I. PRELIMINARY

Shepherd called the September 16, 2014, meeting to order at 6:00 p.m.

Roll Call

The following members were present:

JulieMarie A. Shepherd, president
Cathy Wildman, vice president
Mary W. Lewis, secretary
Dan Jorgensen, treasurer
Amber Drevon, director
Eric Nelson, director
Barbara J. Yamrick, director

Also meeting with the Board of Education were:

D. Rico Munn, superintendent of schools
William Stuart, deputy superintendent
Georgia Duran, chief communication officer
Brandon Eyre, district legal counsel
Lisa Escárcega, chief accountability and research officer
Damon Smith, chief personnel officer
Anthony Sturges, chief operating officer
Adrienne Bradshaw, chief financial officer
Tonia Norman, assistant to Board of Education

Pledge of Allegiance

Shepherd led the Board in the pledge to the flag. She then welcomed visitors to the meeting.

Approval of Agenda

The September 16, 2014, agenda was approved as written.

Approval of Minutes

The minutes of the regular meeting of the Board of Education held on September 2, 2014, were approved as written.

Opportunity for Audience

Sean Tonner, supporter of Amendment 68, is excited about potential funding for public education. He indicated that approximately $110 million would be distributed to state districts in year one and approximately $5.2 million or $135.46 per student would be provided to the district in year one due to COP eligibility. He noted that roughly 17,990 citizens in Arapahoe County have signed the petition; 3,284 Aurora residents support the initiative; 76 current or retired APS teachers support the initiative; and 570 teachers across the state have endorsed the initiative.
Recognizing Excellence

Shepherd invited staff and the community to the annual APS Education Foundation Gala on September 18, 5:30 p.m., at the Wings Over the Rockies Air and Space Museum. Munn shared that Gateway High School graduate Admiral Michelle Howard, the first woman and African-American to be promoted to four-star admiral, will be honored at the gala.

II. BOARD WORKSHOP

Charter Application Review, State of Charters and Overview of District Charters

Escárcega shared that the district received three charter applications prior to August 1, 2014. District staff interviewed charter applicants on September 15 and the District Accountability Advisory Committee (DAAC) interviewed charter applicants earlier today. The Board received and reviewed charter applications in advance of the meeting. Proposed recommendations will be included on the October 7 Board agenda as information. The Board will take action on recommendations on October 21.

Aman Steam Academy

Farrah Martin, founder and proposed school leader; Sandra Cleveland, board member; and Jim Hassler, board member, were present to highlight the application for the Aman STEAM Academy.

Martin shared that the word “Aman” is Hebrew, meaning believe, and expressed that the principle foundation of academy educators and supporters is that all children can learn and all children can be provided a high quality education. She indicated that the vision, mission and institutional values of the academy are comparable to those outlined in the VISTA 2015 Strategic Plan, including accelerating student achievement, closing achievement gaps, and preparing students for the 21st century workforce with an emphasis on career readiness and pathways. She cited similarities between the STEM pathway and the arts and communication pathway, and discussed how combining pathways would increase student learning within core content areas.

Martin explained that the vision and mission of Aman STEAM Academy is to use the STEAM project-based model, which is an integration of STEM and the arts, to ensure a holistic approach to educating students. She shared that the goal of the STEAM model and framework is to fully integrate content so students learn in authentic ways, noting that students would be taught thought processes that scientists, artists and innovators use to problem solve and create viable solutions. She highlighted the importance of teaching foundational skills at an early age to help students retain interest in science and math throughout their school career to increase opportunities to enter science or math career fields. She shared that students would have opportunities for daily hands-on learning and participation in projects with real-life connections.

Martin emphasized the importance of parent and community involvement, and making sure parents have a critical voice in the school. She shared that systems and tools would be in place to assist, educate and empower parents to help their students succeed. She highlighted the “looping” structure, which allows students
and teachers to remain together for two years to build solid relationships and better prepare students for success. She shared that students would have opportunities to demonstrate learning to community experts or participate in field experiences to the Aurora Cultural Arts District to view displayed artwork at the end of each nine weeks.

Nelson is excited about the STEM opportunity for district students. He asked about partnerships that have been developed with the Aurora community. Martin shared that a number of partnerships have been developed with the arts and science communities. She highlighted the partnership with the Aurora Cultural Arts District, which has offered facility support and partnering opportunities with artists and businesses that they support. She shared that partnerships have been developed with the NAACP and the education and marketing departments at the Community College of Aurora. She expressed that conversations are occurring with Willie Daniels, Shades of Blue, in regard to piloting an aviation STREAM-based program model, and through this connection, additional partnerships are being developed with national engineers and aviators who have expressed an interest in the program model. She added that staff is working with RISE Colorado to develop systems and outreach opportunities to support families of second language learners.

Lewis asked about the site location and the number of district students who have signed a letter of intent. Martin is currently working with a realtor and shared that several potential locations have been identified. She has reached out to area charters to see how they have designed and maximized space. She noted that recruitment efforts have been focused on pre-kindergarten students and shared that letters of intent were distributed to approximately 50 families.

Drevon asked about the background and experiences of current board members. Cleveland has a doctorate in organization and management. She served 23 years in the Air Force and has 27 years of experience in contract management. Haessler has more than eight years of experience in charter school management and is currently the operations manager of a charter school. He is currently assisting staff with budget, finance, and operational oversight.

Martin highlighted background and experiences of other board members, including Casie Witte, licensed psychologist and current school counselor; Jennifer Bacon, attorney and manager/director of Teach for America; and Ethan Ruzzano, interim marketing director for the Community College of Aurora. She indicated that remaining slots would be filled with community members and parents to ensure that the board represents both the school community and community at-large and has a strong cohort of voices with fundraising experience.

Wildman asked about intervention strategies for students who are not meeting targets and integrated reliability systems and other factors that demonstrate students are achieving based on current standards. Martin has a background in teacher evaluation and had the opportunity to participate in early discussions around Senate Bill 191. As the former director of education policy and practice for the Colorado League of Charter Schools, she shared that her job was to help schools vet teacher evaluation systems. She explained that staff is in the process of creating an authentic rubric and evaluating critical targets. She noted that the research-based model is effective and believes that a significant number of students should respond favorably, but indicated that response to intervention
measures are in place as well as intentional assessments to appropriately pinpoint student learning. She expressed that time is embedded within the model to provide all students with daily intervention strategies, and staff is looking to leverage parent volunteers and community partnerships to give teachers more opportunities to provide one-on-one or small group instruction to move kids to expected targets. She shared that the academy utilizes the rigorous design process to ensure curriculum is aligned to common core, Colorado Academic Standards, and Next Generation Science Standards.

Shepherd asked about potential grants and fundraising opportunities. Martin replied that staff is in the process of applying for the state Start-Up Grant, and noted that discussions and applications for additional funding have been submitted to the Daniels Fund, Walton Family Foundation and the Rose Community Foundation. She noted that fundraising responsibilities would primarily be the focus and responsibility of the board, parent council, parent liaison, and project-base learning coordinator.

Lewis asked if an application had been submitted to the Charter School Institute (CSI). Martin replied that an application had been submitted to CSI and staff is in the final stages of the interview process. She hopes the academy can be authorized through APS, but noted that per pupil revenue is higher through CSI and provides better opportunities to serve Aurora students.

Escárcega clarified that if the charter facility is located within the Denver Public Schools (DPS) boundaries, the charter would have to get approval from DPS prior to APS releasing authorization to CSI.

Cooperative Community School

Valerie Ireland, co-founder and design group board member, and Roya Brown, cofounder, provided an overview of the Cooperative Community School.

Ireland shared that the Cooperative Community School is an inclusive and democratic learning community that prepares diverse students in making positive, sustainable contributions to the world. The school would be located in the Ecotech Institute building at 1400 S. Abilene Street.

Ireland is a kindergarten teacher and has taught for 15 years in Boulder Valley, Adams 12, and is currently teaching in DPS. Prior to teaching, she was a social worker and has a masters degree in social work. She ran group homes for emotionally disturbed kindergarten-aged children, and started a faith-based youth camp, Mountain Friends Camp, that currently serves approximately 50 kids. She is also a founding member of the Rape Assistance and Awareness Program and was instrumental in setting up the board and subsequent training.

Brown is a secondary math teacher with a masters and endorsement in special education. Prior to teaching, she was an engineer for 17 years and plans to serve as the business manager for the Cooperative Community School due to her background and experience with construction management and finance.

Ireland shared that the unique charter model seeks to empower low income and at-risk youth populations in Aurora by integrating the best of many revolutionary and highly effective programs. School crowding and low measures of yearly annual growth caused staff to target this area to serve as it indicates an urgent
need for more efficient and cost effective approaches to prepare students to thrive in the 21st century. We also believe that by locating in this area, we would be able to serve the district in a meaningful way by reducing overcrowding in neighboring schools and giving them an opportunity to show yearly growth and close achievement gaps. A radically new approach to education will be implemented to prepare students to be adaptable, critical thinkers, and valuable stewards of sustainability within the community. We chose to foster self direction, collaboration, flexibility, democracy, community service, and ethics based on permaculture principles.

Ireland was introduced to the Cooperative Community School through permaculture and was approached by Denver Urban Gardens and GrowHaus staff to determine a good area to implement a green school based on success experienced in the Denver Green School.

Ireland expressed that the organizational structure of the Cooperative Community School is innovative and based on a democratic model that gives all participants a voice. Teacher leadership would utilize the largely untapped attributes of teachers to strengthen student performance while working creatively and collaboratively in a shared capacity. Administrative positions would be eliminated, which would give teachers more accountability and funding ability for direct and innovative instruction.

Several successful proven models will be utilized at the charter, including flexible blended learning, project-based learning, blended mastery learning, and service learning. The flexible blended learning model will allow students to pace progress, moving forward only when mastery of each course standard has been achieved. Student learning would be tailored to individual skill sets, interests, and learning styles. Students will collaborate with teachers and advisors to develop individual learning plans and have freedom to focus on specific talents while meeting or exceeding course standards.

The project-based learning model is an interactive approach based on collaboration between teachers and community experts. Students will demonstrate and apply what they have learned to real-world projects, proposals or solutions unique to their generation. Students will apply skills through inquiry and critical thinking to connect real-world problems with environmentally sustainable solutions.

The blended mastery learning model utilizes technology and allows for real-time assessment and advancement once students have demonstrated mastery of skills or objectives. Teachers will utilize real-time assessments to target direct instruction and time lines. Formative assessments will guide a variety of personalized correctives and are a source of evidence to guide future and supplementary instruction. Students are evaluated by criterion-reference tests; thus, competing against themselves to achieve a personal best.

The service learning model will allow students to interact with the surrounding community and provide meaningful interaction and collaboration with community stakeholders and existing community projects. By providing classroom and community experiences, students learn civic responsibility and sustainability while building strong values of teamwork and cooperation. Projects currently being assessed include service opportunities with Aurora’s underused greenhouses to provide food and gardens to the community. Students will learn
how to access and utilize all community resources, including public libraries and recreation centers. Staff also hopes to partner with the Community College of Aurora to establish an art program.

Newly enrolled students will be assigned advisors who will create and maintain personal learning plans, and will follow students vertically throughout their academic career. Advisors will collaborate with students, teachers, and community professionals to develop plans that ensure success by incorporating accommodations for meeting academic goals and project-based requirements. Advisors will co-facilitate in developing curriculum for elective courses in collaboration with community professionals, partnering organizations and resources. Developing and maintaining deep and long-lasting relationships will ensure that no student remains unknown.

The culture of the Cooperative Community School is to cultivate identity, empowerment and integrity while promoting compassion, inspiring leadership, celebrating perseverance, building a resilient community, and fostering a passion for lifelong learning. Our character education program establishes a strong foundation for socio-economic, racial, gender identity, ethic, religious and national diversity by building a community of allies in the drive for social justice. The Restorative Justice Program, which empowers individuals to resolve conflicts, will be utilized by students, board members, committees and community partners. Program practices have been proven to prevent bullying, reduce community conflicts, give voice to the harmed person, and engage all parties in collaborative problem solving.

The fundamental guiding principle of the Cooperative Community School is sustainability. All aspects of the school’s culture and implementation are rooted and based in permaculture ethics of sustainability, equality, and respect for all people and the environment. Permaculture principles are utilized to guide the design of sustainable systems from the facility to the classroom. Permaculture is a set of 12 principles, including valuing the margin, and we believe that the underperforming, free and reduced lunch student population group that we have targeted, has many assets to bring to the world. We also believe that families who are given a voice and a meaningful program can achieve at results similar to those of other economic groups.

Yamrick asked whether the school would be stigmatized as a low-income school based on the targeted student population group. Ireland was advised that a green sustainable concept would pull students from all socioeconomic groups. She emphasized that staff is looking to serve in an area that best supports the district, relieve overcrowding at neighboring schools, and serve a broad range of students. Brown noted that she and Ireland worked in Title I and low-income schools, and discussed the importance of providing this option to a wide variety of students.

Jorgensen asked about student recruitment efforts. Ireland has canvassed and distributed letters of intent at several apartment complexes. She noted that families have expressed interest, but are waiting until approval is granted before making a commitment. She shared that four community meetings have been held both in and outside of the district. Brown has visited nine daycare centers within the targeted area and shared that many families have expressed an interest. She has also contacted the Boys and Girls Club and the Aurora YMCA to schedule evening parent meetings. Ireland added that the Village Green
Recreation Center and the Moorhead Recreation Center are assisting with community outreach efforts. Ruben Medina, Moorhead Recreation Center, is assisting with board recruitment and will provide recommendations upon the charter’s approval.

Drevon asked for additional clarification around the management structure of the proposed charter. Brown replied that the faculty council would support seven committees, including curriculum and standards; special education; finance and budgeting; operations; cooperative community culture; professional development; and public relations, communications and marketing. She shared that each committee would be comprised of teachers, board members, community professionals, and parents. She added that recruitment of members would be based on specific skill sets and experiences associated with individual committee work. Ireland has met with staff at teacher-led schools and acknowledged that professional learning work to build culture around horizontal management would be a challenge in year one, noting that experts would be solicited to work with staff around horizontal management. She added that teacher leaders would be elected by staff on a rotating basis and hopes to enlist Get Smart School facilitators to assist with instructional professional learning. She indicated that the goal is to have a well-educated instructional staff and well-rounded holistic community by build-out.

Drevon asked about the implementation timeline for professional development work. Ireland replied that work around the professional development vision has already begun. She shared that the current design team and board are studying, training and participating in webinar work around horizontal management. Brown noted the importance of having a sustainable business model.

Lewis asked if Ecotech was planning to relocate. Ireland explained that half of the Ecotech building is owned by a realty trust company. She shared that owners were looking to lease space to a school or church and feel that the proposed charter would be a good long-term investment. She added that the current lease agreement would be structured based on the proposed budget and future build-out.

Nelson asked how mental health services would be assessed. Brown replied that a social worker would be hired to assess mental health needs, but the majority of services would be contracted out.

Innovation Charter School

Russell Jenson has 20 years of experience in education as a teacher and an administrator. He is currently a speaker and training associate for Marzano Research Laboratories, traveling around the country to meet with school staffs to determine barriers to increase student achievement. He expressed that behind every tab of the Innovation Charter School application is a face of a student that connects to student achievement, wellness and success.

Keith Boyer is a business professional as well as a coach, consultant, and pastor. He recently moved to Aurora and is excited about the partnership opportunity with the Innovation Charter School.

Alan McQueen is a 20 year veteran in education and former math and technology teacher in DPS and former assistant principal and principal in
Douglas County. He is currently the director of innovation and student leadership at Platte River Academy K-8.

McQueen shared that the Innovation Charter School (ICS) is proposing to open a blended learning, core knowledge school, in the 2015-16 school year. He noted that core knowledge provides a great guidance platform for teachers and shared that the proposed team of educators have extensive experience in charter schools, core knowledge schools and work with a charter management company, Innovative Charter Management.

McQueen indicated that the core foundation of ICS relates to purposeful integration of educational technology to assess student strengths, growth gaps, and challenge areas. He noted that varied curriculums with integrated education technology components that provide immediate growth gap determinations would be utilized to allow immediate differentiated student grouping. He expressed that this would enable teachers to better manage the learning environment and provide them with instant actionable intelligence.

McQueen highlighted the importance of parent engagement and noted that the ICS charter model includes parent volunteers at the very core. He emphasized that Aurora parents want the very best instructional opportunities for their students to succeed. He shared that the program includes a faith-based component with deep and rich community support and resources. He highlighted the ICS character education model, emphasizing that students who practice empathy, respect, compassion, and integrity, will be more responsible, confident, resilient and experience more success in current and future studies. He noted that 15 professional learning days have been incorporated to develop the character education model, blended learning model, climate, culture, and expectations for classroom behavior support through the Positive Behavior Model. He added that research indicates that students within the targeted population would have smart phones that could be utilized as resources to increase communication, collaboration and problem solving outside of the classroom as part of the blended learning model.

McQueen highlighted the importance of finding passionate teachers who want to utilize the most state of the art instructional and technological methods. He noted that master teachers have a passion for improvement and want meaningful professional learning opportunities that utilize concrete examples and tools for immediate application. He emphasized that the goal is to focus on teacher retention, comparative salary structures and advancement opportunities within the proposed charter and the community. He shared that the whole focus of the charter is to promote student achievement, make a difference, and provide potential opportunities for students and families in the targeted population area.

Shepherd asked about differences between the ICS core knowledge model and core knowledge models utilized at other district sites. McQueen replied that current district core knowledge schools are classical in nature. He explained that the ICS core knowledge model includes a blended learning model and an innovative, state of the art, instructional model with an emphasis on educational technology. He added that the core knowledge sequence is mainly utilized for its vertical and horizontal alignment.

Yamrick asked McQueen about his role at the Innovation Charter School. McQueen replied that he would be the proposed principal.
Yamrick asked about the location of the proposed charter. McQueen replied that a potential site has been located in Mission Viejo, Cherry Creek School District, but hopes to be authorized through APS and partner with Cherry Creek.

Nelson asked about outreach opportunities for at-risk students and additional partnerships. McQueen is working with board parents and other networking outreaches to attract diverse students. He shared that current partners include North Star Commercial Property. He plans to pursue partners in the targeted area and hopes to partner with the district’s special education and ELA departments for staff training.

Drevon asked if letters of intent were distributed to families in the targeted area. McQueen replied that flyers were distributed around elementary schools in the targeted area. He noted that a recent evening event attracted numerous families, but most are waiting for final approval before signing a letter of intent.

Lewis asked if APS would be able to authorize the charter if it was located in the Cherry Creek School District. Escárcega shared that permission would have to be granted through the Cherry Creek School District. McQueen emphasized that staff would continue to pursue locations within APS.

Shepherd thanked charter staffs for providing information to the Board.

Terry Croy Lewis, vice president of school quality and support for the Colorado League of Charter Schools, and Dan Schaller, director of advocacy for the Colorado League of Charter Schools, provided an overview of state charters.

The Colorado League of Charter Schools is a non-profit, membership organization, founded in 1994, to serve and support new charters and assist with the application review and process. Existing charters utilize services provided by the Colorado League of Charter Schools for performance management, professional development and teacher effectiveness, and governance training. The goal of the Colorado League of Charter Schools is to ensure that all charters are high quality schools and students have access to high quality schools.

Charter schools are open to all students and are tuition free. Approximately, 6,400 charter schools have been established throughout the country serving more than 2.5 million students. The charter movement in Colorado started in the suburbs prior to moving to more urban metropolitan areas. The charter movement started in more urban areas in other states. General research has shown that charters are more successful in terms of achievement especially among minority student population groups, but there are a number of variables and factors associated with growth data. Charter enrollment has increased throughout the state over the last 20 years with more than 96,000 students or 11 percent of the K-12 enrollment base. The Colorado charter performance has seen largely positive results in the 2012-13 school year, noting that 50 percent of charters are in the A to B range compared to 32 percent of public schools. Ongoing charter obstacles include perception, locating appropriate facilities and a low percentage of per pupil revenue funding. The Colorado League of Charter Schools is working hard to provide a better application review process and increase performance at underperforming charter schools.

Mary Lewis asked if some states prohibited charter schools. Terry Lewis replied
that some states do not have charter school legislation to support a charter application.

Jorgensen asked about the availability of growth measures and pre-participation data. Schaller replied that additional data is available via the Colorado Department of Education, 2013 State of Charter Schools report.

A copy of the Charter Schools Update report is appended to the September 16 Board minutes.

Escárcega, along with Charter School Coordinator Wendy Sullivan, provided an overview and history of the six charter schools that are currently under district authorization and the three charter schools currently under the authorization of the Charter School Institute. The Board received the APS Charter Schools report in advance of the meeting.

Escárcega noted that Aurora Academy was the first district charter to open, 2000-01 school year, and shared that a few charters applied for authorization in subsequent year, but applications were denied and supported by the state board. She expressed that four charters applied for authorization from 2004 to 2006 in which three were eventually authorized by the district. She indicated that the district then sought support and guidance from the National Association of Charter School Authorizers and requested a complete evaluation of charter school authorizing practices. She expressed that the district was evaluated against a set of standards for charter school authorizers and recommendations were included in the VISTA 2015 Strategic Plan. She added that a standardized application process, renewal process, closure process and monitoring process was adopted, and a charter school liaison position was established.

Escárcega expressed that the district signed a memorandum of understanding with the Charter School Institute to strengthen its authorizing ability around the initial application process. She added that the three charter applications presented at tonight’s meeting will be evaluated by the Charter School Institute and recommendations will be included with district recommendations to the Board.

Escárcega indicated that the district provides mill funds and bond funds to current authorized charter schools. She noted that current charter demographics do not reflect district demographics and data reflected for ELL students is comparable to the district’s average. She added that Vanguard East Charter School and Vanguard West Charter School provide special education services for eight to nine percent of students, which is similar to the district’s average of 10 percent.

Lewis asked about student demographic data for charter schools authorized under the Charter School Institute. Escárcega replied that information is available for the 2013-14 school year, but not for the current school year. She shared that demographics for charter students would be available once the formal October count is published by the state.

Jorgensen asked about the percentage of applications that the Charter School Institute has approved or denied. Escárcega shared that the Charter School Institute’s mission is to only accept the highest and best charter applications. She will contact the Charter School Institute to determine if data is available
related to the percentage of applications that have been approved or denied.

Lewis asked if APS charters received district funds or outside funds for afterschool tutoring or other programs. Escárcega shared that district charters do not receive any additional funds, but all fundraise and apply for grant opportunities. She will provide the Board with fundraising amounts at each charter.

Jorgensen asked about grade-level profile comparisons between charter school students and traditional public school students who were tested on the state summative assessment upon enrollment. Escárcega will provide the Board with current grade-level achievement data as well as achievement data for students who attended a district charter school and students who have returned to a traditional district school.

Lewis asked about the opening timeline for New Legacy Charter School. Escárcega shared that New Legacy is expected to open next fall. The school will open in a new building that was provided through the Urban Land Conservatory.

Shepherd thanked Escárcega and Sullivan for preparing applications. She encouraged Board members to direct additional questions to Escárcega.

Drevon thanked DAAC committee members for reviewing and rating sections of the charter applications and for taking part in the interview process.

Shepherd noted the importance of the Board’s role as the district’s charter authorizer and thanked members for reviewing applications and asking thorough questions.

Escárcega thanked Leadership Team members who reviewed applications as well as Equity in Learning staff, special education staff, ELA staff, HR staff, and facilities staff.

III. CONSENT AGENDA

Shepherd moved and Nelson seconded to approve the following items on the consent agenda as presented:

- Resolution Regarding Education Funding and Ballot Initiatives

Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8317

Approved on a vote of 7-0

The Resolution Regarding Education Funding and Ballot Initiatives is appended to the September 16 Board minutes.

IV. BOARD WORK

Ends Conversation

Open Dialogue

Shepherd requested that Board members be mindful of differences when
speaking on behalf of the Board and individually regarding the adoption of the Resolution Regarding Education Funding and Ballot Initiatives.

Lewis commented that language included in this type of resolution pertains to Amendment 68, and voiced concerns in that the Board has made a statement that does not specifically oppose Amendment 68. She expressed support for language within the adopted resolution that opposes legislation that uses education to seek voter approval on controversial issues and plans to highlight it when providing remarks at various public venues in the next few weeks.

Colorado Association of School Boards (CASB) Resolutions

Lewis will be the voting delegate at the annual CASB Fall Conference and Delegate Assembly on September 27.

Jorgensen and Escárcega met to provide clarification and direction on resolutions that will be highlighted at the Fall Conference and Delegate assembly. Information has been provided to the Board.

Standing Committee Report

Wildman serves as the Board’s representative on the Aurora Mental Health Center Board. She shared that an executive session was recently held to discuss the salary of the executive director. A retreat is scheduled in Breckenridge in which board members will meet for their regular meeting and take part in presentations and trainings.

Jorgensen attended the Institutional Advisory Committee meeting at Pickens Technical College, and shared that staff is preparing for the annual accreditation site visit. He recognized Teina McConnell, executive director, for all her hard work and efforts to establish the advisory group.

Lewis reported that America’s Promise is holding a career expo on October 16. She will distribute brochures to the Board when they become available. She shared that district art teachers are encouraging students to compete in the annual calendar contest sponsored by America’s Promise, adding that calendars will be published and provided to the Board in December. She will also provide information related to mentoring opportunities through America’s Promise to the Board and interested staff.

Lewis shared that a college fair will be held in January 2015.

Lewis serves as the Board liaison for the Classified Employees Council (CEC) and shared that representatives will be meeting with classified employees at school and district sites to provide additional awareness about the role of CEC. CEC is also working with Laurie Marcellin, director of teaching and learning, to provide more professional learning opportunities for classified staff.

Lewis shared that the final meeting of the Citizens Bond Oversight Committee was held last week. A final report will be provided to the Board on October 7.

Jorgensen is working with Eyre on revisions to the proposed Board policy outlining minimum expectations for student achievement within APS.
Shepherd shared that the Board is still committed to reviewing and revising the Board handbook, but may postpone work until new members are elected.

**Policy Perception Checklist**

Did the Board receive information at tonight’s meeting that requires a policy change?

The Board did not receive information that required a policy change.

Did the Board receive information at tonight’s meeting that requires additional information or monitoring?

Additional information will be provided to the Board.

**Board Self-Monitoring**

Jorgensen commented that the Board did very well tonight. He noted that the charter workshop format worked well and information provided will help the Board work more effectively.

V. **CONCLUDING ITEMS**

**Next meeting date**

The next meeting of the Board of Education will be held on October 7, 2014, at 6:00 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom of Educational Services Center 4.

**Adjournment**

The regular meeting of the Board of Education adjourned at 9:18 p.m.

________________________
President

________________________
Secretary

ATTEST
The Colorado League of Charter Schools: Who We Are

- Founded in 1994, one year after passage of the state’s Charter Schools Act
- Non-profit, membership organization dedicated to supporting Colorado’s 200+ charter schools and promoting the growth of the charter school sector
- Main areas of focus: policy and advocacy, school support, new school development
- Vision: All Colorado students have access to high-quality, publicly-funded school options
What Are Charter Schools?

- Charter schools are unique public schools that are allowed the freedom to be more innovative while at the same time being held accountable for advancing student achievement. Because they are public schools, they are:
  - Open to all children;
  - Do not charge tuition; and
  - Do not have special entrance requirements.

Charters in the National Context

During the 2013-14 school year, there were an estimated 6,400 charter schools in 40 states and the District of Columbia.
National Charter Growth

More than 2.5 million students are enrolled in public charter schools across the country.

STUDENT ENROLLMENT GROWTH

- 2.57 Million
  2013-14 students enrolled
- 1.45 Million
  2008-09 growth from 2008-09
- 78%
  growth from 2008-09
- 789,000
  2003-04 growth from 2003-04
- 225%
  growth from 2003-04
- 354,000
  1999-00 growth from 1999-00
- 635%
  growth from 1999-00

National Charter Performance

FACT: Between 2010 and 2013...

15/16

independent studies found that students attending public charter schools do better academically than their traditional public school peers.*

*the 16th study found mixed results
National Charter Performance (cont.)

A 2013 Stanford University research study compared minority students in public charter schools and traditional public schools. The study found that minority students are learning more in public charter schools as measured by additional weeks of learning.

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<td>Low Income Hispanic Students</td>
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<td>ELL Hispanic Students</td>
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</tbody>
</table>

National Charter Student Demographics

- According to the most recent national demographic data, charter schools enroll a greater percentage of:
  - Students of color:
    - Black students comprise 29 percent of charter school enrollment and 16 percent of the traditional public school student population.
    - Charter schools have a 27 percent Hispanic population, while traditional public schools have a 23 percent Hispanic population.
  - Low-income students:
    - 53 percent of charter students are eligible for free or reduced-price lunch, compared to 48 percent of traditional public school students.
Charters in the Colorado Context

- During the 2013-14 school year, there were 200 charter schools across Colorado serving 96,000 students, which represents approximately 11% of total K-12 public school enrollment in the state.

Colorado Charter Growth

Colorado charter school enrollment, 2009 - present

- 66,826 students in 2009-10
- 73,313 students in 2010-11
- 83,478 students in 2011-12
- 89,451 students in 2012-13
- 95,860 students in 2013-14

7.5% annual growth rate
### Enrollment of School Districts with Three or More Charter Schools in 2011-2012

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Charter Schools</th>
<th>Charter Enrollment</th>
<th>District Enrollment</th>
<th>Charter Enrollment % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams-Arapahoe 28J</td>
<td>6</td>
<td>1,628</td>
<td>39,835</td>
<td>9%</td>
</tr>
<tr>
<td>Adams 12</td>
<td>6</td>
<td>8,568</td>
<td>43,268</td>
<td>22%</td>
</tr>
<tr>
<td>Boulder Valley RE2</td>
<td>5</td>
<td>7,336</td>
<td>30,041</td>
<td>8%</td>
</tr>
<tr>
<td>Brighton 27J</td>
<td>5</td>
<td>3,200</td>
<td>16,163</td>
<td>22%</td>
</tr>
<tr>
<td>Charter School Institute</td>
<td>24</td>
<td>10,596</td>
<td>n/a</td>
<td>r/a</td>
</tr>
<tr>
<td>Colorado Springs 11</td>
<td>7</td>
<td>2,223</td>
<td>28,993</td>
<td>8%</td>
</tr>
<tr>
<td>Denver County 1</td>
<td>31</td>
<td>9,945</td>
<td>83,377</td>
<td>12%</td>
</tr>
<tr>
<td>Douglas County RE1</td>
<td>11</td>
<td>9,067</td>
<td>64,657</td>
<td>14%</td>
</tr>
<tr>
<td>Falcon 49</td>
<td>4</td>
<td>2,832</td>
<td>15,478</td>
<td>18%</td>
</tr>
<tr>
<td>Greeley 6</td>
<td>4</td>
<td>3,267</td>
<td>19,821</td>
<td>16%</td>
</tr>
<tr>
<td>Jefferson County R1</td>
<td>14</td>
<td>6,501</td>
<td>85,508</td>
<td>8%</td>
</tr>
<tr>
<td>Pueblo City 60</td>
<td>3</td>
<td>680</td>
<td>17,692</td>
<td>4%</td>
</tr>
<tr>
<td>St Vrain Valley RE1</td>
<td>6</td>
<td>3,151</td>
<td>29,382</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Colorado Charters Operated by CMO, EMO or Charter Collective

#### 2013-2014 Schools Operated by a Nationally Based Organization

<table>
<thead>
<tr>
<th>Education Management Organisation/Charter Management Organisation</th>
<th>Number of Colorado Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eskelson</td>
<td>2</td>
</tr>
<tr>
<td>Greater Educational Opportunities Foundation</td>
<td>1</td>
</tr>
<tr>
<td>Mosika Education</td>
<td>3</td>
</tr>
<tr>
<td>National Heritage Academies</td>
<td>2</td>
</tr>
<tr>
<td>White Hat Management</td>
<td>1</td>
</tr>
<tr>
<td>Rite of Passage</td>
<td>1</td>
</tr>
<tr>
<td>KIPP</td>
<td>3</td>
</tr>
<tr>
<td>Imagine Schools</td>
<td>2</td>
</tr>
<tr>
<td>COVA (K-12)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### 2013-2014 Schools Operated by a Colorado Based Organization

<table>
<thead>
<tr>
<th>Colorado Based Charter Management Organization</th>
<th>Number of Colorado Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOAR</td>
<td>2</td>
</tr>
<tr>
<td>Strive Preparatory Schools</td>
<td>8</td>
</tr>
<tr>
<td>New America Schools</td>
<td>3</td>
</tr>
<tr>
<td>Denver School of Science and Technology</td>
<td>7</td>
</tr>
<tr>
<td>Global Village Charter Collaborative</td>
<td>4</td>
</tr>
</tbody>
</table>
Colorado Charter Performance

2012-13 Colorado Charter vs Non-Charter Performance
(based on Colorado School Grades data – not inclusive of AECs)

Non-charters
Charter Schools

A: 8% 19% 30%
B: 24% 30%
C: 52% 37%
D: 10% 8%
F: 4% 6%

Colorado Charter Performance (cont.)

Number of Grads Levels with Stronger Performance (2011-2012)

Reading Proficiency
Reading Growth
Math Proficiency
Math Growth
Writing Proficiency
Writing Growth

Charter
Non Charter
Colorado Charter Student Demographics

Demographically, charter school students reflect the full diversity of Colorado’s public school population:

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Charter Schools</th>
<th>Traditional Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (not Hispanic)</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>African-American</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Ongoing Charter Obstacles

- Perception
  - Charter schools are public schools.

- Facilities
  - The typical Colorado charter school is forced to spend $606 per student from designated per-pupil operating revenue on facilities costs.

- Funding
  - According to a 2014 study from the University of Arkansas, Colorado charter schools received 20.2 percent less in revenues on a per pupil basis than district schools in FY2011.
Relentless Pursuit of Quality

Distribution of Charter School Grades - Current and Target
As published by ColoradoSucceeds

- Charters (12-13)
- 2016-17 target

Questions?

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tcroylewis@coloradoleague.org

Dan Schaller, Director of Advocacy
dschaller@coloradoleague.org

www.coloradoleague.org
303.989.5356
RESOLUTION REGARDING EDUCATION FUNDING AND BALLOT INITIATIVES

WHEREAS, there has been an increase in citizen-led ballot initiatives to seek voter approval of controversial issues by promising revenues to education; and

WHEREAS initiatives such as these, while they may provide some dollars to districts, are overall an unstable and inadequate source of funding for Colorado’s public schools and have consistently fallen short of generating projected revenue; and

WHEREAS, such initiatives send a message to voters that education funding challenges are being addressed, thereby potentially compromising the ability of the Aurora Public Schools District 28J to secure public support for the District’s bond and mill levy efforts; and

WHEREAS, these initiatives create a fragmented approach to funding K-12 education and often do not include education stakeholders; and

WHEREAS, these approaches do not represent long-term solutions to the state’s continual underfunding of K-12 education, frequently prescribing how the generated monies should be used, resulting in a supplanting, and not a supplementing, of current school finance funding,

NOW, THEREFORE, BE IT RESOLVED the Board of Education for the Aurora Public School District 28J believes that broader and controversial public policy questions should not be entangled with education funding; and affirms that while innovative ways to fund education are critical, substantive efforts to increase or adjust public education funding for school districts should happen through the legislative budget process, the state and local tax measures that fund local school districts or avenues that include the education community, including local school boards, in the decision-making process.

DATED this ____ day of ________________, 2014.

AURORA PUBLIC SCHOOLS DISTRICT 28J

By:

______________________________
JulieMarie Shepherd, President, Board of Education

Attest:

______________________________
Mary W. Lewis, Secretary to the Board