



Board Agenda

June 23rd, 2017 9:00 – 11:00 a.m.

3850 Pony Tracks Drive, Colorado Springs, CO 80922

I. Preliminaries

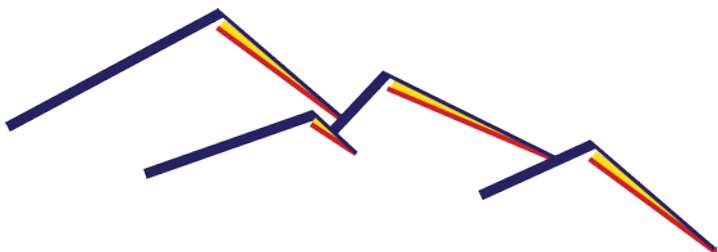
- A. Call to order
- B. Roll call
- C. Welcome to guests
- D. Pledge of Allegiance
- E. Public Comment
- F. Approval of agenda

II. Consent Agenda

- A. Meeting Minutes from May 31, 2017 Board Meeting.

III. Action Items

- A. 2017-2018 Fiscal year Budget – Brett Ridgway
- B. Board of Directors 2017-2018 Meeting Dates – Kim McClelland



*4035 Tutt Boulevard
Colorado Springs, CO 80922*



IV. Discussion

- A. Organizational Chart 2017-2018 School Year – Kim McClelland/Brett Ridgway
- B. New Job Discriptions – Kindra Whitmyre
- C. Graduation Requirements Policy – Kim McClelland
- D. End of Year Site Visit Executive Summaries – Kindra Whitmyre
- E. Schools Internal Benchmark Data – Phillip Williams

V. Information

- A.

VI. Other Business

- A.

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. MVV/RMDA Board Report
- H. STEMsCO Board Report

VIII. Adjourn

*Board Meeting Notes for
May 31, 2017 at 4:05 p.m.*

Guests/Staff: Todd Thorp, Nicole Tiley, Karol Campbell, Rebecca Engasser, Maria Walker, Greg Wilborn, Kim McClelland, Brett Ridgway, Brad Miller, Phillip Williams

Guests on Conference Call: None

Via Skype and Google Hangout: Amy Attwood – left the call after her legislative update.

Note: Karol Campbell left at 5:25 and Phillip Williams came in at 4:40.

Roll Call:

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

Approval for the Agenda:

Holloman 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 Consent Agenda.

Motion to Approve the Consent Agenda.

Holloman 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 School Calendars 2017-2018

Holloman__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 Policy Section 3.

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 7:09 p.m._

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

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

4035 Tutt Boulevard
Colorado Springs, CO 80922

Colorado Digital BOCES
High-Level Financial Trend
General Fund - Fund 10
May 24, 2017



	2013/14	2014/15	2015/16	2016/17	2016/17	2016/17	2017/18	2017/18
91.7% of year completed (All Dollars in 000's)	Actual	Actual	Actual	Approved	YTD	Amended	Working	H/(L) Change
	Results	Results	Results	Budget	Results	Working	Proposed	Wrk v 16/17 A
Funded Students (sFTE)	348.4	1,649.2	2,309.0	2,570.0	2,050.5	2,050.5	2,215.5	165.0
Contract Schools	348.4	1,649.2	2,110.5	2,020.0	1,845.0	1,845.0	2,010.0	165.0
Internal Schools	0.0	0.0	198.5	550.0	205.5	205.5	205.5	0.0
Per-Pupil Revenue (PPR)	6,070.28	6,423.90	6,690.32	6,795.02	6,792.58	6,794.83	7,017.87	223.04
		5.825%	4.147%	1.565%		1.562%	3.32%	
Program Revenue	\$2,114.6	\$10,594.3	\$15,448.1	\$17,463.2	\$12,767.5	\$13,932.8	\$15,548.1	\$1,615.3
Contract Schools	2,114.6	10,594.3	14,120.1	13,725.9	11,488.0	12,536.5	14,105.9	1,569.5
Internal Schools	0.0	0.0	1,328.1	3,737.3	1,279.6	1,396.3	1,442.2	45.8
Other Revenue	82.6	312.6	242.8	26.39	295.5	58.1	320.0	261.9
Revenue Transfers			(81.7)	(41.4)	265.2	232.9	(5.0)	(237.9)
Net Revenue	2,197.3	10,906.9	15,609.2	17,448.2	13,328.3	14,223.8	15,863.1	1,639.3
Fund Balance Chg	(128.1)	(261.7)	(301.7)	(58.0)	32.6	131.9	(157.0)	(288.9)
Fund Balance (+TABOR)	(128.1)	(389.9)	(550.8)	(608.8)	(477.5)	(418.9)	(575.9)	(157.0)
Fund Bal % of Gross Rev	5.83%	3.57%	3.51%	3.48%	3.35%	2.99%	3.6%	0.6%
Net Resource Available	2,069.1	10,645.2	15,307.5	17,390.2	13,360.9	14,355.7	15,706.1	1,350.5
					93.1%			
Administrative Fee Spend:	0.0	(289.7)	(474.0)	(514.4)	(586.3)	(444.0)	(334.5)	(109.6)
as % of Contract Prog Rev	0.0%	2.7%	3.1%	2.9%	4.6%	3.2%	2.2%	-1.0%
					132%			
School Shared Cost Spen	(820.0)	(526.5)	(892.4)	(829.6)	(863.0)	(970.3)	(946.3)	(23.9)
per pupil amount	2,354	319	386.48	322.81	420.90	473.18	427.14	(46.04)
					89%			
Entity Cost Spends	0.0	(30.0)	(60.0)	(45.0)	(59.2)	(60.0)	(60.0)	0.0
					99%			
Contract School Svcs	(1,249.1)	(9,799.0)	(12,662.9)	(12,563.3)	(9,998.3)	(10,921.7)	(13,057.3)	2,135.6
	3,586	5,942	6,000	6,219	5,912	5,920	6,496	576.6
					92%			
Internal School Spends	0.0	0.0	(1,218.2)	(3,437.8)	(1,857.7)	(1,959.7)	(1,308.0)	(651.7)
			6,137	6,251	9,862	9,536	6,365	
Total Expenses	(2,069.1)	(10,645.2)	(15,307.5)	(17,390.2)	(13,360.9)	(14,355.7)	(15,706.1)	1,350.5
					93.1%			
Net Resources in Progres:	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(0.0)

Administrative Fee Spends:

Revenue generated from 3% apportionment of schools' PPR as well as any services provided to outside customers & READ Act funds.

Typical Spends include: Business Mgr, Exec Dir & Admin Assist (partial), CoSprings facility, Tech Support (CCS) & strategic plan investments:

For 16/17: \$234k school investments; \$52k related staff S&B; \$45k Co Spr facility; \$44k Audit, Tech & Insurance; \$30k D49 SPED oversight; \$25k Travel;

Oversight & Shared Support Costs:

Revenue generated from schools from a per-pupil apportionment against each school's PPR.

Typical Spends include: School Administrative support including Assessment, SIS data management, school-level tech support, school insurance, :

For 16/17: \$795k related staff S&B; \$42k Purchased Services; \$40k Assessment services; \$35 Tech; \$25k staff development; \$25k Liability Insurance; \$8k work comp insurance.

Entity Costs:

Revenue generated from schools from a \$15k flat fee apportionment against each school's PPR.

Typical Spends include: Legal and Advocacy Consulting.

For 16/17: \$30k Legal; \$30k Advocacy.

Contract School Service Costs:

Revenue from school program (sFTE x PPR), less Administrative, Oversight & Shared Support and Entity apportionments.

Typical Spends include: Purchased Professional Services for delivery of. Educational program, SPED oversight services.

For 16/17: \$10,854k Purch Educate Svcs; \$37k SPED oversight.

Internal School Program Costs:

Revenue from school program (sFTE x PPR), less Administrative, Oversight & Shared Support and Entity apportionments.

Typical Spends include: School staffing; Curriculum, Tech & CCE; DTC space; Marketing

For 16/17: \$1,221k related staff S&B; \$384k Curr & CCE; \$130k Mktng; \$95k DTC space; \$72k Tech support; \$58k Other.

Colorado Digital BOCES
High-Level Financials
Non-General Funds - Fund 12, 13, 14, 22
May 24, 2017



	2016/17 Approved Budget	2016/17 YTD Results	2016/17 Amended Working	2017/18 Working Proposed	2017/18 Change Wrk v 16/17 A
Fund 22					
CDBOCES - Fund 22 HB1345 Grant					
Revenue	100.0	83.4	100.0	100.0	-
Expense	(100.0)	(83.4)	(100.0)	(100.0)	-
Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0
Fund 22					
CDBOCES - Fund 22 CEL Grant					
Revenue	-	30.8	37.5	-	(37.5)
Expense	-	(30.8)	(37.5)	-	37.5
Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0
STEMsCO - Fund 13 general					
Revenue	193.5	149.6	193.6	193.8	0.3
Expense	(193.5)	(181.8)	(193.6)	(193.8)	(0.3)
Net Revenue / (Expense)	0.0	(32.2)	0.0	0.0	(0.0)
Fund 22					
STEMsCO - F22 GenCyber					
Revenue	102.0	59.2	102.0	102.0	-
Expense	(102.0)	(59.2)	(102.0)	(102.0)	-
Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0
iLC - Fund 12 general					
Revenue	-	-	-	-	-
Expense	-	0.9	-	-	-
Net Revenue / (Expense)	0.0	0.9	0.0	0.0	0.0
Fund 22					
iLC - Fund 22 CEL Grant					
Revenue	305.0	275.1	305.0	-	(305.0)
Expense	(305.0)	(275.1)	(305.0)	-	305.0
Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0
CDLS - Fund 14 general					
Revenue	164.8	69.9	164.8	-	(164.8)
Expense	(164.8)	(135.1)	(164.8)	-	164.8
Net Revenue / (Expense)	0.0	(65.3)	0.0	0.0	0.0
Fund 22					
CDLS - Fund 22 CEL Grant					
Revenue	467.0	268.9	467.0	-	(467.0)
Expense	(467.0)	(268.9)	(467.0)	-	467.0
Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0
Fund 22 Consolidated					
Revenue	974.1	717.4	1,011.6	202.0	(809.5)
Expense	(974.1)	(717.4)	(1,011.6)	(202.0)	809.5
Net Revenue / (Expense)	0.0	0.0	0.0	0.0	0.0

STEMsCO membership fee structure					
2017/18			2017/18 proposed		
entity	per pupil	Total	entity	per pupil	Total
D49	3,000	144,256	3,500	148,584	152,084
Widefield	3,000	21,085	3,500	21,718	25,218
Peyton	3,000	1,311	3,500	1,350	4,850
CDBOCES	3,000	4,912	3,500	5,059	8,559
CDBOCES extra	6,888	6,888			-
12,000	178,453	190,453	14,000	176,711	190,711

COLORADO DIGITAL BOCES
Statement of Financial Activity
May 24, 2017

1,845.00

2,020.00

91.7%

1,845.00

CD BOCES		YTD Actual Locs 600,610, 330,530		Working Amended Budget		Admin Location 600		Oversight & Shared Costs Location 610		Contract School Locations		Working Proposed Budget		H/(L) Change from PY Amended		Admin Location 600		Oversight & Shared Costs Location 610		Contract School Locations	
				PPR-> 6,794.83										relevant eFTE->		2,215.50		2,215.50		2,010.00	
CD BOCES Revenue																					
Program Revenue		11,487,951		92%		12,536,461		#		12,536,461.35		14,105,919		1,569,457						14,105,918.70	
Admin Services (w/ contract schools)		38,387				417,984		#		417,983.97		466,443		48,459		466,442.73				(423,177.56)	
School Shared Services (w/ contract schools)		89,135		(0)		969,196		#		969,196.26		946,329		(22,868)				946,328.67		(858,551.40)	
Entity Services		27,500				60,000		#		60,000.00		60,000		-				60,000.00		(30,000.00)	
External Service Contracts		9,969		47%		21,050		#		21,050.00		20,000		(1,050)		20,000.00				-	
Interest		9,133		183%		5,000		#		5,000.00		10,000		5,000		10,000.00				-	
Total General Fund		11,662,074		83%		13,994,892		#		444,033.97 1,029,196.26 11,257,350.41		15,608,690		1,598,999		496,442.73		1,006,328.67		12,794,189.74	
Internal Transfers - Special Project Invest		(279,291)				(248,732)		#		(248,731.86)		(5,000)		243,732		(5,000.00)					
Internal Transfers - TABOR release		(131,879)		108%		(131,879)		#		(131,879.23)				131,879		-					
Internal Transfers - K12 add'l svcs		(336,107)		92%		(310,466)		#		(310,465.76)				310,466						-	
Internal Transfers - K12 SPED subcontract		-				(56,197)		#		(56,196.60)				56,197						-	
Federal Impact Aid		1,815		172%		1,057		#		1,057.02		4,536		3,479						4,536.00	
ECEA Revenue		244,125										226,811		226,811						226,811.00	
Read Act Revenue		30,494		98%		31,000		#		31,000.00		31,754		754						31,754.00	
Total CD BOCES Revenue		\$ 11,191,231		84%		13,294,475		#		63,422.88 1,030,253.28 10,921,688.05		\$ 15,866,791		\$ 2,572,316		491,442.73		1,006,328.67		13,057,290.74	
Expenditures						-												454.22		6,496.16	
Instructional Program																					
Educational Purchased Services		9,998,331		92%		10,899,122		#		30,000.00 15,000.00 10,854,122.17		13,017,291		2,118,169						12,758,725.74	
SPED Oversight Purchased Services		33,419		91%		36,566		#		36,565.88		40,000		3,434						266,811.00	
Contract School Costs		18,867		1%		1,279,111		#		(31,000.00) 31,000.00		1,311,729		32,618						31,754.00	
Total Instructional Expenses		10,050,617		82%		12,214,799		#		(1,000.00) 15,000.00 10,921,688.05		14,369,020		2,154,221		-		-		13,057,290.74	
Student Support Services - 2100																					
Assessment and Data Salary		145,331		92%		158,789		#		158,789.48 -		158,789		(0)		158,789.00				-	
Staff Benefits		39,613		97%		40,994		#		40,994.20 -		40,994		(0)		40,994.00				-	
Student Assessments		17,478		70%		25,000		#		25,000.00 -		25,000		-		25,000.00				-	
Total Student Support Services		202,422		90%		224,784		#		- 224,783.68 -		224,783		(1)		-		224,783.00		-	

COLORADO DIGITAL BOCES
Statement of Financial Activity
May 24, 2017

1,845.00
2,020.00 **91.7%** 1,845.00

CD BOCES	YTD Actual Locs 600,610, 330,530	YTD	Working Amended Budget		2016/17 Amended	2016/17 Amended	2016/17 Amended	2017/18 Working Proposed Budget	2017/18 H/(L) Change from PY Amended	2017/18 Proposed	2017/18 Proposed	2017/18 Proposed
					Budget Detail	Budget Detail	Budget Detail			Budget Detail	Budget Detail	Budget Detail
					Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations			Admin Location 600	Oversight & Shared Costs Location 610	Contract School Locations
Instructional Staff Support - 2200												
Voc Ed Salary	22,075	77%	28,800	#		28,800.00	-	28,800	-		28,800.00	-
Voc Ed Benefits	4,123	137%	3,007	#		3,006.72	-	3,007	0		3,007.00	-
Staff Development	23,202	93%	25,000	#		25,000.00	-	25,000	-		25,000.00	-
Total Instructional Support	49,399	87%	56,807	#	-	56,806.72	-	56,807	0	-	56,807.00	-
General Administration -2300					5.0%	95.0%				10.0%	90.0%	
Salaries	295,480	96%	308,598	#	15,430	293,167.80	-	308,598	0	31,000	277,598.00	-
Benefits	77,073	90%	85,935	#	4,297	81,638.44	-	85,935	(0)	8,500	77,435.00	-
D49 Purchased Services	-	-	4,000	#	4,000.00		-	4,000	-	4,000.00		-
Purchased Professional Services	95,064	91%	105,000	#	8,000	97,000.00	-	105,000	-	15,750	89,250.00	-
Travel and Registration	29,068	116%	25,000	#	25,000.00		-	5,000	(20,000)	5,000.00		-
Office Supplies	5,524	110%	5,000	#	5,000.00		-	5,000	-	5,000.00		-
Furniture and Equipment	(940)	(94%)	1,000	#	1,000.00		-	1,000	-	1,000.00		-
Special projects	7,185		1,537	#	1,536.59		-	135,781	134,245	116,807.45	18,973.67	-
Marketing & Advertising	21,243							-	-	-		
Audit	12,925	112%	11,500	#	11,500.00		-	11,500	-	11,500.00		-
Legal Services	64,081	107%	60,000	#	-	60,000.00	-	75,000	15,000	15,000.00	60,000.00	-
Dues and Fees	6,478	65%	10,000	#	10,000.00		-	10,000	-	10,000.00		-
Total General Admin Services	613,180	99%	617,569	#	85,763.23	531,806.24	-	746,814	129,245	223,557.45	523,256.67	-
School Administration-2400												
Salaries	78,622	74%	106,151	#		106,150.96	-	106,151	0		106,151.00	-
Benefits	20,192	73%	27,831	#		27,830.68	-	27,831	0		27,831.00	-
Total School Admin Services	98,814	74%	133,982	#	-	133,981.64	-	133,982	0	-	133,982.00	-
Business Services - 2500												
Salaries	27,750	103%	26,990	#	26,989.96			26,990	0	26,990.00		
Benefits	5,782	107%	5,424	#	5,423.92			5,424	0	5,424.00		
Bank Fees & Suspense	12,625	631%	2,000	#	2,000.00		-	2,000	-	2,000.00		-
Printing	128	16%	800	#	800.00		-	800	-	800.00		-
Postage	434	54%	800	#	800.00		-	800	-	800.00		-
Supplies	684	137%	500	#	500.00			500	-	500.00		
Dues and Fees	10,636	97%	11,000	#	11,000.00			11,000	-	11,000.00		
Total Business Services	58,039	122%	47,514	#	47,513.88	-	-	47,514	0	47,514.00	-	-



YTD

Budget Detail

Admin

Location 600

Budget Detail

**Oversight &
Shared Costs
Location 610**

Budget Detail

**Contract
School
Locations**

**2017/18
Working
Proposed
Budget**

2017/18
H/(L) Chang
from PY
Amended

Budget Detail

Admin

Location 600

Budget Detail

**Oversight &
Shared Costs**

Location 610

Budget Detail

**Contract
School
Locations**

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

PPExp
454.22 gross
427.14 less entity
#DIV/0! for pricing

COLORADO DIGITAL BOCES
Statement of Financial Activity
May 24, 2017

of year completed **92%**



95.50

95.50

-

2016/17 Amended Budget	2017/18 Proposed Budget	2017/18 H/(L) Change from PY Amended
6,794.83	7,017.87	223.04
Program Revenue	648,906	670,207
Admin Fee + OSSC + entity	(79,656)	(75,898)
Other Revenue		12,501
CDBOCES Special Project Investment	138,554	(138,554)
Internal Transfers (K12 add'l svcs)	155,233	(155,233)
Internal Transfers (K12 SPED subcontract)	56,197	(56,197)
Internal Transfers (+ TABOR release)	84,457	(84,457)
Total Revenue	1,003,691	606,810
		(396,882)

Expenditures

Instructional Program

Instructional Salaries	254,883	115,204	(139,679)
SPED Salary	69,416	22,465	(46,951)
Instructional Benefits	67,829	28,728	(39,101)
SPED Benefits	23,139	7,488	(15,651)
Shared Ed Staff	38,863	18,061	(20,802)
Curriculum Content Svcs	18,200	48,325	30,125
Educational Purchased Svcs (CCE, DE)	160,725	90,086	(70,639)
Total Instructional Expenses	633,055	330,357	(302,698)

Student Support Services - 2100

Salaries	42,011	23,814	(18,197)
Benefits	9,331	6,018	(3,313)
SPED Oversight Purch Svc	1,986	1,942	(44)
Student Technology & Access	-	469	469
Graduation, Pupil Activities	5,457	6,114	657
Assessments	8,049	7,319	(730)
Total Student Support Services	66,835	45,677	(21,158)

Instructional Staff Support - 2200

Staff Development	8,000	12,000	4,000
Total Instructional Support	8,000	12,000	4,000

General Administration -2300

Marketing and Enroll Svcs	65,000	60,414	(4,586)
Travel & Registration		0	0
Legal	93	43	(50)
Total General Admin Services	65,093	60,457	(4,636)



110.00

110.00

-

2016/17 Amended Budget	2017/18 Proposed Budget	2017/18 H/(L) Change from PY Amended
6,794.83	7,017.87	223.04
747,431	771,966	24,534
(89,473)	(85,144)	4,328
-	14,398	14,398
95,377		(95,377)
155,233		(155,233)
-		0
47,422		(47,422)
955,991	701,219	(254,772)



205.50

205.50

-

2016/17 Amended Budget	2017/18 Proposed Budget	2017/18 H/(L) Change from PY Amended
6,794.83	7,017.87	223.04
1,396,338	1,442,172	45,835
(169,129)	(161,042)	8,086
-	26,899	26,899
233,932	-	(233,932)
310,466	-	(310,466)
56,197	-	(56,197)
131,879	-	(131,879)
\$ 1,959,682	\$ 1,308,029	(651,654)

6,365.10

495,799	247,900	(247,899)
96,684	48,341	(48,343)
123,638	61,818	(61,820)
32,228	16,113	(16,115)
77,727	38,864	(38,863)
43,200	86,725	43,525
308,125	215,211	(92,914)
1,177,400	714,972	(462,428)

102,489	51,244	(51,245)
25,898	12,949	(12,949)
4,179	4,179	0
1,010	1,010	0
13,157	13,157	0
15,749	15,749	0
162,483	98,289	(64,194)

-	-	
16,000	24,000	8,000
16,000	24,000	8,000

130,000	130,000	0
-	-	0
93	93	0
130,093	130,093	0

COLORADO DIGITAL BOCES
Statement of Financial Activity
May 24, 2017

of year completed **92%**



95.50

95.50

-

2016/17 Amended Budget	2017/18 Proposed Budget	2017/18 H/(L) Change from PY Amended
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School Administration-2400

Salaries	108,679	50,503	(58,176)
Benefits	14,612	11,318	(3,294)
Printing		465	465
Purchased Services	8,667	5,422	(3,245)
Office Equipment	3,000	2,324	(676)
Office Supplies	8,333	6,196	(2,137)
Total School Administration	143,290	76,227	(67,063)

Business Services - 2500

Other Office Expenses		0	0
Printing	5,000	4,647	(353)
Total Business Services	5,000	4,647	(353)

Operation and Maintenance of Plant 2600

Other Bldg Services	7,500	6,971	(529)
Building Lease	40,000	37,178	(2,822)
Total Operations and Maintenance	47,500	44,148	(3,352)

Support Services - Central - 2800

Tech Support Services	28,918	27,719	(1,200)
Unemployment		0	0
SPED Telephone	1,000	929	(71)
Telephone	5,000	4,647	(353)
Sub-total Support Serv Central	34,918	33,296	(1,623)

Total Expenses

1,003,691	606,810	(396,882)
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Net Operating Change to Fund Balance

0	0	0
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110.00

110.00

-

2016/17 Amended Budget	2017/18 Proposed Budget	2017/18 H/(L) Change from PY Amended
------------------------------	-------------------------------	--

108,670	58,171	(50,499)
34,099	13,037	(21,062)
1,000	535	(465)
3,000	6,245	3,245
2,000	2,676	676
5,000	7,137	2,137
153,769	87,802	(65,968)

-	0	0
5,000	5,353	353
5,000	5,353	353

7,500	8,029	529
40,000	42,822	2,822
47,500	50,852	3,352

30,728	31,928	1,200
-	0	0
1,000	1,071	71
5,000	5,353	353
36,728	38,351	1,623

955,991	701,219	(254,772)
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0	0	0
----------	----------	----------



205.50

205.50

-

2016/17 Amended Budget	2017/18 Proposed Budget	2017/18 H/(L) Change from PY Amended
------------------------------	-------------------------------	--

217,349	108,674	(108,675)
48,711	24,355	(24,356)
1,000	1,000	0
11,667	11,667	0
5,000	5,000	0
13,333	13,333	0
297,060	164,029	(133,031)

-	-	0
10,000	10,000	0
10,000	10,000	0

15,000	15,000	0
80,000	80,000	0
95,000	95,000	0

59,646	59,646	0
-	-	0
2,000	2,000	0
10,000	10,000	0
71,646	71,646	0

1,959,682	1,308,029	(651,654)
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6,365.10

0	0	0
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Statement of Financial Activities

May 24, 2017



STEMSCO - 600			2016/17 Amended Budget	2016/17 Approved Budget	2017/18 Proposed Budget
Fund 13	92%				
Stemsco Revenue YTD					
Transfer Stripes	2,232	74%	3,000	3,000	2,750
Partner Dues	132,569	75%	175,653	175,653	182,152
Internal Transfers	14,800	100%	14,800	14,800	8,559
Donations/other	-	-	100	50	50
Total Stemsco Revenue	\$149,601	77%	\$ 193,553	\$ 193,503	\$ 193,511
Expenditures					
General Admin -2300					
Purchased Professional Svcs	63,965	100%	63,950	136,500	136,500
Travel and Registration	3,201	171%	1,869	1,869	1,869
Stemsco Office Supplies	2,179	56%	3,916	3,916	3,916
Other Stemsco expenses	(0)	(0%)	1,366	1,366	1,366
Total General Admin	69,345	98%	71,102	143,652	143,652
Support Services					
Salaries	84,756	93%	91,000	34,300	34,300
Benefits	23,993	93%	25,750	9,850	9,850
Purchased Professional Svcs	2,601	434%	600	600	600
Bank Fees (Prog 2500)	10	48%	21	21	29
Supplies	-	-	-	-	-
Total Business Services	111,360	95%	117,371	44,771	44,779
Central Support - 2800					
Tech Services	-	-	2,580	2,580	2,580
Telephone	1,072	43%	2,500	2,500	2,500
Total Central Support	1,072	21%	5,080	5,080	5,080
Total Expenses	181,776	94%	193,552	193,503	193,511
Net Op Change to Fund Bal	\$ (32,175)		\$ 0	\$ 0	\$ 0



CDBOCES Grants Location 600 & 613		YTD Fund 22	2016/17 Amended Budget	2017/18 Proposed Budget
STEMSCO - GenCyber Rev	89,036	102,042	102,042	
STEMSCO - GenCyber Rev Bal	(29,880)			
STEMSCO - GenCyber Exp	59,156	102,042	102,042	
STEMSCO - GenCyber Exp				
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
HB1345 BOCES Grant Rev	87,394	100,000	100,000	
HB1345 BOCES Grant Rev Bal	(3,947)			
HB1345-Staff Dev Exp	83,446	100,000	100,000	
HB1345-Other Exp		-		
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
CDBOCES CEL Rev	37,500	37,500		0
CDBOCES - CEL Rev Bal	(6,669)			0
CDBOCES - CEL Exp	30,831	37,500		0
Net Grant Rev/(Exp)	\$ 0	\$ 0	\$ 0	\$ 0
=====				
Net Op Change to Fund Bal	\$ 0	\$ 0	\$ 0	\$ 0



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 23, 2018

Prepared by: Maria Walker

Title of Agenda Item: BOD 2017-2018 Board Meeting Dates

Item Type: ☒ Action ☐ Information ☐ Discussion

Background Information, Description of Need: The Board of Directors discussed Potential Board meeting dates for the 2017-2018 school year. The proposed meeting times are for the 3rd Tuesday of the month at the Creekside Excellence Lab from 4:00-6:00 p.m.

Relevant Data and Expected Outcomes: Approval of the 2017-2018 BOD Meeting dates and times. The schedule is included.

Recommended Course of Action/Motion Requested:

I move to approve the 2017-2018 Board of Directors meeting dates and times as presented.



Board Meeting Schedule

July - No Meeting

August 15, 2017 – 4:00 – 6:00 p.m.

September 19, 2017 - 4:00 – 6:00 p.m.

October 17, 2017 – 4:00 – 6:00 p.m.

November 14, 2017 – 4:00 – 6:00 p.m. 2nd Tuesday this month

December 19, 2017 – 4:00 – 6:00 p.m.

January 16, 2018 – 4:00 – 6:00 p.m.

February 20, 2018 – 4:00 – 6:00 p.m.

March 20, 2018 – 4:00 – 6:00 p.m.

April 17, 2018 – 4:00 – 6:00 p.m.

May 15, 2018 – 4:00 – 6:00 p.m.

June 19, 2018 – 4:00 – 6:00 p.m.

Work Session Schedule

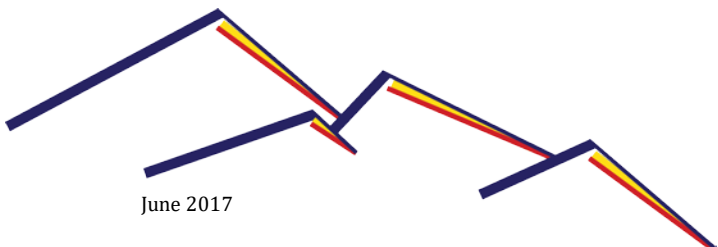
None Scheduled

Work Retreat

None Scheduled

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

Contact Maria Walker with questions 719-368-6392



June 2017



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 23rd 2016

Prepared by: Kim McClelland and Brett Ridgway

Title of Agenda Item: Organizational Chart 2017-2018 School Year

Item Type: ☐ Action ☐ Information ☒ X Discussion

Background Information, Description of Need:

Each Organization uses an Organizational chart to explain the reporting structure in its Organization. The CD BOCES administration would like to inform the Board of Directors of the changes to nomenclature (no other changes to contracts, just the titles of Kim, Kindra, Greg, and Becky) positions and the added position in the CD BOCES, Director of Strategic Analysis and Accreditation, if approved. The board has seen the organizational chart in the financial packet, presented by Brett, and in the presentation to the Board at the April Board meeting.

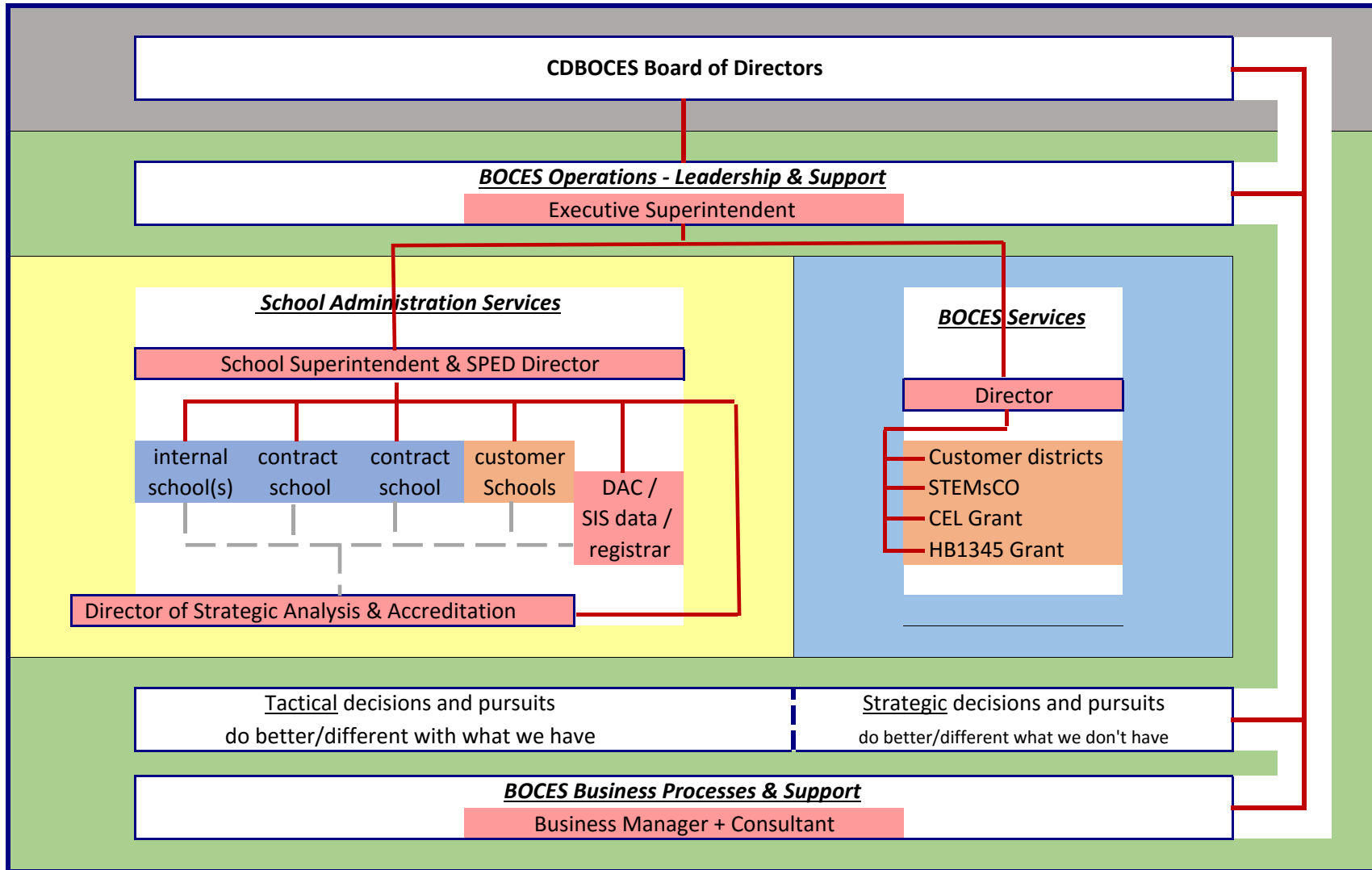
Relevant Data and Expected Outcomes:

This agenda item is just to inform the Board of the new Organizational Chart and answer any questions the Board may have regarding reporting structure and positions in the CD BOCES.

Recommended Course of Action/Motion Requested:

No action needed

Colorado Digital BOCES
Organizational Structure
2017-18 Proposed





BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 23, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Job Description

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

Dr. Kris Enright was employed by the Colorado Digital BOCES (CD BOCES) during the 2016-2017 school year, and this gave me much needed support in the area of special programs, which include special education, 504's, gifted and talented, English language development and health issues for students.

Dr. Enright has resigned from this position, as he is retiring and moving closer to family. The area of special programs will be put back into my job description and I will assume responsibility over these areas again. In order to provide the schools the support and accountability that is needed with our low School Performance Framework ratings, I am seeking another support person.

I have reevaluated the support needed, and have developed a job description in the area that assistance is essential.

Relevant Data and Expected Outcomes:

Budget for this position is being covered by the Special Education Assistant Director position that is not being replaced (Dr. Enright - duties are reassigned instead) and also funded from a savings in contracted work previously used for accreditation and compliance that will be absorbed in this position. As a result, no additional budget for this position is required.



I am hopeful that this position can be approved before the August Board meeting since this summer is our time to plan for the upcoming school year and with our new onboarding processes, I am needing to support schools with special programs.

The job description is attached.

Recommended Course of Action/Motion Requested:

No recommended course of action.



Position Title:	Director of Strategic Analysis and Accreditation
Date Approved:	May 22, 2017
Reports To:	Superintendent of Schools
FLSA Status:	Exempt
Work Calendar:	Full Year – 260 Days (July 1 - June 30)

POSITION SUMMARY

The Director of Strategic Analysis and Accreditation is responsible for handling responsibilities related to school improvement, overseeing student assessment data, accountability and system accreditation. This position is responsible for providing comprehensive school data for school improvement to the instructional leaders of schools, as well as support the school improvement efforts of the lowest performing schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

- Develop and maintain strategic relationships and partnerships with outside education organizations
- Monitor online education changes, movements, and identify trends
- Collect and analyze online education best practices
- Monitors the system/school improvement processes and progress of school improvement plan goals
- Assists in research and selection of scientifically research-based curriculum, and professional development that offer the greatest opportunity for improving student achievement
- Assists with long-range planning and evaluation in the area of school improvement
- Models response to varied sources of data and changing instruction based on that data
- Analyze and evaluate data to formulate and interpret root cause analysis and trends
- Facilitates program planning and data interpretation to support the development of programs to correct deficiencies and close achievement gaps
- Provide performance data analysis and compliance support

- Communicate and present data and school results to organization
- Support turnaround initiatives
- Support the development and support school implementation and data review of benchmark/formative assessments to inform instruction
- Shares knowledge of state and federal guidelines including, but not limited to, turnaround efforts and state-normed assessments
- Monitors formative and summative assessments to ensure that results are analyzed and used to guide instruction
- Supports with assessing school needs and services, instructional programs and strategies for improving instruction to ensure that all students learn at their highest potential
- Supports the leadership team in developing, evaluating and making recommendations to the School Superintendent regarding policies and procedures governing the operation of school improvement and assessment concerns
- Plans, designs, implements, evaluates, and coordinates the school assessments to ensure effective, cost-efficient programs
- Perform other duties as necessary regarding comprehensive school improvement, data, assessment and program evaluation
- Monitors school Accreditation processes
- Perform other job-related duties as assigned

EDUCATION AND TRAINING

Master's Degree

EXPERIENCE

Minimum of 5 years experience in a data analysis/educational research role.

Demonstrated successful experience in implementation of strategic data analysis and research in an educational environment.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER

Advanced oral and written communication, instruction, curriculum, conflict resolution, multitasking, problem solving, facilitation, management, decision-making, computer, and organizational skills. Ability to be flexible and patient and make change. English language skills required. Oral and written fluency in second language may be preferred or required based on building assignment. Ability to work well with others in a diverse educational community, demonstrated knowledge of computer application skills (i.e. Microsoft Word, Excel, PowerPoint, Google for Education), learning management systems, personalized and blended learning models.

CERTIFICATES, LICENSES & REGISTRATIONS

None required.

SUPERVISION/TECHNICAL RESPONSIBILITY

This position is responsible for providing support in the supervision of the CD BOCES school data, compliance, and accreditation processes.

BUDGET AND/OR RESOURCE RESPONSIBILITY

This position falls under the area of Oversight and Shared Support Costs and Contract School Service Costs of the CD BOCES budget.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel. The employee frequently is required to communicate. The employee is occasionally required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. There are no special vision abilities required by this job.

WORK ENVIRONMENT

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

The person assigned to this position may be required to travel to and perform work from various locations within the state of Colorado.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 23rd, 2017

Prepared by: Kim McClelland

Title of Agenda Item: Graduation Policy Section 8.C

Item Type: Action ☐ Information X 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 replaced with CD BOCES specific policies.

The CD BOCES is looking to replace the graduation requirement IKF and IKF-R of the D49 policy with the Policy Section 8.c with the CD BOCES Graduation Policy.

Most jobs in our state require more than a high school diploma. By 2020—less than six years from now—three out of every four jobs will require education or training beyond high school. That adds up to 3 million jobs.

Our graduates who want to work in Colorado will need in-demand skills that meet business, industry, and higher education standards. A new state law now links academic standards to high school graduation.

The goal is to ensure that all of our students can succeed after high school no matter which path they choose—jobs, military, or higher education.



4035 Tutt Boulevard
Colorado Springs, CO 80922



In the CD BOCES, staff leadership and school counselors have been working to create a list of options that our students will be able use to demonstrate competency (or show what they know) in four subjects that reflect Colorado standards and 21st century skills—English, math, science and social studies—in order to graduate from high school. The changes will begin this year—with ninth-graders this fall of 2017.

Students would have the option to:

- Earn minimum scores on state and national tests
- Complete rigorous learning projects guided by a faculty mentor
- Pass college-level courses taken during high school
- Earn professional certifications

For example, high school students might choose to participate in an internship or apprenticeship, earn credentials that count toward a two-year associate's degree or four-year bachelor's degree, or take college-level courses for credit.

The Executive Director met with, counselors, and principals to receive input for the new graduation requirements. It is required by the state that each board approve graduation requirement policies that reflects the States new graduation requirements that focuses on Students must demonstrate college or career readiness in English and math based on at least one measure. The following graduation policy will be supplanted in place of the D49 policy, IKF and IKF-R-1, we have been following and reflect our schools needs directly. The team decided to follow the states minimum required competencies of Math and English. You will notice we have added a layer of autonomy to the number of credits required for graduation by school. It should also be noticed that if a student is seeking a post-secondary option of a 4-year college, as noted in their ICAPS, that the HEAR requirements must be met in order to graduate.

The states guidance was to by the school year 2017-2018 school leadership and the Board of Directors would need to adhere to the following:

- **Decide** on a list of options students may use to demonstrate college and career readiness in order to graduate from high school.



- **Adopt** revisions to local high school graduation requirements to meet or exceed the Colorado graduation guidelines, including a local menu of options for students to demonstrate college and career readiness.
- **Communicate** revisions and menu of college and career-ready demonstrations to community members, students (as early as sixth-grade) and families. (Once approved we will communicate to our stakeholders through the website, and email directly from Leadership team.)
- **Prepare** to implement revised local graduation requirements starting in 2017-18 with ninth graders.

Relevant Data and Expected Outcomes:

The CD BOCES board will develop its own policies for board governance and operations.

Recommended Course of Action/Motion Requested:

CD BOCES Graduation Requirements Policy Section 8.C-R

CD BOCES grants a diploma to students who earn the equivalent of a minimum of 22 credits, demonstrate mastery in each content area of English and Math, and complete an Individual Career and Academic Plan as evident in the students completed ICAPS. To facilitate the transition from the traditional credit-based method of granting diplomas to the competency-based model required by Colorado's graduation guidelines, the legacy standards of CD BOCES are incorporated in this regulation. The regulation specifies requirements for all graduates prior to 2021. Specific requirements beginning with the graduating class of 2021 are incorporated in Policy Section 8.C. Each student follows a chosen pathway plan that prepares the student for postsecondary plans and goals. The pathway plan ensures that a student meets all graduation requirements and that the student has completed all necessary academic requirements in order to be eligible to pursue desired postsecondary goals.

All students at CD BOCES authorized schools will meet competencies in the following areas (aligned with graduation requirements) the following competencies specifies that of the graduation from CD BOCES, beginning with the graduating class of 2021:

English
Math

Competency can be demonstrated in one of four ways: college level coursework, examinations, capstone project, or workforce certification.

English

Examinations	Capstones	College-Level Course Work	Workforce Certification
Accuplacer Reading Comprehension 62	Approved Capstone Project	Completion of English (100 level or higher) coursework with passing grade of C or higher	Approved Workforce Certificate
ACT English 18			
AP Exams 2 or higher			
ACT WorkKeys English Bronze or higher			

SAT 430			
IB Exams 4 or higher			
ASVAB English 31			

Math

Examinations	Capstones	College-Level Course Work	Workforce Certification
Accuplacer Elementary Algebra 61	Approved Capstone Project	Completion of Mathematics (100 level or higher) course with passing grade of C or higher	Approved Workforce Certificate
ACT Math 19			
AP Exams 2 or higher			
ACT WorkKeys Math Bronze or higher			
SAT Math 460			
IB Exams 4 or higher			
ASVAB Math 31			

One method of demonstrating mastery is successful completion of a sequence of courses. In the traditional model of earning credits toward graduation, each course is associated with an academic content area as well as a number of credits earned. The following tables establish the baseline expectations for credit-based demonstration of mastery toward high school graduation. In this model, one credit denotes the successful mastery of content that has traditionally been incorporated in a full year of study. Credit is awarded on a semester basis only and requires a passing grade of "D" or higher.

<i>Subject</i>	<i>CPA Graduation Requirement</i>	<i>MVV Graduation Requirement</i>	<i>PPOS Graduation Requirement</i>	<i>RMDA Graduation Requirement</i>	<i>HEAR** 4-Year Colorado Colleges</i>
English	4.0	4.0	4.0	4.0	4.0
Mathematics*	4.0 (Alg 1 and higher)	3.0 (Alg 1 and higher)	3.0	3.0 (Alg 1 and higher)	4.0
Science	3.0 (2 must be lab-based)	3.0 (2 must be lab-based)	3.0	3.0 (2 must be lab-based)	3.0
Social Studies	3.0 (1 US History, 1 World History, .5 Geography, .5 US Government)	3.0 (1.0 US History, .5 US Government, .5 Economics, 1.0 additional)	3.0 (1.0 US History, 1.0 World History, .5 Geography, .5 additional)	3.0 (1.0 US or World History, .5 US Government, .5 Geography, 1.0 additional)	3.0
Physical Education	1.0	0.5	1.0	0.5	
Health	0.5	0.5	0.5	0.5	
World Language	2.0 (must be same language)	1.0		1.0	2.0 (4 year colleges only)
ICAP (Individual and Career Academic Plan)		2.0		2.0	
Fine Arts/Practical Art	0.5		1.0		
Technology	0.5				
Electives	4.5	5.0	6.5	5.0	2.0 Academic Electives
TOTAL TO GRADUATE	23.0	22.0	22.0	22.0	

Contingent upon the approval of a counselor and the principal, independent study, work experience, and other experience-based programs that include an outline of academic standards to be monitored by a faculty member, may qualify for credit through completion of a Capstone presentation, or Workforce Certificate.

The transcript posting will indicate the actual activity participated in during the semester / trimester (ie. Academic Coursework, Capstone Project, College-Level Coursework or Workforce Certification.)

Final decisions will be determined by the building principal.

CD BOCES Board Policy Section 8.C

A new section of Policy 8.C (Instruction) will be developed if this policy is adopted.

Graduation from CD BOCES is defined by achievement in and demonstrated mastery of Colorado Academic Standards. Students demonstrated mastery may include, but not limited to, completing their Individual Career and Academic Plan, daily assignments, by attaining specified levels of achievement on designated district assessment program or school assessment program in addition to completing the required credit set individually by each school as described in section 8.C-R. Capstone projects and successfully completing college-level coursework, or by earning a workforce certificate may also demonstrate mastery.

To facilitate the transition from the traditional credit-based method of granting diplomas to the competency-based model required by Colorado's graduation guidelines, the legacy standards of CD BOCES are incorporated in a new regulation, CD BOCES graduation regulation section 8.C-R. The regulation specifies requirements for all graduates prior to 2021. Specific requirements beginning with the graduating class of 2021 are incorporated in Policy 8.C-R.

In order to grant a diploma, schools must verify that a student has demonstrated mastery in the following content areas:

- English/Language Arts
- Mathematics

The Executive Superintendent and School Superintendent shall collaborate with secondary school administrators, counselors and teachers to develop a menu of methods by which students may demonstrate mastery of the Colorado Academic Standards. Where applicable, BOCES leaders may collaborate with other districts or BOCES to submit rigorous and standards-based assessments for endorsement by the Colorado Department of Education.

The approved course of study and methods to demonstrate mastery shall be incorporated into each student's Pathway Plan and, where appropriate referenced in any Individualized Education Program (IEP) or other individualized learning plans.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 23, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: End of Year School Site Visit Executive Reports

Item Type: ☐ Action ☐ Information ☒ Discussion

Background Information, Description of Need:

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

RMDA- May 2-4

CPA- May 9-12

PPOS- May 23-25

MVV- May 30-June 1

Relevant Data and Expected Outcomes:

The end of the year site visit executive reports are attached.

Recommended Course of Action/Motion Requested:

There is no recommended course of action at this time.



4035 Tutt Boulevard
Colorado Springs, CO 80922



Colorado Preparatory Academy

Site Visit Executive Report

End of Year

May 2017

Table of Contents

- I. Introduction
- II. Background Information
- III. Findings
- IV. Notable Trends
- V. CD BOCES Recommendations

Attachments

- 1. Site Visit Rubric Report

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

Introduction

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

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

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I. Background Information

A. Date of Site Visit

May 9-12, 2017

B. Team Members

Kindra Whitmyre	CD BOCES Director of Education and Operations
Phil Williams	CD BOCES Assessment and Data Coordinator
Terrie Andrews	School and Teacher Consultant
Judy Guthrie	Retired Educator and Administrator
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant
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Kris Enright

Dr. Kris Enright has been active in the areas of teaching, educational leadership, and online education for nearly 30 years as a teacher, principal, executive director, and professor. Dr. Enright has served on numerous boards including the Colorado Cyberschool Association, the Colorado League of Charter Schools Membership Council, the Imagine Classical Academy at Indigo Ranch, and the Rachel's Challenge National Advisory Board. He was worked as an evaluator and consultant for the Association of American Educators (AAE), the Colorado Charter School Institute, Pearson Education, adolescent treatment centers, and more than 30 online schools, programs, and authorizers.

C. Site Visit Standards

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

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

D. Report Methodology

This end of year report is designed to focus the onsite accreditation site visit report on findings and recommendations. The second site visit of the year will be compared to the mid-year site visit. In particular, there will be a focus on scores received in each of the accreditation standards.

Graphs may report a percentage earned for each standard; however, it should be noted that some standards are worth more points or may be prioritized to a higher degree than other standards. The CD BOCES uses these accreditation site visit reports to determine an individual school's accreditation ranking. In addition, the school should be using these reports to monitor progress on standards and indicators.

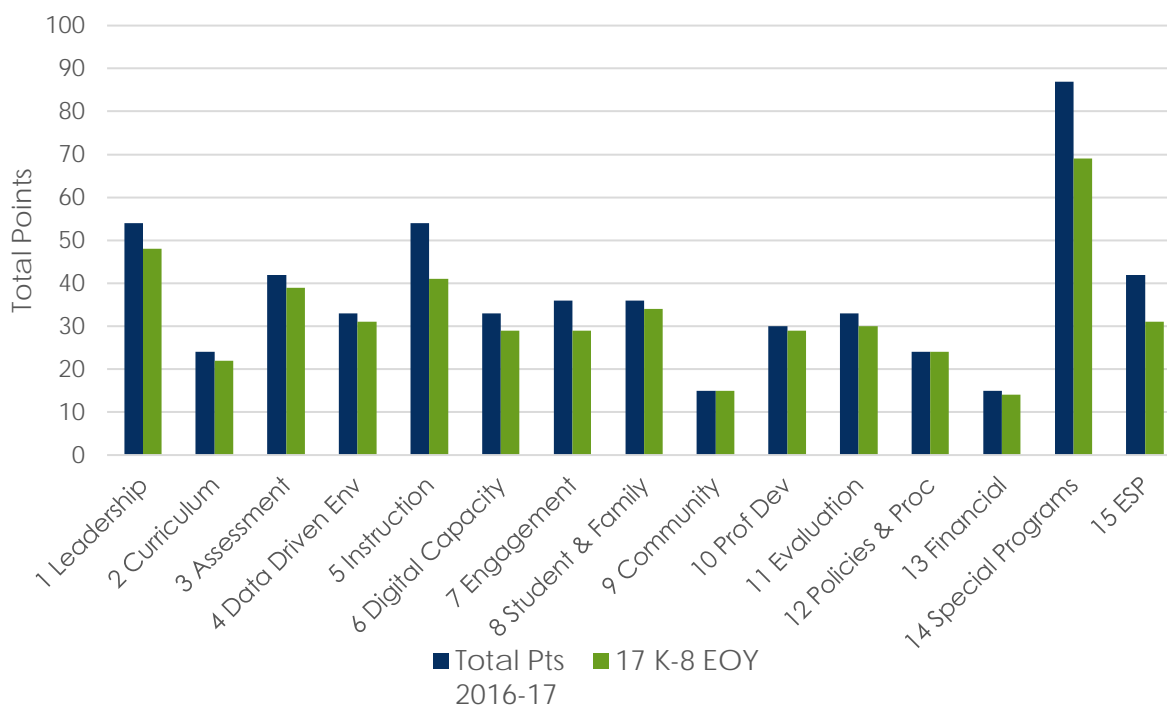
II. Findings

A. Scores for this Accreditation Site Visit

	K-8	HS
1. School Leadership	48 of 54	54 of 54
2. Curriculum	22 of 24	23 of 24
3. Assessment	39 of 42	39 of 42
4. Data Driven Environment	31 of 33	33 of 33
5. Instruction	41 of 54	45 of 54
6. Digital Capacity	29 of 33	31 of 33
7. Engagement	29 of 36	30 of 36
8. Student and Family Support	34 of 36	34 of 36
9. Community	15 of 15	15 of 15
10. Professional Development	29 of 30	29 of 30
11. Evaluation	30 of 33	33 of 33
12. Policies and Procedures	24 of 24	24 of 24
13. Financial	14 of 15	14 of 15
14. Special Services	69 of 87	69 of 87
15. Education Service Provider	31 of 42	35 of 42

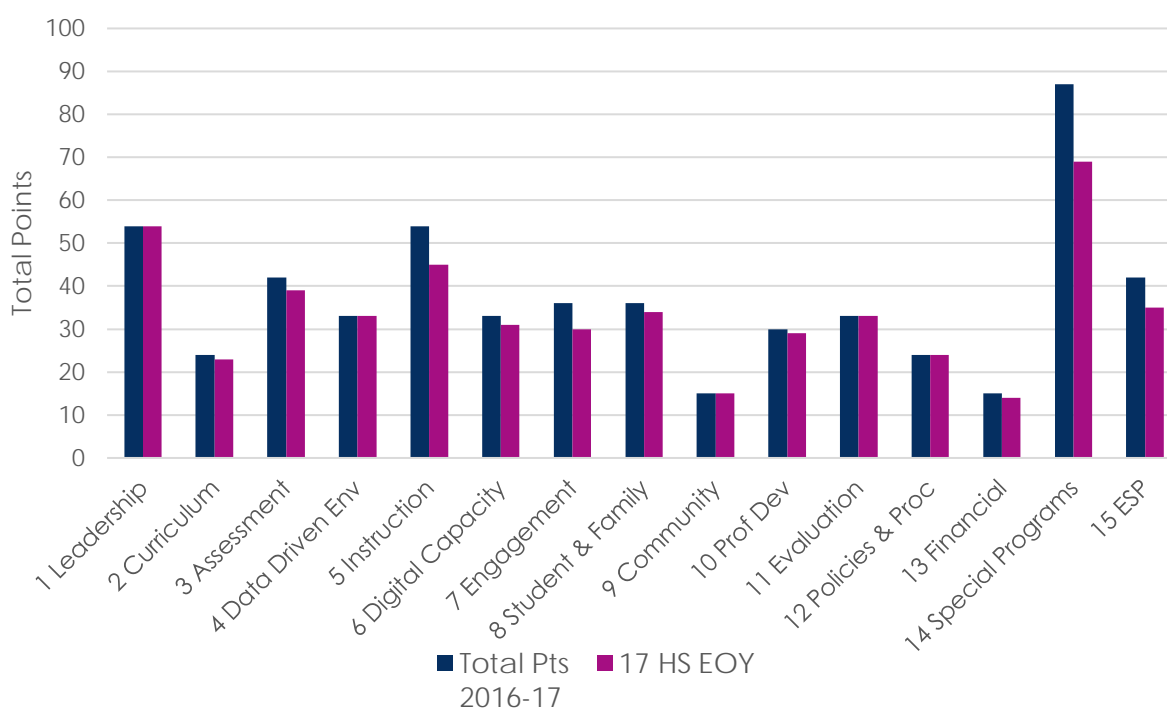
End Of Year Site Visit Scores K-8

CPA 2016-17



End Of Year Site Visit Scores HS

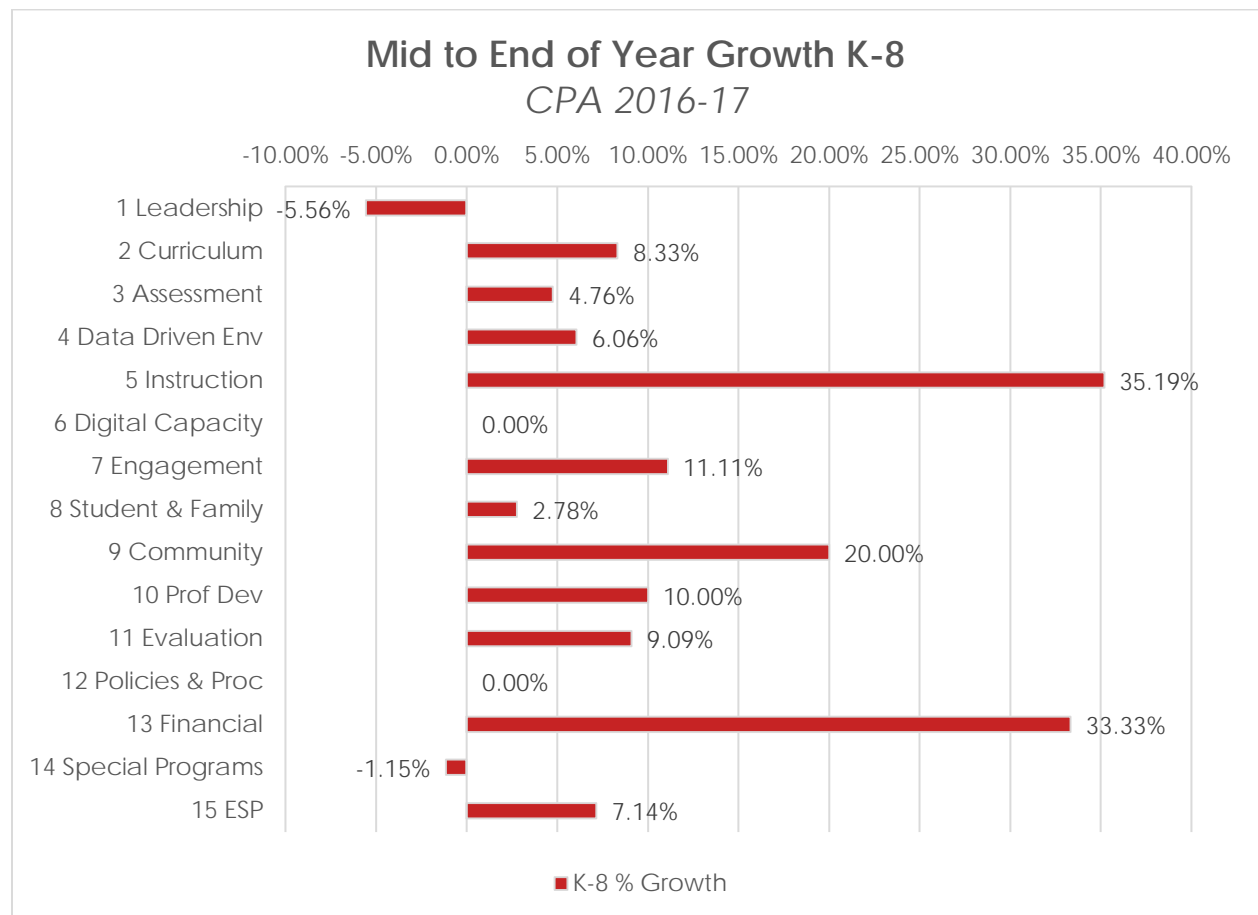
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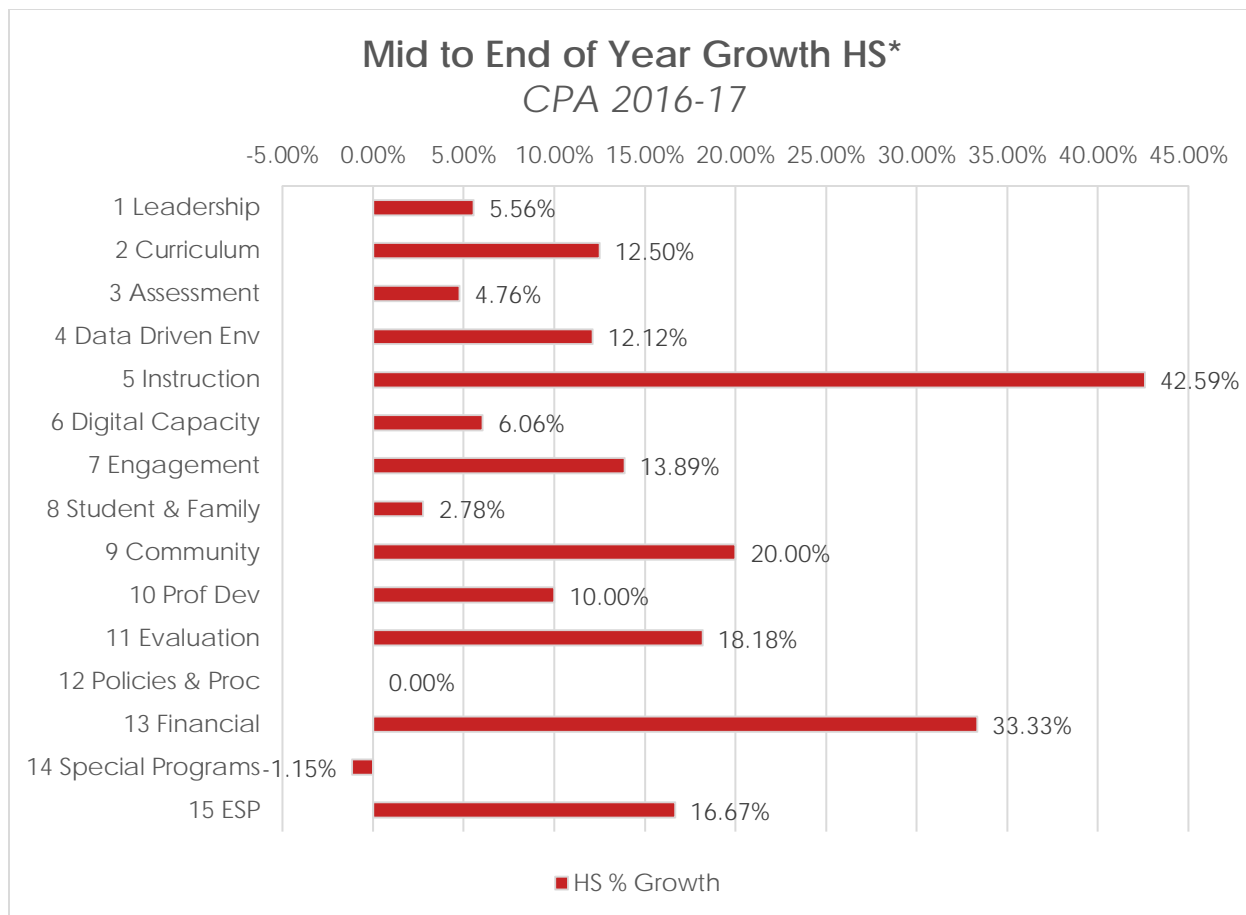
B. Longitudinal Accreditation Site Visit Scores

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

Standard	Midyear	K-8 End of year	HS End of year	Points Possible
1. School Leadership	51	48	54	54
2. Curriculum	20	22	23	24
3. Assessment	37	39	39	42
4. Data Driven Environment	29	31	33	33
5. Instruction	22	41	45	54
6. Digital Capacity	29	29	31	33
7. Engagement	25	29	30	36
8. Student & Family Support	33	34	34	36
9. Community	12	15	15	15
10. Professional Development	26	29	29	30
11. Evaluation	27	30	33	33
12. Policies & Procedures	24	24	24	24
13. Financial	9	14	14	15
14. Special Services	70	69	69	87
15. Education Service Provider	28	31	35	42



*Note that this graph compares the schoolwide midyear evaluation to the end of year evaluation for only grades K-8.



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

C. School Strengths

K-8

- Across the K-8 there is a common language used, which makes for a better understanding of the work that needs to be done.
- Explicit structures are in place to set expectations for PLCs and DDI meetings.
- There is more of a focus for PLCs and DDI meetings, which includes documents, processes, and expectations.
- Best practices for teaching tools are being shared among the faculty.
- The assessment plan has been updated and the school communicated the importance of these assessments.
- There is better participation in the School Accountability Committee now that its representation includes K through 12. In addition, the role of the SAC is better defined and survey data is being used more than in the past.
- More data is being used to track student engagement and the data is being used for planning that is at a higher level than previously. This data is being discussed, and used, in DDI meetings, PLCs, and post teacher evaluations.
- The FAST team, and its role, is more structured, with clear roles and responsibilities. Communication among staff members involved in the process is effective.

High School

- There is a common vocabulary for instruction, curriculum, and evaluation. Faculty has taken the meaning and concepts of the vocabulary and woven it throughout the school. PLCs have helped integrate this common vocabulary at a more sophisticated level.
- Vertical and cross curricular articulation of policies and procedures are in place and these are reproducible and culturally embedded.
- There is a strong school culture where staff trusts each other and works as a team. Collaboration is strong.
- There is a high degree of accountability, without micromanaging the staff. Roles are well-defined and expectations are high.
- The FAST team, and its role, is more structured, with clear roles and responsibilities. Communication among staff members involved in the process is effective.
- Staff members are continually getting feedback on their performance. Several related areas have been integrated, such as teacher leadership and programming.
- The FAST is more structured and there are clearer roles and responsibilities. Communication among staff involved in this intervention is effective.
- There are individualized instructional plans with differentiated expectations from leadership to the teacher with clear results identified.

D. Findings by Standard

K-8

1. **School Leadership.** The majority of the structure is in place to improve teaching and learning. However, given the school's academic performance there should be a sense of urgency that was not detected. Feedback to instructional staff is general and not specific. There is not consistency across all the staff demonstrating commitment to engaging in expected collaborative interactions.
2. **Curriculum.** The curriculum is aligned and viable. PLCs and MTSS meetings are occurring regularly and staff is participating in intentional planning during these meetings. The curriculum is inherently rigorous and aligned to the school's mission.
3. **Assessment.** School leadership and instructional staff understand the purpose of each assessment used by the school. The instructional staff monitors classroom-level assessments and in addition, interim and benchmark assessments to monitor student progress and growth.
4. **Data Driven Environment.** Meetings are purposefully and systematically structured for all staff to review data on a regular basis. Data is used to track student growth and engagement. However, the use of this data does not always result in individualizing the content based on student need.
5. **Instruction.** Although data is regularly reviewed and discussed, these practices have not transitioned to modifying instruction based on individual student needs prior to the student initially failing to be successful in the curriculum. Students are not always attending Class Connect sessions, even when they are required to attend. Instruction in Class Connect sessions are not drawing students to engage more via the microphone, computer manipulatives, project videos, or presentations.
6. **Digital Capacity.** Digital citizenship is explicitly taught and regularly monitored. Students conduct themselves online with appropriate behavior. Some students have difficulty with, or didn't like, some of the resources.

7. **Engagement.** Student engagement and attendance continue to be a challenge for some students. A new engagement plan, developed second semester, made a positive impact on this challenge. The strike or point system more clearly communicates expectations for student attendance and engagement. All staff are intentionally working at building relationships with students to impact engagement.

8. **Student and Family Support.** The culture aligns with the school's vision and mission. Extracurricular activities are available for students. Parents receive a variety of communication from the school and report it being effective.

9. **Community.** The School Accountability Committee now combines the K through 8 with the high school. This has improved parent representation on the SAC. The FAST and Family Resource Coordinators utilize a number of community outreach venues for families in need of additional services or resources.

10. **Professional Development.** There is a clear connection between the professional development plan and the school's goals and targets. Staff regularly meets to discuss educational issues and strategies to more effectively engage students.

11. **Evaluation.** Staff are being evaluated in RANDA according to requirements and expectations. They report feedback supporting the celebration of accomplishments and that they set goals related to areas for improvement.

12. **Policies and Procedures.** Staff communication, policies, hiring practices, background checks, and pre-hire screenings are all institutionalized by the school and ESP. In addition, student records are all digitized and conform with confidentiality requirements.

13. **Financial.** The school's budget operates in compliance with state and federal requirements. There is a positive fund balance and the school is properly invoicing for contracted educational services.

14. **Special Services.** The school has not sufficiently implemented special program processes and procedures, especially in the areas of ALPs and ELDs.

14. **Education Service Provider.** The elementary school is rated Turnaround and the middle school is Priority Improvement, which is below expectations. Thus far, the ESP has not produced results in improving student academic achievement. A variety of strategies have been utilized, some of them new this year; however, the school still struggles to reach acceptable levels of performance.

High School

1. **School Leadership.** There is a high degree of trust in the school's leadership, which encourages staff to take risks and motivates staff to continually improve. Processes are clear in focus and explicitly communicated, along with expectations for implementation.

2. **Curriculum.** Leadership has taken an active role in ensuring curricular supports for instruction are in place and are being implemented effectively. Supports for students that are not initially successful in the curriculum is largely reactive rather than proactive.

3. **Assessment.** School leaders and instructional staff understand the purpose of each assessment. STAR 360 is adaptive and adjusts to how students answer questions.

4. **Data Driven Environment.** Data is used schoolwide and with regular frequency; this includes using data at various levels. The structure is in place for the appropriate people to discuss data regularly.

5. **Instruction.** There are inconsistent, and often poorly attended, blended learning opportunities, and the expectations for teachers on how to improve these blended learning opportunities needs further

development. There was a focus on the use of particular instructional tools, rather than an explicit focus on instructional strategies for implementing best practices.

6. **Digital Capacity.** Digital citizenship is explicitly taught and regularly monitored. Students conduct themselves online with appropriate behavior. Some students have difficulty with, or didn't like, some of the resources.

7. **Engagement.** Some progress has been made in improving student engagement. Strategies such as kudo calls, CKH, and breakout rooms have made an impact on some students. Individual student action plans try to determine why students have not engaged. However, student engagement data remains low.

8. **Student and Family Support.** Families reported feeling a connection with the school, particularly if they are involved in the School Accountability Committee. Extracurricular activities help families feel connected with the school.

9. **Community.** Newsletters and other communication tools are effective with the majority of families. School policies, such as those included in the Parent/Student Handbook are available online. The SAC is operating in compliance with requirements.

10. **Professional Development.** The professional development plan was created using a myriad of data and aligns with the school's targets and goals.

11. **Evaluation.** RANDA is used consistently for faculty evaluations. There is consistent and robust dialogue that includes feedback, after evaluations.

12. **Policies and Procedures.** Staff communication, policies, hiring practices, background checks, and pre-hire screenings are all institutionalized by the school and ESP. In addition, student records are all digitized and conform to confidentiality requirements.

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15. **Education Service Provider.** While dealing with many of the same struggles the K-8 does, and other virtual high schools, the CPA High School has realized greater success as measured by a performance rating on the SPF. There are still ineffective strategies for student engagement and the need for more effective, and consistent, instruction in order to maintain these performance levels.

III. Notable Trends

K-8

A. Leadership (Standard 1)

There is a lack of consistency among all K8 leaders with staff accountability. Interviews lead the team to understand that one K8 leader will hold staff accountable, while another K8 leader does not have the same level of accountability with teachers.

B. Instruction (Standard 5)

There is a need to group students, based on their data, and teach students at their level using instructional strategies that are appropriate for the lesson; and to create lessons on the Bloom's chart (for example purposes only) for increased engagement.

C. Engagement (Standard 7)

The focus has been on increasing student engagement. However, the strategies used, to date, have not been effective to result in meeting the CD BOCES expectation.

D. Special Services (Standard 14)

There is a need to fully implement special program processes and procedures, especially in ALPs, ELDs and health services.

E. Education Service Provider (Standard 15)

Blended learning opportunities and student academic achievement levels are not meeting expectations.

High School

A. Instruction (Standard 5)

There is a need to use data specifically to drive instruction and interventions in every aspect of the curriculum.

B. Engagement (Standard 7)

There is a need to continue to monitor, develop, and implement strategies designed to engage students. Metrics to monitor progress should be used.

C. Special Services (Standard 14)

There is a need to fully implement special program processes and procedures, especially in ALPs, ELDs and health services.

D. Education Service Provider (Standard 15)

Blended learning opportunities and student academic achievement levels are not meeting expectations.

IV. CD BOCES Recommendations

K-8

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

- Leadership: A focus on an increased alignment among all school leaders with teacher accountability.
- Instruction: The leaders and teachers need to focus on data in a way that impacts results. This would be through instruction and different instructional strategies. The leaders do look at student data and discuss student data, but this is not yielding results, as after the data is discussed instructional staff does not know what to do with the data to make an impact. A more defined cycle of assessment, plan, teach, evaluate needs to be created and taught to all instructional staff.
- Engagement: Engagement strategies are making an increase in student engagement, this is apparent on quarterly scorecards; however, the strategies are not resulting in meeting the CD BOCES expectation. Therefore, an increased engagement cycle should be created, one that increases the intensity of the weekly cycle, or, one that has more engagement strategies and steps within the weekly cycle.
- Special Programs: The school needs to staff and implement special services plans for ELD and ALP. A nurse needs to be hired/contracted for health services.
- ESP: Determine if the ESP's resources are being utilized in a way that's effective and being communicated to the CD BOCES. The way it is being communicated to the BOCES staff sounds like it should be effective and making a difference in student proficiency, growth and engagement; however, it has not resulted in increased student academic achievement, growth, engagement and blended learning opportunities to the CD BOCES expectation.

☒ Action Plan Needed*

☐ Action Plan Not Needed

* Action Plans should address all standards noted in the Notable Trends section of this report. The Action Plan is due August 30, 2017 via email to the Director of Education and Operations.

HS

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

- Instruction: Disaggregate growth data for students that have been in the school versus the influx of new students to develop student plans at the beginning of the year. Student transition from 8th to 9th grade needs to be more fully developed, and parents need fully understanding the school's college prep mission. Elective courses need a standard method for communicating expectations and measuring student progress.
- Engagement: Student learning expectations should be made clear at the onboarding process, and how students should accomplish those expectations. Blended learning opportunities should increase in frequency and associated with strategies to effectively engage students. Concurrent enrollment communication should increase so all students know about this opportunity.
- Special Programs: The school needs to staff and implement special services plans for ELD and ALP. A nurse needs to be hired/contracted for health services.
- ESP: Determine if the ESP's resources are being utilized in a way that's effective and being communicated to the CD BOCES. The way it is being communicated to the BOCES staff sounds like it should be effective and making a difference in student proficiency, growth and engagement; however, it has not resulted in increased student academic achievement, growth, engagement and blended learning opportunities to the CD BOCES expectation.

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V. School Resource Guide

The CD BOCES has created a resource guide to address the indicators used in this school evaluation process. This resource is at: <https://sites.google.com/site/cdboceservices/>



Mountain View Virtual

Site Visit Executive Report

End of Year

June 2017

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Attachments

1. Site Visit Rubric Report

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

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Dr. Kris Enright has been active in the areas of teaching, educational leadership, and online education for nearly 30 years as a teacher, principal, executive director, and professor. Dr. Enright has served on numerous boards including the Colorado Cyberschool Association, the Colorado League of Charter Schools Membership Council, the Imagine Classical Academy at Indigo Ranch, and the Rachel's Challenge National Advisory Board. He has worked as an evaluator and consultant for the Association of American Educators (AAE), the Colorado Charter School Institute, Pearson Education, adolescent treatment centers, and more than 30 online schools, programs, and authorizers.

C. Site Visit Standards

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

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

D. Report Methodology

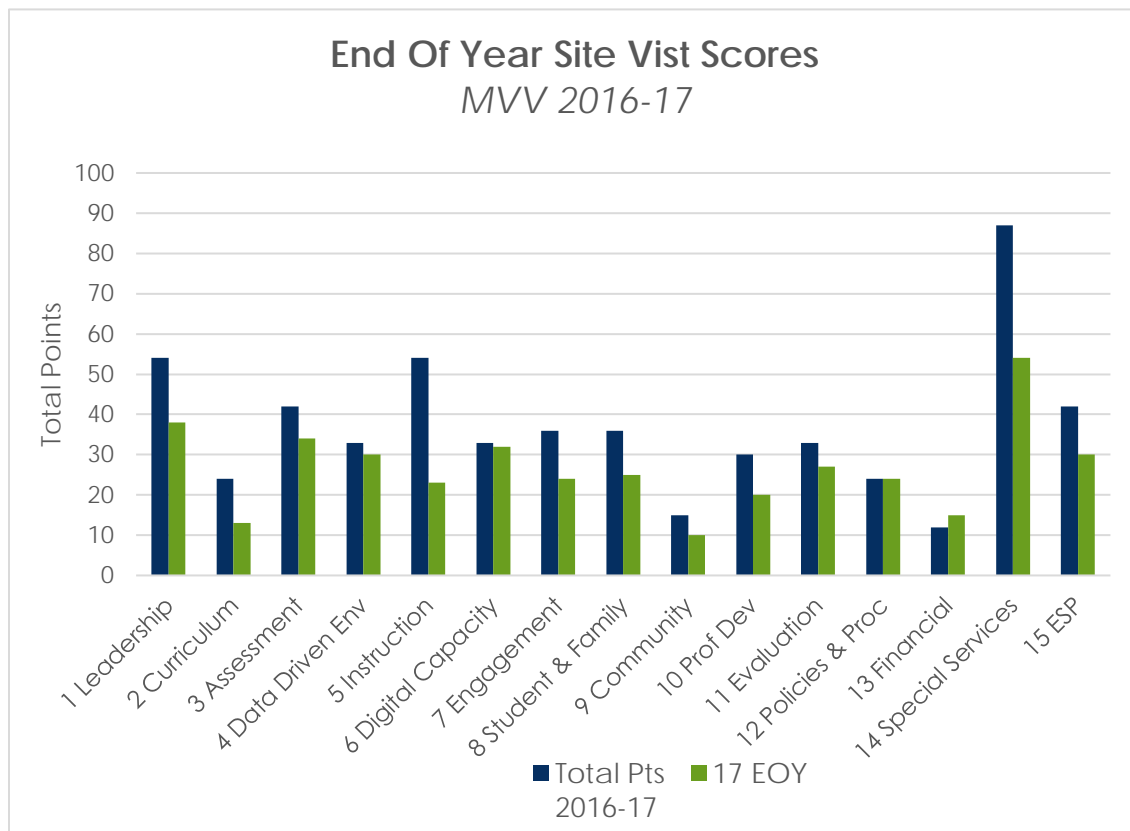
This end of year report is designed to focus the onsite accreditation site visit report on findings and recommendations. The second site visit of the year will be compared to the mid-year site visit. In particular, there will be a focus on scores received in each of the accreditation standards.

Graphs may report a percentage earned for each standard; however, it should be noted that some standards are worth more points or may be prioritized to a higher degree than other standards. The CD BOCES uses these accreditation site visit reports to determine an individual school's accreditation ranking. In addition, the school should be using these reports to monitor progress on standards and indicators.

II. Findings

I. Scores for this Accreditation Site Visit

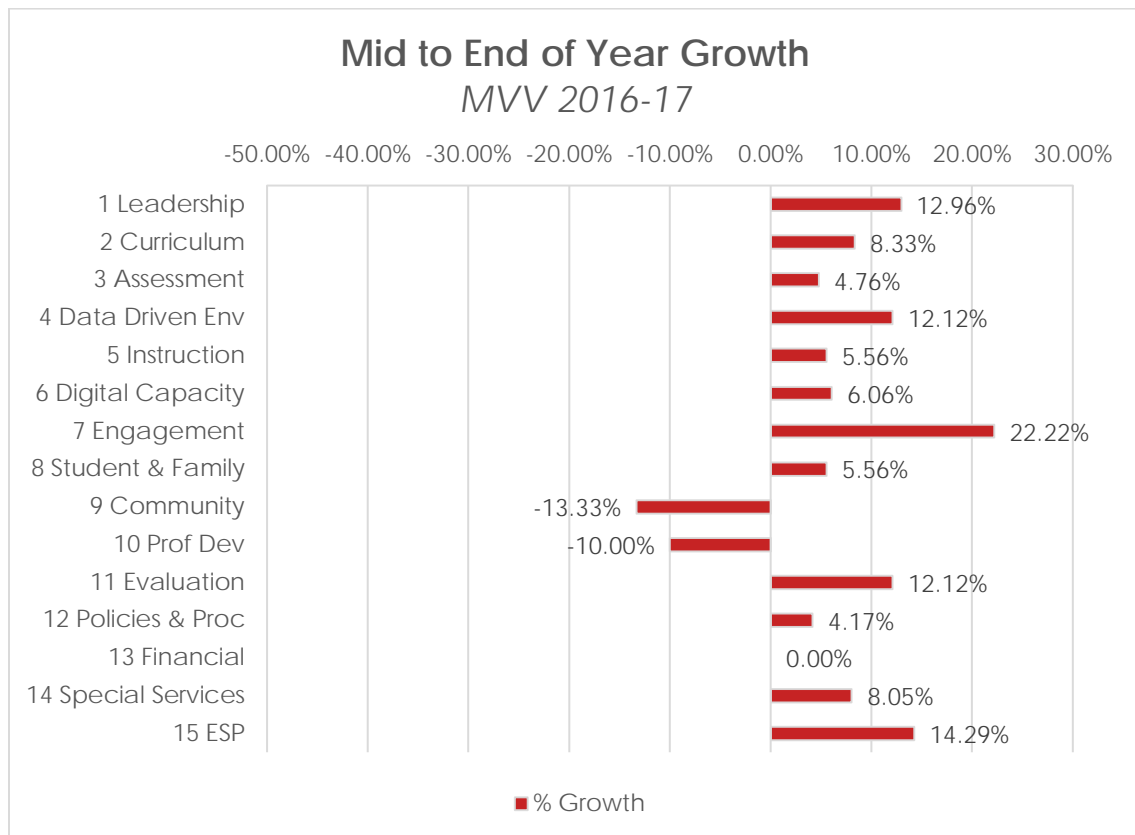
1. School Leadership	38 of 54
2. Curriculum	13 of 24
3. Assessment	34 of 42
4. Data Driven Environment	30 of 33
5. Instruction	23 of 54
6. Digital Capacity	32 of 33
7. Engagement	24 of 36
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9. Community	10 of 15
10. Professional Development	20 of 30
11. Evaluation	27 of 33
12. Policies and Procedures	24 of 24
13. Financial	15 of 15
14. Special Services	54 of 87
15. Education Service Provider	30 of 42



B. Longitudinal Accreditation Site Visit Scores

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

Standard	Mid-year	End of year	Points Possible
1. School Leadership	31	38	54
2. Curriculum	11	13	24
3. Assessment	32	34	42
4. Data Driven Environment	26	30	33
5. Instruction	20	23	54
6. Digital Capacity	30	32	33
7. Engagement	16	24	36
8. Student & Family Support	23	25	36
9. Community	12	10	15
10. Professional Development	23	20	30
11. Evaluation	23	27	33
12. Policies & Procedures	23	24	24
13. Financial	15	15	15
14. Special Services	47	54	87
15. Education Service Provider	24	30	42



C. School Strengths

- Staff is discussing findings from writing assessments and STAR 360 data and using it more consistently across the school.
- Staff collaboration and communication has increased to support the needs of special education students.
- Staff has collaborated and worked with a consultant to improve the identification and support of students with ELD plans.
- The school leader knows the essential pieces that need to be in place and is beginning to address these areas of need. He is aware of the areas that need improvement and, based on data, is now making decisions for next year in the areas of professional development, assessment, and onboarding. Additionally, staff has been involved in creating these focal points.
- The school leader understands the misalignment between the vision and mission and the true work of the school.
- The data is being monitored for increased student engagement, and this is a focal point of the school.

D. Findings by Standard

- **Standard 1: Leadership**
 - Many of the essential components are just beginning to develop and need to be implemented with accountability before there can be an evident connection with student achievement. The school leader has been able to articulate a clear vision for how the new FRE curriculum should be implemented, but accommodations for student FRE units as they are delivered to the school each quarter has not been implemented with fidelity.
- **Standard 2: Guaranteed Viable Curriculum**
 - Everyone was adjusting to the new curriculum this year and therefore very little modifications were done for students. However, the curriculum itself is very personalized. Collaborative unit development happens only randomly.
- **Standard 3: Assessment**
 - Data is being used, although not at a level that would impact student achievement. STAR 360 and the writing assessment are the only assessments being used by the school. Assessments are discussed at weekly staff meetings.
- **Standard 4: Data Driven Environment**
 - The school could not provide evidence of the targeted, systemic use of data that would impact student achievement. STAR 360 data is not shared consistently with students so that they can monitor their progress.
- **Standard 5: Instruction**
 - Strategies to 'instruct' the curriculum are not documented or used consistently. Incorporating state graduation competencies into lessons is not occurring. Although there are future plans to increase the completion of ICAP plans, those have not been consistently updated yet.
- **Standard 6: Digital Capacity**
 - The school is largely in compliance with filtering requirements and appropriate related documentation. Some students have difficulty coalescing the various online resources and platforms needed to complete their units of study.
- **Standard 7: Engagement**
 - Student engagement continues to run very low. The primary focus of the school is to get students engaged; yet strategies used this year were unsuccessful. Even with multiple contact attempts, students are not engaging in the curriculum. Staff indicated the technology available to students is not adequate to teach the FRE curriculum.
- **Standard 8: Student and Family Support**
 - Student and family support is directly impacted by low student engagement. The school has made information available and works with students/families, when needed, to provide external resources.
- **Standard 9: Community**
 - A variety of events occurred this year and more are planned for next year. There is not a community representative on the SAC and low stakeholder engagement caused the SAC meetings to be completed just for state statute, not for the benefit of the school.
- **Standard 10: Professional Development**
 - The professional development plan is not aligned with school improvement, school goals, the UIP and is not integrated throughout the school. The connection with student engagement, curriculum, and instructional strategies are misaligned.

- **Standard 11: Evaluation**
 - The lack of consistent data being used in evaluations has led to the inability to associate individual goals with overall school improvement.
- **Standard 12: Policies and Procedures**
 - Staff handbooks, staff background checks, and student records are all compliant.
- **Standard 13: Financial**
 - Financial accounting and budgeting are operating within appropriate professional standards.
- **Standard 14: Special Programs**
 - Most of the school's special programs continue to be developed; however, implementation of each specific student program is not being implemented with consistent fidelity. The school does not have consistent processes for identifying students with Gifted/Talented, 504, and health needs.
- **Standard 15: Education Service Provider**
 - The CD BOCES changed the curriculum this year, so it is still in progress. The contract with the new curriculum provider does not address many of the provisions typically used for CD BOCES vendor agreements. Student achievement and engagement is very low and the staff is struggling to implement the new curriculum with fidelity, in part because of the absence of learning coaches. Staff and students went through a dip when implementing the curriculum that embodies a distinctly different approach to learning.

III. Notable Trends

A. Leadership (Standard 1)

The school leader is growing in all areas of leadership, and many of the indicators are at the awareness stage. The school leader has made improvement since the midyear site visit, but still needs to focus on becoming a strong instructional leader.

B. Instruction (Standard 5)

Progress was made over the school year. However, that progress is limited and there needs to be continually increasing levels of accountability for teachers to follow through with strategies school leadership wants to implement. The school leader should also model and teach how to use the identified instructional strategies effectively, and evaluate the teachers on the implementation of these strategies on a continual basis.

C. Student Engagement (Standard 7)

The school leader needs to focus on identifying strong engagement strategies, possibly by distinguishing best practices in comparable schools, and then implement these strategies with clear expectations and accountability for teachers.

D. Professional Development (Standard 10)

Curriculum, student engagement and instructional strategies are not aligned together in a strong professional development plan that teaches and mentors staff. Professional development should support the school's priorities and goals, and there should be accountability to ensure implementation.

E. Special Programs (Standard 14)

The school needs to develop consistent processes for identifying students with Gifted/Talented, 504, and health needs.

F. Education Service Provider (Standard 15)

The change in curricula this year stressed teachers mainly because of having to do two jobs, educator and learning coach. The personalized learning inherent in the FRE curriculum is a good match for MVV students. The quality of the purchased program, professional development, units of study and Qino, are at various levels of success, and changes should be made next year to better adopt the program to our blended learning online world.

A. CD BOCES Recommendations

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

- Leadership- Create learning opportunities, mentoring, support and accountability for teachers as they integrate data with instructional and engagement strategies that will increase academic performance and growth. Learn the characteristics of strong instructional leaders in order to learn and grow in this very important area.
- Instruction- Implementation of clear expectations for instruction are needed. Student performance data needs to be used in order to develop guiding strategies for students based on their performance. This data should also be used to accommodate and/or modify units for student performance levels.
- Engagement- Low student engagement should be addressed by the use of strategies that include face-to-face opportunities for students, such as learning groups and student interest groups. A solid engagement plan, with specific strategies that the entire staff will implement from the start of the school year, and is designed for this specific student population, needs to be created and all staff committed to implementing the plan with fidelity. Examine effective engagement strategies in other schools and consider implementing them at MVV.
- Professional Development- A comprehensive and collaboratively developed professional development plan needs to be created that includes mentoring and teaching the instructional staff best ways to implement the school goals and strategies.
- Special Programs- Develop a plan to implement and update plans to support potentially or identified gifted students and students with health needs. This may help student engagement, and it will also help in the areas of instruction and student performance.
- ESP- Evaluate the resources being utilized in the school, especially in the area of staffing, in order to implement the essential components of the educational program.

☒ Action Plan Needed*

☐ Action Plan Not Needed

* Action Plans should address all standards noted in the Notable Trends and CD BOCES Recommendation sections of this report. The Action Plan can be in a format that is consistent with each schools improvement plans. The Action Plan is due August 30, 2017, via email to the Director of Education and Operations.

IV. School Resource Guide

The CD BOCES has created a resource guide to address the indicators used in this school evaluation process. This resource is at: <https://sites.google.com/site/cdbocesservices/>



Pikes Peak Online School

Site Visit Executive Report

End of Year

May 2017

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Attachments

1. Site Visit Rubric Report

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

Introduction

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

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

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

I. Background Information

A. Date of Site Visit

May 23-25, 2017

B. Team Members

Kindra Whitmyre	CD BOCES Director of Education and Operations
Phil Williams	CD BOCES Assessment and Data Coordinator
Terrie Andrews	School and Teacher Consultant
Judy Guthrie	Retired Educator and Administrator
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant
Kris Enright	CD BOCES Director of Special Services

Biographies

Kindra Whitmyre

Kindra Whitmyre has over 25 years of experience in education in multiple areas. She has a Bachelor of Science in Education with a double major in Elementary Education and Special Education. Kindra taught in the elementary and special education classroom for 8 years. She received her Master of Arts in Education in the area of Administration and Supervision and received her Principal License in 1999. Kindra served as the Principal of Academy Charter School in Castle Rock for 8 years. Kindra then worked in the Douglas County School District as the Director of Charter School Partnerships and Special Education Services for 6 years, giving her experience in authorizing charter, online and contract schools. Since July of 2013, Kindra has been the Director of Education and Operations for the Colorado Digital BOCES. In addition, Kindra served on the Online Learning Advisory Board, mentors Principals and is also a consultant for the Colorado Department of Education.

Phillip Williams

Phil Williams grew up in the Denver area, he is a Colorado native. He attended the University of Colorado at Colorado Springs and received a Bachelor of Arts in Spanish. He later graduated from Colorado College with a Master of Arts in Teaching. Recently, Phil completed a doctorate in Curriculum, Instruction, and Assessment from Walden University. He has 15 years of experience working at the Pre-K level. He also has 12 years of experience working at the K-8 level both as a teacher and a school assessment leader. He currently works for Colorado Digital BOCES as the Assessment and Data Coordinator. Phil enjoys exercising, reading and researching the achievement gap between girls and boys and the impact of education on minority students.

Terrie Andrews

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

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

Judy Guthrie

Judy Guthrie retired in 2005, following a career of twenty-five years as an educator. Judy taught fifth grade, served as an instructional coach, provided professional development opportunities for faculties and administered two elementary schools as an assistant principal and principal during her tenure in the Douglas County School District. Judy earned a Bachelor of Science in Education from The Ohio State University and a Master of Arts in Special Education, emphasis Gifted and Talented, from the University of Northern Colorado. She received a Principal's License after completing the Educational Leadership and Policy Studies program at the University of Northern Colorado. After retirement Judy served as a member of two school appraisal teams: (1) The Colorado Department of Education School Support Team and (2) Douglas County Schools Hope Online Cooperative Site Visit Team.

Cynthia Haws

Cynthia Haws has 45 years of educational experience, and it has been mainly at the site level as a Principal. Cynthia started her career early in a private school where, after four years as a teacher, became the principal. After 10 years in private education, she moved on to experience the public school system. Cynthia spent 10 years in Littleton Public schools where she was the administrator of Walt Whitman Elementary for 4 years and Wilder Elementary for six years. She then crossed the border into Jefferson County where she was the administrator of Normandy Elementary for 18 years. Of the four schools she led, three were award winning for academics. Cynthia retired, opened a confectionary business for two years and then returned back to education to open a new charter school in Parker Colorado, North Star Academy. She was the administrator for NSA for seven years, and two years ago she retired again, "as I feared that, upon my demise, I would not be buried or cremated, but laminated and left in the school hall to be written upon by small children." In addition to the above, Cynthia has been a teaching editor for "Teaching K-8," and is presently writing a series on Character Education because her last school, North Star Academy, was the winner of the National School Character Award in 2013 because of her program.

Denise Mund

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

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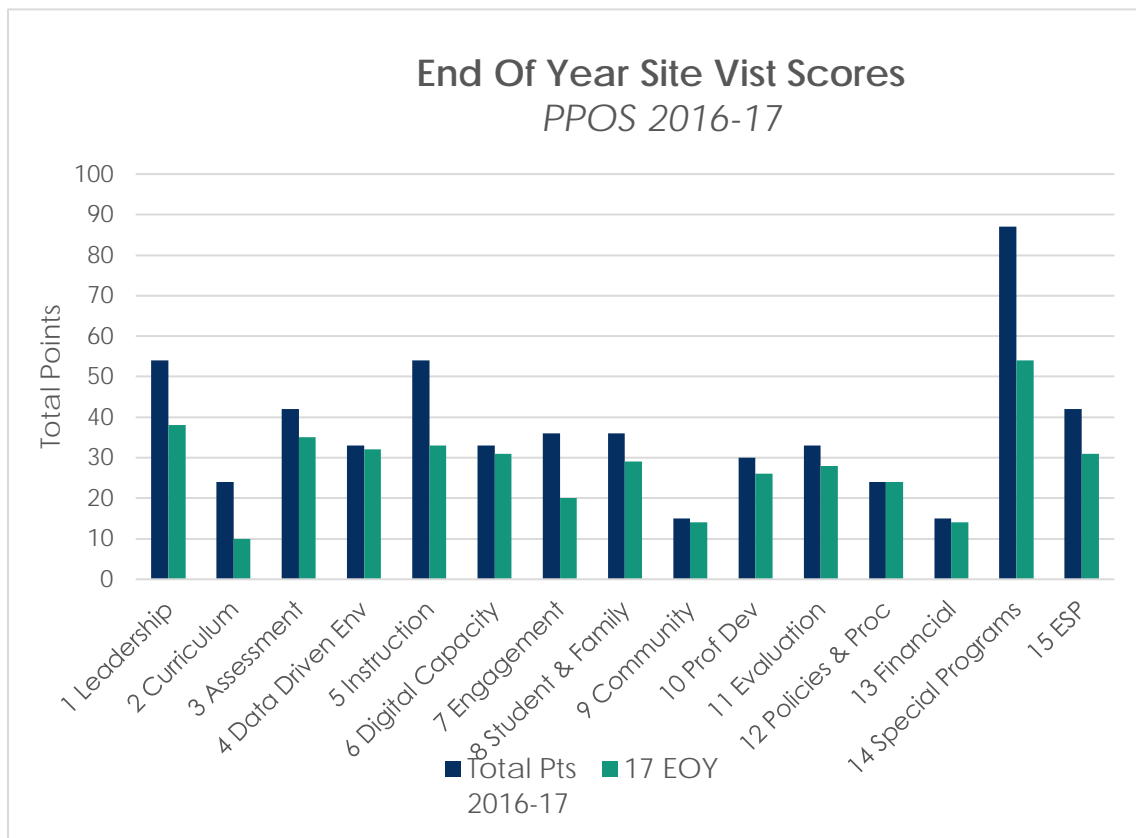
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II. Findings

III. Scores for this Accreditation Site Visit

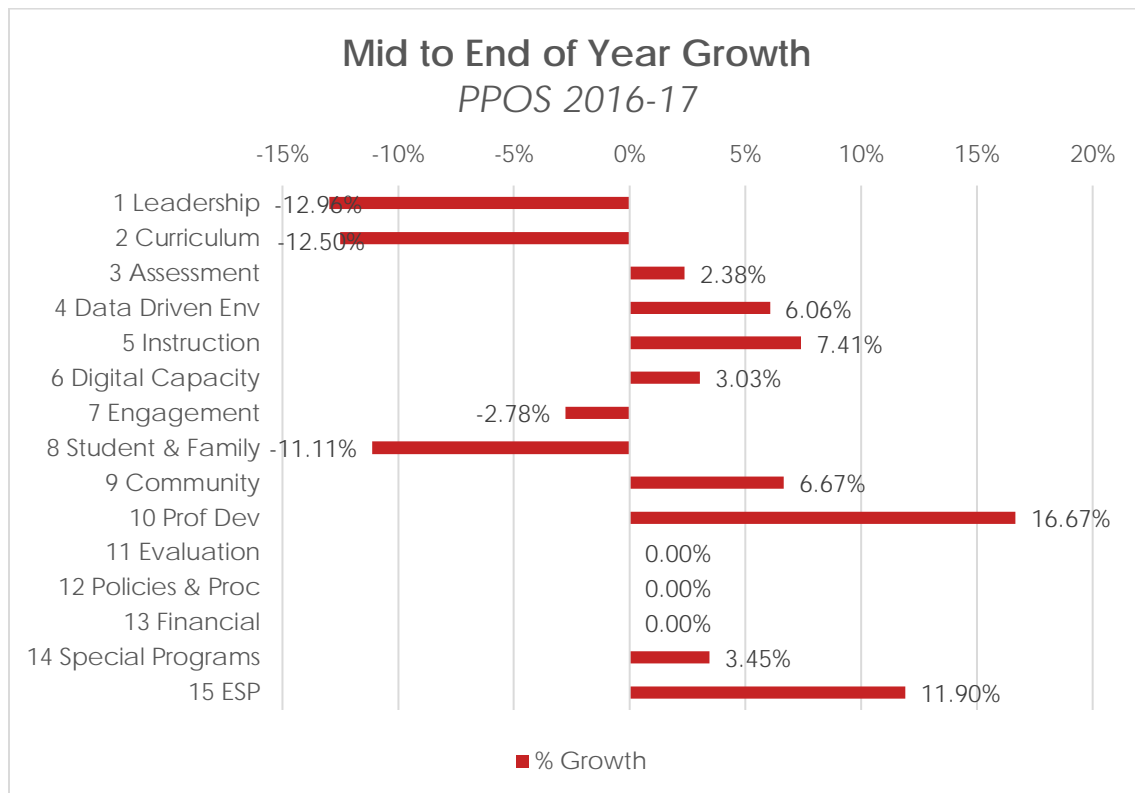
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B. Longitudinal Accreditation Site Visit Scores

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

Standard	Mid-year	End of year	Points Possible
1. School Leadership	45	38	54
2. Curriculum	13	10	24
3. Assessment	34	35	42
4. Data Driven Environment	30	32	33
5. Instruction	29	33	54
6. Digital Capacity	30	31	33
7. Engagement	21	20	36
8. Student & Family Support	33	29	36
9. Community	13	14	15
10. Professional Development	21	26	30
11. Evaluation	28	28	33
12. Policies & Procedures	24	24	24
13. Financial	14	14	15
14. Special Services	51	54	87
15. Education Service Provider	26	31	42



C. School Strengths

- The upgraded documentation and procedures for supporting students within special programs has increased school-wide understanding of the necessary steps to effectively support these students.
- The continued implementation of the evaluation process and feedback has led to a healthy support system for teachers.
- Teachers use data to measure and track student engagement.
- There is a good rapport between the administration and the staff.
- The number of data points that's collected on students is comprehensive.
- Policies and procedures are well established and compliant.

D. Findings by Standard

- **Standard 1: Leadership**
 - The alignment between the FAST and the Instructional Coach's structure should be improved, under the Principal's leadership.
- **Standard 2: Guaranteed Viable Curriculum**
 - There is not sufficient collaboration among faculty members and the school's leadership to provide an effective curriculum. This work should be focused on serving student needs.
- **Standard 3: Assessment**
 - Staff regularly monitors STAR 360 and writing assessments. Staff understand why assessments are administered.
- **Standard 4: Data Driven Environment**
 - The UIP was appropriately developed by the leadership team and communicated with the SAC and staff. A variety of data is used to by school staff.
- **Standard 5: Instruction**
 - Although data is being used to modify instruction, this has not been done at a level that could directly connect to improved student performance. The use of backward design for planning is nascent and needs to be further developed through increased collaboration. How lessons are designed, the data that is collected to impact instruction, and instructional strategies are not congruent.
- **Standard 6: Digital Capacity**
 - Student online behavior is monitored and appropriate behavior enforced. Both students and parents acknowledge expectations, in writing, through the internet and technology use forms.
- **Standard 7: Engagement**
 - Student engagement data remains consistently low, even at the end of the school year. The process to address low student engagement was elongated and not addressed in a timely manner, which will, hopefully, be mitigated by a face-to-face onboarding process next year.
- **Standard 8: Student and Family Support**
 - The school's culture is partially aligned with the vision and mission. Extra efforts were made this year, particularly second semester, to communicate with students and their parents.
- **Standard 9: Community**
 - Some student outreach has been successful, while other attempts have been met with very little involvement by students. The SAC has met requirements this year.
- **Standard 10: Professional Development**
 - The professional development plan does not reflect the tools and strategies teachers need to deal with this unique population.
- **Standard 11: Evaluation**
 - Evaluations are being conducted according to requirements. Professional development goals have been included in the evaluation process.
- **Standard 12: Policies and Procedures**
 - Staff handbooks, staff background checks, and student records are all compliant.
- **Standard 13: Financial**

- Financial accounting and budgeting are operating within appropriate professional standards.
- **Standard 14: Special Programs**
 - Many of the areas that fall within special programs have been improved and implementation continues. However, the school does not have the capacity to serve students with Health plans or ALPs.
- **Standard 15: Education Service Provider**
 - The focus has been on improving student engagement rather than good instruction, which has resulted in consistently very poor student achievement. There seems to be an understanding that until student engagement increases there is no reason to focus on good instruction. This has stymied student interest in the curriculum and has not produced the results the ESP and staff have been hoping for.

III. Notable Trends

- **Guaranteed Viable Curriculum (Standard 2)**

School-wide expectations need to be established to ensure all teachers are collaborating on student expectations and making curricula changes for individual students, as needed.

- **Instruction (Standard 5)**

Data driven instruction that is impactful for at-risk students and results in increased student academic achievement needs to be reexamined. Better instruction will also have a positive impact on student engagement.

- **Student Engagement (Standard 7)**

Along with utilizing different instructional techniques that engage students, engagement strategies for at-risk should be identified and taught to teachers.

- **Professional Development (Standard 10)**

Teachers need support in how to effectively instruct and engage at-risk students in an online environment.

- **Special Programs (Standard 14)**

The school needs to develop the capacity to serve students with health plans and ALPs.

- **Education Service Provider (Standard 15)**

For a second year, this school has struggled with low student engagement. Improvement strategies need to be effectively communicated among key personnel, along with increased collaboration. These efforts, by the school and the ESP, need to be intentionally linked. The ESP's application initially stated how blended learning would occur and yet these practices have not been implemented. Student academic performance remains at unacceptably low levels and the school is rated Turnaround on the state School Performance Framework.

A. CD BOCES Recommendations

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

- Curriculum- Identify and discuss how teachers are to accommodate and support students through the curricula and how to collaborate to ensure teachers are communicating what is successful for them with each student.
- Instruction- The school leader and teachers need to focus on data in a way that impacts results. After a comprehensive analysis of resources, reconsider staffing levels to reflect the needs of the at-risk student population. Core attributes of instructing at-risk students should also be identified and implemented.
- Engagement- An intense weekly engagement cycle should be created, or, one that has more engagement strategies and steps for at-risk students within the weekly cycle.
- Professional Development- Create a professional development plan to support teachers in dealing with this unique student population. It should incorporate how to deal with students through all the issues they have had to deal with in their lives, poverty, trauma, homelessness, etc. The student at-risk indicators should be identified as each student enrolls and this data should be analyzed to create a strong professional development plan that focuses on the specific student indicators.
- Special Programs- Develop a plan to serve students with health plans and ALPs.
- ESP- Determine if the ESP's resources are being utilized in a way that's effective and being communicated to the CD BOCES. The way it is being communicated to the BOCES staff sounds like it should be effective and making a difference in student proficiency, growth and engagement; however, it has not resulted in increased student academic achievement, growth, engagement and blended learning opportunities to the CD BOCES expectation. The ESP should also develop an action plan that aligns with the school's original plan for blended learning that also encompasses effective student engagement strategies, supported by appropriately skilled staff for this specific school since it is in Turnaround on the state Student Performance Framework.

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

* Action Plans should address all standards noted in the Notable Trends section of this report. The Action Plan is due August 30, 2017 via email to the Director of Education and Operations.

IV. School Resource Guide

The CD BOCES has created a resource guide to address the indicators used in this school evaluation process. This resource is at: <https://sites.google.com/site/cdbocesservices/>



Rocky Mountain Digital Academy

Site Visit Executive Report

End of Year

May 2017

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Attachments

1. Site Visit Rubric Report

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

Introduction

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

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

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

I. Background Information

A. Date of Site Visit

May 2, 3 & 4, 2017

B. Team Members

Kindra Whitmyre	CD BOCES Director of Education and Operations
Phil Williams	CD BOCES Assessment and Data Coordinator
Terrie Andrews	School and Teacher Consultant
Judy Guthrie	Retired Educator and Administrator
Cynthia Haws	Retired Educator and Administrator
Denise Mund	School Improvement Consultant
Kris Enright	CD BOCES Director of Special Services

Biographies

Kindra Whitmyre

Kindra Whitmyre has over 24 years of experience in education in multiple areas. She has a Bachelor of Science in Education with a double major in Elementary Education and Special Education. Kindra taught in the elementary and special education classroom for 8 years. She received her Master of Arts in Education in the area of Administration and Supervision and received her Principal License in 1999. Kindra served as the Principal of Academy Charter School in Castle Rock for 8 years. Kindra then worked in the Douglas County School District as the Director of Charter School Partnerships and Special Education Services for 6 years, giving her experience in authorizing charter, online and contract schools. Since July of 2013, Kindra has been the Director of Education and Operations for the Colorado Digital BOCES. In addition, Kindra served on the Online Learning Advisory Board, mentors Principals and is also a consultant for the Colorado Department of Education.

Phillip Williams

Phil Williams grew up in the Denver area, he is a Colorado native. He attended the University of Colorado at Colorado Springs and received a Bachelor of Arts in Spanish. He later graduated from Colorado College with a Master of Arts in Teaching. Recently, Phil completed a doctorate in Curriculum, Instruction, and Assessment from Walden University. He has 15 years of experience working at the Pre-K level. He also has 12 years of experience working at the K-8 level both as a teacher and a school assessment leader. He currently works for Colorado Digital BOCES as the Assessment and Data Coordinator. Phil enjoys exercising, reading and researching the achievement gap between girls and boys and the impact of education on minority students.

Terrie Andrews

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

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

Judy Guthrie

Judy Guthrie retired in 2005, following a career of twenty-five years as an educator. Judy taught fifth grade, served as an instructional coach, provided professional development opportunities for faculties and administered two elementary schools as an assistant principal and principal during her tenure in the Douglas County School District. Judy earned a Bachelor of Science in Education from The Ohio State University and a Master of Arts in Special Education, emphasis Gifted and Talented, from the University of Northern Colorado. She received a Principal's License after completing the Educational Leadership and Policy Studies program at the University of Northern Colorado. After retirement Judy served as a member of two school appraisal teams: (1) The Colorado Department of Education School Support Team and (2) Douglas County Schools Hope Online Cooperative Site Visit Team.

Cynthia Haws

Cynthia Haws has 45 years of educational experience, and it has been mainly at the site level as a Principal. Cynthia started her career early in a private school where, after four years as a teacher, became the principal. After 10 years in private education, she moved on to experience the public school system. Cynthia spent 10 years in Littleton Public schools where she was the administrator of Walt Whitman Elementary for 4 years and Wilder Elementary for six years. She then crossed the border into Jefferson County where she was the administrator of Normandy Elementary for 18 years. Of the four schools she led, three were award winning for academics. Cynthia retired, opened a confectionary business for two years and then returned back to education to open a new charter school in Parker Colorado, North Star Academy. She was the administrator for NSA for seven years, and two years ago she retired again, "as I feared that, upon my demise, I would not be buried or cremated, but laminated and left in the school hall to be written upon by small children." In addition to the above, Cynthia has been a teaching editor for "Teaching K-8," and is presently writing a series on Character Education because her last school, North Star Academy, was the winner of the National School Character Award in 2013 because of her program.

Denise Mund

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

Kris Enright

Dr. Kris Enright has been active in the areas of teaching, educational leadership, and online education for nearly 30 years as a teacher, principal, executive director, and professor. Dr. Enright has served on numerous boards including the Colorado Cyberschool Association, the Colorado League of Charter Schools Membership Council, the Imagine Classical Academy at Indigo Ranch, and the Rachel's Challenge National Advisory Board. He was worked as an evaluator and consultant for the Association of American Educators (AAE), the Colorado Charter School Institute, Pearson Education, adolescent treatment centers, and more than 30 online schools, programs, and authorizers.

C. Site Visit Standards

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

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

D. Report Methodology

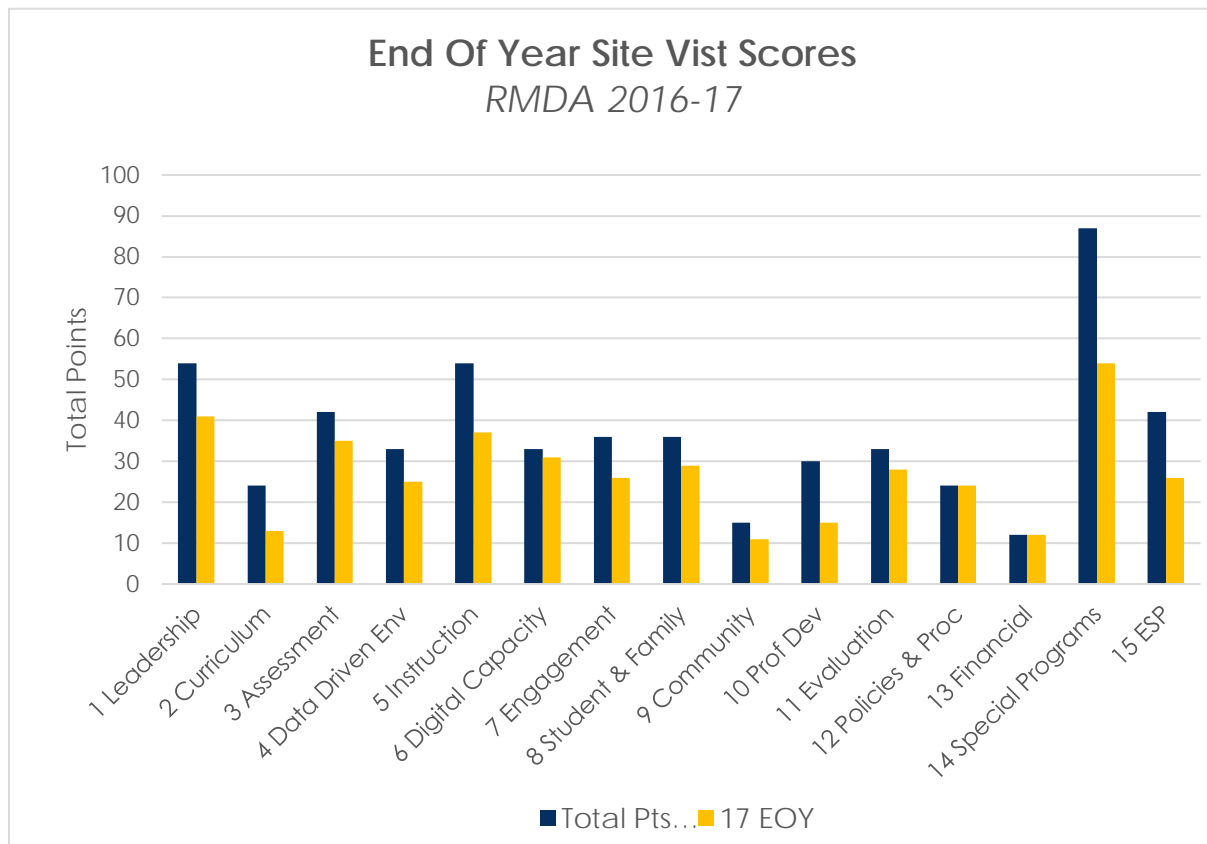
This end of year report is designed to focus the onsite accreditation site visit report on findings and recommendations. The second site visit of the year will be compared to the mid-year site visit. In particular, there will be a focus on scores received in each of the accreditation standards.

Graphs may report a percentage earned for each standard; however, it should be noted that some standards are worth more points or may be prioritized to a higher degree than other standards. The CD BOCES uses these accreditation site visit reports to determine an individual school's accreditation ranking. In addition, the school should be using these reports to monitor progress on standards and indicators.

II. Findings

I. Scores for this Accreditation Site Visit

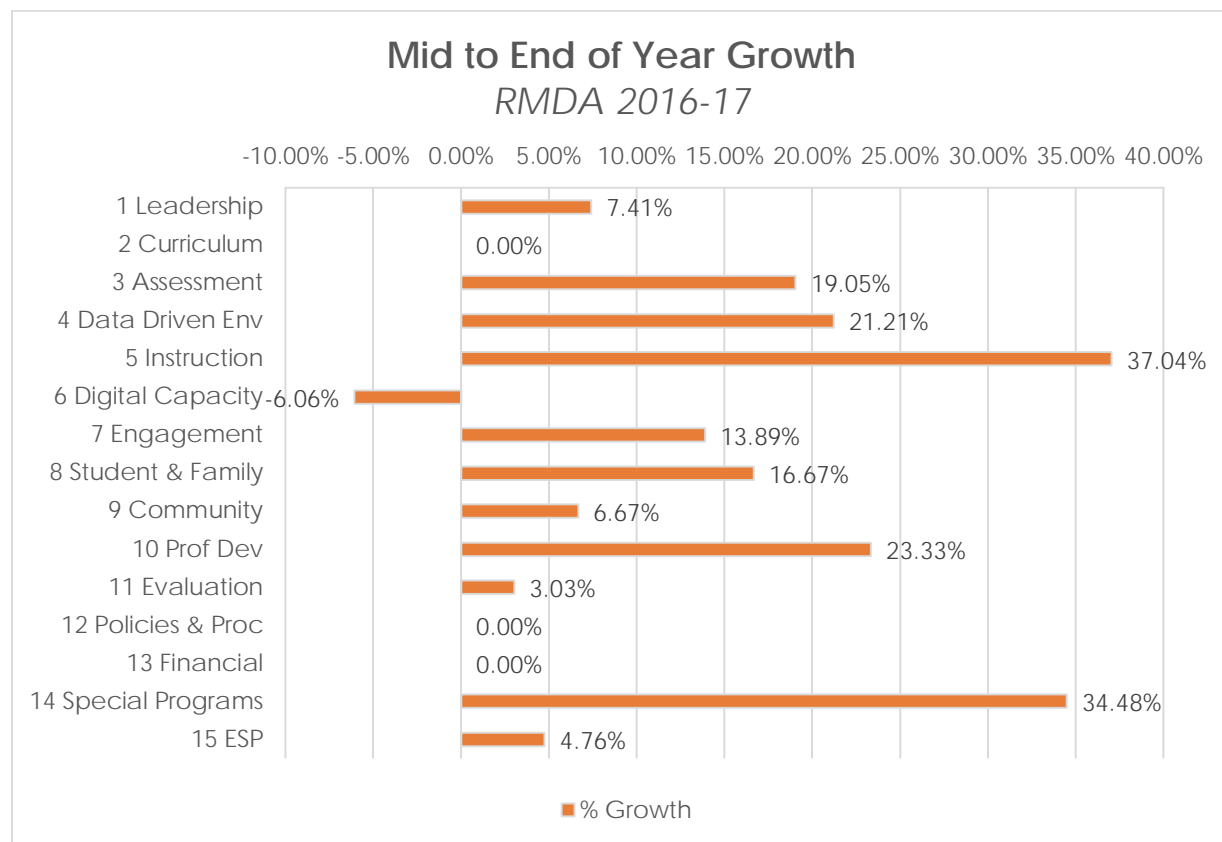
1. School Leadership	41 of 54
2. Curriculum	13 of 24
3. Assessment	35 of 42
4. Data Driven Environment	25 of 33
5. Instruction	37 of 54
6. Digital Capacity	31 of 33
7. Engagement	26 of 36
8. Student and Family Support	29 of 36
9. Community	11 of 15
10. Professional Development	15 of 30
11. Evaluation	28 of 33
12. Policies and Procedures	24 of 24
13. Financial	15 of 15
14. Special Services	54 of 87
15. Education Service Provider	26 of 42



B. Longitudinal Accreditation Site Visit Scores

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

Standard	Mid-year	End of year	Points Possible
1. School Leadership	37	41	54
2. Curriculum	13	13	24
3. Assessment	27	35	42
4. Data Driven Environment	18	25	33
5. Instruction	17	37	54
6. Digital Capacity	33	31	33
7. Engagement	21	26	36
8. Student & Family Support	23	29	36
9. Community	10	11	15
10. Professional Development	8	15	30
11. Evaluation	27	28	33
12. Policies & Procedures	24	24	24
13. Financial	15	15	15
14. Special Services	24	54	87
15. Education Service Provider	24	26	42



C. School Strengths

- The school has a solid evaluation process in regard to goal setting, the use of RANDA, and getting feedback.
- School staff has embraced the new curriculum and a new philosophy of educating students with positivity and dedication.
- The school leader could identify key points for improvement next year. This includes communication, professional development, and offering more blended learning opportunities. The plan to have a face-to-face meeting with all parents/learning coaches has the potential to make a significant impact on engagement next year.
- Staff members are good at some key areas student instruction, specifically, practice and application of critical thinking, problem solving, communication, and the application of creativity and innovation skills.
- The school regularly communicates with all stakeholders.
- Staff has made advancements by working with the ELD consultant to provide services to students based on their ELD plans.

D. Findings by Standard

1. **School Leadership.** This year's move to a new curriculum, along with all new instructional staff, provided for many challenges this school year. The school leader helped staff navigate the new curriculum and focus on improving student engagement. It was difficult for the faculty to move beyond the most critical need (i.e., student engagement) to make a significant impact on student academic achievement via the school leader modeling effective instructional practices.
2. **Curriculum.** This year the school adopted the Fontan Relational Education (FRE) program. The curriculum was provided a quarter at a time and this made it difficult for the staff to accommodate and/or modify units per student data. Student performance data was reviewed and discussed; however, with limited effectiveness since the primary focus was on improving student engagement and implementing the new curriculum.
3. **Assessment.** STAR 360 and other data points are regularly collected and used to drive limited decision-making at this time. Full implementation of data driven instruction is yet to be achieved.
4. **Data Driven Environment.** The UIP writing and communication process follows best practices. The use of data to drive classroom level instructional decisions is inconsistent at best. The data being reviewed and discussed consistently is to monitor student engagement, and the use of this data has not proven to improve student engagement at this time.
5. **Instruction.** The FRE curriculum is based on the philosophy of individualized instruction and this has been accepted well by the staff. The individualized instruction is not being driven by data is not a leadership expectation at the time of our site visit. Backwards instructional design with the use of student performance data should be a priority for student growth.
6. **Digital Capacity.** The digital resources and education provided by the school provide an appropriate digital capacity; although, several staff members did have issue with some digital resources not being user friendly.
7. **Engagement.** Student attendance is an ongoing concern as many students are excessively absent from classes. Many students are still not engaged in school, as course completion rates are low. Different strategies have been put into place to try to engage students but they have not yet been successful.
8. **Student and Family Support.** Parent/Guardian engagement is as low as is student engagement. The school does communicate to families often and does provide the School Accountability Committee (SAC) as a way for parents to engage in the school. Parents are not provided with ways to support their students in the school as of yet.
9. **Community.** Currently community involvement is minimal outside of the SAC. Plans are in place for more community outreach and engagement in the coming school year.
10. **Professional Development.** The professional development plan was very general this year. Staff development was provided by the FRE personnel to develop a further understanding of the FRE methodologies and programming; although, best practice strategies and internal school support through a comprehensive professional development plan has yet to be implemented. Furthermore, the professional development plan is not linked to any specific staff outcomes.
11. **Evaluation.** The RANDA evaluation system was used with fidelity to warehouse all evaluations, communicate goals and expectations, and provide feedback. The RANDA system has yet to be aligned with the teacher performance expectations.
12. **Policies and Procedures.** The school's policies and procedures are largely done by the CD BOCES and have been institutionalized over time. Student records are maintained in compliance with laws and

regulations. In addition, staff is regularly trained on new requirements. The BOCES maintains staff records and conducts background checks with fidelity.

13. **Financial.** This year's budget was managed largely by the CD BOCES. Actual enrollment was less than originally anticipated making it necessary to revise the budget to fall within anticipated revenues.

14. **Special Programs.** The special education team does well in areas of compliance and student support. However, support for students with special needs is extremely inconsistent in classroom settings. Students with 504s, ALPs and IEPs do not always receive the support they are entitled too and staff does not have a good understanding of how to support them. While plans are in place for identifying and supporting students with special needs, this is mostly at the leadership level and has not reached the classrooms. Health plans implementation is often incomplete and health plans are not fully monitored.

15. **Education Service Provider.** The CD BOCES took over management of the school this year. In doing so, they changed the curriculum. The contract with the new curriculum provider does not address many of the provisions typically used for CD BOCES vendor agreements. Student achievement and engagement are very low and the staff is struggling to implement the new curriculum with fidelity, in part because of the absence of learning coaches.

III. Notable Trends

A. Guaranteed Viable Curriculum (Standard 2)

There was not an expectation this year for staff to engage in collaborative instructional planning. Data is not used to support curriculum and impact student achievement.

B. Data Driven Environment (Standard 4)

Data used by all staff to drive instruction was not evident.

C. Instruction (Standard 5)

The staff is not using a backwards design process to formulate instruction. The levels of autonomy system is being used; however, there is no consistent process for using STAR 360, or other data, to drive individualized instruction. The focus for data monitoring has been on student engagement and not how to improve explicit academic goals for student using data.

D. Engagement (Standard 7)

Student engagement is extremely low and continues to significantly impact the school's overall achievement despite the myriad of efforts to improve engagement.

E. Professional Development (Standard 10)

The professional development was general this year and did not have an impact on student academic achievement. Therefore, the majority of staff members were unable to articulate the explicit reason for trainings and how it impacted their work.

F. Education Service Provider (Standard 15)

The combination of student enrollment being significantly lower than originally anticipated and a brand new curriculum took its toll on the school this year. Staff did struggle to implement the curriculum with fidelity mainly because they only received units a quarter at a time, and there weren't enough supports in place to effectively deliver a strong instructional program.

IV. CD BOCES Recommendations

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

- Student performance data needs to be used in order to develop guiding strategies for students based on their performance. This data should also be used to accommodate and/or modify units for student performance levels.
- A consistent way to help instructional staff determine if the students have mastered the skills within the units should be created. This mastery data should also be looked at to help drive student instruction.
- Low student engagement should be addressed by the use of strategies that include face-to-face opportunities for students, such as learning groups and student interest groups. A solid engagement plan, with specific strategies that the entire staff will implement from the start of the school year, and is designed for this specific student population, needs to be created and all staff committed to implementing the plan with fidelity.
- A comprehensive and collaboratively developed professional development plan needs to be created that includes mentoring and teaching the instructional staff best ways to implement the school goals and strategies.
- The area of special programs needs to be evaluated and procedures put in place to ensure all students with have a special plan have their needs met. This may help student engagement, and it will also help in the areas of instruction and student performance.

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

* Action Plans should address all standards noted in the Notable Trends and CD BOCES Recommendation sections of this report. The Action Plan can be in a format that is consistent with each schools improvement plans. The Action Plan is due August 30, 2017, via email to the Director of Education and Operations.

V. School Resource Guide

The CD BOCES has created a resource guide to address the indicators used in this school evaluation process. This resource is at: <https://sites.google.com/site/cdbocesservices/>



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: June 23, 2017

Prepared by: Phil Williams- District Assessment and Data Coordinator

Title of Agenda Item: CD BOCES School Data

Item Type: ☐ Action ☒ Information ☐ Discussion

Background Information, Description of Need:

The attached pages contain end-of-year proficiency data from the benchmark assessments in Reading, Writing, and Math. The data shows overall proficiency and the number and percent of students who scored Below, At, and Above the grade level benchmark in each content area. Benchmark assessment growth data from the beginning of the year to the end of the year is also provided. End-of-year benchmark data broken down by grade level is also provided. STAR 360 benchmark assessments are administered to all high school students at each school. The iReady benchmark assessment is administered to all elementary and middle school students at CPA.

Relevant Data and Expected Outcomes:

The data is in the following attachment.

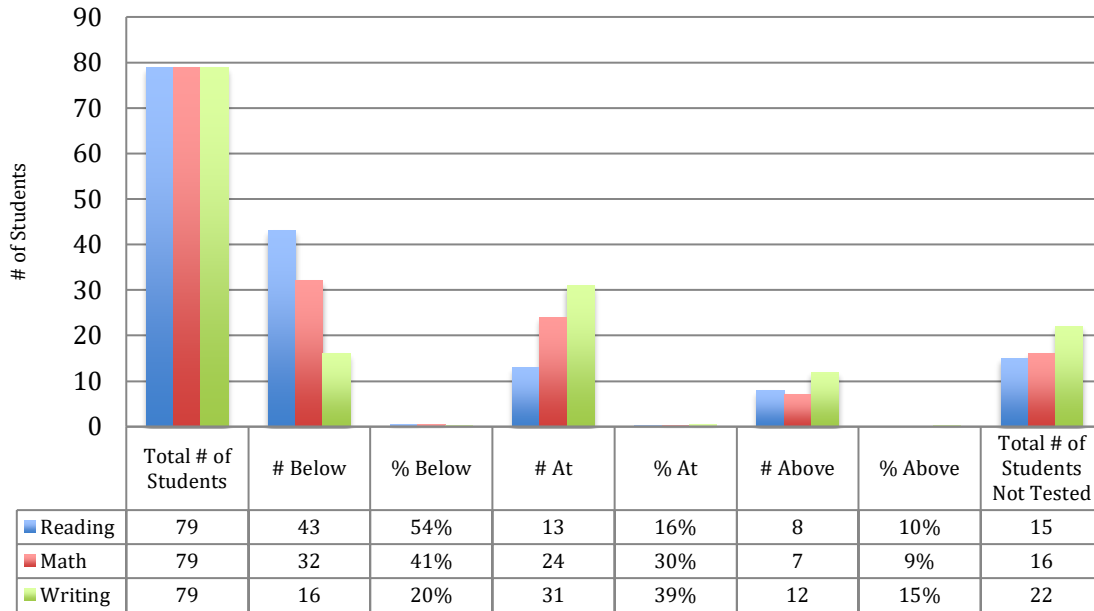
Recommended Course of Action/Motion Requested:

None

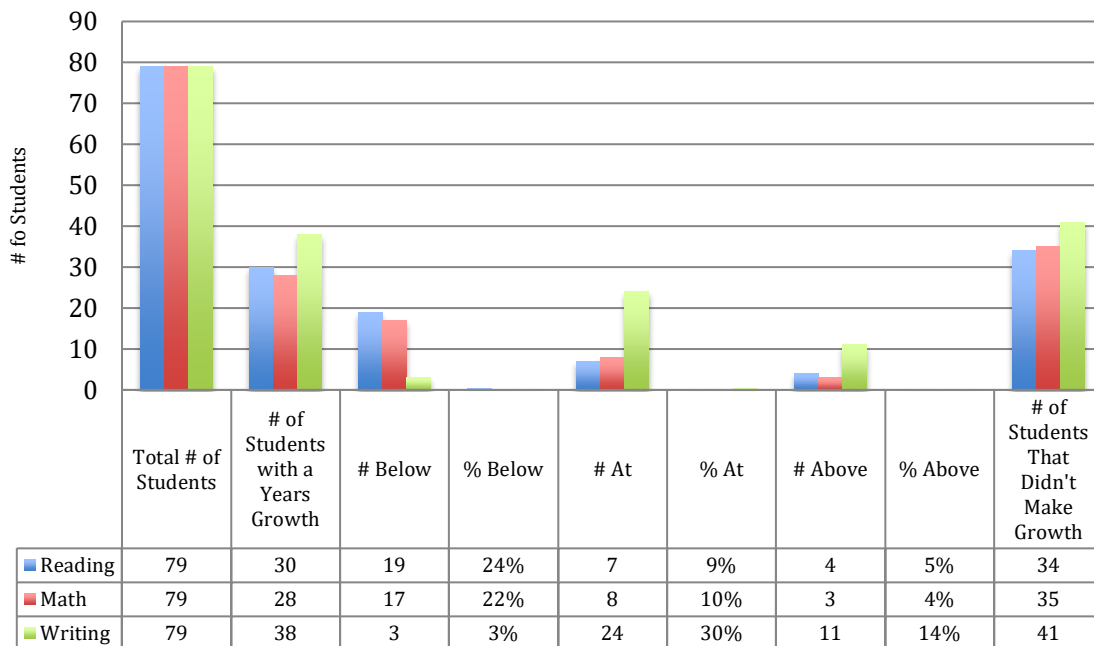


4035 Tutt Boulevard
Colorado Springs, CO 80922

MVV EOY Overall Proficiency

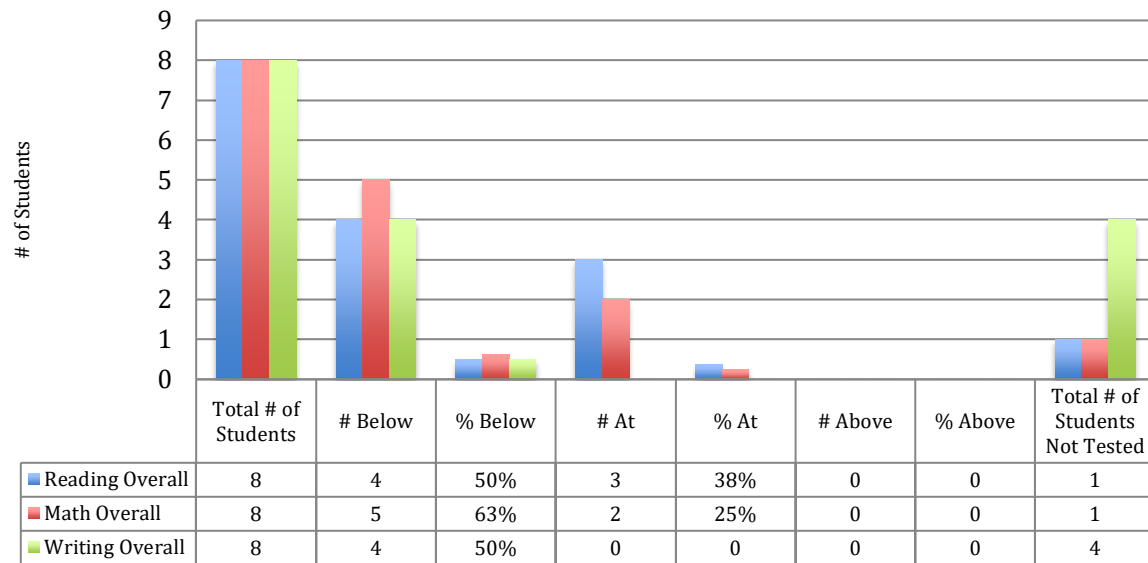


MVV EOY Overall Growth

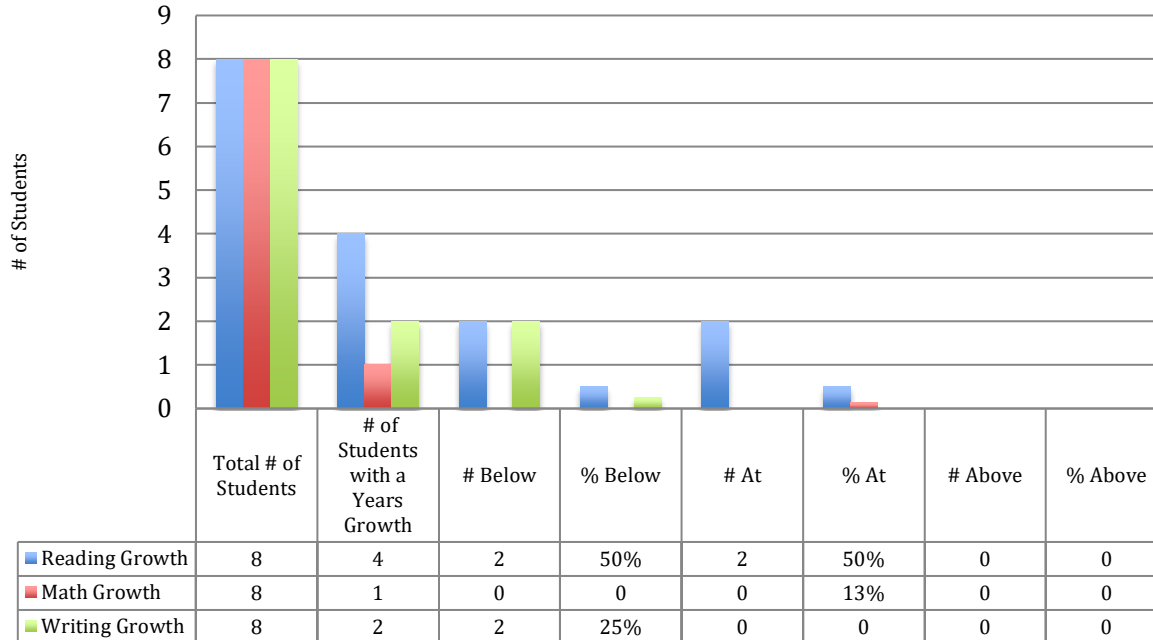




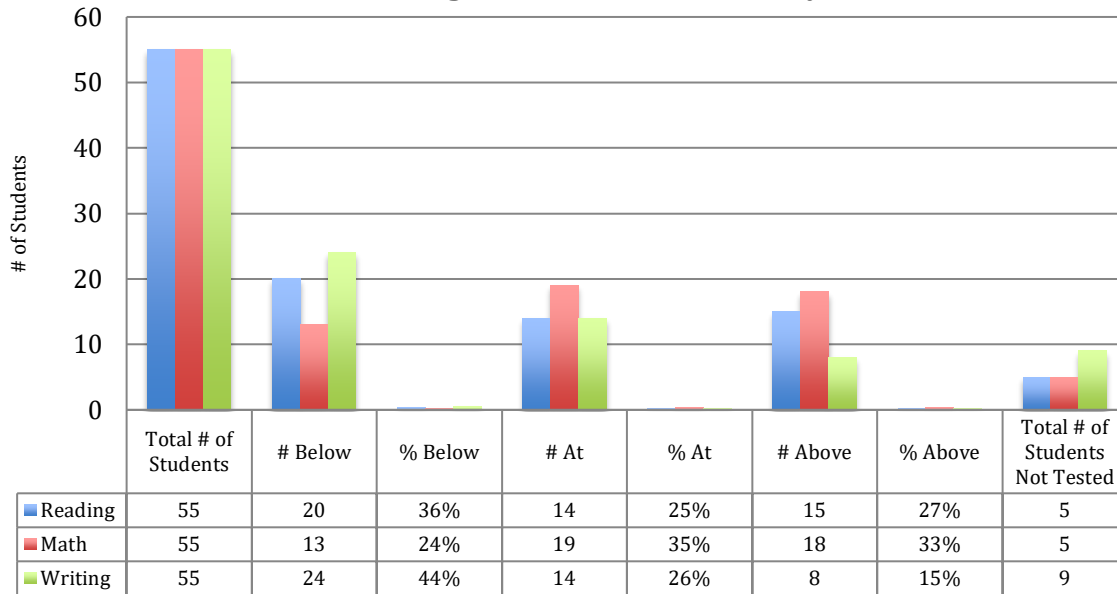
RMDA 8th Grade Overall EOY Proficiency



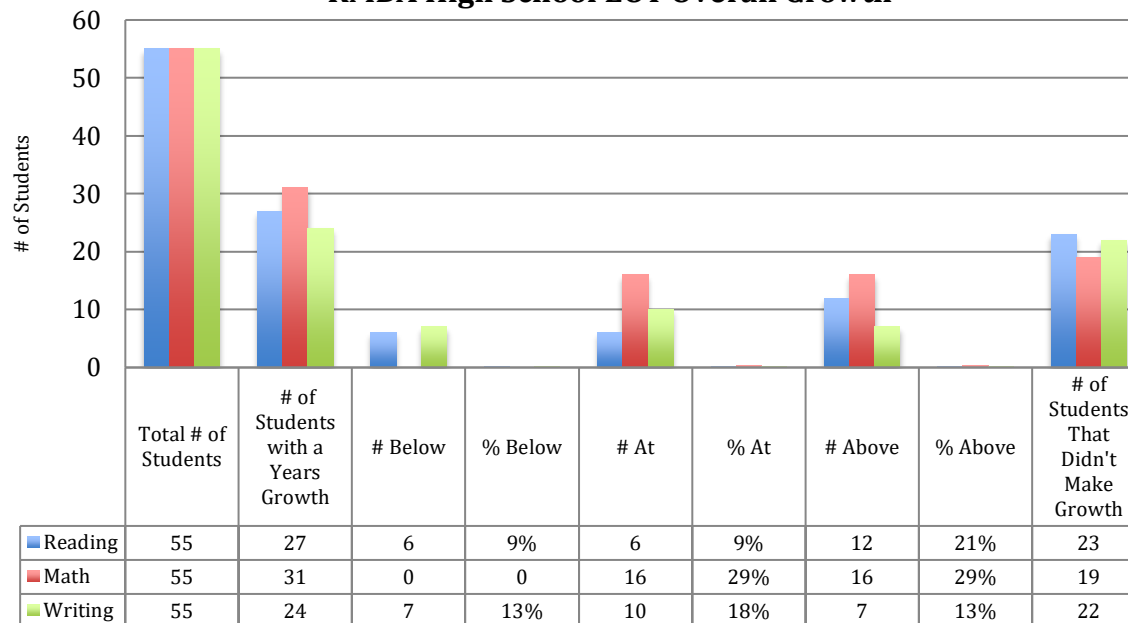
RMDA 8th Grade EOY Overall Growth



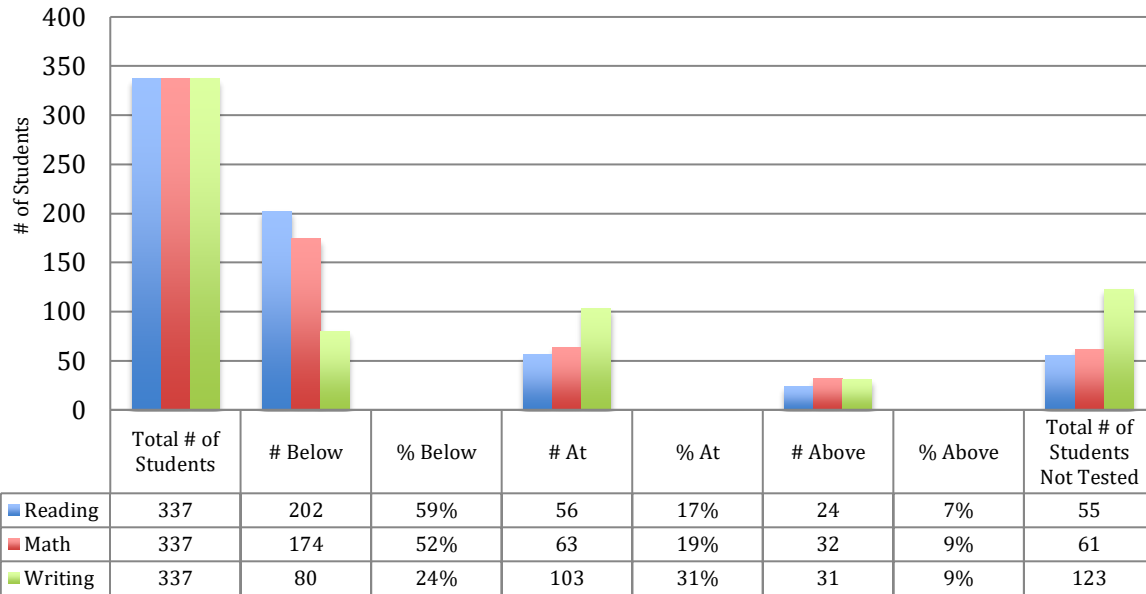
RMDA High School EOY Proficiency



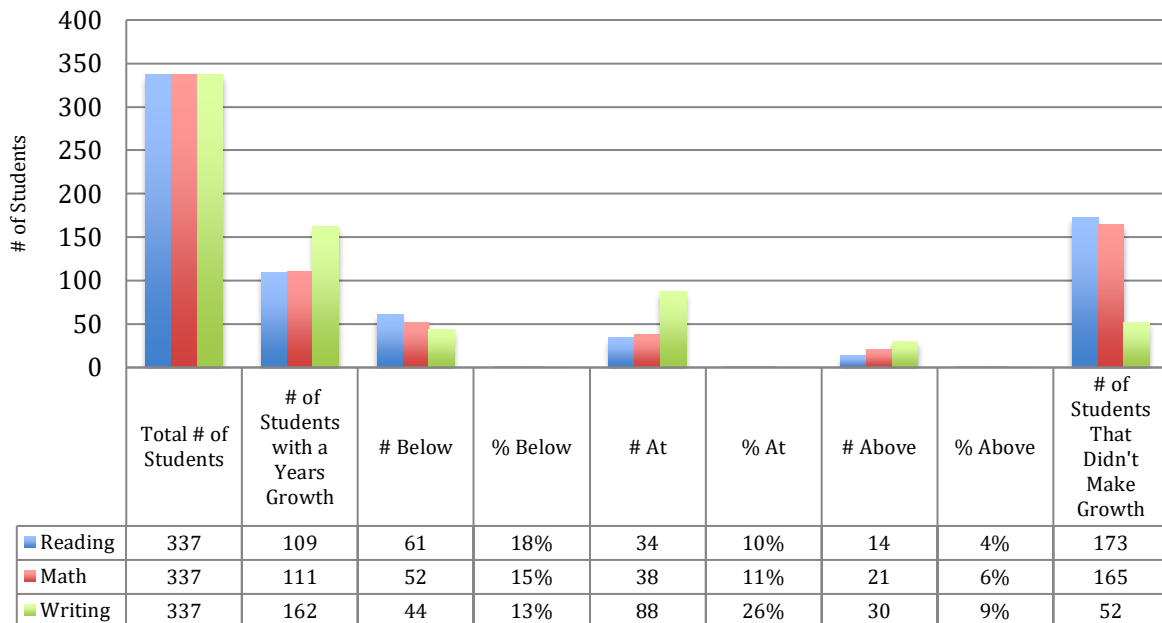
RMDA High School EOY Overall Growth



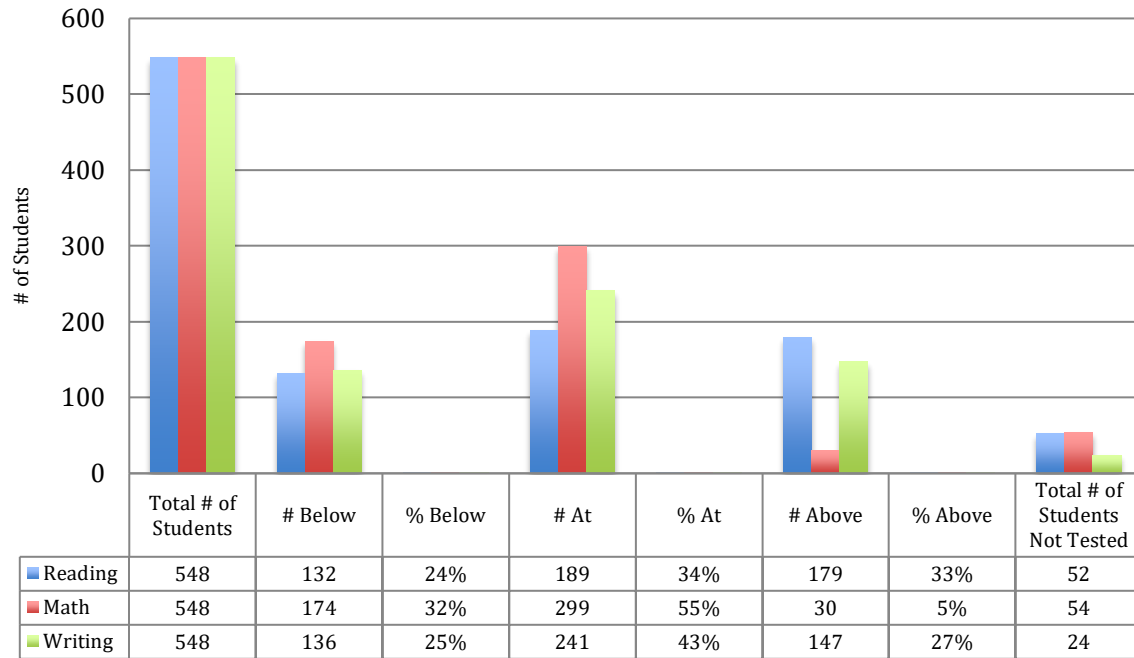
PPOS EOY Overall Proficiency



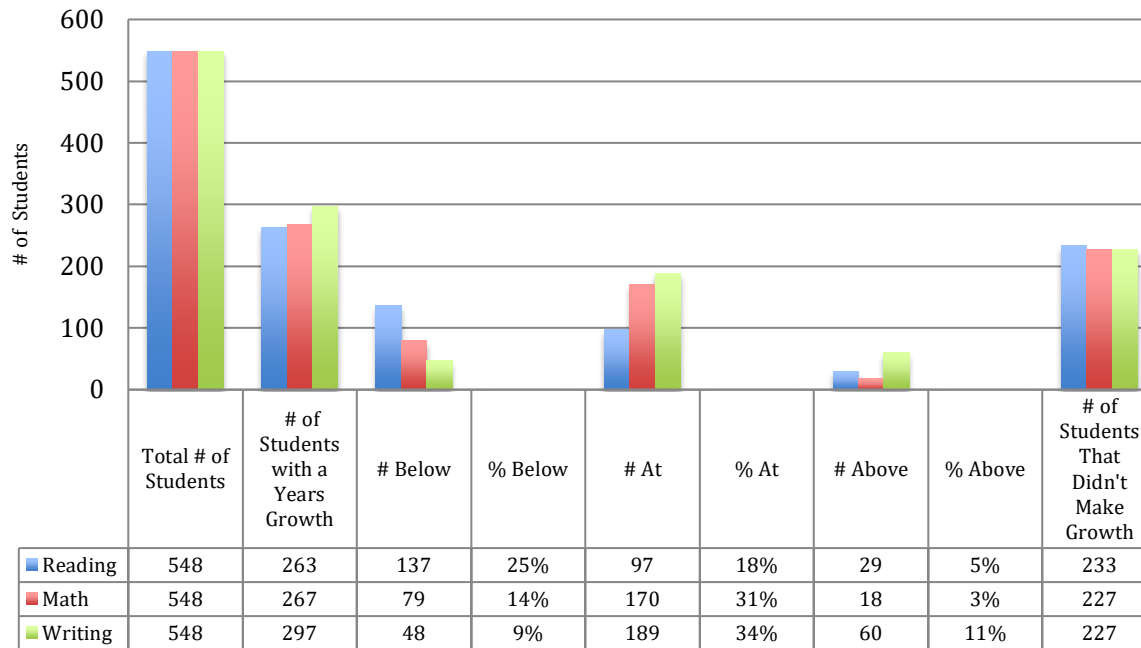
PPOS EOY Overall Growth



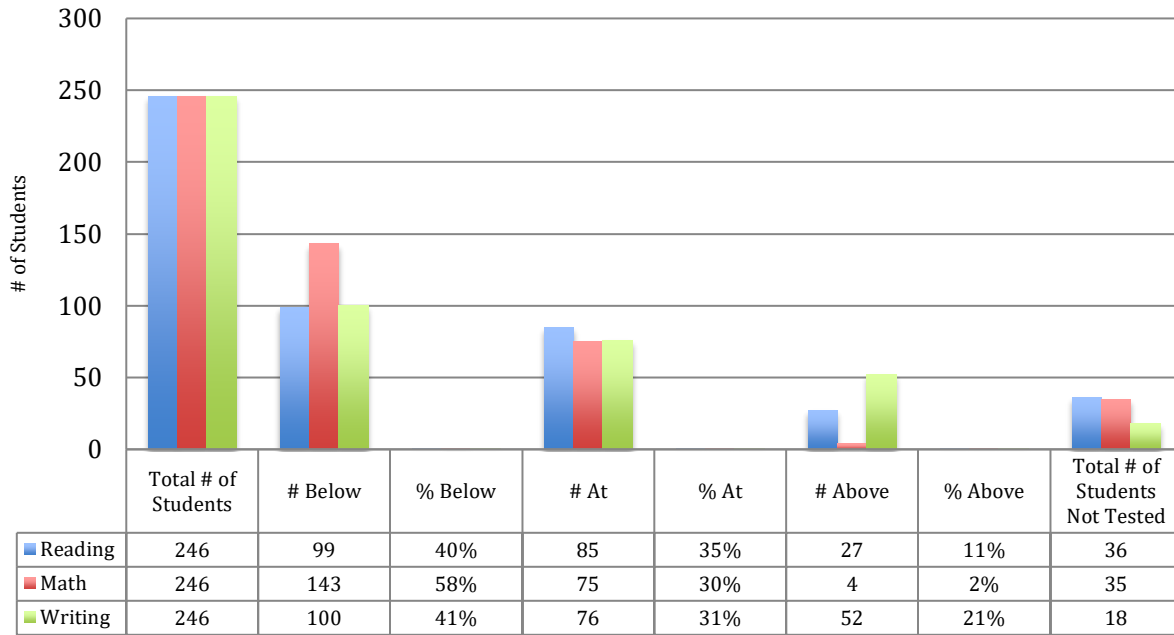
CPA EOY Elementary Overall Proficiency



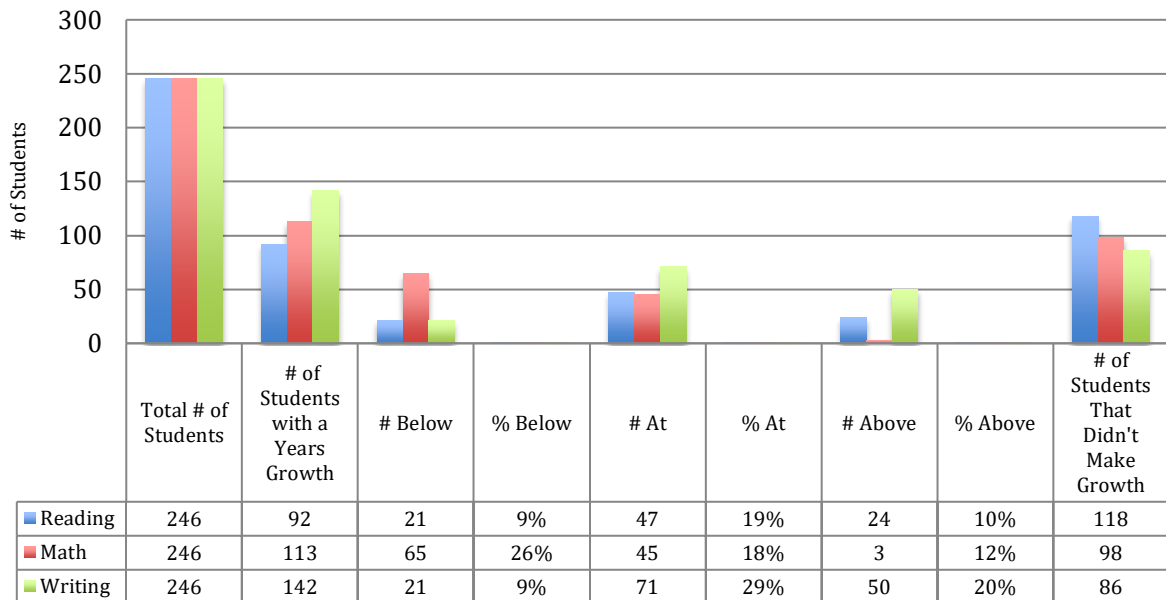
CPA EOY Elementary Overall Growth



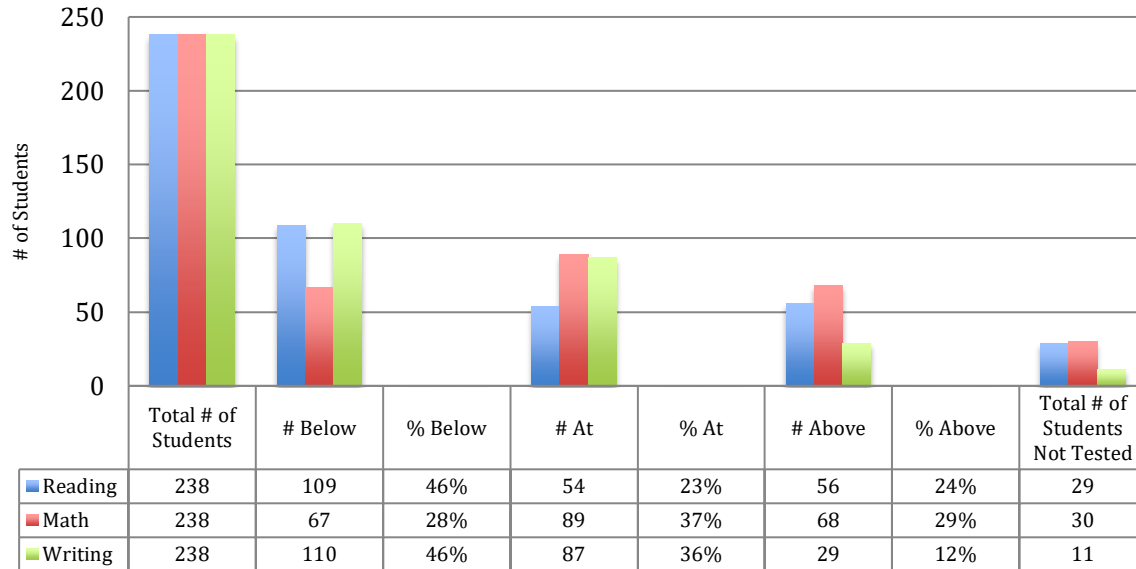
CPA EOY Middle School Overall Proficiency



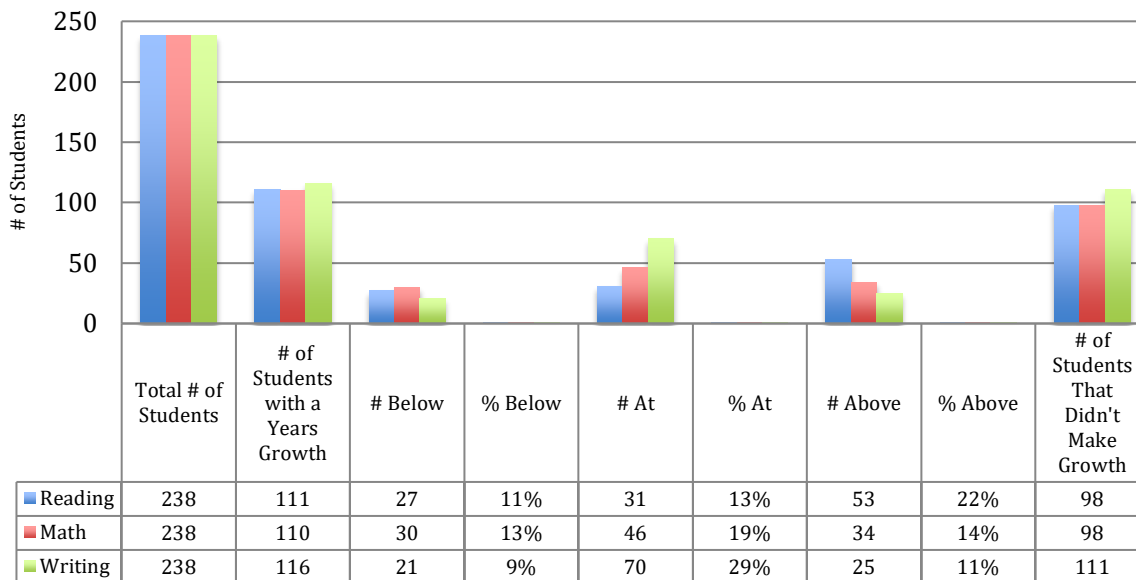
CPA EOY Middle School Overall Growth



CPA EOY High School Overall Proficiency



CPA EOY High School Overall Growth





EOY Proficiency By Grade Level

MVV EOY Reading								
	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
9th	9	3	33%	1	11%	1	11%	4
10th	16	9	56%	2	13%			5
11th	26	11	42%	6	23%	5	19%	4
12th	28	20	71%	4	14%	2	7%	2

MVV EOY Math								
	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
9th	9	3	33%	2	22%			4
10th	16	5	31%	5	31%	1	6%	5
11th	26	10	38%	6	23%	6	23%	4
12th	28	14	20%	11	39%			3

MVV EOY Writing								
	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students Not Tested</i>
9th	9	2	22%	2	22%	2	22%	4
10th	16	2	13%	7	44%	1	6%	7
11th	26	5	19%	10	38%	5	19%	6
12th	28	7	25%	12	43%	4	14%	5



RMDA EOY Reading

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
8th	8	4	50%	3	38%			1
9th	7	2	29%	3	43%	2	29%	
10th	7	3	43%	3	43%	1	14%	
11th	20	5	25%	4	20%	7	35%	4
12th	21	10	48%	4	19%	5	24%	2

RMDA EOY Math

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
8th	8	5	63%	2	25%			1
9th	7	3	43%	3	43%	1	14%	
10th	7	1	14%	3	43%	3	43%	
11th	20	2	10%	3	15%	11	55%	4
12th	21	7	33%	10	47%	3	14%	1

RMDA EOY Writing

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students Not Tested</i>
8th	8	4	50%					4
9th	7	2	29%	3	43%	1	14%	1
10th	7	4	57%					3
11th	20	6	30%	6	30%	6	30%	2
12th	21	12	57%	5	23%	1	5%	3



PPOS EOY Reading

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
9th	54	31	57%	7	13%	3	6%	13
10th	97	56	58%	20	21%	7	9%	14
11th	91	53	58%	15	16%	9	10%	14
12th	95	62	65%	14	15%	5	5%	14

PPOS EOY Math

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
9th	54	23	43%	10	19%	6	11%	15
10th	97	49	50%	20	21%	11	11%	17
11th	91	52	57%	15	16%	10	11%	14
12th	95	52	55%	23	24%	5	5%	15

PPOS EOY Writing

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students Not Tested</i>
9th	54	11	20%	15	28%	5	9%	23
10th	97	38	39%	25	26%	9	9%	25
11th	91	17	19%	29	32%	11	12%	34
12th	95	14	15%	34	36%	6	6%	41



CPA Elementary EOY Reading

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
K	74	2	3%	27	36%	43	58%	2
1st	77	6	8%	29	38%	34	44%	8
2nd	82	10	13%	24	29%	42	51%	6
3rd	74	18	24%	27	36%	17	23%	12
4th	69	20	29%	26	43%	14	20%	10
5th	76	38	50%	20	27%	15	20%	4
6th	96	38	40%	36	41%	14	14%	10

CPA Middle School EOY Reading

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
7th	106	35	33%	44	42%	14	13%	14
8th	140	64	46%	41	29%	13	9%	22

CPA High School EOY Reading

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
9th	65	35	54%	11	17%	15	23%	4
10th	81	34	42%	12	15%	22	27%	13
11th	65	25	38%	20	31%	12	18%	8
12th	37	15	41%	11	30%	7	18%	4



CPA Elementary EOY Math

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
K	74	8	11%	52	70%	12	16%	2
1st	77	11	14%	55	71%	4	5%	9
2nd	82	18	21%	55	67%	3	4%	7
3rd	74	25	33%	36	49%	4	5%	10
4th	69	25	36%	32	46%	5	7%	9
5th	76	34	44%	35	46%	1	1%	6
6th	96	53	55%	34	35%	1	1%	11

CPA Middle School EOY Math

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
7th	106	55	51%	40	27%	2	2%	11
8th	140	88	63%	35	25%	2	1%	24

CPA High School EOY Math

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students not tested</i>
9th	65	24	37%	23	35%	13	20%	3
10th	81	20	25%	21	26%	24	30%	15
11th	65	15	23%	28	43%	13	20%	9
12th	37	8	22%	17	46%	8	22%	3



CPA Elementary EOY Writing

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students Not Tested</i>
K	74	12	14%	21	28%	41	55%	
1st	77	12	16%	20	26%	45	58%	
2nd	82	21	26%	48	59%	9	10%	4
3rd	74	24	32%	33	45%	9	12%	8
4th	69	16	23%	34	49%	15	22%	4
5th	76	24	32%	30	39%	19	25%	3
6th	96	27	29%	55	57%	9	9%	5

CPA Middle School EOY Writing

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students Not Tested</i>
7th	106	41	37%	37	35%	21	20%	7
8th	140	59	42%	39	28%	31	22%	11

CPA High School EOY Writing

	<i>Total # of Students</i>	<i># Below</i>	<i>% Below</i>	<i># At</i>	<i>% At</i>	<i># Above</i>	<i>% Above</i>	<i>Total # of Students Not Tested</i>
9th	65	34	52%	23	35%	4	6%	1
10th	81	36	44%	19	23%	15	19%	7
11th	65	32	49%	25	38%	4	6%	3
12th	37	8	21%	20	54%	6	16%	



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: June 23rd 2017

Prepared by: Kim McClelland

Title of Agenda Item: Board Report

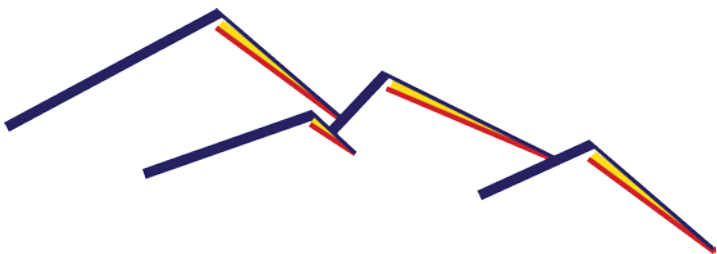
Item Type: ☐ Action ☐ Information (Report) ☐ Discussion

Vision: Be the leading force to transform educational delivery systems before the class of 2020 throw their caps.

Mission: To fulfill the promise of academic excellence for any student, anytime, anywhere.

This report will reflect the ongoing and upcoming work done since the last May Board meeting. It should be noted that I was on vacation from May 19th and returned on May 30th.

4035 Tutt Boulevard
Colorado Springs, CO 80922





Ongoing May 31st- June 16th

- Prepared responses for Board requested question of FRE Implementation plan
- Strategic Planning for next school year (WIG work with departments)
- Marketing and enrollment work with marketing firm and planning with Student Family Relations Coordinator
 - PRIDE Fest planning
 - Future Summer Event planning
 - Connections with youth organizations
- Continue Student Privacy Act compliance work
- Conducted collaboration and revision of graduation requirements policy with POWER Team
- Conducted weekly meetings with CD BOCES Leaders (Kindra and Greg), and Marketing and Enrollment Team
- Attended CPA, PPOS, MVV, and RMDA Graduations
- Attended STEMsCO board meeting
- Worked with Greg on finalized details of Blended Campus Pathway project
- Attend first Pikes Peak Innovation Cluster meeting
- Speaker at a Community Women's lunch sponsored by, Yobel International, about education and the impact of education has on poverty and social injustice. My theme was, "Alleviation and Opportunity."



Upcoming remainder of June

- Submit analysis of Q4 scorecard review with ESP
- Attend first CD BOCES Innovation Cluster meeting June 15th with Pike Peak area community members
- Standing monthly and weekly meeting with leaders and partners with CD BOCES
 - Kindra, Greg, Marketing and Enrollment Team
 - Todd Thorpe (K12inc.)
 - Erika L1to1
- Attending our big marketing event at Pride Fest in Denver on June 16th-June 18th
- Attending CEI's "Design the Future Showcase" conference in Keystone June 28th-30th
- Meeting with various youth organizations, June 22nd USOC and June 27th Rainbow Alley (see weekly Marketing Report for details)



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: June 23, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: Board Report

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

I am re-submitting my Board Report from 5-31-17, as I was not able to be in attendance and could not answer any questions.

The last administrators meeting occurred on Wednesday, May 17. The end result of this meeting was to create school improvement goals and a professional development plan to support the goals through the 17-18 school year. Our work is as follows, per school:

Colorado Preparatory Academy- Grades- K-8:

Instruction: <u>Maintain:</u> 1. Beginning Lesson Strategies 2. Ending Lesson Strategies <u>New:</u> 1. Chart Blooms 2. School-wide Focus- New Strategies	Student Engagement: <u>Maintain:</u> 1. Capturing Kids Hearts 2. Data Driven Instruction Meetings/Professional Learning Community <u>New:</u> 1. Onboarding Process 2. New Call Plan
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Parent Engagement: <u>Maintain:</u> 1. School Accountability Committee 2. Regional Community Events <u>New:</u> 1. Blended Revision 2. Class Connects	Professionalism: <u>Maintain:</u> 1. Capturing Kids Hearts- Social Contract 2. Leadership Development Program <u>New:</u> 1. Mentoring Program 2. Lead Teachers
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Colorado Preparatory Academy- Grades- High School:

Instruction: <u>Maintain:</u> 1. Beginning Lesson Strategies 2. Ending Lesson Strategies <u>New:</u> 1. Pre-Assessment 2. Data Driven Instruction 3. Specific Strategies- The 5	Student Engagement: <u>Maintain:</u> 1. Capturing Kids Hearts 2. Data Driven Instruction Meetings/Professional Learning Committee 3. Call Plan <u>New:</u> 1. Onboarding process 2. Student data meetings
Parent Engagement: <u>Maintain:</u> 1. School Accountability Committee 2. Regional Community Events <u>New:</u> 1. Blended Revision 2. Regional Activities/Communication	Professionalism: <u>Maintain:</u> 1. Capturing Kids Hearts, Social Contract 2. Leadership Development Program <u>New:</u> 1. Mentoring Program

Pikes Peak Online School- Grades- High School:

Instruction: <u>Maintain:</u> 1. Beginning Lesson 2. Ending Lesson <u>New:</u> 1. Chart Blooms 2. Tiered Instruction	Student Engagement: <u>Maintain:</u> 1. Capturing Kids Hearts 2. Homerooms <u>New:</u> 1. New onboarding process 2. Regional Student Activities
Parent Engagement: <u>Maintain:</u> 1. School Accountability Committee	Professionalism: <u>Maintain:</u> 1. Social Contract



2. Parent Activities <u>New:</u> 1. Learning Coach Onboarding 2. Parent Workshops	2. I will statements <u>New:</u> 1. Mentoring Program 2. Leadership Program
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Mountain View Virtual- Grades- High School:

Instruction: <u>Maintain:</u> 1. Learner Interactions with Students 2. Effective and Timely Feedback 3. Autonomy Levels <u>New:</u> 1. Schoology 2. Conversation Framework 3. Data Review- Returning Students	Student Engagement: <u>Maintain:</u> 1. Student Groups- Learning 2. Student Groups- Social 3. Onboarding Process <u>New:</u> 1. Gamifying your Courses 2. Child Trauma* (see below) 3. At Risk Students
Parent Engagement: <u>Maintain:</u> 1. Communication-Newsletters 2. Parent Feedback <u>New:</u> 1. Parent Groups 2. Parent Academy 3. Call Plan	Professionalism: <u>Maintain:</u> 1. Goal-setting Alignment 2. Teacher Lead Discussions <u>New:</u> 1. Professional Development- Teacher Designed 2. Teacher Reflection

Rocky Mountain Digital Academy- Grades- Eighth through High School:

Instruction: <u>Maintain:</u> 1. Learner Interactions with Students 2. Effective and Timely Feedback 3. Autonomy Levels <u>New:</u> 1. Schoology 2. Conversation Framework 3. Data Review- Returning Students	Student Engagement: <u>Maintain:</u> 1. Student Groups- Learning 2. Student Groups- Social 3. Onboarding Process <u>New:</u> 1. Gamifying your Courses 2. Child Trauma* (see below) 3. At Risk Students
Parent Engagement: <u>Maintain:</u> 1. Communication-Newsletters 2. Parent Feedback	Professionalism: <u>Maintain:</u> 1. Goal-setting Alignment 2. Teacher Lead Discussions



<u>New:</u> 1. Parent Groups 2. Parent Academy 3. Call Plan	<u>New:</u> 1. Professional Development- Teacher Designed 2. Teacher Reflection
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*Child Trauma- Early childhood trauma generally refers to the traumatic experiences that occur to children aged 0-6. These traumas can be the result of intentional violence—such as child physical or sexual abuse, neglect or domestic violence—or the result of natural disaster, accidents, or war (definition from The National Child Traumatic Stress Network). Recent statistics state that one in every four children will experience a traumatic event before the age of 16. This traumatic stress can affect children in many ways, including behavior and attention issues and academic difficulties. For more staggering statistics, go to: <http://www.nctsn.org/resources/topics/facts-and-figures>

Personalized learning means that you can provide material to students at their skill level or grade level at all times. Interventions within a personalized learning program should be brought in at the Tier 2 and 3 level because Tier 1 is done with all students and all material can be personalized to each student:

Interventions-16-17 school year:

- Individualized lessons with all students
- Accommodated units for students that needed accommodations
- Modified units for students that needed modifications
- Writing strategies through the assessment rubric
- Math instructional videos (based on Star 360 information)

Interventions-17-18 school year:

- Continue with all the above
- Teaching reading for students (based on Star 360 information)
- Schoology assessments (PARCC-like) for progress monitoring

The school improvement goals were created at a district level for the 16-17 school year, and each school review of the goals are as follows:

1. Every school will be on Improvement or Higher in the state SPF by Fall of 2017-

CPA- Grades K-6- The CPA Elementary is rated Turnaround- the school is way below the expectation and is required to turn in an action plan, school improvement goals and a professional development plan.



CPA- Grade 7-8- The CPA Middle School is rated Priority Improvement- this school is not meeting the expectation and is required to turn in an action plan, school improvement goals and a professional development plan.

CPA- Grades- High School- The CPA High School is rated Performance on the CPA School SPF- this school is exceeding the goal and is required to turn in school goals and a professional development plan.

PPOS- Grades- High School- PPOS is rated Turnaround- this school is way below the expectation and is required to turn in an action plan, school improvement goals and a professional development plan.

*PPOS is not able to qualify for an Alternative Education Campus, as we had though since the communication to us was that they are a school specifically for at-risk students. The K12 upper leadership team has been communicated that they need to create intentional enrollment expectations as to how they will move forward in future years, and communicate it to the CD BOCES staff.

RMDA- Grades- Eighth- High School- RMDA is rated Priority Improvement- this school is not meeting the expectation and is required to turn in an action plan, school improvement goals and a professional development plan.

MVV- Grades- High School- MVV did not achieve a rating, as they did not have enough student data on state assessments to attain a score. MVV is not on the accountability clock at this time, and is required to turn in school goals and a professional development plan.

2. 80% of your student population will make at least a year's worth of academic growth on your school specific formative assessments in Reading, Writing and Math in all the grade levels served by June 2017, as measured by your formative assessments-

CPA- Grades K-6

Reading- 48%

Writing- 54%

Math- 49%



CPA- Grade 7-8

Reading- 37%

Writing- 58%

Math- 46%

CPA- Grades- High School

Reading- 47%

Writing- 49%

Math- 46%

PPOS- Grades- High School

Reading- 48%

Writing- 48%

Math- 33%

RMDA- Grades- Eighth

Reading- 50%

Writing- 25%

Math- 13%

RMDA- Grades- High School

Reading- 49%

Writing- 44%

Math- 58%

MVV- Grades- High School

Reading- 38%

Writing- 48%

Math- 35%

3. Every school graduate will be prepared for their post secondary pathway by June 2017, as measured by each student's iCAP-

CPA- Grades K-6-

CPA- Grade 7 -8-

CPA- Grades- High School-

PPOS- Grades- High School-

RMDA- Grades- Eighth- High School-

MVV- Grades- High School-



*This data is not due until the middle of July, per our 4Q Scorecard. I will provide this review as soon as possible.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: June 23, 2017

Prepared by: Phil Williams

Title of Agenda Item: District Assessment and Data Coordinator Report

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

- All schools have completed the end-of-year Reading, Writing, and Math assessments.
- The PARCC/CMAS, COALT, and READ Act SBD data clean up process has been completed.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

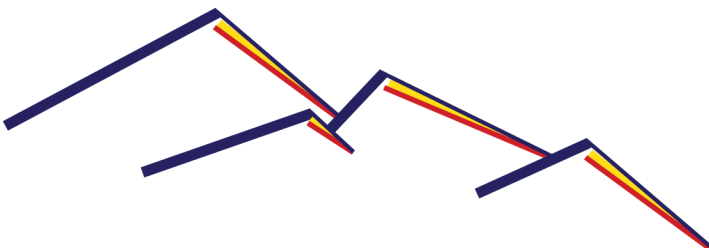
Board Meeting Date: June 23, 2017

Prepared by: Greg Wilborn

Title of Agenda Item: Board Report Assistant Director Education Services

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

WIG		Overall Health
Contract with 4 or more education organizations to provide consulting services by Dec 31, 2017		Red
Start and lead an Innovation Cluster for the Pikes Peak region by 8/30/17		Green
Launch at least one revenue generating blended learning course for CO students in Fall 2017		Green
Research and propose a collaborative, innovative work space for CD BOCES and other innovative education organizations to share. Proposal due 8/17		Green
Rating Legend	Green = On Track Yellow = Behind (correction strategy in place) Red = Behind (no strategy in place)	



4035 Tutt Boulevard
Colorado Springs, CO 80922



Consulting - A new development is that our partnership with Colorado Empowered Learning will not be renewed for the 2017-18 school year due to their takeover of fiscal accountability and the desires of eLearn Collaborative to compete in the education consulting space. eLearn Collaborative leadership is concerned about conflicts of interest if I consult for CEL and lead consulting for CD BOCES. We determined it is best to break this engagement as well in order to work closely with Pikes Peak area districts, schools and charters regardless of what Colorado Empowered Learning and eLearn Collaborative are working on in the area. The financial impact is (\$37,500) for my consulting services and I am confident that I will replace that figure via grants and income generating activities. I will develop a new plan for consulting in July to move this goal forward.

Innovation Cluster - An information meeting was held on June 15, 2017 with 15 attendees including Directory Bethany Drosendahl. A small planning team will extend from this meeting as will other contacts. Our goal is to launch the Cluster officially in Sept.

Blended Campus Pathways Pilot - We are offering Math 121 and English 121 this Fall (both qualify concurrent enrollment and guaranteed transfer credits) in partnership with PPCC to area rural districts. The goals of this program are to increase access and success for college level courses in rural districts. This unique program blends learning by offering an CCCOnline course, open only to HS students, with in-school time and place, and an in-school Success Coach, in order to achieve greater learning outcomes and higher credit worthy completion rates. We have three rural districts participating and anticipate 15 - 20 students in each course.

Education Innovation Center - Local educators are very excited about the prospects of and Innovation Center dedicated to supporting ALL learners and a draft plan will take shape in the coming months.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: 6/14/2017

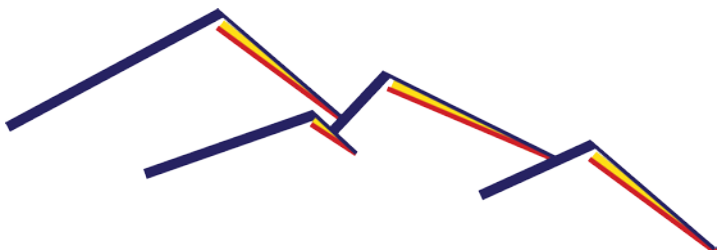
Prepared by: Nicole Tiley

Title of Agenda Item: Board Report

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

General Information:

- 2017-2018 Course Catalog and Student Handbooks are being reviewed
- New student onboarding sessions
- 7 Mindsets Training for PPOS staff



*4035 Tutt Boulevard
Colorado Springs, CO 80922*



- PPOS has a new principal, Allison Oswandel

Alli Oswandel has been involved in education for over 20 years. She holds a Bachelor of Science Degree in Human Development and Family Studies from Colorado State University. She later went on to earn her teaching credentials through the Education Program at Metropolitan State College of Denver. Alli earned her Master's Degree in Educational Leadership from Regis University and is currently pursuing her Doctorate in Organizational Leadership in K-12 Education.

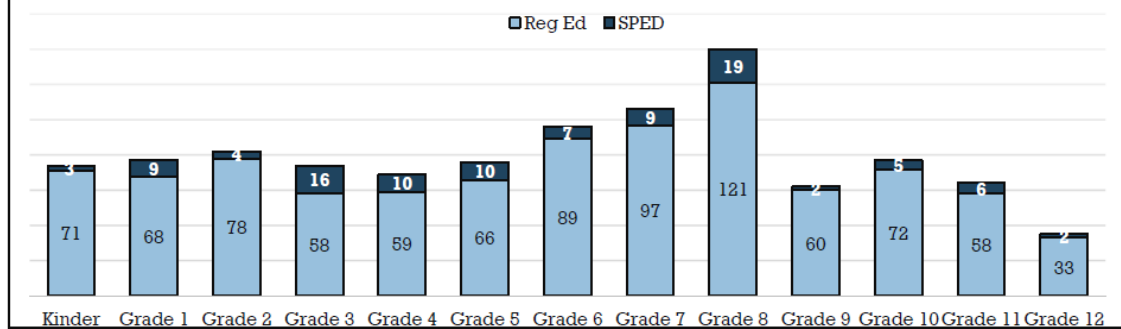
Throughout her career, Alli has worked at all levels, from pre-K to college, and served as the assistant principal at Monfort Elementary School in Greeley. Her most recent position in administration was at Aims Community College, where she served as an assessment coordinator and faculty coach. She is heavily involved in her children's schools and her community. Some of the organizations she worked with include United Way of Larimer County, Girl Scouts of Colorado, and the Alliance for Suicide Prevention. Her free time is spent with her four children, ages 10 to 18.

Alli believes that all children can learn, but that each learn in a different way and at different rates. She believes that keeping a positive atmosphere and building strong relationships are keys to student success, as is keeping the lines of communication open among staff, students, and families. Alli feels that teamwork is the ultimate way in which a school can be successful in reaching the goal of helping each student attain his or her full potential.



MONTHLY ENROLLMENT SUMMARY - JUNE 2017

CPOA ACTIVE STUDENTS BY GRADE - JUNE 2017

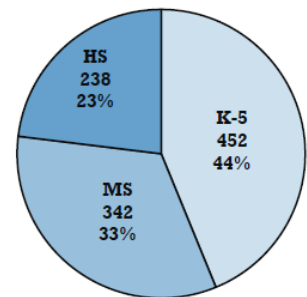


ACTIVE STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder	71	3	74	Kinder	7.6%	2.9%	7.2%
Grade 1	68	9	77	Grade 1	7.3%	8.8%	7.5%
Grade 2	78	4	82	Grade 2	8.4%	3.9%	7.9%
Grade 3	88	16	104	Grade 3	6.2%	15.7%	7.2%
Grade 4	89	10	99	Grade 4	6.3%	9.8%	6.7%
Grade 5	66	10	76	Grade 5	7.1%	9.8%	7.4%
Grade 6	89	7	96	Grade 6	9.6%	6.9%	9.3%
Grade 7	97	9	106	Grade 7	10.4%	8.8%	10.3%
Grade 8	121	19	140	Grade 8	13.0%	18.6%	13.6%
Grade 9	60	2	62	Grade 9	6.5%	2.0%	6.0%
Grade 10	72	5	77	Grade 10	7.7%	4.9%	7.5%
Grade 11	58	6	64	Grade 11	6.2%	5.9%	6.2%
Grade 12	33	2	35	Grade 12	3.5%	2.0%	3.4%
TOTAL	930	102	1032	Percents	90.1%	9.9%	

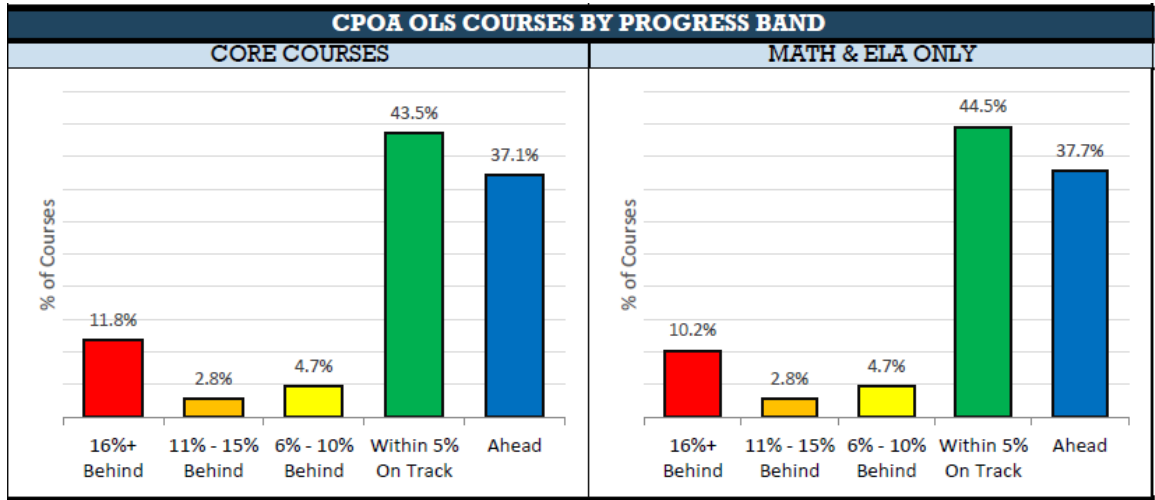
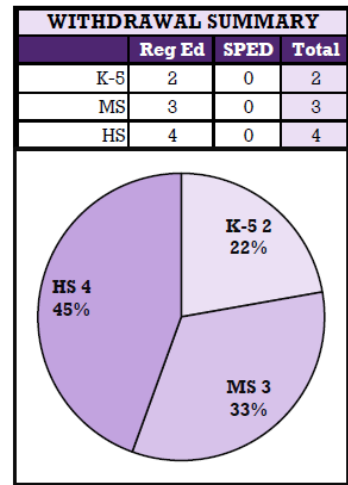
SUMMARY BY GRADE BAND

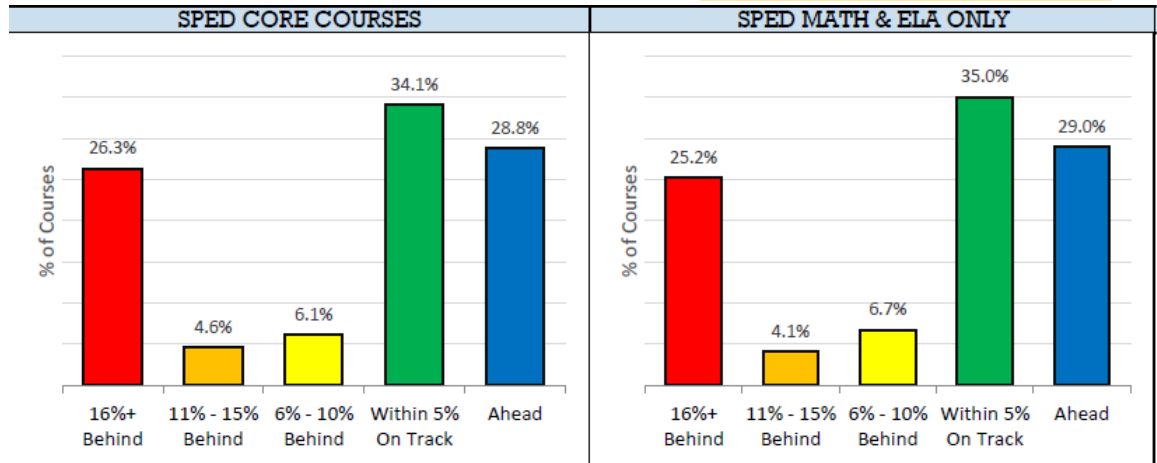
	Reg Ed	SPED	Total
K-5	400	52	452
MS	307	35	342
HS	223	15	238



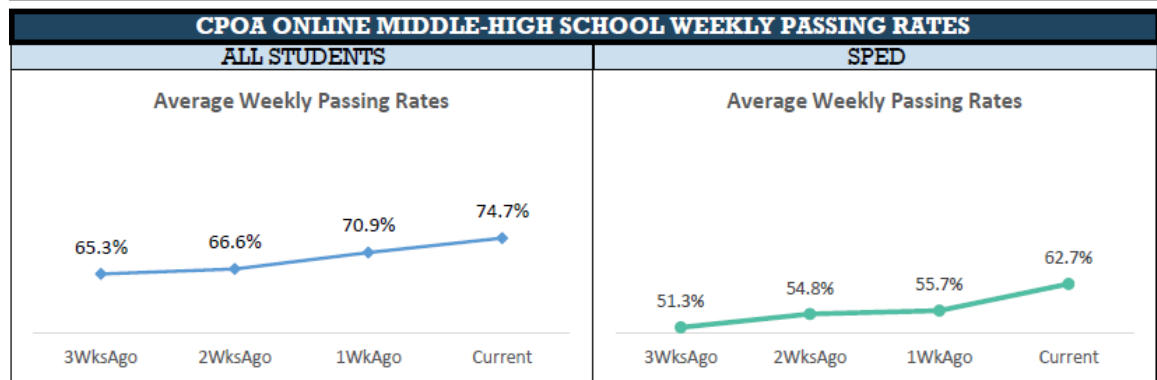


WITHDRAWN STUDENTS THIS MONTH							
COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder	1	0	1	Kinder	11.1%	0.0%	11.1%
Grade 1	0	0	0	Grade 1	0.0%	0.0%	0.0%
Grade 2	0	0	0	Grade 2	0.0%	0.0%	0.0%
Grade 3	0	0	0	Grade 3	0.0%	0.0%	0.0%
Grade 4	0	0	0	Grade 4	0.0%	0.0%	0.0%
Grade 5	1	0	1	Grade 5	11.1%	0.0%	11.1%
Grade 6	1	0	1	Grade 6	11.1%	0.0%	11.1%
Grade 7	1	0	1	Grade 7	11.1%	0.0%	11.1%
Grade 8	1	0	1	Grade 8	11.1%	0.0%	11.1%
Grade 9	0	0	0	Grade 9	0.0%	0.0%	0.0%
Grade 10	1	0	1	Grade 10	11.1%	0.0%	11.1%
Grade 11	1	0	1	Grade 11	11.1%	0.0%	11.1%
Grade 12	2	0	2	Grade 12	22.2%	0.0%	22.2%
TOTAL	9	0	9	Percents	100.0%	0.0%	





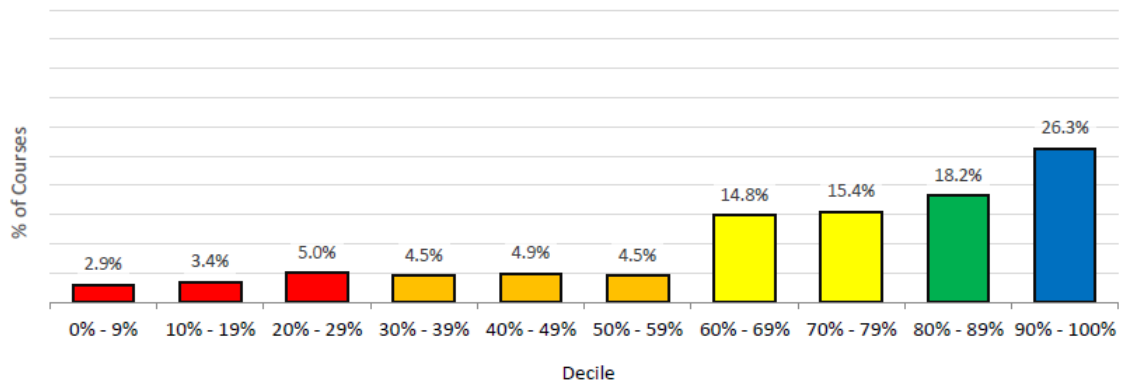
MONTHLY ACADEMIC SUMMARY - JUNE 2017 (con't)



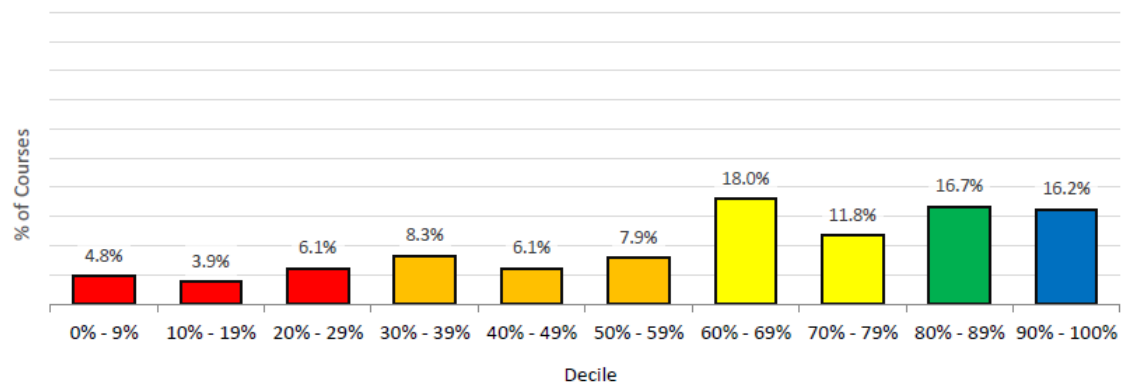


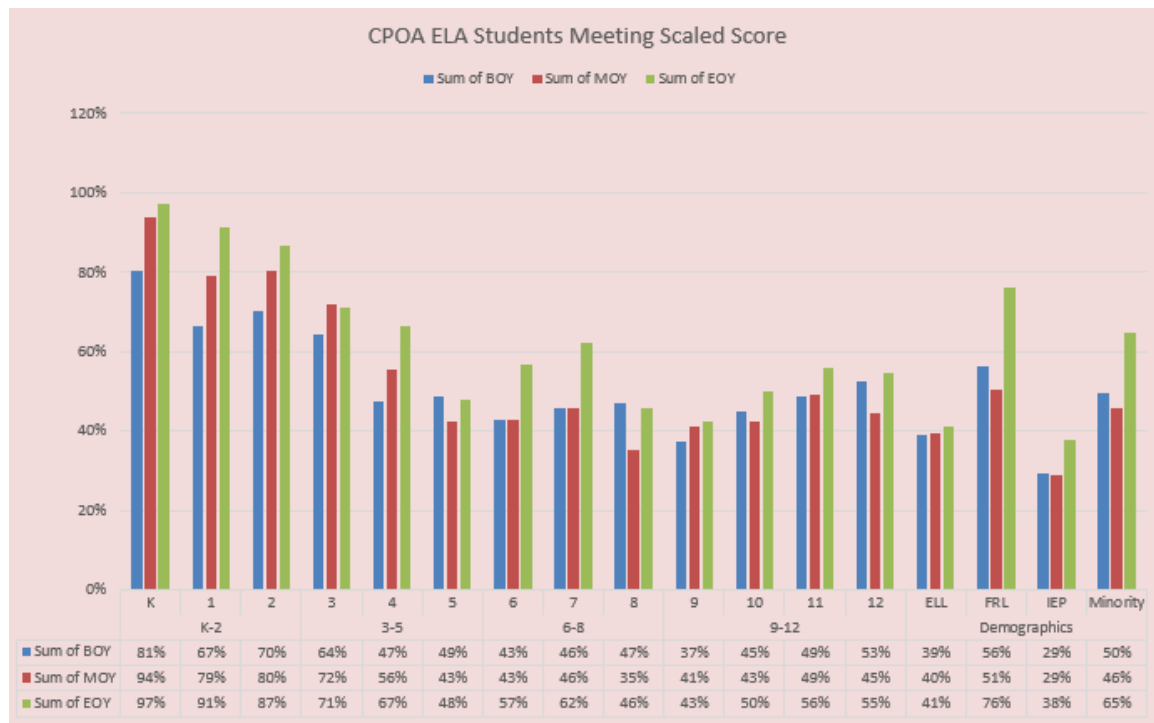
CPOA ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE

ALL STUDENTS



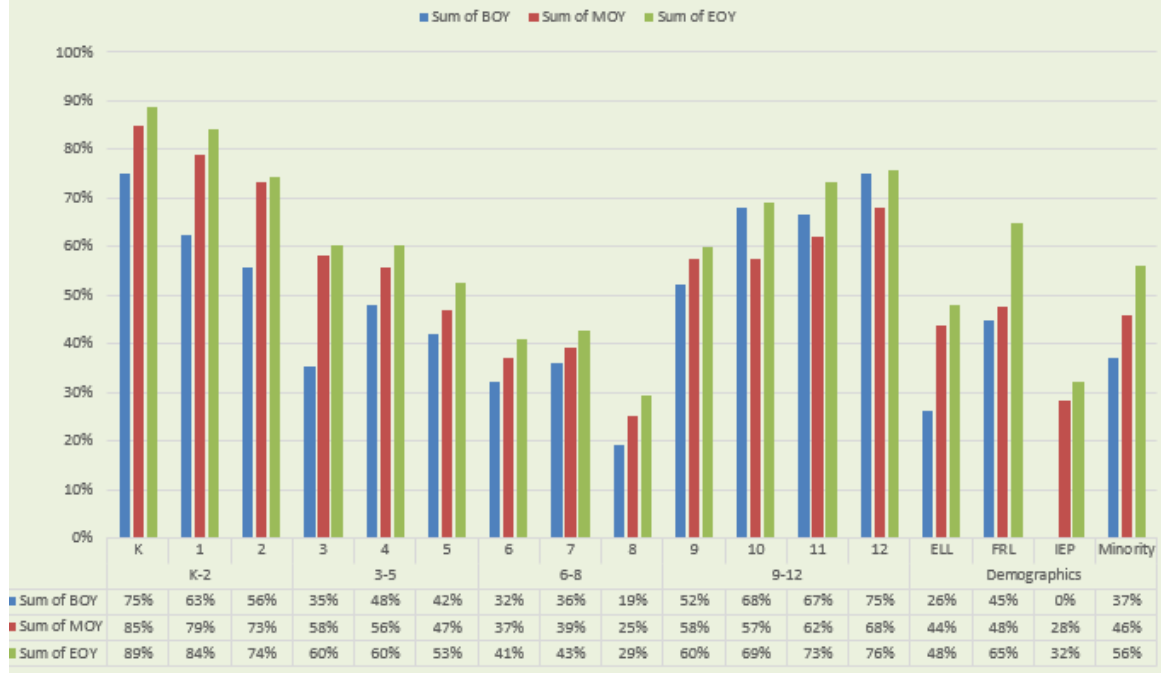
SPED STUDENTS







CPOA Math Student Meeting Scaled Score

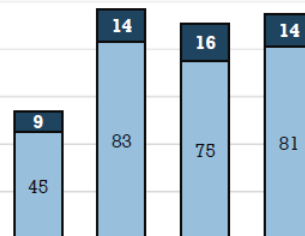




MONTHLY ENROLLMENT SUMMARY - JUNE 2017

PPOS ACTIVE STUDENTS BY GRADE - JUNE 2017

■ Reg Ed ■ SPED



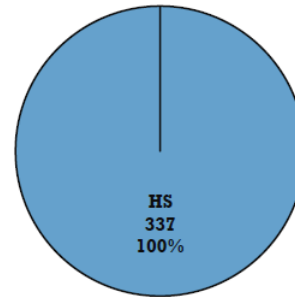
Kinder Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

ACTIVE STUDENTS THIS MONTH

COUNT				PERCENT OF COLUMN			
GL	Reg Ed	SPED	GL Totals	GL	Reg Ed	SPED	% of Tot
Kinder				Kinder			
Grade 1				Grade 1			
Grade 2				Grade 2			
Grade 3				Grade 3			
Grade 4				Grade 4			
Grade 5				Grade 5			
Grade 6				Grade 6			
Grade 7				Grade 7			
Grade 8				Grade 8			
Grade 9	45	9	54	Grade 9	15.8%	17.0%	16.0%
Grade 10	83	14	97	Grade 10	29.2%	26.4%	28.8%
Grade 11	76	16	91	Grade 11	26.4%	30.2%	27.0%
Grade 12	81	14	95	Grade 12	28.5%	26.4%	28.2%
TOTAL	284	53	337	Percents	84.3%	15.7%	

SUMMARY BY GRADE BAND

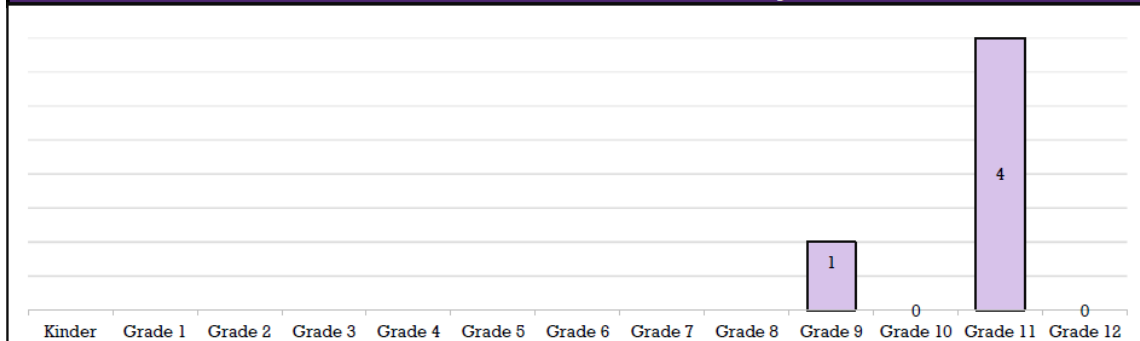
	Reg Ed	SPED	Total
K-5			
MS			
HS	284	53	337





MONTHLY ENROLLMENT SUMMARY - JUNE 2017 (con't)

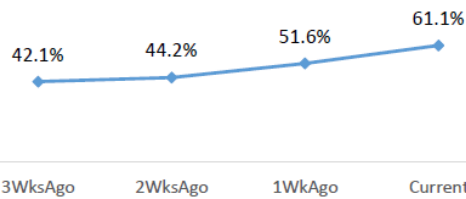
PPOS WITHDRAWN STUDENTS BY GRADE - JUNE 2017



PPOS ONLINE MIDDLE-HIGH SCHOOL WEEKLY PASSING RATES

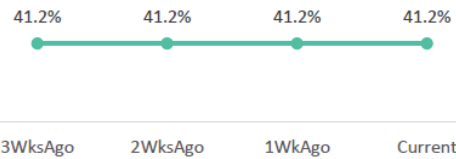
ALL STUDENTS

Average Weekly Passing Rates



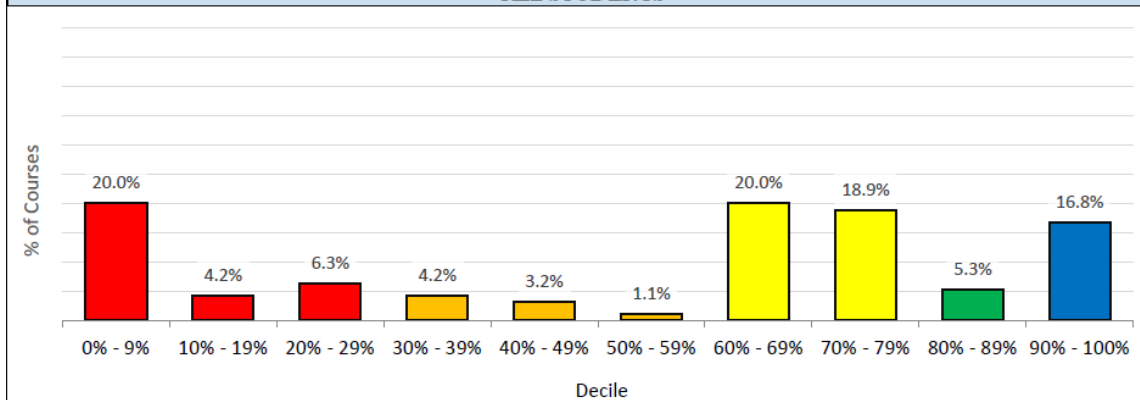
SPED

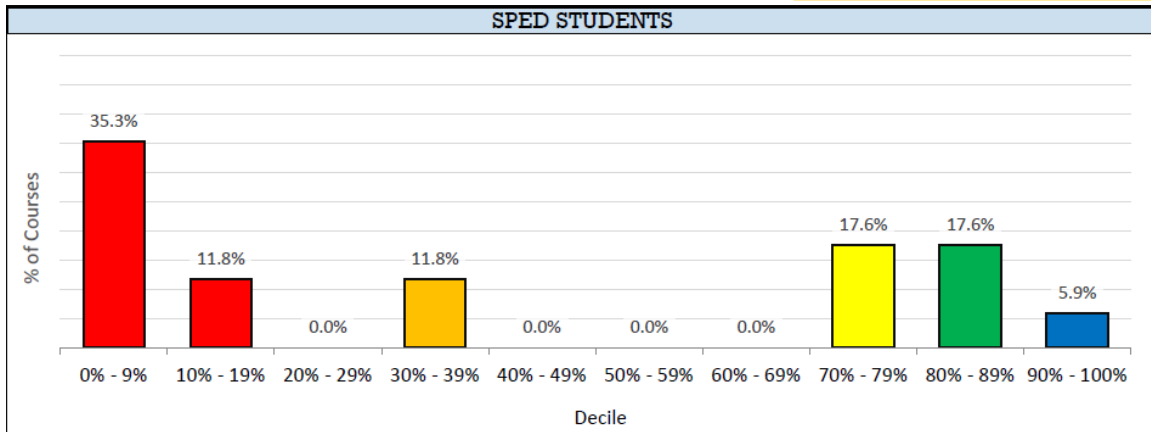
Average Weekly Passing Rates



PPOS ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE

ALL STUDENTS





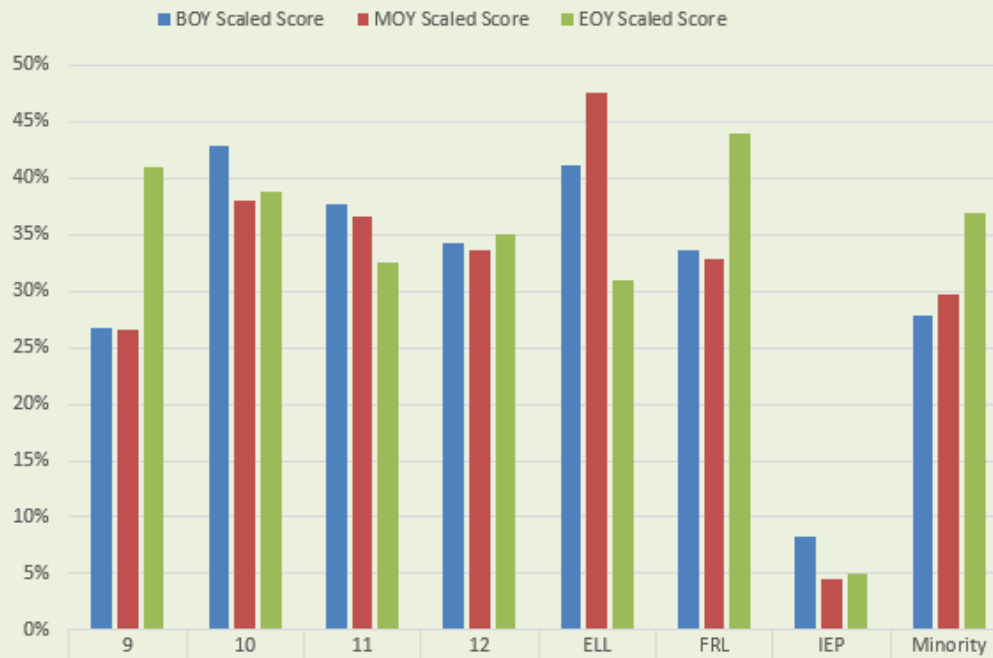


PPOS ELA Students Meeting Scaled Score





PPOS Math Student Meeting Scaled Score



	9-12				Demographics			
BOY Scaled Score	27%	43%	38%	34%	41%	34%	8%	28%
MOY Scaled Score	27%	38%	37%	34%	48%	33%	4%	30%
EOY Scaled Score	41%	39%	32%	35%	31%	44%	5%	37%



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: 6/23/17

Prepared by: Bradley Hardin

Title of Agenda Item: Board Report

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

Graduates

Mountain View Virtual had 21 seniors who completed all requirements for graduation. MVV had 1 senior who did not quite complete the requirements and will finish in August. MVV had 8 seniors who knew early on this winter that they would not have the requirements to graduate. These students will continue working in August to meet the requirements.

Concurrent Enrollment

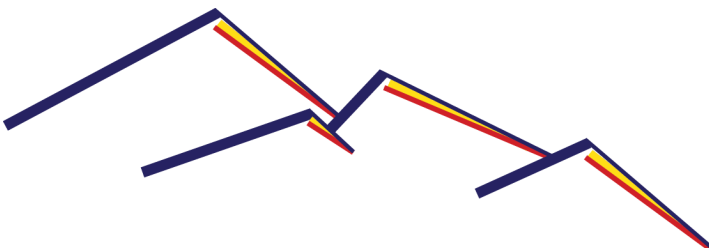
MVV had 2 seniors who were taking concurrent enrollment courses through Red Rocks Community College and North Lake College.

ASCENT Students

MVV had no ascent students for 16-17.

Associate and Bachelor Degrees

MVV had no students who completed either type of degree while still in high school.



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Scholarship Money

MVV seniors had no scholarship money awarded.

Workforce Certificates

MVV seniors completed no workforce certificates.

National Honor Society

This year, National Honor Society helped contribute to their community by volunteering at various venues such as: elderly community centers, tennis programs for kids, and at a local church.

Noteworthy Stories

I would also like to recognize our Salutatorian. Caitlin Brady could not be here today but I feel that we need to recognize her for her important contributions. She was an advocate for all people with disabilities. She was the youngest in her school to have a service dog. She co-founded Domino Service Dogs along with her mother, Barbara and trained dogs to be able to help people with their disabilities. She was an advocate and had trained to do that work as well as worked with the Colorado legislature to pass many bills to help people in the state of Colorado. While she was attending Mountain View Virtual, she was also taking courses at Red Rocks Community College. She was accepted to Regis University with a goal of becoming an attorney to help all people.



I would also like to recognize our Valedictorian. Sander Bomgardner please stand up. This young man is very much a leader. While he was still attending Mountain View Virtual, he was also taking college coursework at North Lake College in Texas. Get ready for his long list of awesomeness. He was President of the College Student Government Association, Vice President of the Gay-Straight Alliance, Vice President for Membership for Phi Theta Kappa, Vice President for the Anime Club, Finance Director for the Blazer Activities Board, and Orientation Team Leader for the Student Life Office. He has always been a very positive person, fun to talk to, and very conscientious about others. He shows dedication toward his schoolwork and is able to demonstrate a high level of academic success. Sander, please come forward to receive your award.

Graduates' Future Plans

Bryce will be continuing in the workforce in the area of auto mechanics.

Alexander plans to attend North Lake College in Texas, where he is already attending.

Caitlin plans to attend Regis University, eventually going to Harvard Law School.

Kaleigh plans to work, travel, and live life.

Deven plans to go back to Germany and join the Army.

Dewayne plans to go back to Germany and join the Army.

Cori plans to attend college and major in Nursing.



Karely plans to work in Early Childhood Development.

Katherine plans to attend CSU-Pueblo.

Dakota plans to work after high school.

Danielle plans to attend KMG Music Academy.

Elexis plans to work after high school.

Morgan plans to attend Arapahoe Community College and pursue a career in the Health Sciences field.

Cole is working on becoming a diesel mechanic.

Colleen is still working as a nanny.

Darrias will continue working at Wag and Wash.

Matthew plans to get a job and eventually go to college.

Alyssa plans to work after high school and go to college to become a nurse.

Catalina plans to attend Front Range Community College.

Bryce plans on working.

Casey plans to attend Red Rocks Community College and then transfer to a 4-year college.

Kyra plans to help dad with his business. Might go into the Navy.



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: 6/23/17

Prepared by: Bernard Hohman

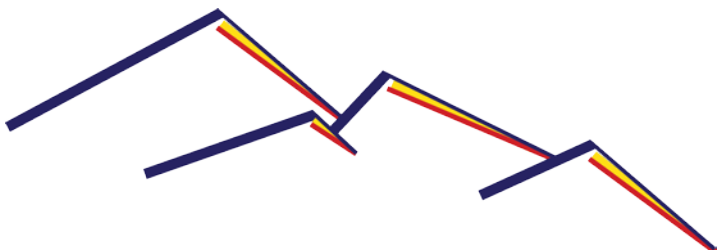
Title of Agenda Item: Board Report for RMDA

Item Type:

☐ Action

☒ Information
(Report)

☐ Discussion



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How many graduates

26

How many took CE courses

21

How many Ascent students we have

5 completed in 2016-2017

5 will be in ASCENT in 2017-2018

How many graduated with Associates degrees or bachelors

Joshua Hoffpauir-- Associate's Degree

Noah Enright- Associate's Degree

Micah Preston-- Professional License- Cosmetology

Stephanie Smith- Bachelor of Science in Computer Information Systems

How much scholarship money is going to be awarded

\$100,000+

Any work force certificates

None

National Honor Society accomplishments and types of community service

RMDA does not have NHS.

Any stories worthy of highlighting

Micah Preston graduated a year early and has earned his cosmetology license.

Stephanie Smith has earned her Bachelor of Science in Computer Information Systems and is starting graduate school in the fall.

We had five early graduates at semester.

List of what students' plan are as graduates.

Elyssia	Atkins	Attend Front Range Community College
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Hunter	Bray	Attend Pueblo Community College
Keenan	Carver	ASCENT: Working toward Registered Nurse license
Burgundy	Clark	Getting a job and working toward some goals
Brooke	Drury	Go straight into a job. Has some business plan ideas
Daisy	Dulyea	ASCENT
Shelby	Fair	Attending CSU- Pueblo to finish general education classes and then transferring into a Bachelor of Fine Arts Ballet Program. Shelby will also be furthering her knowledge and strength in ballet by continuing to train and teach ballet to younger students at Sangre de Cristo School of Dance.
Lucas	Foster	Continue snowboarding career and looking at certifications to become a personal trainer
Amy	Harmes	Continuing for one more year at TSJC and then receiving AA, AS, and AGS
Nora	Hixson	Continuing dance and taking a gap year before college
Joshua	Hoffpauir	Attending CSU Pueblo
Aaron	Hopkins	Heading to Nebraska for a 3-year Education Ministry degree, go on to earn a master's in education, and then work with local businessmen in the Springs, eventually starting a new school with exceptional curriculum based in applicable skills to promote student success in a world of business and hard work.
Kaytlin	Hughs	Taking a gap year
Martha	James	Taking a gap year and hoping to travel to Japan
Lexi	Miller	Attending FRCC
Charnel	Monteith	ASCENT
Hannah	Muller	Attending CSU Pueblo
Enright	Noah	Attending BYU
Lauren	O'Grady	ASCENT
Jarod	O'Grady	Going into a job



Micah	Preston	Attending ISSA for a third year to complete Cosmetology license
Avesta	Rasul	Attending Front Range Community College
Stephanie	Smith	Looking at graduate school and considering a church mission
Mary	Steyaert	Attending Arapahoe Community College
Elizabeth	Trumble	Gap year to work and save money. Considering mission work in Africa
Megan	Wagner	Traveling
Zachary	Waters	ASCENT student next year. After finishing up at AIMS, he will try out for Disney on Ice

Parent/Student Surveys

End of Year Survey Results compared with the Mid Year Survey Results.

Mid-Year/End-Of-Year

We surveyed our parents and students in December. Here are some of the highlights. See the attached reports for all of the feedback. We feel pretty good about the data we received over all, but we have identified, as a staff, areas of growth.

From Parents:

	Mid-Year	End of Year
I feel welcome at our school.	87%	100%
Staff at this school care about what families think.	87%	100%



This school has high expectations for students.	91%	100%
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From Students:

	Mid-Year	End of Year
Adults working at the school treat me with respect.	100%	100%
My teachers care about me.	94%	94%
My teachers make me feel good about myself.	90%	64%



COLORADO DIGITAL BOCES

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET VI-C

Board Meeting Date: June 23, 2017

Prepared by: Michelle Wallace

Title of Agenda Item: Board Report

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



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STEMSCO

EDUCATOR PROGRAMS

A+ -

STEMSCO will be rolling out a second instance of the A+ course. Educators and Gap students will be able to attend this course, with a tentative start date in July. The inaugural class completed in May, and each educator received lesson plans tailored for the Colorado high school classroom. Additionally, Dianne Kingsland is working with district lawyers to copyright and license these lessons, which will allow STEMSCO to market them separately.

INDUSTRY PROGRAMS

Advanced Manufacturing

Competency Badging –

STEMSCO has the first K-12 competency badging program in the state. Competency Badges are maintained virtually by STEMSCO, can be used on resumes on applications and has a process to directly integrate them into MONSTER.com job applications.

CYBER & COMPUTING

Michelle Wallace met with members of the ISAO (Information Sharing and Analysis Organization) Standards Organization, who were in Colorado Springs to review the Sports ISAO's program. Various guests and organizations were in attendance to help promote cybersecurity programs and processes. One of those folks works at Peterson AFB as a civilian contractor and teaches cyber programs for Regis University in Denver. During this meeting the concept of competency badging was brought up, and this gentleman shared a list of skills that would integrate well with NICE and industry standards, and STEMSCO could badge for high school and Gap students.



PEYTON

STEMsCO awarded students at the Peyton Woods program a total of over 250 badges to 18 students that successfully demonstrated the following skills:

- Measuring Thickness Proficient
- Measuring Depth Proficient
- Measure Imperial Lengths Proficient
- Measure Metric Lengths Proficient
- Measure inside Dimension of Opening Proficient
- Verify Material Squareness Proficient
- Layout Material for Perpendicular Cuts Proficient
- Layout Material for Angled Cuts Proficient
- Table Saw Pre-Operation Checklist Proficient
- Table Saw Expert
- Ripping Proficient
- Rough Saw Part from a Pattern Proficient
- Square Crosscut Proficient
- Random Orbital Sander Pre-operation Check list Proficient
- Sand Flat Pieces of Solid Lumber proficient
- Random Orbital Sander Expert
- Face Jointing Proficient
- Edge Rabbeting with a Dado Proficient



Business Computing and Cyber Education

STEMsCO is working with the Sports ISAO (Information Sharing and Analysis Organization) to develop a Cyber Internship for high school students. We are going to test an abbreviated concept of this program with a small group of students this summer, but will focus on developing a robust program during the 2017-2018 school year.

High School Sports & Cyber Program

**AUGUST
4-13**



Register by May 31st
\$25 fee includes virtual lessons &
5-hour, on-site live cyber event!
*Up to 15 scholarships available

SUMMER CYBER OPPORTUNITY

Cyber Resilience Institute Secure Operations Center

This August, high school students can engage in information sharing and analysis of cyber attacks against the teams, events, and venue of the World Track and Field Championships. For your spot in this exclusive opportunity please apply through STEMsCO and Michelle at michelle@STEMsCO.org

STEMsCO *And Beyond!*
STEM EDUCATION FOR SOUTHERN COLORADO



OTHER

CTE STEM CURRICULUM

STEMsCO recently completed a six-month project to develop a year-long, middle school STEM curriculum which David Barnes, CDE's CTE Director. The program is deep in project-based learning activities, with input from college to elementary educators, from CTE professionals to former engineers. Over 70% of the collaborators have industry experience, contributing to the relevancy of the lessons. The following topics were written to be taught across a standard, four quarter school year, however, they are modularized so an educator can pick and choose units or activities to augment their curriculum:

- Computing Science
- Energy & Environment in Colorado
- Materials & The Built World
- Capstone Project



Members of the team will be attending the CACTE Conference in July, to present the curriculum to the Colorado Association of Career Tech Educators from across the state. In addition, K-12 educators that contributed to this document received 7.0 CEU's towards their state recertification.