



Colorado Charter Schools Annual Conference

February 25-27, 2026
Denver Marriott Tech Center



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FIXED INCOME CAPITAL MARKETS

Four Interactive Activities for Your Next Board Retreat

Kim McClelland, Executive Director
New Summit Charter Academy

Kia Murray, Educational Consultant
Propel: School Quality Consulting

Lisa Jarvi, Director of Finance, Operations & HR
Skyview Academy

Evergreen C
February 27, 2026 | 1:30 – 2:30PM
Board and Governance



“
The
conference
at your
fingertips.



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**Colorado League of
Charter Schools**

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EDUCATION SERVICES





We make it our priority to **advocate** for high-quality public charter schools across Colorado.



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COLORADO LEAGUE *of*
CHARTER SCHOOLS

Four Interactive Activities for Your Next Board Retreat



THE
WORLD
NEEDS
WHO
YOU
WERE
MADE
TO BE.

Introductions



Kim McClelland

Former District and PK-12 leader, current Executive Director, board trainer, owner of LeadJoy Ed, recent empty nester to 2 adult girls and photographer



Kia Murray

Former K-8 school leader, current board president, educational consultant, mom to 2 girls, enjoys travel and DIY projects



Lisa Jarvi

Former PK-12 school leader, current Head of Ops, board trainer, mom to 2 college boys, considering Sommelier classes - any advice?

Who's in the room?

- School Leaders
- Board Members
- School Staff
- School Supporters
- Other



Objectives

- Identify the purpose and value of interactive retreat activities.
- Learn how to facilitate four specific activities that strengthen board alignment, reflection, and planning.
- Bring back ready-to-use tools to make retreats more engaging and effective.

Activity 1: Building Relational Capacity

Purpose: Help board members connect on a personal level, understand each other's "why," views, and strengths, and build a culture where everyone feels open, respected, and safe to speak up.

Value: Stronger relational ties lead to more effective collaboration, generative discussions, and unified decision-making

Resource Folder Link: <https://bit.ly/boardactivities>

Group by row, and grab your bag of questions.

Take turns selecting a question slip.

If your question is **BLUE** it is a story question. Only you answer.

If your question is **ORANGE** it is a "simple" question that can be answered in 1 sentence or less. Everyone in the group answers it.

You always have the option to pass.

Activity 1: Examining Student Data

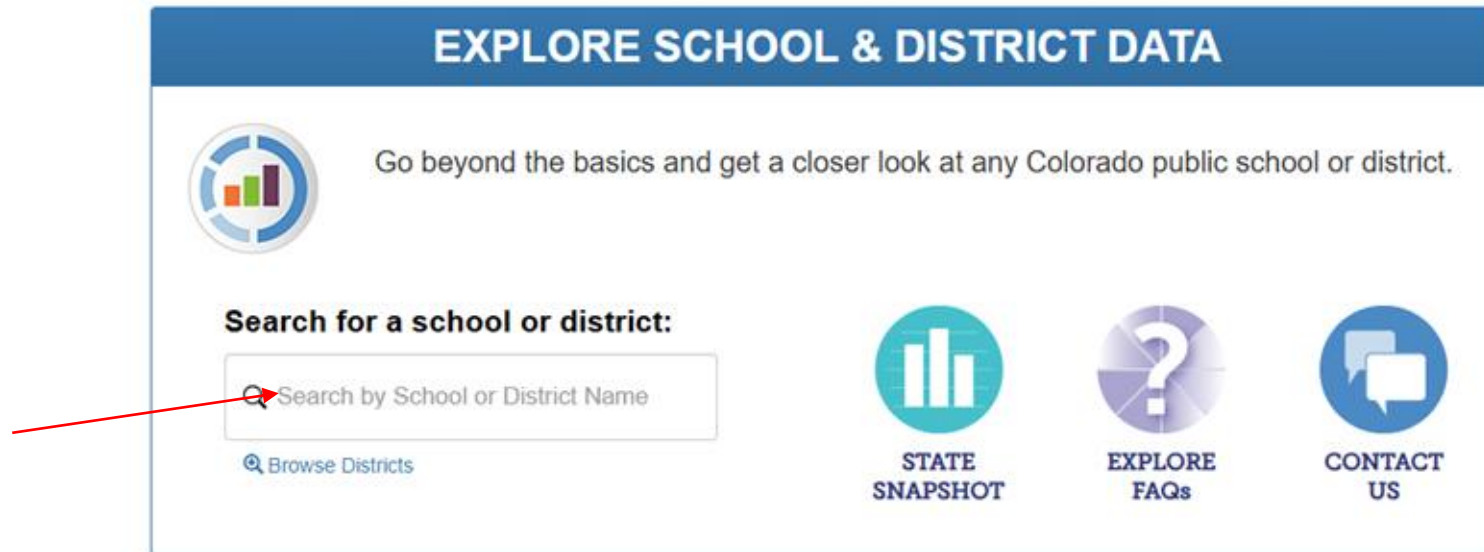
Purpose: To become more familiar with the data reports available to schools.

Value: Board members should know where to find school data and be able to independently interpret it at a basic level, read patterns, and ask good questions.

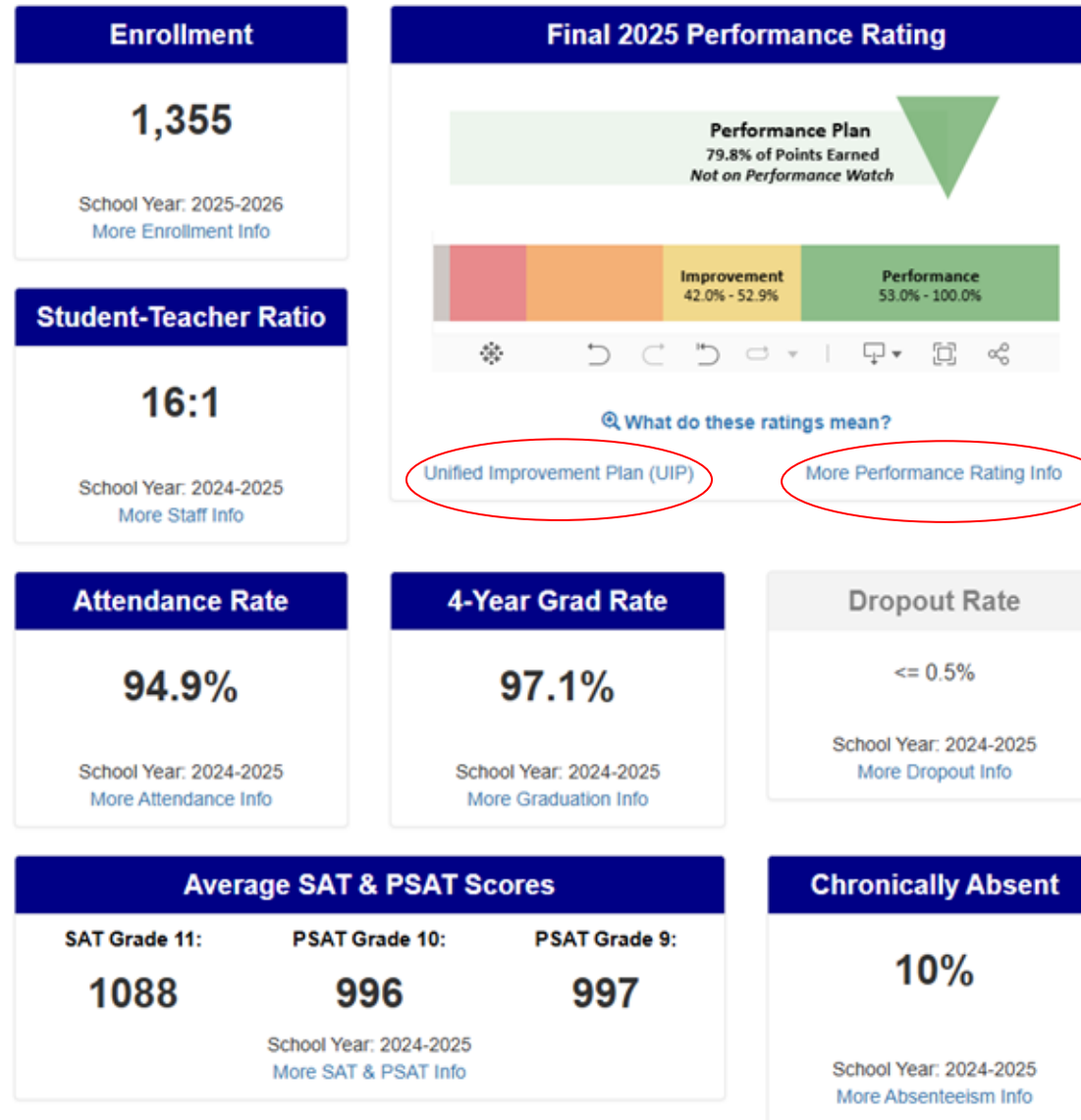
Introductory Activity: School Performance Framework Analysis

Advanced Activity: CDE Data Dashboard Analysis

Introductory Activity: School Performance Framework Analysis




- Visit CDE's Schoolview website: <https://www.cde.state.co.us/schoolview/explore/welcome/>
OR Google "CDE SchoolView"
- Search for your school's name



- The School Profile will appear. From here, you can click on “Unified Improvement Plan (UIP)” to find the school’s most recently posted plan OR “More Performance Rating Info”
- Click “More Performance Rating Info”



Skyview Academy (6365)




6161 BUSINESS CENTER
DRIVE
HIGHLANDS RANCH, CO 80124
Charter School.

1,355
Total Students Served
Pre-K - Grade 12

School District:
Douglas County Re 1 (0900)
[View School List](#)

 District Website 

Performance Frameworks & Unified Improvement Plan:

- [Framework Report PDFs](#) 
- [Unified Improvement Plan \(UIP\)](#)

Official Performance Ratings

Selected Report Year: 2025

Rating: Performance Plan

Performance Watch Status: Not on Performance Watch

Rating Source: Rating based on 1-Year Performance Report

Report Year: 2025 

Accessing Performance Framework Data

The Colorado Department of Education publishes annual School and District Performance Frameworks (SPFs and DPFs) that provide school plan type and district accreditation ratings under the state accountability system. Official ratings are based on student outcomes on key performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. Districts and schools earn points for each key indicator, and then points are combined to determine the overall percentage of points earned. The State Board of Education defines cut-points for accreditation ratings based on the overall percentage of points earned on the performance framework.

Districts and Schools are assigned plan types as displayed by the triangles in the graphics below. The colored lines beneath the respective triangles indicate the possible ratings with score ranges. To change the display below, click the links on the sidebar to the right of the screen.

- [SchoolView Home](#)
- [State Snapshot](#)
- [District Profile](#)
- [School Profile](#)
- [Students](#)
- [Staff](#)
- [Achievement, Performance, Growth & Assessments](#)
 - [Assessment Achievement](#)
 - [Performance Frameworks](#)
 - [Assurances & Test Participation](#)

- Click “Framework Report PDF”

Download School Framework Report PDFs



- **2025:**
 - [2025 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2025 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2024:**
 - [2024 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2024 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2023:**
 - [2023 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2023 2-Year SPF REPORT - Informational \(PDF\)](#)
- **2022:**
 - [2022 1-Year SPF REPORT - Official \(PDF\)](#)
- **2019:**
 - [2019 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2019 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2018:**
 - [2018 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2018 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2017:**
 - [2017 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2017 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2016:**
 - [2016 1-Year SPF REPORT - Official \(PDF\)](#)
- **2014:**
 - [2014 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2014 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2013:**
 - [2013 1-Year SPF REPORT - Informational \(PDF\)](#)
 - [2013 3-Year SPF REPORT - Official \(PDF\)](#)
- **2012:**
 - [2012 1-Year SPF REPORT - Official \(PDF\)](#)
 - [2012 3-Year SPF REPORT - Informational \(PDF\)](#)
- **2011:**
 - [2011 1-Year SPF REPORT - Informational \(PDF\)](#)
 - [2011 3-Year SPF REPORT - Official \(PDF\)](#)

- Click on the most recent SPF Report

Plan Type Official Rating based on SINGLE-YEAR SPF Report

Performance Plan **79.8/100** Points Earned **79.8%**

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

| Indicator Rating Totals | Percent of Points Earned | Points Earned/Eligible | Rating |
|-------------------------------------|--------------------------|------------------------|---------|
| Academic Achievement | 81.3% | 24.4/30 | Meets |
| Academic Growth | 64.6% | 25.8/40 | Meets |
| Postsecondary & Workforce Readiness | 98.6% | 29.6/30 | Exceeds |

| Assurances | Rating |
|---------------|-------------------------|
| Participation | Meets 95% Participation |

| Subject | Total Records | Valid Scores | Total Participation Rate | Parent Excusals | Accountability Participation Rate | Rating |
|-----------------------|---------------|--------------|--------------------------|-----------------|-----------------------------------|-------------------------|
| English Language Arts | 892 | 829 | 92.9% | 62 | 99.9% | Meets 95% Participation |
| Math | 892 | 830 | 93.0% | 61 | 99.9% | Meets 95% Participation |

Total Participation Rate Descriptor for Planning Purposes: **Does Not Meet 95% Total Participation**

| EMH Level | Performance Indicator | Percent of Points Earned | Points Earned/Eligible | Rating | Points by Level | Overall Rating by Level |
|------------|-------------------------------------|--------------------------|------------------------|---------------|-----------------|-------------------------|
| Elementary | Academic Achievement | 73.4% | 29.4/40 | Meets | 50.6% | Improvement |
| | Academic Growth | 35.4% | 21.2/60 | Does Not Meet | | |
| Middle | Academic Achievement | 87.3% | 34.8/40 | Meets | 86.6% | Performance |
| | Academic Growth | 86.4% | 51.8/60 | Meets | | |
| High | Academic Achievement | 83.0% | 24.9/30 | Meets | 85.0% | Performance |
| | Academic Growth | 76.3% | 30.5/40 | Meets | | |
| | Postsecondary & Workforce Readiness | 98.6% | 29.6/30 | Exceeds | | |

() No Reportable Data
 *State accountability policy requires 95% student participation in state assessments. Students excused from testing by a parent or guardian do not impact the Accountability Participation Rate that determines whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Does Not Meet 95% Total Participation" descriptor that is informational and does not impact framework calculations. The descriptor does not impact framework calculations. First year in the U.S. Multilingual Learners eligible to take the ELP assessment count as participants for ELA.

ACADEMIC ACHIEVEMENT

| Subject | Student Group | Count | Participation Rate | Mean Scale Score | Percentile Rank | Pts Earned/Eligible | Rating |
|------------------------------|-----------------------------------|--------|--------------------|------------------|-----------------|---------------------|-------------|
| CMAS - English Language Arts | All Students | 305 | 88.0% | 756.7 | 84 | 6.00/8 | Meets |
| | Free/Reduced-Price Lunch Eligible | 33 | 86.8% | 749.7 | 73 | 0.75/1 | Meets |
| | Minority Students | 138 | 89.1% | 760.0 | 90 | 1.00/1 | Exceeds |
| | Multilingual Learners | 25 | 89.7% | 742.9 | 56 | 0.75/1 | Meets |
| | Students with Disabilities | 20 | 80.0% | 730.2 | 27 | 0.50/1 | Approaching |
| CMAS - Math | All Students | 307 | 88.3% | 750.4 | 90 | 8.00/8 | Exceeds |
| | Free/Reduced-Price Lunch Eligible | 33 | 86.8% | 739.2 | 70 | 0.75/1 | Meets |
| | Minority Students | 138 | 89.1% | 754.2 | 93 | 1.00/1 | Exceeds |
| | Multilingual Learners | 27 | 93.1% | 736.6 | 65 | 0.75/1 | Meets |
| | Students with Disabilities | 20 | 80.0% | 722.6 | 28 | 0.50/1 | Approaching |
| CMAS - Science | All Students | 105 | 92.9% | 749.8 | 86 | 8.00/8 | Exceeds |
| | Free/Reduced-Price Lunch Eligible | n < 16 | - | - | - | 0.00/0 | - |
| | Minority Students | 49 | 98.0% | 745.4 | 79 | 0.75/1 | Meets |
| | Multilingual Learners | n < 16 | - | - | - | 0.00/0 | - |
| | Students with Disabilities | n < 16 | - | - | - | 0.00/0 | - |
| TOTAL | | * | * | * | * | 28.75/33 | Meets |

ACADEMIC GROWTH

| Subject | Student Group | Count | Median Growth Percentile/Rate | Pts Earned/Eligible | Rating |
|------------------------------|-----------------------------------|--------|-------------------------------|---------------------|-------------|
| CMAS - English Language Arts | All Students | 270 | 51.0 | 6.00/8 | Meets |
| | Free/Reduced-Price Lunch Eligible | 29 | 58.0 | 0.75/1 | Meets |
| | Minority Students | 125 | 51.0 | 0.75/1 | Meets |
| | Multilingual Learners | 25 | 46.0 | 0.50/1 | Approaching |
| | Students with Disabilities | n < 20 | - | 0.00/0 | - |
| CMAS - Math | All Students | 271 | 65.0 | 8.00/8 | Exceeds |
| | Free/Reduced-Price Lunch Eligible | 29 | 74.0 | 1.00/1 | Exceeds |
| | Minority Students | 125 | 69.0 | 1.00/1 | Exceeds |
| | Multilingual Learners | 26 | 73.0 | 1.00/1 | Exceeds |
| | Students with Disabilities | n < 20 | - | 0.00/0 | - |
| English Language Proficiency | English Language Proficiency | n < 20 | - | 0.00/0 | - |
| | On Track to EL Proficiency | n < 20 | - | 0.00/0 | - |
| TOTAL | | * | * | 19.00/22 | Meets |

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
 For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; () No Reportable Data

- Download the SPF Report
- Complete the School Performance Overview Worksheet

Advanced Activity: CDE Data Dashboard Analysis



District Dashboard and School Dashboard

| District Address | District Phone Number | District Website | Grade Levels Served |
|---|-----------------------|----------------------|---------------------|
| 1110 CHAPEL HILLS DRIVE COLORADO SPRINGS, CO 80920 | 719-234-1200 | http://www.asd20.org | PK-12 |

| Final Accreditation Rating 2025 | |
|---------------------------------|--|
| Distinction | |

| 2024-25 Total Enrollment (K-12) | |
|---------------------------------|--|
| 25,606 | |

| 2024-25 Demographics (K-12) | |
|-----------------------------|-------|
| FRL Eligible | 21.5% |
| Minority Students | 33.9% |
| Multilingual Learners | 3.0% |
| Students on IEPs | 8.7% |
| Gifted Students | 9.2% |
| Migrant Students | 0.0% |

Click to Hide District/School Filters -> X

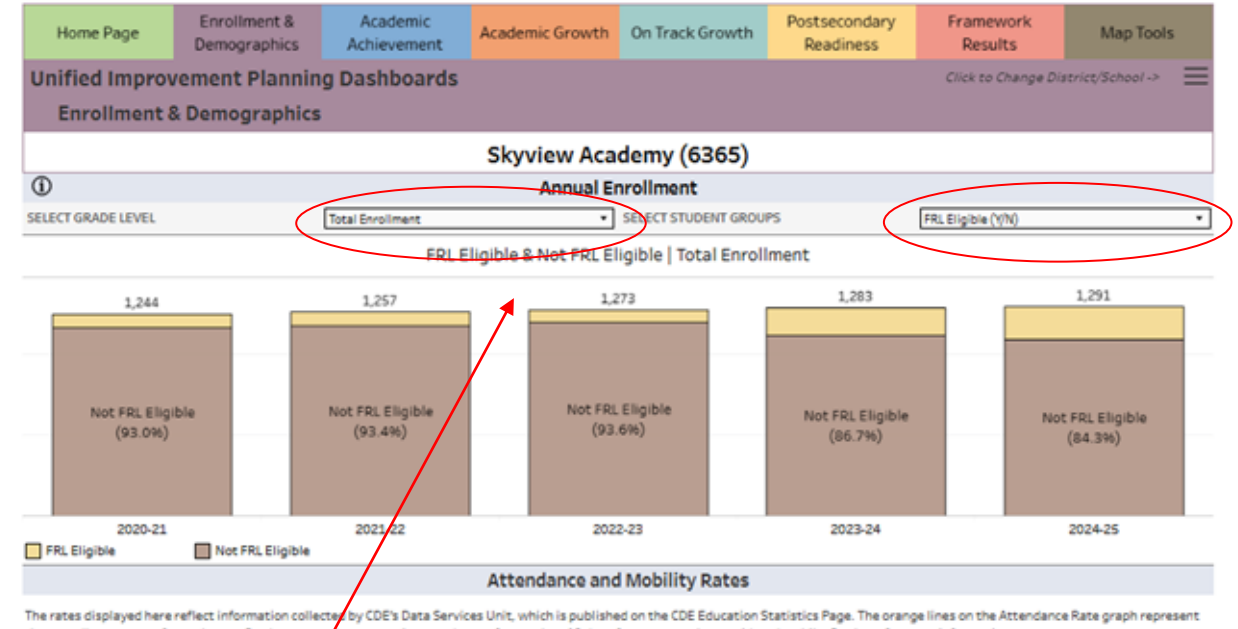
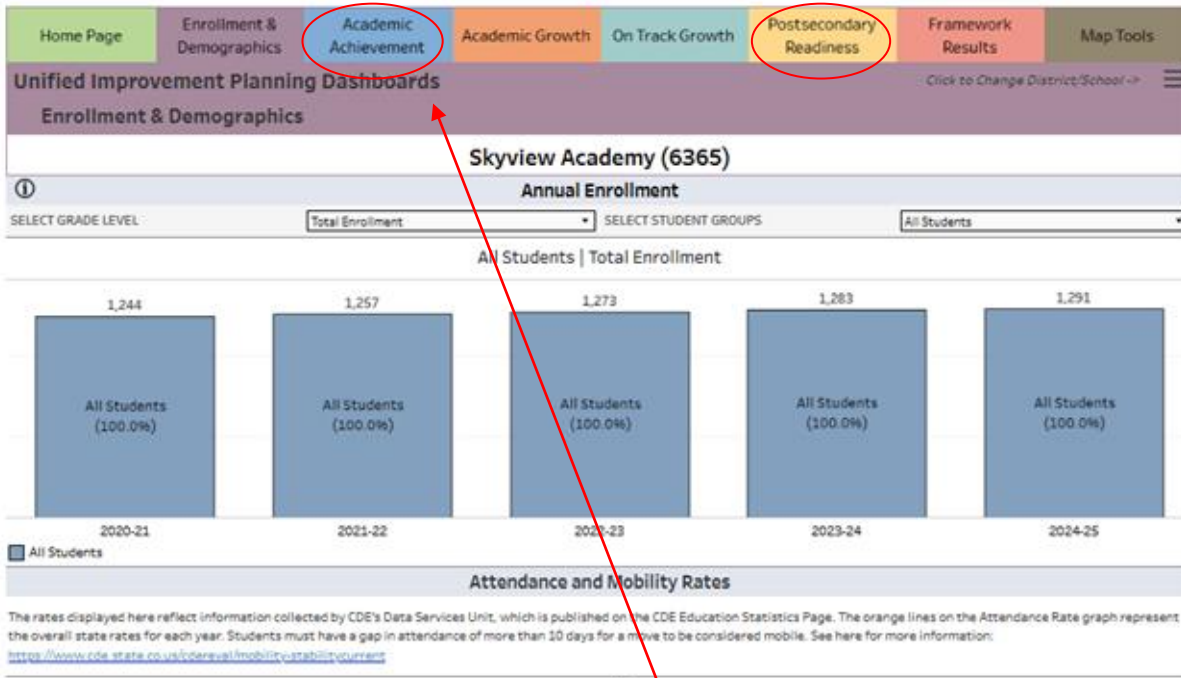
SELECT DISTRICT
Douglas County Re 1 (0900)

SELECT SCHOOL
Skyview Academy (6365)

PK-12

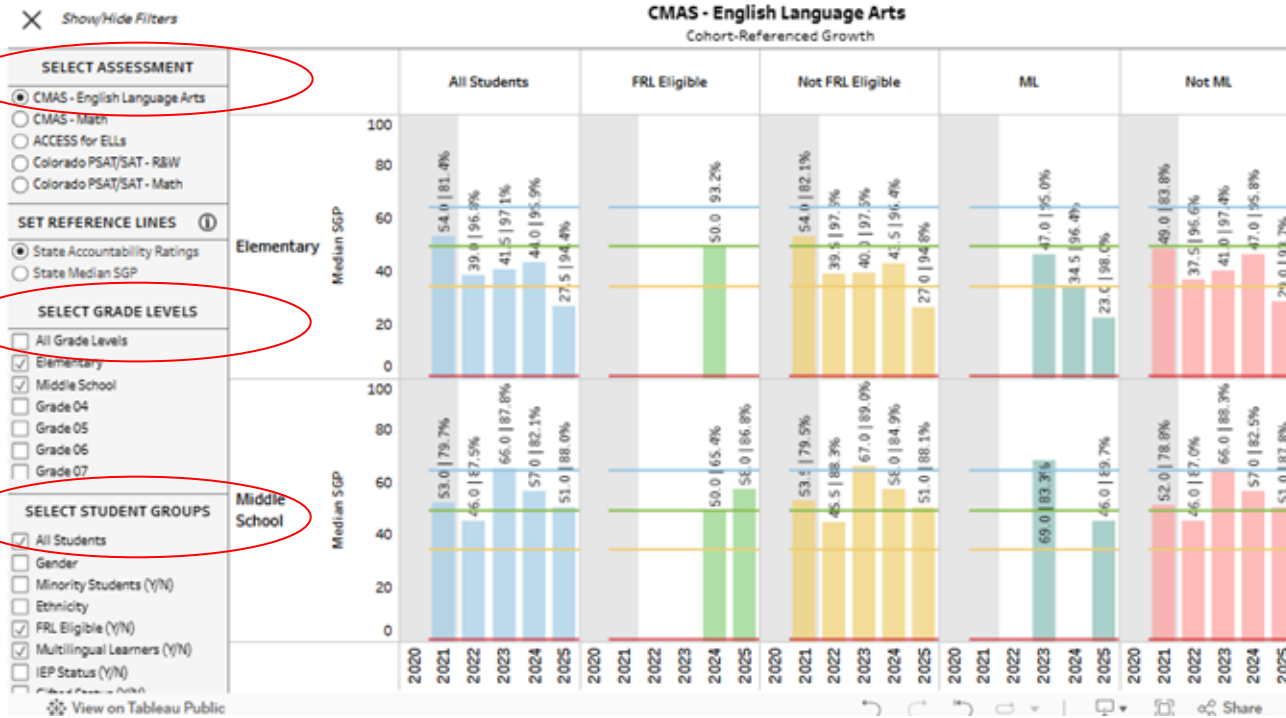
Final Performance Rating 2025

- Visit CDE’s District and School Dashboard at <https://ed.cde.state.co.us/accountability/data-tools/district-and-school-dashboard> OR Google “CDE Data Dashboard”
- Click on the three lines to select your district and school.



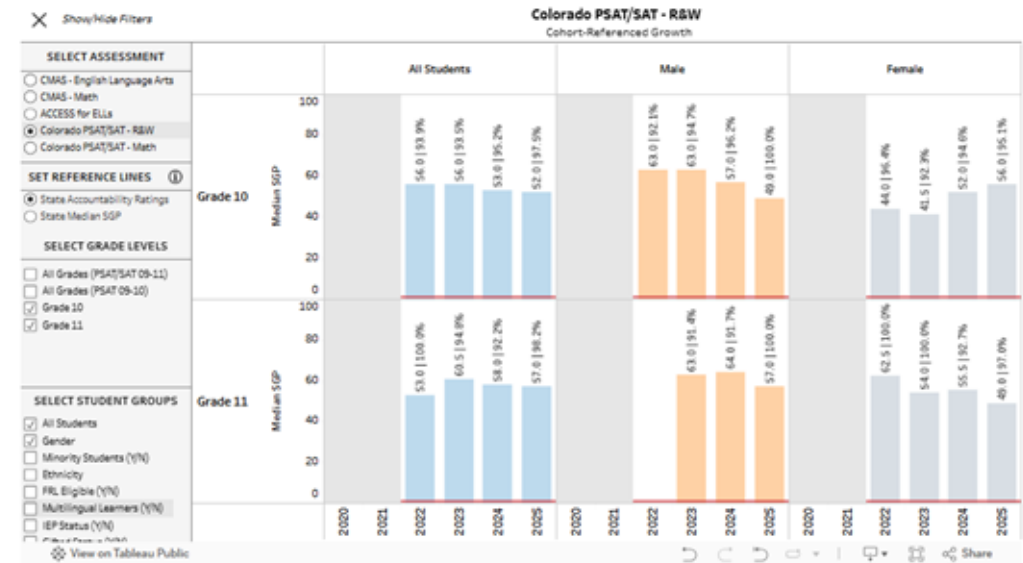
- Click on the top tabs to see different categories.
- Use the dropdown filters to view data for specific grade levels and student groups.

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS, Colorado PSAT/SAT, and ACCESS for ELLs assessments. Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive years. Median growth calculations reflect outcomes only for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. A gray background denotes these results. Participation rates appear when you hover over different areas of the graph and in the labels above each bar. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.



- Click on checkboxes on the left to see different views.
- Complete the CDE Data Dashboard Worksheet.

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS, Colorado PSAT/SAT, and ACCESS for ELLs assessments. Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive years. Median growth calculations reflect outcomes only for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. A gray background denotes these results. Participation rates appear when you hover over different areas of the graph and in the labels above each bar. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.



Activity 3: Interpreting Financial Data

Purpose: Identify and interpret insights from a quarterly financial summary report.

Value: Board members should be able to spot key items in financial data and ask appropriate questions to seek to understand trends.

Review the sample Quarterly Report and draft at least 2 questions you would ask your financial leader.

SkyView Academy - Finance Committee Detail

| Budget vs. Actual | | 31-Dec-25 | | | |
|--|--|------------------------|----------------------|------------|-------------|
| | | 2025-26 Revised Budget | 2025-26 Actuals Q2 | Q2=50% % | Per Student |
| Total 1310 - Tuition | | 812,418.00 | 322,362.00 | 40% | 234.79 |
| 1510 - Investments | | 130,000.00 | 83,086.00 | 64% | 60.51 |
| 1740 - Student Fees | | 406,200.00 | 368,351.00 | 91% | 268.28 |
| 1741 - Athletic Fees | | 137,031.00 | 83,995.00 | 61% | 61.18 |
| 1910 - Rental Income | | 90,000.00 | 44,379.00 | 49% | 32.32 |
| 1920 - Contributions & Donations | | 120,000.00 | 120,000.00 | 100% | 87.40 |
| 1954 - Douglas County MLO Funds | | 3,058,581.00 | 1,534,329.00 | 50% | 1,117.50 |
| 1990 - Miscellaneous Revenue | | 35,000.00 | 31,002.00 | 89% | 22.58 |
| Total 1000 - Revenue from Local Sources | | 4,789,230.00 | 2,587,504.00 | 54% | 1,884.56 |
| 3010 - Pera Pension Liability | | | | | - |
| 3113 - Charter School Capital Construc | | 496,280.00 | 248,121.00 | 49% | 180.71 |
| 3140 - State ELPA | | 35,924.00 | 18,571.00 | 46% | 13.53 |
| 3206 - Read Act State Funds | | 12,000.00 | 19,551.00 | 163% | 14.24 |
| Total 3000 - Revenue from State Sources | | 857,160.00 | 286,243.00 | 51% | 208.48 |
| Total 4000 - Revenue from Federal Sources | | 150,000.00 | - | 0% | - |
| 5285 - Transfer in from Building Corp | | 150,000.00 | 141,064.16 | 94% | 102.74 |
| 52XX - Transfer to Building Corp | | | | | - |
| 5710 - Per Pupil Revenue (PPR) | | 14,122,109.00 | 7,238,541.00 | 56% | 5,272.06 |
| Total 5000 - Other Sources | | 14,272,109.00 | 7,379,605.16 | 55% | 5,374.80 |
| TOTAL INCOME | | 20,068,499.00 | 10,253,352.16 | 55% | 7,467.85 |

SkyView Academy - Finance Committee Detail

Budget vs. Actual

31-Dec-25

| | 2025-26 Revised Budget | 2025-26 Actuals Q2 | Q2=50% % | Per Student | Notes |
|--|------------------------------|--------------------------|-------------|-----------------|---|
| Total 1310 · Tuition | 812,418.00 | 322,362.00 | 40% | 234.79 | first tuition bill is Sept 1st |
| 1510 · Investments | 130,000.00 | 83,086.00 | 64% | 60.51 | interest rate increased |
| 1740 · Student Fees | 406,200.00 | 368,351.00 | 91% | 268.28 | fees collected in Aug-Sept |
| 1741 · Athletic Fees | 137,031.00 | 83,995.00 | 61% | 61.18 | collected in Aug-Sept, Dec-Jan, and Mar-Apr |
| 1910 · Rental Income | 90,000.00 | 44,379.00 | 49% | 32.32 | |
| 1920 · Contributions & Donations | 120,000.00 | 120,000.00 | 100% | 87.40 | xfer in from foundation once/year |
| 1954 · Douglas County MLO Funds | 3,058,581.00 | 1,534,329.00 | 50% | 1,117.50 | |
| 1990 · Miscellaneous Revenue | 35,000.00 | 31,002.00 | 89% | 22.58 | fluid due to xfers out to foundation |
| Total 1000 · Revenue from Local Sources | 4,789,230.00 | 2,587,504.00 | 54% | 1,884.58 | |
| 3010 · Pera Pension Liability | | | | - | in/out w/audit |
| 3113 · Charter School Capital Construc | 496,280.00 | 248,121.00 | 49% | 180.71 | |
| 3140 · State ELPA | 35,924.00 | 18,571.00 | 46% | 13.53 | |
| 3206 · Read Act State Funds | 12,000.00 | 19,551.00 | 163% | 14.24 | amount is unknown untill rcvd |
| Total 3000 · Revenue from State Sources | 857,160.00 | 286,243.00 | 51% | 208.48 | |
| Total 4000 · Revenue from Federal Sources | 150,000.00 | - | 0% | - | facilities grant awards announced in Jan |
| 5285 - Transfer in from Building Corp | 150,000.00 | 141,064.16 | 94% | 102.74 | funds xfer once/year |
| 52XX - Transfer to Building Corp | | | | - | |
| 5710 · Per Pupil Revenue (PPR) | 14,122,109.00 | 7,238,541.00 | 56% | 5,272.08 | |
| Total 5000 · Other Sources | 14,272,109.00 | 7,379,605.16 | 55% | 5,374.80 | |
| TOTAL INCOME | 20,068,499.00 | 10,253,352.16 | 55% | 7,467.85 | |

| | | | | | |
|---|--|----------------------|---------------------|------------|-----------------|
| Expense | | | | | |
| Total 0100 · Salaries | | 10,445,280.00 | 5,273,727.00 | 50% | 3,841.02 |
| Total 0200 · Benefits | | 3,551,089.00 | 1,695,401.00 | 48% | 1,234.82 |
| Total 0300 · Professional and Technical Svcs. | | 426,395.00 | 197,833.00 | 46% | 144.09 |
| Total 0400 · Purchased Property Services | | 2,188,817.00 | 1,382,409.00 | 63% | 1,006.85 |
| Total 0500 · Other Purchased Services | | 1,632,418.00 | 826,744.00 | 51% | 602.14 |
| Total 0600 · Supplies | | 802,850.00 | 421,734.00 | 53% | 307.16 |
| Total 0700 · Property | | 307,000.00 | 17,401.00 | 6% | 12.67 |
| Total 0800 · Other Objects | | 62,000.00 | 51,171.00 | 83% | 37.27 |
| Total Expense | | 19,415,849.00 | 9,866,420.00 | 51% | 7,186.03 |
| Net Income | | 652,650.00 | 386,932.16 | | |

| | | | | | | |
|---|----------------------|---------------------|------------|-----------------|---------------------------------------|--|
| Expense | | | | | | |
| Total 0100 - Salaries | 10,445,280.00 | 5,273,727.00 | 50% | 3,841.02 | | |
| Total 0200 - Benefits | 3,551,089.00 | 1,695,401.00 | 48% | 1,234.82 | | |
| Total 0300 - Professional and Technical Svcs. | 426,395.00 | 197,833.00 | 46% | 144.09 | | |
| Total 0400 - Purchased Property Services | 2,188,817.00 | 1,382,409.00 | 63% | 1,008.85 | facility payments occur over 9 months | |
| Total 0500 - Other Purchased Services | 1,632,418.00 | 826,744.00 | 51% | 602.14 | | |
| Total 0600 - Supplies | 802,850.00 | 421,734.00 | 53% | 307.16 | | |
| Total 0700 - Property | 307,000.00 | 17,401.00 | 6% | 12.67 | improvements scheduled for May-June | |
| Total 0800 - Other Objects | 62,000.00 | 51,171.00 | 83% | 37.27 | member dues paid once/year | |
| Total Expense | 19,415,849.00 | 9,866,420.00 | 51% | 7,188.03 | | |
| Net Income | 652,650.00 | 386,932.16 | | | | |

Activity 4: Reverse SWOT / TOWS Matrix

Purpose: The TOWS Matrix builds on SWOT but turns it into actionable strategies.

Value: It counters the inside-out focus that can dominate discussions, and encourages the outside-in proactive planning and charter realities.

Introductory Activity:

Familiarize the team with the purpose and process of the TOWS. Do this in a separate meeting prior to the retreat. (See Handout)

Advanced Activity: Follow the Step by Step process with your team using the TOWS Matrix.

Why “Reverse” SWOT?

Traditional SWOT (Inside-Out)



- Starts with Internal Strengths/Weaknesses.
- Focuses on “What are we good at?”
- **Risk:** Confirmation bias and navel-gazing.

Reverse SWOT / TOWS (Outside-In)



- Starts with External Opportunities/Threats.
- Focuses on “What does the world require of us?”
- **Benefit:** Forces the organization to react to market realities.

THE SHIFT: We flip the order to prioritize the external landscape (Regulatory shifts, Funding pressures, Enrollment dynamics) before we assess our own capacity.

THE FRAMWORK: THE TOWS MATRIX

| | OPPORTUNITIES (O) | THREATS (T) |
|----------------|---|---|
| STRENGTHS (S) | <p>MAX-MAX (SO) S+O LEVERAGE STRENGTHS TO SEIZE OPPORTUNITIES</p> | <p>MAX-MIN (ST) S+T USE STRENGTHS TO COUNTER THREATS</p> |
| WEAKNESSES (W) | <p>MIN-MAX (WO) W+O OVERCOME WEAKNESSES BY EXPLOITING OPPORTUNITIES</p> | <p>MIN-MIN (WT) W+T MINIMIZE WEAKNESSES TO DEFEND AGAINST THREATS</p> |

Steps to a Successful TOWS

Step 1: The Set Up

- Tools- Prepare your Digital Board
- Labeling: Create the 2x2 Grid
- Grouping: Full board or in groups

Step 2: External Brainstorm - Do not discuss the school yet

- Create a prompt or questions you are seeking to solve
- Aim for 8-10 distinct items per quadrant

Step 3: Internal Brainstorm

- Create a prompt or question, now that you know your external factors
- Pick one of the external factors from step 2 and brainstorm what the internal realities are

Step 4: Matching - The Strategy Generation (this is where the magic happens)

- External Item + Internal Item = Strategy- How do these interact? What do we do?
- One Item from Top Axis, One Item from the Left Axis, Interaction Question, Create Strategies, then Prioritize

Why This Works for Charter Boards



Counters Inward Focus

Forces the board to look up from the balance sheet and **see the horizon**.



Proactive Agility

Specifically designed for the challenges of the **Colorado landscape (Funding, Competition)**.



Actionable Output

The session ends with **4-8 specific strategies**, not just a list of feelings.

Adaptability Note: This process works whether you are using high-level perception data or deep-dive enrollment analytics.

SUMMARY: This framework translates anxiety about the future into a concrete to-do list.

Navigating the Future: The Colorado Charter School TOWS Guide

Unlike a traditional SWOT analysis, the TOWS matrix flips the focus by starting with external factors (Opportunities and Threats) before looking inward. This approach helps Colorado charter boards navigate specific 2026 pressures like funding shifts and enrollment competition by matching internal strengths to external realities.

THE TOWS PROCESS: EXTERNAL FIRST

Flip the Strategic Order

Analyze external Opportunities and Threats before assessing internal Strengths and Weaknesses.

Target Colorado-Specific Pressures



Brainstorm for Relevance

Identify 8-10 external items to ensure the strategy addresses the current competitive landscape.



| COLORADO CHARTER CONTEXT | |
|---------------------------|-------------------|
| Total Colorado Charters: | ~261 Schools |
| Total Student Enrollment: | 136,000+ Students |
| Public Enrollment Share: | 15% - 15.7% |

STRATEGIC MATCHING & OUTCOMES

LEVERAGE YOUR STRENGTHS (SO & ST)

Seize Opportunities (SO)

Use internal assets to seize market opportunities.



Counter Threats (ST)

Utilize organizational strengths to counter external funding threats.



Overcome Gaps (WO)

Overcome internal gaps via partnerships.



Minimize Weaknesses (WT)

Minimize weaknesses to defend against competition.

MITIGATE VULNERABILITIES (WO & WT)

GENERATE ACTIONABLE STRATEGIES

Aim for 4-8 Specific Strategies



Final Reflection



How will you/your board apply this training? Make at least one commitment.

Who is going to hold you accountable and how?

What additional training or resources might you need to continue your development?

**“
Your
feedback
helps us all
move forward
together**



**Colorado League of
Charter Schools**



Each time you take the survey you can enter to win prizes