

Terry's Update

October 2022



Agenda

 Communications

 CARS 3.0

 Safety

 Upcoming Events



Communications



Charter School Misinformation

Charter schools are not held accountable.

Charter schools are not public schools.

Charter schools don't serve all students.

Charter schools just take our high performing kids.

Charter schools are not part of the community.



The existing charter narrative
is...

Clear

Compelling

Consistent







Charter School Facts

- Charter schools ARE public schools.
- Charter schools are TUITION-FREE.
- Charter schools are open to ALL students.
- Charter schools ARE community schools.

Colorado Charter Schools: Quick Facts

COLORADO LEAGUE OF CHARTER SCHOOLS

Charter schools are meeting a community need.

Charter schools in Colorado are **tuition-free public schools** that are **open to all students** and have been given the flexibility to be **more innovative than traditional public schools**.

In Colorado, they must be run as nonprofits.

134,000+ students attend 256 Colorado charter schools. That's 50% more than the 89,000 students in DPS, the largest district.

15% More than 15% of Colorado students attend charter schools.

They are working for all students.

Charter school students in Colorado are **more diverse** on average than our traditional public-school peers.

CO Charter Schools	51% students of color	49% white	51% of CO charter school students are students of color, compared to 45% of CO traditional public school students.
CO Traditional Public Schools	45% students of color	55% white	

And they have **more English Language Learners (ELLs)**.

CO Charter Schools	21% ELL	79% non-ELL	21% of CO charter school students are ELLs, compared to 16% of CO traditional public school students.
CO Traditional Public Schools	16% ELL	84% non-ELL	

They are delivering on their promise.

7 of our top 10 public high schools are charter schools.¹

9 of our top 20 public middle schools are charters.²

Denver charter schools deliver a **55% greater learning advantage**.³

On average, each \$1 invested in a child in K-12 public charter schools yields \$8.72 in lifetime earnings, compared to \$5.46 for each \$1 invested in a child in traditional public schools – a **46% public charter school "return on investment" advantage**; in Denver the advantage was 59%.⁴

\$1 invested	→	CO Charter Schools ROI
\$1 invested	→	CO Traditional Public Schools ROI

1 U.S. News & World Report data; 2 University of Arkansas study; 3 Denver Public Schools; 4 University of Arkansas study



MLOE One Pagers

Mill Levy Equalization

COLORADO CHARTER SCHOOL INSTITUTE

Charter schools have been part of Colorado's public school system for over 25 years. The Legislature created the Colorado Charter School Institute (CSI) in 2004 to:

- address the growing demand for more charter schools,
- meet the need for innovative models to better serve all students, and
- provide an alternate mode of authorizing.

CSI currently authorizes 40+ charter schools, with a steady enrollment of just over 20,000 students.

House Bill 17-1375

Recognizing that districts should equitably support all students, regardless of the type of public school the student attends, the General Assembly passed HB17-1375.

The law requires school districts to distribute funding received from Mill Levy Overrides (MLO) on an equal per pupil basis to all its public schools, including district charter schools.

CSI Mill Levy Equalization Fund

CSI schools do not have access to local tax revenue. Given this, HB17-1375 created the Mill Levy Equalization Fund. It is up to the Legislature to annually appropriate money in the Fund.

Year	CSI MLE Fund (\$ Millions)	\$ Needed for Full Equalization (\$ Millions)
18-19	~5	~15
19-20	~5	~15
20-21	~5	~15
21-22	~5	~15
22-23	~5	~29

Legend: ■ CSI MLE Fund, ■ \$ Needed for Full Equalization

Equity for All Students

The CSI MLE Fund gives CSI students equal footing with their district peers.

CSI is seeking full equalization, which would require an increase of \$24M to the CSI MLE Fund (for a total of \$41M).

This would ensure equitable funding for students as they continue their education journeys.

Expanding Frontiers in Public Education

P: 303.866.3299 • F: 303.866.2530 • www.csi.state.co.us

CSI's Comms Team is happy to create a 2nd page of this resource, tailored specifically to your school and the importance of MLOE in your community. Email Janet or AO if interested.





Sharing the Message

Share with:

- School Staff
- Board Members
- Families
- Community

Share in:

- Social media
- School newsletters
- School website
- Information nights
- Community events



Discussion

- What myths and misinformation are most prevalent in your communities?
- What additional resources could support your schools in sharing charter facts with your staff, families, and community?



CARS 3.0





Academic Measures

- No significant changes have been made to the academic measures included in the framework.
- The similar schools measure has been removed but it has never been formally reported on in the CARS report.
- Minor language changes have been made.
- The academic measures are referenced as a measure in the Educational Program part of the organizational measures.

CARS 2.0 Measures

1. Academic Achievement
a. How are students achieving on state assessments?
b. How are students achieving on state assessments over time?
c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
e. How are students achieving in comparison to similar schools statewide?
2. Academic Growth
a. Are students making sufficient growth on state assessments?
b. Are students making sufficient growth on state assessments over time?
c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. How is student growth distributed across growth levels?
e. How are students growing in comparison to similar schools statewide?
3. Postsecondary and Workforce Readiness
a. How are students achieving on state assessments for postsecondary readiness?
b. Are students graduating high school?
c. Are students dropping out of high school?
d. Are high school graduates adequately prepared for post-secondary academic success?
e. What is the school's post-completion success rate?

CARS 3.0 Measures

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2. Academic Growth
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b. How are students growing on state assessments over time?
c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. How is student growth distributed across growth levels?
3. Postsecondary and Workforce Readiness
a. How are students achieving on state assessments for postsecondary readiness?
b. To what extent are students graduating high school?
c. To what extent are students dropping out of high school?
d. To what extent are high school graduates adequately prepared for post-secondary academic success?
e. What is the school's post-completion success rate?



Financial Measures

- No significant changes have been made to the financial measures included in the framework. They have been reorganized into four buckets and each new bucket contains at least one near term and one sustainability measure.
- Three new measures (debt service coverage, change in unassigned fund balance, change in operating margin), which were previously reported in CARS but not included in the framework, were added.
- Two measures (TABOR and debt default) were moved to the organizational section. One measure (enrollment projection) was previously reported in CARS, but not included in the framework, and was also added to the organizational section.
- One measure (change in net position) was removed as a financial measure because of changes in GASB.
- One measure (cash flow) has never been formally reported on in the CARS report and has been removed.

CARS 2.0 Measures

1. Near Term
a. Has the school met the statutory TABOR emergency reserve requirement?
b. What is the school's current ratio?
c. What is the school's days of cash on hand?
d. Is the school in default with any financial covenants they have with loan agreements?
e. What is the school's funded pupil count variance?
2. Sustainability
a. What is the school's aggregate 3-year total margin?
b. What is the school's net asset position?
c. What is the school's debt?
d. What is the school's cash flow?

CARS 3.0 Measures

1. Enrollment
a. How has the school's enrollment varied over time? <ul style="list-style-type: none"> • one-year enrollment variance • three-year enrollment variance
2. Debt
a. How has the school been able to cover its debt obligations? <ul style="list-style-type: none"> • debt service coverage
b. To what extent has the school relied on borrowed funds to finance its operations? <ul style="list-style-type: none"> • debt to asset ratio
3. Balance Sheet
a. To what extent has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenues or expenses? <ul style="list-style-type: none"> • months unassigned fund balance on hand
b. How has the school's unassigned fund balance changed over time? <ul style="list-style-type: none"> • change in unassigned fund balance
c. To what extent can the school pay its short-term obligations? <ul style="list-style-type: none"> • current ratio
4. Operating Margin
a. To what extent is the school living within their means? <ul style="list-style-type: none"> • three-year aggregate operating margin
b. How has the school's operating margin changed over time? <ul style="list-style-type: none"> • operating margin same year trend • operating margin prior year trend

Organizational Measures

- Substantial changes have been made to the organizational measures included in the framework. They have been reorganized into five buckets and all of the previous CARS 2.0 measures have been kept (they now included as compliance review measures)
- All new measures are included for informational purposes* and generally use already available data.
- Several measures were added that were previously included as a financial measure or in the CARS report.

CARS 2.0 Measures

1. Education Program
a. Is the school complying with applicable education requirements?
2. Diversity, Equity of Access, and Inclusion
a. Is the school protecting the rights of all students?
3. Governance and Financial Management
a. Is the school complying with governance requirements?
b. Is the school satisfying financial reporting and compliance requirements?
4. School Operations and Environment
a. Is the school complying with health and safety requirements?
b. Is the school complying with facilities and transportation requirements?
c. Is the school complying with employee credentialing and background check requirements?
5. Additional Obligations
a. Is the school complying with all other obligations?

CARS 3.0 Measures

1. Governance
a. To what extent is the school complying with applicable governance requirements? <ul style="list-style-type: none"> • compliance review
2. Education Program
a. How is the school fulfilling obligations and expectations relating to the educational program? <ul style="list-style-type: none"> • compliance review
b. <i>How successful is the school producing positive academic outcomes (see academic measures)?</i>
3. Diversity, Equity of Access, and Inclusion
a. How is the school protecting the rights of all students and creating opportunity? <ul style="list-style-type: none"> • compliance review
b. How is the school supporting students to read at grade-level? * <ul style="list-style-type: none"> • READ plan exits
c. How is the school supporting students and families in preparing to make post-secondary enrollment accessible? * <ul style="list-style-type: none"> • FAFSA completion rate for high schools
4. Financial Management
a. How is the school satisfying financial reporting and compliance requirements? <ul style="list-style-type: none"> • compliance review (NOTE: this includes the statutory TABOR reserve requirement and debt default)
b. How accurately is the school able to project enrollment? * <ul style="list-style-type: none"> • enrollment projection to actual
c. How effectively is the school able to manage and spend grant funds? * <ul style="list-style-type: none"> • EOY grant spend down
5. School Operations and Environment
a. How is the school fulfilling obligations and expectations relating to operational requirements? <ul style="list-style-type: none"> • compliance review (NOTE: this includes health and safety, facilities and transportation, and employee credentialing and background check requirements)
b. Is the school soliciting feedback from stakeholders and sharing with the community? * <ul style="list-style-type: none"> • survey administration and dissemination
c. How stable is the student population during the school year? * <ul style="list-style-type: none"> • student stability rate
d. To what extent are students returning to the school the following school year? * <ul style="list-style-type: none"> • returning student rate
6. Additional Obligations
a. How is the school complying with all other obligations? <ul style="list-style-type: none"> • compliance review



CARS 3.0

- School leader feedback around the changes and how to operationalize the new measures will continue to be collected this Fall.

Contact Ryan Marks, Chief of Authorizing & Accountability, RyanMarks@csi.state.co.us

School Safety

Regional Breakout



Developing Relationships with Community Partners

- Have you established relationships and procedures for regular communications with local law enforcement/emergency management agencies? Have you developed an MOU?
- Does your local law enforcement have a School Resource Officer Program wherein officers are engaged with schools?
- Have you confirmed with your local dispatch office that you are listed in the database as a school (and not a business)?
- Would you consider providing local law enforcement access to your school for tours and training events for tactical teams?
- Can you consider hiring your own security personnel?

Contact Stephanie Aragon, Director of Policy,
StephanieAragon@csi.state.co.us



Training for School Boards

- Upcoming school board trainings (4-5pm)
 - ~~September 13: Annual Kickoff Webinar~~
 - **November 9:** Advocacy and Data Driven Decision-Making
 - **March 8:** Legislative Updates & Strategic Planning
 - **June 7:** Legislative Updates and Summer Planning
- Visit the CSI Resource Site resources.csi.state.co.us/csi-school-board-training/
 - Access Board training materials
 - Subscribe to the monthly school board newsletter
 - Register for future trainings

Contact Anastasia Hawkins, Director of Governance
AnastasiaHawkins@csi.state.co.us



Staffing Updates

- If you haven't already, please complete the Special Education Staffing Survey:

<https://forms.gle/4nmYdJ8KxZFUWBpm8>

- We are hiring for an English Language Development Coordinator. In the meantime:

McKinney Vento
(Homeless)

- Betsy Basch,
BetsyBasch@csi.state.co.us

English Language
Development

- ELD_CSI@csi.state.co.us



Upcoming Events

League Leadership Summit on 10/10

CSI Board Meeting – Colorado Springs

CSI In-Person School Gatherings

- November 14 – Eagle-Vail
- November 16 – Denver Metro
- November 17 – Colorado Springs



Regional Meeting Agenda

Note: Bring your laptop/tablet as we will have multiple workshops accessing online tools throughout the day!

Time	Session Details
Session 1 9:00-10:15 am	Welcome & Updates <i>Dr. Terry Croy Lewis, Executive Director</i>
Break 10:15-10:30 am	
Session 2 10:30-11:45 am	Demographic Tools for Long-Term Planning Workshop <i>Nancy Gedeon, State Demography Office</i>
Networking Lunch & Share Your Stories 11:45 am-12:30 pm	
Session 3 12:30-1:00pm	Legislative Updates <i>Daniel Furman, CSI Legislative Liaison</i>
Session 4 1:00-2:15pm	School Performance Tools Workshop <i>Ryan Marks, Chief of Authorizing and Accountability</i>
2:15-2:30pm	Closing