



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
April 10, 2014, Part 2

BE IT REMEMBERED THAT on April 10, 2014, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Paul Lundeen (R), Chairman
Marcia Neal (R), Vice Chairman
Elaine Gantz Berman (D)
Jane Goff (D)
Pam Mazanec (R)
Debora Scheffel (R)
Angelika Schroeder (D)



1 CHAIRMAN DURHAM: State Board will come
2 back to order. The next item on the agenda is
3 presentation from Karval School District. My colleagues
4 are getting tired of hearing me say this, but I think
5 it's important to kind of give context to you folks. Our
6 desire was to really reset the room so that we could all
7 be down on one level table at a round table kind of
8 thing, but it just -- the logistics don't work to get an
9 audience in and to have that table for us to be on the
10 same level and so forth. So images mean things,
11 situations mean things -- we want you to know that this
12 is a conversation. It's not a summons, we're not asking
13 you in here for a formal action. It's much more informal
14 in nature and so we're here to have a dialogue. So I
15 wanted to tee that up with you. With that, I will pass
16 it to the commissioner.

17 MR. HAMMOND: Now, before I turn it over
18 to Todd, the superintendent, and also you were going to
19 speak first, Ken, as the Board President, feel free. But
20 thank you again for coming. Both of you are new since we
21 started our discussions in your district. When I first
22 got here. But for the Board's sake, this is a complete
23 contrast from where we came from with Adams 14 and then
24 the smallness of your district and the situations -- and
25 the circumstances that you face.



1 So with that, I'm going to turn it over to
2 you, Todd, to tell your story and then they'll ask
3 questions.

4 MR. WERNER: Thank you, Dr. Hammond and I
5 thank the Board of Education --

6 MR. HAMMOND: Mister -- it's mister -- I
7 don't want to perceive I'm a doctor.

8 MR. WERNER: And I appreciate the
9 opportunity invitation to bring some of the Karval staff
10 up here and help maybe paint a picture of Karval and some
11 of the changes we are making. I'm Todd Werner, I'm the
12 superintendent and would you like introductions from
13 everybody?

14 MR. HAMMOND: That would be very helpful.

15 MR. WERNER: So we'll start over here with
16 Cheryl.

17 MS. THOMPSON: I'm Cheryl Thompson, I help
18 with counseling services.

19 MS. VERMILLION: Good morning, I'm Rachel
20 Vermillion, I teach English 6-12 as well as middle school
21 history and reading intervention.

22 MR. WERNER: Kenny?

23 MR. YODER: I'm Kenny Yoder (ph), I'm the
24 Board President.

25 MS. MCCULLEN: I'm Kerry McCullen, I teach



1 math 7-12 on the online environment.

2 MS. SCHNABEL: I'm Joy Schnabel (ph) and I
3 teach social studies 7-12 online.

4 MS. THOMPSON: I'm Becky Thompson and I
5 teach online science for the high school.

6 MR. WERNER: And we have two other staff
7 members that came with us today. We have Merilyn Haggins
8 (ph) who works in the online and helps with enrollment
9 and tech support; a variety of things. And also, Denise
10 Williams, who works in the elementary online environment
11 for us as well. And she has a dual role. You'll see one
12 of the slides later that we have multiple people that
13 work brick and mortar. We'll refer to it as the BAM and
14 also online and Denise is one of those individuals that -
15 - that has kind of a dual role within our district.

16 So with that. I've never used a clicker,
17 so we'll see how it works.

18 CHAIRMAN LUNDEEN: Do not be discouraged -
19 - no one has success with it.

20 MR. WERNER: There we go. So I'll turn it
21 over to Kenny to present a little bit of the history of
22 the Karval. Kenny is our new board president as of last
23 fall. The outgoing board president had been on the Board
24 of Education for Karval for 16 years and he -- so he had
25 been on the board through the -- the implementation of



1 the online school, the changes; multiple changes within
2 the district and so on. So Kenny has been with this
3 role, so we thought, hey, let's break him in right.

4 MR. YODER: He's stealing my thunder here.
5 No, I was asked to kind of give you a little bit of a
6 history of Karval. I grew up in the community; my dad
7 grew up in the community. One of the small schools that
8 I will talk about that was moved into Karval, my dad
9 actually attended in a one-room schoolhouse there. So
10 that's kind of my background.

11 But the first school was in 1903 and in
12 1913 the school district -- Karval School District 23 was
13 formed. And it was a makeup of several of the one-room
14 schoolhouses being combined -- Barker, Farmers, Pleasant
15 Hill, Stone, Barber, Star, Web, Cross, Dudley, and the
16 Karval schools. And a lot of those were named after
17 people that were of that area that still have family in
18 Karval. So kind of interesting. But in 1919 the schools
19 consolidated into one building and in 1937, the new
20 building was built. In 1951 they added another one-room
21 schoolhouse which was the Prairie Grove District, was
22 annexed into Karval. That school was about a mile from
23 my house that I live in, and that's where my dad attended
24 school until '51.

25 Then in '51 also the Walker District



1 joined, and in '54, Pride of Prairie District
2 incorporated into Karval. In 1954, the Blue Cliff
3 District and the Green (indiscernible) District
4 consolidated into Karval, and in '54 they passed the bond
5 issue. In 1956 is where the current building -- when the
6 current building was built and just within the last three
7 years, I think, the old building was tore down in Karval.

8 But as far as some of the -- that's some
9 of just the nuts and bolts of the history of the school;
10 the way it was formed, the way it came about. But I was
11 asked to talk a little bit about the community
12 involvement as well, and basically the school is a major
13 part of the community, as is all small rural schools. If
14 I was to give an analogy, I'd say, you know, it's like
15 the Denver Broncos are to Colorado, that's what the
16 school is to Karval's community. You know? And I
17 strongly feel that way. The school has -- any activity
18 that goes on in Karval, pretty much happens at the
19 school. Whether it's a school activity or not. But that
20 is how the community stays a community. So that was one
21 of the points I kind of wanted to make.

22 I don't know what else -- as far as the
23 history, that was the main history of it. I believe I'll
24 turn it over to Rachel now to continue on.

25 MS. VERMILLION: Good morning. The



1 mountain plover is a funny little brown bird that loves
2 the plains of Eastern Colorado and really enjoys it's
3 environment there in Karval and it skitters around and it
4 really likes the corn stalks and the wheat stalks and the
5 dirt. And we have lots of that. We have lots of farmers
6 and ranchers. And I mention this, because several years
7 ago it was put on the species of concern list because
8 they were worried about the dwindling population of the
9 mountain plover. Well, long story short, I tell you that
10 because the population of the mountain plover is
11 considerably higher than the population of Karval itself.

12 The district is one of the largest
13 districts in the state -- it encompasses 775 square
14 miles. These are from the 2010 census, so I would -- I
15 would take a guess that the numbers are smaller, but it's
16 the population in the district that would be about 326
17 people, and that leaves us with a density of .42 people
18 per square mile.

19 The community itself has several
20 employers; farmers and ranchers are the heart of the
21 community. Several of us at the table here are farmers
22 and ranchers in the area. We've been experiencing
23 several drought for the last several years. People are
24 having to ship cattle to different pastures in other
25 states, they are having to sell cattle. Tractors are



1 sitting idle, and it's a scary time for that farming and
2 ranching community. But they are staying strong, because
3 this is certainly a historical part of the community and
4 a historical part of the state, and a 20 billion dollar
5 industry to the state of Colorado.

6 The post office in Karval -- in some small
7 towns, that may be kind of the hub. Ours is not. We've
8 got one employee there at the post office, and then there
9 is a County Road and Bridge Department where there are
10 eight employees. And then of course the school district.

11 This slide is a photo that was taken near
12 Karval. This is a very typical scene that looks like
13 maybe CRP or some grazing ground. And this is something
14 very typical to what you'd see out in our area. We gave
15 a list of schools that are nearby our district, to give
16 you an example of our geographical isolation. You can
17 see that the closest school to us is Genoa-Hugo at 31
18 miles. That's actually where our high school athletes go
19 to cooperates, to play sports, because we don't have
20 enough kids to field a team. So we bus them 31 miles up
21 for practice and back and then they go home and help
22 their dads check cows and do their chores.

23 Other districts, anywhere from 71 miles,
24 46, 51 -- we're -- we're a quite isolated district. And
25 you can see all of those districts there. I give this



1 one to you as a comparison. The East Otero District in
2 La Junta is also a fairly rural district, but if you'll
3 see, there are seven districts closer to that district
4 than our closest district of Genoa-Hugo. They also have
5 a Wal-Mart.

6 MR. WERNER: And a grocery store and a gas
7 station.

8 MS. VERMILLION: Very important.

9 MR. WERNER: I say that because we've
10 actually had to give gas to city people coming out and
11 doing visits because they didn't realize we didn't have a
12 gas station.

13 MS. VERMILLION: If you come to our
14 school, which you are more than welcome, there is no need
15 to plan time for an off-campus lunch, because you'll eat
16 with us in the cafeteria, because there is nowhere else
17 to go. And when we say, "Fuel up before you come out."
18 We mean it. This is a photo of the Ag shop. Aaron Kravig
19 is our Ag teacher, he's actually a graduate of Karval
20 School and came back to teach. He also has a red angus
21 business and he had to actually take his day off of
22 school the other day because his bull sale -- his annual
23 bull sale was on Monday. So -- so he had a substitute
24 teacher so he could go sell bulls.

25 This is our district map. The yellow dots



1 are current brick and mortar students and the green dots
2 are expected new students in 2014. If you're having
3 trouble finding the green dots, it's because there's just
4 not that many of them.

5 MR. WERNER: And Karval is the red dot
6 right in the middle, that's the town.

7 MS. VERMILLION: Right, right. And there
8 are a number of young families around Karval, and they
9 are all very interested in keeping the school open and
10 being involved. Parent involvement is not an issue for
11 us at Karval, it's a matter of sending out a phone call
12 or a text and I have lots of parents there to help.

13 I will go ahead and turn over the
14 enrollment portion to Mr. Werner, but I appreciate you
15 all having us here.

16 MR. WERNER: This is just a slide to show
17 you the -- to represent the declining enrollment that --
18 that Karval School District has experienced over the last
19 seven years. It's in the online as well as the brick and
20 mortar. Contributing factors to the brick and mortar
21 decline enrollment, the major one, would be -- would be
22 the drought conditions. You know, the farmers and
23 ranchers don't have enough in operation right now to
24 require extra help, so we've seen a drop in enrollment
25 there. The online I would contribute to the competitive



1 nature of the online world right now. When Karval Online
2 was started, I believe there was four -- I believe -- was
3 Karval, Branson, Vilas and Monte Vista, if I'm correct.
4 And now we have over 30. But this is just representing
5 that not only are we seeing a drop in enrollment in the
6 online, which several questions have been asked about,
7 but we're seeing it in the brick and mortar as well and
8 that has significantly impacted the district.

9 This is just a slide of our high school --
10 our brick and mortar high school last year, when three of
11 those students have graduated. And we had no eighth
12 graders last year, so we had no incoming freshman.

13 You guys, I'm sure, are well aware of the
14 accreditation history since 2009 of the Karval School
15 District. You know, I know you guys have had
16 presentations and information given to you at least since
17 November if not before. But I thought it was important
18 that we include that to recognize where we are at and
19 take ownership of that.

20 This slide I just wanted to put in here.
21 We decided to include looking at some of the research
22 that the University of Virginia has done in their
23 turnaround schools and so on. I thought there was some
24 very telling points in a couple of their reports. You
25 know, the first one states the key factors to turning



1 around schools and when we're looking through this and
2 reading this report, it aligned very closely to what our
3 improvement planning process consisted of last spring as
4 we were going through the root cause analysis in
5 identifying areas of needs, and the two biggest things we
6 focused on was a guaranteed viable and aligned
7 curriculum, and the introduction in effective use of
8 (indiscernible) assessments to guide instruction.

9 The two other quotes at the bottom I
10 think, were very significant. And the reason I -- the
11 reason I included those is because I think it represents
12 maybe some shift and some change for the good that we've
13 seen within the state of Colorado. The bottom one was
14 very telling to me in that if we allow -- in a sense, if
15 we allow unsuccessful schools to -- I think the word they
16 use is "language" for three to five years, before there
17 is intervention, that the rate of success of turnaround
18 is -- is very low, in the neighborhood of 20 to 30
19 percent and maybe even lower.

20 But my earlier intervention and the terms
21 that they use is looking at the leading indicators that
22 more precise and more immediate action can be taken. And
23 I put that in there simply because I think -- and my
24 perception is that that is the direction the state of
25 Colorado is going. And I appreciate that. We -- we have



1 had more intervention in the last 18 months, that -- that
2 I find very appreciative. So it's not a negative quote,
3 it's a -- I think we're moving in the right direction.

4 Staffing patterns, as you saw earlier, we
5 have seen a drop in enrollment. This slide is to simply
6 represent the cuts that Karval School District has made
7 over the last four years. Four years ago we had 19 full
8 time -- actually, 29 full time people and right now we
9 are down to 20 full time with a couple part time. And
10 that's brick and mortar and online combined.

11 Changes that have been made; this slide
12 simply represents the -- the leadership changes since the
13 online school has been implemented in 2003-2004. We had
14 a span of about five years where there was consistent
15 leadership, but over a ten year span there's been some
16 changes, so to speak. And with that, I will turn this
17 part over to some of my online staff: Kerry, Joy and
18 Becky.

19 UNIDENTIFIED VOICE: And we just wanted to
20 talk about some of the changes that we've seen and a lot
21 of those have happened with our current leadership and
22 over the last -- you know, the last year, year and a
23 half, as Mr. Werner was discussing. And -- and we've had
24 work with both CDE representatives and also other folks
25 who have come in to help us with the formative assessment



1 practices and things like that, that we're trying to
2 implement and working on.

3 And so like I said, we just want to talk
4 about some things that have been changed, and the changes
5 that have been made. And so one is that before this time
6 we had very little control over our curriculum. It was
7 kind of purchased often with very little input from the
8 teachers. But -- and on top of that, it was difficult
9 for us to go in and author and make changes. Oftentimes
10 we had to set out a minimum of a quarter or a semester at
11 a time, and so if the students were struggling with a
12 concept, it was hard for us to go in and address that
13 immediately, because we couldn't get in there and do it
14 without -- without resetting everything.

15 And so now we're working on writing our
16 own curriculum and we can use a variety of resources to
17 supplement instruction, and we can also make changes
18 immediately on a day-to-day basis if we find students are
19 not understanding something. We can go in that day and
20 create something new for the next day for that student or
21 a group of students or an entire class, which we have
22 found wonderful to be able to hit things that students
23 are needing, you know, more work on it and things like
24 that. It allows us to meet their needs more individually
25 and also at a more reliable time.



1 Another thing that happened before is it
2 was a very self-paced program where the students had, you
3 know, a quarter or a semester in which to complete the
4 work and we found that that was not allowing us to even
5 have the opportunity to see what they knew and what they
6 didn't know in order to make those timely changes to
7 instruction. And so now there's still a little bit of
8 the flexibility, but there's more of a weekly schedule
9 where the students are held accountable more often and
10 this is -- like I said, this has allowed us to see work
11 more readily and more often and allowed us to make
12 changes with what we're doing with our students.

13 This has also resulted in many students
14 unenrolling from an online school, as that was one reason
15 that a lot of them were there, was for the flexibility.
16 And so that has been a change in our student body and the
17 makeup of that. Before we didn't have formative
18 assessment practices, and this was something that we
19 worked on throughout the spring and all summer long and
20 through the school year, is really implementing these
21 formative assessment practices that did not exist and
22 students simply would complete their work and move on to
23 the next thing and complete their work and move on to the
24 next thing. And so it's very much a completion versus
25 mastery.



1 And so now we're taking that step back and
2 we're working on -- on providing the feedback which --
3 you know, the new changes that we've implemented allow us
4 to do that, provide a lot feedback to students and in a
5 more timely manner. And then they're actually allowed to
6 use that feedback. They are allowed to revisit topics
7 and rework those, and work new, you know, ideas around
8 that topic to show what they know and it helps on both --
9 you know, both from the students and -- and from the
10 instructor's perspective as far as being able to know
11 exactly what -- what help is needed and how to get that
12 to them.

13 Before progress monitoring was limited to
14 nonexistent, okay, and now we're working to complete
15 progress monitoring more frequently. We still have
16 improvement to make in this area, but we feel like we
17 started to create benchmark assessments to use with
18 students as they go through the learning targets to help
19 gauge where they are at, and we hope to improve and
20 revise on those even more as we continue with this --
21 with this work. Yeah, absolutely.

22 UNIDENTIFIED VOICE: So at the beginning
23 of this year, what we did along with that progress
24 monitoring, what we actually did is we sat down and we
25 took the state standards and then we aligned -- we set



1 out unit plans to meet those academic standards and based
2 on that, then we set learning targets. So what each of
3 us does on the online environment now is that we find out
4 where our kids are at the beginning, before we start
5 teaching, and in relation to those learning targets, we
6 teach. And because we have this new -- we are able to
7 dynamically change our curriculum, our lesson plans as we
8 go -- not our curriculum, I should say our lesson plans.
9 We can change that and monitor those learning targets on
10 the fly. So as we see our kids going through and we
11 assess them and we check those learning targets and see
12 where they're at, we can address their needs immediately.
13 And I think that's a huge shift from previous years where
14 the -- the curriculum was already -- like you said, pre-
15 authored, so we couldn't make those changes.

16 Now we're actually putting in -- being
17 able to go back and do remediation and do interventions
18 and change what we need to change right away. I know I
19 feel like the changes -- some of the changes we've made
20 now, I mean, we know our kids know -- here's the
21 information we want them to know, we know we've got it,
22 we can show you if they've got it. And I think that's
23 made a big difference in our -- in our ability to teach
24 our kids. And so that's another pieces to the progress
25 monitoring.



1 UNIDENTIFIED VOICE: Absolutely.

2 UNIDENTIFIED VOICE: The multi-tiered
3 system of supports, there was no formal plan for that,
4 and this is also a need that was identified when School
5 Works came in as something that we need to work on and we
6 can agree that that's a priority and that's one thing
7 that we're going to focus on here. That's where we're
8 kind of focusing on the curriculum and getting those
9 changes made with the formative assessment practices, and
10 so that's our plan, to heavily address that during year
11 two (indiscernible) to move into those systems.

12 As we talk about the limited curriculum
13 that we had before, it was also opportunity for student
14 work samples to be collected in a variety of formats. As
15 we found as they get to the testing situations that they
16 are put in, you know, students need to be able to do
17 these things without sitting in front of a computer and
18 keyboard, and so we want to have them be able to send us
19 work in a multiple -- in a variety of ways. So they can
20 print things out, they can do it offline and submit it.
21 They can scan in their work, they can text it to us, they
22 can send it in emails. However they can get it to us. A
23 lot of them upload it into the management system that
24 we're using and they found that easy to use as well. But
25 we can get that work from them and see exactly what they



1 are doing as far as that goes.

2 Before, we didn't really have a formal
3 plan to address the lack of adequate -- adequate progress
4 and adequate attendance and things like that. So now we
5 do have a formal plan that we're working on, and we do
6 plan to revise that and work on that even more for the
7 upcoming school year.

8 One thing that we also implemented this
9 year was an orientation course both for the students and
10 the parents, that they needed to complete before they
11 could start their classes. And we felt that was really
12 important because before we would end up having students,
13 you know, get a (indiscernible) and really have a tough
14 time navigating the system. Especially students who are
15 coming new to the online environment and really having
16 trouble navigating, where do I need to go for this class,
17 or to turn in this assignment? And so we worked on an
18 orientation course this past summer and put it into place
19 for the beginning of the school year and had all of our
20 students completing that before they began. And I think
21 that really helped them so that when they were getting to
22 the course material, it wasn't, how do I turn in an
23 assignment? They already knew how to do that. It wasn't
24 the technical stuff getting in their way. So then we
25 were able to focus on content versus how to do -- how to



1 do the processes.

2 Something that happened before, as the
3 students were enrolled regardless of risk factors that
4 they might have, that might impede their ability to do
5 their best in an online environment and we still enroll -
6 - it's an open enrollment, so it's not like a screening
7 process, but I think there's a lot of conversation with
8 people who are doing the enrolling of students. And
9 looking at, you know, issues that students might have
10 that might not allow them to have enough time or things
11 like that, or just behavior issues. But you know, self -
12 - self-driven issues. And so really sitting down with
13 parents and students that are coming to the online
14 environment and letting them know that -- these are some
15 of the qualities, these are some of the skills that
16 you're going to have to build, or have to be successful
17 in this environment and maybe having a discussion: Is
18 this a really good match for your student or for yourself
19 if you're talking to a student. I'm still trying to
20 identify if that is a good situation for them.

21 In the past we had high student-teacher
22 ratios and now the student-teacher ratios are much lower,
23 that allows for a lot of the good, effective
24 communication that we're having now with our students and
25 we're able to have, which really helps us with the



1 formative assessment practices as well. So we are really
2 able to get in touch with them a lot more frequently.

3 In the past, I think CDE was not a welcome
4 partner in the district's improvement efforts and so that
5 -- that an inconsistency kind of threw everything for a
6 loop and so I think under new leadership, that's changed
7 around and it's not only a welcomed partner, but has been
8 an active one over the last -- last many months
9 throughout this whole process that we did recently and --
10 and we've been really appreciative of that and so now it
11 feels like it's a consistent effort and it's a shared
12 effort, and it doesn't feel like it's a burden on any one
13 of us anymore.

14 And to kind of go along with that, before
15 -- previously, it was very top down decision making model
16 in the district itself, and so now that has changed and
17 it is very shared and everybody is allowed to give input
18 and (indiscernible) to give input and we all do and so I
19 think it's -- it's much more -- we all feel more
20 ownership and more -- that we are involved and able to
21 make a difference and make an impact. I will hand it
22 over to (indiscernible).

23 UNIDENTIFIED VOICE: They don't usually
24 let me have microphones, so this could be a lot of fun.

25 MR. WERNER: For good reason.



1 UNIDENTIFIED VOICE: I'm going to share
2 with you about the Counseling Department and the things
3 that we've done over the last 18 months or so -- the last
4 -- we included this as the last two years here. And we
5 found, you know, that especially in our online
6 environment, a great number of our students have at-risk
7 factors. That's partially why many of them come to the
8 online environment, which makes it extremely important to
9 make sure that we have the post-secondary and career
10 workforce skills and opportunities there for them.

11 So I'm going to dive in with the ICAP.
12 With the ICAPs we went ahead and went with the best
13 practices model and we implemented those from the sixth
14 grade, all the way through twelfth grade, with the
15 College in Colorado. And we currently have 100 percent
16 of our students that have College in Colorado accounts,
17 and are actively participating in their ICAPs. Which we
18 are very proud of that part.

19 And (indiscernible) exploration, we felt
20 was extremely important because a number of our students
21 come to us and they're in a cycle of what their parents
22 that are at -- you know, they don't see beyond those
23 walls, or beyond simply completing high school. And we
24 found that with our brick and mortar students, we can
25 take them to career fairs and college fairs, but our



1 online students, we needed to give that to them in
2 another way. So we have what we call a Speaker's Bureau,
3 which our brick and mortar students can also attend, but
4 we have colleges that will log in and hold like, little
5 webinars. So our online students can join in, listen,
6 watch slide shows, hear about the colleges, as well as
7 the different careers.

8 And we try to have a career speaker every
9 month and this year we're ending with the Workforce
10 Center is coming and they are going to talk to kids about
11 employability skills and summer job hunt, that kind of
12 thing. So it's exciting. And along with the Speaker's
13 Bureau or the online webinars that we reach out to those
14 online students to make sure that they have these
15 opportunities, we've also been able to offer financial
16 aid and scholarship webinars through College in Colorado.
17 They helped us with presenting those.

18 Another part that we've done and
19 especially this year, we've put in more of the career
20 technical education classes. We've found that one of our
21 providers has helped put together some classes such as
22 digital arts, intro to health careers, intro to food,
23 natural resources, hospitality, tourism, all of these
24 different types of careers. And our students can take
25 these courses for elective credits. And I found that,



1 especially this year as we started talking to our
2 students about doing this, many of our high age, low
3 credit students were very interested in that. So we found
4 that to be invigorating, that we could catch them and
5 help them get through by those career tech ed classes.

6 Also we have an active concurrent credit.
7 Our in-house students -- we have many starting at the 10th
8 grade level on their concurrent enrollment with the
9 different colleges. And their online is trending upward.
10 We have more students taking the concurrent credit
11 through junior colleges in their area. And we help them
12 do that. We really recommend that if they will try it,
13 we really push them to go and try that. Because you
14 know, if we can get them into a college class and they
15 see that they are successful, their rates of being
16 successful after high school go up tremendously. So
17 working with that. And we've also been able been able to
18 help a few students graduate early with the concurrent
19 credit classes.

20 And then looking at some of our other
21 populations, we have also started actively helping the
22 students that the special ed just -- they were able to
23 meet the special ed needs, but we were able to find ways
24 to meet them with 504s through our online environment.
25 So we were able to help with that.



1 So I will end with something we're also
2 excited about with our dropout rate, and this is actually
3 from the State Department. This diagram we have here.
4 But you'll notice our trend and our dropout rates are
5 dropping for the last three years and we also expect this
6 year to go down as well. So the line graph up there is
7 the ACE and that was on there from the State Department,
8 it was from their DODAD. They sent out --

9 UNIDENTIFIED VOICE: (Indiscernible)

10 UNIDENTIFIED VOICE: That's alternate
11 education (indiscernible). They compared the online
12 school to that and you'll see that our dropout rates are
13 so much lower than alternative campus.

14 UNIDENTIFIED VOICE: Is this the online?
15 This graph is just online?

16 UNIDENTIFIED VOICE: That one is just the
17 online, yes.

18 MR. WERNER: And that came from what they
19 call a DODAD -- it's the Dropout Data Analysis Display
20 that CDE graciously provides. And there is some very
21 good information in there.

22 UNIDENTIFIED VOICE: That's going to
23 become my (indiscernible)

24 UNIDENTIFIED VOICE: That seems a really
25 inappropriate name for that.



1 MR. WERNER: Add that to your list of
2 acronyms to remember.

3 (Indiscernible -- speaking over each other)

4 UNIDENTIFIED VOICE: And the flip side of
5 that, with the dropout rate going down, we're also happy
6 to report that our graduation rate is going up.

7 MR. WERNER: And I'll buzz through these
8 last few, because I know we're just maybe a few seconds
9 over our 20 minute time for the presentation piece.

10 Some challenges and needs that we identify
11 that -- the assessment is -- is the time taken away from
12 instruction. I know you guys at the State Board have
13 heard this at CASBE, you've heard it at CAES, you've
14 heard it all over that you know, assessment does -- is
15 taking a lot of time away from instruction. So I'm not
16 going to beat a dead horse there.

17 The administration of the online
18 assessments, that's been a challenge that we really
19 started finding in the last three to four weeks as we
20 thought we had a plan in place and right now it's working
21 and we're testing it in the brick and mortar next week,
22 so then we take it out to the online. We hopefully have
23 the -- the wrinkles ironed out. What we're struggling
24 with is our traditional places that we would go to for
25 the pen and paper test -- paper and pencil test -- may



1 not be as open to us, like getting into their life by
2 opening a port for the PARCC and so on. But we're --
3 we're overcoming that and we think we have it in place,
4 we're just anxious to roll it out next week and see if it
5 -- what technical difficulties we might run into.

6 Instruction challenges and needs. Some of
7 these we did identify through our root cause analysis
8 that we've done over the last two years. A couple of
9 them have been newly identified through our work with
10 School Works and the diagnostic review panel. I'm not
11 going to read through them as we are getting close on
12 time.

13 The help piece, the school improvement
14 process with the diagnostic review visit and the state
15 review panel, we have participated in both through School
16 Works and there was also a state review panel visit, I
17 believe, in the spring of 2010. And I've been working
18 with Aaron Lofton (ph) and Lisa Medler, they revisited,
19 communicated, they wanted feedback on the process for me
20 and so on. And so I have shared that with them and it's
21 been a very productive process.

22 The local control piece, I've also shared
23 that more or less with, I believe it was the 163
24 taskforce or council that is put together. And when it's
25 there, you may find this being unusual in this state, as



1 I know local control is a top, you know, issue in some
2 cases. But I think in the improvement process, I think
3 there is a time in which local control really needs to be
4 looked at. And I say that in the sense of -- of a tiered
5 system of support that if I say I'm going to do something
6 and I do it, and I show some improvement, then let me
7 keep going. But if I say I'm going to do something and I
8 don't do it and we're not seeing improvement, then maybe
9 some things need to be looked at earlier in the process
10 of turning around our districts and schools. Like I
11 said, I may be alone in that, but that's my belief.

12 On resources, that is there for the
13 (indiscernible) -- we lost a great resource we had within
14 the online unit at CDE in Amanda Haney (ph). She was
15 part of this process last year as we were looking at
16 things we needed to improve and things we absolutely just
17 needed to change. And as we were working through this
18 and identified some of these statements she made to me
19 and two other individuals that were in the room on, I
20 think it was her second or third day with us, she stated
21 -- her statement was: If you can pull this off, you'll
22 be the model for the online schools in the state of
23 Colorado. Unfortunately about three months later, she
24 left the Department and we've lost that resource. But we
25 are -- a good resource we can have is -- is where is a



1 highly effective online program that we can go to and
2 what do you do differently? We have those examples in
3 the brick and mortar. We have one in Center. So as a
4 brick and mortar I can go to Center -- what works with
5 that population? I don't know where it is, I don't who
6 it is, I don't know if it exists, but where is that
7 highly effective online program that we can go to as a
8 resource? So that's what that's in there for.

9 I'm not going to read through the last two
10 slides; it's about our mission and our continued efforts
11 and I thank you guys for your time and I'm sure you have
12 lots of questions that I won't be able to answer, so I
13 will pass them on to others.

14 MR. HAMMOND: Mr. Chair, I would just like
15 to say one thing: Really, kudos to the efforts that
16 you're making. We really appreciate it, because you have
17 extremely unique challenges. And just for the Board's
18 edification.

19 UNIDENTIFIED VOICE: (Indiscernible)?

20 MR. HAMMOND: Oh yes -- I'm losing my
21 hearing, so I'm beginning to think I don't talk as loud.
22 Seems loud to me. But anyway, the point is, Karval --
23 they focus a lot on the online because quite frankly, if
24 the online was not part of Karval, their district would -
25 - we wouldn't be on their radar screen. It would out of



1 -- it would be in a good category.

2 MR. WERNER: On the accountability piece,
3 yes.

4 MR. HAMMOND: Yeah, absolutely. So that's
5 why you see a lot of attention on the online. But if
6 they didn't have the online, we ran the models and I'm
7 not sure how you could survive financially. And that --
8 that would be a real challenge for you. Not that you
9 couldn't -- but that's why it's important that the two --
10 they have to co-exist and work together. So anyway, just
11 -- their challenges are totally different from the other
12 challenges that you heard from the previous district. So
13 thank you.

14 MR. WERNER: And a positive that has come
15 out of that, Mr. Hammond -- I said "mister" this time --
16 is some of the issues that we identified, the problems
17 that we identified in the online that we then addressed
18 with the -- with the UIP and through our planning, was
19 formative assessment and curriculum alignment. And we've
20 been able to bring that formative assessment into the
21 brick and mortar as well. So while the focus may have
22 been initiated with the online because accreditation
23 wise, that's where it needed to be, we've been able to
24 bring some of those things into the brick and mortar for
25 the benefit of our staff and students as well.



1 CHAIRMAN LUNDEEN: Okay. Elaine?

2 MS. BERMAN: Oh, I --

3 CHAIRMAN LUNDEEN: We'll start down on the
4 end.

5 MS. NEAL: I've just got a -- well,
6 because it was a short one and I know it's in here, but I
7 don't want to look back. How many students do you have
8 in brick and mortar, and how many do you have on online?

9 MR. WERNER: Our -- our funded count as of
10 October 1st I believe was 28 in the brick and mortar, this
11 year we've actually -- now we've had I believe 13
12 students move in since October, into the district.

13 MS. NEAL: (Indiscernible).

14 MR. WERNER: So we are up to -- FTD we
15 would be up to about 41-42. We have six in our preschool
16 and have one CPP slot for that.

17 MR. HAMMOND: That's significant.

18 MS. NEAL: Yeah, okay. I just --

19 MR. WERNER: And we only have two seniors
20 that are graduating, so --

21 CHAIRMAN LUNDEEN: And the online count?

22 MR. WERNER: The online count this year,
23 on October 1st, was 66 and a half.

24 UNIDENTIFIED VOICE: Thank you, that was -
25 - that was -- that was really interesting, because I'm



1 the Denver person, so we go from Denver to you guys, and
2 so it's -- it's fascinating. So one of the questions was
3 answered because on your second or third slide you have
4 Karval School District, you have population 326, but
5 that's not the population of the school district, that's
6 the population of your geographic area.

7 MR. WERNER: That's the -- that's the
8 population within the boundaries of our district.

9 UNIDENTIFIED VOICE: Okay, that's what --
10 that's what I --

11 MR. WERNER: Yeah, from grandparents,
12 aunts, uncles, I think there might be a few cats in there
13 too.

14 UNIDENTIFIED VOICE: Did you leave out the
15 dogs?

16 UNIDENTIFIED VOICE: Crazy aunts in the
17 basement.

18 UNIDENTIFIED VOICE: So I think I'm clear
19 on this, but I'm just going to state it: The online
20 school is your online school, it's not an outside online
21 school that's come in to be operated. It's your Karval
22 online school?

23 MR. WERNER: We operate our own online, we
24 author our curriculum, we do not contract with an outside
25 entity.



1 UNIDENTIFIED VOICE: Okay. You brought up
2 a second ago that it would be great if there was an
3 online school that was a real model of doing well. I
4 mean, I would defer to our staff, but we had -- we heard
5 yesterday from the DSP online school and they seemed to
6 be doing very, very well. But I will leave it up to
7 Peter to decide whether he would agree with me or not on
8 that one.

9 On student performance, I didn't see a
10 breakdown between your brick and mortar school students
11 and your online students -- did I miss that?

12 MR. WERNER: It's not included in the
13 PowerPoint, it is all in the UIP and as we were putting
14 the stuff together, I know the UIP is going to be
15 published -- well, submitted by next week -- so it's
16 going to be available to the public fairly quickly. So I
17 didn't want to get duplicative on it. But --

18 UNIDENTIFIED VOICE: Can you share it with
19 us?

20 MR. WERNER: Absolutely. What part would
21 you like to -- well, I should say, absolutely -- we've
22 got to look at the three-year data because our numbers
23 won't allow us to look at the one-year. Would you like
24 the hard copy that you can have? Or --

25 UNIDENTIFIED VOICE: No, I think we heard



1 from another district where there was a pretty big
2 difference between the brick and mortar students and the
3 online students in terms of achievement. So I think just
4 an overall statement. Are both sets doing more or less
5 the same? Is one doing better than the other?

6 MR. WERNER: Based on last year's state
7 assessment data, the online students have performed at a
8 significantly -- achieved at a significantly lower
9 percentage when we look at the percentage of proficient
10 or advanced and also on the growth piece of it, the --
11 the percentage meeting adequate growth is significantly
12 lower than that of the brick and mortar.

13 UNIDENTIFIED VOICE: And that was the case
14 with the other school district as well. And how -- would
15 you describe differences in the students between the
16 online students and the brick and mortar students.

17 MR. WERNER: Do you want me to take this,
18 or do you want it? The biggest difference is the
19 percentage of at-risk qualities or factors that we see
20 within the online. We looked at just the 9-12 with the
21 most recent numbers and we are at about 70 percent
22 (indiscernible) one of the 15 at-risk categories. That's
23 listed on that checklist for the AEC. And the brick and
24 mortar, I would say, were probably under 20 percent of
25 at-risk. So there is a significant difference in the



1 demographics.

2 I would like to speak towards the free and
3 reduced, but you know, in some of those demographics, but
4 one of the things we identified as we were going through
5 this process is that some of the data we were collecting
6 was inaccurate in the sense that in many cases our online
7 families weren't submitting their free and reduced,
8 because they looked at it as, I'm not eating lunch with
9 you, so I don't need to submit it. And that is something
10 that we've tried to make the concerted effort towards
11 improving so our data is more accurate, so when we break
12 down those disaggregated groups, we actually have an
13 accurate picture.

14 UNIDENTIFIED VOICE: And once again, I
15 don't think I heard it, but in terms of the geography,
16 where are you drawing your online students from? Did you
17 provide a map on that?

18 MR. WERNER: Not with the online -- the
19 furthest west we have a -- a student or a family of
20 students, is Monte Vista. The rest are basically all on
21 the eastern slope. We -- we have made a concerted effort
22 not to be too strung out. We have had applications come
23 in from the Durango area and Grand Junction; we don't
24 feel like we can effectively meet their needs, whether it
25 be -- if we need to make a home visit, or testing, or



1 whatever. So we keep them mostly on the eastern slope.
2 Our pockets right now would be centered in Colorado
3 Springs and Pueblo with some outliers.

4 UNIDENTIFIED VOICE: So do you have any
5 online students from your Karval School District?

6 MR. WERNER: No. No one within our
7 district this year is enrolled in the online, but we have
8 implemented a blended setting within the brick and mortar
9 in some classes. I use social studies for an example. I
10 don't have a highly qualified social studies teacher in
11 the building, in the brick and mortar. So our secondary
12 kids access our own online social studies class. So they
13 are taking some online classes, but I do not have any
14 district residents currently in online.

15 UNIDENTIFIED VOICE: Okay, my last
16 question because I know there are others that want to ask
17 questions: I was very intrigued with your comment on
18 local control. First of all, how long have you been
19 superintendent in Karval?

20 MR. WERNER: I'm in the middle of my
21 second year as superintendent at Karval, with other
22 previous years of experience.

23 UNIDENTIFIED VOICE: Okay, so -- do you
24 want to elaborate a little bit on what you said? I mean,
25 I kind of thought maybe you were new given that your



1 suggestion that maybe if a superintendent or a school
2 district is not meeting certain benchmarks, those should
3 be earlier intervention. So I'm assuming you were newer,
4 because if you were older, than you would have been
5 intervened upon earlier.

6 MR. WERDER: We've been on the clock for -
7 - we're in year four, will be going into year five. You
8 know and that's well known. My perspective on that -- I
9 come from a brick and mortar background and I'll be
10 honest, I had very little, if any, online experience on
11 this side of the table up until July of 2012. And then
12 my learning curve was very steep. So what we've tried to
13 do is apply some brick and mortar perspectives to some of
14 the online issues that arise.

15 In that same sense, I try to apply -- I
16 look at things maybe a little bit differently than some,
17 and I look at the -- if I had a teacher struggling in the
18 classroom and I came to him in 2010, for example, just to
19 use our same timeline, and said, you're really
20 struggling, I'm going to give you three years to improve
21 and then I'm hands off, I think I have not done my -- my
22 duty as a superintendent and a leader in that district.
23 And that's why I put the one -- well, let me back up. So
24 if I apply that model to -- to a school or a district, I
25 think in some sense that the district -- I shouldn't say



1 "in some sense", the district does have the
2 responsibility because the online school was identified
3 four years ago. And maybe the efforts weren't what they
4 could have been to get the turnaround -- an effective
5 turnaround within a four to five period of time.

6 So my sense is: Let's apply that to
7 schools and I'm not going to let a teacher flounder in
8 the classroom without intervening. If they show
9 improvement and they do what they tell me they are going
10 to do, great, you are on the right trajectory. If you
11 are not, there needs to be more intervention. And I
12 think that's -- I think that's the direction we're
13 starting to go and I'm glad to see that if we follow the
14 UVA model and looking at leading indicators and if they
15 meet those, great, we'll keep going. But if not, we need
16 to take some quick and decisive actions so we're not
17 languishing for four or five years, to use the words of
18 that quote.

19 UNIDENTIFIED VOICE: Thank you, you have a
20 really excellent attitude. So thank you very much.

21 MR. WERNER: Okay.

22 CHAIRMAN LUNDEEN: Jane?

23 MS. GOFF: Are you waiting? Go ahead.

24 UNIDENTIFIED VOICE: I can't help but ask,
25 Mr. Yoder, is Miami Yoder a part of your family heritage?



1 MR. YODER: No. There is some Yoders that
2 live in Yoder, and every time I introduce myself to
3 somebody and tell them I'm from Carville, and they know
4 it's on the eastern plains, they said, oh, you've from
5 Yoder. And I say, no, that's my last name. I know the
6 Yoders that live there, but I'm no relation.

7 UNIDENTIFIED VOICE: I'm glad I asked it
8 in a little bit different way.

9 MR. YODER: That's fine.

10 (Indiscernible -- speaking over each other)

11 MS. GOFF: I thank you all very, very
12 much. It is, as Elaine said, it's fascinating and we
13 really appreciate your efforts and applaud every positive
14 step along the way and understand and support your --
15 your hard work to keep going in all of this.

16 I have a couple of particular areas of
17 interest and I'm -- the ICAP. The fact that you have
18 instituted the ICAP -- of course, being a part of your
19 culture and online life, it does probably add some
20 advantage at the beginning a little bit. You're right in
21 there and you can step up and -- and the counseling
22 connection and the familiarity with college in Colorado
23 and your own background. And the fact that it starts --
24 you've got sixth graders on the road toward this. How
25 long have you been able -- have you been involved at that



1 level since ICAP actually came into existence? Which was
2 about 2010-11, right? So I -- I'd be interested in
3 knowing that. Also, what kind of impact or effect -- has
4 enough time passed now so that the high school kids -- or
5 if there are graduates who were involved at the time with
6 ICAP planning, they can -- if they are giving you some
7 feedback. Or you have some data that shows the effect of
8 that involvement?

9 UNIDENTIFIED VOICE: I know the ICAPs came
10 along around 2010 ish and there was a different council
11 here at that -- in this position. I was in a teaching
12 position at that time, so I know we had kind of heard of
13 it, but they never got it pulled together so the kids
14 could do it. I was asked to step into this position and
15 that's where I authored lessons for ICAP. So the kids go
16 in just like a class and they even call it a class; they
17 call it a career class. And they access that which makes
18 their ICAP. So one is their goals, another one is their
19 career clusters, et cetera. And each one of these
20 lessons. So all together, when they are finished with
21 that, they have their ICAP complete. And that would have
22 been -- last year is when I was -- stepped into this.

23 And I also want to give a little thank you
24 out to the counselor core because that's what helped this
25 happen. So yes, they were great. Great initiative with



1 helping us do that. So --

2 MS. GOFF: That was my next question. Is
3 your -- it's a three year grant you started off on. Is
4 that -- at what point is that?

5 UNIDENTIFIED VOICE: This is our third.

6 MS. GOFF: Is that -- are you -- are you
7 looking toward re -- re-extension or are you finished
8 with cohort years after this?

9 UNIDENTIFIED VOICE: Ours ends this year.
10 June 30th I believe is the end of this one.

11 MS. GOFF: Yeah three is --

12 UNIDENTIFIED VOICE: And this is year
13 three. It -- we have understood that we've had this for
14 two consecutive times and that we are not allowed to
15 apply again. That's our understanding at this time. But
16 I also understand it's in legislation about possibly
17 changing that and being open again. It has been a
18 wonderful help.

19 MS. GOFF: Okay, thank you.

20 MR. WERNER: We are -- we are coming to
21 the end of the cycle and without -- you know, you don't
22 need too many details, but the Board of Education is
23 currently in the discussion of how can we keep it going,
24 which is a problem with grants. You have the money and
25 you initiate something successful and then it runs out.



1 You have to figure out how to fund it and that's --
2 that's the discussion that the Board of Education is
3 currently in as -- you know, as we speak today, is how
4 can we keep this going?

5 MS. GOFF: Okay, and one more -- just one
6 more. Your -- your brick and mortar population -- I
7 assume they stay around home. That they continue after
8 their finished with school in the community? Right? So
9 just to have that kind of mobility or --

10 UNIDENTIFIED VOICE: We have some -- some
11 kids who stay in the community. Many of them go to
12 college and then return to the family farming/ranching
13 operations. In the last several years since I've been
14 around we've had one go into the Marines, one has stayed,
15 one of -- several have gone to surrounding communities,
16 and then last year we had both of our -- we had one go to
17 the University of Colorado and one is getting ready to
18 transfer to Colorado State University. And he actually
19 said he was sitting in the orientation at the University
20 of Colorado and the registrar, you know, whoever was
21 talking, was talking about all of these guys who were
22 from -- students from different countries and they said,
23 and boy, we've got one from Karval. They only had a
24 graduating class of two. And he said he slunk down in
25 his chair and thought, oh, I hope they don't say my name.



1 He's doing well, he's studying English and journalism at
2 the University of Colorado.

3 MS. GOFF: That's great. Good stories.
4 You've got 50 percent of an entire class.

5 MS. NEAL: Fifty percent graduation rate,
6 you can't beat that.

7 UNIDENTIFIED VOICE: Well, and then we
8 have one going to CSU, so we're really a house divided.

9 MS. GOFF: Oh, that's even better. I went
10 to both.

11 CHAIRMAN LUNDEEN: Angelika?

12 MS. SCHROEDER: Thank you and thank you
13 for coming and making a presentation. I agree with the
14 individual who suggested that if Karval can figure this
15 out and turn this around, it can be the model. I
16 appreciate the comments that you made, Mr. Yoder, about
17 this being the center of your community. And I am deeply
18 committed to these smaller communities begin able to
19 retain their schools. It's just a huge, huge piece.
20 It's a challenge for everyone including the kids, quite
21 frankly, because the opportunities that one -- the
22 sporting opportunities, et cetera, there need to be
23 accommodations made, and there are sometimes many, many
24 miles and I totally understand that.

25 I have a hunch that the fact that you went



1 into online was a blessing, not in terms of the PPOR you
2 got, but in terms of getting yourselves to the blended
3 model, which may in fact be what you're going to need
4 ultimately in order to offer the same opportunities to
5 your kids, that we have here in the front range. And so
6 I'm really pleased to see that. I worry about the amount
7 of time that has to be from outside, rather than from
8 people inside, but if the right people are on the inside,
9 and I think that's what you've created here, you're going
10 to be able to support your kids, but also expose them
11 very significantly to a lot of learning opportunities.

12 And in some cases, you've got the whole
13 world, right? If you've got the broadband and you can
14 afford to get the technology, you can expose your kids to
15 learning throughout the world. And that's really the
16 most important piece that you want to give, and I applaud
17 you for trying that.

18 I worry a little bit about the two
19 different silos, as opposed to looking at it all at once,
20 and it seems to me that this whole process has caused you
21 to look at little bit more as being one education
22 community instead of two different ones. And - and I
23 think that's ultimately going to support you really well.
24 Tell me please about the distribution of your online
25 students and -- I don't want numbers, but in terms of



1 your online kids not being as academically successful.
2 Is it at the elementary level? Middle level? High
3 school level? Or all across?

4 UNIDENTIFIED VOICE: I think that our
5 elementary, we have more parents involved. And so they
6 are more successful. And as -- as we get to the higher
7 levels, we get less input from the parents. It's -- it's
8 more our students working on their own. And so they do
9 not achieve as well as they do when they are younger.

10 UNIDENTIFIED VOICE: Can I -- I think we
11 get, you know, as far as the -- if by distribution you
12 mean like what kinds of kids are coming to us?

13 MS. GOFF: Well initially I was asking:
14 Elementary, middle, high.

15 UNIDENTIFIED VOICE: I would say high -- or
16 middle school, high school is probably the more at-risk,
17 and lot of it is because of the parental involvement.
18 We've had -- this year we've had some students who
19 initially had a very strong parental connection there and
20 lost it, and you immediately saw the downward turn. But
21 interventions were put in place, thank goodness, it kind
22 of turned some of those kids around.

23 MS. SCHROEDER: Do you have the time to
24 interact more with those kids in order to maybe engage
25 them with you if they not -- if they are not getting the



1 parental --

2 UNIDENTIFIED VOICE: We all make the time.

3 MS. SCHROEDER: -- the parental boost.

4 UNIDENTIFIED VOICE: You know the -- the
5 online's got a great positive side and the harder side --
6 I guess there is positives and negatives to -- just like
7 anything. The negatives are the kids can hide really
8 well from us. I mean, we can make phone calls and phone
9 calls and emails and conversations, but unless they are
10 willing to engage -- and I think a huge thing that all of
11 us have really worked hard on this year is getting those
12 kids engaged with us and getting to know who we are, and
13 us knowing them, and making with weekly online classes
14 that are required, and making those connections with the
15 kids.

16 We've implemented a new class, academic
17 success, for those -- for the second semester for some of
18 those kids who are at risk. We've seen growth in that
19 and a change in that. And we were just talking about on
20 the way in here, a couple of the kids, when we meet with
21 them, when they have to meet with -- on that online
22 meeting, we'll notice that all of a sudden the day
23 before, they turn in a whole bunch of stuff so that when
24 they have to meet with me and we go through their grades,
25 they can show me that they've gotten stuff -- you know,



1 they've made those strides. But that personal
2 connection, I think, it has been a huge piece for us this
3 year.

4 And -- and those kids coming in, those --
5 we get a lot of at risk kids in the high school, there's
6 no doubt about it. From social problems to academic
7 problems, to the teacher hates me. You know, which makes
8 our job even more difficult. And then quite frankly some
9 pretty serious health issues in families and stuff like
10 that. We serve a huge -- there's a huge need for what we
11 do.

12 MS. SCHROEDER: So yesterday we heard from
13 a couple of individuals who have been honored as online
14 teachers. And I think the message that they gave us --
15 or at least what I heard was these are folks that really
16 engage with each and every one of their kids. And one of
17 them said, sometimes I interact with a student at 11:00
18 at night. Well, that's really, really tough. And you --
19 I feel bad about that sort of thing, but I have a hunch
20 that that's part of where you end up going, because
21 that's when some of these kids actually have the
22 opportunity to do the work.

23 UNIDENTIFIED VOICE: I think to be an
24 online teacher is a 24/7.

25 MS. SCHROEDER: That was what we heard.



1 UNIDENTIFIED VOICE: I mean, you do meet
2 with kids at 11:00 at night. I have one kid who
3 consistently turns stuff in at 1:00 in the morning. So
4 if I want to grab him, I have to figure out -- I have to
5 try to engage him there.

6 MS. SCHROEDER: Is your brick and mortar
7 school at improvement rather than priority improvement?
8 Is that -- have those numbers been differentiated as
9 such?

10 MR. WERDER: The brick and mortar is --
11 and I can, on very general terms, because the numbers are
12 so small -- would be accredited. And would be in the
13 green category by itself, yes. And -- and just a moment
14 on your question about the elementary and high school.
15 If we look at a longer span of time -- five, six, seven
16 years' worth of data, the elementary would be a little
17 bit better performing achievement wise than the secondary
18 and high school. But as we start to narrow that down,
19 what we have found is our elementary is actually, if you
20 are looking at percent of proficient in advanced, our
21 elementary is actually performing at a lower rate than
22 the middle school and high school.

23 And as we begin to ask the questions of
24 why that may be, we're really looking at the parent
25 involvement. And what we're finding is a 16 year old kid



1 with a little parent involvement, is mature enough and
2 old enough, they can get in and do things on their own if
3 they're motivated to. A seven year old without a lot of
4 parent involvement isn't able to do that. So that is
5 something that we're looking at, is can we effectively
6 serve -- and we don't know the answer to this right now,
7 we're still looking at it. Can we effectively serve an
8 eight year old kid, or student, in an online setting?
9 With little --

10 UNIDENTIFIED VOICE: (Indiscernible --
11 talking over)

12 MR. WERDER: Yeah, with little parent
13 involvement. The younger they are, the more parent
14 involvement they need.

15 MS. SCHROEDER: And the less obvious it
16 seems to us that that's an appropriate way of learning,
17 as opposed to the inter -- unless there is a parent
18 interacting with them a lot. I mean, young kids just
19 need somebody there.

20 MR. WERDER: Yes.

21 MS. SCHROEDER: To help them in one way or
22 another.

23 MR. WERDER: So our more recent -- our
24 most recent data is showing that the elementary is
25 performing lower, at a lower rate than the secondary.



1 MS. SCHROEDER: That's the importance of
2 the deep dive. Are either one of your schools an
3 alternative education campus?

4 MR. WERDER: No. The discussion was
5 started -- initiated three years ago? Three years ago of
6 possibly looking at an AEC designation. But we have --
7 we are looking at numbers, but with very -- we have no
8 plans to apply for an AEC designation.

9 MS. SCHROEDER: Right, and since you don't
10 have some of the data on your online students anyway in
11 terms of at-risk -- or do you? Is it -- is it
12 (indiscernible)?

13 MR. WERDER: We are getting better data,
14 but it's incomplete.

15 MS. SCHROEDER: Thank you, and good luck.

16 CHAIRMAN LUNDEEN: Pam?

17 MR. WERDER: Thank you.

18 MS. MAZANEC: Thank you for the
19 presentation, thanks for all you're doing. I just want
20 to say that the picture of the windmill is kind of
21 nostalgic for me; I grew up in Northwest Kansas, so it
22 looks like home to me. And I just actually drove by your
23 school district at Thanksgiving, we have family in
24 Western Kansas and we take a route that kind of took us
25 right by and I said, that's Karval, that's one of the



1 school districts that's in CD4. So I would like to be
2 able to come sometimes when it's not vacation; I could
3 actually visit.

4 MR. WERNER: Fill up with gas in Limon.

5 MS. MAZANEC: Yeah, I will. I know that
6 part. I'm curious -- I'm a little curious about what do
7 you see for the future of the Karval School District
8 economically? Do you see it turning around and gaining
9 in population if the drought recedes and -- I mean, is
10 this a normal kind of pattern for you, economically?

11 MR. YODER: I wouldn't call it normal, no.
12 My dad is 73 and he's never seen a drought like this. So
13 we don't know what the weather will do and it's going to
14 take ranchers some time to rebuild there is some people
15 hurting that can't employ that other guy. Lincoln
16 County, which we're in, there's somewhat of an oil/gas
17 boom going. It's slowly creeping towards Karval.
18 Limon's seen it and Hugo is seeing it. Could that
19 happen? It could. It's a possibility. Would that
20 boost? Yeah. It could do a lot. It would do it quick
21 and fast. It wouldn't be a slow process like the
22 ranchers would have.

23 As Todd mentioned, 13 new students this
24 year since October 1st -- since we counted. That's a huge
25 boom. I mean, that's unprecedented.



1 MS. MAZANEC: Where are those students
2 coming from?

3 MR. YODER: Some of them are -- are
4 marriages that brought in some students, to a local
5 rancher. There is a couple of those.

6 MS. NEAL: Encourage those.

7 MR. YODER: Encourage those, absolutely.

8 UNIDENTIFIED VOICE: You guys need to get
9 that farmers -- what is that? Farmers.com or something?
10 There's a solution for you.

11 MR. YODER: A couple of those -- and so --
12 but my point was that those are pretty founded people in
13 the community that are probably going to stick around.
14 Some of them, maybe not, but we don't know.

15 MS. MAZANEC: Do you have the water for
16 the oil and gas development?

17 MR. YODER: Do we have the water?

18 MS. MAZANEC: Uh huh.

19 MR. YODER: No. Shh, I don't know.

20 MS. MAZANEC: I ask that because there's
21 been so much water diverted around the state from
22 ranching and farming to urban areas, that I didn't know
23 whether you saw --

24 MR. YODER: Yeah, and where we're at,
25 there isn't irrigation. There is very, very little



1 irrigation where we are at. It's all dry land farming.
2 But yeah, right now for the oil and gas there is water to
3 do it. But no, we're not in abundance of water, like
4 anywhere else I guess.

5 MS. MAZANEC: One other -- go ahead, you
6 first.

7 MR. YODER: I forgot what I was going to
8 say.

9 MS. MAZANEC: I'm glad I'm not the only
10 one that happens to. The other question I have is: This
11 Amanda Haney, you said you were getting a lot of help
12 from here at CDE.

13 MR. WERNER: She was in the online
14 employment unit when we began going through his
15 improvement process. I should say to begin -- when we
16 were looking at root cause analysis and identifying
17 priority challenges, she was with the online and blended
18 unit in the spring of 2000 and -- fall of 2013. Fall of
19 2012, spring of 2013 when she started to get involved
20 with us. And in the summer of 2013, she had a change in
21 plans, I don't know, but she did leave CDE, so she is no
22 longer in that unit. They do have people in the unit,
23 but Amanda was our --

24 MS. MAZANEC: Amanda was special,
25 apparently.



1 MR. WERNER: She did -- she did very well.
2 She did very good.

3 MS. MAZANEC: Well, that was my question,
4 is how can we help you? How can CDE help you?

5 UNIDENTIFIED VOICE: (Indiscernible).

6 UNIDENTIFIED VOICE: Move to Karval and
7 have grandchildren?

8 UNIDENTIFIED VOICE: And bring children.

9 UNIDENTIFIED VOICE: Oh, and bring
10 children.

11 MR. WERNER: The assistance that has been
12 provided in the last, you know, 18 months or so, and my -
13 - the improvement unit with Wendy Dunaway and Christina
14 Larson has been very beneficial. I'm going to throw Chad
15 in that. I did not get a chance to work with Chad Auer.
16 He -- they were -- you know there are some reassignments
17 or redistributinal -- what areas they covered and so on,
18 right before I came on. So I got to meet with Chad once,
19 but I didn't get to work with him. But through my
20 visits, you know, Chad did some good things as well. So
21 you know, the continued assistance from people like Wendy
22 and Christina has been very beneficial. And I would
23 encourage that. I would ask for it.

24 I was -- I was lucky enough to be able to
25 come and spend a day at CDE back in -- on December 13th.



1 And it was a very positive day, and got to meet with some
2 -- some different individuals, just with questions and
3 concerns we had. You know, just like around the dropout
4 rate. For example, I wasn't aware that once you coded a
5 kids as a -- a student as a dropout, they were forever a
6 dropout. And even if they came back and graduated in the
7 fifth year, they were forever a dropout in that year.
8 They never changed. Well, that was good information to
9 have. And Kevin Smith was very helpful on that. So
10 being open to -- to those type of things and -- and
11 having that -- those resources continually available
12 would -- would be nice.

13 MS. MAZANEC: You mentioned -- one other
14 thing -- you mentioned something about a problem with
15 PARCC testing coming up. The -- the traditional place
16 that you -- I didn't quite understand it -- used for pen
17 and paper test that might not be so welcome? Or
18 available?

19 MR. WERNER: For example, one of our
20 testing sites had been a -- for the paper and pencil test
21 -- was a meeting room in a bank in one of the communities
22 in which we have students. And they were local and they
23 would come meet us at the bank, and we were able to
24 administer the test in a very quiet setting and so on.
25 We're -- really don't think that bank is going to open up



1 any of their internet ports to us to access it. So we
2 were working with how can we -- and I think we --

3 MS. MAZANEC: They don't have free wi-fi?

4 MR. WERNER: Some places do, but then you
5 have the whole -- you know, the security issue. You
6 know, using a computer in a library creates an issue of -
7 - and Marilyn, her husband happens to be our tech person,
8 and she has the -- there is something to do with security
9 and having a disable add-ons or something along those
10 lines. So there is a lot of technical issues that would
11 arise if we tried to access somebody else's public
12 internet source. So --

13 UNIDENTIFIED VOICE: This is your online
14 kids?

15 MR. WERNER: This is the online kids. So
16 what -- and when we do it in the brick and mortar, we can
17 run it through our own server and we can take care of
18 that. We may lose our computer lab for ten days or
19 however long it takes, but -- so what we're looking at,
20 and we think we've got it figured out through working
21 with Pearson, is that we can use a laptop as an archive
22 server that would house the assessment, then through
23 laptops and tethering, or hardwiring the student's laptop
24 to that archive server, they will be able to access the
25 test. Then when we get back to the district with those



1 laptops or that archive server, then we upload the test
2 into Pearson. We are going to try it out next week and
3 see what we run into, but we think we've got it fixed.
4 But it's gonna -- as everybody -- it's been a challenge.

5 MR. YODER: Can I make one comment on your
6 -- when you asked how you can help or how CDE can help,
7 without being too blunt, I noticed your guy's reaction
8 when Ms. Mikayla mentioned how Karval is now working with
9 CDE as a partner better. But it goes deeper than that.
10 I believe this board is 100 percent -- and I say "this
11 board", I'm the only Board Member here. But the board is
12 100 percent behind this staff and Mr. Werner. And
13 probably not the case a few years ago when I first came
14 on to the previous things that were going on. So it goes
15 deeper than that. I feel like we're all coming together.
16 The reports we get back from CDE that the combination of
17 everything working together better.

18 So -- so that's -- I felt like that kind
19 of went back to that question you were asking about how
20 we work together. So I feel like we're getting there, as
21 a Board Member, and I had to laugh when you had to ask
22 about an acronym, because that's all I do during board
23 meetings part of the time is: What's that acronym?
24 Because I have no background in education. So --

25 UNIDENTIFIED VOICE: I did say I drive



1 people crazy. Just say, please explain.

2 MR. YODER: Yeah, what's that. But no.
3 but I felt like I kind of tied into that. So --

4 UNIDENTIFIED VOICE: Thank you.

5 MS. NEAL: I just had two or three
6 comments for -- I think everybody else has drained just -
7 - I was recently --

8 UNIDENTIFIED VOICE: Did she say,
9 "drained"?

10 MS. NEAL: -- appointed, or joined a study
11 group -- a national study group on rural schools and I am
12 the third CDE representative -- Mazanec and I. We have -
13 - we are the rural school people. So I just wanted --
14 we've had some really interesting conversations and I can
15 really -- you know, I think of them as I'm listening to
16 you talk about the -- I'm very pleased that you gained
17 some students, because they -- they use the expression
18 "the transfer of wealth from the rural to the -- to the
19 rural -- the urban", and if you don't -- if you don't
20 have school, you don't have a community. So I'm very
21 passionate about rural schools and -- and really
22 appreciate all the work that you are doing, and very glad
23 that you gained a few people. Gain some more.

24 Also had a comment about the online. We
25 had another very small rural school here last -- was it



1 last month? Within the last couple of months. Who had --
2 also had the online school. And I think the problem that
3 you were discussing about online students is -- I believe
4 there are a whole lot of high school type -- middle
5 school/high school who are -- talk their parents out --
6 I've got to get out of school, you know, I'm going to
7 just do it online. But they have no concept of the
8 amount of work that its -- and -- and it's harder to work
9 with them when you don't see them face-to-face. But I've
10 heard that story, not just in that other school, but
11 almost all of the online schools. You always get this
12 number of kids -- and many of them finally come around,
13 or they go away. That, yes, this is real work. They
14 just think they can sit down at the computer for an hour
15 or so and, you know, take care of it. So I admire what
16 you're doing.

17 But I think that's -- that's the big
18 difference. When you have elementary kids, you almost
19 always have parental involvement. They know what's going
20 on and they are following them, and then as you move into
21 high school they may be at home alone. You know, playing
22 video games and throw in a little bit of online schools.

23 But anyway, I just wanted to compliment
24 you on your work, agree with you. I grew up in Gunnison,
25 Colorado so I know about rural schools and I -- I -- it's



1 a tough job. But I think, you know, you've got to keep -
2 - that's part of our heritage that you have to keep. You
3 can't just send them all off to DPS, right? We -- one
4 big school in Denver, you know, all the kids can go
5 there. But no, you've done a good job and I wish you
6 well and keep at it. I know it's a lot of hard work, but
7 thank you.

8 CHAIRMAN LUNDEEN: I think we are nearing
9 the close, but I just have one question around BOCES,
10 what does BOCES look like in your life? Board of
11 Cooperative Education Services -- that was the one I
12 asked about a while ago.

13 MR. WERNER: Our BOCES has 21 school
14 districts and it ranges from Burlington on the Kansas
15 state line, clear up to Bennett, just on -- I would call
16 it the outskirts of Denver, but they might consider
17 themselves rural. I know Windsor considers themselves
18 rural, so -- yeah, it's 21 school districts.
19 Geographically I believe we are the largest geographic
20 BOCES. So again, east from Kansas, clear up to Bennett
21 and on the north we go up to almost highway -- is it 36
22 of the Idalia, Liberty, (indiscernible) is on ours, and
23 then down to Karval, Cheyenne Wells on the south end. So
24 it's a rather large BOCES, but they are very supportive.
25 We have a VNET system within the BOCES that Karval is not



1 right now a part of, but we are looking at becoming a
2 part of.

3 UNIDENTIFIED VOICE: What?

4 MR. WERNER: And VNETs is the -- it's a
5 VNETs system which is the -- it's where a teacher in
6 Byers can be teaching an Algebra 2 class, and my kid can
7 go to a room and -- some people call it a distant
8 learning lab, whatever you want to call it. And so we
9 were investigating the -- the financial feasibility of
10 becoming a part of that.

11 CHAIRMAN LUNDEEN: You are calling it a
12 VNET as in Victor NET?

13 MR. WERNER: Yes.

14 (Indiscernible -- multiple speakers)

15 MR. WERNER: And it's a distance learning
16 lab that the BOCES runs. I know they purchase schools --
17 or classes, like their -- their foreign languages classes
18 is -- or classes from Arkansas, but also the -- the
19 schools within the district do provide -- or within the
20 BOCES provide some of those classes as well.

21 UNIDENTIFIED VOICE: But you have to
22 purchase them?

23 MR. WERNER: There is a fee to it. Each
24 class has approximate \$300 fee and if you have a teacher
25 that teaches in one of the classes, then that fee goes to



1 your school to help offset some. So it is a -- it is a
2 pay-for-service.

3 CHAIRMAN LUNDEEN: Okay, so -- but so
4 potential for a VNET. What other interaction? Is your
5 BOCES experience a high-value experience? A mid-value
6 experience? A low-value experience?

7 MR. WERNER: Overall, I would say it's --
8 it -- from my perspective it's been a high-value
9 experience, especially when it comes to shared
10 professional development because we -- we are considered
11 a consortium, so professional development dollars
12 sometimes may be Title I, Title II, we flow through the
13 BOCES. So professional development that I may not be
14 able to afford on my own, but if we throw Burlington and
15 Bennett and Limon and Karval into the mix, now we can
16 afford to do it, so my teachers can access that. So I
17 would say it's high-value.

18 In the online world, it's not as much, but
19 that's simply due to the lack of experience in that -- in
20 the online setting. Karval and Byers are the only two
21 schools with the BOCES that operate online and I know
22 Byers is in the process of taking on some of the --
23 another online school of students, approximately 3,000 of
24 them. I don't know how that's going to play out, but I
25 think it's going to force our BOCES to -- to maybe become



1 more involved in the online piece. In my perspective,
2 online is here, so we can either work with it and do the
3 best we can, or we can struggle. It's not going
4 anywhere.

5 CHAIRMAN LUNDEEN: Especially in a
6 distance. Well, let me, on behalf of the Board, say
7 thank you all very much for coming in. This has been
8 very instructive and encouraging in many ways, and I will
9 hand it to the commissioner.

10 MR. HAMMOND: No, I want to thank you very
11 much, but especially you, Todd, (indiscernible). I mean,
12 you are new at this, you've been at it long enough, but I
13 mean, there's a commitment and I can see, as we've talked
14 with staff, the differences from when I first came out
15 and met with you -- not you -- it's completely different
16 and I appreciate that. And the sincerity in what you're
17 trying to do, I believe will pay off. It's just hard
18 work. But how you've changed the online setup has been
19 incredible because it's not -- all too often we see
20 sometimes, if -- you're doing a checklist, but does that
21 really mean the child is learning? And that's what
22 you're after.

23 So thank you very much, please keep it up.
24 Please keep it together and thank you for your comment,
25 Kenny, that was very important because we would like to



1 see Todd around for a while.

2 MR. WERNER: Yeah. And these people that
3 you see involved in the online, they -- they are the nuts
4 and bolts of it. So the improvements we make need to be
5 on their shoulders because they are -- and their
6 applause, because it's them that's doing the work.

7 CHAIRMAN LUNDEEN: I'm just curious, is
8 this a Centurion, a Spartan?

9 MR. WERNER: A Trojan.

10 UNIDENTIFIED VOICE: Trojan.

11 UNIDENTIFIED VOICE: Trojan.

12 CHAIRMAN LUNDEEN: A Trojan, okay.

13 (Indiscernible -- multiple speakers)

14 CHAIRMAN LUNDEEN: Absolutely, united in
15 blue, right?

16 MR. WERNER: There you go.

17 CHAIRMAN LUNDEEN: Thank you very much.

18 MR. HAMMOND: Thank you.

19 MS. NEAL: Thank you.

20 UNIDENTIFIED VOICE: Thank you very much.

21 CHAIRMAN LUNDEEN: All right, we'll take a
22 brief recess back at the dais by 1:00.

23 UNIDENTIFIED VOICE: One? So you won't
24 start before 1:00?

25 CHAIRMAN LUNDEEN: I might -- just to



1 challenge you, I might, but no. That's not going to
2 happen.

3 UNIDENTIFIED VOICE: Okay.

4 (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 5th day of May, 2019.

/s/ Kimberly C. McCright
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Certified Vendor and Notary Public

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