

## Online School Accreditation Plan and Annual Performance Report

### History of the CD BOCES

The Colorado Digital Board of Cooperative Educational Services was formed through a cooperative with the Falcon School District 49 and Yuma School District 1's Boards of Education and the Board of Regents at Pikes Peak Community College in 2013. The CD BOCES began contracting its first school, Colorado Preparatory Academy (CPA), in July of 2013.

The CD BOCES vision is to fulfill the promise for any student, any time, anywhere. The CD BOCES is a partnership between the Falcon School District, the Yuma School District, Pikes Peak Community College and other institutions of higher education to authorize or operate multi-district online schools, blended learning schools and other online-based models that combine the latest in technology and best practices along with data-driven, online and blended proven methods for increased student academic success. This model of learning is the future of learning and our students' future depends on different modalities of online and blended learning. We will pursue innovative approaches that will transform the way public online and blended schools have been supported in the past to have a positive impact on online and blended learning schools and programs.

Many of these schools operate as the only online school in their district and do not have a support network that provides them a solutions based environment and a network of professional support. The CD BOCES provides a comprehensive system of support to include professional development, state-of-the-art technology training, professional communication hub, and access to the latest research findings on online and blended learning issues. Within an environment based on supporting online/blended learning and the development of a comprehensive structure of training and support, online and blended schools and programs will be able to propel to new heights in student academic success.

To this end, the CD BOCES has brought together a team of experts in related fields to create a state-of-the-art 'virtual school district' to serve blended learning digital schools. The team is comprised of 'out of the box' thinkers with an ultimate purpose of providing a high quality digital education.

The CD BOCES was authorized in May of 2013 by the Colorado Department of Education. It was established pursuant to 22-5-104, C.R.S.

An initial step in developing the CD BOCES' was identification of its Core Principles:

Keep kids first

Be intentional

Focus on the goals

Respect relationships

Communicate clearly

Keep your moxie

Live with integrity

Currently, the CD BOCES authorizes the following schools, listed by their opening year:

- Colorado Preparatory Academy (2013-2014 SY)
- Rocky Mountain Digital Academy (2014-2015 SY)

## **Accountability**

### ***Bi-annual School Dashboard***

One of the components of the CD BOCES school accreditation process is each school's dashboard, which has several performance metrics included. These performance metrics, which are monitored on the school's dashboard, fall within the four categories: Academic, Finances, Organizational, and ESP.

At the completion of each semester, CD BOCES staff will compile and analyze school performance metrics. Based on both qualitative and quantitative performance, each school receives a colored code (red, yellow or green) that represents the school's semester rating and score. The school's semester rating is based on their cumulative score of the four categories. The school's numerical score determines its color-coded rating. All of the scores collectively contained in the semester dashboards determine the school's annual rating and score.

## The Four Accountability Categories

CD BOCES provides oversight through a rigorous monitoring process that examines four accountability categories:

- Academics
- Financial
- Organization
- ESP

Each of the four Accountability Categories contain subsections, that when summed as a whole, generate sufficient evidence to demonstrate success in meeting the Accountability Category expectations.

All four Accountability Categories will be examined at the end of each semester; however, not all subcategories will be examined due to the fact that not all subcategories provide necessary data.

The four Accountability Categories and subcategories are:

- 1) Academics
  - a. Historical State SPF ranking, which includes
  - b. Formative Assessment results
  - c. UIP
  - d. Bi-annual school site visit examining standards 4,6,7 and 8 from Colorado Digital BOCES Matrix
  - e. Metrics unique to the school as identified in the school mission and contract

- 2) Financials (the financial viability to present a high quality educational program)
  - a. Annual Financial Audit
  - b. Bi-annual school site visit examining standard 2 from Colorado Digital BOCES Matrix
  - c. Metrics unique to the school as identified in the school mission and contract
- 3) School Operations (the day-to-day operations of the school, which includes enrollment, compliance, and deadline compliance)
  - a. DST Compliance
  - b. Statutory Compliance
  - c. Bi-annual school site visit examining standards 3,5,9 and 10 from Colorado Digital BOCES Matrix
  - d. Metrics unique to the school as identified in the school mission and contract
- 4) Management company or ESP (the fidelity with which the management company fulfills contractual obligations and supports the school)
  - a. Contract compliance
  - b. ESP evaluation
  - c. Bi-annual school site visit examining standard 1 from CD BOCES Matrix
  - d. Metrics unique to the school as identified in the school mission and contract

## **Monitoring**

### *End of Year Site Visit*

In order to provide an appropriate level of support for our schools, CD BOCES staff and third party consultants conduct an end of year site visit with an identified expertise matched to the unique needs of each CD BOCES school. The CD BOCES may provide for third-party evaluation of specific areas such as Special Education or ELL students.

The purpose of the End of Year visit is to better understand how the school operates at a granular level and monitor progress on the indicators within the school's Dashboard.

Reviewers will score the school in each area of the Accountability Matrix.

During the site visit(s) reviewers have access to the school and data within each of the school's four Accountability Categories.

The visits include, but are not limited to:

- Virtual classroom visits
- Visiting on days when students and teachers are face-to-face
- Attending at least one school interview with the leadership staff and teaching staff
- Ability to observe school leadership meetings
- Ability to observe staff meetings
- Access to the curriculum and alignment to CCSS
- Review of initial and updated Action Plans
- Review of ongoing meeting notes
- Review of Unified Improvement Plan (UIP)
- Review of the school's fall self-assessment results
- Review of the leadership's one-page reflection summarizing how findings in the self-assessment and the UIP fit together.

### *Supplemental monitoring strategies*

Frequency and intensity of a school's monitoring is a reflection of the school's semester CD BOCES Matrix results and compliance reports. If a school receives a rating color-coded red during the year the school will automatically receive supplementary monitoring strategies, which include, but are not limited to:

- Develop a corrective action plan
- Establish mandatory monthly leadership meeting between the school leadership and the CD BOCES leadership. The leadership meetings

will establish an improvement plan within the school in all areas that are not satisfactory and discussing the improvement plan progress.

- The CD BOCES staff will collaborate with the school to understand and address the Category(s) that were identified as areas of concern.
- Regular discussions regarding Action Plan progress. The school and the CD BOCES leadership will fully understand where progress is, and is not, being made.
- Examine successes and challenges in implementing the school's curriculum, and examine gaps within the curriculum that may need to be addressed via supplemental programs.
- Examine challenges in promoting individual student academic growth and mastery of content standards.
- Ensure the school's curriculum alignment to Colorado State standards.
- Assist should the school requests professional development services.

The CD BOCES's approach is to provide support through research findings, resources, ideas, or any other means to assist the school in improving performance. The supplementary monitoring will not have a punitive effect on the school. Further, should success not be evident within the identified time frame, the CD BOCES will try other approaches, such as limiting enrollment capacity. However, if after repeated attempts to implement a successful remedy have been exhausted, the CD BOCES may move to non-renew the contract or close the school. This will be done with full transparency and ongoing communication with various individuals.

### **Summative Performance Report**

The CD BOCES will use the school's self-evaluation on the CD BOCES Matrix, site visit findings, and the school's semester CD BOCES Matrix ratings, to create a Summative Performance Report, which will provide a score and color snapshot for each of the four Accountability Categories. Published final report will be available on or before by July 31<sup>st</sup> each year. This report will be provided to the Colorado Digital BOCES Board, Falcon School District 49 Board, and Yuma School District Board.

For further information and interest in the CD BOCES School Accreditation process and procedures please contact Kim McClelland at [kim@cdboces.org](mailto:kim@cdboces.org).