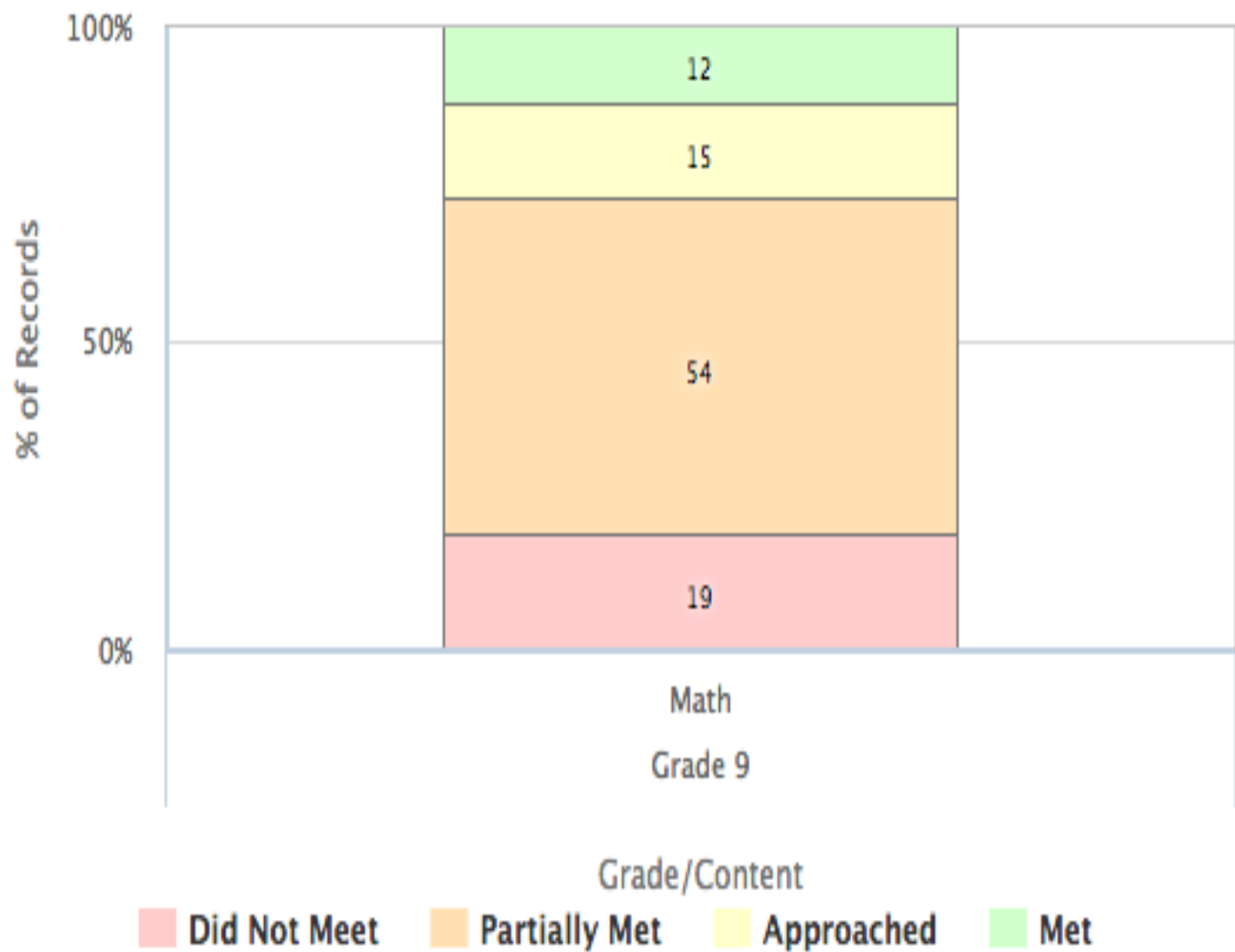
Math Proficiency Levels by Grade - % of Records



ELA Proficiency Levels by Grade - % of Records



Math Proficiency Levels by Grade - % of Records



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BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: November 14, 2017

Prepared by: Brad Miller

Title of Agenda Item: Discussion re Strategic Proposals and Strategic Planning

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need: The Board as a best practice and in order to comply with statute, should establish consistent practices and timelines for officer positions and for terms of current directors.

Relevant Data and Expected Outcomes: Transparent and consistent attention to the terms of officers and the terms of directors will ensure that CDBOCES is an effective and trusted partner to its members.

Recommended Course of Action/Motion Requested: Action may be warranted, but no prescribed action has been proposed in advance of the discussion.

4035 Tutt Boulevard
Colorado Springs, CO 80922



Aabren Group
PO Box 620235
Littleton, CO 80162

Nov 14, 2017

Presentation to



CD-BOCES

Ken Witt
kwitt@aabren.com



Timeline

←	Oct	Nov	Dec	Jan	→
	360° Review (interviews): Board Members Staff Current Partners Former Partners Potential Partners	Identify Strategic Elements Suggest Potential Strategies for Board Based on 360° Review Survey? Begin policy / Governance review	Review Policies and Compliance Facilitate Strategy Finalization and Mission Statement Suggest Potential New Members for BOCES	Pursue Potential New Members, Aligned with Mission Leadership Recruitment Begins	





Status of Organizational Review

Interviewed all CD-BOCES employees to understand state of organization and current operations.

Interviewed all board members to understand vision and expectations.

Interviewed past, present, and potential partners to understand opportunity and need.



Strategy Elements

Organizational. Strategy should include an efficient, right-sized organization for operation of long-term undertakings.

Fiscal. Strategy should include a stable and adequate financial base to permit long-term success, with margin for pilot programs to be undertaken in alignment with vision and mission.

Risk tolerance. Mission and strategy should include signaling of risk tolerance.



Example Mission Statement

A mission statement that more closely aligns with the vision elements in commonality across the board might be similar to:

“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 seek.”



Governance

Does this board aspire to policy governance, cooperative governance, or more specific direction routinely, akin to the traditional corporate board?

Should the board aspire to policy governance, perhaps a delay until a new executive director is in place would be wise.

Specific objectives should come out of the mission and strategy exercise, whether policy governance or other governance model is used.



Path to Success

Clearly define the vision and mission, without undue constraints of the present state.

Identify the gaps in the strategy and organization in consideration of the clear mission. Plan steps to address gaps.

Engage a strong leader closely and enthusiastically aligned with the desired state, who articulates a clear, detailed, time-limited understanding of how to seize the opportunities and who manifests the energy to close the gaps and fully realize the vision through a well-defined strategy.



Next Steps

Develop and ratify a consolidated vision and mission.

Detail a strategy that emanates from a clear mission.

Ratify a transition plan, so the organization is clear on what the path forward looks like and ensure the organization is structured in alignment with the plan.

Attract new membership that shares the vision.

Ensure that leadership communicates a shared vision and clear path forward, empowering all staff to engage in the realization.



Colorado Digital BOCES Board of Directors

Nov 3, 2017

Below please find a brief overview of the Administrative Unit designation of the Colorado Department of Education, as requested in the last board meeting. I would be happy to include this in the board packet if the board wishes.

An Administrative Unit(AU) is the unit ultimately responsible for SPED services and reporting, reporting to the Colorado Department of Education Exceptional Student Services Unit (ESSU). There are also gifted administrative units, which are the same list of districts and BOCES as the SPED AU list on the CDE site.

Administrative Units administer special education programs across Colorado, under section 616(d) of the individuals with Disabilities Education Act (IDEA). The CDE requires detailed reporting from each AU, and sends collected data and scorecards to the Feds. The CDE states “each Administrative Unit operates within a unique context”, which is generally viewed as a geographic context, but the actual intent is more about clarity of who is ultimately responsible for each child, so geography is generally the easiest.

A complete list of all SPED Administrative Units in Colorado for 2017 may be reviewed [here](#). The linked CDE list includes 44 school districts (including D49), 15 BOCES (including Pikes Peak BOCES, which includes D49 as a member), and 3 Other (corrections and mental health institutions). The standards to which an AU is held by the CDE may be illuminated by the scoring for each AU sent to the Fed, explained [here](#).

Pikes Peak BOCES is noted above because it is a SPED AU with a member district (D49) that is also a SPED AU. This might be relevant to any objections potentially raised to granting CD-BOCES SPED AU status, as it clarifies by example that overlapping geography is not proscribed.

A SPED AU must have a licensed SPED Director. I am told that Kindra Whitmyre holds such a license. An example BOCES AU determination letter for 2017 may be viewed [here](#).

The CDE notes that end of year (EOY) reporting is required for each SPED AU, but the full IDEA reporting calendar is [here](#) although I have not determined which, other than the EOY report, require AU submissions. Gifted AU reviews are performed by the CDE on a [4-yr rotating cycle](#).

The strategic issue in the AU question centers around the fact that Fed IDEA and CDE [GT distribution](#) money flows directly to the AU, so greater independence and a lowered entanglement with D49 would be possible if the CD-BOCES were recognized by the CDE as an AU. I hope this brief provides some insight into the AU designation. I must clarify that I am not an expert in this matter and view it primarily from a strategic perspective.

Warm regards,

Ken Witt



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: November 14, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Final Request to Reconsider Info

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The final request to reconsider was due to the Colorado Department of Education (CDE) on Monday, October 16. It was submitted on time and my last update to our Board of Directors discussed the information below that was included in the request to reconsider:

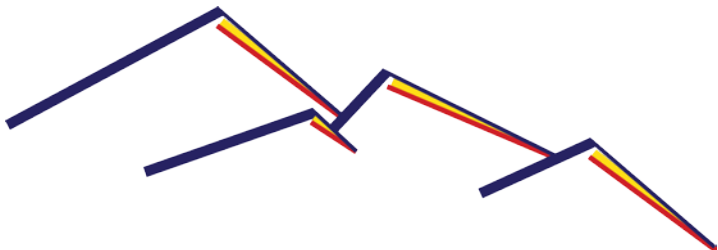
- The Colorado Digital BOCES (CD BOCES) should not be lowered a rating due to student participation in state assessments:
 1. Participation Rates
 - a. The number of students that tested in MVV
 - b. The one error in CPA's student participation
 2. The CD BOCES' overall participation rate on state assessments even with the above errors was:
 - a. English Language Arts- 94.4%
 - b. Mathematics- 94.5%
 - c. Science- 90.3%

Relevant Data and Expected Outcomes:

The final decision from CDE about our request to reconsider is that the CD BOCES will be moved back to Priority Improvement. The request to reconsider letter is attached.

Recommended Course of Action/Motion Requested:

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



*4035 Tutt Boulevard
Colorado Springs, CO 80922*

Ms. Kindra Whitmyre, Director
Ms. Marie LaVere-Wright, Board President
Colorado Digital BOCES
4035 Tutt Blvd
Colorado Springs, CO 80922

November 2, 2017

Dear Board President LaVere-Wright and Director Whitmyre,

Thank you for submitting the request to reconsider for Colorado Digital BOCES's 2017 preliminary district accreditation rating. We believe that the request to reconsider process is important to ensure the most accurate description of student performance outcomes within a school district. Based on the considerations presented in the district's request and the department's current policies, the Colorado Department of Education (CDE) approves the BOCES request to be *Accredited with Priority Improvement Plan: Low Participation*, per the following explanation.

The BOCES submitted additional information to the department to correct miscoding of student assessments experienced during the PSAT/SAT state assessment administration. Additionally, the BOCES requested removal of all data from a closed school.

With the requested students recoded and removed from the accountability participation rate for the PSAT/SAT state assessment administration, along with removal of data from the closed school, the BOCES would meet the 95% participation rate threshold.

CDE appreciates the time and effort that the district put into the request to reconsider process. Please feel free to contact Ashley Piche via piche_a@cde.state.co.us with any questions or concerns.

Sincerely,



Katy Anthes, Ph.D.
Commissioner of Education

cc: Alyssa Pearson, Associate Commissioner, Accountability/Performance
Ashley Piche, Director, Accountability & Data Analysis
Jessica Watson, Accountability & Policy Specialist, Accountability & Data Analysis



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: November 14, 2017

Prepared by: Phil Williams- District Assessment and Data Coordinator

Title of Agenda Item: Data Walk

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The attached page contains W-APT and TS GOLD participation and achievement data. CogAT participation data is also attached. All identified English Language Learner students are given the W-APT, which is an English language proficiency screener test. Students are assessed in four language domains: Listening, Reading, Speaking, and Writing. Students are given an overall grade level adjusted composite score. The overall grade level adjusted composite score will determine if the student meets the requirements to receive ELL programming services. Fluent English Proficient (FEP) students receive an overall grade level adjusted composite score of 5.0 or higher. Students who receive an overall grade level adjusted composite score of 3.1 to 4.9 are classified as Limited English Proficient (LEP). Students who receive a score 3.0 or less are classified as Non English Proficient (NEP).

Teaching Strategies GOLD (TS GOLD) is the assessment used for Kindergarten early school readiness. The purpose of assessing school readiness is to understand each child's strengths and needs in each of the six objectives for development and learning. The six areas are: Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics.

Cognitive Abilities Testing (CogAt) was also completed, though the tests have not been scored yet. CogAt assessment measures three cognitive abilities: verbal, quantitative, and nonverbal. Students receive overall standard age composite scores. Students with higher composite scores often have higher levels of development and excellent skills in each area.



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Colorado Springs, CO 80922



Relevant Data and Expected Outcomes:

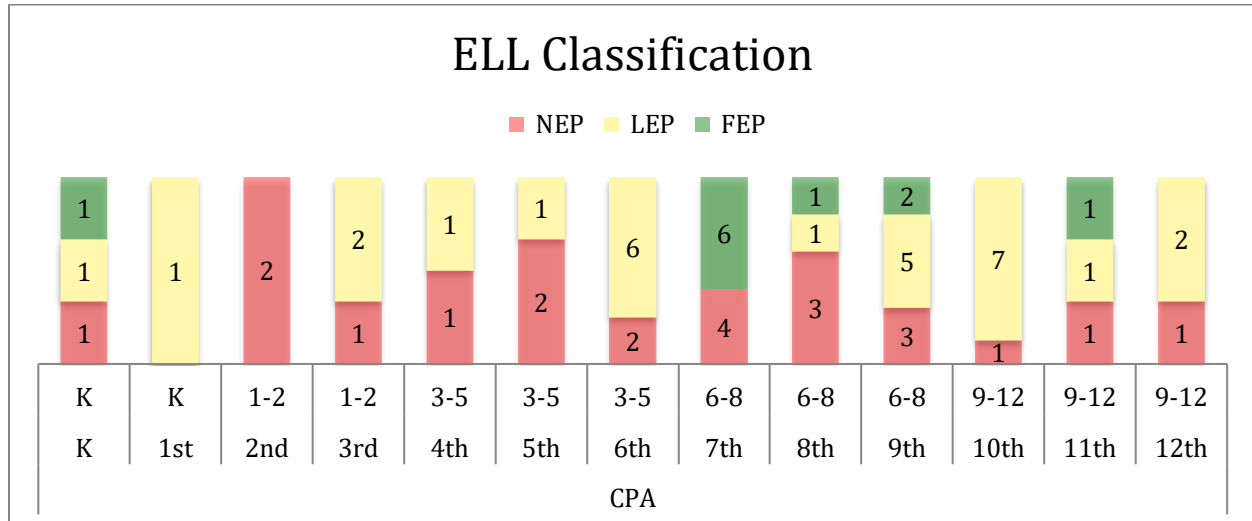
The testing data is attached below.

Recommended Course of Action/Motion Requested:

None

CPA 2017 W-APT

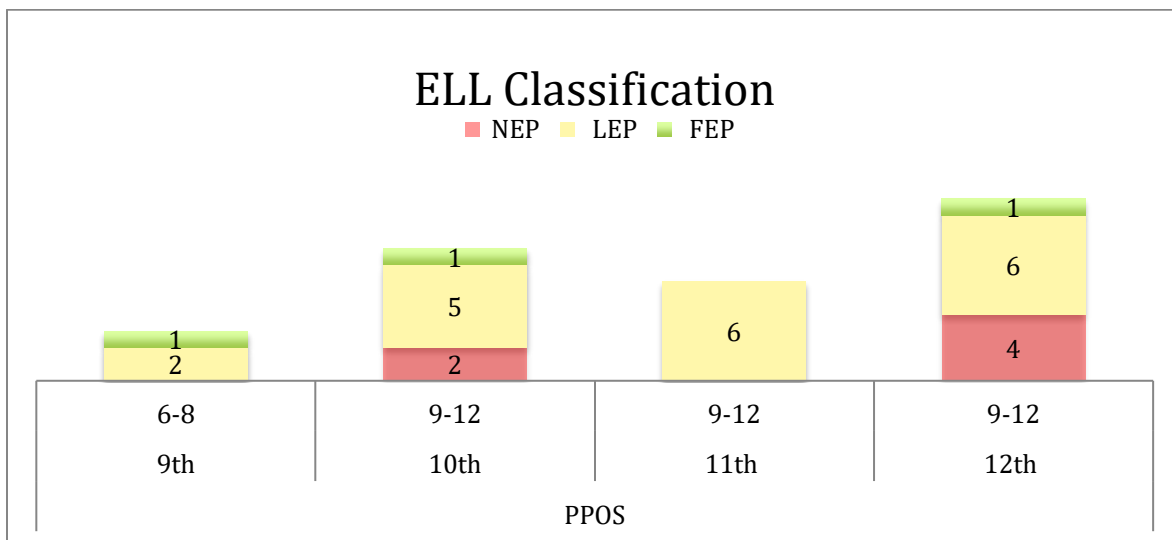
<i>School</i>	<i>Grade</i>	<i>Form</i>	<i># of Students NEP</i>	<i># of Students LEP</i>	<i># of Students FEP</i>
CPA	K	K	1	1	1
	1 st	K		1	
	2 nd	1-2	2		
	3 rd	1-2	1	2	
	4 th	3-5	1	1	
	5 th	3-5	2	1	
	6 th	3-5	2	6	
	7 th	6-8	4		6
	8 th	6-8	3	1	1
	9 th	6-8	3	5	2
	10 th	9-12	1	7	1
	11 th	9-12	1	1	1
	12 th	9-12	1	2	



School	Grade	# Participated	% Participation
CPA	K-12	61/68	90%

PPOS 2017 W-APT

School	Grade	Form	# of Students NEP	# of Students LEP	# of Students FEP
PPOS	9 th	6-8		2	1
	10 th	9-12	2	5	1
	11 th	9-12		6	
	12 th	9-12	4	6	1

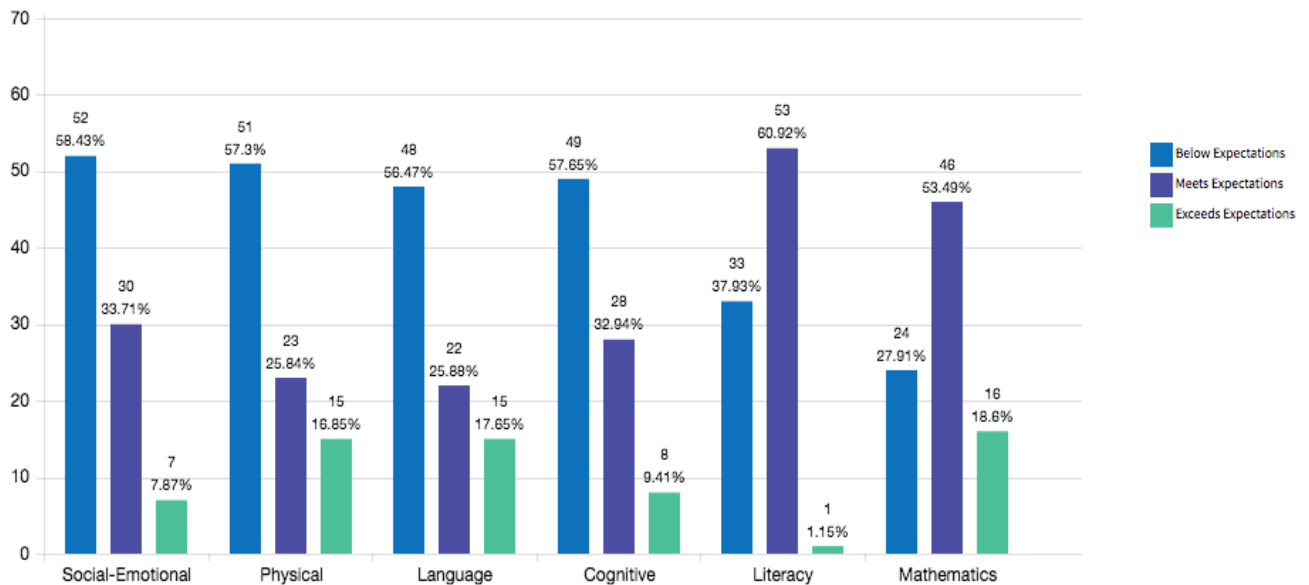


<i>School</i>	<i>Grade</i>	<i># Participated</i>	<i>% Participated</i>
PPOS	9-12	28/33	84%

CPA Kindergarten TS GOLD

KEA 1st Term 2017/2018			
	Below	Meeting	Exceeding
Social-Emotional	52 / 58.43%	30 / 33.71%	7 / 7.87%
Physical	51 / 57.3%	23 / 25.84%	15 / 16.85%
Language	48 / 56.47%	22 / 25.88%	15 / 17.65%
Cognitive	49 / 57.65%	28 / 32.94%	8 / 9.41%
Literacy	33 / 37.93%	53 / 60.92%	1 / 1.15%
Mathematics	24 / 27.91%	46 / 53.49%	16 / 18.6%

KEA 1st Term 2017/2018 - Widely Held Expectations

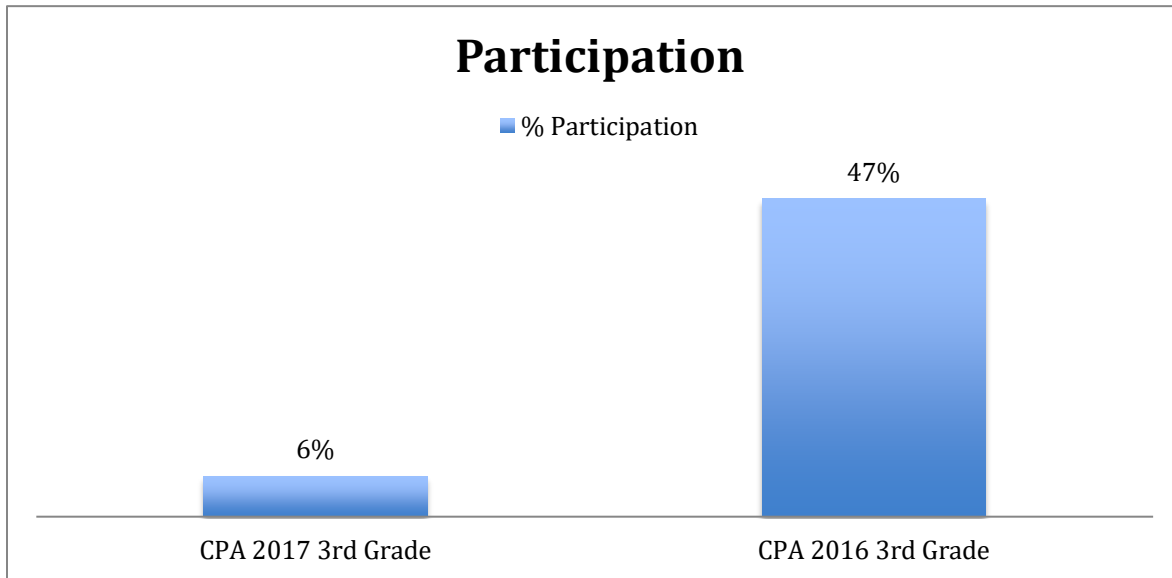


Participation

School	Grade	# Participated	% Participated
CPA	K	89/91	97%

CogAT 2017

<i>School</i>	<i>Grade</i>	<i># Participated</i>	<i>% Participated</i>
CPA	3	9/104	6%



CogAT 2016

<i>School</i>	<i>Grade</i>	<i># Participated</i>	<i>% Participated</i>
CPA	2	1/1	100%
	3	38/81	47%
	4	3/3	100%
	7	3/3	100%



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: November 14, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

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

1. Education Service Provider (ESP) contract accountability process has been completed through a meeting with K12 higher leadership. I will continue to use the contract checklist that was created last year, which includes all the areas of the contract that needs to be accomplished by the K12 team. The checklist will be completed at the end of quarter 1, 2 and 3. The fourth quarter accountability will be completed through a contract evaluation of the K12 services provided to our two schools, CPA and PPOS. This information is added to our scorecard so we can monitor the services each quarter.

2. HB 12-1345 is a legislative appropriation that makes over \$3 million available to BOCES organizations. The report for how we utilized these funds and how the funds benefited students is due in December. This report will be completed by the due date in collaboration with D49 staff that use the funds for the implementation of Schoology. My first collaboration meeting occurred on Wednesday, November 1.

3. At a recent Board meeting I was asked if the CD BOCES has been offered an evaluation. I was not familiar with this CDE process; although, I was a member of the School Support Team (SST) for four years, so I thought that this may be the process in question, but decided I should research all CDE school improvement processes before I respond. The school evaluation is actually a school site visit review, and this review was completed by SST members through a grant request; although, this specific review team has been eliminated and all school and district reviews are being completed by external organizations. There are also several other school improvement processes included in this grant. Last year the CD BOCES staff completed a grant application to attain federal grant funds for leadership, but our application was denied. This year the grant

4035 Tutt Boulevard
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application is due by Wednesday, December 6. I have registered for the grant writing webinar and a meeting with the CDE school accountability office in order to complete the application. Please feel free to reach out to me if there are more questions, and I have included some introductory information below:

INTRODUCTION

Districts are encouraged to initiate and expand their own district-designed supports for schools in need of improvement. This grant is a good fit for districts and their schools that have invested in solid planning and are ready for implementation – or that have seen positive results and would like to expand programming.

To be awarded funds under this application, proposals must meet requirements under ESSA. This includes requirements for stakeholder engagement, planning, use of evidence-based interventions (EBI), and evaluation and reporting. Because this is an implementation grant, scoring is designed in a standards-based manner – meaning that all elements must meet expectations to be considered for an award. CDE may request changes before making the award, however, this is expected to be a more competitive grant.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: Districts with schools identified for Comprehensive Support (CS) or Targeted Support (TS). This route within the EASI is standards-based, so all scored elements must meet expectations. Proposals will be evaluated based on the criteria and rubrics within the application on a competitive basis.

Prioritization: In the event that a tie breaker is needed between multiple applications, priority will be given to: (1) geographic representation, and (2) school identification type in the following order:

1. Comprehensive Schools – lowest 5% of Title I schools
2. Comprehensive Schools – low grad or completion rate and on the state accountability clock
3. Comprehensive Schools – low grad or completion rate and not on the state accountability clock (i.e., Improvement, Performance)
4. Additional Targeted Schools that are on the state accountability clock (i.e., Priority Improvement, Turnaround);
5. Additional Targeted Schools with an Improvement plan type
6. Additional Targeted Schools with a Performance plan type
7. Targeted Schools that are on the state accountability clock
8. Targeted Schools with an Improvement plan type
9. Targeted Schools with a Performance plan type

4. Thought Exchange (TE) is a system that the CD BOCES utilized to collect parent satisfaction data in different areas of our school operations. It was initially contracted for three years, and this is our last contract year of implementing the system per our first contract. This system was utilized by Kim McClelland, so I have requested a meeting with the TE team to understand my tasks that need completed this year. I also reached out to Nicole Tiley at K12 to discuss other ways to gather this information through K12 rather than handling it through an outside system for a cost. Nicole and I have worked out a system to gather this information when our TE contract is completed, and I also discussed a way to get information to our parent stakeholders about the CD BOCES in order to heighten awareness and understanding of our organization. We will start both of these processes and I will update the Board accordingly.



5. Matriculation rate is a new CDE measure that started in 2016. The matriculation rate is measured by the data in the National Clearinghouse system. This process does not have any district verification and that is concerning. So I have discussed a process with Nicole Tiley to get accurate data of where all our students have matriculated to after graduation in order to use the data in the request to reconsider process when applicable.

6. The goal of identifying PPOS as an Alternative Education Campus (AEC), if possible, is still moving forward. The school has approximately 80% of students that have at least one at-risk indicator, at the time of my last update. In order to be identified as an AEC, the school needs to reach 90%. Please see Nicole Tiley's update for the process they will follow with the 20% that did not report an at-risk indicator, and also see below for some brief info on AEC and at-risk indicators:

The Education Accountability Act of 2009 (SB 09-163) authorizes the Colorado Department of Education to conduct an annual review of the performance of the public schools in the state and to make recommendations to the State Board of Education concerning whether the public school shall implement a Performance, Improvement, Priority Improvement or turnaround plan. The law also authorizes the Department to conduct a distinct performance review for those schools that meet the definition of an Alternative Education Campus (AEC). The state's performance framework for AECs takes into account the unique purposes of the campuses and the unique circumstances of the challenges posed by the students enrolled in the campuses.

"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.

7. Nicole and I are working on more professional development (PD) for teachers at CPA and PPOS. We have READ funds that can be utilized, but only for reading instruction. This is one area we will focus on in our grant application (see update #3 above). We will collect data with all school leaders at one of our admin meeting to go over what PD has been provided already and what PD the leaders need, to ensure it aligns with the school action plan goals and so we are not doing more than the school staff can handle this year.

8. The school and school leader monthly review has been completed for the months of September and October. The student course completion data that is in the first area of student engagement has more detail in Nicole Tiley's Board report, should you want to review all the details we discussed in student engagement. The completed checklist is below:



Leadership Team:

BOCES: Kindra Whitmyre Phil Williams
 K12: Nicole Tiley Sarah Schuchard Kathleen Kearney
 Sheila Stevens Allison Oswandel Stacy Altman

FIRST SEMESTER

School and School Leader Checklist:

	Sept	Oct	Nov	Dec
Student Engagement: <ul style="list-style-type: none"> Review engagement percentages through the tracker per grade level each month Review number of students attending class connect sessions- mandatory and volunteer Review the school-wide and regional blended learning student opportunities Review the participation in the school-wide and regional blended learning opportunities per grade level each month 	PPOS: Orientation Sessions- New- 86% Returning- 98%; Engagement Numbers- 88%; PPOS Advisor Classes- 96% CPA: Orientation Sessions- New- 93% Returning 94%; Engagement Numbers- 95%; Advisor Classes: 99%	PPOS- HS- 55% are on track for completion CPA- K-5- 65% are on track for completion 6-8- 63% are on track for completion HS- 60% are on track for completion *semester		
Data-driven Instruction: <ul style="list-style-type: none"> Review the data that teachers are using to create lesson for students View random class connect sessions (CPA- Elem, MS, HS & PPOS) 	PPOS- STAR data CPA- iReady, Dibels and STAR	PPOS- PD day – Oct 27 CPA- PD day - Oct. 27		
Differentiated Instruction: <ul style="list-style-type: none"> Review instructional strategies that teachers are using to instruct students View random class connect sessions (CPA- Elem, MS, HS & PPOS) 	PPOS- not yet CPA- discussion on student levels	PPOS- PD day- Oct. 27 CPA- PD day- Oct. 27		



Capturing Kids Heart's: <ul style="list-style-type: none"> View random class connect sessions (CPA- Elem, MS, HS & PPOS) 	PPOS & CPA- teacher observation checklist and teacher data sheet	PPOS & CPA- class connect sessions		
Professional Development & Mentoring: <ul style="list-style-type: none"> Review the modeling strategies used at staff development days Review mentoring strategies used during informal observations 	PPOS & CPA- modeled all beginning of the year processes	PPOS & CPA- PD day- Oct. 27- Nicole and I will be sharing notes and improvements on Nov. 1 meeting		
Informal Observations: <ul style="list-style-type: none"> Review number of informal observations completed per teacher each month View random class connect sessions (CPA- Elem, MS, HS & PPOS) 	PPOS & CPA- monthly observations with all teachers	PPOS & CPA- 100% on informals for both schools- one each month- S & O		
Parent Engagement: <ul style="list-style-type: none"> Review the regional activities for parents Review the number of attendee's at the regional activities for parents Review the number of school-wide activities for parents Review the number of attendee's at the school-wide activities for parents 	Parent Engagement at Orientation PPOS: 69% CPA: Elem- 95% MS- 86% 83%	Learning Coach Assembly- PPOS- 0 parent attendance; CPA- 13 parents attended		
Post-secondary & Career: <ul style="list-style-type: none"> Review student ICAP's Review number of students participating in CE Review number of students participating in other post-secondary opportunities 	PPOS- all done at end of first semester CPA- all done at end of first semester (transcript hold up for new students) PPOS- 0 CPA- CE-42	PPOS- 0 for College Day attendance CPA- 12 students attended College Day in Springs		
Discipline & Positive Enforcement: <ul style="list-style-type: none"> Review number of students per grade level that have received positive enforcement each month 	N/A- too early	PPOS- 1,211 CPA- K-5- 486 6-8- 791 HS- 579		



Attendance & Truancy:	N/A- too early	PPOS- 17 CPA- K-5- 3 6-8- 5 HS- 7		
<ul style="list-style-type: none"> Review number of students that are in the truancy procedure per grade level each month 				

9. The special program monthly review has also been completed, but it was a September/October review. The checklists are taking longer than I initially predicted, so the special program ended up being a combination of two months. I need to revisit the timing of completing these tasks. The special program checklist is below:



Leadership Team:

BOCES: Kindra Whitmyre Phil Williams
K12: Nicole Tiley Stacy Altman

FIRST SEMESTER

Special Program Checklist:

	Sept/Oct								
Student Evaluation: <ul style="list-style-type: none">SPED- Review MTSS process and interventions being used with students before testing504- Review current student 504's to ensure they meet the 504 requirements before updating the 504 for current yearG/T- Review Benchmark assessment data to identify any students with G/T capabilities and review student records for incoming students that may have an ALPESL- Review BOY ESL assessment data to identify student needs for instruction and programming & review MOY ESL assessment data to monitor student progressHealth- Review current Health plans to ensure student needs will be met and review student records for any health issues that may require a current or new Health plan	<ul style="list-style-type: none">Students are included in small groups depending on Tier level. If there is a parent request for a spec ed eval, the student is automatically put in MTSS and interventions/PM implemented.In process, 504 meetings are being scheduled and meetings heldBOE has been reviewed, ALPs being written and additional BOE being requested. Went over some with D49. Created self-audit toolParticipation in WAPT and students identified in programs <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>22, 18 in prog, 3 monitor, 1 refusal</td><td>24, 18 in prog, 4 NT, 2 monitor</td><td>24, 21 in prog, 2 NT, 1 monitor</td><td>30, 24 in prog, 3 NT, 3 monitor</td></tr></table> <ul style="list-style-type: none">3 students returning that are being reviewed. 45 day screener also being reviewed for students with medical needs	K-5	MS	CPA HS	PPOS	22, 18 in prog, 3 monitor, 1 refusal	24, 18 in prog, 4 NT, 2 monitor	24, 21 in prog, 2 NT, 1 monitor	30, 24 in prog, 3 NT, 3 monitor
K-5	MS	CPA HS	PPOS						
22, 18 in prog, 3 monitor, 1 refusal	24, 18 in prog, 4 NT, 2 monitor	24, 21 in prog, 2 NT, 1 monitor	30, 24 in prog, 3 NT, 3 monitor						
Special Education Student Service: <ul style="list-style-type: none">Review small group and individualized learning opportunities for studentsReview student participation in small group and individualized learning opportunities per month	<ul style="list-style-type: none">Small group, 1:1 and push-in services being providedAttending required CC sessions (total offered, spec ed and gen ed) <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>63.20%</td><td>92.30%</td><td>78.80%</td><td>60.50%</td></tr></table>	K-5	MS	CPA HS	PPOS	63.20%	92.30%	78.80%	60.50%
K-5	MS	CPA HS	PPOS						
63.20%	92.30%	78.80%	60.50%						



<ul style="list-style-type: none">Review student mastery of daily lessons per monthReview mastery and quarterly reviews of each students' IEP goals per month	<ul style="list-style-type: none">Passing rates <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>71%</td><td>59%</td><td>61%</td><td>53.70%</td></tr></table> <ul style="list-style-type: none">Quarterly review happening this week for CPA.	K-5	MS	CPA HS	PPOS	71%	59%	61%	53.70%								
K-5	MS	CPA HS	PPOS														
71%	59%	61%	53.70%														
504 Student Service: <ul style="list-style-type: none">Review small group and individualized learning opportunities for studentsReview student participation in small group and individualized learning opportunities per monthReview student mastery of daily lessons per month	<ul style="list-style-type: none">Based on accommodations/student needs. MTSS and gen ed targeted groupsAttending required CC sessions (total offered) <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>0.00%</td><td>84.00%</td><td>58%</td><td></td></tr></table> <ul style="list-style-type: none">Passing rates <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>66.70%</td><td>70.10%</td><td>87.30%</td><td></td></tr></table>	K-5	MS	CPA HS	PPOS	0.00%	84.00%	58%		K-5	MS	CPA HS	PPOS	66.70%	70.10%	87.30%	
K-5	MS	CPA HS	PPOS														
0.00%	84.00%	58%															
K-5	MS	CPA HS	PPOS														
66.70%	70.10%	87.30%															
Gifted & Talented Student Service: <ul style="list-style-type: none">Review gifted and talented opportunities for studentsReview the participation of gifted students in opportunities each monthReview student mastery of daily lessons per monthReview mastery and quarterly reviews of each students' ALP goals per month	<ul style="list-style-type: none">Advanced CC sessions, acceleration through courses, enrichment in lessons, K12 ALP learning circles, individual extensions activitiesAttending required CC sessions (total offered) <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th></tr><tr><td>50%</td><td>100.00%</td><td>50%</td></tr></table> <ul style="list-style-type: none">Passing rates <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th></tr><tr><td>84.60%</td><td>96.20%</td><td>80.80%</td></tr></table>	K-5	MS	CPA HS	50%	100.00%	50%	K-5	MS	CPA HS	84.60%	96.20%	80.80%				
K-5	MS	CPA HS															
50%	100.00%	50%															
K-5	MS	CPA HS															
84.60%	96.20%	80.80%															
ESL Student Service: <ul style="list-style-type: none">Review small group and individualized learning opportunities for studentsReview student participation in small group and individualized learning opportunities per monthReview student mastery of daily lessons per monthReview mastery and quarterly reviews of each students' ELD goals per monthReview student participation of students in ESL programReview student progress in ESL program	<ul style="list-style-type: none">BrainPop is being implemented, small groups are being determined according to data and startedAttending required CC sessions (total offered, spec ed and gen ed) <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>50%</td><td>87.10%</td><td>46.40%</td><td>50%</td></tr></table> <ul style="list-style-type: none">Passing rates <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>57.40%</td><td>53.80%</td><td>57.10%</td><td>62.70%</td></tr></table> <ul style="list-style-type: none">Teachers will be updated BOY, BOY, EOY for goalsWorking to engage any students not attending. Will have percentages for specific services next month (BrainPop access problem)Working to engage any students not attending. Problems with BrainPop, continuing to implement.	K-5	MS	CPA HS	PPOS	50%	87.10%	46.40%	50%	K-5	MS	CPA HS	PPOS	57.40%	53.80%	57.10%	62.70%
K-5	MS	CPA HS	PPOS														
50%	87.10%	46.40%	50%														
K-5	MS	CPA HS	PPOS														
57.40%	53.80%	57.10%	62.70%														
Health Student Service: <ul style="list-style-type: none">Review small group and individualized																	



<p>learning opportunities for students</p> <ul style="list-style-type: none">Review student participation in small group and individualized learning opportunities per monthReview student mastery of daily lessons per month	The 3 health plans we have at this time do not include learning opportunities.																
<p>Student Engagement:</p> <ul style="list-style-type: none">Review engagement percentages through the tracker per grade level each monthReview number of students attending class connect sessions and blended learning opportunities per grade level each month	See above																
<p>Discipline & Positive Enforcement:</p> <ul style="list-style-type: none">Review number of students per grade level that have received positive enforcement each month	This is all school population data and will break it out by special populations next month.																
<p>Attendance & Truancy:</p> <ul style="list-style-type: none">Review number of students that are in the truancy procedure per grade level each month	<p>Special Education data, all special services areas will be included next month. Below are the number of missed special education services letters that have been sent out:</p> <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>0</td><td>1</td><td>11</td><td>2</td></tr></table> <p>Students in the FAST process</p> <table><tr><th>K-5</th><th>MS</th><th>CPA HS</th><th>PPOS</th></tr><tr><td>6</td><td>9</td><td>7</td><td>6</td></tr></table>	K-5	MS	CPA HS	PPOS	0	1	11	2	K-5	MS	CPA HS	PPOS	6	9	7	6
K-5	MS	CPA HS	PPOS														
0	1	11	2														
K-5	MS	CPA HS	PPOS														
6	9	7	6														

10. The October/November CD BOCES Newsletter has been complete and sent to all CPA and PPOS staff. It is attached below this report.

OCTOBER / NOVEMBER 2017

THE

CD BOCES

NEWSLETTER



In the August/September Newsletter, we visited different ideas to have a strong start to your school year. If you missed this newsletter and would like a copy of it, please email at kindra@cdboces.org.

In this newsletter, we will review some engagement data and also review different ideas to keep student engagement high.

Current Engagement Data:

PPOS-

HS- 55% of students are on track for completion of courses by the end of the semester.

CPA-

K-5- 65%...

6-8- 63%...

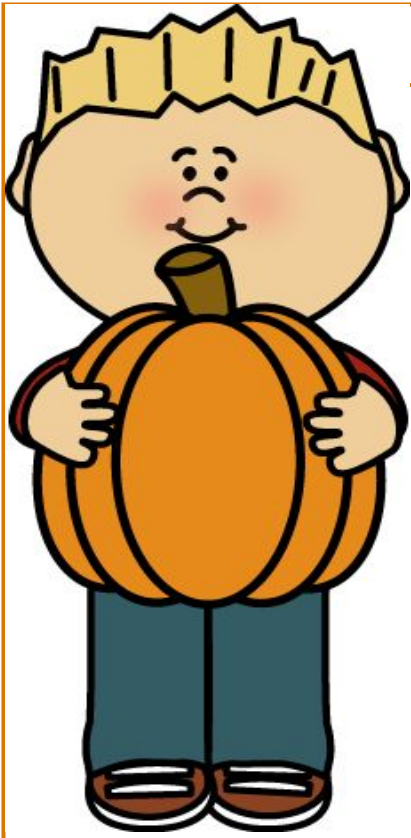
HS- 60% of students are on track for completion of courses by the end of the semester.



This is the time of year that is important to give thanks.

The staff at the Colorado Digital BOCES would like to thank each and every one of you for all you are doing for our students!

We would also like to wish you a very Happy Thanksgiving with your family and friends!



3. Continue to find ways for students to collaborate together like, 1) group students into a breakout room on Blackboard, give them all jobs to do in the activity so you can be assured that the kids are all collaborating together, 2) plan interactive and collaborative activities during the blended learning sessions so kids are working together, consider using Blooms Taxonomy chart to create lessons toward the top of the pyramid, 3) when the class first starts, have all the students greet each other, in a blended session they can introduce themselves and shake hands to greet each other, in a Blackboard session, the students can use the chat to greet and welcome each other.

4. At this stage of school some kids could be feeling overwhelmed because they let themselves get behind, are feeling unsuccessful and/or feeling isolated, some ideas to help are, 1) offer students assignment 'deals,' if they feel like they can get caught up without having to do every single assignment, this motivates many students, 2) offer students one-on-one tutoring sessions on Blackboard or in person to help them get the assistance they need, 3) put out a survey to students that are not engaged to find out why they are not engaging in order to have the correct information to help students.



Keep Engagement HIGH!

1. Continue to make student contact, especially for the students that are not as engaged as they were when school started, 1) send them a postcard, 2) send them a text message asking if they need help, 3) call their parents to see if there are issues going on that you can help with.

2. Students in our world are digital natives and can get bored with lecture or discussion style, so consider using these ideas in your lessons, 1) use a Microcast- this is a short podcast no more than 5 minutes that can be embedded into your lessons or to break up the lecture or discussion, and can also be used for students that are quick learners and do not need the full lesson, 2) consider using a strategy like Gamify- this program motivates students through badges and other rewards to engage students with the subject matter or skills they are learning in their regular lessons in a game, this can be used in place of the regular lesson(s), and 3) continue to learn and utilize all the tools on Blackboard.



Other Resources:

<https://www.edutopia.org/classroom-student-participation-tips>

<http://archive.brookespublishing.com/articles/ed-article-0212.htm>

<https://www.readinghorizons.com/blog/14-classroom-activities-that-increase-student-engagement>

<http://www.edudemic.com/top-five-ways-engage-students-classroom/>

<http://blog.displaynote.com/blog/39-ways-to-keep-students-engaged>

http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald007.shtml

Don't forget to change your clocks back on
Sunday, November 5!!



THE

CD BOCES

NEWSLETTER



The CD BOCES Staff

Kindra Whitmyre- Director of Ed and Ops

Phil Williams- District Assessment Coordinator

Anne-Marie Matula- Data and Reporting Analyst

Becky Engasser- Business Manager

Maria Walker- Executive Assistant

Forthcoming Newsletters:

December, 2017

January/February, 2017

March/April, 2017

May, 2017



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: November 14, 2017

Prepared by: Phil Williams

Title of Agenda Item: District Assessment and Data Coordinator Report

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

The ACCESS for ELL's state training was attending on October 18th in Pueblo, Colorado. The ACCESS for ELL's assessment is administered to identified English Language Learners. The ACCESS for ELL's assessment window is January 8th to February 9th.

The Colorado overview of the PSAT/SAT webinar for DACs was attended on October 25th. The purpose of the webinar was to provide information regarding the new and existing test taking and administration practices and procedures for school test coordinators and test administrators. The national SAT test date is March 10th. The Colorado PSAT/SAT date is April 10th.

A meeting was held with the new CPA/PPOS testing coordinator on October 25th. The state assessment accommodations training was completed. On the same day, a meeting with the CPA leadership teams was also held. The purpose of the meeting was to get clarity on the mClass math cut points and to verify the K-1 low benchmarks scores. The scores shared at the last board meeting showed a very high number of students not meeting grade level expectations on the beginning of year assessment. After meeting the K-5 leadership team, it was confirmed that the scores were accurate. mClass math was selected because the K-5 team felt that the iReady assessment data didn't provide enough specific information on the students. The mClass math assessment is used to measure fundamental math skills. The screening and progress monitoring areas include

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counting, number ID, quantity discrimination, missing number, next number, and number facts.

K-5 team also elected to go with Dibels as the literacy benchmark assessment for K-1. The Dibels assessment measures early literacy and reading skills with a fluency component. iReady does not have a fluency component. The K-5 staff was trained in both assessments. The trainings involved three half-day webinars. During the meeting a following up on W-APT, CogAT, and TS GOLD completion was also discussed. We will still follow up to identify the potential reasons why there were big discrepancies in the Dibels and mClass scores.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: November 14, 2017

Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

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

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General Information:

1. Parent Surveys: Students First Check In (Family Pulse Checks) are short, scheduled surveys sent to Learning Coaches of students attending CPA and PPOS. The **purpose** of the Students First Check In (Family Pulse Check) program is to:
 - Provide an easy and convenient method for families to request help
 - Identify families who may need additional support
 - Inform the development of relevant programming and resources for students, parents and school staff.

Here are the dates of the family pulse checks:

	Survey 1	Survey 2	Survey 3	Survey 4	Survey 5	Survey 6	Survey 7
Returning / New Families	One week prior to school start	Two weeks after school start	10/16/2017	11/27/2017	1/8/2018	2/12/2018	4/2/2018
Late Enrollees	One week prior to school start	Two weeks after school start	10/16/2017 (if school enroll date after 9.12)	11/27/2017 (if school enroll date after 10.24)	1/8/2018 (if school enroll date after 12.5)	2/12/2018 (if school enroll date after 1.9)	4/2/2018 (if school enroll date after 2.27)

During the spring, the School Accountability Committee also sends out a survey to the families to inform the development of relevant programming and resources for students, parents and school staff.

2. Special Program Plans and Compliance Review: K12 has an internal auditing team that reviews the school special program manuals for critical components to ensure federal and state compliance. The auditing team provides feedback and recommendations. The internal audit team also provides a critical component score for compliance and a timeline for follow up if any action is needed after their reviews.
3. Matriculation: The school leaders and counselors are working to complete a policy and procedure handbook and tracking tool for graduating seniors. The policy and procedures will be implemented at the end of November to track matriculation rates of graduating seniors.

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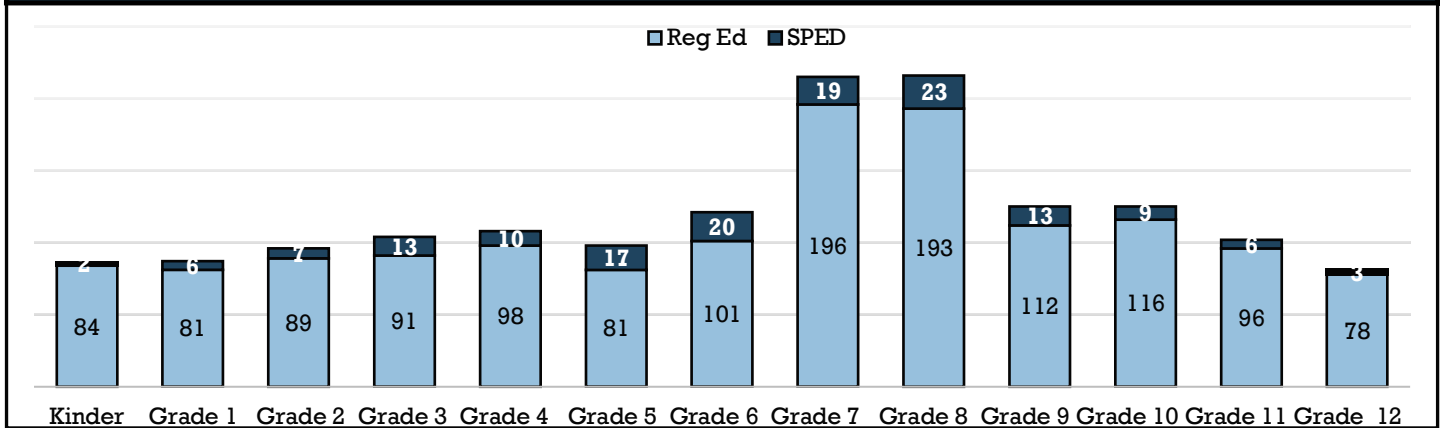
4. Alternative Education Campus Status of PPOS: PPOS is completing an internal audit of all completed AEC student interviews. PPOS has identified 94 students who need a follow up interview to determine if the student qualifies for the alternative education campus status. PPOS is having bi-weekly meetings to review the internal survey audit results and determine any additional action steps.
5. Professional Development: CPA and PPOS leaders and staff participated in a data deep dive professional development on October 27, 2017. The staff discussed state standards that the students have mastered and specific instructional strategies to use across all content areas to increase the academic growth and achievement of students. Now that the first quarter is completed; the leadership team will review the professional development plans and identify action areas for additional staff training. We also will be writing a grant with CDBOCES to fill professional development needs and requests.
6. English Language Learners Program Update: We are using W-APT results to identify our students and to place the students in their Tier levels for WIDA ACCESS 2.0. We have also used the results to create goals for students. Students are serviced through ELL Small group interventions and 1-1 sessions with ELL teachers.
7. Please click on the below links to read our community newsletters:

Colorado Preparatory Academy:
<https://www.smores.com/ue2hs>

Pikes Peak Online School:
<https://www.smores.com/9y1tb>

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CPOA ACTIVE STUDENTS BY GRADE - NOVEMBER 2017

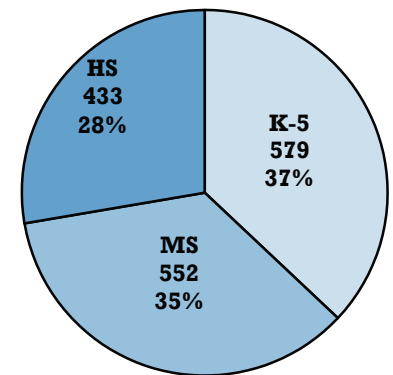


ACTIVE STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder	84	2	86	Kinder	5.9%	1.4%	5.5%
Grade 1	81	6	87	Grade 1	5.7%	4.1%	5.6%
Grade 2	89	7	96	Grade 2	6.3%	4.7%	6.1%
Grade 3	91	13	104	Grade 3	6.4%	8.8%	6.6%
Grade 4	98	10	108	Grade 4	6.9%	6.8%	6.9%
Grade 5	81	17	98	Grade 5	5.7%	11.5%	6.3%
Grade 6	101	20	121	Grade 6	7.1%	13.5%	7.7%
Grade 7	196	19	215	Grade 7	13.8%	12.8%	13.7%
Grade 8	193	23	216	Grade 8	13.6%	15.5%	13.8%
Grade 9	112	13	125	Grade 9	7.9%	8.8%	8.0%
Grade 10	116	9	125	Grade 10	8.2%	6.1%	8.0%
Grade 11	96	6	102	Grade 11	6.8%	4.1%	6.5%
Grade 12	78	3	81	Grade 12	5.5%	2.0%	5.2%
TOTAL	1416	148	1564	Percents	90.5%	9.5%	

SUMMARY BY GRADE BAND

	Reg Ed	SPED	Total
K-5	524	55	579
MS	490	62	552
HS	402	31	433



SPECIAL CATEGORY COUNTS

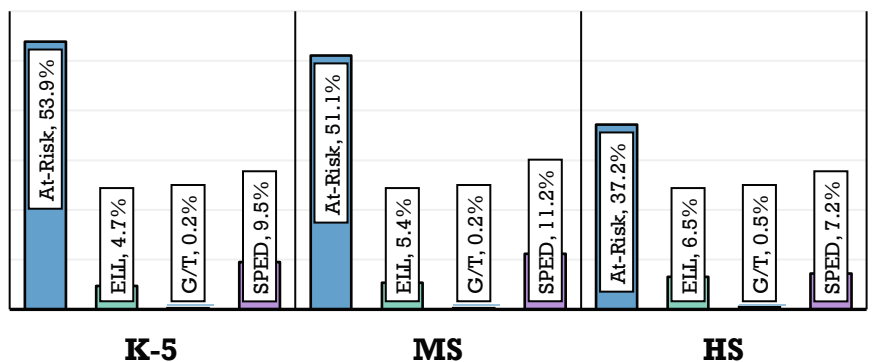
Category	K-5	MS	HS
At-Risk	312	282	161
ELL	27	30	28
G/T	1	1	2
SPED	55	62	31

* At risk = students on Free/Reduced Lunch

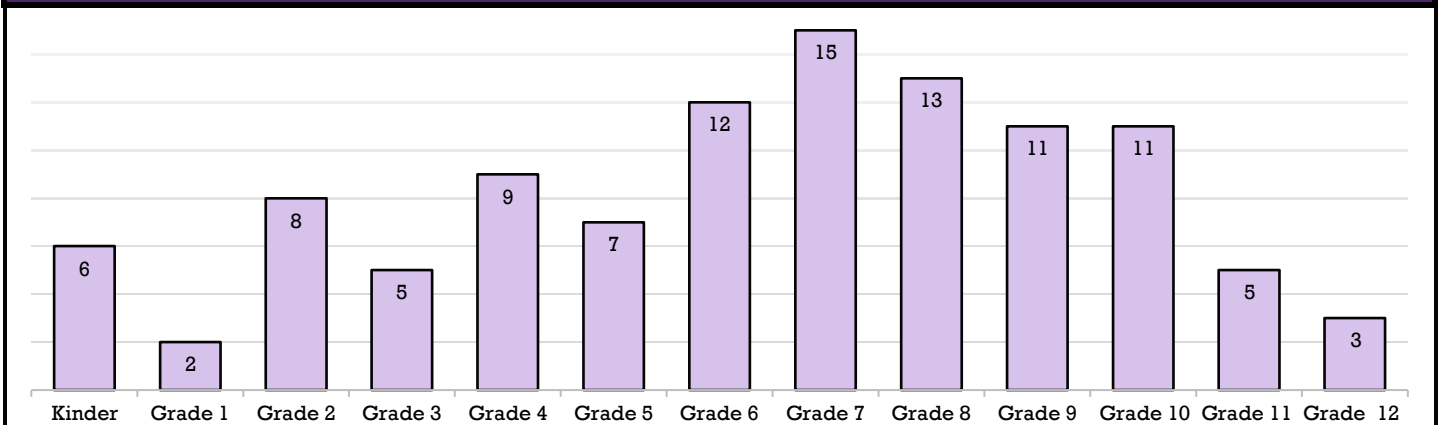
SPECIAL CATEGORY % OF BAND

Category	K-5	MS	HS
At-Risk	53.9%	51.1%	37.2%
ELL	4.7%	5.4%	6.5%
G/T	0.2%	0.2%	0.5%
SPED	9.5%	11.2%	7.2%

Special Categories by Grade Band



CPOA WITHDRAWN STUDENTS BY GRADE - NOVEMBER 2017

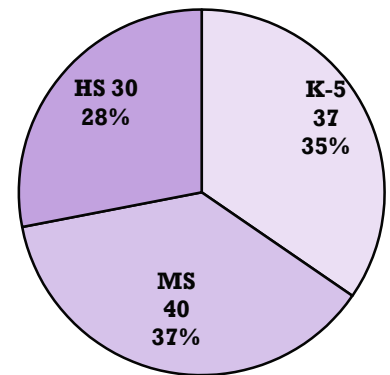


WITHDRAWN STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder	6	0	6	Kinder	6.1%	0.0%	5.6%
Grade 1	2	0	2	Grade 1	2.0%	0.0%	1.9%
Grade 2	7	1	8	Grade 2	7.1%	12.5%	7.5%
Grade 3	3	2	5	Grade 3	3.0%	25.0%	4.7%
Grade 4	8	1	9	Grade 4	8.1%	12.5%	8.4%
Grade 5	6	1	7	Grade 5	6.1%	12.5%	6.5%
Grade 6	12	0	12	Grade 6	12.1%	0.0%	11.2%
Grade 7	15	0	15	Grade 7	15.2%	0.0%	14.0%
Grade 8	12	1	13	Grade 8	12.1%	12.5%	12.1%
Grade 9	9	2	11	Grade 9	9.1%	25.0%	10.3%
Grade 10	11	0	11	Grade 10	11.1%	0.0%	10.3%
Grade 11	5	0	5	Grade 11	5.1%	0.0%	4.7%
Grade 12	3	0	3	Grade 12	3.0%	0.0%	2.8%
TOTAL	99	8	107	Percents	92.5%	7.5%	

WITHDRAWAL SUMMARY

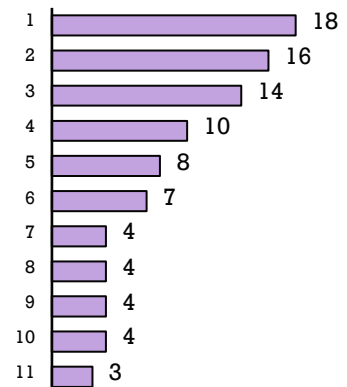
	Reg Ed	SPED	Total
K-5	32	5	37
MS	39	1	40
HS	28	2	30



Counts by Withdrawal Reason

Reason	Cnt
Attendance issue withdrawal	18
Spot opened at preferred school	16
Moving out of area served by school	14
Lack of socialization	10
Student not motivated to complete work in this environment	8
Too much time commitment for the learning coach	7
Health issues in the family	4
Pace of program is too fast for the student	4
Technical issues	4
Learning coach no longer available	4
Family left message with the office	3

Withdrawal Reason Count

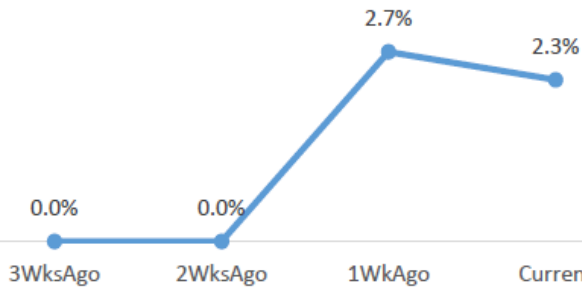


Ahead

CPOA OLS AVERAGE PROGRESS EARNED WEEKLY

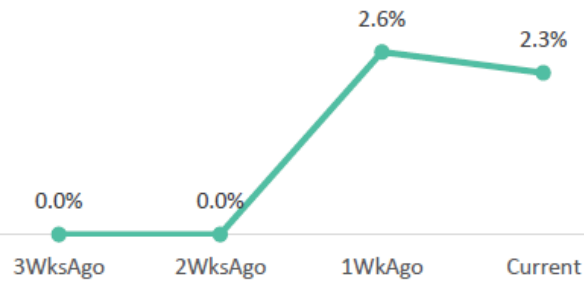
CORE COURSES

Average Weekly Progress



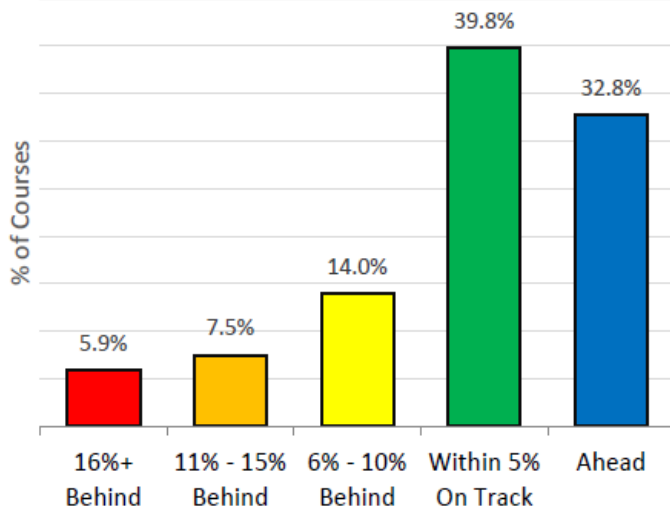
MATH & ELA ONLY

Average Weekly Progress

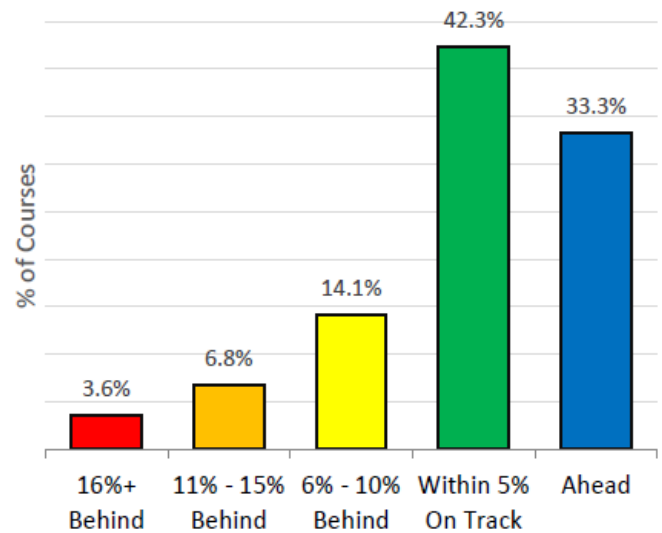


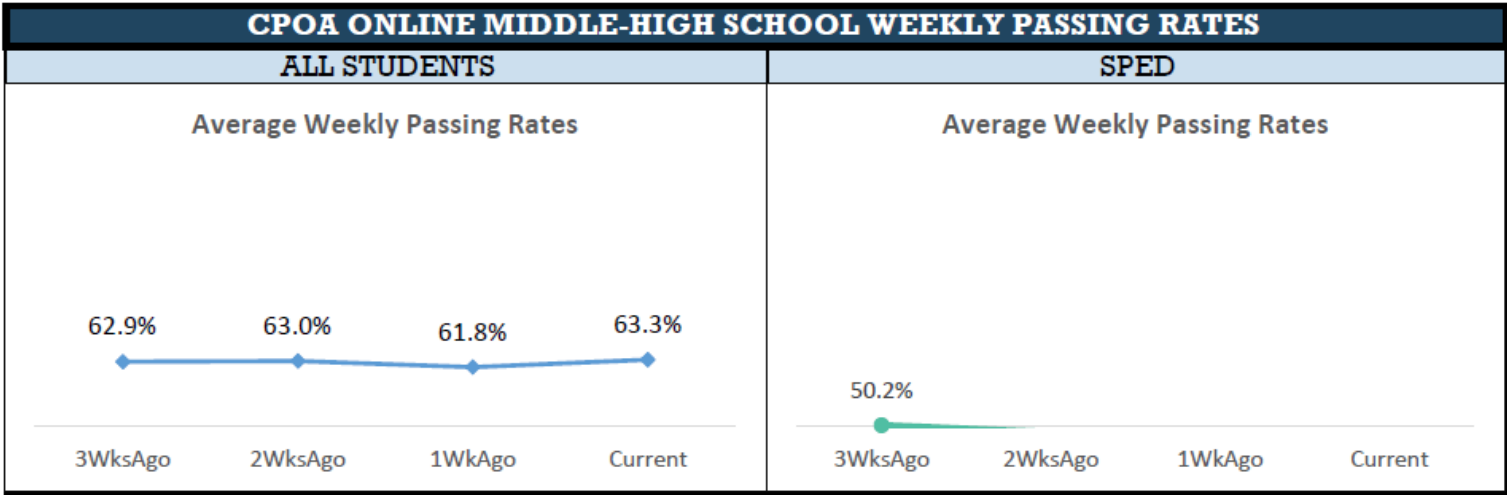
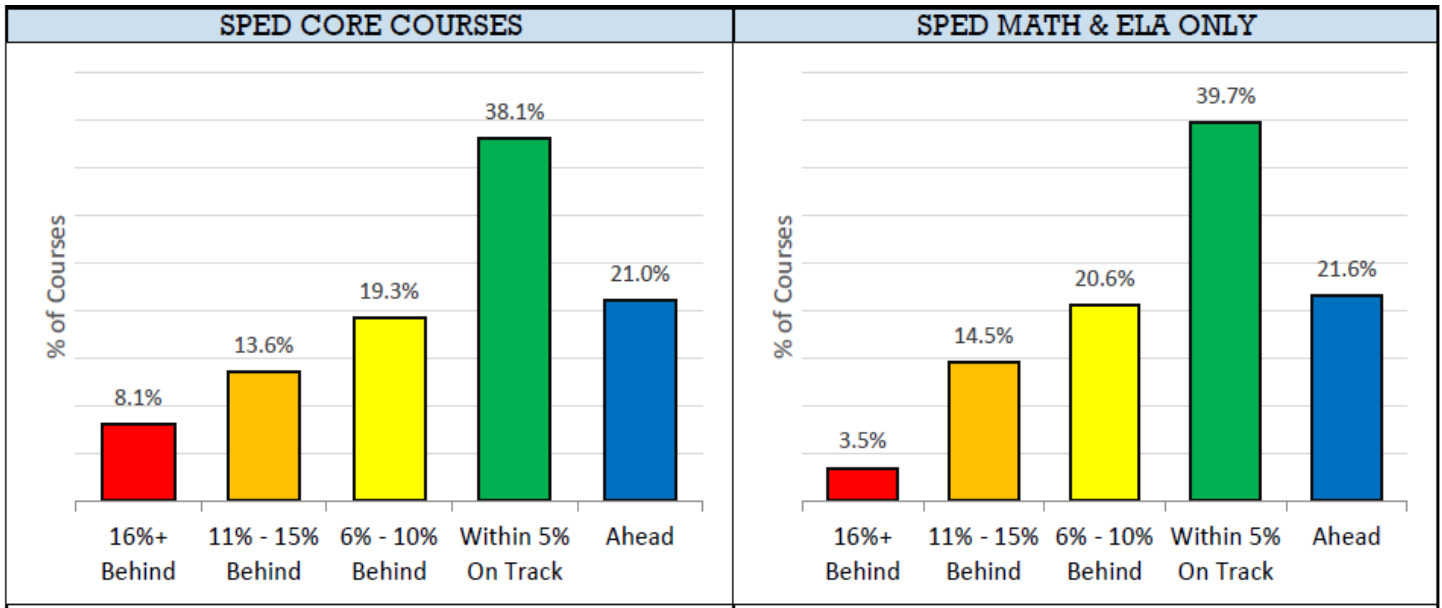
CPOA OLS COURSES BY PROGRESS BAND

CORE COURSES



MATH & ELA ONLY

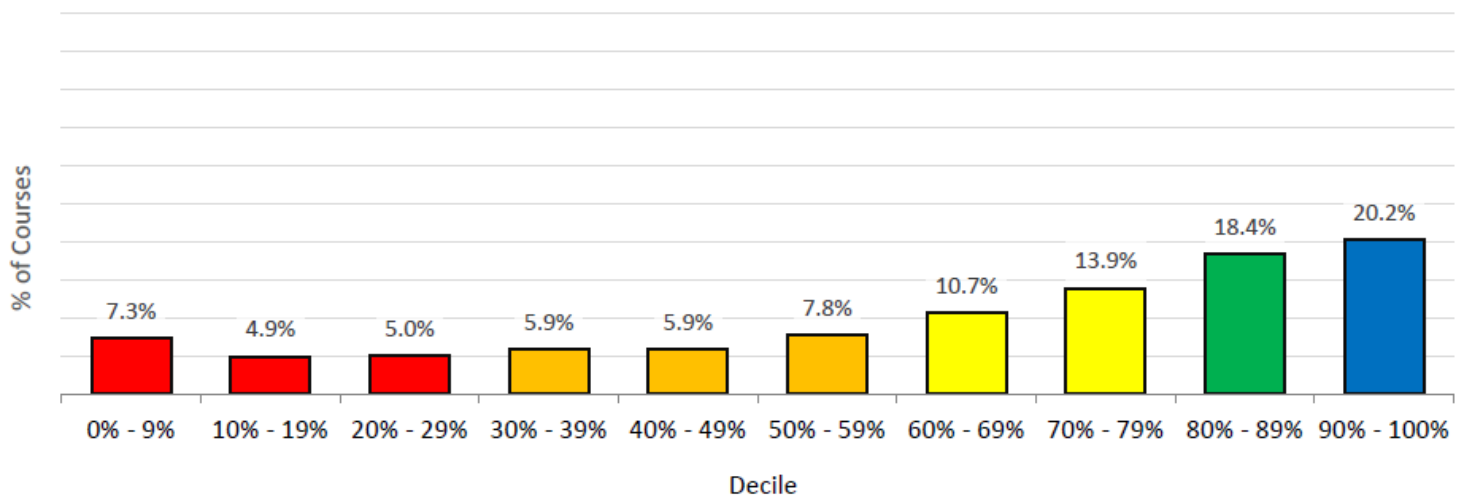




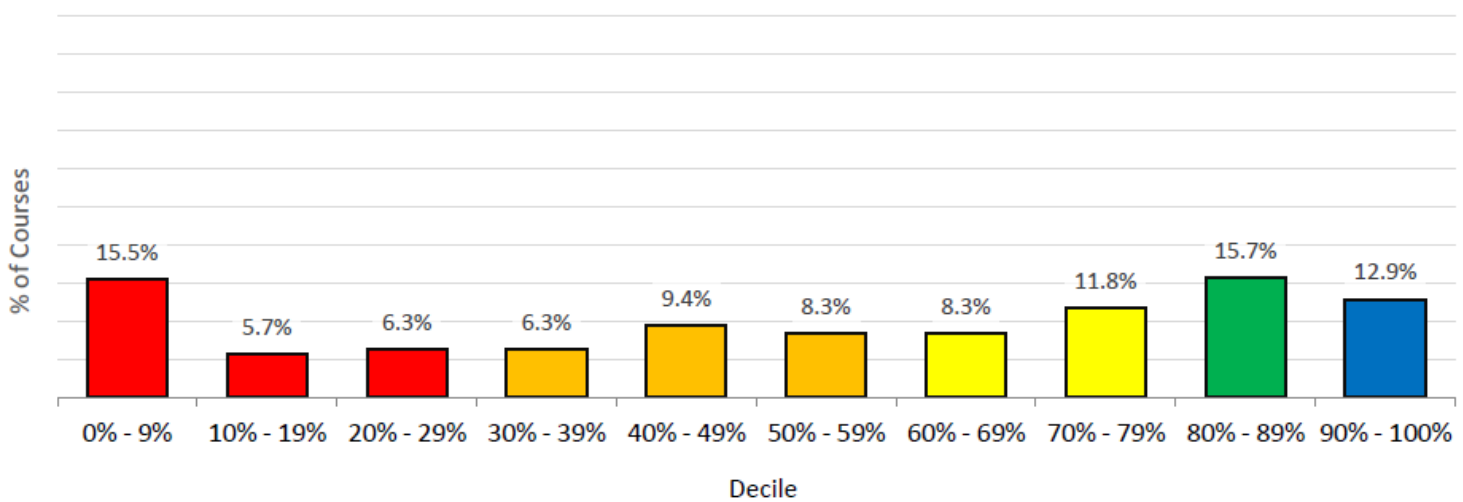
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CPOA ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE

ALL STUDENTS



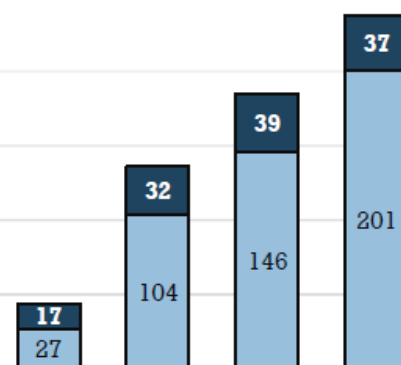
SPED STUDENTS



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PPOS ACTIVE STUDENTS BY GRADE - NOVEMBER 2017

■ Reg Ed ■ SPED



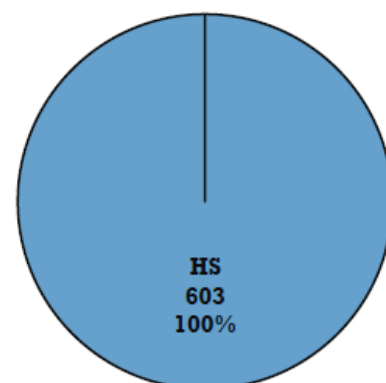
Kinder Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

ACTIVE STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder				Kinder			
Grade 1				Grade 1			
Grade 2				Grade 2			
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	27	17	44	Grade 9	5.6%	13.6%	7.3%
Grade 10	104	32	136	Grade 10	21.8%	25.6%	22.6%
Grade 11	146	39	185	Grade 11	30.5%	31.2%	30.7%
Grade 12	201	37	238	Grade 12	42.1%	29.6%	39.5%
TOTAL	478	125	603	Percents	79.3%	20.7%	

SUMMARY BY GRADE BAND

	Reg Ed	SPED	Total
K-5			
MS			
HS	478	125	603

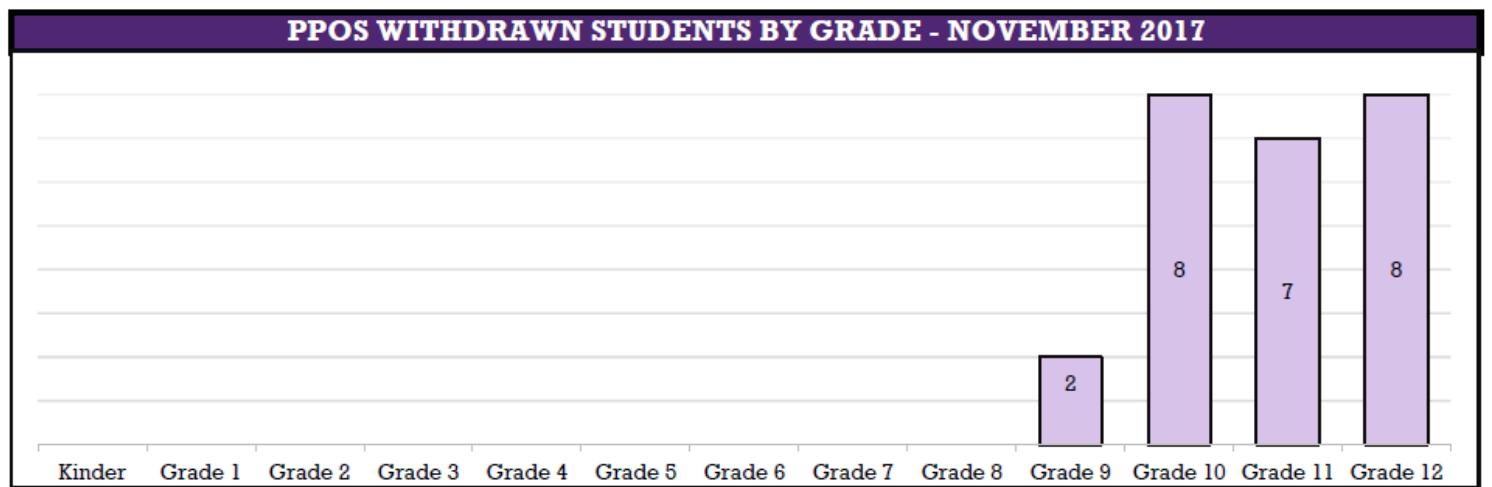
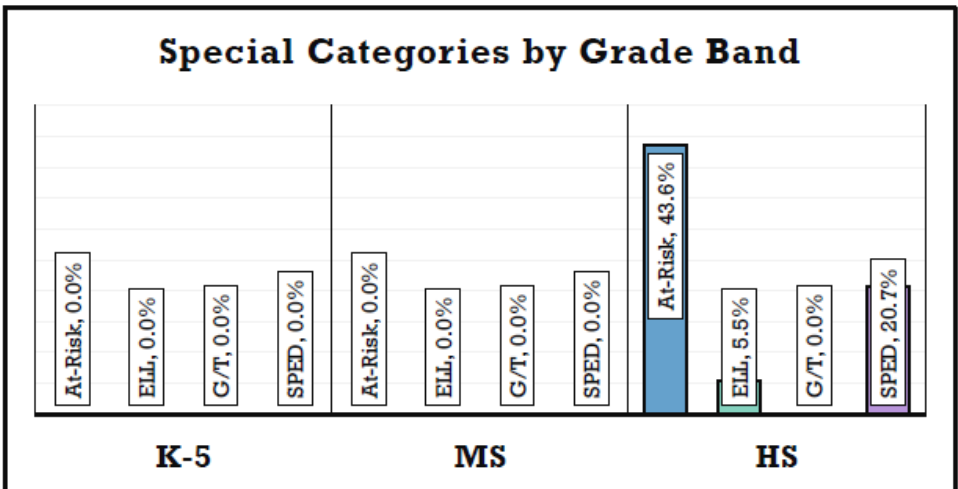


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SPECIAL CATEGORY COUNTS			
Category	K-5	MS	HS
At-Risk			263
ELL			33
G/T			0
SPED			125

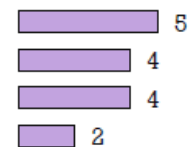
* At risk = students on Free/Reduced Lunch

SPECIAL CATEGORY % OF BAND			
Category	K-5	MS	HS
At-Risk			43.6%
ELL			5.5%
G/T			0.0%
SPED			20.7%



Counts by Withdrawal Reason	
Reason	Cnt
Student not motivated to complete work in this environment	5
Health issues in the family	4
Attendance issue withdrawal	4
Pace of program is too fast for the student	2
Technical issues	2
Learning coach no longer available	2
Z3 - Not eligible: School Policy, Age, etc. (Enrollment Team Only)	1
Pace of program is too slow for the student	1
Lack of socialization	1
Too many non-online lesson requirements	1
Time requirement for student being online	1

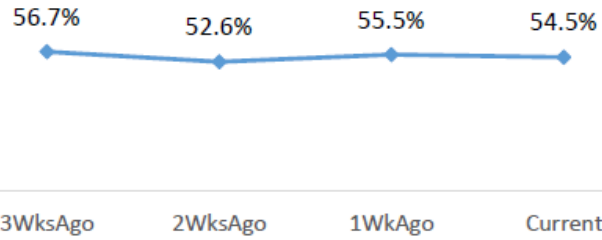
Withdrawal Reason Count



PPOS ONLINE MIDDLE-HIGH SCHOOL WEEKLY PASSING RATES

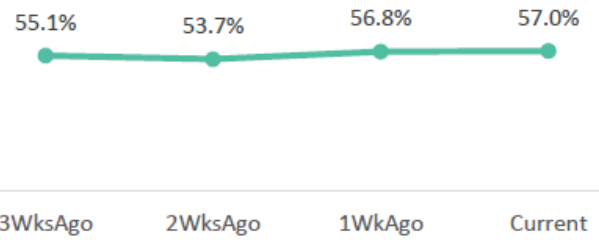
ALL STUDENTS

Average Weekly Passing Rates



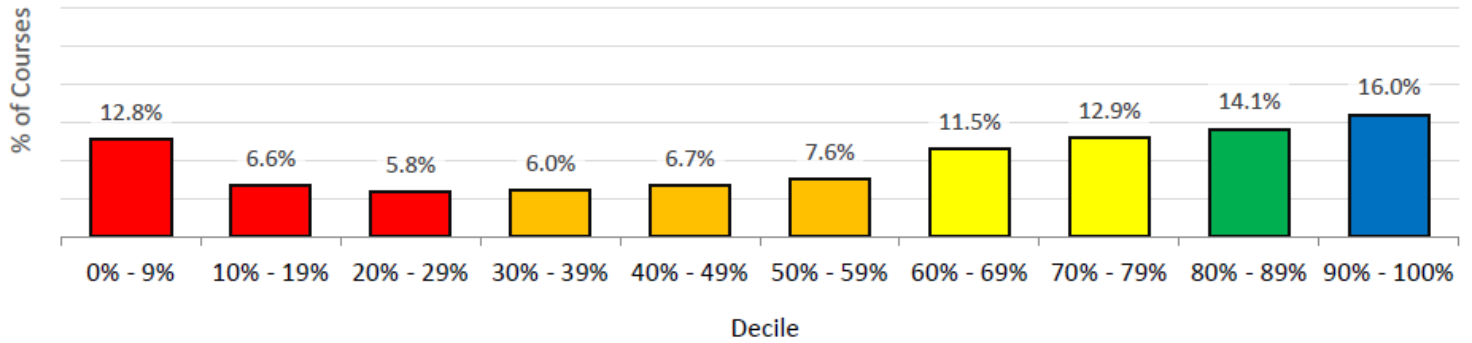
SPED

Average Weekly Passing Rates

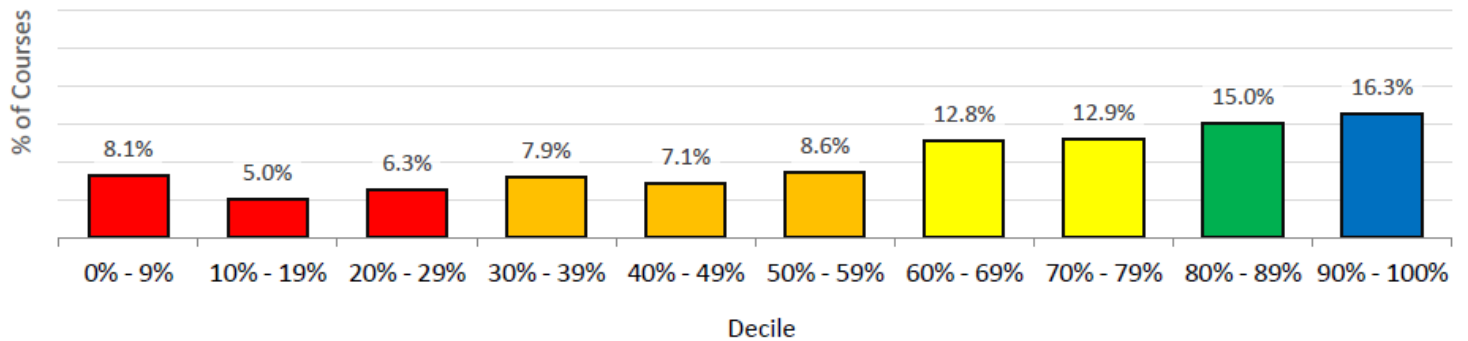


PPOS ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE

ALL STUDENTS



SPED STUDENTS



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COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: November 6, 2017

Prepared by: Michelle Wallace

Title of Agenda Item: Board Report

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

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STEMsCO

CYBER EDUCATION & PROFESSIONAL DEVELOPMENT

CTE – CAREER TECH ED

Dianne Kingsland along with STEMsCO board president, Scott Fast, met with state employees to discuss STEMsCO's Cyber Program. The result is that STEMsCO's Cyber curriculum is now a Career Tech Ed (CTE) approved program. Details will be ironed out shortly, and STEMsCO will be drafting an MOU with Kelly Gunther to develop a virtual platform to deliver this program. This is key for the following reasons:

1. Educators that attend a STEMsCO professional development cyber course are now eligible to receive CTE credits.
2. STEMsCO's program can be paid for with Perkins funds through the CTE program.
3. This program can and will be highlighted at the Regional ACTE Conference in April 2018.

CYBER SECTOR PARTNERSHIP MEETING

Dianne will be attending the state Cyber Sector Partnership meeting later this week. This will provide STEMsCO a unique format to promote our Cyber Program, as well as develop additional private partnerships that will enrich the existing suite.

GENCYBER GRANT

Michelle Wallace submitted the GenCyber grant, as a partnership program with the University of Phoenix. Results should be posted by January 2018. Some unique inclusions are the Sports ISAO Hacker Hunting and Fake Starbucks Hot Spot!



STEM

COLORADO SPRINGS SCHOOL DISTRICT – D11

Dianne and Michelle met with Duane Roberson, the CTE Director for D11 to determine areas that we can provide them quality STEM services. The meeting was productive, and we're moving forward on Cyber and Advanced Manufacturing.

WESTERN MUSEUM OF MINING & INDUSTRY (WMMI)

STEMsCO hosted a STEM development planning activity at WMMI, Friday, October 13th. The event was attended by many creative educators STEMsCO's had the pleasure of working with in the past. Much progress was made, and it was a key step in the roll-out of WMMI's capital campaign.

PARTNERS

CD BOCES COLLABORATION PLAN

Dianne and Michelle are working a comprehensive collaboration proposal between CD BOCES and STEMsCO. The goal is to capitalize on shared resources and scaled services.

WIDEFIELD

Dianne and Michelle met with key members from the Widefield School District to determine the scope and type of services they desire. Many mirrored those from the D11 meeting, and we'll be including D3 in those offerings.