



Colorado State Board of Education

**TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO**

April 12, 2017 Meeting Transcript - PART 2

BE IT REMEMBERED THAT on April 12, 2017, the
above -- entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

Angelika Schroeder (D), Chairman
Joyce Rankin (R), Vice -- Chairman
Steven Durham (R)
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Rebecca McClellan (D)



1 MADAM CHAIR: Everyone, Colorado State Board
2 of Education will now conduct a hearing in Case Number 17 --
3 AR -- 03. The accountability recommendations concerning
4 Aurora Central High School, a school within Adams Arapahoe
5 28J School District. Sorry, Bizzy.

6 Under the Educational Accountability Act of
7 2009, if a school receives a priority improvement or
8 turnaround rating for more than five consecutive years, the
9 State Board of Education must direct an action to the local
10 school board, the Local Board of Education. Aurora Central
11 High School will enter its 6th year of priority improvement
12 or turnaround on July 1, 2017.

13 During the hearing, the board is acting in
14 its capacity to hear the recommendations of the Commissioner
15 and the state review panel pursuant to 22 -- 11 -- 210(5)(b)
16 CRS. The commissioner and her staff are here today to
17 present their recommendation.

18 The district is also present and will share
19 their report. The state review panel, an independent body of
20 education experts has issued a recommendation regarding
21 Aurora Central High School, that is part of the hearing
22 record and is included in the board packets. In the case of
23 Aurora Central High School, the state review panel conducted
24 a site review and document review in 2015 and recommended
25 Innovation School status for the school.



1 The state board's consideration of the matter
2 shall be limited to materials submitted by the parties and
3 maintained in the record of proceedings. At the hearing,
4 each party shall have a maximum of 30 minutes to present its
5 report. The board members may not interrupt with questions
6 during this time. The board members will have an opportunity
7 to ask questions after both parties have completed their
8 presentation. The hearing shall proceed as follows. The
9 Department shall present its 30 minute report.

10 The district shall present its 30 minute
11 report for Aurora Central High School. Ms. Cordial will let
12 you know when five minutes remaining in your presentation.
13 Following the presentations of both the department and the
14 district, the state board shall have the opportunity to ask
15 questions of both parties for a time period not to exceed
16 two hours. This is why we've all got cookies, coffee, etc.

17 The state board may ask questions of both
18 parties to submit proposed written final determinations for
19 the state board's consideration. The state board will
20 consider and adopt a written final determination and a
21 subsequent state board meeting. At this time I would ask the
22 department's representatives to introduce themselves for the
23 record and to begin their presentation.

24 MS. ANTHERS: Thank you, Madam Chair; Katy
25 Anthes, Commissioner of Education.



1 MS. PEARSON: Alyssa Pearson, Associate
2 Commissioner for Accountability Performance and Support.

3 MS. VOUCH: Brenda Vouch, Accountability
4 Specialists.

5 MR. SWANSON: Andy Swanson, Internal Support
6 Manager.

7 MS. ANTHES: Thank you, Madam Chair. Would you
8 like me to continue?

9 MADAM CHAIR: Please.

10 MS. ANTHES: Thank you, Madam Chair, Members
11 of the board. I'd like, also like to thank Superintendent
12 Mann and his entire team for being here today. There's a
13 number of you so I'm not going to name all of you. But I
14 appreciate you, you being here today.

15 I do just want to remind the Board because
16 there are slightly different options for different
17 situations that this is a school hearing. And there are four
18 options for school hearings in terms of a directed pathway.
19 Which is innovation is one, management is another, charter
20 is another and closure is another.

21 So there are many -- those are the four
22 options we're discussing today. But we recognize that there
23 are many strategies and different ways to approach within
24 any one of those options so those aren't all inclusive. We
25 know that there's a lot of different ideas out there around



1 these recommendations.

2 So, to -- to refresh your memory, Aurora
3 Public Schools did come. They were proactive in their
4 approach on this work and they did come before this board
5 last year. And this board did approve an innovation pathway
6 for them. And they did discuss at that time wanting to get
7 sort of a -- an MOU approach with you all to say this was a
8 good path to explore. And in that time, they have been
9 exploring that path and gathering deep community engagement
10 and district engagement in that path.

11 We do want to say from the staff perspective
12 we really encourage that early engagement and that early
13 discussion. So, you approved the innovation plan for the
14 school under the Innovation Act, which is a slightly
15 different aspect. But that plan is part of the pathway that
16 they are presenting to you. And they've added some elements
17 to that, that we think further strengthen the plan. So, over
18 the past year, we have noted -- the staff have noted that
19 they've been working very hard to gather deep community
20 engagement in their plan.

21 They have a new principal. They have the
22 ability now to hire staff who fit their innovation pathway
23 and process. And their office of autonomous schools at
24 Aurora Public Schools, I think, will be uniquely positioned
25 to support the innovation status flexibility and execution



1 for Aurora Central High School.

2 This plan as we have seen has broad community
3 and district support and we do ju -- think that it deserves
4 some time for execution. We have not yet seen the first set
5 of data since the district began working on this plan. We'd
6 also acknowledged that we're not Pollyanna in this
7 situation. This is a very challenging situation. You will
8 see difficult data to this effect and the commissioner
9 recommendation.

10 We acknowledge that the data you see is
11 incredibly low. And we are hopeful that under the rigorous
12 plan that they have and with the support of our management
13 partner in addition to the innovation plan that they can
14 execute and we can see some strong improvements. Under
15 relatively new leadership and op -- operating under this new
16 plan, we are working with the district to see rigorous
17 aligned strategic efforts to improve student achievement. If
18 they do this really well with laser like in execution, then
19 we think that they can succeed.

20 You will see in our recommendation that if we
21 don't see things change then we would recommend that you
22 have a way to revisit this. This is what we think is the
23 best plan for the students right now. But we recognize
24 that's a huge challenge. As you will see later, the
25 alternative pathways also come with challenges. And we are



1 supportive of our recommendation at this point which is
2 aligned with the innovation and management partner. So,
3 there is nothing magic about this recommendation.

4 And one pathway is not a magic bullet to
5 this. It just takes an incredible amount of work and
6 dedication. And in the work that we've done with the
7 district, we think that the staff members here have that
8 dedication. So, with that I'm going to turn it over to
9 Alyssa Pearson.

10 MS. PEARSON: Good afternoon, everyone. Thank
11 you again for all your time and effort getting ready for
12 today. We know there is a tremendous amount of materials
13 that you've read and time you spent thinking about this. We
14 know these are not easy conversations and we really
15 appreciate your time and effort in thinking behind all of
16 that.

17 I was actually at the center or central and
18 through the sixth consecutive year of priority improvement
19 on July 1, 2017. As such the state boards directed as
20 required to direct action to the districts local school
21 board prior to June 30th, 2017.

22 Today, again, we're here about the school and
23 not about the district. The district is entering Year 5. So,
24 we're really focused today on the conversation about the
25 school. So, the Commissioner's recommendation is for



1 innovation status for Aurora Central High School. This
2 recommendation is based upon a review of the data, the
3 leadership culture, academic systems, unified improvement
4 plan, and history of grants and support provided to the
5 school.

6 The Commissioner visited the school in
7 January 2017 and we've had many staff visits and support
8 over the past several years and that's fed into this
9 recommendation as well. We use the state review panel's
10 final recommendation. The district's own plan around the dis
11 -- around the innovation zone or action zone for the school
12 and also the key conditions for success as we've seen them.

13 CDE is also very supportive of the
14 management, the addition of the management partnership that
15 the district just put forward. We think that will help
16 strengthen the implementation of the innovation plan that's
17 there.

18 So, in this slide just gives you a summary of
19 the recommendations. So in 2015, the state review panel
20 provided a recommendation of innovation for the -- for the
21 school. Commissioners' recommendation is also innovation.
22 The district is providing a recommendation of innovation
23 with -- along with an additional management partnership.

24 So, today you all will direct CDE and or the
25 district reps together to develop a plan for the written



1 determinations. And through that you will just, kind of,
2 direct whether or not to go with an innovation plan,
3 management, closure or charter. Those are the four options
4 there. Those will come that written determination, I'll come
5 back to you all at a subsequent meeting for your actual
6 vote.

7 So, today is really just to give us that
8 direction of where to go. I'm going to give you a little bit
9 of background around Aurora Central High School. I know
10 you've probably read a lot of this already but we just want
11 to try and do a high level recap. So, Aurora Central is a
12 large comprehensive high school, has over 2100 students, so
13 bring a very diverse community of families in Aurora.

14 Seventy percent of students are eligible for
15 free or reduced lunch compared to about 37 percent, which is
16 the state average for high school students. Seventy one
17 percent are English Language Learners and that's compared to
18 17 percent across the state. Additionally, 96 percent of
19 students identify as racial or ethnic minorities compared to
20 its 42 percent statewide. This slide just gives a brief
21 overview of some of the data in terms of accountability of
22 the trends over time. So, you can see from 2010 through 2014
23 the school earned a priority improvement rating and 2016
24 that faltered turnaround rating. If you look at the specific
25 ratings that, you know, we have those components on the



1 school performance frameworks around achievement and growth.
2 The red is -- does not meet. So, achievement for Reading,
3 our English Language, Arts and Math has been and it does not
4 meet level consistently since 2010. You can see there is hi
5 -- higher relative growth for English Language, Arts and
6 Math over time. Although this year there were struggles with
7 English Language, Arts growth for 2016. If we look a little
8 deeper at the achievement data for 2016, and by this
9 aggregated group, the performance of students in the school
10 or at the level of the first percentile of schools in the
11 state. When you translate this into that, looking at the
12 actual means scale scores that are a little bit over 700 for
13 most of the groups that's right at the cut point for a Level
14 2 of partially needs expectations on the, say, must park
15 assessment. So, Level 1 does not meet, Level 2 is partially
16 meets and so they're just right into the cusp of Level 2 or
17 on average is where the scores are.

18 MS. PEARSON: This shows the growth
19 percentiles, the disaggregated growth percentiles for
20 student groups for 2016. You can see the English Language
21 Arts was much more of a struggle for the school in terms of
22 growth. Math growth was a little bit higher, but both of
23 these growth percentiles are well -- are below state
24 expectations, and it's not enough to get students caught up.
25 City has been engaged with the school in a number of ways



1 specifically, probably most concretely through the Tiered
2 Intervention Grant that the schools had over the last four
3 years. City's provided feedback and technical assistance on
4 turnaround strategies, grant opportunities, and the unified
5 improvement plan. We've reviewed early drafts of the
6 school's innovation plan, and the Commissioner was there and
7 took a visit with the school and District leadership in
8 January. As an overview of some of the additional supports
9 that the schools received from CDE through grants, they
10 expelled an at risk students services grant, as a state
11 grant that assists with providing services to expelled and
12 at risk students as the name says. The Tiered Intervention
13 Grant is a federal grant, and has a very -- there is very
14 clear options in that grant about different models for
15 turnaround that you can implement, and Aurora Central's
16 implementing the transformation model, to really focused at
17 an increasing academic achievement for students attending
18 chronically low -- performing schools. And then the Colorado
19 Grath -- Colorado Graduation Pathways Grant is really
20 focused on increasing graduation rates, decreasing dropout
21 rates, and reengaging students who have dropped out. I'm
22 going to turn this over to of Andy Swanson, who is the
23 Turnaround Support Manager for the school, and has worked
24 most closely with them from CDE. He's going to give an
25 overview of the conditions and systems in the school.



1 MR. SWANSON: Okay. Thank you. Thank you
2 Aurora for this opportunity. I just wanted to start with
3 saying just in reviewing, every school and district that
4 comes to the end of the accountability clock, CDE looks at
5 the different systems and structures that research and turn
6 -- around points to as keys to success. There are five
7 categories that we look at: leadership and staff, school
8 culture, academic systems, district support and flexibility
9 and boarding community relationships. In this next section,
10 we'll entail discussion on how CDE evaluates the success --
11 the strengths and challenges and Aurora Central in these key
12 areas and the District's plan to address those challenges.
13 For leadership and staff, the school was awarded TIG grant
14 in 2013, in which they implemented the transformation model
15 and hired a new leader. In spring of 2015, the District
16 selected Gerardo Dela Garza, as the interim principal for
17 the school, and he was then named the permanent principal in
18 2016. Mr. Dela Garza was a principal at North Middle School
19 within the District, prior to this appointment. In the
20 summer of 2016, the school had significant turnover in
21 staff. While this certainly presented a challenge, the
22 leadership of the -- Aurora Central was able to use the
23 hiring of new staff in order bring personnel in who had an
24 excitement for and really bought into the reform efforts
25 they were trying to pull off. As you can see, Aurora Central



1 has had significant challenges in attendance over the years,
2 including poor attendance and truancy rate. Other aspects of
3 the school culture however, are showing positive signs to
4 the graduation rate beginning to rise, and the school
5 utilizing a more proactive and restorative approach to
6 school discipline. Through the TIG grant, Central has
7 committed to multiple community partnerships to help bring
8 the community into the school, and also a major component of
9 the reform this year was to implement a house model within
10 ninth -- within ninth grade. This allows for more time for
11 collaboration for teachers and also a small school field for
12 students, as they get to spend the majority of their day
13 with a specific cohort of teachers and students. They plan
14 on expanding this model in subsequent years due to the
15 positive impact that's already showing within ninth grade.
16 For academic systems, the school ha -- currently uses
17 interim assessments this year for their data -- driven
18 instruction model, and have had a high quality PD brought in
19 through TIG funds professional development brought in
20 through TIG funds. There are many systems in place to help
21 support keep -- keeping kids in school as well as to help
22 students who are off track for graduation. These systems
23 have allowed graduation rates to climb and should continue
24 to climb, and should also have -- start to have an impact on
25 truancy and attendance rates going forward. CDE views the



1 new office of autonomous schools as a powerful step in
2 supporting the school in implementation, as well as further
3 improvement of their plan. The flexibility and
4 accountability provided by zone leadership is very
5 essential. Also, in hiring for the new zone, the District
6 found leaders with a proven track record of school
7 turnaround and innovative thinking, zone leadership is
8 committed to supporting Aurora Central not just in
9 implementing their plan, but in giving crucial feedback and
10 coaching to the school leadership on the critical work of
11 improving instruction. They do that by conducting regular
12 walk -- throughs and giving feedback and next steps to
13 follow up on with those. The District support in
14 collaboration with school leadership, has allowed for
15 restructuring of the school day, allowed them to recruit and
16 hire well and establish ascent -- incentives for teachers.
17 School leadership has a lot of work to do in continuing to
18 bolster the systems which will support student attendance,
19 growth, achievement, as well as for students to ultimate --
20 ultimately graduate college and career ready. While this
21 recommendation is for Aurora Central, in order for the
22 school to achieve these goals, it needs specific supports
23 from the district. In light of the strengths and challenges,
24 CDE believes Aurora Central's pathway plan must -- must
25 address the following areas: the District must continue to



1 reform and bolster the support and supervision at the school
2 from zone leadership. They must continue to work to align
3 District supports, so the innovation plan can be implemented
4 with fidelity and with minimum hindrance or confusion. In
5 the course of supervision, the District should establish
6 clear performance expectations that look both at system and
7 school level -- and student level data on a regular basis in
8 order to evaluate those data versus the stated goals and be
9 able to make a real time course corrections as necessary. On
10 a broader basis, the school and District leadership should
11 continue to evaluate whether the school plan needs further
12 waivers or flexibilities based on the data that they're
13 seeing. Zone and school leadership should also continue to
14 work to ensure all Autonomy's grants to the school are able
15 to be enacted fully and utilized in strategic ways that are
16 best for students. The autonomies listed here include
17 waivers from both District and State statute as well as the
18 local, collective bargaining agreement. The most ambitious
19 waivers take place in the areas of talent management and
20 economic systems. Just to give a few examples, in order to
21 be able to recruit, retain, and train the best possible
22 teaching staff, Aurora Central has waivers to provide
23 flexibility in the hiring process and timeline, annual
24 contracts for teachers and flexibility on evaluation, which
25 means now instead of the traditional two formal observations



1 for every teacher, they have eight informal observations
2 which allows for greater impact within the classroom,
3 coaching, as well as a more robust evaluation system.
4 Central also has more autonomy -- autonomy by controlling
5 the hire process at the school and not allowing forced
6 placement of teachers. In academic systems, the school has
7 the autonomy to craft a calendar and schedule to meet the
8 unique needs of the students and staff, as well as
9 curriculum, assessment graduation, and grading policies.
10 This level of autonomy, combined with an innovative district
11 leadership overseeing the school and providing coaching as
12 well as accountability for outcomes, has the ability to
13 create an environment where true innovation can support all
14 students. The reforms the District is attempting on behalf
15 of Aurora Central are complex and require carving out a new
16 way of doing business within the District. In light of this
17 reality, CDE believes utilizing a management partner to
18 support the school and District with project and performance
19 management, can be a tremendous asset -- could be a tremendous
20 aid to success -- to successful implementation of the plan.
21 Now, we're going to turn over to Brenda Bouche, to discuss
22 the rationale for the recommendation.

23 MS. BOUCHE: Thank you.

24 MS. BOUCHE: Based upon those conditions for
25 success that ND just outlined as well as a review of student



1 data, the UIP and visits to the school. The Commissioner has
2 recommended, innovation status for Aurora Central. CDE
3 believes that this innovation plan, if implemented with
4 fidelity can lead to dramatic and positive outcomes for
5 students. Both the district and the school have taken steps
6 to ensure a thoughtful and deliberate implementation of the
7 innovation plan. Which was -- which just began to be
8 implemented this past school year.

9 There is broad community support for the
10 innovation plan that's been demonstrated both in the
11 creation and development of the plan itself. As well as in
12 the implementation of it during this past school year. Some
13 early successes from the plan have been seen, this past
14 school year in terms of an improved school culture, as well
15 as some improvements in dropout rates and graduation rates.

16 As we do with all schools and districts that
17 are coming to the end of the clock we consider all of the
18 options at hand under the law. We find that leveraging an
19 external management partner which is an action that the
20 district is also pursuing and proposing at this time, can be
21 beneficial in supporting the district and creating systems
22 of performance management to ensure that sustainable change
23 and ongoing accountability.

24 However, CDE would not recommend at this time
25 school closure, given the lack of capacity at other schools



1 within the district to serve this large number of students.
2 You would also note that the school serves a very large
3 population of immigrant and refugee part of students. And
4 that they've developed supportive resources to be
5 particularly targeted towards that community.

6 CDE would also not recommend conversion to a
7 charter school at this time. While the district is pursuing
8 partnerships around charter schools as part of their larger
9 district turnaround strategy, for this particular school we
10 would recommend that the innovation plan be given at least
11 two more years for implementation to demonstrate success.
12 CDE conducted an evaluation of the district's plan for
13 Aurora central, which includes the innovation plan that was
14 adopted last spring, as well as the new edition of the
15 management partner.

16 CDE finds through our evaluation that the
17 plan grants a significant amount of autonomy to the school.
18 That really is -- is sought to address the root causes of
19 low performance. The plan creates a new governing structure
20 which Andy mentioned, it's all -- already been put into
21 place with the Office of Autonomous Schools. This provides
22 greater support and accountability from the district. The
23 zone itself; the Innovation Zone, which the district refers
24 to as the Action Zone, focuses on global competencies and it
25 creates this vertical feeder pattern for students. Provides



1 a consistent focus for the students.

2 Again, the plan entailed a great deal of
3 community and family engagement in the development of the
4 plan. And with the -- the management partnership that the
5 district has proposed with Mass Insight, CDE finds that this
6 will support the project management piece of de -- of
7 implementing the innovation plan. As well as building the
8 capacity of districts -- of the district staff, to
9 continually monitor the plan.

10 This is a beneficial addition to the pathway
11 plan and Mass Insight as an experienced partner that has
12 already conducted this type of work, and has already engaged
13 with the district. Overall, CDE assessed that the district's
14 plan for Aurora Central meets expectations as set forth in
15 our rubric for rigorous standards, that will have
16 significant urgent and positive impact on students.

17 In reviewing the plan however, we also did
18 note that the district needs to continue to commit to
19 providing regular and su -- and supportive supervision of
20 the school. While also maintaining file -- fidelity of
21 implementation to the approved waivers, under the innovation
22 plan. So, the school has the flexibility it needs to service
23 students.

24 Lastly as a reminder, the state review panel
25 also conducted an independent evaluation of the school in



1 2015, and recommended innovation status for Aurora Central
2 High School. On their criteria based on their rubric, they
3 rated the school as effective on three of their criteria,
4 and developing on two criteria. Commissioner and this will
5 now provide a summary of our presentation.

6 UNIDENTIFIED VOICE: Thank you. So, again just
7 in conclusion, we recommend the commission (indiscernible)
8 me, and CDE recommend innovation school status for Aurora
9 Central High. We believe that a rigorous implementation of
10 this plan, can see rapid change in student achievement and -
11 - and student growth. We think that adding the management
12 partner to the pathway plan, will provide additional needed
13 support and capacity building around performance management.

14 So, we think that's a -- a very beneficial
15 addition. The next steps are that CDE of course will
16 continue to support the school through a turnaround support
17 manager, and implementation of grants that they receive from
18 us. And we will -- we will ask the district to provide
19 annual updates to the state board, until the school comes
20 off the clock. And -- and at your request you could request
21 additional progress monitoring through the written
22 determination.

23 UNIDENTIFIED VOICE: Thank you. Aurora, please
24 present your plan please.

25 MONICA COLBERT: Good afternoon. My name is



1 Monica Colbert and I am an officer on the Aurora Public
2 Schools Board of Education. Unfortunately, our board
3 president is on a bereavement leave and was not able to be
4 here today.

5 On behalf of the APS board, I'm here to
6 express our understanding of the urgency of the work to
7 change outcomes at Aurora Central High School. As a board we
8 understand, that our responsibility is to set a robust
9 vision for the school performance, establish and manage
10 goals and increase our level of scrutiny on school
11 performance. Long before this hearing today, our board knew
12 that we needed to make significant changes, to ensure that
13 our students are successful and prepared for college and
14 careers.

15 In fact, in February 2015, our board directed
16 Superintendent Munn, to make the changes needed to improve
17 student achievement at Aurora Central High School. Over the
18 course of several months, we reviewed the feasibility and
19 advisability of the four different options that are
20 presented today.

21 As a result of our work and direction, APS
22 staff developed the district's first innovation zone which
23 includes Aurora Central High School as -- as well as four
24 other APS schools. The state board unanimously approved the
25 zone in May of 2016. It was designed to give our school



1 additional autonomies and supports to implement aggressive
2 reform strategies.

3 With the direction of our principal and
4 executive director of autonomous schools, Aurora Central
5 High School started implementing its innovation plan shortly
6 after the state board's decision. The innovation John
7 formally launched at the beginning of this school year.

8 As part of our work to hold the school
9 accountable. The APS board regularly reviews Aurora
10 Central's progress towards improving student achievement,
11 and we will continue to do so. Measures that we regularly
12 monitor include student achievement, student growth,
13 innovation plan implementation, school climate and culture,
14 and the success of the innovation zone as a whole.

15 In alignment with the district strategic plan
16 the APS 2020, please know that we are committed to ensuring
17 that every APS student achieves a successful future. I'd
18 like to introduce the other members of our team that are
19 here. Superintendent Riggleman, Aurora Central Principal
20 Gerardo Dela Garza, Assistant Principal Jennifer Pock,
21 Executive Directors who are office of autonomous schools Dr.
22 Lamont Brown and Matt Rashawn from Mass Insight. At this
23 time, I will turn the presentation over to Superintendent
24 Munn.

25 MR. MUNN: Thank you, Madam chair, members of



1 the board, commissioner. Thank you for the presentation CDE,
2 which gave you a good robust background of Aurora Central
3 High School and Aurora Public schools.

4 We value the opportunity to talk about our
5 students and our work. We think that's a very important
6 time. But as you know this is our third time in front of you
7 to talk about the innovation plan at Aurora Central. The
8 last time we were here we spent a good two or three hours
9 kind of diving into detail about the planned development,
10 plan process. Bringing in community members, family members,
11 students here to talk with you about that.

12 You received robust dialogue and discussion
13 about that. Since that time, the plan has gained the support
14 of students, family, community members, stakeholders,
15 representatives of the city of Aurora. It's gained the
16 support of five different staffs of Fondren schools in the
17 zone, and all of those administrators as well.

18 It gained the support of our board of
19 education. It gained the support of the school review panel
20 have -- decided for innovation status. It's gained the
21 support of three different commissioners of education.

22 You have twice voted in support of central
23 going for the innovation status. At this point, we're not
24 sure what else we could say, just in general as a
25 presentation. So, we think the most viable use of our time



1 is to engage in dialogue with you. With that said, we waive
2 the balance of our time and open up for questions.

3 UNIDENTIFIED VOICE: Great. Thank you. So, at
4 this time, the state board can engage in conv -- in
5 discussion and conversation with all -- all parties. As a
6 reminder based on the board's 2016 procedures for state
7 board acc -- accountability action.

8 This is our only time for discussion and
9 opportunity to ask clarifying questions of both the
10 departments and the district during the next two hours. We
11 need to be sure that we are clear with the direction and
12 conti -- conditions. We request to include in the proposed
13 written final determination, as public testimony will not be
14 heard at subsequent meetings. So, colleagues, board member
15 McClellan.

16 UNIDENTIFIED VOICE: Thank you so much. I just
17 wanted to share that I so appreciate your adoption of the
18 house model. That's a step in the right direction. And I
19 wanted to commend you on your rising graduation rates and
20 improved school culture. As well as your use of the
21 restorative justice model.

22 I would love to hear more about how that's
23 going since that's a relatively new change for you. But I
24 also wanted to ask with respect to the partner that you're
25 proposing to work with, Mass Insights, I know that our staff



1 has indicated that they have engaged with the district
2 already and that they have experience with these
3 turnarounds.

4 I just wanted to get a feel for whether they
5 have a track record of success in Colorado or with a
6 comprehensive larger public high school like this? And maybe
7 the gentleman Mr. Rashawn from Mass Insight can speak to
8 that.

9 MR. MUNN: Thank you Madam Chair and thanks
10 for the restorative justice question we'd ask Principal
11 Delagarza to address that. And then perhaps Mr. Rashawn from
12 Mass Insight to speak to your other question.

13 UNIDENTIFIED VOICE: Good afternoon. Thank you
14 for the opportunity to speak with you this afternoon. As far
15 as the restorative practices that we've adopted at Aurora
16 Central, you know, it is already showing a -- a difference
17 at Aurora Central. Our suspensions are down about a 100.

18 You know, at this point last year, from 342
19 at this point last year, down to about 238 at the last, you
20 know, time that we pulled the data. Our -- our deans of
21 students, you know, have received that training along with
22 our campus monitors and that is a focus of ours, to keep our
23 students in class and do that redirection because, we know
24 that, that is the key to keep students in class and that
25 will continue into next year. We are already making plans as



1 to how we can continue with the restorative practices. In
2 fact, we are changing the -- the title of our deans to
3 Student Engagement Advocates where they will be utilizing
4 those restorative practices even more going into year two.

5 UNIDENTIFIED VOICE: Mr. Bushaden?

6 MS. BUSHADEN: Yes. Good afternoon. Thank you
7 for allowing me to be here today. I apologize for my voice.
8 I'm recovering from a daycare cold. So -- that I got from my
9 son. So, Mass Insight has extensive experience in school
10 turnaround. We wrote the book "The Turnaround Challenge" in
11 2007 and I've worked in several districts to turn around
12 their most struggling schools.

13 In the last several years, we've also began
14 working more in the realm of school redesign Central Falls
15 Rhode Island, Providence Rhode Island are two districts in
16 which we engaged in transformation efforts where the school
17 leader was replaced and we saw some success there, but
18 learning from that experience, we helped redesign two
19 schools in Providence under a Carnegie -- Funded initiative
20 called the Opportunity by Design Grant Program and
21 redesigned two schools there and our lead person, Madaffer,
22 also was one of the lead members of our team in redesigning
23 Central Paris, Crawford, Boston and West.

24 So, we've seen in those schools, that the
25 first year is exciting and you do see a lot of morale. But



1 the student achievement indicators are lagging. Attendance
2 goes up. You also have the added complication that central
3 of the tremendous staff turnover that I think has been
4 largely positive for central and it is a great credit to the
5 educators at central who chose the plan even though they --
6 as the best pathway to the school -- even though they didn't
7 see themselves as a part of that plan. So, I think that
8 bears mentioning.

9 We also have been successful in turning
10 around schools in Jefferson Parish in Louisiana which is on
11 the outskirts of Orleans Parish, so still urban but also
12 with urban schools with similar demographics as well as very
13 different rural schools in the southern reaches of that
14 parish. And then Evansville, Indiana is a place where we
15 started working mostly with elementary schools but are now
16 working to support high schools in developing Teacher
17 Leadership in red -- and redesigned Teacher Leadership model
18 in those high schools and all of those schools I think have
19 seen different areas and aspects of success, and we will
20 learn everything we can from those efforts to apply them in
21 -- in Central's case I think that turnaround -- It will be
22 agreed that with the state, that it's a three -- year
23 process to ensure that the gains are really strong.

24 But I do think that the initial steps are
25 right and we are prepared to bring the rigorous



1 implementation and project management support that the state
2 has rightfully recommended that they need.

3 UNIDENTIFIED VOICE: Thank you. Colleagues?

4 UNIDENTIFIED VOICE: Mr. Munn, how have you
5 engaged this community and parents to be a part of this
6 program differently than before you became an innovation
7 district?

8 MR. MUNN: Thank you, Madam chair, Madam vice
9 chair. So, as part of this entire process as Director Kolber
10 mentioned back in February of 2015, the board made the
11 direction that regardless of what happened with the state
12 cause at that time, we weren't sure what's going to happen
13 with the state, whether there'd be a time out instead there
14 ended up being -- or whether things would dramatically
15 change under 163.

16 The board made the decision -- we needed to
17 make changes at Aurora Central because we needed to make
18 changes at Aurora Central. And so we started a process, a
19 very broad engagement process that started with open houses
20 at the school, where we invited the community in, we had
21 translation in five languages to come in and just talk with
22 us about here are the different directions we could go with
23 the school, make sure they understood what had been
24 happening historically at the school, what had been working,
25 what had not been working and engaged in that process.



1 We then also engaged through a lot of survey
2 processes with the staff and also with the community around.
3 What are your beliefs, what are your thoughts around Aurora
4 Central around this community. After, we then launched the
5 process of moving forward with an innovation zone. We
6 created several series of engagement opportunities.

7 First thing we created was a Zone Advisory
8 Council, where we brought in community stakeholders
9 including some significant business members of the
10 community, some parents, some representatives from the city
11 and others to help set what will be -- what we called the
12 pillars of the zone -- what would be the four or five major
13 things that the zone had to adhere to for these five schools
14 to be connected. And they went through a process of working
15 towards some of those themes and trying to get to a theme
16 that connected the zone in a very strong way with that
17 community.

18 Then we had another level of the Zone Design
19 team that brought in representatives from all five of the
20 schools and then also stakeholders from all around the
21 community including Arc of Colorado and I believe also RISE
22 of Colorado was a member of that particular committee which
23 are Rise as a -- as a immigrant refugee parent group. Arc
24 Colorado represents a lot of our special needs families.

25 Their job is to start bringing those themes



1 to what a school design might look like. And then at the
2 school level, each school had a design team and that design
3 team included students, parents of students at the
4 appropriate level at the high school level. But students,
5 parents, other stakeholders, staff, administrators to start
6 looking at what should the design of this particular school
7 be, to respond to those pillars and to respond to what this
8 community stakeholder telling us needed to be to have that
9 strong connection to the community.

10 And then as we've launched this, part of what
11 we've done is also bring in a group called communities and
12 schools which is the nation's largest dropout prevention
13 group. They work all around the country with schools to help
14 bring community supports to a school to support wraparound
15 services for students.

16 We've launched that roughly in January to try
17 and stop putting those structures really starting that at
18 Central, it's going to spread throughout the zone and then
19 hopefully, we're going to spread throughout the district in
20 a larger way that will be dependent on some funding wherever
21 to -- to get significant grant funding for the first several
22 years of that launch.

23 We've seen that pan out as we've seen a
24 significant rise in individual donations and grants from
25 alumni of Aurora Central that have come back to Central to



1 support the work. Through those grants, for example, we've
2 been able to launch just this year, a college and career
3 center in Central to help direct and focus students to that
4 next step in their lives.

5 The alumni and others have paid for an
6 electronic sign that they're going to be putting up here in
7 the next couple of weeks to communicate with the -- with the
8 community around in a different way. And a lot of other
9 things to engage that community and connect them back to
10 Central.

11 UNIDENTIFIED VOICE: So, you started this in
12 2015 did you say?

13 UNIDENTIFIED VOICE: Well, we started coming
14 to you in 2015. We started the planning process in the 15,
15 16 school year. And then actually launching the work in
16 August of this last year.

17 UNIDENTIFIED VOICE: Is there anything that
18 stands out in your mind as something that, that may be
19 working that you didn't expect to be working or any aha
20 moments or in this plan?

21 UNIDENTIFIED VOICE: Let me turn to Dr. Brown.
22 To speak to Doctor Brown is the executive director of OPSM
23 time at schools. We created this office starting this year
24 to support this work and some other work in the district.

25 UNIDENTIFIED VOICE: Thank you.



1 DR. BROWN: Thank you. Thank you for the
2 opportunity to present today. I think the one thing that set
3 out the most is the engagement of the leaders around
4 professional development. Three of the five leaders in the
5 zone, attended relay graduate school of education's
6 principal training last year. And fortunately, I was hired
7 and had the experience of being able to train years.

8 So, we know that it's not just a plan, but
9 it's how you implement the plan, how you support the leaders
10 implementing the plan, but also how you grow the skills of
11 all the leaders. So, we conducted probably a series about 10
12 professional drama session this year most of which had about
13 60 members, leaders. I am a representative of the five
14 schools.

15 And I think that level of engagement and
16 desire to grow particularly in a time we're implementing so
17 many different initiatives, which is hard. We know that
18 Central have a long way to go and it's not going to be just
19 a couple of band -- aid is going to make the difference.
20 With that said, there's a lot of initiative the schools are
21 implementing and they've been very open to a different
22 approach, which I think is necessary to ensure that our kids
23 are getting what they need and also shows humility and
24 passion that our staff has, which has been a, a bright spot.

25 UNIDENTIFIED VOICE: Thank you.



1 UNIDENTIFIED VOICE: Board member Flores.

2 DR. FLORES: I just wanted to, to ask you,
3 maybe it's a little deeper, deeper in the sense of I'm
4 wondering if at your district, you give Latino students the,
5 the right that you give kids who speak other languages other
6 than Spanish to, to learn English. Because I think this is a
7 very important issue that we, that we give a Latino kids the
8 same right and the same opportunity to learn English, that
9 we give, you know, other kids who come from other languages.
10 And I know that, that you, I mean, I read that you have lots
11 of languages represented and that you also have a large
12 number of second language learners.

13 And my concern is that you're going hopefully
14 in, in a better direction than is the district that I
15 represent. I know I represent part of you as well. I mean,
16 part of Aurora as well, but that, that you really do give
17 second language learners, Spanish kids who are Latino the
18 opportunity to learn English early and, and, and not a
19 maintenance program that maintain Spanish and, and, and
20 doesn't really give the opportunity to learn English. I hope
21 I've, I've explained well what I'm asking.

22 MR. MUNN: Well, Dr. Flores diversity is a
23 strength of our community and we embrace that equity is a
24 hallmark of all the work that we do. We have some very
25 strong practices in that area, we're very proud of. We



1 certainly believe that we give every student that
2 opportunity regardless of their background or their skill
3 level, but to the extent you have a concern, there is a
4 collateral insurance policy that we are subject to an OCR
5 agreement right now, that does govern a lot of those
6 structures around our ELA structures of the last several
7 years.

8 The Department of Justice has been very
9 complimentary of our work in that area and so we continue to
10 try and push and develop that work, so that we have a very
11 strong program because that is a very high strong presence
12 in our community.

13 DR. FLORES: Well, I didn't hear that you were
14 really providing English in the same level that you were
15 prov -- this to Latino speakers that you're providing the
16 other languages or the other kids who speak another language
17 other than Spanish.

18 MR. MUNN: I apologize I'm not sure I
19 understand the question.

20 DR. FLORES: Well, I know you said, you know,
21 you went on, but my, my question is are you providing the
22 same opportunities to learn English in your high school, at
23 your high school at Central that you're providing to the
24 other kids. Are they getting English let's say, are, are
25 they -- is it scaffold? Is, is a language and material



1 scaffold in such a way that they are learning as the other
2 kids? And I know that in at least the district that I'm
3 speaking about referring about, not yours, that doesn't --
4 that's not really happening and in many of the classrooms.

5 MR. MUNN: Well, we certainly believe we
6 provide equitable access to all of our students and in
7 compliance with the department practice.

8 DR. FLORES: English.

9 MR. MUNN: I understand what you're saying.

10 DR. FLORES: Okay.

11 MR. MUNN: I believe your concerns about
12 whether or not there are particular bilingual programs or
13 whether there's scaffold programs or --

14 DR. FLORES: No, at least at the, at the
15 lowest level, dual language.

16 MR. MUNN: We don't provide dual language, no
17 we do not.

18 DR. FLORES: Do you provide a maintenance
19 program that is maintenance in Spanish? Do you provide a
20 second language learning English?

21 MR. MUNN: If you'd like to delve deeper into
22 our particular second language programs, I can ask our chief
23 academic officer Jayant Patel who can talk about that.

24 DR. FLORES: When I'm talking about second
25 language, I'm referring to English because you have a large



1 number of speakers who speak another language other than
2 English.

3 MR. MUNN: I understand. I guess my point is
4 that's not really part of our innovation plan, but if you'd
5 like to talk about that issue, I can certainly have our
6 chief academic officer come up and discuss that.

7 DR. FLORES: But I, I really do think that
8 it's part of academic achievement, that kids be able to
9 learn English. Secondly, do you have a special program in
10 reading, so that I know that many kids come to high school
11 who are not really reading. And that's one of the issues
12 that, that keeps them down because they haven't been taught
13 in elementary or middle schools and then you get to high
14 school and then you still don't have teachers that can --
15 that can adequately and teach reading.

16 MR. MUNN: So, just so I can respond. Are you
17 asking for --

18 DR. FLORES: And I'm asking for special
19 programs in reading. I know --

20 MR. MUNN: Are you asking for a --

21 DR. FLORES: -- there's a me and the moo
22 bell.

23 MR. MUNN: -- programs at Central or are you
24 asking for programs across --

25 DR. FLORES: At Central.



1 MR. MUNN: the district.

2 UNIDENTIFIED VOICE: At Central.

3 MR. MUNN: Okay. Mr. Dela Garza.

4 MR. DE LA GARZA: So, to, to address your,
5 your question here about our Spanish speakers, our ELL
6 students. You know, all of our students have equitable
7 access like Superintendent Munn was alluding to.

8 All of our students that come in and they
9 have been identified as second language learners. They all
10 have access to an ELL class based on their language ability
11 where the focus is on acquiring that new language. All of
12 our students are also additionally enrolled in core content
13 classes where ELL strategies instructional strategies are in
14 place and our teachers continue to receive that professional
15 development to support those students where the academic
16 language, the acquisition of that academic language in that
17 content area is a primary focus.

18 So, that does happen to all of our students
19 and all of our Spanish speaking students. Being a Latino
20 myself, I make sure that, that is happening in our building.

21 DR. FLORES: Great. Thank you.

22 MR. DE LA GARZA: As far as a reading program,
23 we do not have a program per se. We focus on quality first
24 tier instruction. So, we do make sure that the instruction
25 is differentiated and our literacy classes to support our



1 students with those reading strategies that they need to
2 make meaning of the text that they are engaged in.

3 At the ninth grade level, where we've
4 implemented the house model, we do have an opportunity for
5 an enrichment period for all of our students, so those core
6 groups that, that, that cohort a teacher, of teachers that
7 are assigned to each house, they are able to identify those
8 students that are struggling with reading, pull them
9 together to provide them with those reading strategies.
10 Additional reading strategies that they need to be
11 successful in all of their core content classes.

12 DR. FLORES: Very good. Thank you.

13 UNIDENTIFIED VOICE: Questions? Comments? Ms.
14 Gulf.

15 MS. GULF: Thank you.

16 MS. GULF: All over the state, the last
17 several years have been quite a bit of conversation about,
18 pardon me, now that we've all had enough time -- ample time
19 actually to implement the standards, and I'm thinking mostly
20 in terms of classroom teachers, which I was for a long time
21 too. So, curious as to the, the comfort level now, just
22 thinking about Aurora, thinking about high school teachers,
23 how comfortable, I don't like it scales, but one to 10 would
24 be fine, it's just how, how do you read people feeling now
25 about teaching in a standards based, with a standards based



1 focus? And in what areas -- what content areas or, or other
2 activities that are part of schools -- high school, do you
3 feel that there's can, you know, you all have maybe personal
4 favorite successes or you've seen -- you've got stories that
5 you can tell about how the -- how the new way of using new
6 loosely, but way of teaching and learning?

7 And how that's playing out because I, I think
8 having spent a lot of time in a high school classroom and,
9 and I tend to think about high school still a lot, I can't
10 help it, but how, how just the approach of standards as
11 interpreted by an individual teacher can really make or
12 break, or change or steer things in such different
13 directions? And if for whether these are newly arrived kids
14 or not, whether they've been in a war, in a community for a
15 long time, what have you seen or just some highlight
16 umbrella examples of how standards and the idea of aspiring
17 to what kids can do and what they should know how to do
18 before they graduate.

19 If that -- how that feels in Aurora right
20 now?

21 UNIDENTIFIED VOICE: Thank you, Madam Chair,
22 may we ask Dr. Brown and (indiscernible) to address that?

23 DR. BROWN: Sure. It's a great question. I
24 appreciate the question. We believe that the standards are
25 strong, and we believe that a different approach to how we



1 instruct our kids is definitely critical. And the folks, who
2 have been properly trained are doing a very nice job with
3 that.

4 But just like we're seeing in all of Colorado
5 and across the country, our biggest challenge right now may
6 not be the standards, but the availability of very high
7 quality teachers, and we know that with the plan that will
8 get of course set forth. It's really important that he hired
9 a staff who is committed to Central, Central students and
10 innovation plan that they've set forth.

11 With that said, there has been some staff
12 turnover. So, it's important for us that we're hiring really
13 high quality staff to instruct our kids. We also know that
14 the way our collegiate programs are preparing our students
15 is not effective for the level it really needs to be. So, we
16 are really investing professional development.

17 One of the benefits of the zone is having all
18 five schools having a shared calendar where they have a
19 series of professional development throughout the year that
20 they can maximize with each other's supports. They do that
21 once a month and then some other time throughout the year
22 where they're sharing ideas and best practices. In addition,
23 as part of this action zone, we've also partnered with ISSN,
24 which is the International Schools Studies Network, and that
25 is providing support for us being a global leadership, being



1 a zone, making sure that we are not only teaching our kids
2 they have a global competency, they need to be successful in
3 our society, but also to implement both project base and
4 problem based learning practices that are relevant, better
5 catered to our community and the needs of our kids.

6 And we think that continued success with that
7 is going to go a long way to ensuring that our teachers are
8 prepared and our students are getting the quality
9 instruction that cater to their individual learning needs
10 and styles, it's going to make a big difference for Central
11 and the other schools in the zone.

12 UNIDENTIFIED VOICE: I know that Aurora is
13 well known for a long time, pretty well known about the
14 access kids have to career in tech ed, the whole structure
15 and concept behind the Vista peak from early days on to now.

16 The new -- the aviation access is just an
17 awful lot of really great opportunities for kids and, you
18 know, I -- I'm sure you're taking all of that into the
19 picture when you're -- as you're planning and looking ahead,
20 I'm just curious as to how even in this kind of short time
21 period of the past couple of years, how things have
22 developed and popped and blossomed and changed that how the
23 attitude is among the students especially is a hard question
24 to answer.

25 But is -- is there an uplifted outlook? Is



1 there -- is there optimism on the part of the community
2 especially in a newcomer families and such as that? A
3 positive outlook in a reality based, yes, we can do this
4 and, and pull this out within a reasonable amount of time.
5 It's just so much potential.

6 UNIDENTIFIED VOICE: Thank you, Madam Chair.
7 We certainly believe, believe that there's a positive
8 outlook. We, as you might suspect are around our recent
9 buying campaign did some polling, and did some, some focus
10 groups and surveys to really begin to connect with our
11 community to understand.

12 We saw overwhelming community support for the
13 direction of the District, the work that we were doing and
14 understanding and other challenges and also of the outcomes
15 that they were not where we needed them to be, but we saw a
16 strong support there. Our recent buying campaign had one of
17 the largest margins of success in the State of the buying
18 campaigns around, which we think is an indicator of
19 community support, certainly not the only one.

20 Our work with refugee immigrant families in
21 recent years particularly around developing a welcome
22 center, where we have opened up in one of our buildings an
23 opportunity to really get to know families as they come in
24 the door, understand what their particular needs are, what
25 their challenges are and try to find the right intake, so



1 that when their students walk into the doors of our school,
2 our staff is prepared to meet those needs and address those
3 challenges.

4 We see that in particular in the zone, which
5 is where we have the largest concentration of our refugee
6 immigrant families, which is in part why we adopted the
7 theme of global leadership to try to connect with some of
8 what is a very global community, try to bring in that
9 opportunity to benefit from the richness of experiences,
10 languages, cultures, and to use that as a way to engage with
11 students, to be one of those leading indicators that can
12 open the door to more rigor and opportunity in the
13 classroom.

14 MADAM CHAIR: I have a wrap up question. So,
15 has there been an uptick in the amount of parent and
16 community involvement? Anybody involved in either local
17 businesses or in outreach since somehow to grow or
18 contribute to internships and apprenticeships tying in?

19 UNIDENTIFIED VOICE: Certainly, and thank you,
20 Madam Chair. There's been, as I indicated earlier, one very
21 objective measure are the number of actual dollar donations
22 to the school that we've received over this past school
23 year, which is a significant increase over what Central has
24 seen in many, many years.

25 I'll let Principal De La Garza talk about



1 some of the on the ground things with community
2 organizations.

3 MR. DE LA GARZA: Yes, the, you know, as far
4 as the uptick in partnerships, I mean, the Anschutz
5 partnership continues to blossom. The health science pathway
6 has been very successful there at Aurora Central continues
7 to grow. Just this year, we had two students that received a
8 very prestigious award, you know, where they were basically
9 given a full ride scholarship, you know, to the medical
10 campus there.

11 So, those types of partnerships continue to
12 grow and then within the zone as well, you know, for our
13 refugee families. You know, we continue to work, you know,
14 with our partners there to support our refugee and immigrant
15 families. So, there's an uptick in those partnerships and
16 also for, you know, our students that, you know, struggle to
17 engage.

18 We continue to work with partners such as
19 Uplift, you know, to reengage, you know, some of our
20 students that have, you know, for one reason or another, you
21 know, decided to stop showing up but reengaging those
22 families and through our CIS program community and schools.
23 We are also utilizing that partnership to reengage families
24 and students.

25 UNIDENTIFIED VOICE: Thank you. Board member



1 Mazanec.

2 MS. MAZANEC: One of the questions I have is
3 in in the materials provided, one of the challenges that
4 Aurora Central is facing is a lack of adequate training,
5 proper training for teachers to teach literacy, etc., and we
6 have seen that over several years and Aurora has received a
7 lot of grant money that seemed to be primarily used for
8 purposes of professional development. How do you explain
9 that disconnect between the attempts that professional
10 development to pre -- to make these teachers able to serve
11 these students in a way that makes their outcomes better and
12 yet we're not there yet?

13 UNIDENTIFIED VOICE: Thank you, Madam Chair.
14 Well, I think there's a common theme that you all understand
15 and share is that money alone doesn't solve, right? It's
16 certainly a tool that you need, a tool that is supportive,
17 but it doesn't solve. You need the right leadership, you
18 need the right plan, you need the right structures in place
19 to utilize that tool in the right way. We've mentioned
20 before the as we've launched this Innovation Zone, this
21 innovation plan, one of the things that we utilize the
22 waivers to do was to speak to our teachers and say, "Look,
23 going forward, you need to be a person who one is willing to
24 change your practices, change your approach and be open and
25 receptive to that work, or this this is not the appropriate



1 place for you." And we use the waivers to craft that
2 opportunity to do that. As a result of that, we had about a
3 50 percent turnover in the staff at the school, and so we're
4 starting this year with the staff who has signed on saying
5 they are ready. They're prepared to do that hard work and to
6 utilize those tools, utilize those resources. I'll return to
7 Dr. Brown to talk about how we are utilizing that in a
8 different way and what that work looks like.

9 MR. BROWN: Certainly, and I think I'm going
10 to turn over to Principal De la Garza to talk more about,
11 you know, why some of those opportunities weren't maximized
12 in the past but we are really maximizing our opportunity
13 right now to make a difference for our kids. In fact, right
14 now, we have just been working with our chief academic
15 officer to provide financial flexibility for the action zone
16 so that they can identify the specific resources and support
17 whether it's physical resource, personnel, etc., that's
18 going to really help the zone. So, we're engaging the
19 process now to look at the causes, identify exactly what the
20 needs are in terms of supporting Central and the other
21 schools with regard to literacy and all the other content
22 areas that has been a struggle, and making sure that we are
23 catering a structured approach to supporting Central, and we
24 think that that will launch next year and we really have
25 high hopes and I'm confident that's going to make a



1 significant difference. And I'd like turn over Principal
2 Dela Garza.

3 MR. DE LA GARZA: Yes. So, great question.
4 Thank you for the for the question there. You know, prior to
5 or once I, you know, accepted the challenge to go to Aurora
6 Central, you know, one of the one of the key people that I
7 wanted on board with me was, you know, our assistant
8 principal, Jennifer Pock, who has an expertise in
9 professional development and working with teachers. I think
10 we all believe, you know, that you know, having that great
11 teacher in the classroom is a key but we need to make sure
12 that we provide that professional development for those
13 teachers to be able to improve their practice. So, I'm going
14 to let our assistant principal Jennifer Pock, kind of, you
15 know, keep pushing it down the line here but she can, she
16 can kind of speak to our professional development that's
17 occurring in our building, the systems and structures that
18 are now in place to leverage some of the some of the PD that
19 took place prior to the new leadership arriving at Aurora
20 Central.

21 MS. POCK: Good afternoon. I want to make sure
22 I address two pieces to your question. One, is around the
23 content and then the second is around the support. I do
24 believe the content was the right work at Central in the
25 past, so the support and funds available from the said grant



1 were used to partner with Marzano, and there was a lot of
2 professional development that was done and a lot of that
3 work is continuing. I don't believe the systems and
4 structures were in place when we came into Central. There
5 was not a time for teachers to collaborate. We have since
6 redeveloped our instructional schedule so that all of our
7 content teachers have a time where they can collaborate in
8 PLCs. They come together every week with an instructional
9 coach. This time last year, we had one instructional coach
10 full time and a point five math instructional coach. Today,
11 we have six instructional coaches and we have four very
12 strong administrators who have a strong background in
13 instruction. So, the support is very different this year to
14 carry on the work that began. Going back to our earlier
15 question, I think that our teachers speak the language of
16 standards more than ever now. It's the way we live at
17 Central now. The conversations that are occurring are around
18 standards. They're around the data. We are seeing an
19 increase this year in teacher collaboration, not just in the
20 formal PLC setting and professional development, but also
21 the informal getting into each other's classrooms and
22 learning from one another, videotaping their own instruction
23 and reflecting on that with coaches. That was not in place
24 in the past and it's something that we're really leveraging.
25 The second piece around support would be our professional



1 development. We've really honed in on professional
2 development and really are seeking teacher feedback because
3 we want their buy in and their support because we have a
4 very diverse staff of brand newbies versus our veteran and
5 more experienced teachers. So, we come together with the six
6 instructional coaches every week to conduct building roads,
7 to look for the implementation of our professional learning,
8 and then to use that data to feed forward and plan for our
9 future professional learning, our coaching opportunities and
10 other informal opportunities. We seek feedback from teachers
11 to plan forward for our monthly professional development. We
12 offer choice sessions so that teachers have that by in and
13 then we also have to have that time for calibration across
14 our staff so that we come together and fill the gaps of
15 understandings of our staff as well.

16 MS. MAZANEC: One other question I have is you
17 have some difficult demographics and I think that we all
18 know that literacy is so important to a path forward. What
19 kind of what do your students look like that are coming in
20 and, particularly, your immigrant students and refugee
21 students? How far behind it? Tell us a little bit about who
22 those students are and how much intense help they actually
23 need?

24 UNIDENTIFIED VOICE: Thank you, Madam Chair.
25 We certainly embrace the richness of our diversity. We see



1 that as a strength, that is who Aurora is and if we are to
2 be heroic public schools, we need to serve who our students
3 are however they come to us and each student comes to us
4 with their own set of opportunities and challenges in life
5 experiences that we have to understand and embrace, and
6 that's part of the strength of implementing a house model as
7 -- Remember McClellan talked about is trying to get to know
8 students in a better way, and engage them, and engage the
9 community to leverage their strengths.

10 Certainly, when you have a higher number of
11 students who are non-English proficient that presents a
12 different challenge when you think about how do you staff
13 the building, how do you provide the right supports and
14 resources.

15 We have probably one of the highest numbers
16 in the state, I would suspect. I think you saw some of those
17 numbers of students who are non-English proficient and then
18 who have varying levels of English proficiency but that is
19 who we are. And so it's our responsibility to design the
20 right supports to be meet that challenge.

21 MS. MAZANEC: That's what I was actually
22 wondering about is ho -- how are you dealing with that when
23 you have the house model? Are you are you -- I think I read
24 this. I'm not certain right now but I think I read this that
25 you're you --



1 UNIDENTIFIED VOICE: It's 305.

2 MS. MAZANEC: -- in which

3 UNIDENTIFIED VOICE: But I hate to say ability
4 grouping but that there was some -- some effort to try and
5 differentiate for the different levels of need and through
6 those house models.

7 UNIDENTIFIED VOICE: Let me have Principal
8 Dela Garza and Assistant Principal Pock respond to that one.

9 MR. DE LA GARZA: Thank you for the question.
10 You know, again, I want to go back to -- to the response I
11 gave -- you know, Chairman Flores. You know, all of our
12 teachers at Royal Central are expected to plan with second
13 language learners in mind. That is the professional
14 development that is being provided for our teachers.

15 And the differentiated groups that you are
16 referring to in the house model, that occurs in our
17 enrichment period. Again, where students are, you know, we
18 look at the data in our PLCs as a house. So who are the
19 students that need that additional support for literacy. You
20 know, and our ELD classes as well, you know, for our refugee
21 immigrant students that are coming in with limited English
22 skills. That is where they're getting that additional
23 support there.

24 And those classes, you know, continue to be
25 revamped and redeveloped for next year. Already that -- that



1 planning is taking place to better support those, those
2 students that are coming in with very limited English
3 skills.

4 UNIDENTIFIED VOICE: So, I have a couple of
5 questions I'd like to try. I realize that every student is
6 different, but I'm interested in -- but I'm also aware of
7 the significant attendance problems. I'm wondering if our
8 two principals could talk about what's it like for a kid
9 coming into your school. What's the day look like, and what
10 are things that are different than say three years ago for a
11 student coming into your school. What different experiences
12 during the day might a youngster experience.

13 MR. DE LA GARZA: Again, thank you for the
14 question. And, you know, we definitely acknowledge that, you
15 know, attendance is a big challenge at Royal central. And,
16 you know, we already see, you know, some data points there
17 with our ninth grade house model where that, you know, there
18 is an uptake and the, the -- the trend is definitely showing
19 us.

20 UNIDENTIFIED VOICE: Do they go straight to
21 their house in the morning? Is that the first place they go?

22 MR. DE LA GARZA: Do they g -- Yes, it
23 depends.

24 UNIDENTIFIED VOICE: I want to have a sense of
25 -- .



1 MR. DE LA GARZA: Yeah. It depends on -- on
2 their, on their -- their schedule, but they do work with the
3 same cohort of teachers. You know, so they know that 120
4 group you know set of students, that are assigned to that
5 particular house. So, they may go to a math class, they may
6 go to a literacy class first period, but they share the same
7 group of teachers. Okay?

8 You know, one of the one of the things that
9 we've done this year, you know, through our MTSS committee
10 is, you know, focus on attendance. So, we have an attendance
11 group of teachers and support staff that look at the data
12 and are working with CIS, working with our parent liaison,
13 working with our student engagement advocates, again, to re-
14 engage some of those students that have those -- those
15 challenges and are not attending on a consistent basis
16 there.

17 But, you know, one of the things that -- that
18 students see different, differently now and the different
19 experiences that they have is, a -- a caring teacher, a
20 relationship that is happening at Aurora Central between a
21 student and a teacher, and that is occurring through our
22 advisory class. That is something new that every student at
23 Aurora Central now has. And those advisory teachers are
24 there, you know, looking and having those academic
25 counseling sessions with students, "Hey what's going on? I



1 noticed you didn't show up on Monday and Tuesday. What's
2 going on? Let's make a call to the home and let's do our
3 home visit as well." That is some professional development
4 that we have done with some of our teachers, particular in
5 our house model, our home visits. We're at about 180 right
6 now compared to about 34 last year.

7 So, we are getting out there, getting out
8 into the community and working with our parents. But it's,
9 you know we've really focused on that relationship.

10 UNIDENTIFIED VOICE: Do you find them
11 receptive?

12 MR. DE LA GARZA: Yes. Yeah. You know, we
13 have, you know had a few doors closed on us, you know. But
14 for the most part, they are receptive and they do want our
15 help and our support. "How can I re -- engage my -- my son
16 or daughter, you know at Aurora Central."

17 UNIDENTIFIED VOICE: How about activities? Ms.
18 Park, maybe you want to describe that. What a -- even in the
19 most affluent schools, you -- or affluent kids in schools,
20 talk about the other activities that engage them, that may
21 not be Math, Language, Arts and Social Studies. What sort of
22 activities are available to your students? And is there any
23 change in that area?

24 MS. PARK: The attendance at events, sporting
25 events, and after school events, is very high. Our kids feel



1 safe at Aurora Central. They want to be there. They want to
2 be a part of what's happening. So, we may see some students
3 who are not in class, but they are there at the football
4 game, or the basketball game, or Friday was our talent show
5 and they were there. I think going back to what was said
6 earlier, attendance starts with engaging instruction.

7 And we have worked really hard to improve the
8 classroom environments. From the moment that you walk into
9 Aurora Central. We're trying to, and -- and there still is
10 work, to make it a little bit more welcoming. And there's
11 still work to be done, but we have really improved the
12 classroom environments, and are really -- all of our
13 teachers are out in the halls during passing periods. Every
14 single one of them.

15 And we are roving and monitoring for that,
16 because if someone is walking past and not headed in to your
17 classroom, it is easy to get them into your class.

18 UNIDENTIFIED VOICE: Thank you.

19 UNIDENTIFIED VOICE: Several months ago, I
20 went to a production of Grease at Aurora Central and took my
21 two, my two small children to that production. And you'll
22 find the hand drive crosses many generations. But just as,
23 you know, even as an aesthetic kind of sense of the changes
24 that Central -- Central -- the colors of Central are green
25 and white. And the -- the building used to have a very drab



1 green look to it which was very I don't know, 50s, 60s kind
2 of.

3 And you know, even this -- coming into this
4 school year, we were able to, through the support of
5 community members and through the support of our Phase one
6 Comcast, came in and helped do a full day of cleaning up the
7 school and beautifying the school. Then we were able to
8 paint the interior of the school so, it was not that drab,
9 painful, green color.

10 But, it's still a nice green but not that
11 drab green. And then even put up, you know things around the
12 building. New signs, new signage, to ta -- to welcome kids
13 to this new experience in a different way of doing things. I
14 mentioned earlier about the electronic sign that we're going
15 to be putting up here in a couple of weeks.

16 All those are ways of trying to make sure we
17 communicate to students, that the community is investing in
18 you, the community is investing in this school. And that's
19 an incredibly important message for kids at this age.
20 Particularly kids, where a lot of them come from other
21 places and other experiences, where the structures of
22 society don't necessarily invest in them.

23 UNIDENTIFIED VOICE: Can I have two other
24 questions? One, someone talked to me about the drop in
25 academic achievement this year compared to the other four



1 prior years. What's your analysis?

2 UNIDENTIFIED VOICE: Let me start that, I
3 would say our first analysis is the end of the 14, 15 and
4 most the 15, 16 school year. It was a very stressful time at
5 Aurora Central, as the community was contemplating whether
6 or not the school was going to be closed, whether or not
7 teachers would have jobs, whether or not the administration
8 would have -- would have jobs.

9 And a lot of the time last year, quite
10 frankly was dedicated to the planning and developing of this
11 innovation plan, to be implemented this year, while at the
12 same time, we were doing school. That, I think is no excuse,
13 but it is an explanation as to how when you start dividing
14 those energies, and those interests, you can sometimes find
15 a challenge in some of that work. I think that is kind of
16 the broad strokes of it. I don't know, Gerardo if you have
17 another kind of point to add to that or not.

18 UNIDENTIFIED VOICE: Yeah, I mean, just to
19 piggyback on that, I mean it was a very stressful time, you
20 know, during assessment that was, you know, at a time where
21 we were, you know, developing the innovation plan and many
22 teachers were you know, making those professional decisions
23 of where -- whether they were going to stay at Aurora
24 Central or move on and find a different fit.

25 You know, and unfortunately, you know that



1 does impact, you know, some of our assessment and
2 achievement results there. But early indicators now with our
3 interim assessments, with our maps data you can definitely
4 see you know, where there is a trend there, where the
5 achievement is going back up. You know, our participation
6 rates here with you know PSAT and SAT in part that we're
7 engaged in, you know, currently, you know, the -- the
8 participation rate of students has been great talking with
9 teachers. I mean they are very psyched about you know what's
10 going on in the classrooms and the effort that -- that our
11 students are -- are putting forth there.

12 So, I you know, definitely you know, are you
13 know, looking forward to -- to an uptake there in the
14 achievement for the next school year.

15 UNIDENTIFIED VOICE: Board member Flores, your
16 time.

17 MS. FLORES: Yes, and -- and I'm going back. I
18 have really two questions and one of them has to do with the
19 -- the arts. The arts, plastic and performing arts because
20 you know, we know that kids really do like you know, to --
21 to do things. An we're -- I think we as humans have that
22 ability to -- to be creative in -- in bringing out that
23 creativity and especially in a school that -- that has so
24 many kids from so many backgrounds.

25 I mean, I think the arts would be just



1 incredible, and knowing that kids come to school when they
2 are engaged. And -- and I know they are, in -- in -- in the
3 arts. I know you do performing, you said you had a program
4 where probably they sang and played music and such.

5 What are you -- what other arts do you have
6 in -- at your school that would get kids to come in everyday
7 because they want to be in orchestra, they want to be in
8 band, they want to perform, or they want to make creative
9 things, they want to create art?

10 UNIDENTIFIED VOICE: Principal De La Garza?

11 MR. DE LA GARZA: Yes, thank you for your
12 question. You know, so as far as the opportunities that --
13 that -- that students have you know and Superintendent Munn
14 (ph) shared with us that he had the opportunity to go see a
15 performance there, so you know, we definitely have that kind
16 of an opportunity for students where they can engage in
17 drama, theater.

18 You know, we have your -- you know, your
19 music, you know, vocal and you know, band and orchestra
20 programs there for students, and we have a very robust
21 visual arts program as well at Aurora Central that you know,
22 students are -- are very successful there and love that
23 program. They can now receive concurrent enrollment credit
24 as well through CCA and it's been a very successful pathway
25 there at Aurora Central. And then there are also, you know,



1 additional activities, dance clubs and that type of thing,
2 you know, for students to participate in extracurricular.
3 So, you know, we try to you know, provide you know, an
4 opportunity for the -- for the whole child there.

5 MS. FLORES: That's wonderful. And secondly, I
6 know that during ESEA way back in 1965, with the Elementary
7 Secondary Education Act, we had summer schools. I mean,
8 there were summer schools to get kids, especially kids who
9 were behind, to come up. Now, every child -- no child left
10 behind, I know there was some of that, but we know that with
11 ESEA there's moneys there -- there's moneys where believe it
12 or not high schools can use to have summer schools. It's not
13 just for you know, elementary schools.

14 So, I -- I'm wondering if you're going to be
15 taking that opportunity to have maybe a year round school in
16 this program where you can have extra time to bring these
17 kids up to grade level.

18 UNIDENTIFIED VOICE: Dr. Brown?

19 MS. FLORES: And I say that because both the -
20 - in civil rights groups such as the NAACP and La Razza, you
21 know, brought this up when they went to the attorney general
22 and asked that you know, that these money is being
23 appropriated well. And we know also that clubs, clubs to get
24 kids engaged in whatever area they -- they like history and
25 such really do keep kids in school. Thank you.



1 UNIDENTIFIED VOICE: So, Dr. Flores --

2 MS. FLORES: Yes.

3 UNIDENTIFIED VOICE: -- we certainly I think
4 with everybody sort of still evaluating what are the
5 opportunities under -- with the new administration and under
6 ESEA and looking at the state plan and all those things, and
7 want to be very proactive in taking advantage of flexibility
8 and resources as we can.

9 I think one of the things that's important to
10 reflect upon and keep in mind what the innovation plan for
11 Central and for the Innovation Zone is that for us is very
12 much is a framework. It's a framework that has benchmarks
13 and has certain things we want to do, but we want to make
14 sure that we are implementing it with fidelity and with the
15 right capacity so that we don't try to do everything at
16 once.

17 MS. FLORES: Sure.

18 UNIDENTIFIED VOICE: So that we make sure that
19 as we see some success with some things, so for example, as
20 we see success with that house model in ninth grade, next
21 year it's going to be 9th and 10th grade as we see some
22 success with understanding this global competencies that
23 will allow -- allow us to expand more into more of that
24 project based learning and developing and working with
25 partners around those competencies.



1 So opportunities like you're talking about
2 are things that we're excited about the possibility of
3 those, and that's going to be part of what we grow into as
4 we see the needs of our students, understand what's the
5 capacity of the zone and the work that we need to do.

6 MS. FLORES: But I think that within ESEA
7 there is the -- the ability to -- to get those moneys into
8 higher levels you know, into high school and such. I think
9 you'll see that. And -- and so I think it's a great
10 opportunity. So -- .

11 UNIDENTIFIED VOICE: We appreciate that.

12 UNIDENTIFIED VOICE: Board member McClellan?

13 MS. FLORES: Thank you.

14 MS. MCLELLAN: Thank you, Madam Chairwoman. I
15 was going to ask this next question of -- of both parties.
16 But I think the leadership from Aurora has done a good job
17 of addressing my question so I'm going to pivot to staff. I
18 did want to touch on that reduction that we saw down to the
19 turnaround status in 2016. If I'm understanding correctly it
20 sounds like there may have been a bit of growing pains as we
21 saw that transition from -- with staff turnover and kind of
22 turning the page and -- and starting a new chapter with --
23 with some new staff members that leadership is feeling good
24 about.

25 If I'm understanding correctly that may



1 represent some growing pains there for that difficult
2 transitional process. I just wanted to ask our CDE staff,
3 how do you feel the implementation of the innovation plan is
4 going and do you feel like any concerns that you may have
5 had with the plan that was presented to the state board have
6 been addressed?

7 UNIDENTIFIED VOICE: Thank you for that
8 question. I really appreciate it. Yes, I think we have seen
9 quite a bit of successful implementation so far with the
10 plan the times that we've been on campus. So not just with
11 implementing what was originally thought to be part of the
12 plan. But a true desire especially through the office of
13 autonomous schools and the work at the school leadership to
14 take what's working, keep it going, expand it further take
15 what's not working, change it as necessary and really use
16 the innovation flexibilities that they have at hand to morph
17 the plan into what's going to work best for Aurora Central
18 moving forward.

19 I think that excuse me, what's happening this
20 year at the school is drastically different than what was
21 happening last year. You can see it in the culture within
22 students, you can see it within the culture within staff and
23 you can see it starting to make a difference within
24 instruction for students within the classroom. So, what was
25 happening last year as far as going down the turnaround is



1 very different from what you would see in the school this
2 year and we're very pleased with what's happening so far of
3 the implementation of the plan.

4 UNIDENTIFIED VOICE: You're putting me at risk
5 of putting some pretty high hopes on our 2017 results, but
6 I'm glad to hear you say that. Thank you.

7 UNIDENTIFIED VOICE: Yeah. The trajectory is
8 in a very different place and so we expect it to move
9 forward. But how quickly that happens we don't know yet.

10 UNIDENTIFIED VOICE: Thank you very much.

11 UNIDENTIFIED VOICE: Board member Goff.

12 MS. GOFF: Yes. I would wonder if it, is it
13 okay to direct a question toward Mr. Beshahn (ph) from
14 (indiscernible)?

15 MR. MUNN: Certainly.

16 UNIDENTIFIED VOICE: I just, how do you see
17 your role? Let's take the next year or a year at a time. How
18 about just next between now and the end of 17/18. What do
19 you see as your primary energy force charge?

20 MR. BESHAHN: So I think, really there are two
21 aspects to that. One is we know that at some point we are
22 going to leave and the school has to have the capacity to
23 succeed without us. And so an analogy I sometimes make with
24 this kind of work is we're kind of like a physical
25 therapist, right? So we will come in and we will push and we



1 will work hard and help the schools flex a lot of different
2 muscles. Mostly around doing more rigorous implementation
3 now. It will be painful in the short run.

4 I will ask a lot of pointed questions such
5 as; How do you know your house model is working? What does
6 the data say? Is your administrative leadership team fully
7 ready to take on this additional initiative ahead of
8 schedule or how do you feel your -- your student tell data
9 reflects the changes that you made in your instructional
10 leadership team?

11 So there will be a lot of difficult
12 questions. And then once the school, the zone, the district
13 leadership has some sense of the answers to that, then we
14 will work very hard to re -- implement rigorous plans for
15 implementation. So project management our visits will
16 oftentimes be, you know, feel like yet another kind of white
17 glove inspection to really push the district and the school
18 to implement with fidelity according to the plans that
19 they've laid.

20 And then also I think, you know, it's a good
21 point that the innovation plan itself is not supposed to
22 contain all of the innovation that is going to happen in the
23 school. It is set to foster further innovation as well. So
24 another thing that we'll be looking to is to say you've got
25 some really good stuff going on over here. I think there's



1 an opportunity to innovate further that we should try. Maybe
2 in one house not across the whole school but let's go deeper
3 on the international, the global competencies, the
4 international leadership theme in this respect. We think
5 there's an opportunity for you to get more than you might
6 think because you're running your building every day and you
7 don't see everything.

8 So I think that's a key aspect of what we
9 will be doing with the school. And then on the performance
10 management, I think it's --

11 UNIDENTIFIED VOICE: It's fine what that is.

12 UNIDENTIFIED VOICE: Performance management?

13 UNIDENTIFIED VOICE: Would you please just --

14 UNIDENTIFIED VOICE: Yes so --

15 UNIDENTIFIED VOICE: going to know exactly
16 what that looks like.

17 UNIDENTIFIED VOICE: So the performance
18 management is -- I'll try and say it as simply as possible
19 without much jargon. But really looking at; what are the
20 activities the school is doing? What are the results you're
21 getting from them? And so what? What is it -- you know, what
22 is the real deep impact there?

23 And then having the school prove to itself,
24 to its students, to its stakeholders, publicly that the
25 efforts that they're undertaking are working. So some of



1 those questions I was asking before. Okay. This is what's
2 going on in your ninth grade house model.

3 What can you keep and what you need to fix
4 before you scale the 10th grade? And then looking at the
5 data publishing it in the school's, faculty making sure that
6 the PLCs is that, the professional learning communities, the
7 teachers who are teaming are rigorously looking at data as
8 well. And then having a sense both at Aurora Central and
9 then in the other zone schools of what is actually happening
10 and what you're getting, what results you're getting from
11 your efforts. And then thinking with the district about, you
12 know, if there's a barrier do we need to revisit a waiver?

13 Have we really maximized the value of the
14 waivers we've had? Is there a district business process that
15 needs to be tweaked so that we can get more value for
16 Central High School or the other schools in the zone. So
17 really investigating those questions but it really comes
18 down to that; what, so what now what cycle over and over
19 again, ad nauseam. Sorry guys.

20 UNIDENTIFIED VOICE: Board member Doran.

21 MR. DORAN: Thank you. Thank you Madam Chair.
22 A few questions Mr. Munn. The -- how many schools do you
23 have in Aurora total?

24 MR. MUNN: I believe about 61, depending on
25 how you count schools.



1 MR. DORAN: And then, so this -- this
2 innovation plan covers one high school. Is it five
3 elementary? Did I get that correct or there's more than
4 that?

5 MR. MUNN: No it's a Aurora Central which is a
6 divisional high school. Aurora West which is at 612, Austin
7 Kate and then two elementary schools Harris and --

8 MR. DORAN: So --

9 MR. MUNN: Crawford. Thank you. You start
10 going down the list you get lost of it.

11 MR. DORAN: So a total of?

12 MR. MUNN: Five schools.

13 MR. DORAN: Five schools. So you're focusing
14 an enormous amount of resources on these -- on these
15 schools. And -- and as I looked through starting on page 108
16 going through all of the waivers, a number of them could,
17 you know, could benefit the innovation zone, but conceivably
18 to the detriment of other schools as you transfer personnel
19 around. Do you feel that there's any risk? If -- if I were a
20 parent in those other 61 schools or 56 schools, should I be
21 concerned about significant possibility of some regression
22 in results in those schools because of the diversion of
23 resources?

24 MR. MUNN: Thank you, Madam Chair. I think
25 when you -- as you -- as you've recognized we are focusing



1 right now today specifically on one school and then on group
2 of four or five other schools. And you're not getting the
3 context of our overall plan for the district, our overall
4 strategic plan and also our overall reform plan.

5 If you were to look at that overall reform plan and
6 also the strategic plan, you would see how we have very
7 intentionally but also strategically thought about how do we
8 differentiate our resources. Which when you have a world of
9 limited resources and sometimes declining resources, you
10 have to think about how do you provide dollars in a
11 different way.

12 How do you provide resources in a different
13 way to meet the different needs of your community. So, as we
14 do -- as we do that I think any parent or any community
15 member should hold us accountable for doing that well,
16 right? If we do that badly then certainly there's a problem.
17 But you would see that problem whenever you open a magnet
18 school or whenever you open a charter school or whenever you
19 look at any kind of shift of what you're doing with schools.

20 There's a possibility that you're diverting
21 attention and resources from some of the other work that
22 it's about doing that well and about doing that in the
23 appropriate way. Certainly you have that same experience as
24 you spend time with Aurora. You're not paying as much
25 attention to the other 177 school districts. We invite you



1 to do so.

2 MR. DORAN: You're not going to get that
3 lucky.

4 MR. MUNN: But just as you must do as the time
5 in need dictates, we have to do as the time and need
6 dictates for different schools.

7 MR. DORAN: So, then let me ask our staff, is
8 this person -- are we -- is -- we are dealing with a
9 district that is -- that's on the clock. Not just a few
10 schools, so. And so is the ultimate plan or the ultimate
11 agreement you're going to put in front on this reflect the
12 fact that we're dealing with the district as a whole or is
13 it going to be as focused as the materials we went through
14 for this meeting on -- on these six -- five schools?

15 UNIDENTIFIED VOICE: Yeah. So today is really
16 focused on Aurora Central High School. That's the only
17 school in the district that is entering year six. Which is
18 what law required to take action at. Aurora is -- Aurora --
19 Aurora Public School is entering year five soon, a year from
20 now. If the district itself does not come off the clock in
21 the next round of the accountability frameworks, then you
22 will be talking with the district as a whole and the
23 district plan. That may involve conversations about
24 individual schools or groups of schools. But today it's
25 really about just Aurora Central.



1 MR. DORAN: Okay.

2 UNIDENTIFIED VOICE: Thank you. Then the --
3 the relationship you have with the external management
4 partner, how much flexibility does that uh, partner actually
5 have? Who -- who's -- are they a partner in the sense that
6 they sort of have an equal voice, or they essentially work
7 for the board, and the -- and the school management?

8 MR. TRAMON: Thank you, Madam Chair. Well, we
9 entered into a contract with them as you might imagine, and
10 the -- the scope of work of the contract obviously dictates
11 that relationship.

12 In the contract that we have done, we try to
13 set out certain deliverables as far as what we want done,
14 but as you would know with any independent contractor, how
15 that would they get that work done, we're -- that's why
16 we're engaging their expertise to do that work.

17 UNIDENTIFIED VOICE: So, and this is just
18 asking staff, and this is somewhat different from some of
19 the other perhaps management arrangements we may see, and
20 where the manager is actually given significant independent
21 authority. Uh, here the manager is not contemplated by the
22 department, but the manager has any independent authority to
23 -- to direct any activities. Is that correct, Ms. Pearson?

24 MS. PEARSON: Yeah, It's correct. I think um,
25 we -- there's a range of management partners of the way



1 we're thinking about management. In some situations you'll
2 see it, it is more direct management control, in other
3 places it's more of a partnership where they're supporting
4 the work of the school at the district.

5 UNIDENTIFIED VOICE: Okay. Thank you. Then
6 moving along to uh -- to the waivers, Mr. Munn, can you --
7 could you briefly describe -- let's start with the first
8 waiver from uh, professional staff and recruiting where the,
9 the rationale for the innovation as a school requires the
10 authority to select staff and rates of pay.

11 How different is that from the other 56
12 schools in the district, and what will you -- what do you
13 believe will be the impact of that waiver, and just a quick
14 clarifying question, we the board -- the State board has
15 already granted you the variance from those statutes. So,
16 the difficulty you've had in apparently the negotiation, has
17 been to get those essentially, the board to agree to grant
18 that same latitude to this innovation zone. Is that correct?

19 MR. MUNN: No.

20 UNIDENTIFIED VOICE: Have we -- well first of
21 all, have we -- we've granted those waivers.

22 MR. MUNN: Yes.

23 UNIDENTIFIED VOICE: So --

24 MR. MUNN: The local board -- my board has
25 granted those waivers, you've granted those waivers, and so



1 --

2 UNIDENTIFIED VOICE: So, are they the same?
3 Did -- did -- did your -- did the local board give the
4 schools the same flexibility that we gave the board? That we
5 gave you?

6 MR. MUNN: So, pursuant to the innovation
7 statute, the board -- the local board first has to grant
8 those waivers before it comes to you. So, our board
9 unanimously granted those waivers to all the five schools,
10 and then it came to you, to allow you to -- to grant the
11 waivers from State law policy, and from our master agreement
12 as well.

13 UNIDENTIFIED VOICE: So, you think the
14 replacement plans provide actuquote -- adequate flexibility?
15 Um, certainly, would it be safe to say you're not taking
16 advantage of the fact that, you could have asked for more
17 flexibility perhaps and didn't? Is that correct?

18 MR. MUNN: I think we are eight months in. And
19 we are still developing what some of those replacements are,
20 and what the most flexibilities are, as we go into -- um,
21 and we're also in all frankness a bit hamstrung until we
22 know what this board's going to do, moving forward as far as
23 what we can do, is planning going into next year with our
24 budget with different flexibilities, but we are -- we've
25 created a cross -- functional team to look at what some of



1 those flexibilities might be, and how with those replacement
2 plans might be.

3 And that's part of the work of Mass Insight
4 is bringing some of that experience from around the country,
5 as to what some of those replacement policies might be, and
6 how best to utilize those in the rural central context.

7 MADAM CHAIR: Does that mean you might come
8 back to request more waivers? I'm not sure -- I'm trying,
9 I'm trying to follow this conversation.

10 MR. MUNN: That's certainly not contemplated
11 this time.

12 MADAM CHAIR: Okay.

13 MR. MUNN: I think for any innovation in
14 school that's part of, as you go through and understand, and
15 because they keep passing laws across the street, there may
16 be other things that we come back to and say, "You know, we
17 need some flexibility in this area."

18 MADAM CHAIR: Okay. Thank you. Go ahead, sir.

19 UNIDENTIFIED VOICE: I think Doctor -- or
20 sure. I think, that the -- the authority, the legislature
21 has granted us to, to waive is fairly broad. You can waive
22 the entire statute, and I think what I've been trying to get
23 at is, I don't think that what was presented to the board as
24 a replacement plan, constitutes an entire waiver of the
25 statutes, for example on non-probationary teachers. I think



1 the sta -- our waiver could encompass broader flexibility
2 than you have today taken advantage of, which is the point
3 that I would like to make really with almost all these
4 waivers that -- that if the board wishes to grant additional
5 flexibilities, it's consistent -- would be consistent within
6 the -- the -- the waiver that the -- this board has given
7 you.

8 MR. MUNN: I'm sure, and I think that's
9 certainly a possibility. I think what we have to contemplate
10 is the process of the innovation statute in that waivers
11 have to be in the plan, has to be approved by a number of
12 folks at the grassroots level, by community members, by the
13 staff, by the administration, before even our board or you
14 take that up. And as part of that process, it's a discussion
15 -- it's a discussion with people as to what -- what's their
16 level of comfort with being out of the world of the
17 statutory compliance, versus what innovations of
18 flexibilities are they looking for.

19 UNIDENTIFIED VOICE: Again and finally uh, the
20 move to competency based models verse uh -- versus time on
21 task, or what I characterize as time on task models, which
22 are beginning to phase in with ninth grade as I understand
23 it this year, and -- and then trying to present little as a
24 year at a time, so that you have eventually competency based
25 through graduation. Is -- is that correct?



1 MR. MUNN: So, I think across the country,
2 there's growing skepticism of Carnegie units, which you were
3 referring to time on task. And as we develop both the house
4 model and also this understanding of global competencies, we
5 do want to gradually, kind of roll that through the school.
6 we have a vision as to what that final product might be, but
7 we want to make sure that we preserve the flexibility, as I
8 believe someone mentioned to -- to change course mid-way and
9 say, "You know, this may not be working here, so maybe we --
10 we re -- adjust and -- and make some shifts." And the
11 waivers of the innovation statute allow us that flexibility.

12 UNIDENTIFIED VOICE: Thank you.

13 MADAM CHAIR: Board member, Flores.

14 MS. FLORES: Well, I'm kind of asking
15 questions about these fuzzy areas, and one of them is --
16 another one that I'm concerned about because I know you've
17 done -- your community has done a great job of taking in a
18 large number of immigrants and such. And I wonder about
19 their psychological wellbeing, especially when many of these
20 kids come from areas where there has been a lot of uh, war.
21 And -- and just the trauma of uh, you know, of going into a
22 different culture. Completely different culture.

23 And I -- and I wonder -- and I'm -- I'm --
24 first of all, I want to commend you, for the houses that you
25 have in that -- or creating in ninth grade. And I also think



1 that -- you mentioned that teachers are -- are -- I call it
2 bonding with students, because I think those students do
3 have uh, a need to bond like all other kids. And wonder if -
4 - if you're taking steps to train teachers in this area,
5 such as uh, some -- I know Dr. James Colmer, who's a
6 Psychiatrist at -- at Harvard, has been doing a lot of work
7 with schools as far as this area of bonding.

8 There's also a -- a center in London, that
9 kind of goes along with uh, Anna Freud. And I've been trying
10 desperately for two years, I'm -- in London but I never get
11 to -- to -- to visit the center, where they do the same kind
12 of thing with bonding with parents, they work with parents,
13 and they work as well with children. Are you thinking about
14 -- does this model include any of this? Any type of
15 psychological work that can help students, and as well with
16 uh -- with teachers.

17 MR. MUNN: Thank you, Madam Chair. Let me just
18 first take a moment to just generally make a commercial
19 pitch and say that, mental health support, social emotional
20 needs, are in dire need across our State. Across all of our
21 schools, across all of our school districts, we need many
22 more mental health supports for all of our students, but
23 taking it back to your question and to Aurora central in
24 particular, I've already mentioned two of our really
25 significant supports in that area.



1 One is our welcome center, as a way of
2 understanding and welcoming our students into the experience
3 of school here in this country, and in Aurora in particular.
4 And then secondly, our partnership with communities and
5 schools. I don't think I mentioned that this is -- that
6 partnership is a national pilot.

7 It's a national model that we're very excited
8 about, and next month I'm going to be speaking on a panel
9 with several superintendents from around the country, and
10 Secretary Duncan, about the work that we're doing to pilot
11 that model in our innovation zone. We're very excited about
12 that opportunity to find those supports. Let me turn to Dr.
13 Brown, and then some of the school team to talk about
14 specifically what we're doing in Central.

15 UNIDENTIFIED VOICE: We are very, very
16 sensitive to the emotional need of all of our students. And
17 I mentioned before about the multiple initiative that we
18 have. Sometime we have to prioritize them in terms of order
19 in, in relation to our plan. But, we are very focused on
20 making sure that we provide trauma informed care, and
21 training for our staff, so they are able to really meet the
22 needs of our kids. School staff had mentioned a lot of the
23 partnerships they had with other organizations who also
24 specialized to make sure our students were focused on, on
25 the whole child and also providing them with a multitude of



1 supports, to support not just the student himself, but the
2 family as well.

3 But, ultimately one of the big focus areas
4 for my job and my work is making sure that we not only have
5 the right people, but the right positions. So, part of the
6 analysis that we're going through with identifying what are
7 the right provision that are necessary without adding more
8 funds for the school? Are there provisions that may not be
9 as effective as needed; or aren't meeting the specific
10 needs? And as part of the flexibilities we have, we're able
11 to redesign job descriptions, how we recruit and select
12 staff members to make sure that we are meeting the needs of
13 our students.

14 So, we talked about some of the staff
15 turnover. We expect that in the months and years that come
16 we'll have an even more complete staff that's cater to the
17 needs of our when it's multitude of expertise levels, not
18 just from a instructional content area standpoint, but also
19 from a trauma and emotional support standpoint as well.

20 MADAM CHAIR: Thank you. Board member Mazanec?

21 MS. MAZANEC: Your partnership with Mass
22 Insight, how much is that going to cost and where are those
23 funds coming from? I feel like I'm asking for someone's
24 salary. It seems rude.

25 UNIDENTIFIED VOICE: Thank you, madam chair.



1 As we, you know, for cable reasons, we obviously, you know,
2 look at that kind of an annual basis and negotiate that.

3 We've been very fortunate the last several
4 years to get a lot of support from the community and
5 community foundations to support that work. Let me turn to
6 Dr. Brown and maybe Matt to talk about --

7 MS. MAZANEC: Your donations, is that what
8 you're saying? Your donors?

9 UNIDENTIFIED VOICE: Yes, yes, we've been
10 supported through donations. The contract for year two was
11 for \$265,000. We have not solidified a contract for year
12 three yet. Part of that is contingent on this board's
13 decision, as we engage map -- Mass Insight on exactly their
14 -- the specific scope of the work that they'll do.

15 And of course, what is financially amenable
16 for the district, but also give us the proper supports we
17 need to ensure that we're implementing this at a high level.
18 So, that should to be determined.

19 MS. MAZANEC: Did your donations cover the
20 entire cost, 265,000?

21 UNIDENTIFIED VOICE: Of year one and year two,
22 yes.

23 MADAM CHAIR: Thank you. Board member Mazanec?
24 Board member Rankin, sorry.

25 MS. RANKEN: Thank you, Madam Chair. Based on



1 today's hearing, I move that the department and the district
2 work together, submit a proposed written final determination
3 regarding innovation, school, statute, and management by a
4 private entity for the state board's consideration at the
5 May state board meeting.

6 MADAM CHAIR: It's a proper motion. Do I have
7 a second?

8 UNIDENTIFIED VOICE: I second it.

9 MADAM CHAIR: Thank you. Ms. Cordial?

10 MS. CORDIAL: Board member Durham.

11 MR. DURHAM: Yes.

12 MS. CORDIAL: Board member Flores?

13 MS. FLORES: Yes.

14 MS. CORDIAL: Board member Goff?

15 MS. GOFF: Yes.

16 MS. CORDIAL: Board Member Mazanec?

17 MS. MAZANEC: Yes.

18 MS. CORDIAL: Board member McClellan?

19 MCCLELLAN: Yes.

20 MS. CORDIAL: Board member Rankin?

21 MS. RANKIN: Yes.

22 MS. CORDIAL: And board member Schroeder?

23 MADAM CHAIR: Yes. Thank you. So, this
24 concludes today's hearing. The board will vote on this
25 matter at the next regularly scheduled board meeting. And as



1 a reminder we are still acting in a quasi-judicial manner
2 and may not engage in conversation with the department, or
3 the district regarding the final written determination.
4 Thank you very much.

5 UNIDENTIFIED VOICE: May I thank the board and
6 the commissioner and staff for your help and support through
7 this process.

8 MADAM CHAIR: You are very welcome, and thank
9 you for coming. Five minutes. Folks, I'd like to go back to
10 10.01, recommendation -- recommended school turnaround
11 leaders development program, district grant recipients. Can
12 I turn this over to commissioner, please?

13 COMMISSIONER: Thank you, Madam Chair. I'm going to be
14 turning this over to Peter Sherman and Alyssa Pearson.

15 MS. PEARSON: Good afternoon, everyone. We're
16 here today to talk about the School Turnaround Leadership
17 Development Grant and ask for your approval for the
18 participant grant recipients for this school year. And
19 Peterson and talk a little bit more detail, we'll try and
20 keep it quick to keep us as close to schedule as possible.

21 MR. SHERMAN: We're going to go very fast.
22 Good afternoon. So, thank you again. We're here to ask for
23 your approval for recommendations for the grant, for the
24 School Turnaround Leaders Grant. This is a state grant that
25 we bring to you every year for the last few years. This is



1 one of the many supports that we offer to districts like
2 Aurora and many of the other districts that we've been
3 meeting with. There we go.

4 So, today we seek your approval for 11
5 applicants for this grant, 10 of which are districts, 10 for
6 districts and one for a charter school. These applicants
7 would receive funding to send school and district leaders to
8 leadership training from a variety of different development
9 programs. We've received 12 applications this winter from 10
10 districts and two charter schools.

11 One of those charter schools was not
12 eligible. Eligibility revolves around having a priority
13 improving or a turnaround rating. So, the recommendation
14 that we have for you today, all of the eligible applicants
15 are being recommended for awards. So, just a quick overview.
16 CRS 22 -- 13 -- 101, this grant program allows the
17 identification and in some cases design grants for provider
18 organizations. We have done that over the last three years.

19 And then to identify participants from
20 districts, from schools, aspiring leaders, teacher leaders,
21 principals and district staff to be able to attend those
22 programs. For the state program, CDE's role is to recommend
23 funding for both potentially providers and identification
24 for, for providers and for participants and to manage the
25 grant program, and the board's role is to approve the



1 funding for those two bodies, for those two -- for the
2 applicants that are successful. This is a competitive grants
3 program that we go through, so all applications go through a
4 review process as they do for other competitive grants.

5 UNIDENTIFIED VOICE: So, we're recommending
6 funding for 10 different districts today and one charter
7 school for a total of \$1,745,661 to include 130 participants
8 that would benefit from these programs. There's a total of
9 \$1.9 million that are available. So, if approved, our
10 recommendation would leave some money on the table,
11 \$154,339, which, our goal would be to reopen the application
12 to be able to ex -- award the rest of those funds between,
13 in the next two months.

14 So, these as you can see up here, I know it's
15 small writing, but these are the 11 applicants that, and the
16 awards that we're recommending to you and the number of
17 participants that are, that we're recommending to you today.
18 Then the last slide is just, just a sample spreadsheet from
19 the \$2 million, that's allocated to this grant program.
20 There's 1.9, again that can be granted out each year and
21 we're, we're recommending this 1.7 unchanged to be awarded
22 leaving us some funds in the balance.

23 MADAM CHAIR: Thank you. Questions, comments?
24 Board member Mazanec?

25 MS. MAZANEC: So, when it says participants,



1 is that schools or individuals?

2 UNIDENTIFIED VOICE: They're individuals and
3 in many cases they are teams from schools. So, the -- one of
4 the -- some of the criteria in the application are that
5 we're looking for sort of teams and sandwiched teams to be
6 able to attend these programs. So, typically there -- it
7 would -- it might include teacher leaders or folks on a
8 building leadership team, principals and district staff.
9 And typically, principal supervisors. So that they're all
10 getting the same kind of training and can support one
11 another.

12 MS. MAZANEC: Okay. So, what I'm trying to get
13 at, is I'm trying to understand the difference in amounts
14 and the number of participants. So, you have two
15 participants from Adams 12 Five Star getting \$40,000 and you
16 got 14 from Aurora Public Schools, getting 652,790.

17 UNIDENTIFIED VOICE: Sure.

18 MS. MAZANEC: So, it'll be helpful to
19 understand. We're talking about two people getting \$40,000
20 or two teams getting four -- and 14 teams getting the bulk
21 of this money.

22 UNIDENTIFIED VOICE: So, this, it's a great
23 question. Thank you. And we didn't, I just didn't, so,
24 without flooding you with a lot of spreadsheets that we've
25 got around this. But these participants, just to give you an



1 idea of which of the part, which of the provider
2 organizations that these folks represent. There are nine
3 school teams represented in these awards that would attend
4 the UVA Turnaround Program, which is again, works off of
5 school teams along with district teams. And those are,
6 that's over, it's a two year plus program.

7 So, it's a fairly extensive program. There
8 are 81 individuals here that would benefit from two
9 different D -- programming with the University of Denver,
10 and those include aspiring principals, principals and
11 district staff. So, there are a variety of different folks.
12 I'm not going through district by district, I'm giving you
13 an idea of who, of who is participating in different
14 programs.

15 There are 47 individuals that we would award
16 to attend that relay program. Those are principals and
17 principal supervisors as well. There's one school team that
18 would participate in the Catapult program, which is a team
19 of individuals from a school. And then there are two
20 district teams that would participate with Generation
21 Schools and they typically work with 4 to 6 individuals and
22 teams from schools. So -- so these are -- there are -- some
23 of them are again, there are sort of sandwiched teams as
24 what we've, what we're pushing for.

25 MS. MAZANEC: Okay. Go ahead.



1 UNIDENTIFIED VOICE: I was just going to kind
2 of sum up. The different providers have different costs to
3 them. So that's why you see these different if you, you
4 know, do the math out and divide the number of participants
5 by the cost it's not the same, because the different
6 providers cost different amounts and it's just different
7 levels of engagement in the programs. Does that --

8 MS. MAZANEC: And that you know and I
9 understand that.

10 UNIDENTIFIED VOICE: Yeah.

11 MS. MAZANEC: But I think I would really like
12 to see that. You know, you don't have to flood me with --

13 UNIDENTIFIED VOICE: Who's doing?

14 MS. MAZANEC: Like a --

15 UNIDENTIFIED VOICE: Who's doing exactly what.

16 MS. MAZANEC: Yeah.

17 UNIDENTIFIED VOICE: Yeah.

18 MS. MAZANEC: You know, so --

19 UNIDENTIFIED VOICE: It's like --

20 MS. MAZANEC: Adams 12 is getting \$40,000 of
21 it, there's, that's affecting how many teams, people.

22 UNIDENTIFIED VOICE: Yeah.

23 UNIDENTIFIED VOICE: Sure

24 MS. MAZANEC: And what kind and for what

25 amount.



1 UNIDENTIFIED VOICE: Yeah, of course. It'll
2 just take me a moment to pull up our spreadsheets so I can
3 tell you exactly those two individuals from Adams 12 what
4 that is.

5 MS. FLORES: May I also ask a question?

6 UNIDENTIFIED VOICE: Sure.

7 MS. FLORES: Are these people. Maybe -- maybe
8 these administrators have a master's. Are they getting a PhD
9 in, in any of these cases?

10 UNIDENTIFIED VOICE: No. These are not degree
11 programs. These are leadership training programs.

12 MS. FLORES: Seriously, they're almost as,
13 they're almost as expensive as that Trump program. Well, I
14 mean.

15 MS. MAZANEC: While you're looking for that,
16 could I --

17 UNIDENTIFIED VOICE: Please. Go ahead.

18 MS. MAZANEC: I wonder how many of these have
19 -- how many of the current grantees, recommended grantees,
20 have been receiving these grants?

21 UNIDENTIFIED VOICE: These same grants?

22 MS. MAZANEC: Well, or similar. I know that, I
23 mean after the, the item we just looked at --

24 UNIDENTIFIED VOICE: Yeah.

25 MS. MAZANEC: -- Aurora school district,



1 Aurora Central has had a lot of grants --

2 UNIDENTIFIED VOICE: Yeah.

3 MS. MAZANEC: -- over the last five years.

4 UNIDENTIFIED VOICE: I'm sorry.

5 MS. MAZANEC: I just want to make sure we're
6 spreading it around a little.

7 UNIDENTIFIED VOICE: Yeah.

8 MR. SHERMAN: Absolutely. So I can -- I want
9 to go back to the other --

10 UNIDENTIFIED VOICE: Let me add one more thing
11 that might help too. These requests are based on district
12 proposals that they have given to us around which programs
13 they want to attend and how much. So --

14 UNIDENTIFIED VOICE: Right.

15 UNIDENTIFIED VOICE: -- like we didn't choose
16 who --

17 MS. MAZANEC: Oh, I understand.

18 UNIDENTIFIED VOICE: -- and how many and which
19 ones --

20 UNIDENTIFIED VOICE: Yeah.

21 UNIDENTIFIED VOICE: -- like they -- they
22 selected this based on their proposals and we're
23 recommending funding.

24 MS. MAZANEC: And so, are we providing what
25 they asked for in all cases I mean?



1 MR. SHERMAN: Yes. And I mean in all cases
2 we're, we're not funding -- we haven't -- we didn't fund the
3 entire amount that was asked for, for a variety of reasons.
4 But we, but in terms of the programs that they selected the
5 way this grant program is set up is that, we encourage them
6 and we, we facilitate conversations between the providers
7 and interested districts, because we want them to be able to
8 select what they apply for.

9 MS. MAZANEC: Okay.

10 MR. SHERMAN: Yeah.

11 MS. MAZANEC: But basically, this is an award
12 of what they asked for.

13 MR. SHERMAN: Yes. Yeah, I think in large
14 part, absolutely.

15 UNIDENTIFIED VOICE: And to your concern
16 about, are we spreading it around. We were able to fund,
17 everybody that was eligible for the grant that applied was
18 funded this year.

19 MS. MAZANEC: It was just that one charter --

20 UNIDENTIFIED VOICE: It was just one school
21 wasn't actually eligible, so. Because this grant is really
22 is specific to priority improvement and turnaround and
23 that's why you see that some of these with a lot of the same
24 grants because we do try and prioritize resources for those
25 schools and districts that are struggling.



1 MS. MAZANEC: Okay.

2 MR. SHERMAN: Would, would you like me to walk
3 through each of the districts and what they're participating
4 in?

5 MS. MAZANEC: No.

6 UNIDENTIFIED VOICE: No.

7 UNIDENTIFIED VOICE: No. Okay.

8 UNIDENTIFIED VOICE: We can send that to you,
9 if you like.

10 MS. MAZANEC: I just wanted you to have to
11 look for it.

12 UNIDENTIFIED VOICE: Just to make sure we have
13 it.

14 MS. MAZANEC: It's all a set up.

15 MR. SHERMAN: Thank you for the exercise. This
16 is my colleague, Toni Amos (ph) and she -- thank you for
17 helping.

18 MS. MAZANEC: Good job.

19 MS. FLORES: Mr. Sherman, I do want to ask
20 you, may I, about Denver public schools. I'm impressed;
21 68,000 for 29 participants. That's incredible. Who are they
22 working with?

23 MR. SHERMAN: The Denver public school
24 application was for some of the work with DU, with
25 University of Denver. And it's, you'll note that they and a



1 couple of the other applicants, DU can, one of their
2 programs and one of their offerings is really to come in and
3 do more professional development with groups of people. And
4 so the numbers are quite a bit higher than they are and at
5 some of the other programs.

6 UNIDENTIFIED VOICE: Yeah, that was -- so,
7 when you say in order to be eligible you have to be in
8 priority improvement or turnaround that year?

9 MR. SHERMAN: Yes, at the time of the
10 application.

11 UNIDENTIFIED VOICE: At the time of the
12 application.

13 MR. SHERMAN: Yes.

14 UNIDENTIFIED VOICE: So, a district that just
15 pops into that category to be very proactive might, in fact,
16 early on seek this kind of help before they get to year four
17 and five?

18 MR. SHERMAN: Yes. This application was
19 released in January, I believe and so we wait until the
20 performance frameworks are, are approved.

21 UNIDENTIFIED VOICE: Board Member Rankin.

22 MS. RANKIN: Thank you madam chair. So we have
23 CDE EFT of \$100,000. Can you explain that?

24 MR. SHERMAN: Sure. The statute was developed
25 in a way that they allowed up to \$100,000 to go towards the



1 administration costs of, of managing this grant and
2 implementing the grant. And so, those funds go toward a
3 salary for our staff. For, some, for myself, for Tommie and
4 for a couple of other folks on our staff that support the
5 work that, to generate all of this.

6 MS. MAZANEC: Thank you, Mr. Sherman. I move
7 to approve the recommended districts and schools for funding
8 for the School Turnaround Leaders Development Grant Program.

9 MADAM CHAIR: It's a proper motion. Do I have
10 a second?

11 UNIDENTIFIED VOICE: Second.

12 UNIDENTIFIED VOICE: Any objections? Done.
13 Thank you.

14 UNIDENTIFIED VOICE: Thank you very much.

15 UNIDENTIFIED VOICE: Thank you folks.

16 MADAM CHAIR: Thank you. You know you look
17 just lovely between my roses.

18 MR. SHERMAN: With the rose.

19 UNIDENTIFIED VOICE: I know.

20 MR. SHERMAN: Thank you.

21 UNIDENTIFIED VOICE: You need to do this every
22 meeting.

23 UNIDENTIFIED VOICE: I know.

24 MADAM CHAIR: Serious expectations. What? All
25 right, we are now at 15.01. Accountability recommendations



1 concerning Montezuma -- Cortez School District. You're going
2 to be making a phone call. Go, go.

3 UNIDENTIFIED VOICE: Welcome to the meeting.

4 MADAM CHAIR: I'm only five minutes off. Oh, I
5 know it may -- we talked this long but their -- their
6 presentations were shorter. Are we there? Haukeness? Is that
7 (indiscernible). It's been serious cleaning day for the
8 nerves.

9 SUPERINTENDENT HAUKENESS: Hello?

10 MADAM CHAIR: Hi.

11 UNIDENTIFIED VOICE: I have Superintendent
12 Haukeness?

13 SUPERINTENDENT HAUKENESS: Yes. Good
14 afternoon.

15 UNIDENTIFIED VOICE: Good afternoon.

16 UNIDENTIFIED VOICE: Welcome to the board
17 meeting.

18 SUPERINTENDENT HAUKENESS: Thank you.

19 UNIDENTIFIED VOICE: Can you hear well?

20 SUPERINTENDENT HAUKENESS: I can barely hear
21 you, but I believe I can make it out.

22 MADAM CHAIR: It will help if I talk into the
23 microphone. Sorry, very sorry. The board -- the state board
24 will now consider and adopt a written final determination
25 for the accountability recommendation concerning Montezuma



1 Cortez School District Re -- 1, case number 17 -- AR01.
2 Public testimony will not be heard at this time. However
3 Department Staff, Montezuma Cortez staff, and legal counsel
4 are available to answer any final questions that you may
5 have, commissioner.

6 UNIDENTIFIED VOICE: Yes, thank you, Madam
7 Chair. At this point, we just welcome any questions because
8 no public testimony and we have, as instructed, worked with
9 the district and our attorneys to draft this determination
10 for your review.

11 UNIDENTIFIED VOICE: Colleagues, any comments,
12 questions, concerns? Dr. Haukeness?

13 SUPERINTENDENT HAUKENESS: Yes.

14 UNIDENTIFIED VOICE: Did you want to speak?

15 SUPERINTENDENT HAUKENESS: No, I thought you
16 were calling my name. I apologize.

17 MADAM CHAIR: So, do you wish to read the
18 agreement?

19 UNIDENTIFIED VOICE: I don't think so. I think
20 --

21 MADAM CHAIR: Not the agree -- I'm sorry I
22 didn't mean the agreement, the order -- the order portion,
23 just the order because I think we were going to make a small
24 change to the order also, am I right? No, there's a --
25 there's a -- there's a portion.



1 UNIDENTIFIED VOICE: It's for both.

2 MADAM CHAIR: It's for both. Do you want me to
3 read it?

4 UNIDENTIFIED VOICE: I'm --

5 UNIDENTIFIED VOICE: The order is what, six
6 page, seven pages?

7 MADAM CHAIR: No, it's starts on page seven,
8 so it's only one page.

9 UNIDENTIFIED VOICE: I'm happy to read the
10 order if you'd like.

11 UNIDENTIFIED VOICE: Yep. Do you have the
12 cross out?

13 UNIDENTIFIED VOICE: No, I don't and did, do
14 you want me to read it?

15 UNIDENTIFIED VOICE: Do you want me to read
16 it?

17 MADAM CHAIR: That would be great, Ms.
18 Cordial. Thank you.

19 MS. CORDIAL: Do you want me to read it from
20 the start?

21 MADAM CHAIR: No, from page -- no page -- yes
22 from the start, wherefore.

23 MS. CORDIAL: Wherefore, the state board here
24 -- hereby removes the accreditation of Montezuma Cortez Re -
25 - 1. However, such removal is suspended in stay pending,



1 stay pending the district's implementation of the below
2 listed actions. Therefore, subject to constitutional
3 limitations. A. Montezuma Cortez shall implement the pathway
4 -- pathways proposal subsequently as filed by the state
5 board on February 10th, 2017. B. The terms and conditions of
6 this determination and order shall be incorporated by -- by
7 reinforce in the accreditation and contract issued by --
8 sorry reference in the accreditation contract issued by
9 Montezuma Cortez RE 1 for the 16 -- 17 --

10 UNIDENTIFIED VOICE: 17 -- 18 busy.

11 MS. CORDIAL: 17 -- 18 what did I say?

12 UNIDENTIFIED VOICE: 16 -- 17.

13 MS. CORDIAL: Sorry, 17 and 18 school year. C.
14 If Montezuma Cortez improves its accreditation rating to
15 accredited with improvement plan or higher, this order will
16 automatically terminate. D. In the event Monte -- Montezuma
17 Cortez fails to implement its two year pathway proposal, or
18 if according to the 2019 performance framework, the district
19 remains rated as accredit -- accredited with priority
20 improvement or turnaround, the state board may take further
21 action as permitted by law.

22 And then, striking through the rest of that
23 sentence and picking back up with this may include gathering
24 new recommendations from the state review panel and the
25 commissioner. Montezuma Cortez RE -- 1 remains accredited



1 with priority improvement plan during the implementation of
2 these actions or until another rating is determined.

3 MADAM CHAIR: Thank you. Are we ready for a
4 motion?

5 UNIDENTIFIED VOICE: Good?

6 UNIDENTIFIED VOICE: Yeah, good.

7 UNIDENTIFIED VOICE: Thank you, Madam Chair. I
8 move to approve a final written determination as proposed by
9 the department and district to direct Montezuma Cortez to
10 implement its pathway proposal for an external management
11 partnership as filed with the state board on February 10th,
12 2017.

13 UNIDENTIFIED VOICE: I second that.

14 MADAM CHAIR: Thank you. Go ahead.

15 UNIDENTIFIED VOICE: Point of clarification
16 there, I think we need to make it clear for the record that
17 we'd be adopting the order as read with the struck out
18 portion as opposed to just saying that the order submitted
19 by the district.

20 UNIDENTIFIED VOICE: Yeah, if we could.

21 MS. MAZANEC: I move to approve the final
22 written determination as proposed by the department and
23 district with the strikeouts included as read today to
24 direct Montezuma Cortez to implement its pathway proposal
25 for an external management partnership as filed with the



1 state board on February 10th, 2017.

2 MADAM CHAIR: Seconded by -- .

3 MS. FLORES: Second.

4 MADAM CHAIR: -- Board member Flores. Thank
5 you. Are there any objections, colleagues? All right. That's
6 passed unanimously. Ms. Harkness, thank you for joining us.
7 Congratulations and best wishes.

8 SUPERINTENDENT HAUKENESS: I'd like to thank
9 the State Board for the confidence in our pathway plan and I
10 look forward to providing progress as we move our district
11 forward. So, thank you very much.

12 UNIDENTIFIED VOICE: Thank you, bye bye.

13 UNIDENTIFIED VOICE: Thank you.

14 MADAM CHAIR: Are you ready? State board will
15 now consider and adopt a written final determination for the
16 accountability recommendation concerning Julesburg School
17 District Re -- 1, case number 17 -- AR02. Public testimony
18 will not be heard at this time. However, department staff,
19 Julesburg district staff, and legal counsel are available to
20 answer any final questions that you may have. Commissioner.

21 UNIDENTIFIED VOICE: Yes, thank you. This one
22 is just slightly different in that we have provided a
23 version A and a version B to you all per your discussion at
24 the hearing around how you want to reinstate the
25 accreditation rating and so I will turn it over to Alyssa



1 Pearson to make that clarification of how they're different.

2 MS. PEARSON: Thank you. So, there is two
3 versions of the accreditation of the written determination
4 that we have for you all today. The superintendent from
5 Julesburg is on his way I think when we thought we were
6 running late. He -- .

7 UNIDENTIFIED VOICE: Took a pause.

8 MS. PEARSON: We said, we don't think, he'll
9 be here till later and so he's on his way. So, I just want
10 to be mindful but I think we just need to keep moving. We
11 don't really have anything else we can fit in do we?

12 UNIDENTIFIED VOICE: We could take the two
13 disciplinary matters.

14 UNIDENTIFIED VOICE: Let's do that.

15 MS. PEARSON: Is that okay? I think he's
16 making the -- the trip all the way here for that so I would
17 love to wait. Okay, thank you and I appreciate that.

18 UNIDENTIFIED VOICE: Absolutely.

19 UNIDENTIFIED VOICE: So we'll take a pause on
20 this one.

21 UNIDENTIFIED VOICE: So, sorry folks but yes
22 we're going to pause on this one and go to 16 -- 16.02

23 UNIDENTIFIED VOICE: Oh yes, 16.02.

24 MADAM CHAIR: The next few items on the agenda
25 are consideration of disciplinary matters. The first is



1 disciplinary proceeding concerning an application charge
2 number 2016 EC 155. Is there a motion? Board member Rankin?

3 MS. RANKIN: Concerning disciplinary
4 proceedings, concerning an application charge number 2016 EC
5 155, I move to issue a notice of denial and appeal the
6 rights to the applicant -- is that the right word?

7 UNIDENTIFIED VOICE: Uh -- huh.

8 MS. RANKIN: The applicant pursuant to Section
9 24 -- 4 -- 104(4)(a) CRS.

10 MADAM CHAIR: It's a proper motion, is there a
11 second? (Pause) No, you did right. Do I get a second?

12 UNIDENTIFIED VOICE: Second.

13 MADAM CHAIR: Thank you. Ms. Cordial.

14 MS. CORDIAL: Board member Durham?

15 MR. DURHAM: Aye.

16 MS. CORDIAL: I think you want no.

17 MS. MAZANEC: No, no, no, no board member
18 Durham, that's the wrong vote. You didn't mean that, trust
19 me.

20 MS. MCCLELLAN: Can I ask a quick question?

21 MADAM CHAIR: You may.

22 MS. MCCLELLAN: As a point of clarification,
23 if we wanted to indicate sympathy and -- if we wanted to
24 indicate a sympathetic position for this applicant, we would
25 vote no on this motion. Am I correct?



1 MS. CORDIAL: That is correct.

2 MS. MCCLELLAN: Thank you.

3 MS. MAZANEC: That is correct. Somebody call
4 the roll again.

5 MS. CORDIAL: Board member Durham said no.
6 Board member Flores?

7 MS. FLORES: No.

8 MS. CORDIAL: Board member Goff?

9 MS. GOFF: No.

10 MS. CORDIAL: Board member Mazanec?

11 MS. MAZANEC: No.

12 MS. CORDIAL: Board member McClellan?

13 MS. MCCLELLAN: No.

14 MS. CORDIAL: Board member Rankin?

15 MS. RANKIN: No.

16 MS. CORDIAL: Board member Schroeder?

17 MADAM CHAIR: No.

18 MS. CORDIAL: Wonderful, that motion fails.

19 MADAM CHAIR: 16.04, next is disciplinary
20 proceedings concerning an application charge number 2016 EC
21 1165. Is there a motion?

22 MS. MAZANEC: 1165.

23 MADAM CHAIR: Board member Rankin?

24 MS. MAZANEC: Madam Chair, concerning
25 disciplinary proceedings concerning the application charge



1 number 2016 EC 1165, I move to issue a notice of denial and
2 appeal rights to the applicant pursuant to Section 24 -- 4 -
3 - 104(4)(a) CRS.

4 MADAM CHAIR: That's a proper motion. Is there
5 a second?

6 UNIDENTIFIED VOICE: Second.

7 MADAM CHAIR: Thank you. Mr. Durham are you,
8 are you in on this one?

9 MR. DURHAM: Yes ma'am.

10 UNIDENTIFIED VOICE: Oh gosh.

11 MADAM CHAIR: There's a motion before. Ms.
12 Cordial?

13 MS. CORDIAL: Board member Durham?

14 MR. DURHAM: Yes?

15 MS. CORDIAL: No.

16 MR. DURHAM: No.

17 MS. CORDIAL: Board member Flores?

18 MS. FLORES: No.

19 MS. CORDIAL: Board member Flores?

20 MS. FLORES: No.

21 MS. CORDIAL: Board member Goff?

22 MS. GOFF: No.

23 MS. CORDIAL: Board member Mazanec?

24 MS. MAZANEC: No.

25 MS. CORDIAL: Board member McClellan?



1 MS. MCCLELLAN: No.

2 MS. CORDIAL: Board member Rankin?

3 MS. RANKIN: No.

4 MS. CORDIAL: Board member Schroeder?

5 MADAM CHAIR: No.

6 MS. CORDIAL: Thank you.

7 MADAM CHAIR: Do we go to legislative matters?

8 MS. MAZANEC: I don't think so. I don't see

9 her.

10 UNIDENTIFIED VOICE: I just texted her to say

11 that --

12 MADAM CHAIR: Oh, Mel's not here either. How

13 did we get ahead of schedule?

14 MR. DURHAM: We can do reports or something.

15 MADAM CHAIR: That's tomorrow but --

16 MR. DURHAM: We can do reports. Somebody will

17 volunteer to give a report.

18 MADAM CHAIR: We're going to run in trouble

19 with public participation.

20 MR. DURHAM: At 5:00?

21 MADAM CHAIR: Thirty. We told them 5:30.

22 MS. MAZANEC: Or we could get another cookie.

23 MR. DURHAM: Well, then maybe it's all right

24 around here.

25 UNIDENTIFIED VOICE: Some do know to come at



1 like 5:00.

2 MADAM CHAIR: Pardon?

3 UNIDENTIFIED VOICE: Some were planning to
4 come at 5:00, in anticipation so.

5 MADAM CHAIR: Good. Good

6 MS. MAZANEC: Really?

7 MADAM CHAIR: All right. Folks, do you want to
8 do -- this is for, on the agenda for tomorrow, but do you
9 want to do board reports?

10 UNIDENTIFIED VOICE: I'm prepared.

11 MADAM CHAIR: You're not prepared?

12 MS. MAZANEC: It's in my notebook and because
13 I just brought today's --

14 MADAM CHAIR: Right. Right. Right.

15 MS. MAZANEC: It's in the notebook.

16 MADAM CHAIR: Do we have a guess how much
17 longer we're going to be --

18 MS. MAZANEC: How could I have lost --

19 MADAM CHAIR: You have a long report? All
20 right. Board member McClellan, just give us a report and
21 we'll get into it tomorrow.

22 MS. MCCLELLAN: All right, we'll get my report
23 out of the way. I'll try to make it really entertaining
24 maybe inject some humor. I'm just kidding, it's not funny.

25 MS. MAZANEC: But look, you made us laugh.



1 MS. MCCLELLAN: I'm really funny but looks
2 aren't everything. So, I really appreciated attending the
3 department's district and school awards for excellence. I
4 also had the pleasure of meeting with principal Leon Lundie
5 and assistant principal Alicia Pray at Overland High School
6 and they dialogued with me about their thoughts on ESA And
7 that was fruitful and I appreciate them taking the time at
8 Overland to meet with me.

9 I met with community members in Aurora about
10 their hopes and concerns for their schools and their
11 community. And then I wanted to thank the staff again for
12 taking time this month to help me get up to speed with some
13 questions and in particular Melissa Colsman was very helpful
14 in helping me to prepare for a meeting at the invitation of
15 Congressman Coffman who shares my district.

16 The members of the Sikh community contacted
17 him with their concerns and their desire to be included in
18 the academic standards review so that their input could be
19 considered. And so, we had a fruitful meeting on the 25th
20 and obviously, you saw them attend today during public
21 comment. And then I hope I didn't just dream this, but I
22 think I remember that we had a board member library maybe in
23 our break room? Do I --

24 MS. MAZANEC: We just started one.

25 MS. MCCLELLAN: We just started one. Thank



1 you. Thank you. Because everybody else looked at me and
2 said, "What are you talking about?" So, yes, we have a board
3 member library in the break room.

4 UNIDENTIFIED VOICE: This is the second book.

5 MS. MCCLELLAN: Yes. Oh, is it really? Is it
6 the second book?

7 MS. MAZANEC: Yeah, third.

8 UNIDENTIFIED VOICE: Well, technically third
9 because we've got two but the second time we're --

10 MS. MCCLELLAN: The second time we're
11 including. Oh, yes our -- That's right, our award -- winner,
12 our teacher of the year.

13 UNIDENTIFIED VOICE: We've got a whole check -
14 - out system and everything.

15 MS. MAZANEC: They've both been checked out.

16 MADAM CHAIR: No, I only checked out one. I
17 returned it. Don't worry, I returned it.

18 MS. MCCLELLAN: Well, I have -- in addition to
19 the books that I put at every board member's station this
20 morning. If you're wondering who the Easter Bunny was, that
21 was me who put those books out. Those were a gift from
22 members of the Sikh community and those...The boy with the
23 long hair.

24 Those are materials that they like to share
25 with students so each of you has a copy. And then they gave



1 me this book, "The Sikh Religion" by Max Arthur Macauliffe.
2 So, I will include this in our board library. And if you
3 want to learn a little bit more about their religion, this
4 book will be there for you in the board library. Thank you
5 so much.

6 MADAM CHAIR: Thank you very much. And we now
7 have the arrival of our superintendent from Julesburg. So,
8 let's go back to 15.02 please. And I forgot when we were.
9 Oh, do we have any questions about the -- Ms. Pearson you
10 were about to say --

11 MS. PEARSON: I was going to talk about the
12 two versions, if that's okay. So, there's two versions of
13 the written determinations for you all today because there's
14 a decision in front of you in terms of -- As we talked about
15 last time, if you remove the middle school online data from
16 the district's performance framework, if you redid those
17 calculations pretending the middle school wasn't there,
18 since the middle school's been closed, the district would
19 earn an impro -- accredited with improvement plan low
20 participation rating.

21 That's what it would come out to be. So, in
22 front of you today is the same exact written determination
23 except one says you would change their rating to improvement
24 plan and the other one says keep it as it is until they earn
25 their way off. So, that -- that is a decision in front of



1 you today. So, Version A is the version with change the
2 rating. Version B is more similar to the language that was
3 in the Cortez determination, keeping it as it is, until the
4 district earns a different rating.

5 MADAM CHAIR: Before we begin, could I please
6 ask our legal counsel to share with us the concerns about
7 making the decision about changing the accreditation at this
8 time as opposed to some time when we have an opportunity to
9 discuss broadly how we should handle changes in
10 accreditation after these hearings.

11 MR. EHNES: Just to speak to you generally, I
12 think --

13 MADAM CHAIR: Into your, into your -- Please.

14 MR. EHNES: Sorry. A little bit closer. Just
15 to speak to the issue broadly, there's the question of when
16 in time that the board would want to look at the
17 accreditation score and th -- then make that determination
18 that essentially, that the district is back to a certain
19 level. When we're talking about when that point should be,
20 just by statute, I think that we're looking at that... It
21 isn't specified, but that being said, I think that it's
22 important when the board makes that decision that as much
23 information as possible in front of it and that the parties,
24 should that determination be ensure that the d --
25 determination of the accreditation levels should that be



1 disputed, that the both parties, whether it be the district
2 or the department, they have an opportunity to submit
3 information about that and not be done in a hasty fashion.
4 So, to that -- to that end I think that review of the score
5 and changing the score should be done at a later point in
6 time as opposed to by aut -- operation or automatically
7 answer.

8 MADAM CHAIR: Okay, thank you. Comments
9 colleagues?

10 UNIDENTIFIED VOICE: So, then the second would
11 be effective?

12 MS. MCCLELLAN: Right.

13 MADAM CHAIR: Do you have a comment board
14 member McClellan?

15 MS. MCCLELLAN: Maybe not.

16 MADAM CHAIR: Maybe not? In that case, may I
17 have a motion please?

18 UNIDENTIFIED VOICE: I move to approve the
19 final written determination version B as proposed by the
20 department and district for closure of the Destinations
21 Career Academy Middle School.

22 MADAM CHAIR: Is there a second.

23 UNIDENTIFIED VOICE: I second.

24 MADAM CHAIR: Yeah and I --

25 MR. DURHAM: I've signed correctly.



1 MADAM CHAIR: Yes. We didn't read it but do we
2 want to?

3 MR. DURHAM: I'm sorry. What was -- that's not
4 correct. It's not recommended by the district version B,
5 version A.

6 MADAM CHAIR: What? Oh, version -- yes.

7 MR. DURHAM: I think they agreed -- Madam
8 Chair could I have just a second to make one comment?

9 MADAM CHAIR: I don't know. Do we? We're not -
10 - it says we're not supposed to hear a testimony.

11 UNIDENTIFIED VOICE: And correct me if I'm
12 wrong, this morning I believe that before this meeting, we
13 invited the district to come in if they wanted to offer any
14 information. However, I do understand that it's listed in
15 the order and also within the rule that questions will only
16 be answered by the department and the legal counsel, but
17 I'll leave to the board to make that determination.

18 UNIDENTIFIED VOICE: Did you -- did you say
19 that the district was invited to make comment?

20 UNIDENTIFIED VOICE: That -- that's my
21 understanding from our speaking in this courtroom.

22 UNIDENTIFIED VOICE: So, it would be okay for
23 --

24 MADAM CHAIR: You had invited them? You
25 invited them to our party?



1 UNIDENTIFIED VOICE: I thought we all invited
2 them?

3 UNIDENTIFIED VOICE: Yeah.

4 MADAM CHAIR: So, I think we need to take a
5 five -- minute break. Get the wording right on this motion,
6 if you don't mind please.

7 UNIDENTIFIED VOICE: Okay.

8 UNIDENTIFIED VOICE: Is he allowed to make his
9 comment though?

10 MADAM CHAIR: Well, let's just wait, let's
11 just get the -- . Mr. Durham you have questions?

12 MR. DURHAM: Thank you, Madam Chair. Yes. I
13 have some questions as a staff relating to the closure of
14 the -- the of the middle school. Is my -- in my
15 understanding correct that Julesburg did appeal that rating
16 or could have appealed that rating based on attendance, one
17 of the -- participation rates, I'm sorry in the testing.

18 UNIDENTIFIED VOICE: So, Julesburg appealed
19 their rating for -- they asked for an improvement rating.
20 They asked for the higher rating --

21 MR. DURHAM: Right.

22 UNIDENTIFIED VOICE: -- for the school and
23 the district.

24 MR. DURHAM: Then it was close, right?

25 UNIDENTIFIED VOICE: Close to the --



1 MR. DURHAM: I mean, this is, this is the
2 borderline. I mean, all of the district is -- is at least
3 improvement or better with the exception of the middle
4 school -- with the exception of the middle school, the
5 online middle school.

6 UNIDENTIFIED VOICE: That online middle
7 school. I'm sorry that it.

8 MADAM CHAIR: I'm still pushing data for the
9 brick and mortar schools for the past school year. So, they
10 only had data on the online school.

11 MR. DURHAM: So theirs was insufficient?

12 MADAM CHAIR: Correct, but they, they had
13 previously, in prior years been at performance for the brick
14 and mortar.

15 UNIDENTIFIED VOICE: And then I believe it
16 had.

17 MR. DURHAM: At performance, so it was a
18 pretty good rate.

19 MADAM CHAIR: The it was just at green and
20 good rate.

21 MR. DURHAM: Right. Right.

22 UNIDENTIFIED VOICE: When we split out and you
23 guys correct me it's probably in here, the middle and the
24 high school, the middle was at turnaround and the high
25 school was at improvement for the, for the online school.



1 MR. DURHAM: For the online. So, you -- you
2 can't judge the whole program as being -- as being flawed.
3 So, they may not --

4 UNIDENTIFIED VOICE: Exactly right.

5 MR. DURHAM: So, did we inquire as to what
6 other potential causes there could have been for the
7 disparate result between the high school and the -- and the
8 middle school and could that have been opted out?

9 UNIDENTIFIED VOICE: I think there was pretty
10 even numbers of non-participation both at the middle and
11 high school. When we've talked with that district and the
12 school staff, they've talked about the online model and the
13 ability to best serve students at different ages, and that
14 middle school age students are harder to serve just in terms
15 of that independence and initiative that students may have
16 at that age compared to the high school student. Did I --
17 can I capture?

18 MR. DURHAM: Yeah and I would just end with --
19 .

20 UNIDENTIFIED VOICE: I think we appreciate
21 your being here, but I don't -- we have a little internal
22 problem about opening this beyond staff and so --

23 MR. DURHAM: Okay.

24 UNIDENTIFIED VOICE: I just -- I don't know
25 that is appropriate. So, I'll try and draw the answers out



1 staff on.

2 MR. DURHAM: Okay.

3 UNIDENTIFIED VOICE: So, there -- there are
4 none of these middle school students at the online school
5 are not there because they don't want to be there. They've
6 all opted in. Correct? They've all opted in meaning it's a
7 choice.

8 UNIDENTIFIED VOICE: To the school?

9 MR. DURHAM: Yes. Correct.

10 UNIDENTIFIED VOICE: I think as much as their
11 parents enrolled them in the school. Yes.

12 MR. DURHAM: So we're -- so the, the closure
13 is saving people from themselves and their own decisions.

14 UNIDENTIFIED VOICE: I see what you're saying
15 that, yeah, the families shouldn't have made that choice to
16 be at school.

17 MR. DURHAM: Correct. So, so we -- we -- it
18 was an easy solution for everyone. For the department to
19 recommend and the District to acquiesce to the closure of
20 the middle school as a -- as a way really to solve a problem
21 with perhaps not paying as much attention as we could have
22 to the needs and desires and wants of the students who are
23 enrolled there at the junior high, who now must do something
24 else.

25 And in some respects isn't our job to try and



1 improve schools rather than -- rather than close them. And
2 that seems to be the preference generally that I've seen,
3 but was it just too easy here to say we all -- we all having
4 a simple way out. Let's all take this easy way out. Let's
5 close this middle school.

6 UNIDENTIFIED VOICE: I think that we are --
7 our goal with this process is to work with the schools and
8 the districts to figure out where -- what they believe is
9 the best path forward in order to help best meet the student
10 needs. So, in conversations with the district that seemed
11 the best path forward. Coming from them to best meet student
12 needs. We looked, we found higher performing online middle
13 schools that students could attend. So that, we wouldn't
14 know that there was choices for students across the State,
15 where they could hopefully get more students in those
16 schools have had better outcomes and are showing better
17 performance.

18 Turnaround is really hard work. And I think
19 unless there is buy -- in from the school and the district
20 and they want to go dig in and do that work it is hard for
21 somebody else to say, you will do this. And so, when you get
22 a recommendation coming from the district too, for that
23 pathway, make sense to us to do that there. When we knew
24 that we had other options for kids.

25 MR. DURHAM: So made it somewhat easier



1 choice. Would, would -- how would staff view the idea that
2 one way or the other this district will be off the clock if
3 the middle school's closed, I think it's a question of
4 timing, correct? That we're debating or we'll debate here
5 shortly.

6 UNIDENTIFIED VOICE: I think it's very clear
7 that with the 2016 data, the districts would have been off
8 the clock if the middle school data wasn't included. I can't
9 tell you what the performance is going to be this coming
10 year. I don't know that yet. So, I can't guarantee you that
11 the numbers will work out the same way this coming fall.

12 MR. DURHAM: Let's -- let's presume if they
13 did, would the staff have any objection to -- to allowing
14 the district to add the middle school program back in?

15 UNIDENTIFIED VOICE: I don't know that, we can
16 make that -- I don't think that's our authority to decide
17 whether they can reopen. It's clearly not --

18 MR. DURHAM: But you can -- you would make a
19 recommendation if there were such a request, I presume?

20 UNIDENTIFIED VOICE: I think -- so you -- are
21 you saying that if the district came off the clock based on
22 17 data with the middle school included?

23 MR. DURHAM: No, they will -- the middle. I
24 guess there will be data from the middle school.

25 UNIDENTIFIED VOICE: There will be data from



1 the middle school this year. So, I want to talk about that,
2 but let me answer your question first. If the district came
3 off the clock with the middle school included and then the
4 district said we want to reopen our middle school program, I
5 don't think that there's anything any authority for CDE to
6 say no to that.

7 MR. DURHAM: So -- so, if they were off the
8 clock and I don't know -- so we don't expect -- as usual, we
9 don't expect the results in June, correct? So we won't -- we
10 won't know --

11 UNIDENTIFIED VOICE: We will know hopefully in
12 August. We'll have the preliminary focus.

13 MR. DURHAM: So we, we hope to do better than
14 we did this year which was --

15 UNIDENTIFIED VOICE: Yes. Absolutely.

16 MR. DURHAM: -- trying to remember when it
17 was but it was --

18 UNIDENTIFIED VOICE: The district got the
19 preliminary at the beginning of October.

20 MR. DURHAM: October.

21 UNIDENTIFIED VOICE: So, hopefully we'll have
22 those in the office this year.

23 MR. DURHAM: So, even though they may turn out
24 to be off the clock, it's certainly possible with the June,
25 I mean, with the August data would -- would really be too



1 late for them to offer that program this year. In some
2 respects is -- is this agreement a little premature and
3 would it be better to have another years down in your
4 judgment?

5 UNIDENTIFIED VOICE: I think that's up to you
6 all. I mean, I think you have six years of performance from
7 our data on the school. So, if you want to give another
8 year, but you do need to direct an action for the district
9 and for the school.

10 MR. DURHAM: Yes. I'm aware of that.

11 UNIDENTIFIED VOICE: And then let me just
12 clarify one other point, if that's okay. If -- if the
13 district with the middle school is still on the clock, still
14 receives the priority improvement rating come this August,
15 what we have done in the past and we'll clearly do again
16 this year is because the district and the school will be
17 closed.

18 We would go through the request to reconsider
19 process, remove the middle school data from the district's
20 rating and give -- and from the school's rating and give
21 them the rating based upon the results without the middle
22 school and we have done that in the past with Vilas and with
23 Kifle when they closed their low performing online schools.

24 MR. DURHAM: So, that's the precedent then.

25 UNIDENTIFIED VOICE: The precedent is with the



1 request to reconsider process when we have done that before.

2 MR. DURHAM: When you go back through the
3 request for reconsider process this year and perhaps
4 describe those appeals don't reach this board, is that
5 correct?

6 UNIDENTIFIED VOICE: The school level when it
7 comes to you as you are a science school plan types. So, you
8 approve the recommendations we make on the schools, but the
9 commissioner assigns district accreditation meetings. If a
10 district does not like the district accreditation rating in
11 our decision around that, they can appeal that to you all if
12 their priority improvement are a turnaround.

13 MR. DURHAM: So, the district did not elect to
14 appeal in this effect.

15 MADAM CHAIR: Board member McClellan. Oh I
16 thought you had -- .

17 MS. MCCLELLAN: I thought I did, too. It took
18 another turn.

19 MADAM CHAIR: Any other?

20 UNIDENTIFIED VOICE: Did we read the motion?

21 MADAM CHAIR: No, we're working on the motion.

22 UNIDENTIFIED VOICE: We have the motion now.

23 MADAM CHAIR: Sorry, ma'am, go for it.

24 UNIDENTIFIED VOICE: I hope it is the right
25 one.



1 MS. MAZANEC: I move to approve the final
2 written determination amended version B, which is closure of
3 the destination's career academy middle school, with the
4 amended paragraph D. Striking out the language beginning
5 with the word including until the end of the sentence and I
6 can read paragraph D without that -- with the strike through
7 there. Paragraph D will now state, "In the event Julesburg's
8 school district Aarial one, fails to implement its pathway
9 proposal, the State board may take further action as
10 permitted by law."

11 MADAM CHAIR: Can we have a second?

12 MS. FLORES: I second.

13 MADAM CHAIR: Thank you Ms. Flores. Board
14 member McClellan.

15 MS. MCCLELLAN: And just for the record I --
16 as a point of clarification, I just wanted to clarify that
17 this motion does not have the effect of immediately raising
18 the district's accreditation rating. Am I correct?

19 MADAM CHAIR: That is correct.

20 MS. MAZANEC: That is correct.

21 MADAM CHAIR: Thank you. But, we will discuss
22 this probably I would guess maybe in June to talk about all
23 of the turnaround meetings that we have and what we believe
24 should be the appropriate action at that point. By that
25 time, the districts will have hopefully followed or begun to



1 follow the instructions and there may be opportunities for
2 us to make some immediate changes. So it's not off for
3 another year.

4 MR. DURHAM: So the --

5 MADAM CHAIR: Board member Durham.

6 MR. DURHAM: -- so the -- the theory is that
7 -- that the accreditation rating may be in fact reconsidered
8 by this board in June. That is the statement that -- .

9 MADAM CHAIR: Yes.

10 MR. DURHAM: The statement that you are --

11 MADAM CHAIR: I think that's what we talked
12 about. We may -- we may feel that we need set some rules. In
13 other words we want to have some consistency across all 12
14 schools and five districts. Some of this quite honestly is a
15 learning opportunity for us to, as we're going through this
16 process. We want be as fair and consistent as possible. Do
17 you have a question? Board member Mazanec?

18 MS. MAZANEC: We'll have gone through all of
19 them.

20 MADAM CHAIR: At the end of all the hearings.
21 Yes, at the end of all hearings. It wasn't very clear there,
22 sorry. I pray that's in June. Board member Goff, please.

23 MS. GOFF: So is the goal for June to -- to
24 have something consistent in place. Or do we -- are we
25 looking at dealing with all of them on a case by case? I



1 mean, I'm having trouble distinguishing between a hearing or
2 the list, each one addressed and considered and the word
3 consistent.

4 MADAM CHAIR: I'm not thinking about a
5 hearing, another hearing.

6 MS. GOFF: No.

7 MADAM CHAIR: I'm sorry.

8 MS. GOFF: We're going to have had several
9 hearings by that point. Now what is the goal for June?
10 What's that -- what are you talking about as far as -- .

11 MADAM CHAIR: What have we learned -- .

12 MS. GOFF: -- our goal for June?

13 MADAM CHAIR: At what point should we make
14 changes to the accreditation grading as a result of the
15 hearings? Should it be immediate or should we wait until
16 August, when the next year's data is available?

17 MS. GOFF: So, do you have any and all
18 accreditation ratings that will be changed if they will be
19 same time of the year?

20 MADAM CHAIR: The issue is to seek some
21 consistency when there are changes. Sometimes there will be
22 school closures, et cetera. And right now, we're -- we're
23 just beginning to go through the process. We really want to
24 be sure that we do this well because once we make a decision
25 to change an accreditation rating, then we have set a



1 precedent.

2 MS. GOFF: I understand that we can talk about
3 this elsewhere? I'm just -- I'm just interested --
4 interested to understand what you mean by the word
5 consistent and then bring in the month of June and then
6 bring in the month of August, does that mean is something
7 definitely on the list to be happening in June, some other
8 things happen in August?

9 MADAM CHAIR: A discussion is on the agenda
10 from June as to what point, is it appropriate for us to be
11 changing the accreditation ratings as a result of these
12 hearings for some of these districts? Or not? Based on
13 closure and perhaps any other changes that districts made as
14 a result of our turnaround hearings. Does that make sense?

15 MS. GOFF: It's fine for now, thank you.

16 MADAM CHAIR: Thank you.

17 MR. DURHAM: So this is the only --

18 MADAM CHAIR: So far this is the only closure.

19 MR. DURHAM: Yes. We don't know. There might
20 be others.

21 MADAM CHAIR: Right, exactly. We are just not
22 sure moving forward. And so based on recommendation from our
23 attorney, we probably in order to be sure that we don't set
24 a precedent before we've thought it through, that we're
25 going to -- to hold off until we're through these.



1 MR. DURHAM: Okay. Well, I would simply
2 observe Madam Chair that at least to this point I'm seeing a
3 trend with which I'm uncomfortable of similarly situated
4 people with similarly situated results being treated in
5 materially different fashions, based on status. And I think
6 it's -- we're going to have to look more carefully at that
7 as we go forward.

8 And just the reading which was so voluminous,
9 that just last -- these last two weeks would indicate that
10 there is -- that I believe there's a real problem and one
11 that needs to be addressed in -- in a very thorough fashion
12 as we go forward. Because I think the level of disparate
13 treatment is -- could be characterized as prejudicial.

14 And so, I intend to vote no on this motion
15 and -- and to object, to -- to object to the easy solution
16 and whether it was forced on the district or whether it was
17 just an easy thing for everybody to agree to, I don't know,
18 but I certainly -- I'm certainly going to object to the --
19 to this particular closure. And if you look at the
20 performance data in some of the other schools we have seen,
21 you know this -- this looks like a success story. So, I
22 think where were going to -- it is that old adage that
23 slavish obedience to consistency is the hobgoblin small
24 minds.

25 And I don't think we should approach it. I



1 don't think we ought to approach every situation in that --
2 in that respect. But I do think that if patterns evolve that
3 are resulting in significantly disparate treatment there
4 needs to be better justification for that disparate
5 treatment than we've seen to this point.

6 MADAM CHAIR: Fair enough. Board member
7 Flores, did you have a comment?

8 FLORES: I did, but I'm sorry.

9 MADAM CHAIR: It's okay. Should we call the
10 vote please?

11 MS. CORDIAL: Board member -- board member
12 Durham?

13 MS. GOFF: Can we read the motion again,
14 please?

15 MADAM CHAIR: Oh and I'm sorry. Board member
16 Goff?

17 MS. GOFF: Do the motion again please.

18 MS. MAZANEC: Okay, I move to approve the
19 final written determination amended version B which is
20 closure of the destination career Academy Middle School with
21 the amended paragraph D, striking out the language,
22 beginning with the word including, until the end of the
23 sentence. Paragraph D now reads, "In the event Joel's school
24 district aerial one fails to implement its pathway proposal,
25 the State board may take further action as permitted by



1 law."

2 MADAM CHAIR: Thank you. And I had a second
3 somewhere.

4 MS. CORDIAL: Board member Flores.

5 MS. FLORES: I seconded.

6 MADAM CHAIR: Thank you. Would you please
7 call.

8 MS. CORDIAL: Board member Durham?

9 MR. DURHAM: No.

10 MS. CORDIAL: Board member Flores?

11 FLORES: Yes.

12 MS. CORDIAL: Board member Goff?

13 MS. GOFF: Yes.

14 MS. CORDIAL: Board member Mazanec?

15 MS. MAZANEC: No.

16 MS. CORDIAL: Board member McClellan?

17 MS. MCCLELLAN: Yes.

18 MS. CORDIAL: Board member Rankin?

19 MS. RANKIN: Yes.

20 MS. CORDIAL: Board member Schroeder?

21 MADAM CHAIR: Yes.

22 MS. CORDIAL: Thank you.

23 MADAM CHAIR: Thank you very much, thank you
24 for coming. Appreciate it.

25 UNIDENTIFIED VOICE: Where are we?



1 MADAM CHAIR: We were at legislative matters,
2 I hope.

3 MS. RANKIN: Yeah, I think you're right.

4 MADAM CHAIR: The last item on our agenda are
5 -- is the legislative update. Mrs. Mellow (ph), we'll turn
6 that over to you please. How are things across the street
7 today?

8 MS. MELLOW: Things are busy and chaotic and
9 unpredictable.

10 UNIDENTIFIED VOICE: Oh, that sounds awfully
11 familiar.

12 MS. MELLOW: Yes, so there are four weeks left
13 in session as of -- actually kind of right about this
14 moment. So, it is becoming a very hectic time over there per
15 usual. I thought I would just -- I know you haven't had a
16 long day, so I thought I would just kind of get to it. The
17 item we have on your calendar today for a decision is Senate
18 Bill 272. This is recommended as a support position for you
19 all.

20 What this -- and I'm going to give you the
21 high level, and the Misty is here to help because this is
22 actually somewhat detailed, and if you have detailed
23 questions, I'm going to need some help answering them. But
24 essentially right now under your accountability framework,
25 post workforce readiness is one of the areas that, that is



1 looked at for schools and districts. Schools and districts,
2 okay. Get corrected.

3 This attempts to give some further kind of
4 definition and options to what that means, and it
5 essentially does that by saying within the, the grad
6 guideline menu, whichever options districts have elected to
7 use as their graduation guidelines, given a standard that is
8 set by the board and I'm told by Misty that that is standard
9 you have already set, for kind of what defines success in
10 terms of that particular measure, that then within the
11 accountability system, within the PW work component, you can
12 use essentially success on that individual graduation
13 guideline for that district as another measure of success.

14 UNIDENTIFIED VOICE: You can or you must?

15 MS. MELLOW: That's a very good detailed
16 question. I'm going to read the bill right now, and you
17 know. We're going to look again. Apologies, this has been a
18 challenging one to interpret.

19 In terms of status, the bill is out of the
20 Senate Education Committee and is waiting for consideration
21 on the floor. See if there's anything else interesting, I
22 can tell you while Misty looks that up.

23 UNIDENTIFIED VOICE: So, I ask this question
24 in part because I worry a little bit about the desegregation
25 requirements, because I'm guessing that's a piece of it?



1 MS. MELLOW: I mean, just going to turn it
2 over to Misty.

3 MS. MISTY: So, looking around for Elissa as
4 well. So, what I'm reading is Including the options adopted
5 by the local school board, and may demonstrate college and
6 career readiness and additional information. So essentially,
7 is all they may -- may be familiar with. This is an option
8 of information that you could be -- that could be considered
9 a request to reconsider other information now.

10 So, this can be done on a case by case basis
11 already, and essentially this just provides that information
12 as another way for students to show or for districts and
13 schools to show post-secondary workforce readiness within
14 the framework, as a potential consideration. So similarly,
15 how matriculation was added to the framework, some
16 matriculation to higher education. It would be somewhat
17 similar, but it seems to be pretty flexible about how CDE
18 might incorporate that and provide options in districts from
19 them.

20 UNIDENTIFIED VOICE: And then we have to write
21 rules?

22 MS. MELLOW: So, it doesn't specify so much
23 that you all do the things you do under the bill in a
24 rulemaking process, but it does require the board to take
25 certain actions in terms of setting the standard for what



1 would be defined as success on a particular measure. Now, I
2 think Misty has told me that you have actually already done
3 so. So, it may not require additional work on your part. It
4 may be a way of formalizing or putting into statute some of
5 the ways you're already implementing these issues. There's
6 another way to think about it at least.

7 MS. MISTY: Yeah, I think that's well stated
8 and that the guidance that, that this body provided to
9 districts and schools around graduation guidelines, this
10 just reflects that and gives it a bit more weight.

11 UNIDENTIFIED VOICE: Remember first this is
12 just another number to provide a statement. Another number.
13 Madam Chair? Go ahead.

14 MS. MELLOW: So, Doctor (indiscernible) you
15 may remember the attendance graduation guidelines, is your
16 last students' multiple ways for reflect success and
17 readiness for the next step. So, wow, there are assessment
18 options and other things similar to that on the menu, the,
19 the pieces that we hear a lot about from districts and
20 students specifically, industry certificates, concurrent
21 enrollment, Capstone projects, you know, ways for students
22 to show success, a portfolio that may not be just a test
23 score.

24 UNIDENTIFIED VOICE: Some doesn't add all
25 those items in there, Capstone project?



1 MS. MELLOW: Well, my understanding is tha --
2 that it's, it's specific to what the district has chosen to
3 adopt as it's -- so you all have provided a -- this big of a
4 menu. Districts get to make choices from that, that
5 presumably could, could be that big or could be a portion of
6 it, and based on whatever options the district has selected
7 and the standards you will have set for each of those that
8 define success, they have X percentage of their students
9 meeting that, then that is presumably to their benefit, I
10 suppose it could be the other way as well, in the PWR
11 component of the accountability frameworks.

12 UNIDENTIFIED VOICE: So --

13 UNIDENTIFIED VOICE: Thank you. Well, I kind
14 of like it, but the -- I think in its simplest form, what
15 all this bill does is simply say that If you're a student
16 that's enrolled and successfully completes college courses
17 while in high school, you are by definition career or
18 college ready because you're passing a -- you're passing
19 college courses, and so for the purposes of accountability -
20 - for the purposes of accountability, then these -- having a
21 -- for a student having accomplished this, they're going to
22 be counted in the category of, of career and college ready
23 for the purpose of then school and the District being able
24 to show that the percentage of kids they have as career and
25 college ready, is apparently this -- the fact that they're



1 taking college courses successfully under our current menu
2 of options, is not enough to demonstrate that they're
3 college ready, and I would simply look at it and say, "If
4 you're taking in passing college courses, you are by
5 definition, college ready."

6 UNIDENTIFIED VOICE: Board member Flores.

7 UNIDENTIFIED VOICE: And I think that's all it
8 does.

9 MS. FLORES: But then, you have some districts
10 that, you know, they don't even have the money to get these
11 programs. Then we also have statistics that for instance the
12 west side of the state is doing more to -- in other words,
13 have -- they have courses and their kids are enrolled at a
14 higher level than say, is a, a -- the east side, and I'm
15 talking about Denver. And as we saw today, they're just
16 coming -- Denver is just getting into stride with these four
17 high schools where they're going to have these programs for
18 -- for tech, for get -- getting that ready to, to do work.

19 So, it, it -- I, I just think that we need to
20 think about what this is going to do to, to kids. It's going
21 to be easy for Denver. I mean -- I'm sorry, it's going to be
22 easy for Boulder or for a district that has the money to do
23 this already. I think we're going to have to wait a while
24 for that. If we're going to measure districts, when they
25 don't have the capacity or the ability, and I just think we



1 need to wait on this, on this bill. I'm not going to vote
2 for it.

3 MADAM CHAIR: Board member McClellan?

4 MS. MCCLELLAN: This touches on an issue that
5 was brought forward to me by the principal and vice
6 principal at Oberlin high school, and they mentioned that
7 they desired some reflection of success when a child goes
8 into the military following graduation, because that does
9 demonstrate career readiness for that child. Does this bill
10 incorporate the flexibility for districts to count those
11 children who are signing onto military careers as part of
12 their success for preparing children for college and career?

13 UNIDENTIFIED VOICE: Madam Chair.

14 MADAM CHAIR: Please.

15 UNIDENTIFIED VOICE: So, military readiness is
16 a, a piece of the menu, and that is captured there through
17 graduation guidelines, yes.

18 MADAM CHAIR: So, board member Durham and I
19 had a discussion with a superintendent who has deep concerns
20 about the fact that our graduation requirements between
21 districts vary significantly, but not only in options, but
22 in difficulty, that some districts just plain set higher
23 standards for their graduates. So, this ends up affecting
24 the accountabilities. I mean, we think that our
25 accountability system measures equally across the state. I



1 mean, I just -- it just sort of confuses -- the --
2 particularly when you start talking about Capstone projects,
3 we have not set any kind of a criteria for the Capstone
4 projects. So, that is going to vary by district. And there
5 probably are some other measures that are dramatically
6 differently interpreted by the communities, i.e. we do not
7 have a Colorado high school graduate.

8 And while there have been businesses and
9 policymakers who have requested that, by -- I guess by the
10 Constitution, we do not have the authority. The most we
11 could do was provide guidelines. We could not set a
12 graduation requirement that is consistent across the state.

13 UNIDENTIFIED VOICE: We don't (indiscernible).

14 MADAM CHAIR: Please. And so, this then alters
15 the accountability system if, in fact, this goes into the
16 measures of our accountability. Which makes it a bit
17 confusing to me. Does that make any sense on what I'm trying
18 to say here?

19 UNIDENTIFIED VOICE: It -- it -- Madam Chair,
20 I think I understand your question and -- and maybe a way to
21 clarify those issues is, while I certainly understand your
22 point that different districts can -- can choose from
23 different options in graduation guidelines and then set
24 standards. I guess I'm wondering if, based on information
25 Misty has given me, if there is a standard of success on



1 each measure --

2 MADAM CHAIR: There isn't.

3 UNIDENTIFIED VOICE: -- set by you all.

4 MADAM CHAIR: There isn't. That's my point.

5 There actually isn't.

6 UNIDENTIFIED VOICE: I think that's correct.

7 There isn't. But Madam Chair, I think if you're looking for,

8 if you're looking for a standard that would have kind of a

9 common spread across the state, as, if you've come -- if in

10 high school you've come in -- completed a course at the

11 University of Colorado and you've passed, and that is held

12 up as a sign of being college ready. That's at least I think

13 fairly standard or --

14 MADAM CHAIR: Some of -- some of these, for

15 some of these, it certainly works because we set a cutoff

16 for AP, we set a cutoff for A.

17 UNIDENTIFIED VOICE: Right. And I think -- I

18 think this is --

19 MADAM CHAIR: i.e. Military, et cetera.

20 UNIDENTIFIED VOICE: Yeah.

21 MADAM CHAIR: But there are other areas where

22 we have not. And I think my point is not to say this is a

23 bad bill. My point is to say we need to be thoughtful about

24 what things are included so that we maintain a consistent

25 accountability measure statewide. And I don't know exactly



1 how to, but I do know that folks are struggling with the
2 Capstone and I don't know what other areas. And I -- I also
3 I'm aware from within my own congressional districts of
4 concerns, that we have significantly different expectations
5 district by district of what is a high school graduate. And
6 I don't know how to address that exactly.

7 UNIDENTIFIED VOICE: I don't either.

8 MADAM CHAIR: Miss Pearson, do you have
9 anything to add?

10 UNIDENTIFIED VOICE: But only it makes it
11 harder, Madam Chair. This bill doesn't make it harder to
12 achieve an objective, may make it easier.

13 UNIDENTIFIED VOICE: Madam Chair, let me ask
14 our staff 'cause I think we're all a little confused now.
15 Miss Pearson and Miss Rusin, with our graduation guidelines
16 menu, and how that -- how is that menu incorporated into our
17 accountability system and is it consistent across all
18 districts or can they incorporate their menu selections
19 differently?

20 UNIDENTIFIED VOICE: So, currently or under
21 this proposed bill?

22 UNIDENTIFIED VOICE: Currently and then under
23 this proposed bill.

24 UNIDENTIFIED VOICE: Okay.

25 UNIDENTIFIED VOICE: So currently, this is not



1 a reflection in the piece -- PWR section of accountability.
2 So, graduation guidelines is intended to be a bar of
3 expectations and then districts have the flexibility to
4 select from the menu that this body passed to provide
5 options for students by which to major graduation. So,
6 essentially, districts are going to do this through their
7 assurances to meet state law. It's not Linda Cook. It's not
8 currently --

9 UNIDENTIFIED VOICE: It's not currently there.
10 I mean, what we have for post-secondary workforce readiness
11 indicators are graduation rates, dropout rates, college
12 entrances assessment, and the matriculation rate. So,
13 because the grad guidelines are not in effect everywhere
14 yet, right? The graduation rate doesn't necessarily reflect
15 that students have met those guidelines. Come 20 --

16 UNIDENTIFIED VOICE: 21.

17 UNIDENTIFIED VOICE: -- 21 -- 2021 then that
18 would be included but it's not there yet. We have the
19 college entrance assessment as a measure. We need to do now
20 that we have a new college entrance assessment measure, we
21 need to talk with you all about targets and CAT scores and
22 if that lines up with the requirements on grad guidelines or
23 if you want a different standard there.

24 How that works. But right now, there really
25 is that disconnect. We have heard requests from districts



1 that they would like recognition for concurrent enrollment
2 for AP or IP or CTE. All of those different courses are
3 opportunities they may be providing to students. What has
4 been the challenge is that different districts have
5 different -- make different choices, right? So, if you just
6 pick --

7 MADAM CHAIR: Or have different capacities as
8 Dr. Flores has pointed out.

9 UNIDENTIFIED VOICE: Exactly. So, if you just
10 said we're going to get points for concurrent enrollment,
11 there's a whole bunch of districts that say, "Well, we focus
12 over here on these other things. That's not -- you know,
13 that's not fair to us." So, I think this bill attempts to
14 look at incorporating whatever choice it is that a district
15 makes in terms of where their priorities are for students
16 and what they can offer and what their capacity is for
17 offering those options for post-secondary. Makes sense?

18 UNIDENTIFIED VOICE: So, it's not just about
19 concurrent enrollment?

20 UNIDENTIFIED VOICE: This isn't. No.

21 UNIDENTIFIED VOICE: No, it's a lot of
22 different things.

23 UNIDENTIFIED VOICE: Yeah.

24 UNIDENTIFIED VOICE: I'm a little worried
25 about -- I'm not philosophically objecting to it at all. I'm



1 just thinking that practically, I'm not sure what the effect
2 of it's going to be and whether some districts are going to
3 feel as though because they have -- they don't have the
4 resources, the capacity, et cetera that they're put at a --
5 at a disadvantage. And I know. And then again, we still have
6 this one -- this -- this Capstone piece that has absolutely
7 no measure whatsoever except what the district wants to
8 offer it.

9 UNIDENTIFIED VOICE: I think -- I think the
10 other thing that we could potentially predict for impact is
11 this is more likely to be more like an achievement measure,
12 right? Like proficiency and all that. We know those measures
13 tend to be more highly correlated with the demographics of a
14 district. So, poverty rates and achievement, poverty rates
15 and grad rates tend to go more closely together. So, it
16 could potentially, not having left any of the data, knowing
17 where I cut squares or anything like that but it could have
18 the potential of districts with higher needs students in
19 terms of poverty and English learner status, may be less
20 likely to earn points in this area.

21 MADAM CHAIR: Board Member Flores.

22 MS. FLORES: And another thing, I think if the
23 legislature gives forth -- some money forth, maybe some of
24 these districts would get an alliance to be able to provide,
25 you know, these, you know, these tech programs, these



1 industrial programs and such. So that, you know, school
2 districts would be able -- might be able to -- to get up
3 there faster than -- than they are now. But the disparity, I
4 think right now is too great to -- to make this a reality
5 right now.

6 UNIDENTIFIED VOICE: Colleagues, what are your
7 thoughts on this bill?

8 UNIDENTIFIED VOICE: Support, monitor, oppose.

9 MADAM CHAIR: Board Member Rankin.

10 MS. RANKIN: I just have another question. If
11 anybody has any information on why was this bill even
12 brought forward? I look at this last paragraph from the
13 summary and every district is going to send stuff to the CDE
14 that's going to be across the board different. I -- what --
15 what this is going to prove to us and are we going to have
16 to have a whole new FTE or several, just to sort this out?
17 And is it going to parallel what we come up with as a result
18 of our kids who are already doing? --

19 UNIDENTIFIED VOICE: We're also looking for
20 some other measures, right? That's going to be our project -
21 - .

22 UNIDENTIFIED VOICE: So, Madam Chair and Madam
23 Vice Chair, having had several conversations with the
24 proponents of this legislation, I think what board member
25 Durham said earlier captures the desire and the intent quite



1 well. Which is essentially, a feeling that they -- they are
2 doing a great job of making sure kids are college ready as
3 demonstrated by the fact that they're successfully taking
4 classes and then they don't get any credit, to use a very
5 vague term, within the accountability system.

6 UNIDENTIFIED VOICE: I think that's a fair --
7 .

8 MADAM CHAIR: That's a really good point. And
9 I --

10 UNIDENTIFIED VOICE: That's exactly what the
11 bill is about.

12 MADAM CHAIR: -- I don't have an argument
13 with that, except that we now have districts that are not
14 offering concurrent enrollment. And --

15 UNIDENTIFIED VOICE: Right. Which is why --

16 MADAM CHAIR: -- that's going to feel unfair.

17 UNIDENTIFIED VOICE: And Madam Chair, this is
18 one of those bills where the proponents did reach out to the
19 department and staff for some technical guidance on how to
20 draft it. And what I -- I mean, ultimately, they made the
21 decisions about what this bill looks like in a CD staff at
22 that level, it provides kind of factual information and all
23 of that. But I think that was the original goal, was just
24 make it about concurrent enrollment and I think through the
25 discussions and understanding the menu of graduation



1 guidelines, they went to this approach of essentially kind
2 of honoring local control, I think in their minds were so,
3 if -- if District A picks concurrent enrollment as one of
4 their measures and District B picks --

5 UNIDENTIFIED VOICE: AP.

6 UNIDENTIFIED VOICE: -- AP, that they were
7 trying to honor that and not force any districts into any
8 particular choices. And that's probably about as far as I
9 can go in terms of describing intent, as I understand it.

10 MADAM CHAIR: And yet, when we set a statewide
11 accountability system, I'm just talking about the
12 accountability system, we do say we want comparability
13 between districts. And therein for me lies the dilemma.

14 UNIDENTIFIED VOICE: Yes I can, yes I can.

15 MR. DURHAM: I think by, by definition if you
16 go back to the graduation guidelines and I think they were
17 called guidelines.

18 UNIDENTIFIED VOICE: Yeah, they are
19 guidelines. We cannot mandate.

20 MR. DURHAM: Although I think I -- at the time
21 I term them to be somewhat different than guidelines because
22 --

23 UNIDENTIFIED VOICE: Yes, you did. Yes, you
24 did.

25 MR. DURHAM: -- I think the fact they are



1 different.

2 UNIDENTIFIED VOICE: Let's re -- let's rerun
3 that one.

4 MR. DURHAM: Right. No, I haven't changed my
5 position. This is simply another, another option of
6 guidelines. And I, I would submit it's better and more
7 consistent than most. It's certainly more, certainly it
8 provides a more consistent standard than capstone projects.
9 And while you're --

10 UNIDENTIFIED VOICE: Capstone projects are in
11 there, that's why I'm --

12 MR. DURHAM: I know and --

13 UNIDENTIFIED VOICE: -- that's why I'm
14 flittering around.

15 MR. DURHAM: Well, I know and I'm not --
16 wasn't a big fan of, of that or a number of other things
17 that were in there. But, but I, I do think that, that if
18 there is a clear demonstration of career and college
19 readiness than successfully completing a college course with
20 a --

21 UNIDENTIFIED VOICE: Passing grade.

22 MR. DURHAM: -- passing grade, I don't know
23 what it is.

24 UNIDENTIFIED VOICE: Totally agree with you.

25 MR. DURHAM: And so I think this is a good



1 bill because it does move in that direction, so I'll move to
2 support it.

3 UNIDENTIFIED VOICE: Second.

4 UNIDENTIFIED VOICE: Thank you. So, I guess
5 the other piece of this is that this is a good discussion,
6 but we had planned to go back to the -- what was it called?
7 Additional measure under the ASA plan. And it seems to me
8 that that's where -- that's from where this would should
9 have evolved as opposed to jumping it before that group can
10 have that discussion statewide.

11 And I think it was your recommendation board
12 member Durham that we reconstitute that group and move
13 forward with that, but that's where I would have expected
14 something like this to come forward as opposed to having
15 this go ahead of that and then that becomes the additional
16 measure.

17 MR. DURHAM: I think -- I think there, their
18 schools are feeling they are being punished because this is
19 not I understo -- is not in the menu of exact measures.

20 UNIDENTIFIED VOICE: I totally get that.

21 MR. DURHAM: And it certainly should be. So, a
22 lot of districts do offer early college programs and very
23 successful and I think that'll get --

24 UNIDENTIFIED VOICE: And we want to encourage
25 it.



1 MR. DURHAM: Of al -- of all of the
2 innovations I've seen out there that I think maybe has a
3 chance to actually improve outcomes, early colleges is high
4 on the list.

5 UNIDENTIFIED VOICE: Yeah, I'm in total
6 agreement with that.

7 MR. DURHAM: So, I think we ought to support
8 it. So, I'll renew my motion.

9 MADAM CHAIR: Board member Goff. I wish you'd
10 just raise your hand instead of flipping your hand around
11 because I can't tell. I'm not sure if you're thinking, or.

12 MS. GOFF: Can I make a comment before I vote?

13 MADAM CHAIR: Yeah.

14 MS. GOFF: Because in line with that, the
15 problem that I often see it being in that discussion about
16 what the extra indicator is, is that it -- should a person,
17 should schools and districts interpret that as applicable to
18 all levels. If you're talking about concurrent enrollment or
19 college -- college access activities, that's strictly high
20 school.

21 So, if we're talking full accountability
22 system with an -- with an extra indicator, discussion that
23 we are I guess thinking long term about, you know, I don't
24 know that, that concurrent enrollment or anything similar
25 actually fits in that. Whether we could get by and, and at



1 the end of any conversation, just stopping at the high
2 school level, even though, you know, someday some of that
3 may, you know, come down -- spread out into middle school
4 years. Who knows. But depends what the ages when kids can do
5 that.

6 But I don't know that that's very smart to be
7 talking in terms of nailing that conversation down to
8 concurrent enrollment unless and until we know we need to
9 talk about more than just high school accountability, so
10 that's all. My vote on this bill; yes, I support it. I think
11 it's -- it's an opening up.

12 MR. DURHAM: Request a roll call.

13 MS. CORDIAL: Sure, go for it. Board member
14 Durham.

15 MR. DURHAM: Yes.

16 MS. CORDIAL: Board member Flores.

17 MS. FLORES: No.

18 MS. CORDIAL: Board member Goff.

19 MS. GOFF: Yes.

20 MS. CORDIAL: Board member Mazanec.

21 MS. MAZANEC: Yes.

22 MS. CORDIAL: Board member McClellan.

23 MS. MCCLELLAN: Yes.

24 MS. CORDIAL: Board member Rankin.

25 MS. RANKIN: Yes.



1 MS. CORDIAL: Board member Schroeder.

2 MADAM CHAIR: No.

3 MS. CORDIAL: Pass -- .

4 MADAM CHAIR: It passes, yes.

5 UNIDENTIFIED VOICE: Thank you. That was a
6 very thoughtful discussion and thank you to your expert
7 staff who are much more well versed in these topics than I
8 am. The other thing I thought I would do, I, I can stop
9 there if you would like me to, let me just say that or I can
10 give you updates on a few more priority bills.

11 MADAM CHAIR: I think we need to be up to
12 date, don't you guys?

13 UNIDENTIFIED VOICE: I will still try to be
14 brief. Thank you. So, at our last meeting, you all took a
15 support position on House Bill 1287, which is being commonly
16 referred to as the Vision Bill. The title is concerning
17 achieving a vision for education in Colorado. That bill was
18 in committee earlier this week. My, how time flies. Is it
19 just this week or is the last week? Board member Schroeder.

20 MADAM CHAIR: Monday when I testified, yeah.

21 UNIDENTIFIED VOICE: Yes, yes, sorry. It's
22 every day seems like a very long period of time. Right,
23 exactly. So, the bill is in House Education Committee
24 earlier this week. Board member Schroeder testified, Madam
25 Chair testified on behalf of the board. Quite effectively,



1 I've gotten a lot of good feedback about that testimony. The
2 bill was amended per your request to allow the commissioner
3 or the State Board Chair, actually anybody who's on the
4 executive advisory committee to occasionally send somebody
5 in their stead. That person has to have voting authority,
6 which was the way they wrote the amendment in order to
7 assure that you would send, you know, a high level kind of
8 equivalent person that you really trust.

9 UNIDENTIFIED VOICE: A decision maker.

10 UNIDENTIFIED VOICE: A decision maker. That's
11 a great way to put it. So, that bill is working its way
12 through the process, but it is out of house education. The -
13 - also wanted to update you on House Bill 1271, also known
14 as Your Waiver Bill. That bill, when we were in house
15 education a couple of weeks ago, so as introduced, the bill
16 did two things, it increased the standard for improving
17 innovation waivers from the current standard.

18 And it also gave you all the ability to
19 review those plans, those waivers for good and just cause.
20 There was quite a bit of conversation in the committee about
21 the good and just cause and whether that was a specific
22 enough standard and how that might be implemented and all
23 kinds of things. And so at that time, we had agreed on your
24 behalf to continue working with people who had those
25 concerns and see if we could kind of figure out some



1 language that made more people more comfortable. After many,
2 many conversations with many, many folks, we came up with an
3 amendment that essentially struck any review ability. So, at
4 this moment and, and, and you board members were involved in
5 these conversations, I, I didn't just decide to do it on my
6 own. But we struck any, there's no -- you have no review
7 ability over innovation at this -- under this bill at this
8 time. We also frankly realized a mistake in the original
9 bill in terms of where the standard we were trying to create
10 was placed in statute, we fixed that.

11 And the standard that was originally in the
12 bill will be applied. So, you all know if this bill passes,
13 we'll be able to apply that standard when you approve or, or
14 when you consider I should say an innovation plan. So,
15 that's, that's where the bill is right now, it is through
16 the House and it is going to work its way through the Senate
17 next.

18 MADAM CHAIR: And if it in a -- if a school of
19 innovation is on the clock, is at its five year clock, we're
20 not, we -- at that point, we -- the 163 comes in. So, it's
21 not that we would never be able to review school of
22 innovation. It's just that it's based the same way that
23 other schools are.

24 UNIDENTIFIED VOICE: Correct. As -- at least
25 under my understanding. So, the last bill I was going to



1 talk about real quick was House Bill 1160, which was
2 concerning authorizing a local education provider to
3 determine the language in which an ESL student takes reading
4 assessments. We've had several conversations about this
5 bill. This bill was amended in committee to I think address
6 some of the concerns expressed by the board. And basically
7 says, it -- it's, it's intended to be a, a compromise and
8 I'm going to paraphrase it, that if a student demonstrates
9 proficiency on an English, a, a test that, that is a test of
10 their English ability, then they will be tested once a year
11 under the Read Act in English.

12 UNIDENTIFIED VOICE: What?

13 UNIDENTIFIED VOICE: Madam Chair, board member
14 Flores, it is defined as -- sorry, partial proficiency in
15 English or higher as determined by the local education -- .

16 MADAM CHAIR: District.

17 UNIDENTIFIED VOICE: -- provider. They get to
18 define what that means and it interns -- -- and it's called
19 partial proficiency.

20 MS. GOFF: That did not get changed? Nobody
21 changed that?

22 UNIDENTIFIED VOICE: Madam Chair board member
23 Goff, no.

24 MS. GOFF: Understand.

25 UNIDENTIFIED VOICE: Board member Masnick did



1 you, I don't mean to call you out but --

2 MS. MAZANEC: I do, I need you to repeat it.

3 UNIDENTIFIED VOICE: No problem. It's a little
4 bit complicated. So, yes and I'll try to do my best. So, the
5 bill as originally introduced simply said, school district
6 has total choice over how English language learners, over
7 what language English language learners take, read act
8 testing in. Because of concerns largely expressed by, by
9 this body and by members of this body, it was amended in
10 committee, so that now it says, if an English language
11 learner demonstrates partial proficiency in English not on a
12 read act test but on a series of tests that I'm understood
13 English language learners get --

14 MS. MAZANEC: Every year.

15 UNIDENTIFIED VOICE: -- to test their
16 ability, their learning of English. Correct. Correct. Then
17 they will be tested under the read act at least once a year
18 in English. It may. Madam Chair, Dr. Flores, it maintains
19 the same language about parents as the bill has had all
20 along, and that is a student's parents can always request
21 that they be tested in English and the district has to
22 comply with that.

23 MS. MAZANEC: But if a student does not
24 demonstrate proficiency by partial proficiency by the per
25 determination to local education by then, then they will be



1 taking the read test in the second language test in English
2 at all.

3 UNIDENTIFIED VOICE: Madam Chair board member,
4 Masnick, I would say yes. In whatever the students native
5 language is, I think it's the language I get to. Yes. That's
6 correct. That is my understanding is the only -- the only
7 read art tests that are not in English that have been
8 approved by the board which is one of your responsibilities
9 under state statute or Spanish tests.

10 MS. GOFF: And there's only, there's only one
11 English language proficiency assessment, also the access
12 that all kids take throughout the State. It's not that the
13 district decides how the students will be assessed in
14 English. No.

15 UNIDENTIFIED VOICE: So that is --

16 MS. GOFF: Thank you.

17 UNIDENTIFIED VOICE: Very good description of
18 where we are on that. Well, you know it's funny, this time
19 of year whenever I call anybody on your staff, pretty much
20 when they pick up the phone and they're like 'oh, my God
21 what do you want?' And they're all very nice people but this
22 time of year. Yes I'm not often the bearer of good news. I
23 accept that mantle of responsibility.

24 MS. GOFF: Can I just clarify where is 1160
25 right now? Has it had any time in the Senate.



1 UNIDENTIFIED VOICE: Madam Chair board member
2 Goff, yes. It has passed out of committee and it was
3 scheduled for third reading and final passage in the Senate
4 today. And I apologize I don't know if they did that third
5 reading today or not. The bill we're discussing right now.

6 MS. MAZANEC: Sorry, it's over now.

7 UNIDENTIFIED VOICE: Madam Chair, nor do I
8 board member of Masnick, which is weird for me at this point
9 in session. So, essentially the Senate will either has or
10 will shortly do third reading which is their final
11 consideration. That's where you have a recorded vote because
12 the bill was amended in the Senate. It now needs to go back
13 to the House for consideration of those changes.

14 There are a variety of ways the House can
15 choose to deal with that. They can say 'oh, sure, we think
16 those make sense, concur'. They can say 'we don't like that
17 at all', which is called adherence. Or they can request a
18 conference committee to discuss the differences between the
19 two versions.

20 MADAM CHAIR: And it did yet.

21 UNIDENTIFIED VOICE: Madam Chair, there's yes.
22 That is true. And speaking of which I can find my piece of
23 paper I was doing a little calculation earlier on. I just
24 wanted to let you know that you have a brilliant track
25 record of success at the state capitol this year, in terms



1 of bills that you have taken positions on and what has
2 happened to them. Most of the bills you've taken up
3 positions on still haven't finished.

4 So, I can't promise that will sustain us but
5 the bills that you support are still alive and the bill --
6 the two bills that you have opposed are dead. And those
7 were, one of them was the around the accountability system,
8 and the other one he opposed had to do with, it was titled
9 rural flexibility. There were a number of issues embedded in
10 that around teacher, alternate teacher licensure. So, there
11 you go.

12 MS. GOFF: Is there something else coming?

13 UNIDENTIFIED VOICE: Madam Chair, board member
14 Goff, I do believe the school finance action will be
15 introduced at some point in time. And there may indeed be
16 other things coming. I don't, if I even knew, if I knew what
17 they were I would tell you but this time of year is many
18 surprises so, thank you.

19 MADAM CHAIR: Thank you very much. So, we
20 still have another round of public comment but I think we
21 may need a quick break guys. Five minute break.

22 UNIDENTIFIED VOICE: How many do we have?

23 MADAM CHAIR: I don't know. Bizzy, do you know
24 how many we have?

25 UNIDENTIFIED VOICE: We'll find out.



1 MADAM CHAIR: Order. We have a really long
2 list of folks who want to make comments. I'm going to ask
3 you again, if someone before you has already addressed the
4 comment, would you be kind enough to give us your name, let
5 us know that you agree with that person. If there's
6 something you want to add that's different. We certainly
7 want to hear it.

8 But other than that we would be grateful if
9 you would not use the three minutes. I hope that's okay with
10 everyone. And also remind you that when we board members do
11 not engage with you during public comment, and then on the
12 quasi-judicial matter -- matters which we address such as
13 charter school applications, accounting clock hearings et
14 cetera. That's not an area that you -- that you can comment
15 on. So, that said, thank you for your patience. I'm going to
16 first finish the list from this morning if those folks have
17 come back, which would be Tim Kuruc (ph), come on up.

18 MR. KURUC: Good afternoon board members.
19 Thank you for allowing me the opportunity to share my
20 thoughts with you today. My name is Tim Kuruc, and I'm a
21 retired owner and CEO of a chain of private English language
22 schools in Japan. I am now a stay at home dad living in
23 unincorporated Douglas County where my children attend Brank
24 Town Elementary.

25 In 2008, Douglas County was a destination



1 district for both families and teachers. Now, after years of
2 detrimental reform policies the story is much, much
3 different. Over a period of five years, Douglas County
4 School District has had 70 percent of our staff turnover.

5 And our annual teacher turnover has climbed
6 from 13 and a half percent in 2013, to nearly 20 percent in
7 2016. A small but well-funded special interest group usurped
8 control of our district and has implemented destructive
9 policies that serve to divide our community and weaken our
10 public schools.

11 This group proactively attacked teachers in
12 order to discredit them before they inevitably began
13 speaking out against the destructive initiatives. When I
14 first heard the rhetoric spoken against teachers by our
15 board members, as an experienced manager, I immediately
16 thought why would anyone want to work for these spiteful and
17 ungrateful leaders.

18 When I realized this rhetoric had spread
19 further throughout the State, it came as no surprise to me
20 that Colorado will soon be facing a teacher shortage.
21 Vouchers have been introduced as erroneously providing
22 choice, but the choice to attend private schools has always
23 existed. Vouchers only serve to drain public funds out of
24 public schools both neighborhood and charter alike. Board
25 members, you must also take a hard look at what kind of



1 charter schools your policies are encouraging. While
2 homegrown charters can fill a specific niche, the
3 proliferation of corporate and chain charter schools is
4 leaving many at risk and special needs students with less
5 choice than ever before. In my district, we have 21 charter
6 schools but none of them serve significant needs children
7 like my son Joey.

8 Joey is a bright, kind, and inventive student
9 who also has autism. Each and every time someone touts
10 charters as empirically providing choice is a slap in the
11 face to families like mine. When publicly funded schools are
12 not inclusive of all students, they are not providing choice
13 but instead they are providing a luxury at taxpayers'
14 expense.

15 I would like this board to ensure all
16 students can enjoy this luxury and implement policies that
17 provide oversight over the enrollment practices of publicly
18 funded schools throughout the State. Can you imagine a city
19 park not allowing children with wheelchairs to make use of
20 its publicly funded trails? Then why are you allowing this
21 to happen in our publicly funded schools?

22 Board members, devil style reforms have
23 divided our community and all but destroyed our trust in our
24 local school district. I encourage you to consider these
25 issues seriously and do not be fooled with ambiguous words



1 like choice, or at least bear in mind that saying no to
2 these destructive initiatives is also a choice. Thank you
3 for your time. And if I can be of any service to, you please
4 let me know.

5 MS. CALVERT: And good afternoon. Good
6 afternoon to all. I, I, I hear you saw I would try to be
7 quick. First of all, my name is Lita Calvert. I'm a youth
8 advocate. I'm a parent advocate. I'm a teacher's advocate.
9 And most importantly I'm an advocate, advocate for what is
10 right. I want you -- they say a picture is worth a thousand
11 words.

12 This is my son when he was born. And this was
13 him at two years old. Fast forward 12 years, this is my son
14 at 14. He made a decision and a choice to hang out with the
15 wrong crowd and he ended up in juvenile detention. For 30
16 days, my son ended up in six middle schools, six in two
17 years, the last one being the alternative school. And that's
18 when I decided as a single parent -- mother, I better get
19 involved. And so, each one of his schools that he was in,
20 middle schools because I was a bus driver, I was able to go
21 into the schools to see what was really happening.

22 And I'm here to tell you that standardized
23 testing has left our children behind and it's left our
24 teachers behind. I was able to witness teachers being told
25 from the superintendent, failure is not an option, that was



1 passed on to the students; failure is not an option. Failure
2 is an option. And when no child left behind came, came into
3 play, its intentions were good.

4 But, here we are in 2017 with teachers being
5 left behind and students being left behind. I continue to
6 meet teachers that retired because they didn't want to teach
7 to the test anymore. I continue to meet students that when I
8 asked them, "What did you learn in school today?" "Nothing."
9 Because the testing.

10 When it became adequate yearly progress funds
11 were tied to the teachers that made sure their teach --
12 their students tested high. So, it no longer became adequate
13 yearly progress, it became about adequate yearly paycheck.
14 And so, a lot of teachers hands were tied. And if you're an
15 educator, I commend you because your job is not easy. Okay,
16 but at the same time when I came in and, and hear you
17 talking about the graduation rate, many of our kids have
18 been failed forward. The data may say one thing, but their
19 potential and what they do when they enter into college says
20 another thing.

21 My son's story doesn't end there. He
22 graduated with a 2.1. I wasn't proud of that. That's not a
23 high grade point average, but when he would come home from
24 school and I would ask him, "Son, what did you learn?"
25 "Nothing." We were done, we're given packets, a lot of the



1 times the books weren't even opened, but they were prepping
2 him or preparing them to pass that test. So, learning became
3 about remembering data, not about learning.

4 I'm proud to say in 2017, this is how my --
5 my son is doing now. He's holding a 3.8 at Miles College in
6 Alabama. And so I'm here to tell you, please, allow testing
7 to be an opt -- out. It's not the end of the world, but if
8 we really care for our students and our teachers, we have to
9 do, do what's best in the interest of the student first. And
10 thank you for your time.

11 UNIDENTIFIED VOICE: Thank you.

12 MS. COHEN: My name's Yves Cohen. I'm going to
13 be reading public comment for Angela Angle. Angela was here
14 earlier today and couldn't -- had a conflict. So, Angela
15 Angle is the executive director of the nonprofit, Uniting
16 For Kids, the author of the book, Seeds of Tomorrow,
17 curriculum specialist, and master training facilitator.

18 Angela has represented the interests of
19 children for the past 20 years largely pro -- bono. "We find
20 our schools at a time of utter conflict and confusion as
21 result of ever changing standards, rolling revisions of
22 evaluation criteria, a curriculum that has been cannibalized
23 by high stakes testing, and schools that have been starved
24 literally to the bone. Policymakers at the federal,
25 legislative, and state board level have made grave mistakes.



1 Their ability to address the failure of a test based
2 accountability system will determine the future of public
3 education, shrinking economies, and a democra -- democracy
4 increasingly abandoned by a disenchanting and disengaged
5 citizenry.

6 A full analysis of the failures is needed, so
7 that in due course can begin, one that preferably serves the
8 interest of students, the evidence of education researchers,
9 and under the direction of professional educators. There
10 were five reasons test based accountability has failed. One,
11 transferring responsibility for the evaluation and
12 management of schools away from locally elected school
13 boards, appointed superintendents, principals, and assistant
14 principals, equals less accountability.

15 Test publishers who operate outside of public
16 oversight. Never has there been an independent evaluation of
17 validity and reliability, leaving their value over the past
18 20 years entirely in question. All evidence points to
19 socioeconomic status as the number one correlating factor of
20 test scores. Meaning, these tests offer no value added and
21 simply serve as economic indicators, information we already
22 had before wasting billions of taxpayer dollars.

23 Two, proponents claim standardized testing as
24 a civil rights imperative claiming testing reforms would
25 close the achievement gap, our achievement gap is wider



1 today than ever before. Leaders shared her compelling
2 testimony and the sad reality is since poverty has been
3 largely ignored over the past three decades, our young boys
4 of color are more likely to fall the pipeline to prison than
5 they are college.

6 This board in your discussions of turnaround
7 have failed to acknowledge that poorly rated schools are
8 simply a reflection of diminished opportunity. Students with
9 special needs now have fewer resources and less opportunity
10 for the essential life skills necessary for their success.
11 Three, promises were made, reform promises were made on the
12 claim that schools would be improved and Colorado would have
13 better education outcomes.

14 All indicators show otherwise. In 2000 there
15 were 163,000 students identified as at risk. Today, there
16 are more than 300,000. According to Colorado Commission on
17 Higher Ed, remediation rates have gone from 28 percent in
18 2006 to nearly 60 percent. The highest percentage increase
19 being 11 percent with the first graduating class to be
20 educated entirely under No Child Left Behind.

21 Most alarming is the shift in education
22 purpose. As we've heard today from students and parents, the
23 purpose of education has changed from schools serving
24 students to having students serve the ratings of schools.
25 This comparison relating most to economics has made our



1 communities more segregated and more divided. It's time that
2 you as board members and education decision makers turned
3 away from the financial interests and begin to look
4 critically at your own complicity.

5 In 2000, before No Child Left Behind, the CDE
6 budget was over two million dollars, by 2014 it more than
7 doubled to almost five million doll -- five, sorry, five
8 billion dollars. In that same time, the full time employees
9 in your department have increased by 45 percent. Colorado
10 has lost 2,000 teaching positions while student enrollments
11 have increased. Today, the board heard from people earning
12 waivers, please pay attention with more than 80,000 opt --
13 outs statewide.

14 We, as parents, students, and teachers are
15 seeking waivers from a test based accountability system that
16 has failed entirely. Please utilize your leadership to
17 correct these mistakes." Thank you.

18 UNIDENTIFIED VOICE: Thank you.

19 UNIDENTIFIED VOICE: Janice Mackey? I don't
20 know I'm just -- I've got a long, long list. Janice Mackey?

21 MR. BRADLEY: Madam Chair, I'm not -- I'm not
22 Janice Mackey.

23 UNIDENTIFIED VOICE: Janice. No, you're not.

24 MR. BRADLEY: But I mean, I'm here in her
25 stand, today.



1 UNIDENTIFIED VOICE: What is your name,
2 please?

3 MR. BRADLEY: Madam Chair, Members of the
4 Kurose Board of Education, Commissioner Anthes, I'm Sean
5 Bradley, President and CEO of the Urban League of Matchbox
6 in Denver, a member of the equity commit -- coalition and
7 also a member of the Hub committee. Hurst Arkley, the Urban
8 League of Matchbox in Denver has supported communities of
9 color, and the undeserved that they strive to access high
10 quality education resources and support for their children
11 and their communities.

12 These efforts to ensure equity, opportunities
13 and excellence in education serve as a guiding principle as
14 we consider education policy positions within and beyond the
15 scope of Every Students Succeeds Act. We understand, we do
16 understand the complexities of scoring students and the
17 effect of small schools.

18 We acknowledge that the work of the current
19 Department Education has what they've done in regards to
20 this. However, we believe the inclusion of combined groups
21 in any school does not serve the interests of those
22 students. We believe that every group should remain visible,
23 no matter the size of the school.

24 We have long fought for states and localities
25 to meaningfully engage our families, communities and other



1 stakeholders in ensuring that every child has a chance to
2 succeed in education and in life. Yet, far too long
3 educational disparities remain hidden and glossed over when
4 we look at the averages; or the essay presents a unique
5 opportunity to highlight and mediate inequities in
6 education; and provide necessary support to ensure that
7 students success of each and every child.

8 As such, it is important that every -- that
9 each and every school be held accountable for the academic
10 and learning experiences of all groups of students. We
11 cannot endeavor to achieve the promise of AESA unless we
12 know that the landscape looks like every student in
13 Colorado. Individual subgroups of students have to matter.
14 No matter the size of the school they attend.

15 The performance of each group must mean the
16 full account and accountability system. This is why AESA
17 calls for every indicator, each indicator in the
18 accountability system to be dis -- aggregated. We must work
19 to ensure that all students meet high academic standards and
20 have inequity resources equitable resources to order or to
21 be successful.

22 The State Advisory Council of Parents
23 involved in education in our (indiscernible) is committed to
24 high quality and meaningful parent engagement has come to
25 rely on a complete and full picture. Parents and communities



1 deserve to know how well their child is doing in school and
2 the only way to provide this information is by dis --
3 aggregating all the data all the time. We appreciate the
4 opportunity to share our concerns with you.

5 It's been a real presure -- pleasure to work
6 with Kurose Board of Education and the commissioner and her
7 staff. A lot of work needs to be done. We just have to do we
8 can to ensure that the promise of AESA is realized and that
9 every child and every student has a chance of a seat in
10 Colorado.

11 I also want to submit a letter that Janice
12 wrote, it's her organization called YASPA, is the Young
13 Aspiring American Social and Political Activism. I would
14 encourage the State Board of Education as well to continue
15 to do public comments on your meeting on April 13. I know
16 you don't have to, but I think it's valuable for you to
17 least consider public comment in particular, when you're
18 going to vote on a very, very important piece of bill or
19 legislation that the federal government is going to be
20 taking a look at real soon.

21 So thanks again for your partnership and
22 looking forward to work with you in the future. Thanks.

23 UNIDENTIFIED VOICE: Thank you, Sean. Susan.
24 Yeah. Susan Miller.

25 UNIDENTIFIED VOICE: Jeffco. He submitted



1 something via e -- mail that's going to be sent to you.

2 UNIDENTIFIED VOICE: Excellent. Okay. The next
3 name I can't possibly read but it starts with a P and then S
4 -- H scribble C-S-S.

5 UNIDENTIFIED VOICE: The organization is CSS?

6 UNIDENTIFIED VOICE: T-S-M-A-N-G-E-T maybe.

7 Lyn Roberts, United for Kids. Just say print but print's not
8 happening.

9 MS. ROBERTS: Greetings. It's been a long day.
10 I'm here on behalf of teachers as an access parent. Dear
11 esteemed members of the board. I'm a high school math
12 teacher in Denver Public Schools. I teach in a very large
13 overcrowded racially, ethnically, and socio -- economically
14 diverse school.

15 I've chosen to keep my identity anonymous
16 because I fear for my livelihood. Denver Public Schools uses
17 standardized tests as part of its rating system for schools
18 called the school performance framework, SPF for short. When
19 students opt out of the tests that are used to evaluate us,
20 the district counts those tests as zeroes in our SPF. That
21 means, that when students choose to exercise their right to
22 opt out of schools, SPF rating goes down.

23 Furthermore, individual teachers are also
24 rated by the growth percentiles of their students who take
25 the tests. These test scores partially determine our annual



1 evaluation rating and once again, opt outs are scored as
2 zeroes on a teacher's evaluation. It is not an exaggeration
3 to say, that when my students choose to exercise their opt
4 out right, they are jeopardizing my job.

5 My question to the board then, is, how is
6 this fair? Why am I held accountable for whether or not a
7 student decides to exercise their right to opt out of these
8 tests? I have neither the authority nor power to compel my
9 students to take these tests and frankly neither should I be
10 invested with such power.

11 The results of these uniquely pernicious data
12 gymnastics by Denver Public Schools has helped to create a
13 district wide culture of fear, a profound sense of
14 helplessness on the part of students and teachers, as well
15 as legions of instances of bullying by administrators and
16 teachers against the people under their charge. This is a
17 tactic that DPS central admin uses to ensure compliance with
18 their dictates.

19 We're all familiar with DPS's portfolio
20 management model for determining which schools to close and
21 which stay open. Scrying opted out students' zeroes is a
22 false representation of data to hold individual teachers and
23 entire schools hostage to these tests. If we speak out
24 against the testing industrial complex in DPS, our jobs, our
25 very livelihoods are in peril. It's no wonder that students,



1 parents and teachers are beginning to recognize the harm
2 these tests wreak upon our children.

3 How many more seconds do I have? Thank you.
4 I'm writing this letter today then, to ask the State Board
5 of Ed to end this abuse of our children. Esteemed members of
6 the board, you have the power to end this punishing and
7 vicious practice. Take action against these crushing
8 punitive evaluation measures, and an earlier session this
9 body made a motion that schools and districts should not be
10 held liable for low participation from students to receive
11 formal parental excuses.

12 I call for the board to make an addendum
13 which indemnifies any student, teacher, administrator or
14 school from the harmful evaluation measures adopted by
15 school districts like DPS. Please give your resolution teeth
16 with sanctions such as withholding future accreditations
17 until districts have actively demonstrated that they do not
18 bully people into taking these tests.

19 Sincerely, a DPS high school math teacher. I
20 want to point out that I sent you some documents that are
21 from DPS admin.

22 One is the communication to school leaders
23 about how tests are used. There is a small correction that
24 if refusals go over a certain threshold as identified in
25 that document, then they start to count as zeros. That's not



1 information obviously that a high functioning teacher has
2 available to him.

3 I also just want to ask you, we see these
4 flagrant violations that are alluded to in the press release
5 I sent you and that we're also spoken about earlier today.
6 And we don't know what to do about it. Are we to hire our
7 own lawyer to enforce compliance with the law? I have no
8 idea what we are supposed to do with parents who are calling
9 us with these kinds of experiences. And I would love any
10 feedback that you have as you can offer it on that question.
11 Thank you.

12 UNIDENTIFIED VOICE: Thank you. Do we have any
13 speakers from CSS? As it's listed here. In that case, Van
14 Schoales. This is looking more promising guys, but not much.

15 MR. SCHOALES: Thank you Madam Chair. Good
16 evening. Now, sorry about that.

17 MADAM CHAIR: And remember, you may not speak
18 about any of the items that were in the hearings.

19 MR. SCHOALES: Okay.

20 MADAM CHAIR: Please.

21 MR. SCHOALES: I can't -- I cannot speak about
22 any school districts?

23 MADAM CHAIR: Not if they're one of the ones
24 that we're -- not if it's not one of the ones that we're
25 having hearings.



1 MR. SCHOALES: I'm not speaking about your
2 decisions.

3 MADAM CHAIR: We don't have a lawyer. Oh,
4 sorry. We do have a lawyer. Looked to the wrong side of the
5 room.

6 UNIDENTIFIED VOICE: Chopped liver.

7 MADAM CHAIR: Apologies, Julie I --

8 MS. JULIE: That's all right.

9 MADAM CHAIR: But you actually do have to be
10 careful because you're not our lawyer when it comes to the
11 decisions.

12 MR. SCHOALES: I understand. I'm not speaking
13 about the decision.

14 MADAM CHAIR: Would you two have a
15 conversation please?

16 MR. SCHOALES: Okay.

17 MADAM CHAIR: Van, tell her what you want to
18 talk about and she can tell you whether it's okay.

19 MR. SCHOALES: Sorry. I just wanted to share
20 the report in our letter and talk --

21 MADAM CHAIR: I know you don't like the law.

22 MR. SCHOALES: Okay.

23 MADAM CHAIR: Are we okay?

24 UNIDENTIFIED VOICE: Madam Chair, given that
25 you've voted and that the issue isn't to make a presentation



1 to get to reopen the matter it sounds like it's --

2 MADAM CHAIR: Thank you.

3 UNIDENTIFIED VOICE: -- it's the general
4 information about the district I think you're okay.

5 MADAM CHAIR: Thank you very much, appreciate
6 it. Sorry Van, we're just trying to stay --

7 MR. SCHOALES: No -- no I want to abide by the
8 law.

9 MADAM CHAIR: -- out of trouble.

10 MR. SCHOALES: Thank you.

11 MADAM CHAIR: So, do we.

12 MR. SCHOALES: Okay. I just wanted to share, I
13 think that you all know, but I just wanted to say publicly
14 that first of all, I'm Van Schoales from -- the CEO of A
15 Plus Colorado, we are focused on evaluating and supporting
16 schools and school districts that are focused on improving
17 the quality of public education and the -- and one of the
18 things is -- that we do is we issue reports on the state of
19 schools, and the state of school districts.

20 Several weeks ago, we issued a report and I
21 think I've sent you a copy, I have nice -- nice copies of
22 the report if you're interested. I'll lead them with you on
23 the state of Aurora Public Schools, and I wanted to let you
24 know that through our analysis, many of which sort of
25 corresponds with the analysis that the Colorado Department



1 of Education has done, but sometimes done in a slightly
2 different way. We have seen that there are, frankly aside
3 from graduation rate increases, there is little or no
4 evidence that things are getting any better, and in fact
5 this latest year of growth scores, we're significantly under
6 the state average. As you know, the district already has low
7 scores, and the only way that the district is going to get
8 better is through dramatic increases in student growth, and
9 so I just wanted to share that, and I wanted to reiterate
10 what my good friend just shared about having transparency
11 around data, and information.

12 That it's critical that families in Aurora,
13 and families all across Colorado, have family friendly
14 information about the state of their schools. How -- not
15 only how their students are doing, but how is the school
16 doing. And currently, in that district, and in many
17 districts, not all districts, but in that district in
18 particular, we don't have that information, and families are
19 often flying blind as to how those schools, and how the
20 district is doing.

21 So, we're urging that -- that district
22 provide family friendly information. We are also urging that
23 while the district has made some progress in offering other
24 school options for families that are quality options, that
25 there are currently next to no quality options in Aurora



1 public schools that will set kids on a pathway to being
2 college or career ready, and then last that I want to
3 emphasize, as you all are focused on the data and also
4 focused on objectives, in terms of preparing all kids in the
5 state for college, and career.

6 It's imperative that the school district have
7 its own goals. And currently, it has a strategic plan that
8 has no measurable goals and we are urging them and we are --
9 just want to share that information to you all. So, thank
10 you very much for your time tonight.

11 MADAM CHAIR: Thank you Van. Ryan Kirkpatrick.

12 MR. KIRKPATRICK: Thank you for giving me some
13 time here. My name is Ryan Kirkpatrick. I'm a member of
14 BVKID, which is Boulder Valley Kids Identified with
15 Dyslexia. We are a passionate parents group whose mission is
16 to raise awareness and advocate for better outcomes for all
17 dyslexic students, not only in BVSD, but in Colorado. I'm
18 the father of two dyslexic children.

19 BVSD neither identified my children, nor
20 offered them any interventions until only recently, my
21 fourth grader is one of only 95 students of the possible
22 6000 dyslexic students in Boulder Valley Schools District is
23 receiving an admir -- intervention. This is unacceptable.

24 My first grader has to receive his
25 intervention outside of school. Much like most of the other



1 6,000 children. Millions of dollars have been spent within
2 this school district and I'm sure across the state on
3 interventions outside of school for one of the most basic
4 and identifiable reading difficulties.

5 We believe that reading is the most
6 fundamental element of education. It's your responsibility
7 to ensure that all children in Colorado learn to read. We
8 realize that some bolder parents may have the money to spend
9 to do the job that Colorado schools are not, but many
10 parents in our district and across Colorado do not.

11 Our school systems are failing not only our
12 students, but our communities. One in five children are
13 dyslexic. The outcomes for dyslexic students are
14 disgraceful and impact not only families, but communities.
15 The National Institute of Childhood Health and Human
16 Development study found that 35 percent of students as --
17 students with learning difficulties or disabilities drop out
18 of high school.

19 This is twice the rate of students without
20 learning disabilities. Several national institutes of health
21 studies also found that 50 percent to 80 percent of
22 incarcerated youth and adults have significant reading
23 failure. Part of that study, and find -- and finally, when
24 thinking of long term costs consider this. Planning Agencies
25 that a number of the states have discovered that the



1 aggregated reading scores of the state's elementary and
2 middle school students are one of the most reliable
3 predictors of the number of prison beds that you will need
4 to be built in the next 10 to 15 years.

5 You may wonder what can you do to help
6 dyslexic students in Colorado. Decades of NIH research tells
7 us that early screening, explicit systematic instruction in
8 an evidence -- based intervention, and teacher awareness,
9 all are effective, and save districts money in the long run,
10 screening intervention, and awareness saves children from
11 experiencing reading failure, and negative social emotional
12 outcomes that come with it, and looking at ESA.

13 We need you to one, better involve parents of
14 students with disabilities in the process to create and
15 carry out the ESA plan. Two, improve the process of
16 identifying schools where students are struggling especially
17 in reading. Three, ensure that the state quickly provides
18 resources to the schools who are struggling to provide
19 adequate support to the at risk readers. Four, provide clear
20 information to parents about performance outcomes for all
21 students and struggling readers in their schools.

22 Thank you for your time and sharing -- in
23 ensuring ESA works for all Colorado kids moving forward. We
24 hope you involve parents of students with disabilities and
25 learning differences in the decisions that deeply impact our



1 children. Thanks for your time.

2 MADAM CHAIR: Thank you very much.

3 UNIDENTIFIED VOICE: Celia O'Connor.

4 MS. CELIA: Thank you. My name is Celia
5 O'Connor, I'm a grand -- grandmother of six wonderful
6 grandchildren. Denver resident, tax payer and I saw on the
7 National Center for Sexual Exploitation that EBSCO is on the
8 dirty dozen list. Now EBSCO is a database research database
9 that is brought to public libraries and schools through the
10 Colorado library that is under the CARA Department of
11 Education or through Klik, which is also supported by the
12 CARA Department of Education and you know, I can appreciate
13 the significance of the problems you're dealing with.

14 You've got a lot of issues that you have to
15 grapple with but this one is one that really could go away
16 if it was just handled right. EBSCO is filtering porn. It's
17 not filtering porn out of its research databases. And so
18 that porn is going to the -- to the schools and EBSCO
19 acknowledges this problem. And in fact, I believe that the
20 CARA Department of Education has known this for probably,
21 oh, about 14 years or so because in 2003 when the American
22 Library Association, which is also on the dirty dozen list
23 sued the child Internet act and lost.

24 The next year, the CARA department of
25 Education sanctioned a study to see what kind of filters



1 free or for fee filters work best, and their test case was
2 EBSCO, so EBSCO, you know, back then in 2003, maybe people
3 didn't think it was such a big issue because only 40 percent
4 of the kids had access to computers.

5 Well, today, you know, what is it? Almost 100
6 percent if not 100 percent of the speed at which you could
7 download was barely you know, some people were still dialing
8 up. Today, it's lightning speed.

9 So -- and -- and pornography is so damaging
10 to kids. We are talking about altering their brains. We are
11 talking about growing young men primarily, who could exploit
12 women, who could rape women, who -- who will have
13 dysfunctional relationships, who will be more prone to
14 divorce and will be more prone to download porn at work. And
15 I know how much you want to have a relationship with
16 industries around our state so that we can, you know, so
17 that you put out good students, so that we can attract that
18 industries back to our state. Do you know that societal cost
19 of pornography is around \$16.9 billion annually.

20 I mean, that's a huge problem. And it's --
21 it's so damaging to young kids and EBSCO said, when they got
22 on the dirty dozen list, they said they were going to do
23 something about it and they didn't. And that contract is up
24 now and I think you could do something about it. Thank you.

25 UNIDENTIFIED VOICE: Thank you very much.



1 Nicola Frost.

2 MS. FROST: Sorry. (Indiscernible) being here
3 this morning, being here this afternoon. Glad to have some
4 time. Madam Chairman, thank you for having me. Thank you,
5 members of this committee. I like to tell you how much I
6 appreciate this opportunity. My name is Nicole Frost. I'm
7 here representing Understood as well as myself. I'm a
8 Colorado native and a parent of three children.

9 Understood is a free comprehensive resource
10 for parents of the one in five children who are struggling
11 with dyslexia and ADD. We are a nonprofit organization. We
12 are a website and a resource tool for parents. I'm
13 testifying today because I thought the committee would
14 benefit hearing from someone who's not only the regional
15 director for Understood but also a parent of a dyslexic
16 child that went through the DPS system. Didn't research --
17 didn't receive services but once he did, he thrived.

18 Tell you a little bit about Dylan. Dylan is
19 my middle child. At age four, we kind of noticed, he's not
20 quite like the other kids. We went to his pediatrician and
21 we said, why is he sensitive to noise? Why is he afraid of
22 things? They said, "Oh he's young. He'll be okay. Keep going
23 through." When he went into elementary school in first grade
24 we asked the teacher, "Why can't he hold a pencil? Why is he
25 afraid of books? Books are all in our house. He was named



1 after two writers Dylan Thomas and Barbara Frost. We loved
2 reading.

3 Books are in our house everywhere but he was
4 afraid of them. It didn't make sense to us. Come second
5 grade, we turned to his teachers and said, "Please, can we
6 have him evaluated." They said, "No. He's all boy. If you
7 looked in a Webster's dictionary you'd see a picture of
8 Dylan. Let's give him the gift of another year." The gift,
9 it didn't make sense to me.

10 So my husband and I took out a loan and we
11 did private testing. And there, we found out that he had
12 dyslexia, dysgraphia and ADD. In third grade we went to the
13 school and we said, "Hey, here's all the data. Here's all
14 the information. What do we do now?" And they kind of,
15 shrugged their shoulders and they said, "Well he definitely
16 needs services but we don't really have the resources to
17 help you."

18 So, we had to take it on ourselves. We went
19 into more debt, so we could provide services for Dylan
20 knowing that he definitely had a learning difference. But
21 how could we help him best. We tried various tutors,
22 Children's Hospital couldn't help us or give us any advice.
23 We felt alone. Then he attended Hill Middle School in Denver
24 and in sixth grade, he had a lovely case manager who tried
25 to help him the best she could but they still didn't have an



1 intervention program.

2 However, in seventh grade, he had Wilson and
3 when he got this Orton -- Gillingham based program, four
4 days a week, an hour a day, he started to thrive. He was no
5 longer struggling to read. He was reading to learn. By the
6 time he left Hill Middle School, he was in honors. He
7 continued on to East High School.

8 We continue with intervention that we had to
9 do privately, because at the high school level, they're
10 working on passing them through more the art -- than they
11 are intervention. I am proud to say that Dylan graduated
12 with honors last year and he is now attending East -- excuse
13 me. Colorado State University. Was that mine? Shoot. I want
14 to talk about super quickly as ESA.

15 There are ways that we can make this plan
16 better. We need to look at early intervention. We need to
17 support teachers and give them that training. If we could do
18 the intervention on K12, we won't have these problems. I
19 guarantee you, your graduation rate will go up. Please,
20 please, consider some of the information I told you today. I
21 also wrote a letter to CDE explaining some of the methods
22 that we would like to see changes. Thank you for your time.

23 UNIDENTIFIED VOICE: Thank you. Anne
24 Schreiber.

25 MS. ANN: Hi, I'm Anne Schreiber and thank you



1 so much for this opportunity to speak briefly and I'm going
2 to keep it brief. I am a parent and I work in education and
3 I have three dyslexic children. And what I -- in
4 piggybacking off of the two other individuals that have
5 spoken about dyslexia, I think it's really important that we
6 provide our educators with the tools and knowledge they need
7 in understanding these children.

8 Because I do really believe that many of
9 these teachers want so badly to help all their students.
10 However, for example, I have two daughters at East and they
11 are, the teachers might have five classes of 35 students,
12 and so to understand the learning needs of my children,
13 might not be realistic and it -- it puts the teachers in a
14 terrible position even if they want to help your child.

15 So, I do think that figuring out a way to
16 provide additional support to teachers, so that when a child
17 does need extra time, they don't need to be failing in order
18 to get it which is a case from my oldest daughter, who's
19 diagnosed. Once she had high school, they said she was too
20 high scoring to receive accommodations and then her junior
21 year, when she actually started failing classes, she was
22 able to get them, which was fabulous but what it did to her
23 self-esteem and then these educators who so badly wanted to
24 reach her, it seems like it would have been really great if
25 we could have had those accommodations earlier or we could



1 have been educated and if the teachers would have realized
2 what they could have done because what we've realized is
3 that, we didn't know the right questions to ask, the
4 teachers didn't know the right questions to ask.

5 And it created this really challenging
6 situation where, our child felt like they were failing and
7 their confidence was -- and low esteem went down. And the
8 teachers, they -- they felt at a loss too. They were really
9 struggling. And so, if there is a way in your expertise and
10 knowledge to figure out additional funding to really help
11 these educators and parents.

12 Organizations like Understood are fabulous in
13 being a resource, learning ally are, but a lot of parents,
14 that I've realized they -- they don't know these are even
15 available to them and we don't even know the questions to
16 ask as we're entering these high schools to get the special
17 education teachers to help educate us and when, as a parent,
18 I was told my child had scored two highly on the educational
19 assessment.

20 I sort of, trusted that and I didn't know to
21 delve a little deeper. And so I just feel like if -- if
22 there's a way to help provide more support to parents as
23 they entering the DPS system of what they can and can't do.
24 And then also, explaining to teachers what they can and
25 can't do. Thank you.



1 UNIDENTIFIED VOICE: Thank you very much.
2 Robin Patterson.

3 UNIDENTIFIED VOICE: Dr. Reverend Patterson,
4 thank you for this opportunity to address the board. There's
5 a great concern in our community about the use of the EBSCO
6 products in our schools and public libraries. EBSCO streams
7 obscene articles, images and even links to hardcore porn
8 into children's online databases, and these are found in our
9 middle high and possibly even some of our elementary
10 schools.

11 There's literally hundreds of obscene entries
12 in its databases. EBSCO is a corrupt corporation that to
13 this day, even after being named to the 2017 dirty dozen
14 list by the National Center on Sexual Exploitation,
15 continues to falsely market their products as vetted for
16 school age children. I personally, was in contact with the
17 EBSCO CEO, Tim Collins, and others in upper management and
18 they communicated their disdain basically, for their
19 customers saying their product was fully disclosed at
20 purchase and placing the blame for exposing children to
21 pornography, saying that lies with their customers who chose
22 to use the product anyway.

23 EBSCO sells its products to the Colorado
24 Library Consortium and I have spoken also with Jim Duncan,
25 the consortium manager and he acknowledged the pornography



1 but also blamed his customers in turn, which are our state
2 schools and libraries for choosing to use those products.
3 Jim Duncan's lack of concern for child safety I think,
4 should be a wakeup call for all of us.

5 He said he wasn't sure whether the children's
6 computers in our public libraries had the capacity to filter
7 EBSCO, and he was right. I've checked. EBSCO streams obscene
8 material directly into children's computers in our public
9 libraries. Top site filters do not reach inside subscriber
10 databases.

11 Jim Duncan continues to engage EBSCO,
12 soliciting the business of libraries all over the state, and
13 there is even a comment that he posted on his face -- on his
14 -- on the consortium website stating that EBSCO is in
15 compliance with Sipma which they are not.

16 So, I think it's a sad day in Colorado when
17 our leaders are losing sight of the fact that child safety
18 does come before business. The Colorado State Library funds
19 the consortium and Eugene Hayner sits on its board.

20 There is a group of concerned citizens here
21 in this room today representing several different districts
22 around the state and we do ask the CDE to nip all funding
23 that either directly or indirectly supports EBSCO. EBSCO
24 says they are "Working on improving safety." However, I
25 would like to remind you that I first contacted Tim Collins



1 almost seven months ago and EBSCO was named to the dirty
2 dozen list almost two months ago.

3 They're really not working fast enough. EBSCO
4 subscriptions should be suspended pending safety upgrades.
5 The State Library also funds individual school libraries
6 including the CCSD and this money should be discontinued as
7 well. We notified the CCSD and the Casspi seven months ago
8 but other than minor cosmetic changes, they did little to
9 curb the volumes of obscene material.

10 The CCSD appear to have scrubbed at least one
11 middle school but leaving other middle schools and high
12 schools exposed. Haribo superintendent of CCSD actually
13 defended EBSCO's content --

14 UNIDENTIFIED VOICE: Could you wind down your
15 presentation please, your time is up.

16 UNIDENTIFIED VOICE: Yes. Thank you.

17 UNIDENTIFIED VOICE: Drew Patterson.

18 MR. PATTERSON: My name is Drew Patterson. I'm
19 here to address the EBSCO issue as well. Thank you Madam
20 Chair and members of the board. As a parent and a taxpayer
21 in the state, I'm deeply disturbed that there exists or ever
22 existed a relationship between the Department of Education
23 and the Colorado Library consortium. Clearly, Jim Duncan of
24 the CLiC has known for some time that the EBSCO products are
25 rife with pornographic material.



1 Certainly, if EBSCO is to be believed, they
2 made it clear to their customers and this includes the CLiC,
3 that their product is unfiltered and the customers are
4 expected to take appropriate precautionary measures. Jim
5 Duncan of CLiC has then sold EBSCO into our schools, to our
6 kids. And it is a product that he knows contains pornography
7 and this should be unexpect -- unacceptable to the CDE, and
8 it should sever all ties with CLiC and seize any funding to
9 libraries or any organization that continues to utilize the
10 EBSCO databases.

11 These people and organizations are not good
12 corporate citizens. They place revenue and profits above,
13 way above, the health of children, and they will continue to
14 do so in other avenues. If the error of their ways is not
15 brought painfully to their attention, it is clear that all
16 they are concerned with is their bottom line and state
17 action impacting that bottom line is the only way to get
18 their sincere attention. Plainly, the state should not be
19 doing business with pornographers. Thank you.

20 UNIDENTIFIED VOICE: Thank you. Marcy
21 Sergeant.

22 MS. SERGEANT: I gotta teach my legs how to
23 walk again. Can't imagine how are you have to wait so long.
24 No. I'm very happy to be here. I'm -- I'm part of the EBSCO
25 team, super happy to be here. And I got to just tell you,



1 you guys cover a myriad of different issues. I'm used to
2 working with my district. I love my district and --

3 UNIDENTIFIED VOICE: So what's your district?

4 MS. SERGEANT: Oh goodness, it's Adams 12.

5 UNIDENTIFIED VOICE: Thank you.

6 MS. SERGEANT: Loved them. Worked with them a
7 lot, and it's my first time here. So thank you for stand,
8 let me speak. It's as they've already talked and I'm going
9 to shorten some of my sentences and things like that but --
10 so, basically, there's been a lot of evidence that EBSCO
11 violates to the policy and I was working with my district a
12 lot on this and they were really responsive, and they even
13 shut down the database for a while.

14 And I've got -- I've got a capstone senior,
15 and I can understand, you know, and we've got three
16 children. We, and myself, and my husband Scott, because they
17 were so concerned with the things that came up in a meeting,
18 and I really appreciated that. And I -- it was in that
19 meeting that we just kind of took the test, took a couple of
20 seconds, and brought up some searches.

21 I don't know if you've had opportunity to do
22 some searches on EBSCO. Some of the words that you might not
23 normally use and see what comes up. I'm not going to talk
24 details but there were articles featuring pictures or
25 graphic language with products or positions that begin



1 grooming normalcy for sexualized content that were obviously
2 violations of the CDE policy.

3 I didn't think I'd get emotional but the
4 thing that scares me is we've got some porn that's
5 introducing our kids a very young ages. Freaks me out quite
6 frankly, and I don't know if you've seen some of the data on
7 porn, but children before they reach puberty, are in risk of
8 being addicted to pornography sites and account for a high
9 percentage for visiting these sites. I just don't want our
10 schools to be a place where they can reach it.

11 So, EBSCO claims no responsibility, no
12 accountability. We talked about this with our district and
13 they state that porn is not a problem and that the searches
14 are safe. But if this is the case, then first of all, why
15 did they give a fix, so -- call -- so -- called fix. But the
16 fix was, is it was a filter that they passed on to any
17 administer, an administrator, whether it's a librarian,
18 someone in our district, right?

19 And they have to go and click filtered every
20 single magazine they think might have content. It's
21 unacceptable. It's not a fix. It's a problem. It's a problem
22 that needs to be fixed, and it's -- the districts are
23 bearing the burden of filtering. And so is not -- okay. So I
24 just would ask that, in lieu of the contract being pending
25 at this time, as what I understand for EBSCO, that we just



1 put it on hold and think about what we're doing before we
2 renew the contract, take a look at what it offers our
3 children, and ask them to be compliant with our policy
4 before we purchase another contract with them. Thank you so
5 much for your time. It was really a pleasure for us to be
6 here, and maybe we'll come back soon.

7 UNIDENTIFIED VOICE: Thank you very much. And
8 that is the end of public participation. Be safe. Thank you.
9 Board meeting is now adjourned. Back tomorrow, nine o'clock.
10 Slam it, thank you.

11 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above -- mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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