



Board Agenda

September 19, 2017 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

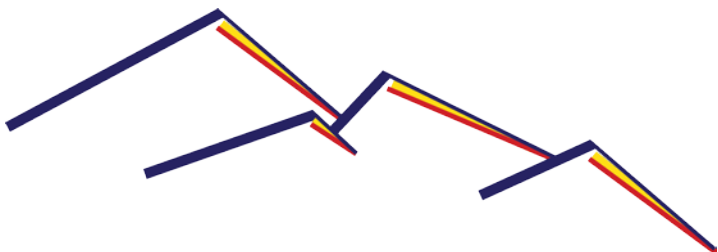
- A. Meeting Minutes from August 15, 2017 Board Meeting
- B. Meeting Minutes from August 24, 2017 Special Board Meeting

III. Action Items

- A.

IV. Discussion Items

- A. School Performance Framework – Kindra Whitmyre
- B. Scorecards – Kindra Whitmyre
- C. PAARC Scores – Phillip Williams
- D. Schools Action Plans – Nicole Tiley, Kindra Whitmyre
- E. Policy Section 7 – Kim McClelland and Becky Engasser



*4035 Tutt Boulevard
Colorado Springs, CO 80922*



V. Information

A.

VI. Other Business

- A. Executive Session: Executive Session pursuant to C.R.S. 24-6-402(4)(b & f) to review and discuss evaluation of Executive Director and to receive legal advice regarding Executive Director's employment.
- B. Action regarding Executive Director's employment.
- C. Discussion regarding strategic proposals and strategic planning.
- D. Action related to item VI C.

VII. Reports, in writing unless there are questions

- A. Executive Director Board Report
- B. Education and Operations Director Board Report
- C. Assessment and Data Coordinator Board Report
- D. Business Director Board Report
- E. Assistant Director of Educational Services
- F. K-12 Board Report (CPA and PPOS)
- G. STEMsCO Board Report

VIII. Adjourn

*Board Meeting Notes for
August 15, 2017 at 4:07 p.m.*

Guests/Staff: Brad Miller, Greg Wilborn, Kim McClelland, Kindra Whitmyre, Maria Walker, Rebecca Engasser, Nicole Tiley, Todd Thorpe, Phillip Williams, Brett Ridgway, Laura Boggs, Tillie Elvrum

Guests on Conference Call: None

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:

Drosendahl made the motion; seconded by Hollman_. The 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.

Motion to Approve the Board Meeting Minutes from June 23, 2017, June 28, 2017, and July 19, 2017

Franko made the motion; seconded by Harris_. The 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 Items.

Motion to Approve MOU for District 49 and CD BOCES

Drosendahl made the motion; seconded by Holloman_. The motion passed 5-0

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

Motion to Amend the Agenda to go into Executive Session and table items IV-B and C

Holloman made the motion; seconded by Drosendahl. The 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 4:14 p.m._

Motion to enter into executive session:

I move to enter executive session pursuant to C.R.S. 24-6-402(4)(f) to discuss personnel matters and performance of Kim McClelland, Kindra Whitmyre, and Greg Wilborn.

Holloman made the motion; seconded by Drosendahl. The motion passed _5-0

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

Approval to exit Executive Session

Exiting Executive Session at 5:36 p.m.

Holloman made the motion; seconded by Drosendahl. The 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 6:32 p.m.

Holloman made the motion; seconded Drsendahl . Motion passed 5-0

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

*Board Meeting Notes for
August 24, 2017 at 3:13 p.m.*

*Guests/Staff: Tina Littell, Phillip Williams, Maria Walker, Rebecca Engasser, Kim McClelland, Kindra Whitmyre, Todd Thorpe, Nicole Tiley, Greg Wilborn, Annie Matula, Brad Miller
Roger Goode, Doug Herring, Merlin Holmes, Ken Witt, Susan Miller*

Guests on Conference Call: None

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: Harris

Second: Holloman

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 _5:24 p.m.

Motion: Franko

Second: Holloman

Motion Passed:

	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: September 19, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: School Performance Frameworks and District Performance Framework

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

Background Information, Description of Need:

The School Performance Frameworks (SPF) and District Performance Frameworks (DPF) have been released. At this time, they are preliminary results that are subject to change based on each district's request to reconsider information. The Colorado Digital BOCES (CD BOCES) will submit a request to reconsider. Each school's SPF rating is below along with our DPF at this time.

Relevant Data and Expected Outcomes:

Each of our schools received this year's SPF as well as a multi-year SPF. CDE uses the SPF that has the most data and is the highest score; however, if the highest SPF does not have the most data, they will default to the SPF with the most data. Below are our school results with the bolded rating being our official SPF:

CPA- **1-year- Priority Improvement**; 3-year- Priority Improvement
PPOS- 1-year- Turnaround; **3-year- Priority Improvement**
MVV- 1-year- Improvement; **3-year- Priority Improvement**
RMDA- 1-year- Performance; **3-year- Improvement**

Here are our results from last year compared to this year to show the improvement or decline per official SPF rating:

4035 Tutt Boulevard
Colorado Springs, CO 80922



CPA-

Last year CPA earned a total of 39.2 points out of 100- Priority Improvement- they were only 2.8 points away from Improvement; this year CPA earned a total of 38.9 points out of 100- Priority Improvement- they are 3.1 points away from Improvement and this is a decline of 0.3 from last year.

Below are CPA's ratings per grade level cohorts:

Elementary- 2016- Turnaround; 2017- Turnaround

Middle School- 2016- Priority Improvement; 2017- Priority Improvement

High School- 2016- Performance; 2017- Improvement

*CPA is entering their second year on Priority Improvement/Turnaround.

PPOS-

Last year PPOS earned a total of 19.7 points out of 60 (PPOS was a new school so they did not have growth data, which is 40 points out of the 100), and 19.7 points equates to 32.8% and this puts them in the Turnaround rating. PPOS was 1.2 points away from Priority Improvement; this year PPOS earned a total of 34.7 points out of 100- Priority Improvement- they are 7.3 points away from Improvement and this is an increase of 1.9%.

*PPOS is entering their second year of Priority Improvement/Turnaround.

MVV-

Last year MVV had insufficient data to give a rating; this year MVV is in Improvement- 30 out of 60 points (since MVV had no data last year, there is no growth data which is 40 out of 100 points) which gives them a 50%- this is 3% away from Performance. However, since the school has such little data, the state defaulted to the multi-year report for their official rating which is Priority Improvement- 20.6 points out of 60 which gives them a 34.2% which is 7.7% away from Improvement.

*MVV is closed so they will not enter into their first year of Priority Improvement/Turnaround.

RMDA-

Last year RMDA earned a total of 37.4 points out of 100, and the score was Priority Improvement- 4.6 points away from Improvement; this year RMDA is in Performance- 48.6 points out of 60 and this gives them a 80.5%. However, since the school has such little data because of the turnover of students from the year Summit



operated RMDA to last year when the CD BOCES operated RMDA, the state defaulted to the multi-year report for their official rating which is Improvement- 49.6 points out of 100 which is 3.4 points from Performance and an increase of 12.2% from last year.

*RMDA is closed, but they would be off the accountability clock if they remained open.

The CD BOCES DPF last year was Priority Improvement, earning a total of 37.2 points out of 100. This year the DPF is Turnaround: decreased due to participation. Once our request to reconsider is finished and the participation error is rectified, we will move back to Priority Improvement, since we have earned 35.5 points out of 100. This is a decrease of 1.7% from last year.

The CD BOCES is considering submitting a request to reconsider based on the following areas:

1. Body of evidence of student performance
 - a. Academic Achievement
 - b. Academic Growth
 - c. Postsecondary and Workforce Readiness
 - d. Drop-out Rates
2. Participation Rates
 - a. The number of students that tested in MVV

*At this time the only error we have found is in the second area above- the student participation rates.

Recommended Course of Action/Motion Requested:

No recommended course of action at this time.

Plan Type

Official plan type based on: 1-Year SPF report
Priority Improvement Plan: Low Participation
38.9 / 100

- Will enter Year 2 of Priority Improvement or Turnaround

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	41.7%	12.5 / 30	Approaching
Academic Growth	40.3%	16.1 / 40	Approaching
Postsecondary & Workforce Readiness	34.4%	10.3 / 30	Does Not Meet

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	779	549	70.5%	201	95.0%	Meets 95%
Math	779	544	69.8%	207	95.1%	Meets 95%
Science	284	191	67.3%	77	92.3%	Does Not Meet 95%

Performance

Improvement

38.9%

Priority Imp.

Turnaround

The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	25.0%	10 / 40	Does Not Meet	25.0%	Turnaround
	Academic Growth	25.0%	15 / 60	Does Not Meet		
Middle	Academic Achievement	45.3%	18.1 / 40	Approaching	39.9%	Priority Improvement
	Academic Growth	36.3%	21.8 / 60	Does Not Meet		
High	Academic Achievement	58.3%	17.5 / 30	Approaching	52.8%	Improvement
	Academic Growth	62.5%	25 / 40	Meets		
	Postsecondary & Workforce Readiness	34.4%	10.3 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	141	68.3%	717.8	7	4 / 16	Does Not Meet
	Previously Identified for READ Plan	23	59.5%	682.2	*	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	31	66.1%	707.4	1	.5 / 2	Does Not Meet
	Minority Students	50	70.9%	716.7	6	.5 / 2	Does Not Meet
	Students with Disabilities	22	66.7%	696.7	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	146	70.5%	710.0	4	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	31	66.1%	699.5	1	.5 / 2	Does Not Meet
	Minority Students	52	73.4%	705.5	1	.5 / 2	Does Not Meet
	Students with Disabilities	21	63.6%	696.2	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	52	69.2%	517.5	10	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	17	63.0%	510.5	7	.5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	15.5 / 62	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	77	27.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	27	28.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	78	24.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	28	18.5	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	9 / 36	Does Not Meet

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	225	70.3%	726.5	20	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	51	74.4%	716.1	5	.5 / 2	Does Not Meet
	Minority Students	73	72.7%	729.2	24	1 / 2	Approaching
	Students with Disabilities	21	78.8%	694.9	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	216	67.4%	719.5	21	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	49	70.7%	707.7	3	.5 / 2	Does Not Meet
	Minority Students	69	68.2%	716.5	15	1 / 2	Approaching
	Students with Disabilities	21	75.8%	692.5	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	83	65.2%	532.5	16	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	62.2%	462.8	1	.5 / 2	Does Not Meet
	Minority Students	27	72.7%	511.3	9	.5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	29 / 64	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	174	30.5	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	38	22.5	.5 / 2	Does Not Meet
	Minority Students	58	34.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	164	41.5	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	41.0	1 / 2	Approaching
	Minority Students	52	31.5	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	14.5 / 40	Does Not Meet

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	45	69.2%	729.1	26	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	45	69.2%	728.3	46	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	43	69.2%	602.1	42	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	56	78.2%	497.3	70	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	56	78.2%	471.3	62	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	28 / 48	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	33	52.0	6 / 8	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	32	51.0	6 / 8	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	32	41.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	32	42.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	20 / 32	Meets

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	42	*	496.9	71.0%	1 / 2	Approaching
CO SAT - MATH	All Students	42	*	461.4	71.0%	1 / 2	Approaching
Dropout	All Students	509	*	12.2%	*	1 / 4	Does Not Meet
Matriculation	All Students	34	*	50.0%	*	1 / 2	Approaching
	2-Year Higher Education Institution	*	*	29.4%	*	*	-
	4-Year Higher Education Institution	*	*	20.6%	*	*	-
	Career & Technical Education	*	*	2.9%	*	*	-
Graduation	All Students	59	5yr	44.1%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	28	5yr	35.7%	*	.25 / 1	Does Not Meet
	Minority Students	20	4yr	10.0%	*	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	5.5 / 16	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

 For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	26.3%	44.1%	21.9%	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	25.6%	35.7%	10.5%	-	5yr
Minority Students	10.0%	-	-	-	4yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value					
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group			
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math		
		• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
		• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
		• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points						
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP	
			E & M	H	E & M	H		
		• at or above 65	Exceeds	16	8	2.0	1.00	-
		• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
		• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
• below 35	Does Not Meet	4	2	0.5	0.25	-		
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:							
	• at or above 559.1	Exceeds	2.0					
	• at or above 509.2 but below 559.1	Meets	1.5					
	• at or above 462.3 but below 509.2	Approaching	1.0					
	• below 462.3	Does Not Meet	0.5					
	Mean CO SAT Math scale score was**:							
	• at or above 543.4	Exceeds	2.0					
	• at or above 491.7 but below 543.4	Meets	1.5					
	• at or above 446.5 but below 491.7	Approaching	1.0					
	• below 446.5	Does Not Meet	0.5					
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):							
	• at or below 0.5%	Exceeds	4					
	• at or below 2.0% but above 0.5%	Meets	3					
	• at or below 5.0% but above 2.0%	Approaching	2					
	• above 5.0%	Does Not Meet	1					
	Matriculation Rate (of all schools in 2016):							
	• at or above the 73.1%	Exceeds	2.0					
	• at or above 59.3% but below 73.1%	Meets	1.5					
	• at or above 41.4% but below 59.3%	Approaching	1.0					
	• below 41.1%	Does Not Meet	0.5					
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group		
	• at or above 95.0%	Exceeds	4		1.00			
	• at or above 85.0% but below 95.0%	Meets	3		0.75			
	• at or above 75.0% but below 85.0%	Approaching	2		0.50			
	• below 75.0%	Does Not Meet	1		0.25			

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: 1-Year SPF report

Please see official performance framework report

38.5 / 100

- Will enter Year 2 of Priority Improvement or Turnaround

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

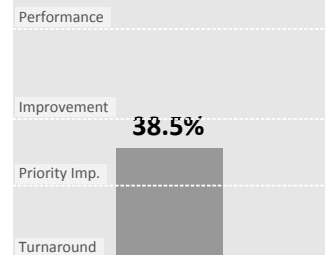
Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	44.8%	13.4 / 30	Approaching
Academic Growth	37.1%	14.8 / 40	Does Not Meet
Postsecondary & Workforce Readiness	34.4%	10.3 / 30	Does Not Meet

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	779	549	70.5%	201	95.0%	Meets 95%
Math	779	544	69.8%	207	95.1%	Meets 95%
Science	284	191	67.3%	77	92.3%	Does Not Meet 95%



The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	25.7%	10.3 / 40	Does Not Meet	25.3%	Turnaround
	Academic Growth	25.0%	15 / 60	Does Not Meet		
Middle	Academic Achievement	44.1%	17.6 / 40	Approaching	38.1%	Priority Improvement
	Academic Growth	34.1%	20.5 / 60	Does Not Meet		
High	Academic Achievement	69.6%	20.9 / 30	Meets	53.8%	Performance
	Academic Growth	56.6%	22.6 / 40	Approaching		
	Postsecondary & Workforce Readiness	34.4%	10.3 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: Elementary - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	301	71.8%	715.4	5	4 / 16	Does Not Meet
	Previously Identified for READ Plan	50	67.5%	683.2	*	0 / 0	-
	English Learners	19	90.9%	713.6	4	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	133	77.0%	706.9	1	.5 / 2	Does Not Meet
	Minority Students	98	73.8%	712.9	3	.5 / 2	Does Not Meet
	Students with Disabilities	49	68.4%	694.7	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	304	72.7%	709.7	3	4 / 16	Does Not Meet
	English Learners	19	90.9%	706.1	2	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	132	76.5%	702.9	1	.5 / 2	Does Not Meet
	Minority Students	100	75.9%	706.4	2	.5 / 2	Does Not Meet
	Students with Disabilities	47	65.8%	691.1	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	139	68.4%	531.5	14	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	61	68.7%	512.2	8	.5 / 2	Does Not Meet
	Minority Students	49	66.7%	536.3	16	1 / 2	Approaching
	Students with Disabilities	19	66.7%	450.5	1	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	18 / 70	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	164	27.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	67	22.0	.5 / 2	Does Not Meet
	Minority Students	54	28.0	.5 / 2	Does Not Meet
	Students with Disabilities	23	28.0	.5 / 2	Does Not Meet
CMAS - Math	All Students	163	21.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	65	18.0	.5 / 2	Does Not Meet
	Minority Students	54	21.0	.5 / 2	Does Not Meet
	Students with Disabilities	22	26.0	.5 / 2	Does Not Meet
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	11 / 44	Does Not Meet

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	466	71.8%	725.8	18	8 / 16	Approaching
	English Learners	16	100.0%	722.1	12	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	182	74.8%	718.8	7	.5 / 2	Does Not Meet
	Minority Students	149	72.8%	726.4	20	1 / 2	Approaching
	Students with Disabilities	48	71.1%	696.0	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	455	70.1%	720.8	23	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	178	73.0%	713.9	10	.5 / 2	Does Not Meet
	Minority Students	144	70.1%	718.4	19	1 / 2	Approaching
	Students with Disabilities	48	69.7%	696.5	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	236	68.9%	544.8	22	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	104	68.1%	517.9	11	.5 / 2	Does Not Meet
	Minority Students	74	70.7%	513.1	9	.5 / 2	Does Not Meet
	Students with Disabilities	27	78.0%	454.9	1	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	30 / 68	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	335	33.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	125	31.0	.5 / 2	Does Not Meet
	Minority Students	112	33.5	.5 / 2	Does Not Meet
	Students with Disabilities	38	29.5	.5 / 2	Does Not Meet
CMAS - Math	All Students	325	38.0	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	123	31.0	.5 / 2	Does Not Meet
	Minority Students	106	32.0	.5 / 2	Does Not Meet
	Students with Disabilities	38	27.0	.5 / 2	Does Not Meet
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	15 / 44	Does Not Meet

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	108	72.5%	736.3	43	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	40	70.5%	730.5	29	.5 / 1	Approaching
	Minority Students	23	69.4%	734.5	37	.5 / 1	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	106	71.2%	731.3	52	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	38	67.2%	721.5	25	.5 / 1	Approaching
	Minority Students	24	72.2%	720.6	24	.5 / 1	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	69	66.7%	617.8	59	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	17	65.4%	623.1	62	1.5 / 2	Meets
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	72	60.4%	492.8	65	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	54.5%	502.8	75	.75 / 1	Meets
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	72	60.4%	462.1	52	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	54.5%	460.6	51	.75 / 1	Meets
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	39 / 56	Meets

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	74	54.5	6 / 8	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	30	56.5	.75 / 1	Meets
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	65	48.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	26	35.0	.5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	32	41.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	32	42.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	19.25 / 34	Approaching

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

1550: COLORADO PREP ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	42	*	496.9	71.0%	1 / 2	Approaching
CO SAT - MATH	All Students	42	*	461.4	71.0%	1 / 2	Approaching
Dropout	All Students	1,195	*	17.2%	*	1 / 4	Does Not Meet
Matriculation	All Students	65	*	44.6%	*	1 / 2	Approaching
	2-Year Higher Education Institution	*	*	20.0%	*	*	-
	4-Year Higher Education Institution	*	*	23.1%	*	*	-
	Career & Technical Education	*	*	3.1%	*	*	-
Graduation	All Students	96	5yr	34.4%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	51	5yr	23.5%	*	.25 / 1	Does Not Meet
	Minority Students	24	5yr	33.3%	*	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	5.5 / 16	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

 For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	27.6%	34.4%	20.0%	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	21.3%	23.5%	9.1%	-	5yr
Minority Students	15.2%	33.3%	-	-	5yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks							
Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
	• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
	• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points					
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
	• at or above 65	Exceeds	16	8	2.0	1.00	-
	• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
	• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
• below 35	Does Not Meet	4	2	0.5	0.25	-	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	• at or above 559.1	Exceeds	2.0				
	• at or above 509.2 but below 559.1	Meets	1.5				
	• at or above 462.3 but below 509.2	Approaching	1.0				
	• below 462.3	Does Not Meet	0.5				
	Mean CO SAT Math scale score was**:						
	• at or above 543.4	Exceeds	2.0				
	• at or above 491.7 but below 543.4	Meets	1.5				
	• at or above 446.5 but below 491.7	Approaching	1.0				
	• below 446.5	Does Not Meet	0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	• at or below 0.5%	Exceeds	4				
	• at or below 2.0% but above 0.5%	Meets	3				
	• at or below 5.0% but above 2.0%	Approaching	2				
	• above 5.0%	Does Not Meet	1				
	Matriculation Rate (of all schools in 2016):						
	• at or above the 73.1%	Exceeds	2.0				
	• at or above 59.3% but below 73.1%	Meets	1.5				
	• at or above 41.4% but below 59.3%	Approaching	1.0				
	• below 41.1%	Does Not Meet	0.5				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group	
	• at or above 95.0%	Exceeds	4		1.00		
	• at or above 85.0% but below 95.0%	Meets	3		0.75		
	• at or above 75.0% but below 85.0%	Approaching	2		0.50		
	• below 75.0%	Does Not Meet	1		0.25		

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.		
	• at or above 87.5%		Exceeds
	• at or above 62.5% but below 87.5%		Meets
	• at or above 37.5% but below 62.5%		Approaching
	• below 37.5%		Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: Multi-Year SPF report

Please see official performance framework report

30 / 60

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

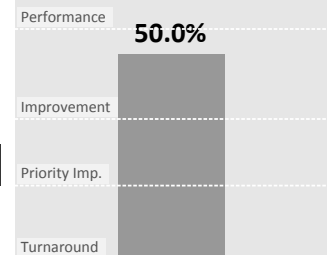
Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	75.0%	22.5 / 30	Meets
Academic Growth	-	*	-
Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet

Assurance

Assurance	Rating
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	53	33	62.3%	12	80.5%	Does Not Meet 95%
Math	53	33	62.3%	12	80.5%	Does Not Meet 95%
Science	25	19	76.0%	5	95.0%	Meets 95%



The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
High	Academic Achievement	75.0%	22.5 / 30	Meets	50.0%	Improvement
	Academic Growth	-	*	-		
	Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 School Performance Framework

7484: MOUNTAIN VIEW VIRTUAL | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	18	76.0%	627.2	65	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	12 / 16	Meets

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	0 / 0	-

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	n < 16	*	-	-	0 / 0	-
CO SAT - MATH	All Students	n < 16	*	-	-	0 / 0	-
Dropout	All Students	245	*	18.8%	*	1 / 4	Does Not Meet
Matriculation	All Students	36	*	30.6%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	16.7%	*	*	-
	4-Year Higher Education Institution	*	*	11.1%	*	*	-
	Career & Technical Education	*	*	2.8%	*	*	-
Graduation	All Students	69	4yr	43.5%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	4yr	31.4%	*	.25 / 1	Does Not Meet
	Minority Students	18	4yr	27.8%	*	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	3 / 12	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	43.5%	0.0%	-	-	4yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	31.4%	-	-	-	4yr
Minority Students	27.8%	-	-	-	4yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value					
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group			
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math		
		• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
		• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
		• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)	2 bonus points						
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP	
			E & M	H	E & M	H		
		• at or above 65	Exceeds	16	8	2.0	1.00	-
		• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
		• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
	• below 35	Does Not Meet	4	2	0.5	0.25	-	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:							
	• at or above 559.1	Exceeds	2.0					
	• at or above 509.2 but below 559.1	Meets	1.5					
	• at or above 462.3 but below 509.2	Approaching	1.0					
	• below 462.3	Does Not Meet	0.5					
	Mean CO SAT Math scale score was**:							
	• at or above 543.4	Exceeds	2.0					
	• at or above 491.7 but below 543.4	Meets	1.5					
	• at or above 446.5 but below 491.7	Approaching	1.0					
	• below 446.5	Does Not Meet	0.5					
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):							
	• at or below 0.5%	Exceeds	4					
	• at or below 2.0% but above 0.5%	Meets	3					
	• at or below 5.0% but above 2.0%	Approaching	2					
	• above 5.0%	Does Not Meet	1					
	Matriculation Rate (of all schools in 2016):							
	• at or above the 73.1%	Exceeds	2.0					
	• at or above 59.3% but below 73.1%	Meets	1.5					
	• at or above 41.4% but below 59.3%	Approaching	1.0					
	• below 41.1%	Does Not Meet	0.5					
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group		
	• at or above 95.0%	Exceeds		4	1.00			
	• at or above 85.0% but below 95.0%	Meets		3	0.75			
	• at or above 75.0% but below 85.0%	Approaching		2	0.50			
	• below 75.0%	Does Not Meet		1	0.25			

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.					
	• at or above 87.5%	Exceeds				
	• at or above 62.5% but below 87.5%	Meets				
	• at or above 37.5% but below 62.5%	Approaching				
	• below 37.5%	Does Not Meet				

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: Multi-Year SPF report
School Closed
20.6 / 60

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	43.8%	13.1 / 30	Approaching
Academic Growth	-	*	-
Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet

Assurance

	Rating
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	53	33	62.3%	12	80.5%	Does Not Meet 95%
Math	53	33	62.3%	12	80.5%	Does Not Meet 95%
Science	25	19	76.0%	5	95.0%	Meets 95%

Performance

Improvement

Priority Imp. **34.3%**

Turnaround

The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
High	Academic Achievement	43.8%	13.1 / 30	Approaching	34.3%	Priority Improvement
	Academic Growth	-	*	-		
	Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 School Performance Framework

7484: MOUNTAIN VIEW VIRTUAL | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	29	39.7%	607.7	49	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	19	43.1%	465.3	40	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	19	43.1%	425.8	14	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	14 / 32	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	0 / 0	-

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	n < 16	*	-	-	0 / 0	-
CO SAT - MATH	All Students	n < 16	*	-	-	0 / 0	-
Dropout	All Students	245	*	18.8%	*	1 / 4	Does Not Meet
Matriculation	All Students	36	*	30.6%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	16.7%	*	*	-
	4-Year Higher Education Institution	*	*	11.1%	*	*	-
	Career & Technical Education	*	*	2.8%	*	*	-
Graduation	All Students	69	4yr	43.5%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	4yr	31.4%	*	.25 / 1	Does Not Meet
	Minority Students	18	4yr	27.8%	*	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	3 / 12	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	43.5%	0.0%	-	-	4yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	31.4%	-	-	-	4yr
Minority Students	27.8%	-	-	-	4yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks							
Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
	• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
	• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points					
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
	• at or above 65	Exceeds	16	8	2.0	1.00	-
	• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
	• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
• below 35	Does Not Meet	4	2	0.5	0.25	-	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	• at or above 559.1	Exceeds	2.0				
	• at or above 509.2 but below 559.1	Meets	1.5				
	• at or above 462.3 but below 509.2	Approaching	1.0				
	• below 462.3	Does Not Meet	0.5				
	Mean CO SAT Math scale score was**:						
	• at or above 543.4	Exceeds	2.0				
	• at or above 491.7 but below 543.4	Meets	1.5				
	• at or above 446.5 but below 491.7	Approaching	1.0				
	• below 446.5	Does Not Meet	0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	• at or below 0.5%	Exceeds	4				
	• at or below 2.0% but above 0.5%	Meets	3				
	• at or below 5.0% but above 2.0%	Approaching	2				
	• above 5.0%	Does Not Meet	1				
	Matriculation Rate (of all schools in 2016):						
	• at or above the 73.1%	Exceeds	2.0				
	• at or above 59.3% but below 73.1%	Meets	1.5				
	• at or above 41.4% but below 59.3%	Approaching	1.0				
	• below 41.1%	Does Not Meet	0.5				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group	
	• at or above 95.0%	Exceeds		4		1.00	
	• at or above 85.0% but below 95.0%	Meets		3		0.75	
	• at or above 75.0% but below 85.0%	Approaching		2		0.50	
	• below 75.0%	Does Not Meet		1		0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.						
	• at or above 87.5%	Exceeds					
	• at or above 62.5% but below 87.5%	Meets					
	• at or above 37.5% but below 62.5%	Approaching					
	• below 37.5%	Does Not Meet					

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: Multi-Year SPF report

Please see official performance framework report

30 / 100

- Will enter Year 2 of Priority Improvement or Turnaround

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	25.0%	7.5 / 30	Does Not Meet
Academic Growth	37.5%	15 / 40	Approaching
Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet

Assurance

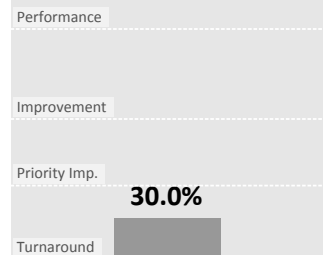
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	247	146	59.1%	93	94.8%	Meets 95%
Math	247	146	59.1%	93	94.8%	Meets 95%
Science	98	56	57.1%	28	80.0%	Does Not Meet 95%

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
High	Academic Achievement	25.0%	7.5 / 30	Does Not Meet	30.0%	Turnaround
	Academic Growth	37.5%	15 / 40	Approaching		
	Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet		



The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 School Performance Framework

6971: PIKES PEAK ONLINE SCHOOL | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	22	48.1%	709.7	1	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	16	58.1%	714.6	2	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	22	48.1%	715.5	10	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	47	57.1%	552.9	8	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	59	67.0%	427.8	13	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	66.7%	422.9	10	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	59	67.0%	397.3	1	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	66.7%	406.1	2	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	12.75 / 51	Does Not Meet

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	36	33.5	2 / 8	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	36	36.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	6 / 16	Approaching

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Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

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Preliminary 2017 School Performance Framework

6971: PIKES PEAK ONLINE SCHOOL | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	49	*	456.1	57.3%	.5 / 2	Does Not Meet
CO SAT - MATH	All Students	49	*	419.6	57.3%	.5 / 2	Does Not Meet
Dropout	All Students	442	*	16.7%	*	1 / 4	Does Not Meet
Matriculation	All Students	36	*	11.1%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	11.1%	*	*	-
	4-Year Higher Education Institution	*	*	0.0%	*	*	-
	Career & Technical Education	*	*	0.0%	*	*	-
Graduation	All Students	24	5yr	37.5%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	5yr	38.9%	*	.25 / 1	Does Not Meet
	Minority Students	18	4yr	27.8%	*	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	4 / 16	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

 For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	27.2%	37.5%	-	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	19.2%	38.9%	-	-	5yr
Minority Students	27.8%	-	-	-	4yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

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(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks							
Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
	• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
	• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
	• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points					
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
	• at or above 65	Exceeds	16	8	2.0	1.00	-
	• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
	• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
• below 35	Does Not Meet	4	2	0.5	0.25	-	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	• at or above 559.1	Exceeds	2.0				
	• at or above 509.2 but below 559.1	Meets	1.5				
	• at or above 462.3 but below 509.2	Approaching	1.0				
	• below 462.3	Does Not Meet	0.5				
	Mean CO SAT Math scale score was**:						
	• at or above 543.4	Exceeds	2.0				
	• at or above 491.7 but below 543.4	Meets	1.5				
	• at or above 446.5 but below 491.7	Approaching	1.0				
	• below 446.5	Does Not Meet	0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	• at or below 0.5%	Exceeds	4				
	• at or below 2.0% but above 0.5%	Meets	3				
	• at or below 5.0% but above 2.0%	Approaching	2				
	• above 5.0%	Does Not Meet	1				
	Matriculation Rate (of all schools in 2016):						
	• at or above the 73.1%	Exceeds	2.0				
	• at or above 59.3% but below 73.1%	Meets	1.5				
	• at or above 41.4% but below 59.3%	Approaching	1.0				
	• below 41.1%	Does Not Meet	0.5				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group	
	• at or above 95.0%	Exceeds	4		1.00		
	• at or above 85.0% but below 95.0%	Meets	3		0.75		
	• at or above 75.0% but below 85.0%	Approaching	2		0.50		
	• below 75.0%	Does Not Meet	1		0.25		

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.						
	• at or above 87.5%	Exceeds					
	• at or above 62.5% but below 87.5%	Meets					
	• at or above 37.5% but below 62.5%	Approaching					
	• below 37.5%	Does Not Meet					

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: Multi-Year SPF report
Priority Improvement Plan: Low Participation
34.7 / 100

- Will enter Year 2 of Priority Improvement or Turnaround

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	32.1%	9.6 / 30	Does Not Meet
Academic Growth	43.9%	17.6 / 40	Approaching
Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	247	146	59.1%	93	94.8%	Meets 95%
Math	247	146	59.1%	93	94.8%	Meets 95%
Science	98	56	57.1%	28	80.0%	Does Not Meet 95%

Performance

Improvement

Priority Imp.

34.7%

Turnaround

The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
High	Academic Achievement	32.1%	9.6 / 30	Does Not Meet	34.7%	Priority Improvement
	Academic Growth	43.9%	17.6 / 40	Approaching		
	Postsecondary & Workforce Readiness	25.0%	7.5 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 School Performance Framework

6971: PIKES PEAK ONLINE SCHOOL | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	54	57.7%	720.6	9	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	34	63.2%	718.9	8	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	53	56.7%	712.1	4	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	33	61.4%	708.5	1	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	90	56.9%	570.3	18	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	32	58.1%	557.3	10	.5 / 2	Does Not Meet
	Minority Students	18	53.7%	532.8	3	.5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	60	67.1%	427.5	13	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	19	63.2%	422.2	10	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	60	67.1%	398.0	1	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	19	63.2%	407.9	3	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	18 / 56	Does Not Meet

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	31	44.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	20	38.0	.5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	28	36.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	36	33.5	2 / 8	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	36	36.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	14.5 / 33	Approaching

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

6971: PIKES PEAK ONLINE SCHOOL | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	49	*	456.1	57.3%	.5 / 2	Does Not Meet
CO SAT - MATH	All Students	49	*	419.6	57.3%	.5 / 2	Does Not Meet
Dropout	All Students	442	*	16.7%	*	1 / 4	Does Not Meet
Matriculation	All Students	36	*	11.1%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	11.1%	*	*	-
	4-Year Higher Education Institution	*	*	0.0%	*	*	-
	Career & Technical Education	*	*	0.0%	*	*	-
Graduation	All Students	24	5yr	37.5%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	5yr	38.9%	*	.25 / 1	Does Not Meet
	Minority Students	18	4yr	27.8%	*	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	4 / 16	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

 For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	27.2%	37.5%	-	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	19.2%	38.9%	-	-	5yr
Minority Students	27.8%	-	-	-	4yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks							
Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
		Exceeds	16	8	2.0	1.00	
		Meets	12	6	1.5	0.75	
		Approaching	8	4	1.0	0.50	
		Does Not Meet	4	2	0.5	0.25	
Academic Growth	Students Previously Identified for a READ Plan (bonus point)		2 bonus points				
	CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)						
	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
		Exceeds	16	8	2.0	1.00	-
		Meets	12	6	1.5	0.75	-
		Approaching	8	4	1.0	0.50	-
		Does Not Meet	4	2	0.5	0.25	-
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	• at or above 559.1		2.0				
	• at or above 509.2 but below 559.1		1.5				
	• at or above 462.3 but below 509.2		1.0				
	• below 462.3		0.5				
	Mean CO SAT Math scale score was**:						
	• at or above 543.4		2.0				
	• at or above 491.7 but below 543.4		1.5				
	• at or above 446.5 but below 491.7		1.0				
	• below 446.5		0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	• at or below 0.5%		4				
	• at or below 2.0% but above 0.5%		3				
	• at or below 5.0% but above 2.0%		2				
	• above 5.0%		1				
	Matriculation Rate (of all schools in 2016):						
	• at or above the 73.1%		2.0				
	• at or above 59.3% but below 73.1%		1.5				
	• at or above 41.4% but below 59.3%		1.0				
	• below 41.1%		0.5				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group		
	• at or above 95.0%		4		1.00		
	• at or above 85.0% but below 95.0%		3		0.75		
	• at or above 75.0% but below 85.0%		2		0.50		
	• below 75.0%		1		0.25		

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.		
	• at or above 87.5%		Exceeds
	• at or above 62.5% but below 87.5%		Meets
	• at or above 37.5% but below 62.5%		Approaching
	• below 37.5%		Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: Multi-Year SPF report

Please see official performance framework report

48.3 / 60

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

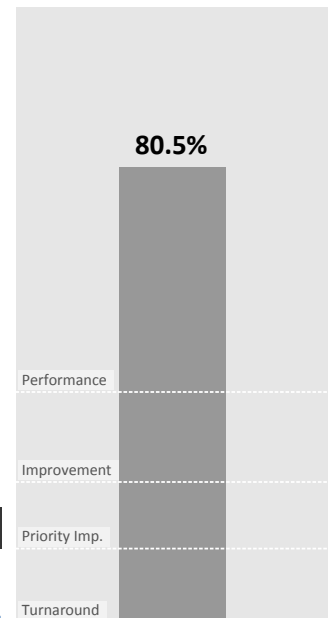
Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	100.0%	30 / 30	Exceeds
Academic Growth	-	*	-
Postsecondary & Workforce Readiness	60.9%	18.3 / 30	Approaching

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	42	33	78.6%	9	100.0%	Meets 95%
Math	42	32	76.2%	10	100.0%	Meets 95%
Science	28	22	78.6%	6	100.0%	Meets 95%



The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Middle	Academic Achievement	-	*	-	0.0%	-
	Academic Growth	-	*	-		
High	Academic Achievement	100.0%	30 / 30	Exceeds	80.5%	Performance
	Academic Growth	-	*	-		
	Postsecondary & Workforce Readiness	60.9%	18.3 / 30	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	0 / 0	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	0 / 0	-

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

7449: ROCKY MOUNTAIN DIGITAL ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	17	90.0%	681.8	95	16 / 16	Exceeds
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	16 / 16	Exceeds

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

7449: ROCKY MOUNTAIN DIGITAL ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	0 / 0	-

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

7449: ROCKY MOUNTAIN DIGITAL ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	17	*	568.8	90.0%	2 / 2	Exceeds
CO SAT - MATH	All Students	17	*	511.8	90.0%	1.5 / 2	Meets
Dropout	All Students	396	*	5.1%	*	1 / 4	Does Not Meet
Matriculation	All Students	95	*	37.9%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	12.6%	*	*	-
	4-Year Higher Education Institution	*	*	16.8%	*	*	-
	Career & Technical Education	*	*	9.5%	*	*	-
Graduation	All Students	81	5yr	91.4%	*	3 / 4	Meets
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	44	5yr	90.9%	*	.75 / 1	Meets
	Minority Students	18	5yr	100.0%	*	1 / 1	Exceeds
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	9.75 / 16	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

 For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	73.9%	91.4%	-	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	71.8%	90.9%	-	-	5yr
Minority Students	70.2%	100.0%	-	-	5yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks							
Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
		Exceeds	16	8	2.0	1.00	
		Meets	12	6	1.5	0.75	
		Approaching	8	4	1.0	0.50	
		Does Not Meet	4	2	0.5	0.25	
Academic Growth	Students Previously Identified for a READ Plan (bonus point)		2 bonus points				
	CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)						
	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
	at or above 65	Exceeds	16	8	2.0	1.00	-
	at or above 50 but below 65	Meets	12	6	1.5	0.75	-
Postsecondary and Workforce Readiness	at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
	below 35	Does Not Meet	4	2	0.5	0.25	-
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	at or above 559.1	Exceeds	2.0				
	at or above 509.2 but below 559.1	Meets	1.5				
	at or above 462.3 but below 509.2	Approaching	1.0				
	below 462.3	Does Not Meet	0.5				
	Mean CO SAT Math scale score was**:						
	at or above 543.4	Exceeds	2.0				
	at or above 491.7 but below 543.4	Meets	1.5				
	at or above 446.5 but below 491.7	Approaching	1.0				
	below 446.5	Does Not Meet	0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	at or below 0.5%	Exceeds	4				
	at or below 2.0% but above 0.5%	Meets	3				
	at or below 5.0% but above 2.0%	Approaching	2				
	above 5.0%	Does Not Meet	1				
	Matriculation Rate (of all schools in 2016):						
	at or above the 73.1%	Exceeds	2.0				
	at or above 59.3% but below 73.1%	Meets	1.5				
	at or above 41.4% but below 59.3%	Approaching	1.0				
	below 41.1%	Does Not Meet	0.5				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group		
	at or above 95.0%	Exceeds	4		1.00		
	at or above 85.0% but below 95.0%	Meets	3		0.75		
	at or above 75.0% but below 85.0%	Approaching	2		0.50		
	below 75.0%	Does Not Meet	1		0.25		

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.		
	at or above 87.5%	Exceeds	
	at or above 62.5% but below 87.5%	Meets	
	at or above 37.5% but below 62.5%	Approaching	
	below 37.5%	Does Not Meet	

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Plan Type

Official plan type based on: Multi-Year SPF report
School Closed
49.6 / 100

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

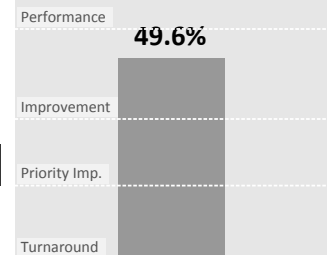
Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	48.7%	14.6 / 30	Approaching
Academic Growth	39.5%	15.8 / 40	Approaching
Postsecondary & Workforce Readiness	64.1%	19.2 / 30	Meets

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	42	33	78.6%	9	100.0%	Meets 95%
Math	42	32	76.2%	10	100.0%	Meets 95%
Science	28	22	78.6%	6	100.0%	Meets 95%



The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Middle	Academic Achievement	39.7%	15.9 / 40	Approaching	39.6%	Priority Improvement
	Academic Growth	39.5%	23.7 / 60	Approaching		
High	Academic Achievement	75.0%	22.5 / 30	Meets	69.5%	Performance
	Academic Growth	-	*	-		
	Postsecondary & Workforce Readiness	64.1%	19.2 / 30	Meets		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	84	83.5%	729.6	25	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	45	93.8%	723.9	14	.5 / 2	Does Not Meet
	Minority Students	29	87.9%	725.2	17	1 / 2	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	83	82.5%	720.8	23	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	45	93.8%	713.7	9	.5 / 2	Does Not Meet
	Minority Students	28	84.8%	713.1	9	.5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	32	76.7%	511.6	9	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	20	90.9%	503.6	7	.5 / 2	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	23 / 58	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	55	35.0	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	31	35.0	1 / 2	Approaching
	Minority Students	21	49.0	1 / 2	Approaching
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	48	23.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	27	37.0	1 / 2	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	15 / 38	Approaching

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 School Performance Framework

7449: ROCKY MOUNTAIN DIGITAL ACADEMY | 9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	77	83.9%	628.9	67	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	22	78.6%	626.7	64	1.5 / 2	Meets
	Minority Students	18	90.5%	615.0	55	1.5 / 2	Meets
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	n < 16	-	-	-	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	15 / 20	Meets

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	0 / 0	-

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	17	*	568.8	90.0%	2 / 2	Exceeds
CO SAT - MATH	All Students	17	*	511.8	90.0%	1.5 / 2	Meets
Dropout	All Students	754	*	3.8%	*	2 / 4	Approaching
Matriculation	All Students	178	*	38.2%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	15.2%	*	*	-
	4-Year Higher Education Institution	*	*	15.7%	*	*	-
	Career & Technical Education	*	*	10.7%	*	*	-
Graduation	All Students	92	5yr	85.9%	*	3 / 4	Meets
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	52	5yr	82.7%	*	.5 / 1	Approaching
	Minority Students	24	5yr	87.5%	*	.75 / 1	Meets
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
TOTAL		*	*	*	*	10.25 / 16	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	73.4%	85.9%	-	-	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	72.6%	82.7%	-	-	5yr
Minority Students	70.1%	87.5%	-	-	5yr
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks							
Performance Indicator	Measure/Metric	Rating	Point Value				
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group		
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math	
		Exceeds	16	8	2.0	1.00	
		Meets	12	6	1.5	0.75	
		Approaching	8	4	1.0	0.50	
		Does Not Meet	4	2	0.5	0.25	
Academic Growth	Students Previously Identified for a READ Plan (bonus point)		2 bonus points				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)						
	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
		Exceeds	16	8	2.0	1.00	-
		Meets	12	6	1.5	0.75	-
		Approaching	8	4	1.0	0.50	-
		Does Not Meet	4	2	0.5	0.25	-
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:						
	• at or above 559.1		2.0				
	• at or above 509.2 but below 559.1		1.5				
	• at or above 462.3 but below 509.2		1.0				
	• below 462.3		0.5				
	Mean CO SAT Math scale score was**:						
	• at or above 543.4		2.0				
	• at or above 491.7 but below 543.4		1.5				
	• at or above 446.5 but below 491.7		1.0				
	• below 446.5		0.5				
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):						
	• at or below 0.5%		4				
	• at or below 2.0% but above 0.5%		3				
	• at or below 5.0% but above 2.0%		2				
	• above 5.0%		1				
	Matriculation Rate (of all schools in 2016):						
	• at or above the 73.1%		2.0				
	• at or above 59.3% but below 73.1%		1.5				
	• at or above 41.4% but below 59.3%		1.0				
	• below 41.1%		0.5				
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students		Each Disaggregated Group		
	• at or above 95.0%		4		1.00		
	• at or above 85.0% but below 95.0%		3		0.75		
	• at or above 75.0% but below 85.0%		2		0.50		
	• below 75.0%		1		0.25		

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.		
	• at or above 87.5%		Exceeds
	• at or above 62.5% but below 87.5%		Meets
	• at or above 37.5% but below 62.5%		Approaching
	• below 37.5%		Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Accreditation Rating

Official rating based on: 1-Year DPF report

Accredited with Turnaround Plan: Decreased due to Participation

35.5 / 100

- Will enter Year 2 of Priority Improvement or Turnaround

The district's official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework and meeting assurances. Not meeting finance, safety, or test administration assurances will result in a lower accreditation category. In addition, failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	36.2%	10.9 / 30	Does Not Meet
Academic Growth	38.4%	15.4 / 40	Approaching
Postsecondary & Workforce Readiness	30.6%	9.2 / 30	Does Not Meet

Assurances

	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	1,121	761	67.9%	315	94.4%	Does Not Meet 95%
Math	1,121	755	67.4%	322	94.5%	Meets 95%
Science	435	288	66.2%	116	90.3%	Does Not Meet 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	25.0%	10 / 40	Does Not Meet	25.0%	Turnaround
	Academic Growth	25.0%	15 / 60	Does Not Meet		
Middle	Academic Achievement	39.1%	15.6 / 40	Approaching	37.4%	Priority Improvement
	Academic Growth	36.3%	21.8 / 60	Does Not Meet		
High	Academic Achievement	44.6%	13.4 / 30	Approaching	45.1%	Improvement
	Academic Growth	56.3%	22.5 / 40	Approaching		
	Postsecondary & Workforce R..	30.6%	9.2 / 30	Does Not Meet		

Distinction

Accredited

Improvement

Priority Imp

Turnaround

35.5%

The Accreditation Category presented above is based on the total percent of framework points earned out of points eligible:

Accredited with Distinction: at or above 74.0%

Accredited with Performance Plan: at or above 56.0%-below 74.0%

Accredited with Improvement Plan: at or above 44.0%-below 56.0%

Accredited with Priority Improvement Plan: at or above 34.0%-below 44.0%

Accredited with Turnaround Plan: below 34.0%

Insufficient Data: No reportable data or only PWR data

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Districts with an Insufficient State Data rating will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	141	68.3%	717.8	7	4 / 16	Does Not Meet
	Previously Identified for READ Plan	23	59.5%	682.2	*	0 / 0	-
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	31	66.1%	707.4	1	.5 / 2	Does Not Meet
	Minority Students	50	70.9%	716.7	6	.5 / 2	Does Not Meet
	Students with Disabilities	22	66.7%	696.7	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	146	70.5%	710.0	4	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	31	66.1%	699.5	1	.5 / 2	Does Not Meet
	Minority Students	52	73.4%	705.5	1	.5 / 2	Does Not Meet
	Students with Disabilities	21	63.6%	696.2	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	52	69.2%	517.5	10	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	17	63.0%	510.5	7	.5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	15.5 / 62	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	77	27.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	27	28.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	78	24.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	28	18.5	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	9 / 36	Does Not Meet

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	233	69.8%	727.1	21	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	51	74.4%	716.1	5	.5 / 2	Does Not Meet
	Minority Students	76	73.5%	729.6	25	1 / 2	Approaching
	Students with Disabilities	23	80.0%	694.7	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	223	66.8%	719.3	20	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	49	70.7%	707.7	3	.5 / 2	Does Not Meet
	Minority Students	71	68.1%	716.7	16	1 / 2	Approaching
	Students with Disabilities	23	77.1%	689.7	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	86	64.4%	526.8	14	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	18	62.2%	462.8	1	.5 / 2	Does Not Meet
	Minority Students	28	73.3%	511.0	9	.5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	25 / 64	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	177	31.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	38	22.5	.5 / 2	Does Not Meet
	Minority Students	59	34.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	166	41.0	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	41.0	1 / 2	Approaching
	Minority Students	52	31.5	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	14.5 / 40	Does Not Meet

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	72	61.7%	723.2	13	2 / 8	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	28	62.5%	715.3	2	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	72	61.7%	723.9	32	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	27	60.4%	716.7	13	.25 / 1	Does Not Meet
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	126	66.3%	597.3	40	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	26	65.2%	564.9	15	1 / 2	Approaching
	Minority Students	28	74.4%	572.8	19	1 / 2	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	128	72.0%	458.9	35	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	30	72.3%	452.1	28	.5 / 1	Approaching
	Minority Students	22	61.7%	433.6	15	.5 / 1	Approaching
	Students with Disabilities	16	73.9%	394.3	1	.25 / 1	Does Not Meet
CO PSAT - MATH	All Students	128	72.0%	430.4	19	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	30	72.3%	433.0	20	.5 / 1	Approaching
	Minority Students	22	61.7%	400.9	1	.25 / 1	Does Not Meet
	Students with Disabilities	16	73.9%	385.6	1	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	26.75 / 60	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: High - (1-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	46	47.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	44	51.5	6 / 8	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	82	38.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	82	39.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	18 / 32	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	120	*	489.7	63.9%	1 / 2	Approaching
CO SAT - MATH	All Students	120	*	446.8	63.9%	1 / 2	Approaching
Dropout	All Students	2,123	*	10.9%	*	1 / 4	Does Not Meet
Matriculation	All Students	201	*	33.8%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	15.9%	*	*	-
	4-Year Higher Education Institution	*	*	13.4%	*	*	-
	Career & Technical Education	*	*	5.5%	*	*	-
Graduation	All Students	185	5yr	58.9%	*	1 / 4	Does Not Meet
	English Learners	21	4yr	28.6%	*	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	101	5yr	56.4%	*	.25 / 1	Does Not Meet
	Minority Students	45	5yr	57.8%	*	.25 / 1	Does Not Meet
	Students with Disabilities	29	4yr	20.7%	*	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	5.5 / 18	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	46.1%	58.9%	26.7%	18.8%	5yr
English Learners	28.6%	-	-	-	4yr
Free/Reduced-Price Lunch Eligible	42.3%	56.4%	20.0%	-	5yr
Minority Students	43.7%	57.8%	29.2%	-	5yr
Students with Disabilities	20.7%	-	-	-	4yr

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9-12th grade in Colorado, typically set based on the student enrollment of their 9th grade year. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value					
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group			
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math		
		• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
		• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
		• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
		• below the 15th percentile	Does Not Meet	4	2	0.5	0.25	
		Students Previously Identified for a READ Plan (bonus point)						
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points					
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP	
			E & M	H	E & M	H		
		• at or above 65	Exceeds	16	8	2.0	1.00	-
		• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
		• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
		• below 35	Does Not Meet	4	2	0.5	0.25	-
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:							
	• at or above 559.1	Exceeds	2.0					
	• at or above 509.2 but below 559.1	Meets	1.5					
	• at or above 462.3 but below 509.2	Approaching	1.0					
	• below 462.3	Does Not Meet	0.5					
	Mean CO SAT Math scale score was**:							
	• at or above 543.4	Exceeds	2.0					
	• at or above 491.7 but below 543.4	Meets	1.5					
	• at or above 446.5 but below 491.7	Approaching	1.0					
	• below 446.5	Does Not Meet	0.5					
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):							
	• at or below 0.5%	Exceeds	4					
	• at or below 2.0% but above 0.5%	Meets	3					
	• at or below 5.0% but above 2.0%	Approaching	2					
	• above 5.0%	Does Not Meet	1					
	Matriculation Rate (of all schools in 2016):							
	• at or above the 73.1%	Exceeds	2.0					
	• at or above 59.3% but below 73.1%	Meets	1.5					
	• at or above 41.4% but below 59.3%	Approaching	1.0					
	• below 41.1%	Does Not Meet	0.5					
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group		
	• at or above 95.0%	Exceeds		4	1.00			
	• at or above 85.0% but below 95.0%	Meets		3	0.75			
	• at or above 75.0% but below 85.0%	Approaching		2	0.50			
	• below 75.0%	Does Not Meet		1	0.25			

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.					
	• at or above 87.5%	Exceeds				
	• at or above 62.5% but below 87.5%	Meets				
	• at or above 37.5% but below 62.5%	Approaching				
	• below 37.5%	Does Not Meet				

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: EMH - (Multi-Year)

Accreditation Rating

Official rating based on: 1-Year DPF report

Please see official performance framework report

35.1 / 100

- Will enter Year 2 of Priority Improvement or Turnaround

The district's official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework and meeting assurances. Not meeting finance, safety, or test administration assurances will result in a lower accreditation category. In addition, failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	38.7%	11.6 / 30	Approaching
Academic Growth	35.7%	14.3 / 40	Does Not Meet
Postsecondary & Workforce Readiness	30.6%	9.2 / 30	Does Not Meet

Assurances

	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Accountability Participation Rate	Does Not Meet 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	1,121	761	67.9%	315	94.4%	Does Not Meet 95%
Math	1,121	755	67.4%	322	94.5%	Meets 95%
Science	435	288	66.2%	116	90.3%	Does Not Meet 95%

Distinction

Accredited

Improvement

Priority Imp

Turnaround

35.1%

The Accreditation Category presented above is based on the total percent of framework points earned out of points eligible:

Accredited with Distinction: at or above 74.0%

Accredited with Performance Plan: at or above 56.0%-below 74.0%

Accredited with Improvement Plan: at or above 44.0%-below 56.0%

Accredited with Priority Improvement Plan: at or above 34.0%-below 44.0%

Accredited with Turnaround Plan: below 34.0%

Insufficient Data: No reportable data or only PWR data

Summary of Ratings by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	25.7%	10.3 / 40	Does Not Meet	25.3%	Turnaround
	Academic Growth	25.0%	15 / 60	Does Not Meet		
Middle	Academic Achievement	44.3%	17.7 / 40	Approaching	39.2%	Priority Improvement
	Academic Growth	35.9%	21.5 / 60	Does Not Meet		
High	Academic Achievement	46.6%	14 / 30	Approaching	42.6%	Priority Improvement
	Academic Growth	48.6%	19.4 / 40	Approaching		
	Postsecondary & Workforce R..	30.6%	9.2 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^)Districts with an Insufficient State Data rating will maintain their previously assigned year on the clock.

(**)The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: Elementary - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	301	71.8%	715.4	5	4 / 16	Does Not Meet
	Previously Identified for READ Plan	50	67.5%	683.2	*	0 / 0	-
	English Learners	19	90.9%	713.6	4	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	133	77.0%	706.9	1	.5 / 2	Does Not Meet
	Minority Students	98	73.8%	712.9	3	.5 / 2	Does Not Meet
	Students with Disabilities	49	68.4%	694.7	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	304	72.7%	709.7	3	4 / 16	Does Not Meet
	English Learners	19	90.9%	706.1	2	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	132	76.5%	702.9	1	.5 / 2	Does Not Meet
	Minority Students	100	75.9%	706.4	2	.5 / 2	Does Not Meet
	Students with Disabilities	47	65.8%	691.1	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	139	68.4%	531.5	14	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	61	68.7%	512.2	8	.5 / 2	Does Not Meet
	Minority Students	49	66.7%	536.3	16	1 / 2	Approaching
	Students with Disabilities	19	66.7%	450.5	1	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	18 / 70	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	164	27.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	67	22.0	.5 / 2	Does Not Meet
	Minority Students	54	28.0	.5 / 2	Does Not Meet
	Students with Disabilities	23	28.0	.5 / 2	Does Not Meet
CMAS - Math	All Students	163	21.0	4 / 16	Does Not Meet
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	65	18.0	.5 / 2	Does Not Meet
	Minority Students	54	21.0	.5 / 2	Does Not Meet
	Students with Disabilities	22	26.0	.5 / 2	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	11 / 44	Does Not Meet

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: Middle - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	550	73.3%	726.4	20	8 / 16	Approaching
	English Learners	22	100.0%	722.1	12	.5 / 2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	227	77.7%	719.9	9	.5 / 2	Does Not Meet
	Minority Students	178	74.7%	726.2	20	1 / 2	Approaching
	Students with Disabilities	51	72.2%	696.4	1	.5 / 2	Does Not Meet
CMAS - Math	All Students	538	71.7%	720.8	23	8 / 16	Approaching
	English Learners	21	96.2%	717.4	17	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	223	76.1%	713.9	10	.5 / 2	Does Not Meet
	Minority Students	172	72.0%	717.6	17	1 / 2	Approaching
	Students with Disabilities	51	70.9%	695.8	1	.5 / 2	Does Not Meet
CMAS - Science	All Students	268	69.6%	540.8	21	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	124	70.6%	515.6	10	.5 / 2	Does Not Meet
	Minority Students	89	72.9%	514.9	10	.5 / 2	Does Not Meet
	Students with Disabilities	29	79.1%	444.4	1	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	31 / 70	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	390	33.0	4 / 16	Does Not Meet
	English Learners	20	49.0	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	156	31.5	.5 / 2	Does Not Meet
	Minority Students	133	35.0	1 / 2	Approaching
	Students with Disabilities	40	33.0	.5 / 2	Does Not Meet
CMAS - Math	All Students	373	36.0	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	150	31.5	.5 / 2	Does Not Meet
	Minority Students	125	32.0	.5 / 2	Does Not Meet
	Students with Disabilities	40	27.0	.5 / 2	Does Not Meet
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	16.5 / 46	Does Not Meet

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	175	65.7%	732.3	32	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	78	66.9%	725.8	17	.5 / 1	Approaching
	Minority Students	40	63.9%	734.5	37	.5 / 1	Approaching
	Students with Disabilities	20	63.9%	704.6	1	.25 / 1	Does Not Meet
CMAS - Math	All Students	172	64.4%	724.4	34	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	75	64.5%	715.9	12	.25 / 1	Does Not Meet
	Minority Students	40	63.9%	718.7	20	.5 / 1	Approaching
	Students with Disabilities	20	63.9%	713.2	6	.25 / 1	Does Not Meet
CMAS - Science	All Students	266	61.8%	603.4	45	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	73	62.4%	595.2	37	1 / 2	Approaching
	Minority Students	63	62.0%	588.3	29	1 / 2	Approaching
	Students with Disabilities	23	54.8%	497.0	1	.5 / 2	Does Not Meet
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	164	64.9%	460.5	36	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	42	61.8%	460.0	36	.5 / 1	Approaching
	Minority Students	33	56.4%	427.6	13	.25 / 1	Does Not Meet
	Students with Disabilities	19	66.7%	398.8	1	.25 / 1	Does Not Meet
CO PSAT - MATH	All Students	164	64.9%	430.3	19	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	42	61.8%	433.1	20	.5 / 1	Approaching
	Minority Students	33	56.4%	400.9	1	.25 / 1	Does Not Meet
	Students with Disabilities	19	66.7%	396.3	1	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	30.75 / 66	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	111	49.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	51	45.0	.5 / 1	Approaching
	Minority Students	29	43.0	.5 / 1	Approaching
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	98	41.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	46	34.0	.25 / 1	Does Not Meet
	Minority Students	28	30.0	.25 / 1	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	82	38.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	82	39.5	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	17.5 / 36	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Preliminary 2017 District Performance Framework

9170: COLORADO DIGITAL BOCES

Level: High - (Multi-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/ Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW [^]	All Students	120	*	489.7	63.9%	1 / 2	Approaching
CO SAT - MATH	All Students	120	*	446.8	63.9%	1 / 2	Approaching
Dropout	All Students	3,561	*	11.7%	*	1 / 4	Does Not Meet
Matriculation	All Students	315	*	35.6%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	15.9%	*	*	-
	4-Year Higher Education Institution	*	*	14.9%	*	*	-
	Career & Technical Education	*	*	7.0%	*	*	-
Graduation	All Students	233	5yr	51.9%	*	1 / 4	Does Not Meet
	English Learners	26	4yr	23.1%	*	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	132	5yr	47.0%	*	.25 / 1	Does Not Meet
	Minority Students	62	5yr	48.4%	*	.25 / 1	Does Not Meet
	Students with Disabilities	38	4yr	21.1%	*	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	5.5 / 18	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

 For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	47.2%	51.9%	27.3%	18.8%	5yr
English Learners	23.1%	-	-	-	4yr
Free/Reduced-Price Lunch Eligible	43.0%	47.0%	21.7%	-	5yr
Minority Students	43.0%	48.4%	28.0%	-	5yr
Students with Disabilities	21.1%	-	-	-	4yr

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9-12th grade in Colorado, typically set based on the student enrollment of their 9th grade year. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value					
Academic Achievement	The district or school's mean scale score was*: see table below for actual values		All Students		Disaggregated Group			
			E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math		
		• at or above the 85th percentile	Exceeds	16	8	2.0	1.00	
		• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75	
		• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50	
		• below the 15th percentile	Does Not Meet	4	2	0.5	0.25	
		Students Previously Identified for a READ Plan (bonus point)						
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points					
Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP	
			E & M	H	E & M	H		
		• at or above 65	Exceeds	16	8	2.0	1.00	-
		• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
		• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
		• below 35	Does Not Meet	4	2	0.5	0.25	-
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:							
	• at or above 559.1	Exceeds	2.0					
	• at or above 509.2 but below 559.1	Meets	1.5					
	• at or above 462.3 but below 509.2	Approaching	1.0					
	• below 462.3	Does Not Meet	0.5					
	Mean CO SAT Math scale score was**:							
	• at or above 543.4	Exceeds	2.0					
	• at or above 491.7 but below 543.4	Meets	1.5					
	• at or above 446.5 but below 491.7	Approaching	1.0					
	• below 446.5	Does Not Meet	0.5					
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):							
	• at or below 0.5%	Exceeds	4					
	• at or below 2.0% but above 0.5%	Meets	3					
	• at or below 5.0% but above 2.0%	Approaching	2					
	• above 5.0%	Does Not Meet	1					
	Matriculation Rate (of all schools in 2016):							
	• at or above the 73.1%	Exceeds	2.0					
	• at or above 59.3% but below 73.1%	Meets	1.5					
	• at or above 41.4% but below 59.3%	Approaching	1.0					
	• below 41.1%	Does Not Meet	0.5					
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students		Each Disaggregated Group		
	• at or above 95.0%	Exceeds	4		1.00			
	• at or above 85.0% but below 95.0%	Meets	3		0.75			
	• at or above 75.0% but below 85.0%	Approaching	2		0.50			
	• below 75.0%	Does Not Meet	1		0.25			

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Fourth Quarter School Scorecards

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

The Colorado Digital BOCES (CD BOCES) Accreditation Plan includes completing a scorecard for each of our schools every quarter. The scorecard gives each school a rating in four areas, Academics, Financial, Operations and ESP. The schools will be able to monitor how they are doing in each of these areas each quarter.

Relevant Data and Expected Outcomes:

The fourth quarter scorecard for each school is attached.

Recommended Course of Action/Motion Requested:

There is not a recommended course of action or motion requested at this time.

CPA ACCREDITATION FRAMEWORK -- 2016-17 -- QUARTER 4							
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Previous year's SPF - Turnaround Plan assigned for 2016 SPF	10%	3	12	43	120	36%
	Course Completion Rate: 83% (836/1010) of students on track after Q4 Course Mastery: 83% (836/1010) of students passing courses after Q4	20%	0	24			
	% of students meeting individual growth targets from beginning of year to end of year: STAR Reading: 111/238 - 47% STAR Mathematics: 110/238 - 46% iReady Reading - 355/794 - 45% iReady Math - 380/794 - 48% Writing: 555/1032 - 54%	30%	0	36			
	ACCESS, CMAS, PARCC participation rates: ACCESS: 100% (37/37) of qualifying students tested CMAS: 91% (296/325) of qualifying students tested PARCC: 95% (872/918) of qualifying students tested or opt-out	10%	12	12			
	Post-Secondary Opportunities for Students: Concurrent Enrollment and Career Paths 30% increase in concurrent enrollment from the 15-16 SY (with a minimum of 50% of students concurrently enrolled): Concurrent enrollment grew from 7 to 23 students, with 8% (23/271) students concurrently enrolled. An assembly/session a month to educate students on post-secondary opportunities - x/9 sessions completed	10%	6	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
	CD BOCES Accountability Matrix (K-8) Standards: 2 (22/24), 3 (39/42), 5 (41/54), & 7 (29/36) SITE VISIT - EOY	5%	5	6			
	CD BOCES Accountability Matrix (HS) Standards: 2 (23/24), 3 (39/42), 5 (45/54), & 7 (30/36) SITE VISIT - EOY	5%	5	6			
Finance (20%)	Financial Audit	20%	16	16	78	80	98%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix (K-8) Standard: 13 (14/15) SITE VISIT - EOY	20%	15	16			
	CD BOCES Accountability Matrix (HS) Standard: 13 (14/15) SITE VISIT - EOY	20%	15	16			
Operations (30%)	Organizational Compliance (Statutory & DST)	30%	36	36	120	120	100%
	Data Pipeline Deadlines and Reports	60%	72	72			
	CD BOCES Accountability Matrix (K-8) Standards: 1 (48/57), 4 (31/33), 8 (34/36), 9 (15/15), 10 (29/30), & 11 (30/33) SITE VISIT - EOY	5%	6	6			
	CD BOCES Accountability Matrix (HS) Standards: 1 (54/57), 4 (33/33), 8 (34/36), 9 (15/15), 10 (29/30), & 11 (33/33) SITE VISIT - EOY	5%	6	6			
ESP (20%)	ESP/District Contract Checklist 94.5% of total available points on the contract checklist	60%	48	48	76	80	95%
	ESP/District Compliance 98.5% of total available points on the ESP Evaluation Measure	10%	8	8			
	CD BOCES Accountability Matrix (K-8) Standards 6 (29/33), 12 (24/24), 14 (69/87), & 15 (31/42) SITE VISIT - EOY	15%	10	12			
	CD BOCES Accountability Matrix (HS) Standards 6 (31/33), 12 (24/24), 14 (69/87), & 15 (35/42) SITE VISIT - EOY	15%	10	12			

MVV ACCREDITATION FRAMEWORK -- 2016-17 -- QUARTER 4

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Previous year's SPF (Due to insufficient data - 25% of subcategory points awarded)	10%	3	12	52	120	43%
	Course Completion Rate: 51% (40/79) of students on track after Q4 Course Mastery: 100% (79/79) of students passing courses after Q4	20%	12	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: STAR Reading: 30/79 - 38% (0/12 pts earned) STAR Mathematics: 28/79 - 35% (0/12 pts earned) Writing: 38/79 - 48% (0/12 pts earned)	30%	0	36			
	ACCESS, CMAS, PARCC participation rates: ACCESS: 100% (4/4) of qualifying students tested CMAS: 95% (19/20) of qualifying students tested PARCC: 100% (16/16) of qualifying students tested or opt-out	10%	12	12			
	Post-Secondary Opportunities for Students Work Study and Internships 11% (4/35) of students in a work study or internship opportunity 100% (4/4) students that are successful according to work study and internship indicators	10%	6	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
	CD BOCES Accountability Matrix Standards: 2 (13/24), 3 (34/42), 5 (23/54), & 7 (24/36) SITE VISIT - EOY	10%	7	12			
Finance (20%)	Financial Audit	20%	16	16	80	80	100%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix Standard: 13 (15/15) SITE VISIT - EOY	40%	32	32			
Operations (30%)	Organizational Compliance (Statutory & DST)	30%	36	36	117	120	98%
	Data Pipeline Deadlines and Reports	60%	72	72			
	CD BOCES Accountability Matrix - Standards: 1 (38/57), 4 (30/33), 8 (25/36), 9 (10/15), 10 (20/30), & 11 (27/33) SITE VISIT - EOY	10%	9	12			
ESP (20%)	ESP/District Contract Checklist 100% of total available points on the contract checklist	60%	48	48	74	80	93%
	ESP/District Compliance 100% of total available points on the ESP Evaluation Measure	10%	8	8			
	CD BOCES Accountability Matrix Standards 6 (32/33), 12 (24/24), 14 (54/87), & 15 (30/42) SITE VISIT - EOY	30%	18	24			

PPOS ACCREDITATION FRAMEWORK -- 2016-17 -- QUARTER 4

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Previous year's SPF Turnaround Plan assigned for 2016 SPF	10%	3	12	31	120	26%
	Course Completion Rate: 57% (191/337) of students on track after Q4 Course Mastery: 57% (191/337) of students passing courses after Q4	20%	0	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: STAR Reading: 109/337 - 32% (0/12 pts earned) STAR Mathematics: 111/337 - 33% (0/12 pts earned) Writing: 162/337 - 48% (0/12 pts earned)	30%	0	36			
	ACCESS, CMAS, PARCC participation rates: ACCESS: 89% (16/18) of qualifying students tested CMAS: 80% (57/71) of qualifying students tested PARCC: 96% (54/56) of qualifying students tested or opt-out	10%	4	12			
	Support At-Risk Students -- Increase Performance and Engagement 90% of students will be trained in the 7 Mindsets 63% (212/337) trained in the 7 mindsets (0/4 pts earned) 90% of students will be implementing the 7 Mindsets 69% (233/337) implementating the 7 mindsets (0/4 pts earned) 90% of teachers will be implementing CKH's opening activities 100% (14/14) of teachers are implementing all 3 CKH opening activities (4/4 pts earned)	10%	4	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
	CD BOCES Accountability Matrix Standards: 2 (10/24), 3 (35/42), 5 (33/54), & 7 (20/36) SITE VISIT - EOY	10%	8	12			
Finance (20%)	Financial Audit	20%	16	16	78	80	98%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix Standard: 13 (14/15) SITE VISIT - EOY	40%	30	32			
Operations (30%)	Organizational Compliance (Statutory & DST)	30%	36	36	118	120	98%
	Data Pipeline Deadlines and Reports	60%	72	72			
	CD BOCES Accountability Matrix - Standards: 1 (38/57), 4 (32/33), 8 (29/36), 9 (14/15), 10 (26/30), & 11 (28/33) SITE VISIT - EOY	10%	10	12			
ESP (20%)	ESP/District Contract Checklist 91.1% of total available points on the contract checklist	60%	48	48	74	80	93%
	ESP/District Compliance 98.5% of total available points on the ESP Evaluation Measure	10%	8	8			
	CD BOCES Accountability Matrix Standards 6 (31/33), 12 (24/24), 14 (54/87), & 15 (31/42) SITE VISIT - EOY	30%	18	24			

RMDA ACCREDITATION FRAMEWORK -- 2016-17 -- QUARTER 4

CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
Academic (30%)	Previous year's SPF Priority Improvement Plan assigned for 2016 SPF	10%	6	12	57	120	48%
	Course Completion Rate: 41% (26/63) of students on track after Q4 Course Mastery: 100% (63/63) of students passing courses after Q4	20%	12	24			
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to end of year: STAR Reading: 31/63 - 49% (0/12 pts earned) STAR Mathematics: 33/63 - 52% (0/12 pts earned) Writing: 26/63 - 41% (0/12 pts earned)	30%	0	36			
	ACCESS, CMAS, PARCC participation rates: ACCESS: 100% (2/2) of qualifying students tested CMAS: 100% (22/22) of qualifying students tested PARCC: 100% (20/20) of qualifying students tested or opt-out	10%	12	12			
	Post-Secondary Opportunities for Students Concurrent Enrollment 50% of students enrolled in at least one course at a post-secondary institution or other outside institution of learning -- 56% (39/70) 100% of those enrolled with earn credit at a post-secondary institution or other outside institution of learning - 90% (35/39)	10%	12	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
	CD BOCES Accountability Matrix Standards: 2 (13/24), 3 (35/42), 5 (37/54), & 7 (26/36) SITE VISIT - EOY	10%	9	12			
Finance (20%)	Financial Audit	20%	16	16	80	80	100%
	Financial Compliance	40%	32	32			
	CD BOCES Accountability Matrix Standard: 13 (15/15) SITE VISIT - EOY	40%	32	32			
Operations (30%)	Organizational Compliance (Statutory & DST)	30%	36	36	117	120	98%
	Data Pipeline Deadlines and Reports	60%	72	72			
	CD BOCES Accountability Matrix - Standards: 1 (41/57), 4 (25/33), 8 (29/36), 9 (11/15), 10 (15/30), & 11 (28/33) SITE VISIT - EOY	10%	9	12			
ESP (20%)	ESP/District Contract Checklist 100% of total available points on the contract checklist	60%	48	48	73	80	91%
	ESP/District Compliance 100% of total available points on the ESP Evaluation Measure	10%	8	8			
	CD BOCES Accountability Matrix Standards 6 (31/33), 12 (24/24), 14 (54/87), & 15 (26/42) SITE VISIT - EOY	30%	17	24			



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19, 2017

Prepared by: Phil Williams- District Assessment and Data Coordinator

Title of Agenda Item: PARCC/CMAS Data

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The attached page contains PARCC English Language Arts, Math, and CMAS Science and Soc. Studies achievement scores for 2016-2017. Each school has one data table broken down by school, grade level, and the percent of students who did not meet, partially met, approached, met and or exceeded grade level expectations. Each school also has a graph that shows the percent of students who met/exceeded grade level expectations compared to the state average. Another data table compares 2015-16 scores with 2016-17 scores. We also wanted to compare scores from CD BOCES schools to similar multi-district online schools throughout the state and compare these scores to state averages. Denver Online High School, Hope Online, Connections Academy and GOAL Academy were selected because they all have an online blended learning approach.

Relevant Data and Expected Outcomes:

The data is in the following attachment.

Recommended Course of Action/Motion Requested:

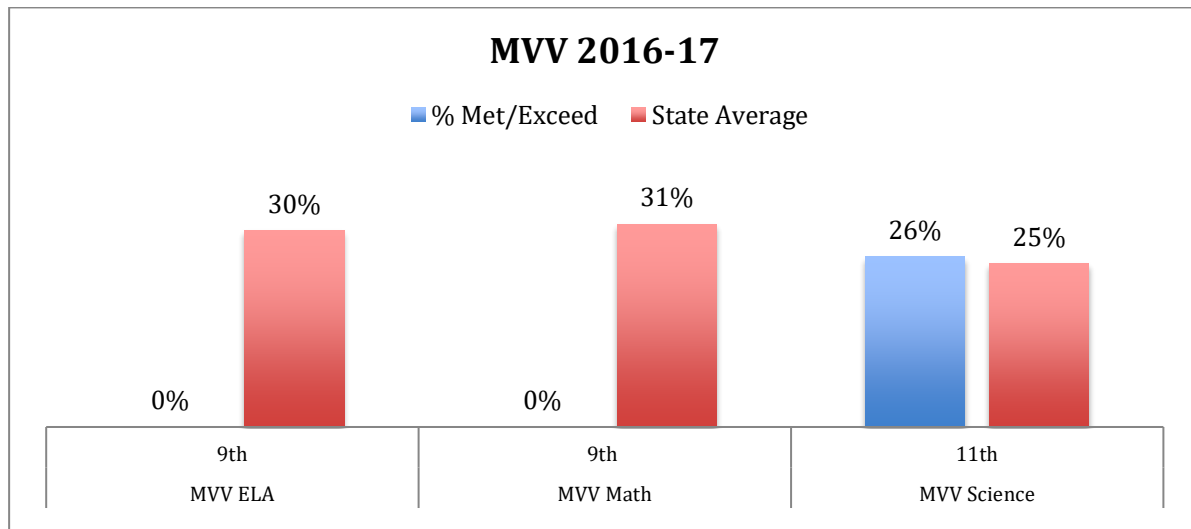
None

4035 Tutt Boulevard
Colorado Springs, CO 80922

PARCC/CMAS Scores

MVV 2016-2017

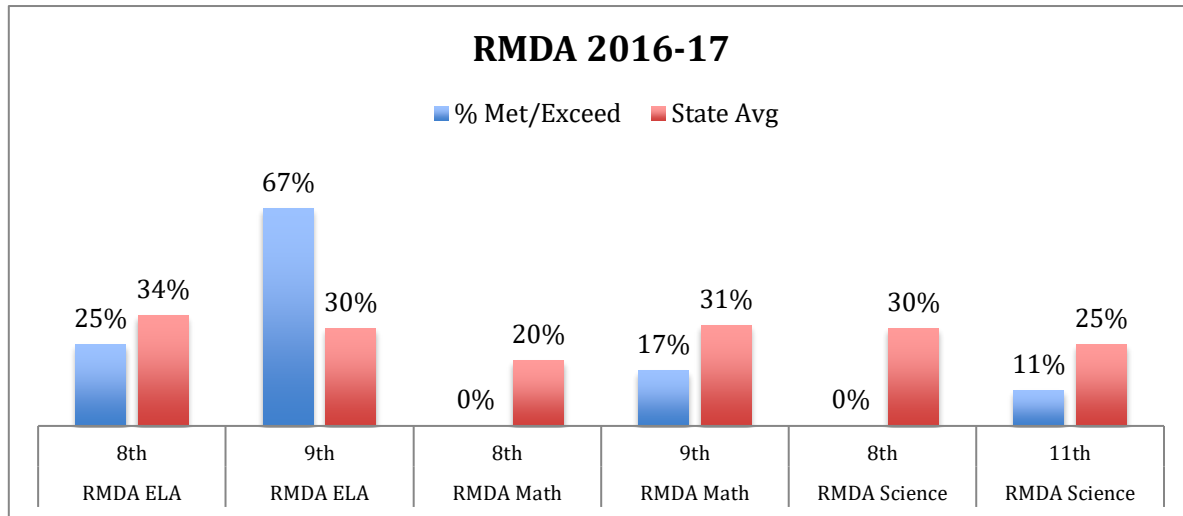
<i>School</i>	<i>Grade</i>	<i>Did Not Meet</i>	<i>Partially Met</i>	<i>Approached</i>	<i>Met</i>	<i>Exceed</i>
MVV ELA	9th	13%	25%	63%	-	-
MVV Math	9th	13%	50%	38%	-	-
MVV Science	11th	-	5%	68%	26%	-



<i>School</i>	<i>Content Area</i>	<i>Grade</i>	<i>2015-16 % Met/Exceed</i>	<i>2016-17 % Met/Exceed</i>	<i>Change in Percentage</i>
MVV	ELA	9th	55%	0%	-55%
MVV	Math	9th	0%	0%	-
MVV	Science	11th	8%	26%	+18%

RMDA 2016-2017

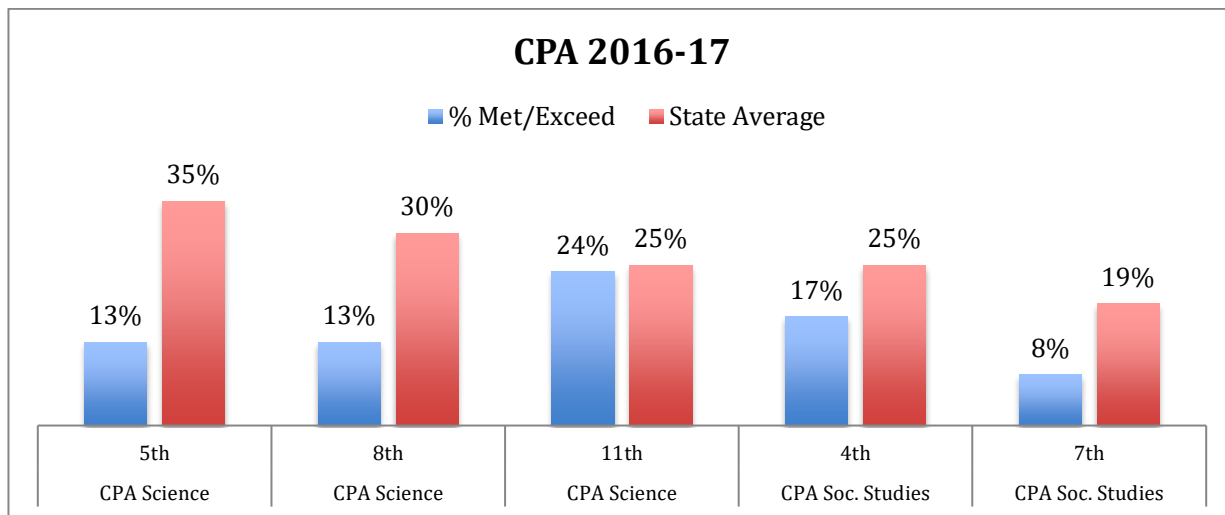
<i>School</i>	<i>Grade</i>	<i>Did Not Meet</i>	<i>Partially Met</i>	<i>Approached</i>	<i>Met</i>	<i>Exceed</i>
RMDA ELA	8th	50%	25%	-	25%	-
RMDA ELA	9th	-	-	33%	50%	17%
RMDA Math	8th	67%	33%	-	-	-
RMDA Math	9th	-	50%	33%	17%	-
RMDA Science	8th	-	75%	25%	-	-
RMDA Science	11th	-	6%	33%	56%	6%



<i>School</i>	<i>Content Area</i>	<i>Grade</i>	<i>2015-16 %Met/Exceed</i>	<i>2016-17 % Met/Exceed</i>	<i>Change in Percentage</i>
RMDA	ELA	8 th	10%	25%	+15%
RMDA	ELA	9 th	19%	67%	+48%
RMDA	Math	8 th	3%	0%	-3%
RMDA	Math	ALG	19%	17%	-2%
RMDA	Science	8 th	3%	0%	-3%
RMDA	Science	11 th	25%	11%	-14%

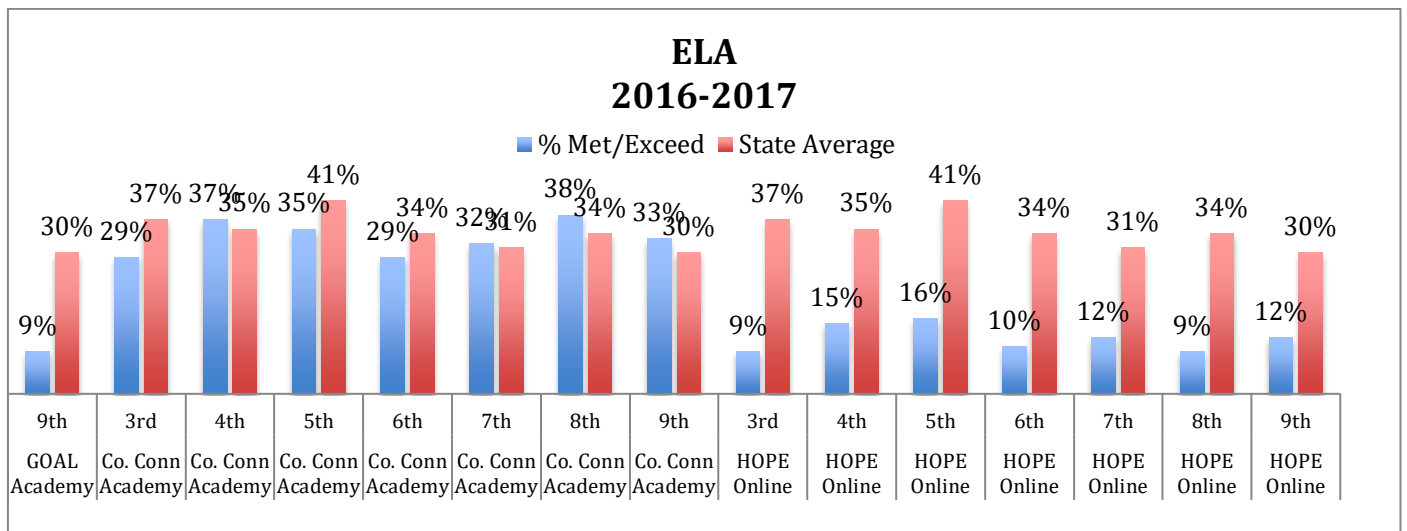
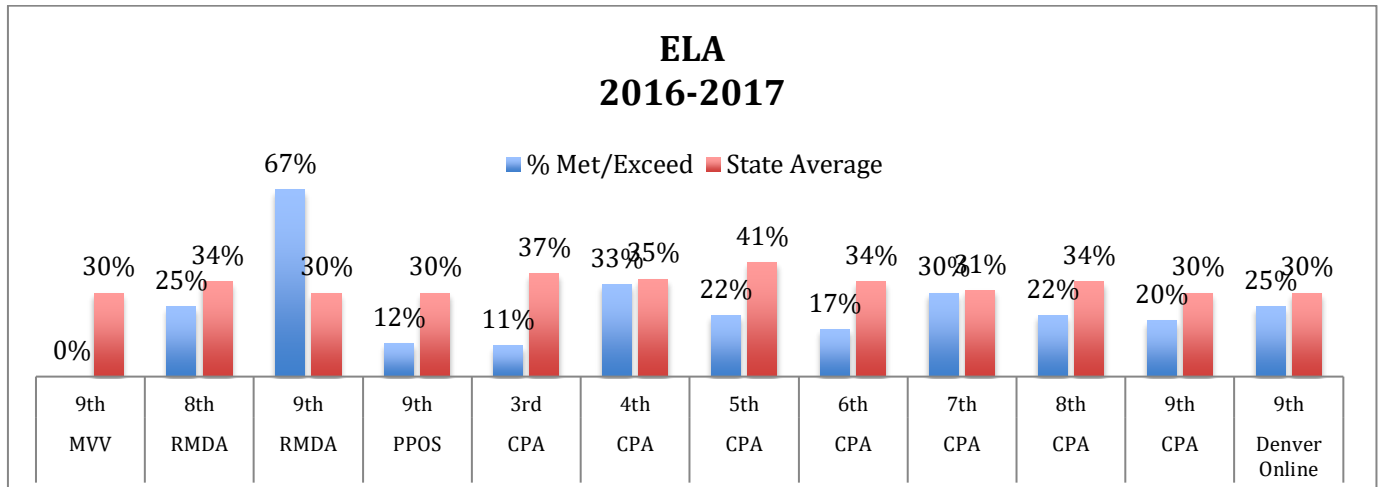
CPA 2016-2017

<i>School</i>	<i>Content Area</i>	<i>Grade</i>	<i>2016 %Met/Exceed</i>	<i>2017 % Met/Exceed</i>	<i>Change in Percentage</i>
CPA	Science	5 th	11%	13%	+2%
CPA	Science	8 th	15%	13%	-2%
CPA	Science	11 th	37%	24%	-13%
CPA	Soc. Studies	4 th	-	17%	-
CPA	Soc. Studies	7 th	-	8%	-



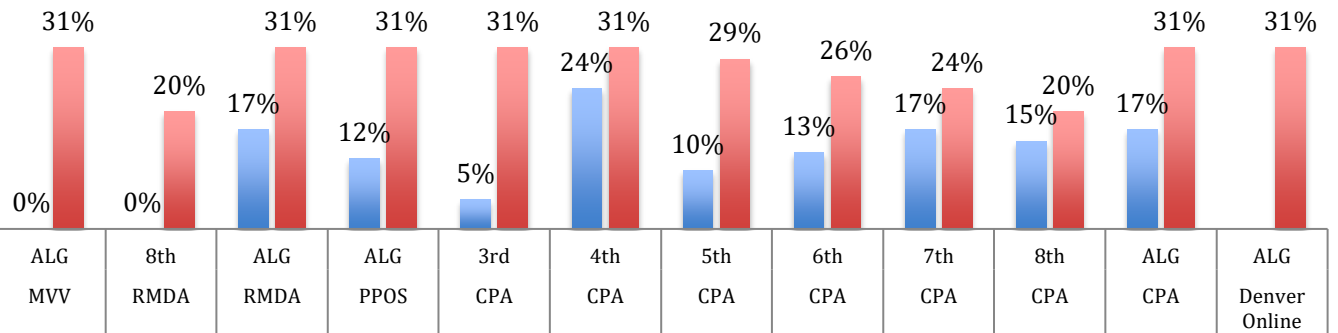
<i>School</i>	<i>Content Area</i>	<i>Grade</i>	<i>2016 %Met/Exceed</i>	<i>2017 % Met/Exceed</i>	<i>Change in Percentage</i>
CPA	Science	5 th	11%	13%	+2%
CPA	Science	8 th	15%	13%	-2%
CPA	Science	11 th	37%	24%	-13%
CPA	Soc. Studies	4 th	-	17%	-
CPA	Soc. Studies	7 th	-	8%	-

Comparison Data



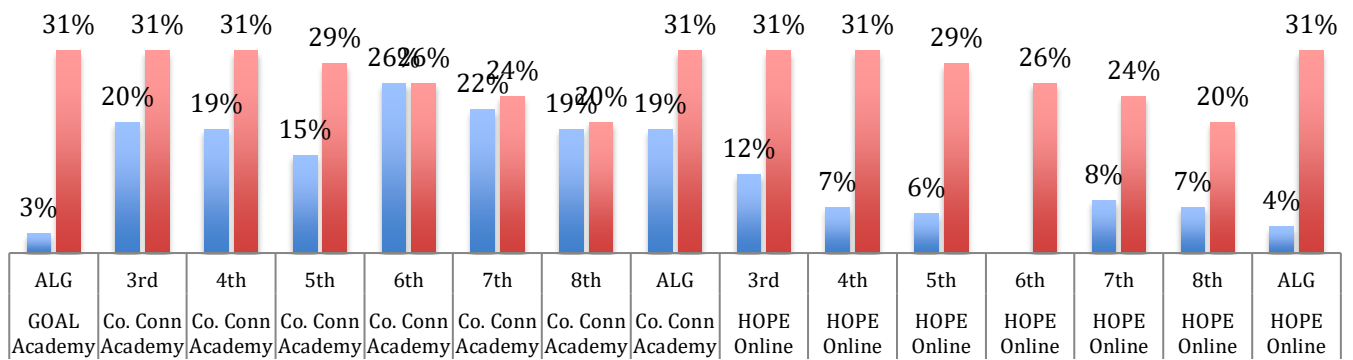
Math 2016-2017

■ % Met/Exceed ■ State Average



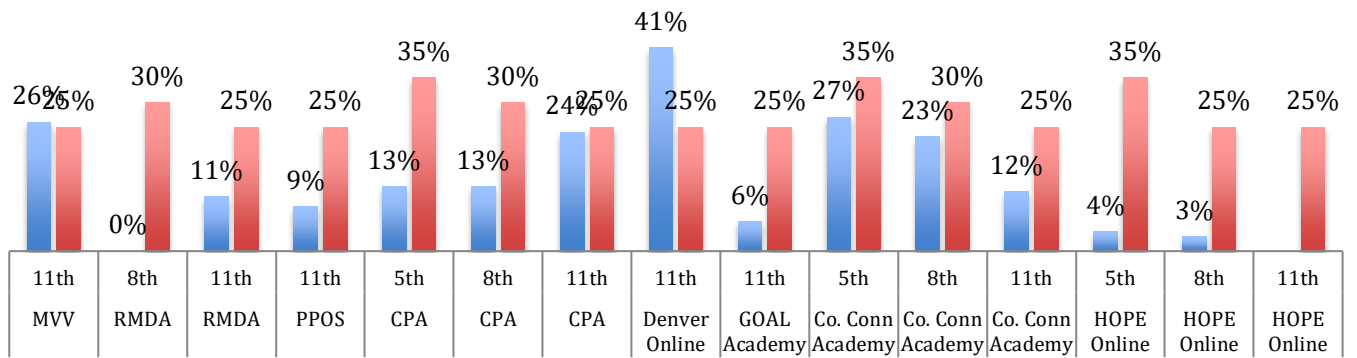
Math 2016-2017

■ % Met/Exceed ■ State Average



Science 2016-2017

■ % Met/Exceed ■ State Average





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19, 2017

Prepared by:

Title of Agenda Item: CPA K-8 and PPOS Action Plans

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

The Colorado Digital BOCES (CD BOCES) Accreditation Plan requires that all our schools go through a school site visit twice a year. The January site visit is a check in for all schools so they can look over their scores on the site visit matrix and review the site visit summary in order to have an opportunity to implement improvements before the end of the year site visit. The end of the year site visit in May includes each schools site visit matrix scores, as well as an executive report that includes commendations, areas for improvement, notable trends and the expectation of a school action plan, if needed, based on the accountability matrix scores.

Relevant Data and Expected Outcomes:

Colorado Preparatory Academy (CPA), in the grade levels, of K-8 was required to complete an action plan. The CPA high school was performance on the School Performance Framework and the site visit team did not feel an action plan was warranted based on the site visit information. Pikes Peak Online School also was required to complete an action plan.

The CPA K-8 and PPOS action plans are attached.

Recommended Course of Action/Motion Requested:

There is no recommended course of action at this time.



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Data Driven Instruction

The CPA staff and administration, across all grade levels K-12 and in all subject areas, will continue to implement and improve upon a full data driven instructional model.

Priority Challenge	Improve academic growth and achievement scores on PARCC testing and all internal school assessments to be a school rated as improvement or performance on the school performance framework	
Root Causes	<ul style="list-style-type: none"> Lack of clear expectations for MTSS in ELA and math at the beginning of the school year Lack of consistent targeted instruction and progress monitoring 	
Elementary School Goals		Middle School Goals
<ol style="list-style-type: none"> Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile Increase median growth percentile in ELA from xxth to the 50th percentile, and math from the xxth percentile to the 50th percentile 		<ol style="list-style-type: none"> Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile Increase median growth percentile in ELA from xxth percentile to the 50th percentile, and math from xxth percentile to the 50th percentile
Action Steps		
New Strategies		Continuation Strategies
<ul style="list-style-type: none"> Implement curriculum mapping protocols for data meetings Set short term reading and math goals in all grade level data teams after BOY and MOY testing 		<ul style="list-style-type: none"> Data Driven instruction meetings Leadership DDI Meetings Formative interim assessment ELA and math data week review

Effective Differentiated Instruction

CPA Staff, across all grade levels K-12 and all subject areas, will instruct all virtual classes and blended learning classes incorporating Capturing Kids Heart and research based instructional strategies to differentiate instruction.

Priority Challenge	Improve academic growth and achievement scores on PARCC testing and all internal school assessments to be a school rated as improvement or performance on the school performance framework	
Root Cause	<ul style="list-style-type: none"> Lack of clear expectations for MTSS in ELA and math at the beginning of the school year Lack of consistent targeted instruction and progress monitoring Inconsistency in instructional strategies among PLC teams 	
Elementary School Goals		Middle School Goals
<ol style="list-style-type: none"> Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile Increase median growth percentile in ELA from xxth to the 50th percentile, and math from the xxth percentile to the 50th percentile 		<ol style="list-style-type: none"> Score a proficient or higher on the K12 Academic Excellence Framework in all components of Instruction Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile Increase median growth percentile in ELA from xxth percentile to the 50th percentile, and math from xxth percentile to the 50th percentile
Action Steps		
New Strategies		Continuation Strategies
<ul style="list-style-type: none"> Score lesson plans on Blooms Taxonomy chart during spot observations and formal observations Consistent school-wide focus on instructional strategies Capturing Kid's Hearts 2 training 		<ul style="list-style-type: none"> Beginning of lesson (camera on, EXCEL, and lesson objective clearly stated and measurable) and end of lesson expectations (camera on, lesson review/exit ticket, and CKH- launch) Teacher evaluations Peer collaboration and review



School and Community Culture

CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes.

Priority Challenge	Create a school culture that follows our mission and vision
Root Cause	<ul style="list-style-type: none"> Lack of student participation in activities that are focused on post-secondary opportunities Lack of participation by parents in all school activities

School and Community Culture Goals

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

Action Steps Associated with School and Community Culture

New Strategies	Continuation Strategies
<ul style="list-style-type: none"> Opportunities for students to meet with teacher, based on data Homeroom Class Connects and regional support Professional development on Strong Start activities 	<ul style="list-style-type: none"> School accountability committee Community events by region College visits and postsecondary information session

Student and Learning Coach Engagement

CPA Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.

Priority Challenge	Maintain student participation at 80% or higher
Root Causes	<ul style="list-style-type: none"> Lack of expectations of school when providing orientation to students and parents Inconsistent academic engagement policy implementation among staff

Student and Learning Coach Engagement Goals

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

Action Steps

New Strategies	Continuation Strategies
<ul style="list-style-type: none"> Strong Start Homeroom model in elementary Organized call plan based on student need BASE program 	<ul style="list-style-type: none"> Capturing Kids Hearts ICAP/Individualized Learning Plan Family Academic Support Team (FAST)

Leadership

CPA Principals and leaders will demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success. Principal will support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

Priority Challenge

Alignment of all K8 leaders with school improvement and staff accountability

Root Cause

Lack of consistency with follow through on staff action plans from DDI meetings

Leadership Goals

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

Action Steps
New Strategies

- Mentoring program with clear procedures and policies
- Lead teachers

Continuation Strategies

- Capturing Kid's Hearts and social contract
- Leadership development program

Glossary

Academic Excellence Framework (AEF): The goal of The Academic Excellence Framework is to guide K12 schools in developing a comprehensive academic plan, organized according to seven guiding standards (Assessment, Instruction, Staffing, Observation & Feedback, Culture, Data-Driven Instruction, and Professional Development) designed to improve student outcomes. The AEF is evaluated quarterly by K12 regional and national teams on a rubric (not yet published for 2017-18).

DDI Meetings: Measurable action steps are developed in response to the data analysis. Action steps include SMART goals, instructional strategies, and a system for follow-up to monitor progress. Action steps will be implemented during each instructional cycle through regular meetings between teaching staff and administrators. One outcome of DDI meetings is referral to MTSS.

Excel Model (Engage, Explore, Communicate, Empower, and Launch): The steps outlined in The EXCEL Teaching Model™ prepare teachers to effectively impact their students each time they come together, from the beginning of class to the end.

MTSS (Multi-Tiered System of Supports): A prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

PLC Meetings: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Strong Start: This is a K12 national initiative to start students out strong in our schools through increased accountability measures of onboarding, relationship building, and response to decreased engagement signs.

Data Driven Instruction

The PPOS staff and administration, across all grade levels K-12 and in all subject areas, will continue to implement and improve upon a full data driven instructional model.

Priority Challenge	Improve academic growth and achievement scores on PARCC testing and all internal school assessments to be a school rated as improvement or performance on the school performance framework.
Root Causes	<ul style="list-style-type: none"> Lack of clear expectations for MTSS in ELA and math at the beginning of the school year Lack of consistent targeted instruction and progress monitoring

Academic Growth and Achievement Goals

- Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction
- Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile
- Increase median growth percentile in ELA from xxth to the 50th percentile, and math from the xxth percentile to the 50th percentile

Action Steps

New Strategies	Continuation Strategies
<ul style="list-style-type: none"> Implement curriculum mapping protocols for data meetings Set short term reading and math goals in all grade level data teams after BOY and MOY testing Clear actionable items from Data Driven Instruction meetings that include reteaching lesson plans 	<ul style="list-style-type: none"> Data Driven Instruction meetings Leadership DDI meetings Formative interim assessment ELA and math data week review

Effective Differentiated Instruction

PPOS Staff, across all grade levels K-12 and all subject areas, will instruct all virtual classes and blended learning classes incorporating Capturing Kids Heart and research based instructional strategies to differentiate instruction.

Priority Challenge	Improve academic growth and achievement scores on PARCC testing and all internal school assessments to be a school rated as improvement or performance on the school performance framework.
Root Cause	<ul style="list-style-type: none"> Lack of clear expectations for MTSS in ELA and math at the beginning of the school year Lack of consistent targeted instruction and progress monitoring Inconsistency in instructional strategies among PLC teams

Academic Growth and Achievement Goals

- Score a proficient or higher on the K12 Academic Excellence Framework in all components of instruction
- Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile
- Increase median growth percentile in ELA from xxth to the 50th percentile, and math from the xxth percentile to the 50th percentile

Action Steps

New Strategies	Continuation Strategies
<ul style="list-style-type: none"> Score lesson plans on Blooms Taxonomy chart during spot observations and formal observations School wide focus on instructional strategies Consistent school-wide focus on instructional strategies 	<ul style="list-style-type: none"> Beginning of lesson (camera on, EXCEL, and lesson objective clearly stated and measurable) and end of lesson expectations (camera on, lesson review/exit ticket, and CKH- launch) Teacher evaluations Peer collaboration and review

School and Community Culture	
<i>PPOS Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes.</i>	
Priority Challenge	Create a school culture that follows our mission and vision
Root Cause	<ul style="list-style-type: none"> Lack of student participation in activities that are focused on post-secondary opportunities Lack of participation by parents in all school activities
Goals	
<ol style="list-style-type: none"> Score a proficient or higher on the K12 Academic Excellence Framework in all components of culture. Increase participation in parent surveys Increase attendance at orientation sessions <ul style="list-style-type: none"> New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a welcome back session within the first 10 days of school 	
Action Steps	
New Strategies <ul style="list-style-type: none"> Opportunities for students to meet with teacher, based on data Regional advisor support 	Continuation Strategies <ul style="list-style-type: none"> School accountability committee Community events by region 7 Mindsets curriculum

Student Engagement	
<i>PPOS Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.</i>	
Priority Challenge	Maintain student participation at 80% or higher
Root Cause	<ul style="list-style-type: none"> Lack of expectations of school when providing orientation to students and parents Inconsistent academic engagement policy implementation among staff
Student Engagement Goal	
<ol style="list-style-type: none"> Score a proficient or higher on the K12 Academic Excellence Framework in all components of assessment Student participation on assessments will average between 80-94% 	
Action Steps	
New Strategies <ul style="list-style-type: none"> Strong Start Advisor model Regional support Professional development on motivation Professional development on engaging and graduating secondary students Professional development on understanding poverty framework, relationship building, and 7 steps for effective parent conversations 	Continuation Strategies <ul style="list-style-type: none"> Capturing Kids Hearts ICAP/Individualized Learning Plan Family Academic Support Team (FAST) 7 Mindsets Curriculum

Leadership

PPOS Principals and leaders will demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success. Principal will support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

Priority Challenge	Professional Development to increase evidence-based instruction
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Root Cause	Lack of support and professional development on how to effectively instruct and engage at-risk students
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Goals

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

Action Steps Associated with Leadership

New Strategies	Continuation Strategies
<ul style="list-style-type: none"> • School-wide expectations for PLC meetings • Professional development to motivate and engage at-risk students 	<ul style="list-style-type: none"> • Capturing Kid's Hearts and social contract • Leadership development program

Glossary

Academic Excellence Framework (AEF): The goal of The Academic Excellence Framework is to guide K12 schools in developing a comprehensive academic plan, organized according to seven guiding standards (Assessment, Instruction, Staffing, Observation & Feedback, Culture, Data-Driven Instruction, and Professional Development) designed to improve student outcomes. The AEF is evaluated quarterly by K12 regional and national teams on a rubric (not yet published for 2017-18).

DDI Meetings: Measurable action steps are developed in response to the data analysis. Action steps include SMART goals, instructional strategies, and a system for follow-up to monitor progress. Action steps will be implemented during each instructional cycle through regular meetings between teaching staff and administrators. One outcome of DDI meetings is referral to MTSS.

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PLC Meetings: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Strong Start: This is a K12 national initiative to start students out strong in our schools through increased accountability measures of onboarding, relationship building, and response to decreased engagement signs.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19th, 2016

Prepared by: Kim McClelland

Title of Agenda Item: Board Policies Section 7

Item Type: Action ☐ Information ☒ Discussion

Background Information, Description of Need:

When the CD BOCES began in 2013 the board adopted the D49 policies as its own. The CD BOCES is embarking on a long-term project to have its own board policies. As CD BOCES board policies are adopted, the D49 policies will become obsolete.

As a starting point, we used the Colorado BOCES Association policies and these policies, pertaining to Human Resources, have been drafted into our own policies to adopt by the CD BOCES Board of Directors. The Colorado BOCES Association policies were drafted by CASB for accuracy.

7. Human Resources

A. Open Hiring Equal Employment Opportunity	GBA	CBA
B. Sexual Harassment	GBA	CBA
C. Staff Ethics-Conflict of Interest	GBEA	CBA
D. Staff Conduct	GBEB	CBA
E. Staff Dress Code	GBEBA	CBA
F. Alcohol and Drug Free Workplace	GBEC	CBA
G. Staff Use of Internet and E Communications	GBEE	CBA
H. Staff Personal Security and Safety	GBGB	CBA
I. Workers Compensation	GBGD	CBA
J. Staff Sick Leave	GBGG	CBA
K. Staff Military Leave	GBGI	CBA

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L. Personnel Records and Files	GBJ	CBA
M. Staff Jury Duty	GBGK	CBA
N. Staff Grievances	GBK	CBA
N-R. Staff Grievances	GBK-R	CBA
O. Support Staff Positions	GDA	CBA
P. Professional Staff Positions	GCA	CBA
Q. Staff Fringe Benefits	G CBD	CBA
R. Staff Vacations and Holidays	GCD	CBA
S. Professional Staff Recruiting	GCE/GCF	CBA
T. Evaluation of Licensed Personnel	GCO	CBA
T-R. Evaluation of Licensed Personnel	GCO-R	CBA
U. Resignation of Professional Staff	GCQC	CBA
U-R. Resignation of Professional Staff	GCQC-R	CBA
V. Discipline Suspension and Dismissal of Professional Staff	GCQF	CBA
V-R. Discipline Suspension and Dismissal of Professional Staff	GCQF-R	CBA
W. Support Staff Recruiting	GDE/GDF	CBA
X. Evaluation of Support Staff	GDO	CBA
X-R. Evaluation of Support Staff	GDO-R	CBA
Y. Resignation of Support Staff	GDQB	CBA
Z. Discipline Suspension and Dismissal of Support Staff	GDQD	CBA

Relevant Data and Expected Outcomes:

The CD BOCES Board of Directors will develop its own policies for effective oversight and management of its operations and schools.

Recommended Course of Action/Motion Requested:

7A. Open Hiring/Equal Employment Opportunity

The Board subscribes to the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the BOCES's staff.

Therefore, the BOCES shall promote and provide for equal opportunity in recruitment, selection, promotion and dismissal of all personnel. Commitment on the part of the BOCES towards equal employment opportunity shall apply to all people without regard to race, color, creed, sex, sexual orientation (which includes transgender), religion, national origin, ancestry, age, genetic information, marital status, disability or conditions related to pregnancy or childbirth.

The BOCES shall ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion and termination.

(Adoption date)

LEGAL REFS.: 20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)
29 U.S.C. §201 *et seq.* (*Fair Labor Standards Act*)
29 U.S.C. §621 *et seq.* (*Age Discrimination in Employment Act of 1967*)
29 U.S.C. §794 (*Section 504 of the Rehabilitation Act of 1973*)
42 U.S.C. §12101 *et seq.* (*Title II of the Americans with Disabilities Act*)
42 U.S.C. §2000d (*Title VI of the Civil Rights Act of 1964*)
42 U.S.C. §2000e (*Title VII of the Civil Rights Act of 1964*)
42 U.S.C. §2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation, which includes transgender*)
C.R.S. 22-32-110 (1)(k) (*discrimination in employment prohibited*)
C.R.S. 22-61-101 (*discrimination in teacher employment prohibited*)
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division procedures*)
C.R.S. 24-34-301 (7) (*definition of sexual orientation, which includes transgender*)
C.R.S. 24-34-402 *et seq.* (*discriminatory or unfair employment practices*)
C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
GBAA, Sexual Harassment

7B. Sexual Harassment

The BOCES is committed to a *learning and* working environment that is free from sexual harassment. Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

It shall be a violation of policy for any member of the BOCES staff to harass another staff member *or student* through conduct or communications of a sexual nature. *Any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, shall be presumed to be unwelcome.* Sexual harassment committed by a BOCES employee in the course of employment shall be deemed a breach of duty, and as such, shall subject the offending employee to disciplinary action. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of the BOCES.

Sexual harassment prohibited

For purposes of this policy, unwelcome sexual advances, requests for sexual favors, or other unwelcome conduct of a sexual nature constitutes sexual harassment if:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment *or educational development*.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment *or education* decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work *or educational performance* or creating an intimidating, hostile or offensive working *or educational* environment.

The prohibition against sexual harassment applies whether the harassment is between people of the same or different gender.

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment.
2. Pressure for sexual activity.
3. Repeated remarks to a person with sexual implications.
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body.
5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's *grades*, employment status or similar personal concerns.
6. Sexual violence.

Reporting, investigation and sanctions

It is the express desire of the Board to encourage victims of, or witnesses to, sexual harassment to report such claims through the BOCES's complaint process.

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator or to the BOCES's compliance officer.

All reports of sexual harassment received by any BOCES employee shall be promptly forwarded to the human resources manager. The human resources manager shall ensure that every complaint is promptly investigated and responded to as set forth in the BOCES's complaint and compliance process. No reprisals or retaliation shall be allowed to occur as a result of the good faith reporting of charges of sexual harassment. Requests for confidentiality shall be honored so long as doing so does not preclude the BOCES from responding effectively to the harassment and preventing such conduct in the future.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, in accordance with applicable Board policy. *Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with the Board's policy regarding child abuse reporting.*

Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Notice of policy

Notice of this policy shall be circulated to all BOCES *schools and* departments.

(Adoption date)

LEGAL REFS.: 20 U.S.C. §1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. §2000e *et seq.* (Title VII of the Civil Rights Act of 1964)
C.R.S. 24-34-301 *et seq.* (Colorado Civil Rights Division procedures)
C.R.S. 24-34-401 *et seq.* (discrimination or unfair employment practices)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
JLF, Reporting Child Abuse/Child Protection

7C. Staff Ethics/Conflict of Interest

No BOCES employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities in the BOCES. Employees are expected to perform the duties of the position to which they are assigned and to observe rules of conduct and ethical principles established by state law and BOCES policies and regulations.

It shall be understood that all confidential information an employee is privy to as a result of BOCES employment shall be kept strictly confidential. In addition, employees shall not utilize information solely available to them through the BOCES to engage in any type of work outside of the BOCES. This includes information concerning potential customers, clients or employers.

An employee shall not sell any books, instructional supplies, musical instruments, equipment or other school supplies to any student or to the parents/guardians of a student unless prior approval has been obtained from the Board or executive director.

Moreover, to avoid a conflict of interest, the BOCES prohibits an employee from exercising supervisory, appointment, dismissal authority, or disciplinary action over a member of the employee's immediate family. For purposes of this policy, an employee's "immediate family" includes his or her spouse, partner in a civil union, children and parents. In addition, an employee may not audit, verify, receive or be entrusted with moneys received or handled by a member of the employee's immediate family. An employee shall not have access to the employer's confidential information concerning a member of the employee's immediate family, including payroll and personnel records.

Conflicts of interest - federally funded transactions

Separate from state law and the Board's policies concerning BOCES employees' standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of BOCES employees whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, a BOCES employee shall not participate in the selection, award or administration of a contract supported by a federal award if the employee has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the employee, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits BOCES employees from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this policy section only, “immediate family” means the employee’s spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is “substantial,” or whether anything solicited or accepted for private benefit is of “nominal value,” BOCES employees shall follow the standards of conduct and corresponding definitions applicable to local government employees under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

An employee who violates the standards of conduct set forth in this policy’s section may be subject to disciplinary action, in accordance with applicable law and Board policy.

(Adoption date)

LEGAL REFS.: 2 C.F.R. 200.318(c) *(Uniform Grant Guidance – written standards of conduct covering conflicts of interest required concerning the selection, award and administration of contracts supported by federal funds)*
Constitution of Colorado, Article X, Section 13 *(felony to make a profit on public funds)*
C.R.S. 14-15-101 *et seq.* *(Colorado Civil Union Act)*
C.R.S. 24-18-109 *(government rules of conduct)*
C.R.S. 24-18-110 *(voluntary disclosure)*
C.R.S. 24-18-201 *(standards of conduct – interests in contracts)*
C.R.S. 24-18-202 *(standards of conduct – interests in sales)*
C.R.S. 24-34-402 (1) *(discriminatory and unfair employment practices)*
C.R.S. 24-34-402 (1)(h) *(nepotism provisions)*

CROSS REFS.: DKC, Expense Authorization/Reimbursement (Mileage and Travel)
GBEB, Staff Conduct (And Responsibilities)
GCQF, Discipline, Suspension and Dismissal of Professional Staff
GDQD, Discipline, Suspension and Dismissal of Support Staff

7D. Staff Conduct

All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the BOCES.

As representatives of the BOCES *and role models for students*, all staff shall demonstrate and uphold high professional, ethical and moral standards. Staff members shall conduct themselves in a manner that is consistent with the mission of the BOCES *and shall maintain professional boundaries with students at all times*. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

Rules of conduct

Each staff member shall observe the following rules of conduct established in state law. Accordingly, a BOCES employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the employee's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

All staff members shall be expected to carry out their assigned responsibilities with conscientious concern.

It shall not be considered a breach of conduct for a staff member to:

1. Use BOCES facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting BOCES business.

Essential to the success of ongoing BOCES operations *and the instructional program* are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the BOCES administration.

3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of BOCES property.
5. *Concern and attention toward the safety and welfare of students, including the need to ensure that students are appropriately supervised.*

Child abuse

All BOCES employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.

The executive director is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a BOCES employee. Such information shall remain confidential except that the executive director shall notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weapons

The provisions of the policy regarding public possession of deadly weapons on BOCES property or in BOCES buildings also shall apply to employees of the BOCES. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictions

If, subsequent to beginning employment with the BOCES, the BOCES has good cause to believe that any staff member has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the BOCES shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the BOCES shall require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency. Fingerprints must be submitted within 20 days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees shall not be charged fees for processing fingerprints under these circumstances.

Unlawful behavior involving children

The BOCES may make an inquiry with the Department of Education concerning whether any current employee of the BOCES has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Personnel addressing health care treatment for behavior issues

BOCES personnel are prohibited from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See the Board's policy concerning survey, assessment, analysis or evaluation of students. BOCES personnel are encouraged to discuss concerns about a student's behavior with the student's parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns BOCES personnel may have.

(Adoption date)

LEGAL REFS.: C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
C.R.S. 18-12-214 (3)(b) (school security officers may carry concealed handgun pursuant to valid permit)
C.R.S. 19-3-308 (5.7) (child abuse reporting)
C.R.S. 22-32-109 (1)(ee) (school personnel prohibited from recommending certain drugs for students or ordering behavior tests without parent permission)
C.R.S. 22-32-109.1 (8) (inquiries upon good cause to department of education for purpose of ongoing screening of employees)
C.R.S. 22-32-109.7 (inquiries prior to hiring)
C.R.S. 22-32-109.8 (6) (termination of non-licensed employees for certain felony offenses)
C.R.S. 22-32-109.9 (licensed personnel – submittal of fingerprints)
C.R.S. 22-32-110 (1)(k) (power to adopt conduct rules)
C.R.S. 24-18-104 (government employee rules of conduct)
C.R.S. 24-18-109 (local government employee rules of conduct)
C.R.S. 24-18-110 (voluntary disclosure)

CROSS REFS.: JLC, Student Health Services and Records
JLDAC, Screening/Testing of Students
JLF, Reporting Child Abuse/Child Protection
KFA, Public Conduct on BOCES Property

NOTE 1: The Board may also consider whether additional rules of conduct for off-campus behavior are appropriate. For example, the Board may require that employees charged with any crime involving violence or children report such charge to their supervisor within 24 hours so that BOCES personnel can determine whether it is appropriate for the employee to continue in his or her current position, especially if that position includes direct contact with students. Any such additions to this policy should

be made only with the advice of the BOCES's legal counsel. There are legal concerns related to employees' rights that must be considered.

NOTE 2: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the BOCES employee's personal benefit offered by a person who is at the same time providing goods or services to the BOCES under a contract or other means by which the person receives payment or other compensation from the BOCES. C.R.S. 24-18-104 (2). However, state law permits a BOCES employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. 24-18-104 (2)(b).

NOTE 3: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a BOCES employee to receive. See, C.R.S. 24-18-104 (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$59), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 4: The amount of the gift limit (\$59) is identical to the gift limit under section 3 of article XXIX of the state constitution. This amount shall be adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. 24-6-203 (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2019. Colo. Const. Art. XXIX, Section 3 (6).

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7E. Staff Dress Code

Staff members project an image to the community *and to students* about the professionalism of the BOCES. During the workday and at all work-related activities, employees shall adhere to a professional standard of dress. The executive director *or principal* has the final authority to decide what is professional attire.

Unacceptable items

The following items are unprofessional, *are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school* and are therefore not acceptable in BOCES buildings, on BOCES grounds, or at BOCES activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body.
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - Refer to drugs, tobacco, alcohol, or weapons
 - Are of a sexual nature
 - By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
 - Are obscene, profane, vulgar, lewd, or legally libelous
 - Threaten the safety or welfare of any person
 - *Promote any activity prohibited by the student code of conduct*
 - *Otherwise disrupt the teaching-learning process*

Exceptions

Appropriate athletic clothing may be worn when teaching or assisting with physical education classes, or when coaching athletic activities.

(Adoption date)

CROSS REFS.: GBEB, Staff Conduct (and Responsibilities)
JICA, Student Dress Code

7F. Alcohol and Drug-Free Workplace

The Board recognizes the importance of maintaining a workplace that is free from alcohol and drugs to enhance the safety and welfare of employees *and students* and ensure compliance with applicable law. Accordingly, it shall be a violation of Board policy for any BOCES employee to possess, use or be under the influence of alcohol or illicit drugs on BOCES property, in or on BOCES vehicles, at any BOCES-sponsored activity or event, or off BOCES property when the employee is on duty.

For purposes of this policy, “illicit drugs” means narcotics, drugs and controlled substances as defined in law. Although some actions involving marijuana are no longer prohibited by state law, federal law still prohibits the manufacture, sale, distribution, possession and use of marijuana. As a recipient of federal funds, the BOCES has an obligation to maintain a drug-free workplace. Thus, marijuana is an illicit drug for purposes of this policy. “Illicit drugs” also includes any prescription or over-the-counter drug that does not meet the following four criteria: (1) the employee has a current and valid prescription for the drug or the drug is sold over-the-counter; (2) the drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter; (3) the drug is used or possessed at the dosage prescribed or recommended; and (4) the drug is used or possessed consistent with the safe and efficient performance of the employee’s job duties.

Observance of this policy is a condition of employment. A violation shall subject the employee to appropriate disciplinary action which may include suspension, termination and referral for prosecution. In appropriate circumstances and at the BOCES’s sole discretion, disciplinary sanctions may include the completion of an approved drug or alcohol abuse assistance or rehabilitation program. Any such program shall be at the employee’s expense. However, the BOCES is not required to offer rehabilitation in lieu of termination or other discipline to any employee who has violated this policy.

After investigation, the executive director may reinstate an employee who has been suspended if it appears to be in the best interests of the BOCES. The matter shall be reported to the Board.

Drug-Free Workplace Act

Under the federal Drug-Free Workplace Act (the Act), the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in any BOCES workplace. The Act defines “controlled substance” as a controlled substance in schedules I through IV of 21 U.S.C. section 812, which includes but is not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

Pursuant to the Act, any employee who is convicted or pleads *nolo contendere* under any criminal drug statute for a violation occurring in the workplace shall notify the executive director no later than five days after the conviction. The BOCES has an obligation under the Act to notify the appropriate federal agency within 10 days after receiving notice of such conviction if there is a relationship between federal funds received by the BOCES and the convicted employee's work site.

Awareness and prevention program

The executive director shall establish an awareness and prevention program to inform employees about:

1. The dangers of drug and alcohol abuse.
2. The Board's policy of maintaining an alcohol and drug-free workplace.
3. Available drug and alcohol counseling, rehabilitation and employee assistance programs.
4. Penalties that may be imposed upon employees for violations of this policy.

The Board shall conduct a periodic review of its awareness and prevention program to determine its effectiveness and implement appropriate changes.

Notification to employees

Information about the standards of conduct required by this policy shall be communicated to employees. All employees shall acknowledge receipt of this policy and related information.

(Adoption date)

LEGAL REFS.: *20 U.S.C. 7101 et seq. (Safe and Drug-Free Schools and Communities Act)*
21 U.S.C. 812 (definition of controlled substance)
41 U.S.C. 8101 and 8102 (Drug-Free Workplace Act of 1988)
34 C.F.R. Part 84 (regulations implementing the Drug-Free Workplace Act)
Colo. Const. Art. XVIII, Section 16(6) (employers may restrict marijuana use, possession, sale, etc. by employees)
C.R.S. 18-18-407 (2) (crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles)
C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
C.R.S. 25-14-103.5 (policy required prohibiting use of retail marijuana on school property)

CROSS REFS.: *EEAEAA**, Drug And Alcohol Testing For Bus Drivers
GCQF, Discipline, Suspension and Dismissal of Professional Staff
GDQD, Discipline, Suspension and Dismissal of Support Staff
JICH, Drug and Alcohol Use by Students

7G. Staff Use of the Internet and Electronic Communications

The Internet and electronic communications (email, chat rooms and other forms of electronic communication) have vast potential to support curriculum and learning. The Board believes they should be used in schools as a learning resource to educate and to inform.

The Board supports the use of the Internet and electronic communications by BOCES staff to improve teaching and learning through interpersonal communication, access to information, research, training and collaboration and dissemination of successful educational practices, methods and materials.

The Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of BOCES technology devices to avoid contact with material or information that violates this policy. For purposes of this policy, "BOCES technology device" means any BOCES-owned computer, hardware, software, or other technology that is used for instructional or learning purposes and has access to the Internet.

Blocking or filtering obscene, pornographic and harmful information

To protect students from material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, technology that blocks or filters such material and information has been installed on all BOCES computers having Internet or electronic communications access. Blocking or filtering technology may be disabled by a supervising teacher or BOCES administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18.

No expectation of privacy

BOCES technology devices are owned by the BOCES and are intended for educational purposes and BOCES business at all times. Staff members shall have no expectation of privacy when using BOCES technology devices. The BOCES reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of BOCES technology devices including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through BOCES technology devices shall remain the property of the BOCES.

Public records

Electronic communications sent and received by BOCES employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All employee electronic communications shall be monitored to ensure that all public electronic communication records are retained, archived and destroyed in accordance with applicable law.

Unauthorized and unacceptable uses

Staff members shall use BOCES technology devices in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of BOCES technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following. *[Note: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.]*

No staff member shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the BOCES's nondiscrimination policies
- that is not related to BOCES objectives, such as for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another
- that uses inappropriate or profane language likely to be offensive to others in the BOCES community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law or BOCES policy, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits through an anonymous remailer
- that accesses fee services without specific permission from the system administrator

Security

Security on BOCES technology devices is a high priority. Staff members who identify a security problem while using BOCES technology devices must immediately notify a system administrator. Staff members should not demonstrate

the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to BOCES technology devices
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users

Any staff member identified as a security risk, or as having a history of problems with technology may be denied access to the Internet, electronic communications and/or BOCES technology devices.

Confidentiality

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians, BOCES employees or BOCES affairs that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law and Board policy. It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use email to disclose student records or other confidential student information in a manner inconsistent with applicable law and Board policy may be subject to disciplinary action.

If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a “need to know” are allowed access to the material. Staff members shall handle all employee, student and BOCES records in accordance with applicable Board policies.

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

Use of social media

Staff members may use social media within BOCES guidelines for instructional purposes, including promoting communications with students, parents/guardians and the community concerning school related activities and for purposes of supplementing classroom instruction. As with any other instructional material, the application/platform and content shall be appropriate to the student’s age, understanding and range of knowledge.

Staff members are discouraged from communicating with students through personal social media platforms/applications or texting. Staff members are expected to protect the health, safety and emotional well being of students and to preserve the integrity of the learning environment. Online or electronic conduct that distracts or disrupts the learning environment or other conduct in violation of this or related Board policies may form the basis for disciplinary action up to and including termination.

Vandalism

Vandalism shall result in cancellation of privileges and may result in disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the BOCES or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or BOCES technology devices. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized content

Staff members are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

Staff member use is a privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of the Internet, electronic communications and BOCES technology devices is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in disciplinary action and/or legal action. The BOCES may deny, revoke or suspend access to BOCES technology or close accounts at any time.

Staff members shall be required to sign the BOCES's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

BOCES makes no warranties

The BOCES makes no warranties of any kind, whether expressed or implied, related to the use of BOCES technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the BOCES of the content, nor does the BOCES make any guarantee as to the accuracy or quality of information received. The BOCES shall not be responsible for any damages, losses or costs a staff member suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.

(Adoption date)

LEGAL REFS.: 47 U.S.C. 254(h) (*Children's Internet Protection Act of 2000*)
C.R.S. 22-87-101 *et seq.* (*Children's Internet Protection Act*)
C.R.S. 24-72-204.5 (*monitoring electronic communications*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
EGAEA, Electronic Communication

7H. Staff Personal Security and Safety

Offenses against BOCES employees

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly making a false allegation of child abuse, or any alleged offense under the “Colorado Criminal Code” by a student directed towards a BOCES employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a BOCES employee occurring on BOCES premises.

1. The employee shall file a written complaint with the building principal, the executive director and the Board.
2. The principal or other BOCES administrator shall, after receipt of the complaint and proof deemed adequate by the principal or administrator, suspend the student for three days in accordance with established procedures.
3. The executive director shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The executive director or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall be requested, upon receiving the report, to investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.

Communication of disciplinary information to teachers/counselors

The principal or other BOCES administrator shall communicate disciplinary information concerning any student enrolled in a BOCES school or educational program to all teachers and counselors who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student’s behavior record. Any BOCES employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109.1 (3) (*offenses against school employees*)
C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)
C.R.S. 22-32-126 (5)(a) (*communication of disciplinary information*)

CROSS REFS.: JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students

7I. Workers' Compensation

An employee is eligible for workers' compensation leave from the BOCES during the period of time the employee is temporarily disabled as the result of any injury arising out of and in the course of employment which qualifies for an indemnity payment from the workers' compensation division of the Colorado Department of Labor and Employment.

Workers' compensation leave shall be available only to those persons who sustain a temporary total disability and are unable to perform services for the BOCES while disabled.

The primary source of compensation for an employee on workers' compensation leave shall be the indemnity payment from the workers' compensation section of the division of worker's compensation of the Colorado Department of Labor and Employment or insurance carrier as determined by state law. The rate of compensation will be 66 and 2/3% of his/her average weekly wage.

The employee is required to use three days of sick leave after the disability occurs. After that point, the employee will receive compensation from the workers' compensation section of the Colorado Department of Labor and Employment. During this period of compensated leave, the BOCES shall not charge any time from vacation, sick, or personal leave. Likewise, the employee will have no access to vacation, sick or personal leave while eligible for workers' compensation leave. Note: Taxes and PERA are not deducted from Workers' Compensation.

Under no circumstances shall an employee be allowed to receive more than an amount equal to the weekly wage or equivalent when combining the indemnity payment from workers' compensation and BOCES benefits. The employee shall provide any requested documentation to the BOCES to evidence amounts paid by workers' compensation before benefit payments are allowed by the BOCES.

While on workers' compensation leave under a temporary total disability, employees shall continue to have BOCES health, life and disability insurance coverage. The employee shall be responsible for their share of the monthly premium if applicable.

(Adoption date)

LEGAL REFS.: C.R.S. 8-40-101 et seq. (Workers' Compensation Act of Colorado)

CROSS REFS.: GBGG, Staff Sick Leave
GCD, Professional Staff Vacations and Holidays
GDD, Support Staff Vacations and Holidays

7J. Staff Sick Leave

The Board recognizes that there may be times when an employee is unable to fulfill the duties of his/her position due to illness. Therefore, paid sick leave is provided for full time employees in accordance with this policy.

Paid sick leave may be accumulated up to 90 days at the rate of 12 days per year. Sick leave may be taken for personal illness, personal medical appointments or for the necessary care and attendance of a member of the employee's immediate family.

For sick leave purposes, the term "immediate family" shall be defined as spouse, partner in a civil union, children and parents. Exceptions may be made by the executive director.

Employees do not cash out unused sick leave upon termination of employment. Sick leave is income protection for active employees.

An employee who is eligible for retirement in accordance with the Public Employees Retirement Association shall be paid \$100.00 for each accrued sick day not taken.

Evidence of illness may be required for approval of sick leave pay.

Sick leave shall not apply during vacation leave, paid holidays or leaves of absence.

(Adoption date)

LEGAL REF.: C.R.S. 14-15-101 *et seq.* (*Colorado Civil Union Act*)

CROSS REF.: GBGF, Federally-Mandated Family and Medical Leave

Staff Medical Leave

Medical leave

The Board of Education shall provide a plan for leaves and absences designed to help members of the staff maintain their physical health, take care of family and other personal emergencies.

Such leaves and absences shall be granted per Board policies pertaining to specific types of leaves. A completed leave of absence form may be required for leaves less than five (5) consecutive work days in duration, but in all cases will be required for leaves of five (5) or more days in duration.

The leave provisions in this policy shall apply to all full time employees, allowing up to a total of twelve (12) work weeks of leave in a twelve (12) month period.

Leave may be taken when the employee is needed to care for a child, spouse, or parent who has a serious health condition; when the employee is unable to perform the functions of his/her position because of a serious health condition; any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty"; or twenty-six workweeks of leave during a single twelve (12) month period to care for a covered service member with a serious injury or illness incurred or aggravated in the line of duty on active duty if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin.

Entitlement for childcare leave shall end after the child reaches age one (1) or twelve (12) months after adoption or foster placement. Leave to care for a child shall include leave for a step-parent or person in loco parentis.

If medically necessary for a serious health condition of the employee or the employee's spouse, child, or parent, leave may be taken on an intermittent or reduced leave schedule subject to certain conditions which pertain to instructional employees. The District may require the employee to transfer temporarily to an alternative position, which better accommodates recurring periods of absence or a part-time schedule provided that the position has equivalent pay and benefits.

The BOCES shall maintain coverage under any group health insurance plan for any employee who is granted an approved leave of absence under this policy for the duration of the leave (up to twelve (12) weeks). Such coverage shall be maintained at the same level and under the same conditions as coverage that would have been provided if the employee was not on leave. If the employee is eligible to request a leave extension and needs to take leave time in excess of the twelve (12) weeks leave, all insurance benefits will terminate at the end of the twelve (12) week leave period. The employee will be given the right to continue their insurance coverage, at their cost, under the Consolidated Omnibus Budget Reconciliation Act (COBRA). If the employee returns to their position, they will be eligible to re-enroll in the BOCES health plan at that time. The BOCES reserves the right to seek reimbursement for this benefit at the time it is given, as allowed by law.

Reinstatement shall be determined in accordance with any applicable Board policies. If the employee on leave is a salaried employee and is among the highest

paid 10 percent of BOCES employees and keeping the job open for the employee would result in substantial economic injury to the BOCES, the employee may be denied reinstatement provided the BOCES notifies the employee of its intent to deny reinstatement at the time economic hardship occurs and the employee elects not to return to work after receiving the notice.

Maternity leave

Pursuant to the employee's request, medically necessary sick leave for maternity purposes shall be available to any female employee who becomes pregnant. The leave will be allowed during such period of the pregnancy and a reasonable time immediately following termination of the pregnancy as is medically necessary to safeguard the health of the mother and/or child.

1. Determination of Necessity

The determination and designation of the period of time during which maternity leave is necessary, including the beginning, duration and end of the period, shall be made by the BOCES. Such determination shall be based on information provided by the employee, the employee's physician, the executive director and if deemed necessary, by a physician designated by the BOCES.

2. Reinstatement

An employee who has taken leave in accordance with this policy shall be assured reinstatement following the end of the period of time during which leave is necessary.

3. Notice

An employee who becomes pregnant shall be encouraged to notify the executive director or designee regarding the pregnancy well in advance of the expected leave so that the BOCES may make appropriate staffing decisions. When an employee is no longer pregnant, she shall notify the executive director or designee of this fact.

4. Benefits

An employee on maternity leave for medical necessity as determined by the employee's or the BOCES's physician shall receive pay, insurance and other benefits to the same extent and on the same basis as sick leave used for other purposes. Any additional leave granted by the BOCES for maternity purposes beyond that which is medically necessary shall be without pay or other benefits unless the provisions of the federally-mandated family leave act apply.

Parental leave

The provisions of this section shall apply only after an eligible employee has used any applicable federally-mandated family leave. Any days taken for family leave will be deducted from the total leave period allowed under this policy.

Parental leave of absence without salary and fringe benefits may be granted to staff members for the purpose of child rearing, child care or adoption. Parental leave may be granted for a period of time not to exceed twelve weeks for each employee. The

leave need not be taken all at once, but must be taken in increments which coincide with the planning needs of the BOCES.

In determining whether to grant the leave request, the BOCES will consider any special needs of the child, the staffing needs of the BOCES and any other relevant factors. The BOCES will grant parental leave without regard to the sex of the employee.

The request for leave will be made to the executive director. If the parental leave request is refused by the executive director, the staff member may appeal to the Board.

If the leave period is for an entire school year, notice of intent to return from leave must be given to the BOCES before April 1 preceding the school year the employee wishes to return to work. If the leave is for a period less than an entire school year, notice of intent to return shall be given at least three months prior to the date the employee wishes to return to work.

As long as proper notice has been given of the employee's intent to return to work, the BOCES shall reinstate the employee. *A teacher being reinstated shall be placed in a teaching position as nearly identical as possible to the position left at the commencement of the leave. In no event shall a teacher be placed in a position for which he or she is not qualified or licensed.*

The employee on parental leave may be permitted to substitute at the BOCES-approved substitute rate of pay.

Nothing in this policy shall be construed to limit the powers or duties of the Board or administration to make employment decisions for the BOCES.

(Adoption date)

LEGAL REFS.: 29 U.S.C. 2601 *et seq.* (Family and Medical Leave Act of 1993)
42 U.S.C. §2000e-2 (Title VII of the Civil Rights Act of 1964)
C.R.S. 19-5-211 (adoption statute)
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
GBA, Open Hiring/Equal Employment Opportunity

7K. Staff Military Leave

Annual military leave

An employee who is a member of a reserve or national guard unit or any other branch of the military organized under state or federal law shall be granted military leave with a right of reinstatement in accordance with state and federal law.

The employee shall receive full salary and benefits during such leave up to a maximum of 15 days annually. The leave year shall be as established by the BOCES. All remaining leave to fulfill the annual military obligation shall be unpaid leave.

An employee who is required by the state or federal government to continue military service beyond the time for which leave with pay is required, shall be granted a leave of absence without pay for all such additional service.

Emergency military leave

Military leave of absence without pay shall be granted to any employee who enlists for military duty with any branch of the United States armed forces or who is called into active military service in time of war or other emergency declared by the proper authority of the state or United States. The employee shall be considered on a leave of absence during military service.

Notice of military service

An employee taking leave under this policy shall provide written or oral notice, as far in advance as possible, of pending military service. Employees on military leave resulting in absence of more than 30 days shall forward a copy of their military orders to the executive director or designee.

Using paid leave in lieu of unpaid military leave

An employee taking leave under this policy may at his or her discretion, but is not required to, use accrued vacation or other paid leave during time of military service.

Hiring substitute

Where necessary to protect the public interest, a substitute employee may be hired by the BOCES to perform the duties of the employee on military leave until such time as the employee returns to work.

Reinstatement after service

Upon completion of military service and in accordance with state and federal law, the employee shall be reinstated in the same or a similar position of like seniority, status and pay if such is available at the same salary and benefits which he or she would have received had leave not been taken and if the employee meets the applicable statutory requirements, including notification to the BOCES of the employee's intent to return to work within the time period set out in law.

Upon reinstatement, the employee shall have the same rights with respect to accrued and future vacation, sick leave, public retirement benefits and other benefits as if he or she had actually been employed during the time of such leave.

(Adoption date)

LEGAL REFS.: 38 U.S.C. §4301 *et seq.* (*Uniformed Services Employment and Reemployment Rights Act*)
20 C.F.R. Part 1002 (*regulation*)
C.R.S. 28-3-601 *et seq.* (*annual military leave for public employees*)

7L. Personnel Records and Files

The executive director is authorized and directed to develop and implement a comprehensive and efficient system of personnel records under the following guidelines:

1. A personnel folder for each employee shall be accurately maintained in the BOCES administrative office. Personnel records shall include home addresses and telephone numbers, financial information, and other information maintained because of the employer-employee relationship.
2. All personnel records of individual employees shall be considered confidential except for the information listed below. They shall not be open for public inspection. The executive director and designees shall take the necessary steps to safeguard against unauthorized access or use of all confidential material.
3. Employees shall have the right, upon request, to review the contents of their own personnel files, with the exception of references and recommendations provided to the BOCES on a confidential basis by universities, colleges or persons not connected with the BOCES.
4. The following information in personnel records and files shall be available for public inspection:
 - a. Applications of past or current employees
 - b. Employment agreements
 - c. Any amount paid or benefit provided incident to termination of employment
 - d. Performance ratings except for evaluations of licensed personnel as noted below
 - e. Any compensation including expense allowances and benefits
5. The evaluation report of licensed personnel and all public records used in preparing the evaluation report shall be confidential and available only to those permitted access under state law.
6. Employees' home addresses and telephone numbers shall not be released for general public or commercial use.
7. Employees' medical records shall be kept in separate files and shall be kept confidential in accordance with applicable law and Board policy.

(Adoption date)

LEGAL REFS.: C.R.S. 22-9-109 (*licensed personnel evaluations – exemption from public inspection*)
C.R.S. 24-19-108 (1)(c) (*exceptions to public records*)
C.R.S. 24-72-201 *et seq.* (*Colorado Open Records Act*)

CROSS REFS.: GCE/GCF, Professional Staff Recruiting/Hiring
KDB, Public's Right to Know/Freedom of Information

7M STAFF JURY DUTY

The Board recognizes the important role citizens play in our legal system, including the obligation to serve as jurors under appropriate circumstances and to appear in proceedings pursuant to subpoena or other court order.

All employees of the BOCES shall be excused for jury duty or when ordered to appear in a proceeding pursuant to subpoena or other court order with no jeopardy to their employment, compensation, annual leave or other leave.

Substitutes, when necessary, for employees shall be obtained in the usual manner and paid by the BOCES.

While state law provides that the BOCES is only responsible for paying employees their regular wages up to \$50 per day for the first three days of jury service, the BOCES believes it should support employees to the full extent of their regular wages while on jury service. Therefore, the BOCES shall pay employees their regular wages for all days of jury service.

Pursuant to state law, after the first three days of jury service, the state pays each juror \$50 per day. Because employees will be receiving their regular wages from the BOCES, which in most instances is more than \$50 per day, all employees shall forward such payment from the state to the BOCES as an offset. If an employee's regular wages are less than \$50 per day, the BOCES will supplement the employee's regular wages to bring the daily wage up to \$50.

The BOCES shall not reimburse employees for expenses or mileage related to jury service. The employee may keep any reimbursement for expenses or mileage received from the state and continue to receive the full extent of his or her regular wages while on jury service.

The executive director shall request that an employee be excused from jury duty service or the service delayed provided the special nature of the employee's qualifications would make it difficult to secure an adequate substitute or if the timing of the proposed jury service affords a threat to the welfare of the BOCES.

(Adoption date)

LEGAL REFS.: C.R.S. 13-71-119 (*jury duty deferments and excuses – limitations*)
C.R.S. 13-71-126 (*compensation of employed jurors for first three days of service*)
C.R.S. 13-71-129 (*compensation of employed jurors after first three days of service*)
C.R.S. 13-71-132 through 13-71-134 (*juror's and employer's obligations*)

7N. Staff Grievances

It is the Board's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

A "grievance" is defined as an alleged material violation of Board policies or administrative regulations that apply to all employees.

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to transfer, assignment, dismissal or any other employment decision relating to BOCES personnel.

All employment decisions remain within the sole and continuing discretion of the administration and/or Board, as appropriate, subject only to the conditions and limitations prescribed by Colorado law.

(Adoption date)

7N-R. Staff Grievances

Employee grievance procedure

The employee may choose a person to assist him or her at any step of the grievance procedure. Any costs resulting from such assistance shall be the employee's responsibility.

Individual or group grievances of employees shall be filed within 30 working days of the incident that is the subject of the grievance. Any grievance filed outside of this timeline shall not be considered pursuant to this regulation. A grievance shall be resolved as follows:

- Step 1. The grievance shall first be presented in writing to the persons having direct administrative or supervisory responsibility over the work of the employee involved in the grievance. The written grievance shall: (1) explain the specific incident that is the subject of the grievance in sufficient detail; (2) include a description of prior attempts to resolve the matter and the results of these attempts; and (3) discuss the reasons why the employee(s) is/are not satisfied with the prior results. The supervisor or administrator shall render a written decision within 10 working days.
- Step 2. If the grievance is not solved at Step 1, the employee(s) may present the written grievance to the executive director or designee who shall review the grievance and the report from Step 1 and render a written decision within 10 working days of receipt of the report from Step 1.
- Step 3. If the grievance is not solved at Step 2, the employee(s) may file a written request for review by the Board, which will be held within 20 working days of receipt of the report from Step 2. The Board's review of the grievance may be held in executive session at the request of the employee(s), the executive director or the Board. The decision of the Board shall be final and shall be made in writing within 15 working days of the Board's review.

Notwithstanding the steps of the grievance procedure described above, an employee may discuss any problem at any time with any BOCES supervisor or administrator.

(Approval date)

70. Support Staff Positions

All support staff positions (FLSA Non-exempt) in the BOCES shall be established initially by the Board. Changes in salary structure shall be approved by the Board.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the BOCES is in need of or desirous of the services of such employees.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109 (1)(f) *(board duty to employ all personnel)*
C.R.S. 22-32-110 (1)(h) *(board power to terminate personnel)*

CROSS REFS.: GDE/GDF, Support Staff Hiring/Recruiting
GDQD, Discipline, Suspension and Dismissal of Support Staff

7P. Professional Staff Positions

All *instructional*, administrative and supervisory positions (FLSA Exempt) in the BOCES shall be established initially by the Board. Changes in salary structure shall be approved by the Board.

Unless otherwise designated by contract, professional staff employees, *including teachers*, shall be considered “at will” employees who serve at the pleasure of the Board and shall only have those rights established by Board policy.

(Adoption date)

LEGAL REFS.: C.R.S. 22-32-109 (1)(f) (*board power to employ all personnel*)
C.R.S. 22-32-110 (1)(h) (*board power to terminate employment*)
C.R.S. 22-60.5-101 *et seq.* (*teacher licensure law*)

CROSS REF.: GCQF, Discipline, Suspension and Dismissal of Professional Staff

7Q. Staff Fringe Benefits

Professional Staff

Benefits in addition to basic salary are recognized by the Board as an integral part of the total compensation plan for staff members. The benefits extended to the professional staff shall be designed to promote their present and future economic security and provide incentive for professional development that will be of benefit to the BOCES.

Full-time professional staff members are eligible for the BOCES's health insurance plan. These employees also may participate in the BOCES's tax-sheltered annuity program and are also covered by the BOCES's group life insurance and long-term disability insurance plans.

BOCES employees shall participate in the Public Employees' Retirement Association in which both the employee and the BOCES make monthly contributions.

Support Staff

Support staff members shall receive the same fringe benefits as are provided for professional staff members.

Workers' Compensation

All BOCES employees are covered under the Workers' Compensation Insurance Plan and shall be entitled to all the prescribed benefits.

(Adoption date)

LEGAL REFS.: *P.L. 111-148 (Patient Protection and Affordable Care Act)*
C.R.S. 8-40-101 et seq. through 8-47-101 et seq. (Workers' Compensation Act of Colorado)
C.R.S. 22-32-110 (1)(j) (board power to procure group life, health or accident insurance for employees)
C.R.S. 24-51-101 et seq. (Public Employees' Retirement Association)

CROSS REF.: GBGD, Workers' Compensation

7R. Staff Vacations and Holidays

Support Staff and Professional/Technical Staff

Vacations

Full-time/full year support and professional/technical shall receive paid vacation on the following basis:

1. Personnel who have worked for CDBOCES the equivalent of full time/full year from 1-3 years receive 10 days of vacation each fiscal year.
2. Personnel who have worked for CDBOCES the equivalent of full time/full year from 4-10 years receive 15 days of vacation each fiscal year.
3. Personnel who have worked for CDBOCES the equivalent of fulltime/full year over 11 years receive 20 days of vacation each fiscal year.

All vacation time earned by all employees in the previous fiscal year shall be taken before June 30 of the following fiscal year.

Vacations shall be scheduled at the convenience of the BOCES and as nearly as possible at the convenience of the employee.

New employees whose term of service is less than one full year shall be entitled to paid vacation in the ratio that their length of service bears to a full year.

Administrative Staff

Vacations

All full-time administrative personnel working 260 days per fiscal year shall be entitled to annual vacation leave of twenty (20) days per year.

Vacation leave for administrative personnel hired after the beginning of the fiscal year will be pro-rated. Vacation leave will be granted at the rate of 1.67 days per month for each month worked during the current fiscal year. Vacation leave must be used by June 30th in the fiscal year given. Administrative personnel forfeit any unused vacation leave remaining at the end of the fiscal year.

Vacations shall be scheduled at the convenience of the BOCES and as nearly as possible at the convenience of the employee.

New employees whose term of service is less than one full year shall be entitled to paid vacation in the ratio that their length of service bears to a full year.

Holidays

The BOCES grants to all full-time (260-day) personnel 15 paid holidays each year. Paid holidays shall include federal holidays and other days as recommended by the administration. The Board-approved calendar shall specify the paid holidays.

(Adoption date)

7S. Professional Staff Recruiting/Hiring

Recruiting

It is the responsibility of the executive director, with the assistance of other administrators, to determine the personnel needs of the BOCES and to locate suitable candidates to recommend to the Board for employment. *The search for good teachers and other professional personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the BOCES and the need for staff members of various backgrounds.*

Recruitment procedures shall not overlook the talents and potential of individuals already employed by the BOCES. Any present employee of the BOCES may apply for a position for which he or she is licensed, qualified, and/or meets other stated requirements.

Background checks

Prior to hiring any person, the BOCES shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, creed, sex, sexual orientation, genetic information, religion, national origin, ancestry, age, marital status or disability.

In all cases where credit information or reports are used in the hiring process, the BOCES shall comply with the Fair Credit Reporting Act and applicable state law.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the BOCES. *The Board directs that recruitment procedures will give preference to teacher candidates who meet the NCLB definition of highly qualified.*

All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the staff member's selection.

Appointment of candidates

Nominations shall be made at meetings of the Board. *Nominations of teacher candidates who are not highly qualified, as defined by the NCLB, will be accompanied with an explanation as to why a highly qualified teacher candidate was not nominated for the position.* The vote of a majority of the Board shall be necessary to approve the appointment of *teachers or any professional staff member.* If there is a negative vote by the Board, the executive director shall submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the BOCES to the appropriate state agency.

(Adoption date)

LEGAL REFS.: 15 U.S.C. 1681 *et seq.* (Fair Credit Reporting Act)
20 U.S.C. 6319 (teacher requirements under No Child Left Behind Act of 2001)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
34 C.F.R. 200.55 (federal regulations regarding highly qualified teachers)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-2-119 (inquiries prior to hiring)
C.R.S. 22-32-109 (1)(f) (board duty to employ personnel)
C.R.S. 22-32-109.7 (inquiries prior to hiring)
C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for initial license applicants upon request of BOCES)
C.R.S. 22-60.5-201 (types of teacher licenses issued)
C.R.S. 22-61-101 (prohibiting discrimination)
C.R.S. 24-5-101 (effect of criminal conviction on employment)
C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)
C.R.S. 24-72-202 (4.5) (definition of personnel file in open records law)

CROSS REF.: GBA, Open Hiring/Equal Employment Opportunity

7T. Evaluation of Licensed Personnel

This policy and accompanying regulation shall be considered part of the BOCES's licensed personnel performance evaluation system. The BOCES's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with administrators, teachers, parents and the advisory BOCES licensed personnel performance evaluation council in developing and evaluating the BOCES's evaluation system.

The purposes of the BOCES's licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The BOCES's licensed personnel performance evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the BOCES's licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective."

The BOCES shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Licensed personnel, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to transfer, assignment, dismissal or other employment decisions relating to BOCES personnel. The BOCES reserves the right to discipline or terminate a licensed staff member without regard to the outcome of any past or pending evaluation.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any improvement plan shall not be grievable under the BOCES's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board, subject only to the conditions and limitations prescribed by Colorado law.

(Adoption date)

LEGAL REFS.: C.R.S. 22-9-101 *et seq.* (Licensed Personnel Performance Evaluation Act)
1 CCR 301-87 (State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel)

CROSS REFS.: BDFA*, BOCES Licensed Personnel Performance Evaluation Council
GCOE*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff

7T-R. Evaluation of Licensed Personnel

The procedures necessary to administer and implement the policy accompanying this regulation and the BOCES's licensed personnel evaluation system are as follows:

Basic requirements

1. All licensed personnel, except those employed for six weeks or less, shall be evaluated by an administrator/supervisor who has a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable the evaluator to make fair, professional and credible evaluations of the licensed personnel whom the evaluator is responsible for evaluating.
2. The standards for effective performance of licensed personnel and the criteria to be used in determining whether performance meets these standards shall be available in writing to all licensed personnel. Such standards and criteria shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.
3. The system shall identify the various methods of evaluation, which shall include but not be limited to direct observations and a process of systematic data-gathering.

Information collection

The evaluator shall directly observe the licensed staff member and gather other data in accordance with the BOCES's evaluation system and state law. No evaluation information shall be gathered by electronic devices without the consent of the licensed staff member. *Peer, parent or student input may be obtained from standardized surveys as part of a teacher's evaluation. Each principal's evaluation shall include input from teachers employed at the school and may include input from the students enrolled at the school and their parents.*

Frequency and duration

Teachers shall receive the written evaluation report at least two weeks before the last class day of the school year.

Principals shall receive one evaluation that results in a written report each academic year. Administrators in their first year of service in the BOCES will be evaluated once during each year. All other administrators will be evaluated at least once annually. Each evaluation will result in a written report.

Specialized service professionals shall receive one evaluation that results in a written report each academic year. For purposes of this regulation, the term "specialized service professionals" (SSPs) shall be as defined by applicable rules of the State Board of Education.

Variations will be permitted in this evaluation schedule, whether requested by the

evaluator or licensed staff member, when the staff member is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.

Minor adjustments and variations in the evaluation process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected in accordance with the BOCES's evaluation system.

Informal evaluations and observations may be made whenever deemed appropriate by the BOCES.

Documentation

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the licensed staff member's performance and which clearly sets forth recommendations for improvements. *If the person evaluated is a teacher or a principal, the plan shall include recommendations for additional education and training during the teacher's or principal's license renewal process.*
2. Specific information about the strengths and weaknesses in the licensed staff member's performance.
3. Documentation identifying when a direct observation was made.
4. Identification of data sources.

The evaluation report will be discussed with the licensed staff member evaluated. Both the evaluator and the licensed staff member will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the staff member disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

Each report will be reviewed and signed by a supervisor of the evaluator.

Ineffective performance

A licensed staff member whose performance is deemed to be ineffective shall receive:

1. Written notice that his or her performance evaluation shows a rating of ineffective;
2. A copy of the documentation relied upon in measuring the staff member's performance; and
3. Identification of deficiencies.

Appeal

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The licensed staff member evaluated may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

(Approval date)

7U. Resignation of Professional Staff

A professional staff member is encouraged to give at least 30 days written notice to the BOCES prior to resigning employment.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law and the regulation accompanying this policy.

(Adoption date)

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)
1 CCR 301-37, Rules 2260.5-R-15.00 *et seq.* (*mandatory reporting requirements*)

7U-R. Resignation of Professional Staff

(Mandatory Reporting Requirements)

The following procedures apply to the reporting of allegations against or offenses committed by licensed personnel who resign from the BOCES.

Mandatory reporting requirements – unlawful behavior involving a child

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the executive director shall notify the Colorado Department of Education (CDE) as soon as possible but no later than ten (10) business days after the employee's resignation. The executive director shall provide any information requested by CDE concerning the circumstances of the resignation. The BOCES also shall notify the employee that information concerning the resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the BOCES learns that a current or past employee has been convicted of, pled *nolo contendere* to, or received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the executive director shall notify CDE.

Mandatory reporting requirements – other offenses

In addition and in accordance with applicable State Board of Education rules, the executive director shall immediately notify CDE whenever acceptance of resignation concerning a licensed employee is based upon the employee's conviction, guilty plea, plea of *nolo contendere*, or deferred sentence for any of the following offenses:

- a. felony child abuse, as specified in C.R.S. 18-6-401;
- b. felony unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- c. a felony offense involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. a crime of violence, as defined in C.R.S. 18-1.3-406;
- e. indecent exposure, as described in C.R.S. 18-7-302;
- f. contributing to the delinquency of a minor, as described in C.R.S. 18-6-701;
- g. felony domestic violence, as defined in C.R.S. 18-6-800.3;
- h. misdemeanor domestic violence, as described in C.R.S. 18-6-800.3 (1) and such conviction is a second or subsequent conviction for the same offense;
- i. misdemeanor sexual assault, as described in C.R.S. 18-3-402;

- j. misdemeanor unlawful sexual conduct, as described in C.R.S. 18-3-404;
- k. misdemeanor sexual assault on a client by a psychotherapist, as described in C.R.S. 18-3-405.5;
- l. misdemeanor child abuse, as described in C.R.S. 18-6-401;
- m. misdemeanor involving the illegal sale of controlled substances;
- n. physical assault;
- o. battery;
- p. a drug-related offense; or
- q. an offense committed outside of this state, the elements of which are substantially similar to any offense described in items a-m above.

The executive director shall also immediately notify CDE when the BOCES learns:

- a. the resigning employee has forfeited any bail, bond or other security deposited to secure the employee's appearance and the employee is charged with having committed a felony or misdemeanor for any offense described in items a-m above; or
- b. the resigning employee has paid a fine or received a suspended sentence for any offense described in items a-m above.

The executive director shall also notify CDE when:

- a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the BOCES employee is the suspected perpetrator and was acting in an official capacity as an employee of the BOCES.
- b. The BOCES reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

(Approval date)

7V. Discipline, Suspension and Dismissal of Professional Staff

All BOCES professional staff members, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Professional staff members shall be employed for such time as the BOCES is in need of or desirous of the services of such employees.

The executive director shall be authorized to suspend with pay or place a professional staff member on unpaid administrative leave as a disciplinary measure and/or pending an internal investigation when a professional staff member is accused of serious misconduct. The executive director shall report all such suspensions to the Board at its next meeting and shall make a recommendation if further disciplinary action is warranted, including but not limited to termination. The Board shall make the final decision regarding the dismissal of any professional staff member.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law.

(Adoption date)

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (Child Protection Act of 1987)
C.R.S. 22-32-110 (1)(h) (power to discharge/terminate employment)
1 CCR 301-37, Rules 2260.5-R-15.00 *et seq.* (reporting requirements)

CROSS REF.: GCA, Professional Staff Positions

7V-R. Discipline, Suspension and Dismissal of Professional Staff

The following procedures apply to the reporting of allegations against or offenses committed by licensed personnel who are dismissed by the BOCES.

Mandatory reporting requirements – unlawful behavior involving a child

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the executive director shall notify the Colorado Department of Education (CDE) as soon as possible but no later than ten (10) business days after the employee's dismissal. The executive director shall provide any information requested by CDE concerning the circumstances of the dismissal. The BOCES also shall notify the employee that information concerning the dismissal is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the BOCES learns that a current or past employee has been convicted of, pled *nolo contendere* to, or received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the executive director shall notify CDE.

Mandatory reporting requirements – other offenses

In addition and in accordance with applicable State Board of Education rules, the executive director shall immediately notify CDE when a dismissal action concerning a licensed employee is based upon the employee's conviction, guilty plea, plea of *nolo contendere*, or deferred sentence for any of the following offenses:

- a. felony child abuse, as specified in C.R.S. 18-6-401;
- b. felony unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- c. a felony offense involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. a crime of violence, as defined in C.R.S. 18-1.3-406;
- e. indecent exposure, as described in C.R.S. 18-7-302;
- f. contributing to the delinquency of a minor, as described in C.R.S. 18-6-701;
- g. felony domestic violence, as defined in C.R.S. 18-6-800.3;
- h. misdemeanor domestic violence, as described in C.R.S. 18-6-800.3 (1) and such conviction is a second or subsequent conviction for the same offense;
- i. misdemeanor sexual assault, as described in C.R.S. 18-3-402;
- j. misdemeanor unlawful sexual conduct, as described in C.R.S. 18-3-404;

- k. misdemeanor sexual assault on a client by a psychotherapist, as described in C.R.S. 18-3-405.5;
- l. misdemeanor child abuse, as described in C.R.S. 18-6-401;
- m. misdemeanor involving the illegal sale of controlled substances;
- n. physical assault;
- o. battery;
- p. a drug-related offense; or
- q. an offense committed outside of this state, the elements of which are substantially similar to any offense described in items a-m above.

The executive director shall also immediately notify CDE when the BOCES learns:

- a. the employee has forfeited any bail, bond or other security deposited to secure the employee's appearance and the employee is charged with having committed a felony or misdemeanor for any offense described in items a-m above; or
- b. the employee has paid a fine or received a suspended sentence for any offense described in items a-m above.

The executive director shall also notify CDE when:

- a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the BOCES employee is the suspected perpetrator and was acting in an official capacity as an employee of the BOCES.
- b. The BOCES reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

(Approval date)

7W. Support Staff Recruiting/Hiring

The Board shall establish and budget for support staff positions in the BOCES on the basis of need and the financial resources of the BOCES.

Recruiting

The recruitment and selection of candidates for these positions shall be the responsibility of the executive director or designee who shall confer with *principals and other* supervisory personnel in making a selection.

All vacancies shall be made known to the present staff. Anyone qualified for a position may submit an application.

Background checks

Prior to hiring any person, the BOCES shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.

All applicants recommended for a position in the District shall submit a set of fingerprints and a form with information about felony or misdemeanor convictions as required by law. Applicants may be conditionally employed prior to receiving the fingerprint results.

Hiring

There shall be no discrimination in the hiring process on the basis of race, color, creed, sex, sexual orientation, religion, national origin, ancestry, age, genetic information, marital status or disability.

In all cases where credit information or reports are used in the hiring process, the BOCES shall comply with the Fair Credit Reporting Act and applicable state law.

The Board shall officially appoint all employees upon the executive director's recommendation; however, temporary appointments may be made pending Board action.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the BOCES to the appropriate state agency.

(Adoption date)

LEGAL REFS.: 15 U.S.C. §1681 *et seq.* (Fair Credit Reporting Act)
42 U.S.C. §653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
42 U.S.C. 2000ff *et seq.* (Genetic Information Nondiscrimination Act of 2008)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109.7 (inquiries prior to hiring)
C.R.S. 22-32-109.8 (fingerprinting for non-licensed positions)
C.R.S. 24-5-101 (effect of criminal conviction on employment)

C.R.S. 24-34-402 (1) *(discriminatory and unfair employment practices)*

CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity
GDA, Support Staff Positions

7X. Evaluation of Support Staff

The BOCES has adopted an evaluation system designed to ensure the highest quality of services for the BOCES's *students*, staff and community. This system shall assist supervisors and support staff in understanding the evaluation process.

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the BOCES and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall diminish the BOCES's ability to employ support staff members only for such time as the BOCES is in need of or desirous of the services of such employees. The BOCES reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

The evaluation system is designed to:

1. *Improve or support teaching and learning*
2. *Enhance implementation of curricular programs*
3. Measure professional growth, development and performance
4. Promote and improve communications between the employee and supervisor
5. Provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth, and need for improvement
6. Provide recognition for outstanding performance
7. Ensure that consistent procedures and uniform performance standards are used for the evaluation of all employees who hold the same position
8. Explain the responsibilities of the employee and employer in the evaluation process
9. Provide additional information that may relate to personnel decisions

(Adoption date)

7X-R. Evaluation of Support Staff

While adherence to the following elements is not required for purposes of making personnel decisions, the following shall be followed to the extent feasible.

Designation of evaluators

Any performance evaluation will be completed by the support staff member's immediate supervisor. Input may be secured from other administrators/supervisors as needed to complete the evaluation.

Schedule of evaluations

During an employee's first year in the position, he or she will be evaluated after three months and annually thereafter.

Other employees, beginning with the second year of employment, will be evaluated a minimum of one time annually, according to the schedule developed by the immediate supervisor. Any employee who assumes a different position will be evaluated after three months in the new job, and annually moving forward.

Employees whose performance has been rated as less than effective will be placed on probation and evaluated more frequently as indicated in the procedures which follow. Additional evaluations may also be completed at the discretion of the supervisor.

Evaluation criteria

Each support staff member will be evaluated on the performance of the responsibilities listed in his or her position description. The effectiveness of the employee in carrying out duties is assessed on the basis of the performance factors included on the evaluation report. Performance indicators will be established in each of the performance areas to define the BOCES's standard of expected performance.

Observation and ongoing performance feedback

Over the course of the employment year, the supervisor will make observations of the employee's work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employee's work on each performance factor.

The supervisor will share observations of the employee's performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

Evaluation report

The supervisor will complete the performance evaluation report for each support staff member according to a specific time schedule. The supervisor will review records, secure additional input as necessary and fill out the appropriate evaluation forms.

Evaluation conference

The supervisor will schedule a conference with the employee to review the evaluation report. The conference will focus on a review of the employee's performance ratings, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation report. The employee's signature on the form indicates only that the evaluation report has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

The original of the signed report will be directed to the appropriate administrator for review and inclusion in the employee's personnel file. The supervisor will retain a copy of the report and provide a copy to the employee.

The employee may respond to the report in writing within seven working days of the conference. Two copies of the written report are required; one copy is provided to the supervisor and the other copy to the administrator.

Improvement plan

When an employee's overall performance has been rated as "unsatisfactory" or "needs improvement," employment may be terminated or the employee may be placed on probation and re-evaluated on a schedule determined by the supervisor.

If a written improvement plan is developed and implemented, the supervisor will prepare the plan to include identification of the skill deficiency and/or behavior(s) needing improvement, steps to be taken in achieving improvements, and a timeline for review of progress and re-evaluation(s). Employee input into the plan may be secured at the discretion of the supervisor.

Prior to the implementation of the plan, it will be reviewed with the employee, and signed by the employee and the supervisor. The employee's signature indicates that the plan has been reviewed with and explained by the supervisor. Signing the plan does not indicate agreement with the content of the plan.

A copy of the assigned plan will be forwarded to the appropriate administrator. A copy will be retained by the supervisor and a copy will be provided to the employee. Re-evaluations which document insufficient progress toward improvement will result in a recommendation for termination of employment.

"At will" status of support staff

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the BOCES and shall have only those employment rights expressly established by Board policy. Nothing in this regulation shall diminish the BOCES's ability to employ support staff members only for such time as the BOCES is in need of or desirous of the services of such employees. The BOCES reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

(Approval date)

7Y. Resignation of Support Staff

Support staff employees are encouraged to give two weeks written notice to the BOCES prior to resigning employment.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law.

(Adoption date)

LEGAL REF.: C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)

TZ. Discipline, Suspension and Dismissal of Support Staff

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the BOCES is in need of or desirous of the services of such employees.

The Board delegates to the executive director the authority to dismiss support staff members. The executive director may delegate this authority to other appropriate personnel such as the director of personnel. All dismissals of support staff members shall be reported to the Board at its next regular meeting.

The executive director also may suspend employees from their assignments as a disciplinary measure, with or without pay.

The BOCES shall comply with the reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law.

(Adoption date)

LEGAL REFS.: C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)
C.R.S. 22-32-110 (1)(h) (*power to discharge/terminate employment*)

CROSS REF.: GDA, Support Staff Positions



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19, 2017

Prepared by: Brad Miller

Title of Agenda Item: Action regarding Executive Director Employment

Item Type: ☒ Action ☐ Information ☐ Discussion

Background Information, Description of Need: The Executive Director was approved to have a 90-day contract at the June meeting of the Board. This term will expire on September 30, 2017. Therefore additional action is warranted.

Relevant Data and Expected Outcomes: In past years, the Executive Director position has been underpinned by an annual contract, with routine provisions for renewal on a nearly automatic basis. Contracts of longer duration provide stability and clear expectations. It would be unusual for the board to establish another limited-term engagement.

Recommended Course of Action/Motion Requested: Alternate motions were requested to be made available:

- 1) I move to terminate the employment of Kim McClelland as Executive Director effective at the end of the current 90-day contract; or
- 2) I move to approve a [xxx] day contract extension for Kim McClelland as Executive Director; or
- 3) I move to approve an annual contract for Kim McClelland as Executive Director subject to negotiation and approval of terms by the Board at its next meeting.

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BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19, 2017

Prepared by: Brad Miller

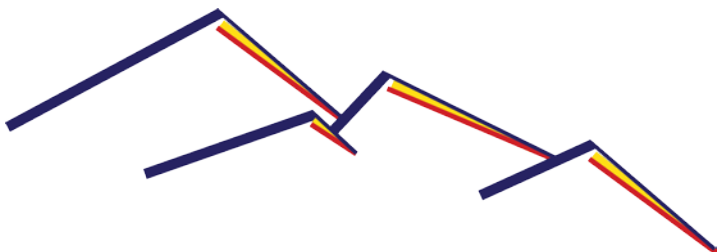
Title of Agenda Item: Discussion re Strategic Proposals and Strategic Planning

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need: At its two prior meetings, the Board received presentations and written proposals regarding various tactics and strategies to consider in the coming era. The Board wishes to further explore these ideas and proposals in an open discussion and to begin to establish priorities, timelines and leadership designs.

Relevant Data and Expected Outcomes: CDBOCES enjoys strong partnerships with its member entities and with many external stakeholders. The board wishes to optimize its opportunity to meaningfully improve education in Colorado and beyond. Determining short term strategy is essential to maximizing the potential of this organization.

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



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COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: September 19th, 2017

Prepared by: Kim McClelland

Title of Agenda Item: Board Report

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

Ongoing:

- Greg and I have been in discussion with Erika from Learning One to One on the options of what to do with the FRE curriculum and have already promoted to one school district (Peyton) for use in second semester. Greg and I have been communicating with Peyton School District on some options to pilot.
- Blended Campus Pathways launch is going well and classes began on August 28th. (See report attached from my 90 day goals)
- Review, discuss and analyze school level state testing data with Kindra on Preliminary SPF and DPF and determined process of Request to Reconsider for this year.
- Working on formal notification process and protocol, based on contract language to K12 our ESP on outcomes of the School Performance Frameworks once the Request to Reconsider is completed and voted on at the state level.
- Continued planning meetings and weekly meetings with Kindra and Greg on new school year operations, procedure manual for CD BOCES and Technology updates.
- Worked on my developmental goals based on 360 evaluation feedback and submitted write up and documentation for my evaluation with the board.
- Reviewed and met with Becky about the Human Resource Policies that

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- have been submitted to the board for discussion.
- Worked on process and documentation for the Student Data Privacy Act so that we are compliant by December.
 - Monthly meeting with Todd Thorpe about accountability and the Action Plans

Upcoming:

- Planning for new upcoming legislative session
- Colorado BOCES Quarterly meeting
- Possible CSU Global partnership
- First 2017-2018 EDAC meeting preparation
- Continued planning for upcoming second semester of Blended Campus Pathway project
- Work on Student Data Privacy requirements
- Work to revise and finalize CD BOCES procedure manuals
- Continued updates on Executive Director 90 day goals
- Learning RX evaluation
- Meeting with Adam Davy from Premier Learning
- PPASA ADHOC update
- I am now serving on the Colorado Springs World Affairs Advisory Council and working on a project with the council to offer certification of Global Citizenship for Pikes Peak Region High Schools. First meeting is scheduled for September 18th.
- Discussion with Thought Exchange about next engagement for the CD BOCES



BLENDED CAMPUS PATHWAYS 1ST SEMESTER REPORT

A. Background Information

Problem: Lack of Accessibility to College Level Courses for High School Students

- Online tuition is too costly for school budgets; the difference between lecture and online tuition is often passed on to the student making the option prohibitively expensive
- School Districts face challenges hiring qualified college level faculty for Campus Pathways
- Schools don't have enough students to fill a section
- Distances are too far and transportation is too costly
- Lack of quality online support in terms of mentorship and accountability to foster student success
- Lack of targeted professional development for instructors and mentors

Solution: Blended Learning (a La Cart) Campus Pathways Pilot

- ✓ Tuition is less than the PPCC on-campus tuition of \$135 per credit hour (as opposed to \$241.95 per credit hour for online courses)
- ✓ Qualified college level instructors are hired and paid and supported by CD BOCES
- ✓ We pool students from across the PPCC region to make a HS only section
- ✓ Students stay at your school and can be flexible with scheduling
- ✓ Local Success Coaches are identified by the school and trained by the CD BOCES to offer in school support and guidance
- ✓ Instructors are trained in relationship development and online best practices to create positive online learning environments

Through this blended learning model created by CD BOCES, PPCC and CCCOnline, high school students will be able to take select CCCOnline courses with study time, student mentoring, and support scheduled into the student's normal day at their local high school. This truly blended model will offer affordable, blended and supported college credit options for students statewide and focus on incubating best practices for educating a younger generation.

B. Fall 2017 Schedule

ENG 121 and MA 121

8/15-18 - Virtual Success Coach Training

8/22 - Course orientation for students (first day students log in)

8/28 - Course content start date

8/30 - Last day to add the course

9/12 - Last day to drop

11/20 - Last day to withdraw

11/20-24 - No class Thanksgiving week

12/15 - Last day of class

C. Costs

\$135 per credit hour

ENG 121 = 3 credits = \$405

MA 121 = 4 credits = \$540

D. Participating districts (first listed is main contact)

Elbert HS

- 6 students enrolled

Cripple Creek Victor HS

- 12 students enrolled

Miami Yoder

- 2 students enrolled

Edison 54JT

- 2 students enrolled

E. Instructors

ENG 121

Whitney King/ Also the success coach trainer

MAT 121

Jeffrey Keller

F. Enrollment Process

- Greg collects student info from schools
- Students enroll online at PPCC
- Greg sends student info to Chelsy's team
- PPCC team checks scores and eligibility
- Once PPCC enrolls they will send student info to CCCO
- CCCO needs a day or two to get students access to D2L courses
- Before the course start date students will be able to login and access orientation course

H. Evaluation Criteria

1. Validate that pilot students are "new customer" to ensure that we are not cannibalizing PPCC enrollments through analysis of who is in the class and where they are from.
2. Track enrollment persistence into PPCC, other CCCS college, or 4 year post High School graduation.
3. Course completion percentages and grades
4. End of course surveys
 - a. Can we add a section to mid course evals?
 - i. Student perceptions of Student Success Coach

- ii. Interaction data with Student Success Coach
 - iii. Interaction quality with Student Success Coach
- 5. Satisfaction from high schools
 - a. Customer service
 - b. Academic quality
- 6. Success Coach experience feedback and data
- I. **Next Steps**
 - Gather data mid semester to determine second semester growth opportunities
 - Determine what courses to offer in second semester and for statewide implementation.
 - Marketing plan to grow statewide for 2018-2019 school year



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: September 19, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

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

Request to Reconsider: The Colorado Digital BOCES (CD BOCES) District Performance Framework (DPF) was lowered a level due to low student participation on state assessments. This is an error, as Phil found that our ELA and Math student participation numbers are inaccurate on the DPF and School Performance Framework for Mountain View Virtual (MVV). We are currently in the process of submitting a request to reconsider for our DPF based on this inaccurate data. This would bring our DPF rating from **Turnaround: due to low participation** to **Priority Improvement**.

Aligning Scorecard and State Expectations: The CD BOCES completes a scorecard every quarter to score each school in pertinent and important areas. Recently, I communicated that our scorecard should be aligned with state expectations when possible. One of the areas that I deemed to be possible and necessary was the area of Post-secondary and Workforce Readiness. This area covers each schools graduation rate, dropout rate and matriculation. We will be begin to monitor these areas in each school starting first quarter of this year in the effort to improve these areas for our DPF and SPF.

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EDAC- State statute requires each school district to have a District Accountability Committee (DAC) and each school to have a School Accountability Committee (SAC). Each school creates a SAC and has quarterly meetings. Staff at the CD BOCES creates the DAC, or in our case, EDAC (Executive Director Accountability Committee), to meet this state requirement. It is made up of certain members of the CD BOCES staff and school SAC's. Our first meeting EDAC meeting will be Monday, September 25 and the agenda will be discussing student retention and a CMAS/PARCC presentation.

Action Plan Reviews and Checklists: I have created an action plan review so I can monitor the goals and strategies each quarter in our schools that were required to develop an action plan. Below is a snapshot of what the review looks like for each school goal:

CPA Action Plan Quarterly Review

Action Plan Goal

Data-Driven Instruction Elementary Goals

1. Score a proficient or higher on the [K12](#) Academic Excellence Framework in all components of Instruction
2. Increase academic achievement in ELA and math from the xxth percentile to the 50th percentile
3. Increase median growth percentile in ELA from xxth to the 50th percentile, and math from the xxth percentile to the 50th percentile

Q1 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q2

Q2 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q3

Q3 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

Action Items for Q4

Q4 Review

Progress on Action Steps

Root Cause Analysis; if Benchmark is not met

End of Year Review

*The data for the goals will be added as soon as our SPF and DPF's are final.



On top of the quarterly action plan reviews, I have also created a school and leader checklist and a special program checklist so I can monitor action plan strategies and school operations monthly. These checklists are 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 				
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) 				
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) 				
Capturing Kids Heart's: <ul style="list-style-type: none"> View random class connect sessions (CPA- Elem, MS, HS & PPOS) 				
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 				
Informal Observations: <ul style="list-style-type: none"> Review number of informal observations completed per teacher each month View random class connect sessions 				



Leadership Team:

BOCES: Kindra Whitmyre Phil Williams

K12: Nicole Tiley Stacy Altman

FIRST SEMESTER

Special Program Checklist:

	Sept	Oct	Nov	Dec
Student Evaluation: <ul style="list-style-type: none"> SPED- Review MTSS process and interventions being used with students before testing S04- Review current student S04's to ensure they meet the S04 requirements before updating the S04 for current year G/T- Review Benchmark assessment data to identify any students with G/T capabilities and review student records for incoming students that may have an ALP ESL- Review BOY ESL assessment data to identify student needs for instruction and programming & review MOY ESL assessment data to monitor student progress Health- 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 				
Special Education Student Service: <ul style="list-style-type: none"> Review small group and individualized learning opportunities for students Review student participation in small group and individualized learning opportunities per month Review student mastery of daily lessons per month Review mastery and quarterly reviews of each students' IEP goals per month 				
S04 Student Service: <ul style="list-style-type: none"> Review small group and individualized learning opportunities for students Review student participation in small group and individualized learning opportunities per 				



(CPA- Elem, MS, HS & PPOS)				
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 				
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 				
Discipline & Positive Enforcement: <ul style="list-style-type: none"> Review number of students per grade level that have received positive enforcement each month 				
Attendance & Truancy: <ul style="list-style-type: none"> Review number of students that are in the truancy procedure per grade level each month 				

month <ul style="list-style-type: none"> Review student mastery of daily lessons per month 				
Gifted & Talented Student Service: <ul style="list-style-type: none"> Review gifted and talented opportunities for students Review the participation of gifted students in opportunities each month Review student mastery of daily lessons per month Review mastery and quarterly reviews of each students' ALP goals per month 				
ESL Student Service: <ul style="list-style-type: none"> Review small group and individualized learning opportunities for students Review student participation in small group and individualized learning opportunities per month Review student mastery of daily lessons per month Review mastery and quarterly reviews of each students' ELD goals per month Review student participation of students in ESL program Review student progress in ESL program 				
Health Student Service: <ul style="list-style-type: none"> Review small group and individualized learning opportunities for students Review student participation in small group and individualized learning opportunities per month Review student mastery of daily lessons per month 				
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 and blended learning opportunities per grade level each month 				
Discipline & Positive Enforcement: <ul style="list-style-type: none"> Review number of students per grade level that have received positive enforcement each month 				
Attendance & Truancy: <ul style="list-style-type: none"> Review number of students that are in the truancy procedure per grade level each month 				

Newsletter: This year I have developed a CD BOCES newsletter for school leaders and staff. Our August/September newsletter discussed ideas on how to get students engaged the very first day of school. The first edition of the newsletter is below:

THE CD BOCES

NEWSLETTER



GET STARTED ON THE RIGHT TRACK!

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

1. Make first contact with students and parents before the course begins.
2. Create an introductory activity.
3. Provide opportunities for learners to interact with each other.
4. Continue to make contact with both students and parents through the year to celebrate student success.
5. Use all the tools within the online learning tool to keep students engaged and interactive. Lecture style learning does not engage all students in the brick and mortar setting, and does not work for all online students as well.

Not sure how to put the above ideas into action...see below!

WELCOME

The staff at the Colorado Digital BOCES would like to welcome you all back for another successful school year!

We would also like to welcome all the new staff to Colorado Preparatory Academy and Pikes Peak Online School.

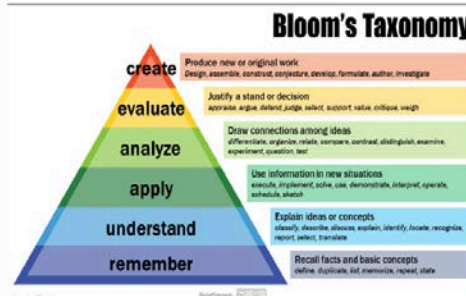
To start the school year off right, please read about some ideas in the 'Get Started on the Right Track' section to the left.



Page 3



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



3) ask your students to design lessons and allow them to deliver their lesson, 4) use pre-assessments to learn which students really need to learn the objective and which students already know it. If they already know it, excuse them from the lesson and let them continue with lessons that they need to learn.

Do you have strategies that you have found effective for any of the above...email them to me: kinsh@cdbores.org and I will spotlight you in a future newsletter.

Page 2



LET'S GET STARTED!

1. To make first contact with students and parents some ideas are, 1) send an introductory email about yourself, with pictures of you, your family, your pets, or whatever you feel comfortable sending- the point is to get them to know you, 2) create an interactive website where students and parents can add pictures and engage as a community, 3) send a postcard electronically or through the actual mail that welcomes each family to your school and classroom, 4) send out classroom newsletters weekly or bi-weekly that spotlights students, families and/or celebrates student success- your first newsletter can be all about you and info on the 'when' and 'why' of the newsletter to get everyone involved.
2. An introductory activity should be fun and engaging for students and learning coaches. Some ideas are, 1) play music as students enter your classroom and have students name their favorite band or DJ, 2) have students turn on their camera's so they can introduce themselves, 3) no camera's or camera's slow the system down, then have them use the chat and have each student tell about themselves or what they like to do outside of school hours, 4) create nicknames for students.
3. Provide opportunities for learners to interact with each other by, 1) group students into different rooms in Blackboard to complete a cooperative activity, 2) organize clubs or groups for your students to attend face-to-face or through online systems like Zoom or Google Hangout, 3) create regional tutoring groups for students at a coffee shop or the library so you can assist students with work and they can assist each other, 4) and for IES specifically, introduce students that attend the same college for concurrent enrollment or other post-secondary opportunities.
4. Students and parents both need to hear student celebrations from the beginning of the year to the end, 1) call, 2) text, 3) email, and 4) do all of 1, 2 and 3 each time you reach out to a student and their family.



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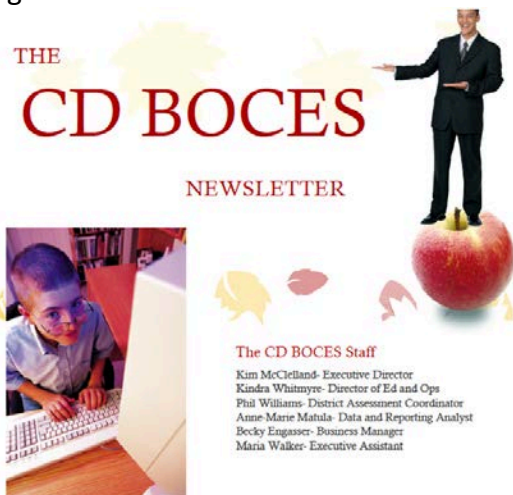
OTHER RESOURCES:

- www.inacol.com
- <https://teachonline.asu.edu/2016/05/integrating-technology-blooms-taxonomy/>
- https://help.blackboard.com/Learn/Student/Getting_Started/Navigate_Outside_a_Course/Tools
- <https://www.youtube.com/watch?v=enHg29pWV1E>
- <http://www.onlinecollege.org/2012/10/08/7-tips-successful-student-introductions-online-class/>
- <http://elearningindustry.com/8-tips-for-engaging-students-in-e-learning>
- <http://blog.blackboard.com/topics/teaching-learning/>
- <https://www.facultyfocus.com/articles/online-education/student-engagement-how-to-help-students-succeed-in-the-online-environment/>
- <https://www.cde.state.co.us/onlinelearning/schools>





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The CD BOCES Staff

Kim McClelland- Executive Director
Kindra Whinnys- Director of Ed and Ops
Phil Williams- District Assessment Coordinator
Anne-Marie Mahala- Data and Reporting Analyst
Becky Engasser- Business Manager
Maria Walker- Executive Assistant

Forthcoming Newsletters:

October/November, 2017
December, 2017
January/February, 2017
March/April, 2017
May, 2017

Schools Accreditation Tools: All school accreditation tools have all been reviewed in order to ensure all areas are objective and factual, rather than subjective, in order to score the schools in a fair and consistent manner.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

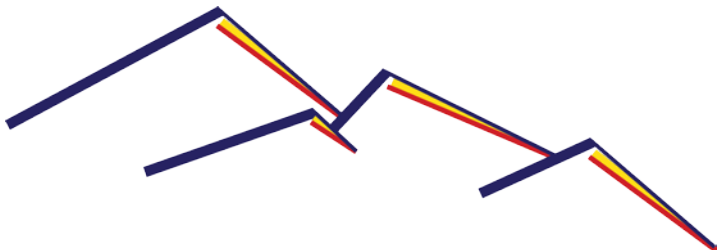
Board Meeting Date: September 19, 2017

Prepared by: Phil Williams

Title of Agenda Item: District Assessment and Data Coordinator Report

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

- Teaching Strategies GOLD school readiness assessment for kindergarten training was attended on August 2nd in Pueblo.
- The beginning of the year assessment meeting was held with the SAC of CPA and PPOS on August 8th. Assessment plans and assessment calendars were discussed. Writing rubric training, and the new TS GOLD interface was discussed.
- W-APT training for CPA and PPOS was completed on August 8th.
- Alpine and TS GOLD user accounts for staff and students at each school were uploaded and rolled over to the 2017-2018 school year.
- A monthly assessment data walk calendar was created and shared the CPA and PPOS staff in the August admin meeting on August 16th.
- The PARCC/CMAS growth webinar was attended on August 17th.



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COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM VII B

Board Meeting Date: Sept 19, 2017

Prepared by: Greg Wilborn

Title of Agenda Item: Board Report

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

Blended Campus Pathways:

In partnership with PPCC and CCC Online we have launched two blended, concurrent enrollment, guaranteed transfer credit courses to four local rural districts. This pilot is designed to launch state wide in the 2018-19 school year. See Kim's report for more details.

Blended Learning and Technology Strategic Planning:

We are piloting a strategic planning process for blended and online learning with Bayfield School District. This service has been identified as a need from rural districts and other BOCES.

Technology inventory liquidation:

We've liquidated over 330 technology devices such as chromebooks, monitors, and printers to other schools and BOCES and recouped approximately \$43,000 for the used equipment.

Service Review

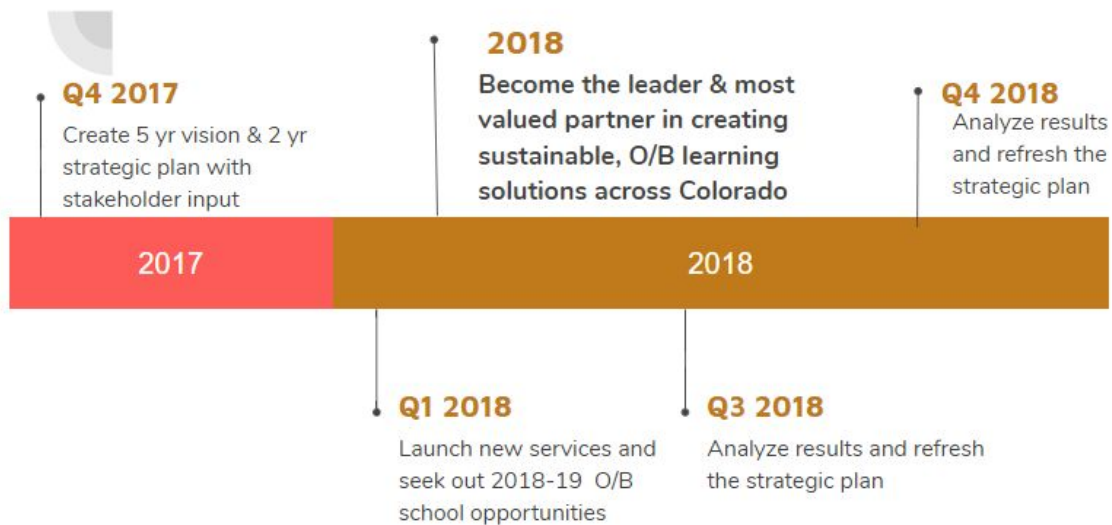
Future services are under review while we undertake a organizational strategic planning process. Informal polling of Rural, Small District, and other BOCES this summer revealed many needs that inform our potential service designs and delivery.

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Identified needs:

- CTE blended courses
- STEM blended courses
- 5th day learning opportunities
- Ed tech leadership
- Ed tech training
- O/B school guidance
- Technology and blended course purchasing power
- Blended and Online Concurrent Enrollment Courses
- Research on trends in learning
- Future casting

Proposed timeline for reviewing/developing Education Services:





COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: 9/19/2017

Prepared by: Nicole Tiley

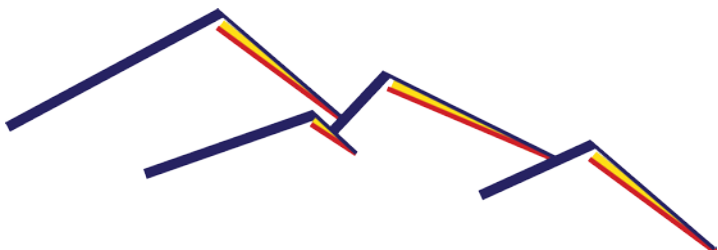
Title of Agenda Item: Board Report

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

School Updates:

CPA began school on Monday, August 21st. CPA will continue to enroll students until September 11, 2017.

PPOS began school on Tuesday, September 5th. PPOS will continue to enroll students until September 15, 2017.



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Colorado Preparatory Academy Enrollment

Grade Level	Current Enrollment
Kindergarten	98
1st Grade	96
2nd Grade	112
3rd Grade	113
4th Grade	118
5th Grade	112
6th Grade	137
7th Grade	235
8th Grade	232
9th Grade	132
10th Grade	139
11th Grade	102
12th Grade	78
Total Enrollment	1704

Pikes Peak Online School Enrollment

Grade Level	Current Enrollment
9th Grade	34
10th Grade	118
11th Grade	157
12th Grade	222
Total Enrollment	531



Colorado Preparatory Academy and Pikes Peak Online School Data Trends

Passing Rate:

School & Category	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
CPA Passing Rates	48%	54%	52%	69%	63%	73%	65%	77%
<i>All K12 Schools Average Passing Rate</i>	69%	72%	70%	70%	69%	71%	72%	77%

School & Category	Fall 2015	Spring 2016	Fall 2016	Spring 2017
PPOS Passing Rates	61%	64%	53%	69%
<i>All K12 Schools Average Passing Rate</i>	69%	71%	72%	77%

Progress Rate:

CPOA Progress	16-17 Progress	15-16 Progress
Math	91%	88%
ELA	94%	93%

Enrollment 10/1:

School	Oct 16	Oct 15	Oct 14
CPOA	1424	1374	1483
PPOS	550	442	-

In-year retention rate:

	16-17 WD Rate	15-16 WD Rate	14-15 WD Rate
CPOA	52.8%	47.7%	54.8%
PPOS	49.6%	49.0%	-



Re-Registration rate:

CPOA	16-17 ReReg	15-16 Rereg	14-15 Rereg
Register	63%	58%	62.24%
Undecided	8%	7%	-
Not-Registered	23%	22%	17.96%
Status Unknown	6%	13%	20.8%
Response Rate	92%	87%	79.2%

PPOS	16-17 ReReg	15-16 Rereg
Register	55%	55%
Undecided	1%	2%
Not-Registered	7%	12%
Status Unknown	37%	32%
Response Rate	63%	68%

Strong Start Goals for 2017-2018:

Operational Excellence:

- *OLL Course Completion*
 - K-5 and 6-12- 90% of new students will complete the OLL course within the first 5 days of school
- *Student and LC Log in*
 - 95% of Students Logged within first 5 days of school
 - 95% of Learning Coaches logged in within the first 5 days of school

Connection to Students:

- *Student Connection Call*
 - 95% of Students receive a Student Connection Call within the first 10 days of school
- *FAST Outreach*
 - 75% of DSP 1 and flagged for modified strong start students completed FAST early welcome within the first 10 days of school



- *Live Student Orientation Session*
 - New Student Orientation Session- 85% of new students will attend a live orientation session within the first 10 days of school
 - Returning Students-Welcome Back Session/Assembly- 75% of returning students will attend a live orientation session within the first 10 days of school

School Performance Framework

Colorado Preparatory Academy (CPA) received an *Accredited with Priority Improvement Plan*.

The following are areas of improvement from the 2016 SPF.

Participation Rates

Colorado Preparatory Academy met the accountability participation rate with 95% in English Language Arts and 95.1% in Math. Colorado Preparatory Academy tested 70.5% of students in English Language Arts, 69.8% of students in Math, and 67.3% of students in Science. The parent excused tests were 201 for English Language Arts, 207 for math, and 77 for science.

Academic Achievement:

While Colorado Preparatory Academy elementary school received a “does not meet” in academic achievement, it should be noted that the school made positive gains in percentile rank, in both English Language Arts and Math. There was no decline in all of the areas assessed.

Colorado Preparatory Academy middle school received a rating of “approaching” in academic achievement. When reviewing the School Performance Framework in the areas of English Language Arts, there was an increase in percentile rank from 17 to 20. Additionally, students identified as minority grew 10 percentile points and their indication from “does not meet” was improved to “approaching.” Middle school math ratings stayed consistent from the 2016 to the 2017 academic year. No decline in ratings was noted.

Colorado Preparatory Academy high school received an “approaching” in academic achievement, and in English Language Arts, Math and Science.



However, it should be noted that per the PSAT data, both Evidence Based Reading and Writing and Math achievement obtained “met” standards. PSAT data shows that the students were in the 70th percentile in ELA and 62nd percentile in math.

Academic Growth:

While academic growth in elementary was consistent between 2016 and 2017, it should be noted that great gains were made in middle school Math. Particularly, growth was made across all middle school students in math, improving their rating from “does not meet” to “approaching” and increasing the percentile score by 7.5%. Additionally, students identified as free and reduced lunch eligible, grew in math by 10.5 percentiles and also moved from “does not meet” to “approaching”. While, Colorado Preparatory Academy middle school received a “does not meet” expectations in academic growth it should be noted that there was an increase in percent from 34.1% to 36.3%.

Colorado Preparatory Academy high school also saw positive growth. Specifically, high school math obtained an 8% increase and improved their rating from “approaching” to “meets.” English growth retained its “meets” status for growth, as well as the overall high school growth subset.

Postsecondary and Workforce Readiness Dropout, Matriculation, and Graduation

We realize we have a lot of work still to accomplish with these students, however we did show growth in this area. Three areas need to be highlighted, first, the dropout rate currently being reported is at 12.2%, which is a 10% decrease from the 2016 state accountability report. Second, Colorado Preparatory saw gains in matriculation by 9.1% and raised the rating to “approaching” from “does not meet.” Finally, the graduation rate increased by 13.3% in one year to 44.1% from the previous year.



Pikes Peak Online School (PPOS) received *Priority Improvement* for its School Performance Framework rating.

Participation Rates

Pikes Peak Online School made strong growth this past academic year and met the accountability participation rate for both English Language Arts and Math. Pikes Peak Online School tested 59.1% of students in English Language Arts, 59.1% of students in Math, and 57.1% of students in Science. The parent excused tests were 93 for English Language Arts, 93 for math, and 28 for science.

Academic Achievement and Growth Achievement:

Due to the at-risk student population that PPOS serves, academic achievement scores remain low in both ELA and math; obtaining 9th percentile and 4th percentile, respectively. While low achievement scores may often be anticipated for at-risk high school students, with strong instruction academic growth can still be obtained. PPOS experience solid growth in both English Language Arts and Math. The median growth for these same students in ELA and math is the 44th percentile and 37th percentile, respectively. Pikes Peak Online School is “approaching” standards in growth. This growth achievement shows that all students can learn with the appropriate supports.

Post-Secondary and Workforce Readiness Dropout, Matriculation, and Graduation

Since this is the first year for PPOS to receive any ratings or indications for post-secondary and workforce readiness, it is considered a baseline year. Although all three areas were rated as “does not meet” it should be noted, that due to the at-risk population that PPOS serves it is an area of focus for the school. Additional supports and services will be identified and provided in these areas, including a new and regularly monitored way to track student dropout data and graduation plans that include transition planning for all students.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: September 19, 2017

Prepared by: Michelle Wallace

Title of Agenda Item: Board Report

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

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Colorado Springs, CO 80922*



STEMSCO

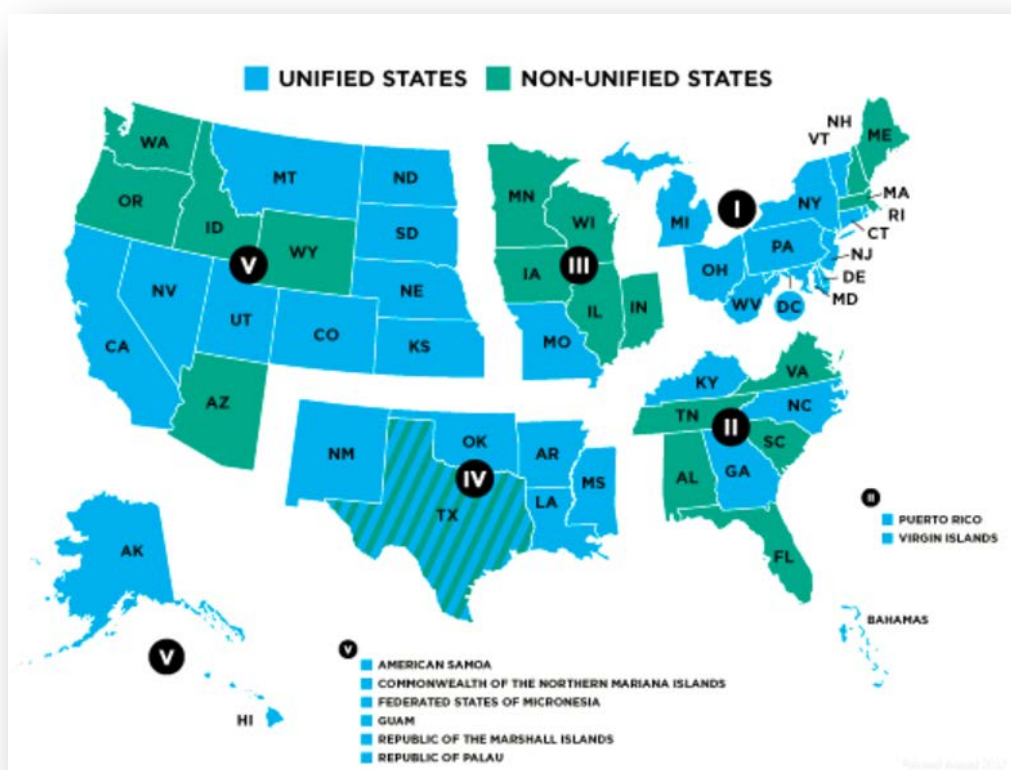
ACTE (ASSOCIATION FOR CAREER & TECHNICAL EDUCATION)

REGION V – SECRETARY

Dianne Kingsland was recently appointed to Secretary of Region V for the Association for Career & Technical Education (ACTE). ACTE's purpose is stated below, as taken from their website, <https://www.acteonline.org/>:

The Association for Career and Technical Education® is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. It's our mission to provide educational leadership in developing a competitive workforce.

Region V covers a geographically substantial and diverse area, as shown on the map below:





REGION V APRIL CONFERENCE

One of Dianne's first assignments will be to help organize the Region V Conference to be held in Colorado Springs, April 11th – 14th. Dianne is coordinating with ACTE's leadership team to determine the scope of this commitment. In the meantime, STEMsCO has posted the event to our website calendar, and will soon be sending out Save-the-Date notices to stakeholders and possible attendees.

COLORADO SCHOOL FOR THE DEAF AND BLIND (CSDB) INTERNSHIP PROGRAM

Michelle Wallace coordinated with the Colorado School for the Deaf and Blind (CSDB) to host two interns, on a trial basis. Troy will be assisting STEMsCO with the building of a contacts database, polishing the STEMsCO website and assisting with curriculum development around Spheros and Raspberry Pi. Arturo will also contribute to the database and curriculum development. Both gentlemen are paid through CSDB's, are learning independence through utilizing mass transportation, being prepared to work on time, juggling multiple activities and being part of a productive team. The trial runs from September 5th through October 5th, at which time it will be determined if this program should continue.

D11/D49 CAREER FAIR

STEMsCO will be participating in the D11/D49 Career Fair, being held September 14th – 15th. At this event we will be highlighting our internship programs and work we do with CAMA South. The CSDB interns will be assisting, as well.

WESTERN MUSEUM OF MINING & INDUSTRY (WMMI)

The MOU between Western Museum of Mining & Industry and STEMsCO was counter-signed by WMMI's board of directors on Thursday, August 31st. This agreement solidifies the relationship, and allows STEMsCO to move forward on developing a formalized STEM education proposal for grant submission(s).