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December 21, 2022

Mrs. Dutton,

Thank you for submitting your [Renewal Application for CSA](#) on December 1, 2022. Below you will find a summary of the feedback offered to your application. The feedback is framed in three sections: 1. Evidence we would like to see 2. Items of concern 3. Items that we are wondering about

We look forward to your presentation to the Cherry Creek Schools Board of Education study session on January 13, 2023. Please be prepared to present from 9:00 A.M. to 9:30 A.M. and then afterward engage in a Q & A with the Board of Education for 15-20 minutes. Please let me know who will be presenting, and who you anticipate being in attendance.

Thank you,

Derek

Evidence we would like to see:

- Enrollment summary of CSA accounting for racial makeup, Free and Reduced Lunch, Male/Female, and percentages of in-district and out-of-district membership
- Professional Development plan that supports: MTSS Implementation, Restorative Practices, PBIS, PBL, Love, and Logic
 - Dates of training, who are giving training, and audience for training
 - Can this PD calendar also highlight non-contact days?
- NWEA data you have from FALL 2022 and WINTER 2022 for achievement and growth
 - Any common formative assessments used for progress monitoring?
 - Any other benchmark assessments
- Building Master Schedule

Items of concern:

- A. Executive Summary
 - It is stated on page 5 of the renewal application that CSA has made great progress toward financial viability.
 - Based on CSA's renewal application, \$100,000 in "grants" will be needed annually. Additionally, the future budget for CSA is predicated on greatly increasing

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student enrollment. Please share a pathway that reverses the trend of declining enrollment.

- On page 5 of the application it is stated that enrollment was steadily increasing prior to 2022-2023.
 - In fact, enrollment at CSA has been steadily decreasing since October 2020. Please see enrollment information from October 2019 through 11/18/22 at periodic checkpoints

Colorado Skies Academy	6	7	8	Head Count
Oct 2019	50	37	30	117
Feb 2020	50	38	25	113
May 2020	50	39	26	115
Oct 2020	89	85	62	236
Feb 2021	86	80	58	224
May 2021	86	80	57	223
Oct 2021	75	78	60	213
Feb 2022	68	68	60	196
May 2022	65	59	60	184
Oct 2022	71	63	43	177
11/18/2022	66	57	39	162

- A. Executive Summary Page 6
 - It is stated that the Board has been successful in recruiting qualified replacements for all vacancies.
 - [See the minutes from the CSA Board of Education Meeting on 10/27/22](#) that shares under 5.2 'The current Bylaws state the Board shall have a Chair, Vice-Chair, Secretary, and Treasurer. Currently, the Board does not have a Vice-Chair or Secretary due to recent member resignations'
 - As of 12/5/22, the CSA website does not show a Vice-Chair or Secretary for the board of education.

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- F. Plan for Evaluating Pupils
 - Grading Philosophy and Report Cards / Page 24
 - It states that In accordance with CCSD's middle school retention policy, learners will not be retained due to low/failing grades.
 - [Policy IKE](#) does not state this
- L. Enrollment Policy
 - On page 36 of the application, it says that learners who exit Colorado Skies Academy before the end of the school year are required to complete the Withdrawal Form and take care of any outstanding debts before records will be released by CSA.
 - CRS 22-30.5-104(12) shares that a charter school shall not withhold records required for enrollment in another school or institution of higher education or the diploma, transcript, or grades of any student for failure to pay a fine or fee or to return or replace school property

Items that we are wondering about:

- A. Executive Summary
 - Page 5 references "populations that skew male". What is CSA doing to recruit female students?
 - Evidence points to a concerning trend of disproportionality relating to enrollment and gender
 - Currently - 85% male and 15% female
- A. Executive Summary
 - What services is G&G Consulting Group providing to CSA?
- C. Goals / Updates
 - We see the goals stated for each section
 - Academic Goals 1-4, Project-Based and Social-Emotional Learning Implementation Goals 1-6, Organizational Management Goals 1-6, and Facilities Goals 1-4
 - Can you please provide any updates for each listed goal and any evidence you might have to support?
- C. Goals
 - It is stated on Page 11 thatespecially as students requiring SPED services continue to flock to CSA in increasing numbers due to our Project-Based Learning model and aerospace focus.

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- Is there any evidence you have for making this statement?
 - The application indicates that CSA is going to grow enrollment by attracting out-of-district students (p.11). What efforts is CSA engaged in to attract students who reside within CCSD boundaries since CSA is a CCSD-authorized charter school?
 - The application references student fees (p.12) as a strategy for increasing revenue. What is the plan for handling student fees for lower-income families?
 - On January 9, 2019, at the State Board of Education hearing between CSA and CCSD Barry Arrington stated that no parents will ever be asked to pay a fee to attend CSA.
 - When did this decision change and why?
- D. Evidence of Support
 - For CSA students/families who did not return for the 2022-2023 school year, did CSA conduct an exit survey to find out why those families left CSA?
 - How is CSA going to address student behavioral challenges moving forward (p.13) in order to address parental frustration with those challenges?
- E. Education Program
 - Scope and Sequence / Page 17
 - Can you please provide a more specific timeline to these expectations?
 - As you describe programming for Math and English/Language Arts, are you describing an educational tracking philosophy?
 - Please expand your thinking here and provide more description for how students will receive a guaranteed and viable curriculum through best practices of instruction.
 - Can you please clarify tight and loose curriculum
 - How do Social Studies, Science, and PE/Health fit into the Scope and Sequence?
 - Monitoring Project-Based Learning Implementation / Page 17
 - Is Maker Learning responsible for the professional development that is referenced here?
 - Can you please provide a cross-walk resource with Maker Learning and the Colorado Academic Standards?
- F. Plan for Evaluating Pupils
 - Assessing Learning in Academic Subject Classes
 - This section speaks to Tier 1 and Tier 2 in the MTSS process
 - Would you be able to offer any evidence of this?
 - Unit plans, facilitator plans for individual students and interventions, agendas of

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- student problem-solving meetings, along with accompanying data?
 - CFA's, NWEA, Summative data
 - What training does the CSA staff have in MTSS for all students, and specifically for students with disabilities?
 - Can you please share any benchmark or interim assessments to show achievement and growth?
 - Assessing College/Career Readiness and Social Emotional Development
 - In the sub-categories you list many sources of data such as surveys, academic rigor rubrics, SEL rubrics, performance tasks, and individual learning plans
 - Can you please speak to the plan of how these are used and any evidence to support?
 - Data Driven Instruction
 - Can you provide an overview of CSA systems and structures that support this? Any evidence you can show that would help to bring this educational theory to life?
 - I. Employees
 - Moving forward, what will the CSA Board do to ensure consistency in CSA leadership given the ongoing leadership turnovers?
 - Do we have exit surveys from previous leadership as to reasons for the inconsistency?
 - Below is an example of how many instructional minutes have been missed due to staffing shortages. How is CSA addressing this issue?
 - Monday, Nov. 14 - NO SCHOOL due to unmanageable staff illness; loss of 427 minutes
 - Tuesday, Nov. 15 - NO SCHOOL due to unmanageable staff illness; loss of 427 minutes
 - Friday, Dec. 16 - NO SCHOOL due to unmanageable staff illnesses; loss of 290 minutes
 - Total loss of 1,144 instructional minutes
 -
 - L. Enrollment Policy
 - Page 35 states that CSA is committed to the premise that its school population will represent the educational community of the Cherry Creek School District and surrounding areas in terms of gender, ethnicity, and economic status. Recruitment will be focused on maintaining a balanced and diverse learner body.
 - Please share what efforts are being made in this area
 - How are you being strategic around enrollment for female students knowing that in 8th grade there are currently only three female students
 - Please share your plan to reverse the trend of declining enrollment in CSA
 - N. Services Purchased from the District

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- What additional services are CSA interested in purchasing from CCSD per p.37 of the application?
- P. Student Discipline, Expulsion, or Suspension
 - What are the Restorative Circles referenced on p. 39 of the application, and what evidence does CSA have that such strategies will be effective in remediating behavioral challenges?
 - Does CSA intend to seek CCSD support in addressing the behavioral challenges of CSA learners? (p. 39)
 - What behaviors at CSA have been the most problematic? Any bullying issues?
- Attachment E / CSA Emergency Operations Plan
 - It is concerning that CSA has not adopted the Standard Response Protocol (SRP) that Cherry Creek Schools uses in response to emergency actions. We fully expect CSA to take steps to adopt, train, and educate staff, students, and the community on the SRP effective immediately.