

Case Brief

Denver School of Science and Technology: Cole High School

Denver, Colorado

Year Opened:
2014

Grades Served:
9-11

Total Enrollment:
373

Cole High School Data Profile

The Denver School of Science and Technology (DSST) is a charter network made up of eight middle schools and seven high schools. The network enrolls 5,000 students in grades 6-12 across the city of Denver, including nearly 400 at Cole High School (See Chart 1). DSST's mission is to transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21st Century. DSST provides a diverse student body (See Chart 1) with an outstanding secondary liberal arts education with a science and technology focus. By creating a powerful learning community centered on core values and a shared commitment to academic excellence, DSST seeks to increase the number of underrepresented students attaining college science and liberal arts degrees.

Chart 1: Cole High School Demographics

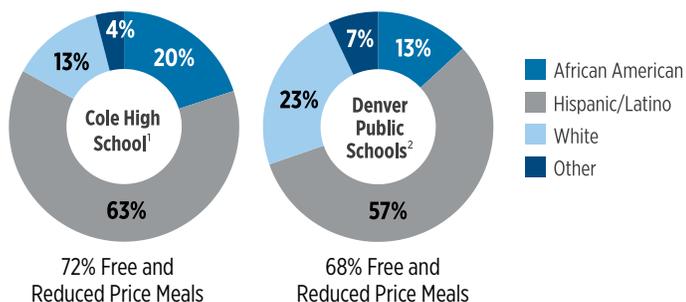


Table 1: Profile of Students with Disabilities Enrolled at Cole High School 2016-2017*

	Cole High School ⁵	Denver Public Schools ⁶	Colorado ⁷
Autism Spectrum Disorder	2.94%	7.30%	7.13%
Other Health Impaired	5.8%	10.47%	8.44%
Emotional Disability	0%	5.62%	6.83%
Specific Learning Disability	85.29%	40.05%	46.25%
Intellectual Disability	0%	2.61%	3.10%
Hearing Impairment	0%	1.35%	1.57%
Visual Impairment	0%	0.28%	0.36%
Traumatic Brain Injury	0%	0.54%	0.61%
Speech Language Impairment	2.9%	17.88%	14.09%
Deaf/Blind	0%	0.03%	0.03%
Multiple Disability	0%	4.19%	4.71%
Orthopedic Impairment	2.9%	0.45%	3.88%
Developmental Delay	N/A	9.23%	2.99%

*Cole operates as part of the Denver Public School district for purposes of special education and therefore shares responsibility for offering the full continuum of special education supports and services with the district.

Chart 2: Enrollment of Students with Disabilities 2014-2016

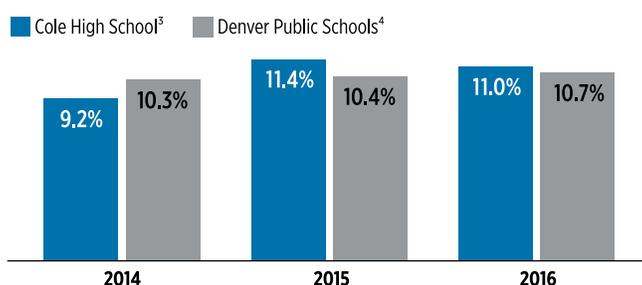
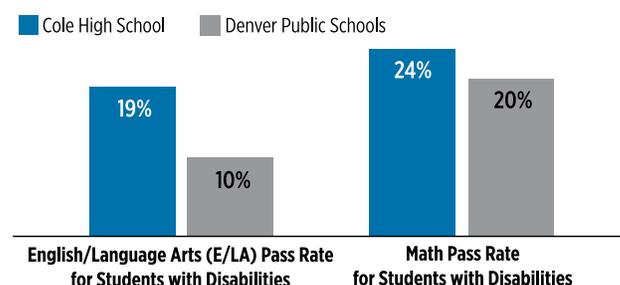


Chart 3: Academic Performance of Students with Disabilities 2016





The Denver School of Science and Technology Network

DSST Public Schools transform urban public education by eliminating educational inequity and preparing all students for success in college and the 21st century.

The Denver School of Science and Technology (DSST) is a charter network with seven campuses housing eight middle schools and seven high schools, with four more campuses planned. While DSST implements one model consistently across all of its schools, each is individually authorized by Denver Public Schools and operates as a semi-autonomous school within the district.¹¹ DSST schools enroll 5,000 students in grades 6-12 across the city of Denver, including nearly 400 at Cole High School. DSST has a strong commitment to supporting equity for students, and 57% of the 2016 graduating class across the network were the first in their families to attend college. DSST students have consistently performed well on statewide and national assessments. For instance, DSST high schools comprised four out of the five highest-performing Denver high schools in math on Colorado's state assessments in 2016.¹² While 72% of DSST students qualify to receive free and reduced price meals, they score as well in math as the district-wide population of students who do not qualify for free and reduced price meals (See Charts 1-3 and Table I). Since DSST graduated its first class in 2009, 100% of DSST seniors have been accepted to a four-year college or university.¹³

Cole High School: Broadening Offerings within a Charter School Network

Cole High School was chartered by the Denver Public School district in 2014 and is a member of the DSST charter network. DSST opened Cole in the fall of 2014 with students in the ninth grade, and has expanded the school by one grade each year with the ultimate goal of serving students in grades 9-12.

As DSST opens new campuses, such as Cole High School, the student population for each school has a slightly different demographic makeup. Cole's student population mirrors the larger Denver Public Schools (DPS) area (See Chart 1) with some key differences. Students living in the Cole neighborhood are given enrollment priority at Cole High School.¹⁴ Because of the demographics of the neighborhood, Cole has a higher than average population of students who are Hispanic, and over three years, its population of students who receive free and reduced price meals has steadily risen above the Denver Public Schools average. Cole also has a higher proportion of students with disabilities than other DSST campuses and DPS (See Charts 1 & 2). Cole operates as part of DPS and accordingly, DPS personnel periodically play a role in student Individualized Education Program team decision-making, including determining placement. In practice, this has at times led to students who

Centers of Excellence: Shining a Spotlight on Promising Practices for Students with Disabilities in the Charter Sector

State charter school laws provide an opportunity for schools to create an instructional environment outside the confines of standard operating procedures within traditional district systems. This autonomy gives charter schools a unique space to innovate - testing, refining, and expanding promising new practices that can better meet the needs of many students who are not well-served in traditional public school settings.

The National Center for Special Education in Charter Schools (NCSECS) identified four charter schools from across the country as "Centers of Excellence" to showcase and share examples of charter schools that leverage their autonomy particularly well to benefit students with disabilities.

Each Center of Excellence enrolls a proportionate or higher number of students with disabilities relative to the district where the school is located, demonstrates an explicit commitment to developing exemplary programs with a focus on inclusion, and achieves higher-than-average outcomes for students with disabilities. Each Center of Excellence profile is designed to share the story of an outstanding school that provides particular insight into how charter schools - and all public schools - can provide exemplary services to students with disabilities.

require more significant supports being referred to existing programs in other schools operated by DPS. In 2017, Cole created a new center-based program for students with more significant support needs and overall enrollment of students with disabilities has increased from 34 to 45 students.

At Cole High School, the faculty view students with disabilities as an important part of their success, believing that changes made to accommodate students with disabilities will benefit other students as well. While Cole has one of the largest proportion of students with mild disabilities in inclusive classrooms, in 2016 it ranked as the fifth best high school in Denver and third for ACCESS growth (the proficiency assessment for students who are English Language Learners).¹⁵ Cole's higher-than-average enrollment of students with disabilities, educational outcomes, and commitment to effective inclusive practices led to it being identified as a "Center of Excellence." A closer look at the school's operations provides insight into how semi-autonomous charter schools can strive to provide effective supports to students with disabilities in inclusive classrooms.

The building that houses Cole High School takes up a full city block, bordered by busy thoroughfares, a large field and tennis courts, and a street of small houses, some in need of obvious repair. The building is an enormous H-shaped red-brick building with white brick trim and foundational stones. The high school entrance overlooks the residential neighborhood.

Students enter the Cole building, with its orange floors and white walls, at the front desk with administrative offices on the right and

the school's main meeting area on the left. Directly in front of the entrance is a hallway with many of the school's classrooms, with more located on the second floor. A typical classroom has white boards along at least two walls and the school's six "core values" posted prominently. Each classroom is filled with moveable two-person tables typically arranged with students in rows facing the front of the classroom.

A central office within the DSST network provides administrative and professional development support to all its schools. DSST's Director of Schools is responsible for overseeing school culture on each campus. This includes helping individual schools set up policies and practices that support beliefs and values, such as equity and inclusion, that are core to the DSST network. The network accomplishes this through mentoring and support for individual school administrators, some professional development across the network, and special education audits of all campuses. Special education audits address basic compliance issues such as accommodations, but also provide a way for DSST leaders to communicate with educators at each school, helping to identify areas of need and strength. They also provide an opportunity for the network to identify campus-specific strengths and share those across the network.

A Day at Cole High School

Cole operates on a trimester annual calendar that typically begins in mid-August and ends in late May. All students are also required to attend half-days during summer school, from the end of June to early July. Summer sessions help build school community while working on students' teamwork skills and mastery of core concepts in English and mathematics.

During the regular school year, Cole students' days begin at 7:55 am and end at 3:20 pm. On Wednesday afternoons, however, students are dismissed at 1:50 to enable staff to participate in professional development and team meetings. Grade level teams, including both general and special educators, share this professional development time to discuss individual students' needs, build lesson plans and co-teaching structures, and foster regular communication.

Each morning, students at Cole check in and attend a morning meeting in the main common area inside the entrance to the high school. Most sit on the floor, while a few late arrivals stand at the back of the group. Teachers stand around the outside of the space, but do very little crowd control. The morning meeting provides a venue for announcements about school clubs and sports achievements; the students often snap their fingers in approval after each announcement about team wins, student achievement, and test scores. Today, a teacher plays a video clip from a motivational speaker and asks the students to discuss in pairs how the speaker's philosophy connects to the independent reading program at the school. After debating some ideas in small groups, a few students share what they discussed. The teacher provides a few more announcements and then dismisses the students to their first class.

Most classes at Cole begin with a "Do Now" activity — a short activity based on the prior day's work. Students then progress

Cole High School's Core Values

RESPECT: Appreciating the value of a person or an object through your words, actions, and attitude — treating people with common courtesy

RESPONSIBILITY: Able to be trusted and depended upon to complete tasks, follow directions and own up to your actions

INTEGRITY: Being truthful, fair and trustworthy in your words and actions — doing as you say and saying as you do

COURAGE: Possessing confidence and resolve to take risks and make right decisions in the face of pressure, and adverse or unfamiliar circumstances

CURIOSITY: Eager to learn, explore and question things to gain a deeper understanding

DOING YOUR BEST: Putting your best effort into everything you do

Source: https://c.yumcdn.com/sites/coloradoleague.org/resource/collection/E9F22B40-1CD5-451B-8459-522447EF1644/DSST_MS_Mission_Vision_Section.pdf

through guided practice, notes, additional guided practice, independent practice, and end the class with a mastery check. Throughout class, teachers use the principles of Universal Design for Learning (UDL) to offer the students multiple means of engaging with and responding to problems: writing answers on white boards, working with a partner, practicing independently, and kinesthetic methods for engaging with the lesson.

Teachers at Cole make frequent use of Smart Boards, which enable them to share notes with students electronically on a regular basis. Each student receives a school laptop at the beginning of the year to use for their schoolwork and these types of individualized communications, as well as to help foster mastery of the technology. Some students have guided notes, while others cut and paste sections of the Smart Board lesson into Google Translate to help them understand particular sections of text.

Students at Cole typically have five classes each day during an individual trimester, including the core academic subjects of English, math and science; as well as elective courses such as fine arts and physical education. Each student is also required to participate in an internship prior to graduation, enabling them to meet course requirements while applying academic skills in real-world settings; and complete a senior project, intended to synthesize learning from their experiences throughout their time at the school.

Practices Credited with Enabling Students with Disabilities to Succeed

Cole High School is new to the DSST network, and has been its greatest opportunity to create truly inclusive classrooms for students with disabilities within a network that prizes high expectations and a history of 100% acceptance to four-year colleges. While students with disabilities — particularly students with learning disabilities — can certainly excel at a four-year college, some may not choose this path. Cole High School illustrates the tensions, lessons and successes in balancing uniformly high-expectations with simultaneous goals of equity, inclusion, and differentiation.

Cole has one of the largest proportions of students with disabilities within the DSST network, and an Associate School Director who pushes for inclusive education. DSST, like many charter school networks, has a relatively rigid curriculum and set of course offerings, which has been the foundation of DSST's success. At the same time, several schools within the DSST network, including Cole, serve a neighborhood student population, and the network is committed to providing all students multiple pathways to success. As a result, DSST administrators have been reviewing the network's policies and practices in light of their growing network and actively working to foster a strong focus on inclusion and students with Individualized Education Programs (IEPs). In examining practices contributing to Cole's success with students with disabilities, this case study therefore also examines the process of modifying a relatively structured charter network approach to accommodate students' diverse learning needs.

Coaching as Professional Development

Coaching is a vital part of teachers' professional development at both DSST and Cole High School. Every teacher in the network has a coach who visits their classroom regularly, videotapes their instruction, and provides notes to facilitate conversations toward continuous improvement. At Cole, coaches use their iPhones and a commercial video coaching and collaboration platform called Sibme® to record the class and comment on the teacher's instruction. The program enables coaches to place their own notes and observations within different points of the video, highlighting strengths, asking questions, or making suggestions. Each teacher then views the annotated video and meets with the coach to reflect, ask questions, discuss options, and identify goals to work on before the next observation.

When student test score data or teacher observations show a teacher is doing something well, such as teaching a particular concept or providing accommodation, he or she will likely be tapped by school leaders to provide professional development to the rest of the school. Cole is also building a library of videos of Cole teachers to exemplify best practices. Teachers may view them individually, with a coach, or as a part of a larger professional development opportunity. This coaching practice is fundamental to the overall culture of the school, and helps teachers hone their skills. It provides ongoing assistance around identifying best practices related to teaching students with disabilities, and supports professional development to extend those practices across the school.

Modifying Curriculum and Instruction

All of the teachers interviewed at Cole cited the ability to create new courses or modify the DSST curriculum as vital to the success of students with disabilities. Similarly, while all DSST schools include some co-teaching, Cole has supported more intensive co-teaching practices to better support students with disabilities.

Creating a New Course

Cole High School, unlike other schools in the DSST network, offers students a Fundamental Math course. The school's leadership sought a special exception from DSST central office to create this co-taught class because students with and without disabilities were consistently struggling in the existing pre-algebra course, and they believed the addition of a Fundamental Math course was important to better meet student needs.

Cole's Fundamental Math course follows the same overall lesson format as every other class at Cole (see Textbox: Cole Lesson Format). The course moves at the same quick pace as the other courses in terms of activities and practice, but the student to teacher ratio is very small — approximately 6:1 — and students complete fewer math problems. That way students are not overwhelmed by the number of problems to solve but are able to focus on the content. Additionally, teachers use principles of UDL to support student learning (see Textbox: Universal Design for Learning): information is tied to real-world examples; students are provided multiple ways to complete problems (e.g.,

independently, with a partner, on a white board, using their laptops); teachers often provide guided notes (e.g., students only have to fill in the blanks in pre-written sentences); and students can download lesson slides, notes, and other materials from a shared drive as needed. By designing teaching structures and courses that meet the particular needs of students with disabilities, Cole has found that students without disabilities benefit as well.

Typical Lesson Format at Cole

- Do Now (5 minutes)
- Guided practice (10 minutes)
- Notes (10 minutes)
- Guided practice (8 minutes)
- Independent practice (30 minutes)
- Mastery check (5 minutes)

Principles of Universal Design for Learning

1. Provide multiple means of representation
2. Provide multiple means of expression
3. Provide multiple means of engagement

Source: www.cast.org

Modifying Internships

All juniors at Cole participate in a trimester of internships, based on their interests and career goals, to help them develop professional skills and professional learning communities. Students identify their top three career interests and the internship coordinator works with the Denver community to find placements, such as working at a golf course, community garden, vintage auto shop, art studio, technology start-up, or dentist office.

Because many of the students at Cole have family and work responsibilities after school, Cole set up its internship program a little differently than those at the other DSST campuses. Rather than working four hours each on two days each week, Cole students work at their internship from 2-4:00 pm, two days a week. By shortening the internship time commitment, Cole has enabled students to take part in a meaningful work experience without increasing the burden on their families.

Cole's shorter time commitments for internships suits many students with disabilities, providing them enough time to get a feel for the career and complete the projects assigned to them, but not so much that they become overwhelmed. Cole has also modified the way it sets up internships for some students who receive special education supports and services, enabling them to substitute an additional internship for a regular science or

language elective to enhance their real world education in an age-appropriate and naturally-occurring school program. Internship decisions are individualized to the student in conjunction with the IEP team, internship coordinator, and the mentor at the internship site. Cole's special education teacher also works with the students to ensure they can ride public transportation and arrive to their internship on time. This type of functional skill is often taught in schools, but rarely in such a meaningful way and as such a seamless part of students' regular activities. These relatively minor changes in Cole's internship program support excellent inclusive practices, and help students with disabilities work on life skills that in other schools are often separate from their peers without disabilities.

Increasing Use of Co-Teaching Model

In addition to creating a new course outside of the traditional DSST offerings and modifying the internship program to better serve students with disabilities — and all students — Cole has also adapted its co-teaching model. In order to better meet the needs of its specific student population, the Cole team determined that the school needed to offer some courses with daily co-teaching, with other courses using joint planning time and at least weekly in-class support from a special education teacher. In the classes with co-teaching, there is a great deal of flexibility in implementation. Teachers choose the structure that works best for their particular class context and personalities, specific lesson objectives, and students' strengths and development opportunities.

How It Works for Josephina

Josephina" is a typical junior at Cole High School with an IEP and is an English language learner. Her first class of the day is Fundamental Math, where a general and special education teacher team teach, and many, but not all, of her classmates also have IEPs. During the starting "Do Now" activity, one teacher stands at the front of the rows of student tables, while the other wanders up and down the rows checking answers from the independent practice and helping students who are struggling. Within this context, it is impossible to tell who is Josephina's general educator and who is the special educator.

Next, Josephina moves to a co-taught English/Language Arts (E/LA) class of students with and without IEPs. Students have varying reading levels, with some students requiring audio texts to help them understand. Others can read close to grade level, and some are on or above grade level. Today, the special education teacher pulls a small group of students aside to work on annotating a modified text. The school's associate director conducts a short observation while Josephina is in this class, recoding instruction with his iPhone camera and taking notes.

Josephina is participating in an internship this trimester, which she attends after third period. She is excited about the two days a week when she is able to leave the school and learn through guided work at a local social media marketing company.

Co-teachers often work together during planning time so that they can take turns providing primary instruction during class time. For example, if a general education teacher sees that students do not understand a particular concept, he can ask the special education teacher to jump in with another example or explanation. Other times, a special education teacher runs the main lesson and a general educator provides students with individual support, moving through the rows and checking students' work. When needed, the special educator will run a small group on a related or foundational skill needed for the whole group lesson.

Looking to the Future

The road to inclusion is not without challenges, and there are more changes coming to Cole High School. Denver Public Schools has recently identified Cole as one of several pilot schools in the 2017-18 year to offer an "Affective Needs" program. These pilot schools will offer a self-contained program for students with emotional and behavioral disorders. The purpose and structure of this program does not align with DSST's inclusive practices, but the network is committed in part because of Cole's expertise and success in meeting the needs of students with disabilities. Many questions still remain, however, about how to balance inclusive education with rigorous learning goals for students with a wide range of needs.

At the same time, Cole's innovations and success offer the potential for the school to incubate and replicate successful special education practices across the entire DSST network. The school could help to build the pipeline of great special education teachers, for example, or offer professional development for school principals to help them understand what is and should be happening in relation to special education instruction in general education classrooms. While the staff is continuously balancing competing needs and pioneering new practices, Cole's success within the structure of a large charter network offers important and exciting possibilities for scaling effective inclusion practices across district and charter schools alike.

Key Takeaways

Cole High School is unique among the Centers of Excellence because it is a high school with an explicit mission to ensure that 100% of its students are accepted to college. Cole's administration and staff are wrestling with how to balance accessibility and success for students with disabilities, including some who may not pursue college. Their work illuminates promising practices for providing exemplary services for diverse learners in charter schools, including:

1. **Using active coaching and novel supports, such as video commentaries, to provide regular professional development for teachers, with a specific focus on improving practices that support inclusion;**
2. **Modifying courses and academic programs that are common across the charter network to support success of the individual school's students (such as adding foundational courses and making adjustments to the internship program) while maintaining a focus the charter network's overall vision and goals; and**
3. **Extending co-teaching practices, including shared planning and professional development, to support differentiation while ensuring that all students have access to the general education curriculum.**

Acknowledgments

We would like to acknowledge the faculty and staff at Cole High School for their hard work and commitment to education. A special thank you to those who welcomed us into your classrooms and carved out time from their busy days to participate in interviews: Ferron Morgan, Associate School Director; Dexter Korto, Prep Academy Dean; Maggie Dering, Internship Coordinator; Brady Grant, Senior Academic Dean; Tyler Roese, Math Teacher; Charity Benigno, Special Education English Teacher; Whitney FitzPatrick, Special Education Teacher; Kelly Weber, Special Education Math Teacher; Nazir Kamalov, Math Teacher; Sara Richardson, Counselor; Jen Ruddle, Science Teacher; Sadia Aziz, Science Teacher; Lili Chavez, High School Office Manager; Nicole Fulbright, DSST Director of Curriculum and Assessment; Ingrid Wulczyn, DSST Special Education Manager; and Marianne Sammons, DSST Manager of Special Education. We sincerely appreciate their contributions. We especially appreciate the efforts of Ingrid Wulczyn, Ferron Morgan, and Misha Hudak in reviewing the draft manuscript. Any errors or omissions are solely the author's responsibility.

Deborah Taub, Julie Kowal, and Lauren Morando Rhim contributed to the research, data analysis, writing, and editing of the case brief.

Research Methodology

This research brief highlights one charter school that is achieving remarkable success with students with disabilities. NCSECS began our nationwide search for such schools with nominations from experts in the field, and narrowed the list based on publicly available data that illuminate charter schools that use inclusive practices and have similar student demographics to the district in which they are located. Within this narrowed list of schools, our team then spoke by phone with school leaders using a semi-structured interview protocol, reviewed documents about the schools' policies and procedures, and made school visits to conduct additional interviews and observe educators and students in action. Our research protocol was based on research-based practices related to inclusion, effective teaching, equitable funding, school-wide systems of support, and administrative structures such as professional development, staffing, and communications.

NCSECS conducted at least one and typically two information-gathering sessions by phone prior to our school visit. School leaders, including charter network leaders, principals, and special education directors, shared information about each school's routines and structure, as well as areas they believed most contributed to the school's success with students with disabilities. These school teams shared school-wide and special-education specific data, as well as school handbooks, master schedules, and charter applications or renewals to help orient NCSECS to their school.

Each school visit included classroom observations and interviews with school and network administrators, teachers, family members, and staff (e.g., instructional aides). Our interviews ensured similar information was collected from each school, while enabling school teams to introduce strategies or characteristics unique to their school community.

Our findings from the data and document review, interviews, and school visits inform each research brief, highlighting the areas most important for the school's success with students with disabilities. We have shared drafts and integrated feedback from each school's administration and faculty to ensure a full and accurate picture of their school.

Resources

<http://www.dsstpublicschools.org/cole-high-school>
<http://www.dsstpublicschools.org/>
www.cast.org
<http://sibme.com/>

References

General Information

<http://www.dsstpublicschools.org/dsst-numbers>
http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/31/student%20submissions/forms/OC_Membership_2016.pdf
<http://www.dsstpublicschools.org/cole-high-school>
<http://dashboard2.publiccharters.org/State/?state=CO>
[http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/Image/CSI%20At-A-Glance%20\(2016-17\).pdf](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/Image/CSI%20At-A-Glance%20(2016-17).pdf)
<http://portfolio.dpsk12.org/our-schools/charter-schools/charter-schools-of-denver-public-schools/>

DPS School Enrollments - By School/Grade

2016 and 2015 Data

http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/31/student%20submissions/forms/OC_Membership_2016.pdf
https://www.cde.state.co.us/cdesped/comparedtostudentoctober_fy2014-2016

DPS Ethnicity and Gender

2016

http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/31/student%20submissions/forms/2016_MembCountEthnicity_SubReport_SchoolType_OFFICIAL.pdf

2012-2016

DPS <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>
 Cole HS <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Students with Disabilities

2016

http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/Domain/31/Website_EnrollmentReport_SwD_2016.pdf

School Choice Office (2016). 2016 State of Charter Schools Triennial Report:

<http://www.cde.state.co.us/communications/20160719stateofcharterupdated>
<http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>
https://financialservices.dpsk12.org/wp-content/uploads/sites/23/FY16-CAFR_FINAL.pdf
<http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>
<http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Student with Disabilities Breakdown Cole HS

2016

https://www.cde.state.co.us/cdesped/bydisability_fy2014-2016
<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>

Free and Reduced Lunch by School

2012 – 2016

https://financialservices.dpsk12.org/wp-content/uploads/sites/23/OC_FRL_2016.pdf

Assessment Data

2016

Student Growth

<http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

ELA and Math State of Colorado

2015-2016

<http://www.cde.state.co.us/communications/20161014coloradoeducationfacts>

2015 Cole HS

<http://www.cde.state.co.us/assessment/cmas-englishmath-dataandresults>

Endnotes

- 1 <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>
- 2 <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>
- 3 <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>
- 4 https://financialservices.dpsk12.org/wp-content/uploads/sites/23/FY16-CAFR_FINAL.pdf
- 5 Provided via email: Benigno, C. March 13, 2017.
- 6 https://www.cde.state.co.us/cdesped/bydisability_fy2014-2016
- 7 <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>
- 8 <http://www.cde.state.co.us/communications/20161014coloradoeducationfacts>
- 9 <http://www.cde.state.co.us/communications/20161014coloradoeducationfacts>
- 10 <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>
- 11 As outlined in the Colorado Charter School Law, local education agencies (i.e., school districts) and the Charter Schools Institute (CSI) are granted legal authority to authorize the creation of charter schools in the state. To date, approximately 214 schools have been authorized by local districts and 39 by CSI. Of these, 6, including Cole High School, are traditional public schools that were closed due to low performance and re-opened as charter schools authorized by Denver Public Schools. <http://dashboard2.publiccharters.org/State/?state=CO>; [http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/Image/CSI%20At-A-Glance%20\(2016-17\).pdf](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/Image/CSI%20At-A-Glance%20(2016-17).pdf); <http://portfolio.dpsk12.org/our-schools/charter-schools/charter-schools-of-denver-public-schools/>;
- 12 <http://www.dsstpublicschools.org/dsst-numbers>
- 13 <http://www.dsstpublicschools.org/dsst-numbers>
- 14 Students from outside of Cole’s enrollment zone may complete a “SchoolChoice form” indicating their top five school choices. Denver Public Schools then matches students based on their preferences, schools’ enrollment priorities, and availability. Schools within the DSST network prioritize enrollment for children of the school’s founding board members or full-time employees; siblings of current students district residents; and non-district residents.
- 15 <http://www.dsstpublicschools.org/cole-high-school>

The **National Center for Special Education in Charter Schools (NCSECS)** is an independent, non-profit organization formed in 2013 to fill a void that has existed since the inception of the charter school movement in the United States, namely a coordinated effort to address the challenges associated with providing special education and related services in charter schools.

NCSECS is committed to ensuring that students with disabilities have equal access to charter schools and to fostering innovations that will benefit students with disabilities in both charter and traditional public schools by proactively working with states, authorizers, charter school and special education advocates, as well as other stakeholders.

NCSECS’s Mission: To ensure that students with diverse learning needs are able to fully access and thrive in charter schools.

Vision: The charter school sector will fully embrace its responsibilities to meet the needs of all students and serve as a model of innovative and exemplary programs for students with disabilities.