



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
April 10, 2014, Part 3

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 UNIDENTIFIED VOICE: We are well underway  
2 with significant efforts to raise the achievement at our  
3 priority improvement and turnaround, or PITA schools.  
4 And at the target of those efforts, impacting all schools  
5 toward an upward achievement movement. Performance is  
6 our expectation. In 2011, we were a turnaround district.  
7 Currently, our district is accredited with Priority  
8 Improvement rating and we are entering year four this  
9 July. We are 3.1 percentage points from reaching  
10 improvement. The ultimate goal is for all schools to be  
11 performance and return our district to high levels of  
12 achievement. Our children deserve nothing less.

13 UNIDENTIFIED VOICE: If we look at root  
14 causes of underachievement for public schools, what  
15 we'd like to point out is that we continue to have a lack  
16 of appropriate support systems. There is a lack of  
17 consistent, effective instructional strategies, and  
18 within a standards-based instructional system, students  
19 are still not receiving appropriate rigor and  
20 differentiated instruction.

21 Our goal today is to tell you the story of  
22 Pueblo. The Pueblo is has been, the Pueblo that is, and  
23 the Pueblo that will be in the future. When I came to  
24 Pueblo City Schools in 2010, there were many broken and  
25 misaligned systems. In some cases, systems were non-



1       existent. Whether it was principal supervision and  
2       evaluation, lesson planning, which is a common day  
3       practice, is not happening in our schools. Professional  
4       development was not focused and targeted despite the fact  
5       that the achievement data was indicating a strong need  
6       for that.

7                   A very large strategic plan was developed  
8       with the community: It's a wonderful document. Within  
9       the document, there is a goal for the (indiscernible) but  
10      I will tell you that there was no plan for implementation  
11      and no plan for action. Achievement, our most critical  
12      aspect in any school system, was fully dormant in that  
13      neither staff, leadership or community had a fair and in-  
14      depth sense of what was and wasn't happening. We had to  
15      change processes in order to implement change.

16                   So let me share with you the low  
17      performance story. A five year history of our  
18      achievement, which shows you a line that is either flat  
19      or inconsistent in achievement. (indiscernible -- audio  
20      is bad) We were up, we were down, we were up, but we were  
21      inconsistent and we were not in a trajectory up, which we  
22      know is vital for any district. We told the story of low  
23      achievement to our schools and to our (indiscernible).  
24      And we started what we fondly called "the road show";  
25      When my staff and I would literally go out to any



1 community group that would listen to us, from the Kiwanis  
2 to the Rotary, and to every school in our district. And  
3 we put in front of them goals, showing the achievement.

4 And I will tell you that when I think back  
5 on that year, it reminds me of what I call the Rip Van  
6 Wrinkle effect. I was waking people up. When we got to  
7 the math achievement, there was literally a drop in jaws  
8 when they saw how low math was. Our schools were very  
9 aware of their low achievement, but they did not  
10 understand that their piece of the puzzle created a  
11 global picture of who (indiscernible) as a district. A  
12 result of this presentation, we have now created a sense  
13 of urgency, and we all know that with urgency comes  
14 emotion, some of which went like this: I didn't  
15 (indiscernible) this was. It didn't used to be this way.  
16 Are you sure (indiscernible)? Are you sure this is an  
17 achievement? To which we said, yes, it is. This is  
18 where we are today.

19 The positive piece of all of this was it  
20 was also (indiscernible)for the community in our schools,  
21 our parents, our kids, our staff, to create charge. And  
22 a (indiscernible) began and all of a sudden what  
23 (indiscernible) Pueblo and Pueblo City Schools was, we be  
24 focusing on achievement, achievement needs to be our  
25 number one priority. And so we began bold reforms, some



1 of which were successful, some of which were  
2 experimental, and some are making very positive results.  
3 We stated before the (indiscernible) and today we are  
4 having innovation schools that are truly not only  
5 beginning to make a difference in achievement, but  
6 beginning to engage kids (indiscernible) impact to our  
7 kids.

8                   So I will tell you, that as a  
9 superintendent, the picture was that (indiscernible). We  
10 will fly past a very (indiscernible) turbulence, but we  
11 continue to fly, and we continue to build because our  
12 achievement is just starting to take a turn. If we can  
13 look at the next slide, you will see the accreditation  
14 letter. You will see that in the first year that we  
15 started our records, in 2010, that we were very close to  
16 turnaround. In the next year, we moved into turnaround.  
17 And now, we are (indiscernible) climbing up the ladder to  
18 performance. We are just a few points from entering  
19 improvement, with a goal of moving to improvement. We  
20 are confident, but as we move into this next year, that  
21 we will cross over into improvement and continue to move  
22 forward into performance.

23                   MS. CRAIG: Good afternoon, I'm Dr. Brenda  
24 Craig; I'm the Assistant Superintendent for the Division  
25 of Learning Services. The major systemic components of



1 our reform efforts were chosen to provide strong research  
2 based best practice initiatives that the district could  
3 build on for several years. In other words, what we  
4 didn't do is pick a silver bullet or a program of a one  
5 size fits all method. We wanted a solid foundation of  
6 standards-based instructional system that would be  
7 sustainable over the years for our schools, leaders, and  
8 staff. The goal is for all of our schools to move  
9 forward on the continuum of school performance to  
10 performance.

11 The materials that you've been given today  
12 in your thicker booklet provide greater detail for the  
13 pillars that I'm going to speak about, and provide far  
14 more detail than we will actually be able to talk about  
15 in our time with you today.

16 The standards-based instructional system  
17 was framed with four pillars: Curriculum, Assessment,  
18 Instruction, and the Responsive Classroom or Culture. We  
19 have been intentional in developing a guaranteed and  
20 viable curriculum where all pillars are interwoven in the  
21 learning process. In developing our curriculum, we have  
22 ensured that our students have access to the same focus  
23 areas for conceptual and skill mastery, and has a common  
24 forum for them to demonstrate their learning. This is a  
25 critical piece of information because in Pueblo we have



1 very, very high mobility among our student population.

2 The guaranteed ensures that no matter what  
3 school a child attends, or no matter what time of year  
4 they move, all children within the system have access to  
5 the same standards and the same focus of instruction.

6 The viable is ensured by the way our standards have been  
7 clustered and sequenced in a way that all teachers are  
8 clear about what must be taught within the school year.

9 We now have curriculum maps that were designed to ensure  
10 system-wide delivery, and we've included a sample in your  
11 packet, of sixth grade social studies.

12 Assessment was the weakest component by  
13 far of our teaching and learning process. We literally  
14 had no formal assessment mechanisms to monitor learning  
15 until the state summative assessments. Building this  
16 piece of the system has been really painful for us, but  
17 I'm confident that our staff would not go back to the old  
18 ways of doing business. Our balanced approach to  
19 assessment is grounded in a carefully constructed system  
20 whereby each component has a specific role in monitoring  
21 and informing the next step of student achievement. It  
22 includes a continuum of strategies that encompass  
23 formative, district end of unit or short cycle  
24 assessments, and benchmarking assessments. Each type  
25 provides a different perspective of student achievement



1 and is based on instruction and serves specific purposes  
2 to inform classroom level decisions, building level, and  
3 district level decisions.

4           The benchmark and end of unit assessment  
5 allows us to monitor the sequencing of our instruction  
6 and our curriculum. We've provided in your packet, the  
7 sixth grade middle school year-at-a-glance assessment  
8 schedule, which maps out the assessments within the  
9 district for our teachers as they plan, and shortly  
10 you'll hear from several of our department leaders about  
11 the data results that we are beginning to realize.

12           The reform for instruction began in a very  
13 broad sense. We started with understanding by design,  
14 which not only drove the design structure of our  
15 curriculum maps, but it also supported teacher's ability  
16 to deliver curriculum through a process of backward  
17 planning and design. It provided a common language  
18 across the district for all of us to speak and utilize,  
19 and this is an important part because lesson planning was  
20 not consistent across the district at all. Simultaneously  
21 we began establishing a culture of reflective teaching.  
22 All schools devote time now to teachers who engage in  
23 collegial dialogue through the professional learning, or  
24 PLC format. And we've conducted three years of audits in  
25 every school to monitor the fidelity of this





1 implementation and hold our staff and leaders accountable  
2 for implementation.

3 We also know that school leadership  
4 matters. We have invested considerable time and effort  
5 and resources to support our principals in the shift from  
6 principal as manager, to principal as instructional  
7 leader. We continually analyze the professional  
8 development that we provide our staff in support of our  
9 reform efforts. The next phase of the instructional  
10 pillar will be to clearly refine and go deeper into high  
11 yielding instructional strategies that will become  
12 commonplace within our district. This is evident, as you  
13 heard from Dr. Lopez in our root causes of our district  
14 improvement plan, and it's being further supported by the  
15 external diagnostic reviews that we have going on in some  
16 of our schools right now. So moving instruction from the  
17 broad to the specific is a critical next step for our  
18 district.

19 School climate and culture has an  
20 incredible impact on achievement and it's also an  
21 essential component in a responsive classroom. To  
22 address this pillar, we reflected on the needs of our  
23 students and created opportunities to move practices  
24 toward powerful, collaborative systems, driven by our  
25 staffs. The positive culture in schools such as Pueblo



1 Academy of Arts and Risley International, can bring you  
2 to tears when you understand where they started and how  
3 far they have come.

4 As a district, we are far more responsive  
5 and timely to meeting the needs of our schools than we've  
6 ever been. We are -- we have community members  
7 volunteering in our schools, we have students meeting  
8 regularly with mentors, local business members engaged in  
9 program development, and this fall we will celebrate the  
10 opening of Paragon, our new alternative education campus,  
11 which is a result of the discipline task force that was  
12 funded through a CDE EARSS grant. And again, we have  
13 more materials in our packet for you today.

14 UNIDENTIFIED VOICE: So if we look at the  
15 slide that is up here now, you will see random acts of  
16 implementation. That's what we looked like about five  
17 years ago. Our arrows -- we had arrows, but they were  
18 going everywhere. Now, today, we are very focused and we  
19 are very thoughtful about our intentions. We have moved  
20 from that random acts of implementation to a very focused  
21 approach for achievement.

22 At this time, our staff will share some of  
23 our achievement celebrations, so that aside from the test  
24 scores, you can hear a few of the stories of Pueblo that  
25 indicate that we are indeed moving forward.



1 MS. GAGLIANO: I'm Daria Gagliano (ph),  
2 the Executive Director for Early Childhood, Curriculum  
3 and Instruction. The work in early childhood, as well as  
4 the work to align curriculum and assessment across the  
5 district is creating profound changes for us. In early  
6 childhood, we've made bold moves for our community in  
7 adjusting the entry age for kindergarten and preschool  
8 students. We are interviewing earlier and ensuring that  
9 young children have access to quality learning  
10 environments which focus on both language and  
11 developmental gaps. We have full-day programming for  
12 every kindergarten student at no additional cost to  
13 families. We have comprehensive community access to  
14 preschool through 73 preschool program offerings,  
15 operating within their elementary schools and community  
16 partners across the district.

17 Preschool also has full day programs in  
18 neighborhoods with the highest poverty levels and social  
19 challenges, again, at no additional cost to families.  
20 Our district has put into practice a true model of a P3  
21 system of standards and supports, beginning with  
22 preschool and spiraling through twelfth grade. Through  
23 these efforts, we are setting the foundation in preschool  
24 for -- and kindergarten, for aligned collaborative  
25 practices as was intended through the School Readiness



1 Legislation.

2                   With our focus on improving curriculum and  
3 assessment, we are positively impacting the teaching and  
4 learning cycle. As a result, we are able to measure the  
5 standards targeted for mastery through district-wide,  
6 common (indiscernible) assessments. We are able to  
7 measure student achievement and academic growth through  
8 our benchmarking assessments and monitor student learning  
9 at both the school and district level, and make  
10 differentiated adjustments to instruction through data  
11 driven decision making. Here is what we know: This year  
12 we have an increase in the number of students who are on  
13 course to be proficient or advanced on the 2014 math  
14 TCAP, compared to last year. Our district benchmarking  
15 tool is statistically significant in predicting the  
16 student achievement measured by TCAP, allowing us to  
17 intervene earlier in addressing potential issues.

18                   Improvements in student mastery of  
19 standards from unit to unit have been demonstrated  
20 through our district end of unit assessment data. In  
21 Pueblo City Schools, our early childhood programming and  
22 the (indiscernible) curriculum and assessment systems  
23 provide the foundational structures for all students,  
24 PreK-12, to be on track for college and career readiness.

25                   MS. COLETTE: I'm Roanne Colette (ph).



1 MS. WEINGARTENER: And I am Amy  
2 Weingartener (ph).

3 MS. COLETTE: We are the Assessment and  
4 Data Specialists for Pueblo City Schools and we  
5 appreciate the opportunity to share comparative data  
6 points from our 2011 and 2013 District Performance  
7 Frameworks.

8 Since 2011, we have increased the points  
9 earned in each of the four performance indicators:  
10 Academic achievement, academic growth, growth gaps and  
11 post-secondary workforce readiness.

12 MS. WEINGARTENER: In fact, we've moved  
13 academic growth and growth gaps from a Does Not Meet  
14 rating, to an Approaching rating.

15 MS. COLETTE: In academic achievement, our  
16 district has realized a 50 percent reduction in the  
17 number of Does Not Meet ratings in math, reading, writing  
18 and science.

19 MS. WEINGARTENER: High school and middle  
20 school reading achievement has increased to an  
21 Approaching rating now.

22 MS. COLETTE: In academic growth, we have  
23 realized a 66 percent reduction in the number of Does Not  
24 Meets.

25 MS. WEINGARTENER: Middle school went from



1 a Does Not Meet rating in all content areas to now  
2 reading earns a Meets rating and writing earns an  
3 Approaching. High school growth has increased reading  
4 and writing to an Approaching rating.

5 MS. COLETTE: In academic growth gaps,  
6 we've realized a 61.2 percent reduction in the number of  
7 Does Not Meet's ratings. More specifically, of the 45  
8 growth gap indicators, we went from 31 to now 12 Does Not  
9 Meet's ratings and we increased from zero to three Meets.

10 MS. WEINGARTENER: High school and middle  
11 school growth gaps, along with the student group of  
12 English language learners really account for the majority  
13 of our increases that we saw in our growth gap ratings.

14 MS. COLETTE: Under post-secondary  
15 workforce readiness, we increased the dropout ratings  
16 from Approaching to Meets by decreasing dropout rate from  
17 4.8 to 3.6 percent. And additionally, our graduation  
18 rate increased from 66.7 to 71.2 percent.

19 MS. WEINGARTENER: In summary, when you  
20 dig down into our performance -- our historical  
21 performance frameworks, you can see that our middle  
22 school growth and performance have really started to take  
23 off and really account for the majority of our  
24 improvements.

25 MS. COLETTE: Our data indicates that we



1 are gaining momentum and sustaining our improvements.

2 MS. MADRILL-STRINGHAM: Good afternoon, my  
3 name is Cheryl Mandrill-Stringham (ph) and I am the  
4 Executive Director of Secondary Education and Career  
5 Technological Education.

6 Based on our historical data, which you  
7 just heard, your graduation rates have indeed increased  
8 as we have been able to see a decrease in our dropout  
9 rate. Pueblo City Schools has restructured requirements  
10 and increased the number of credits we must have our  
11 students obtain prior to graduation. We are aware of,  
12 and involved with the new graduation guidelines and we  
13 continue to work on refining and developing a process in  
14 which we can meet state implementation guidelines and  
15 continue to support our students. With a focus on  
16 student engagement, and multiple opportunities and  
17 pathways for success, with rigorous and relevant course  
18 work, we are excited about the pathways offered for our  
19 students.

20 Our secondary schools have the following  
21 offerings: We offer an IB International Baccalaureate  
22 Program in one of our high schools, two of our middle  
23 schools, and one elementary school. Our historical data  
24 from 2011 has indicated an increase in the number of full  
25 time diploma program students since 2011 and almost have



1 doubled those numbers. We have implemented the AVID --  
2 Advancement Via Individual Determination program in one  
3 of our high schools, and two of our middle schools. And  
4 as recipients of the legacy grant, two of our high  
5 schools can now offer advanced placement course work for  
6 our students and we have witnessed an increase in both  
7 the number of students who are taking these courses and  
8 the number of students who are receiving qualifying  
9 scores in the courses that they take.

10 The numbers of students enrolled in  
11 concurrent enrollment opportunities with our partnerships  
12 through Colorado State University Pueblo, and Pueblo  
13 Community College, continued to be healthy and stable.  
14 We are recipients of a ten million dollar science grant -  
15 - STEM grant -- Science, Technology, Engineering and  
16 Math, and this grant will support the efforts of one of  
17 our high schools, one middle school, one of our K-8s, and  
18 one of our elementary schools. We have also received the  
19 School Counselor Core Grant this past year and we have  
20 dedicated time and effort in providing our middle and  
21 high schools with opportunities to do needs assessments  
22 and environmental scan to determine what the focus will  
23 be next year, as we continue to be more proficient in  
24 supporting our students and their individualized career  
25 and academic plans.





1                                   We are focused and determined to continue  
2                                   and provide multiple pathways for our students to  
3                                   succeed.

4                                   MS. HOKUM: Good afternoon, my name is  
5                                   Rhonda Hokum, I'm the Executive Director for Federal  
6                                   Programs and Title I. As you can see from the summary  
7                                   report, the District Improvement Plan in today's  
8                                   presentation, but for the last four years, our district  
9                                   has been very focused on building an implementing and  
10                                  refining very key issues such as an aligned curriculum, a  
11                                  balanced assessment system, understanding by design, and  
12                                  professional learning communities.

13                                  These items were not in place in prior  
14                                  years and so our previous district improvement plans  
15                                  really addressed to these key issues. However, we're at  
16                                  a place right now where we can focus our major  
17                                  improvement strategies on instructional pieces that  
18                                  actually take place at the classroom level. And we have  
19                                  aligned our systems from everything from professional  
20                                  development to funding, to these major improvement  
21                                  strategies within our district improvement plan.

22                                  So for example, one of the things that we  
23                                  have done obviously is to take our consolidated grant and  
24                                  really align our funding within the grant and leveraging  
25                                  that with other grant dollars as well as general fund, to



1 help support those major improvement strategies and also  
2 to provide additional support to priority improvement and  
3 turnaround schools. And that support looks like  
4 everything from an internal support system to technical  
5 assistance. So as you can see from the previous four  
6 years and from our continuing years, we will continue to  
7 focus on one main thing, and that is student achievement.

8 MS. GIAGOS: Good afternoon, my name is  
9 Gina Giagos (ph), I am the Administrator in charge of  
10 Volunteer Programs for our district. The volunteers in  
11 public schools or VIPS program was initiated two years  
12 ago as a way to increases the community engagement in  
13 education. It is one component of the responsive  
14 classroom pillar.

15 Through the VIPS program, we have  
16 established mentor programs, increased community  
17 partnerships and implemented distinct methods to improve  
18 parent coalitions. Mentoring programs have now been  
19 established in two of our four high schools, all of our  
20 four middle schools and one of our elementary schools.  
21 The mentors are professionals from our community who give  
22 one hour of their own time every week, spending one-on-  
23 one with their mentee. The students are showing  
24 improvement in their grades, attendance and behaviors due  
25 to the support provided by our mentors.



1                   Community partnerships with our district  
2                   have increased with the implementation of our VIPS  
3                   program. We now partner with both of our hospitals, our  
4                   local steel mill, a group of local manufacturers, and the  
5                   United Way. All of these organizations provide mentoring  
6                   or tutoring for middle school students. The steel mill  
7                   is also funding a districtwide literacy program for our  
8                   students in kindergarten through third grade.

9                   To promote parent coalitions, we are  
10                  implementing new and innovative strategies. Parent  
11                  engagement is now more than just coming to school events  
12                  once or twice a year. We are emphasizing the value of  
13                  our parents as our partners in education. A pilot in one  
14                  of our turnaround schools is training teachers to conduct  
15                  home visits. Staff members in another elementary school  
16                  on priority improvement are implementing a new  
17                  parent/teacher conference strategy that shows parents how  
18                  to engage in educational activities at home with their  
19                  children.

20                  We are truly seeing our community pulling  
21                  together to meet the needs of children and families and  
22                  the VIPS program provides a way for everyone in our  
23                  community to become actively involved in increasing  
24                  student achievement by partnering with us.

25                  MS. ORTIZ: Hello, Karen Ortiz, Principal,



1 Pueblo Academy of Arts, a Colorado School of Innovation.  
2 Flexibility and autonomy in program time, scheduling,  
3 staffing, and school operations have provided us with the  
4 infrastructure to redesign our school and meet the needs  
5 of our students and our community. For the first time in  
6 the history of our school, we have a waitlist following  
7 the choice enrollment period for our families. Families  
8 want to be a part of our innovation school.

9 Like our mascot, the phoenix, we are a  
10 school rising from the ashes. Our innovation status  
11 enables us to implement a rigorous pre-advanced placement  
12 curriculum infused and integrated with the arts.  
13 Creating for us a culture of creative thinkers and  
14 learners. Thinkers and learners who embrace not only  
15 their talents, but they appreciate the talents of others.  
16 In a culture where kindness and respect prevail and  
17 excellence is the goal for everyone.

18 Our instructional model and professional  
19 developments is explicitly and systematically aligned  
20 with our core vision and mission. Professional learning  
21 communities, which we refer to as PLCs, are a vital  
22 component of our instructional program. We begin every  
23 day with the PLC focus. Recently we conducted Arts  
24 Innovation Week. This is a week where our students  
25 participate in arts and community-based learning



1 opportunities, while staff and students concurrently  
2 conduct student-led conferences. It's an incredible  
3 experiential week for our students and student-led  
4 conferences have become an expectation and a norm for us.  
5 To facilitate early morning appointments for parents, we  
6 do not hold professional learning communities during this  
7 week. It as an eye-opening experience for all of us. We  
8 learned how incredibly entrenched our school culture has  
9 become in the power of PLCs.

10 At the end of the week, we were debriefing  
11 our arts innovation experience, and the issue that kept  
12 resurfacing was the fact that we isolated as educators  
13 without our daily PLC. We know the old way of doing  
14 business will never return to Pueblo Academy of Arts. We  
15 have become what all schools should yearn for: A  
16 collaborative culture of learners and thinkers for both  
17 children and adults.

18 MS. ETHRIDGE: I'm Cece Ethridge (ph), the  
19 President of the Public Education Association. And one  
20 of the critical pieces of the reform in our district has  
21 been the transformation of what was previously a  
22 contentious labor management relationship to one that is  
23 based more on trust and partnership. And that's happened  
24 through the implementation of the interest-based  
25 bargaining strategies with the guidance of the Federal



1 Mediation and Conciliatory Services, and also we've made  
2 great strides in developing a problem solving culture  
3 between the district and the association, and that's the  
4 most evident through the collaborative partnership and  
5 the development of our innovation school plans. So the  
6 Association looks forward to continued progress as we  
7 revise and reform our systems in the Pueblo City Schools.

8 UNIDENTIFIED VOICE: So today you've heard  
9 our story. Our journey continues -- the road to 2015,  
10 2016 and beyond. What you probably didn't hear are some  
11 of our stats, that 70 percent of our kids are free and  
12 reduced lunch. That we have over a thousand homeless  
13 children. Because we don't want to make excuses. No  
14 matter what those facts are, our children deserve the  
15 best and we've got to present high expectation and high  
16 rigor. So we have created a foundation that we think  
17 will carry us forward. We know that sustainability in  
18 reforms that have been implemented are critical. So  
19 sustainability as we cross over to improvement and  
20 performance, has to be at the forefront.

21 We are in an upward trend as we continue  
22 to improve achievement in academic excellence for all  
23 kids. We know that our children really deserve no less  
24 than that. So I would leave you with this thought: We  
25 are a district on the move and we are not the Pueblo of



1 the past. We are the Pueblo of the present, trying to  
2 become the Pueblo of the future. Thank you.

3 CHAIRMAN LUNDEEN: Thank you very much. I  
4 suspect, because there always are questions, that there  
5 will be questions.

6 MS. NEAL: So mine is a short one, can I  
7 ask?

8 CHAIRMAN LUNDEEN: You may start with a  
9 short question. That's a good way to start.

10 MS. NEAL: I'm just curious because being  
11 a Colorado native, I remember when Pueblo steel mills  
12 were the driving force of the economy. Has that -- has  
13 that had a big impact upon the schools? The loss of  
14 those jobs?

15 UNIDENTIFIED VOICE: Yes, it has. We were  
16 a school district probably about 28,000 in the 1980s and  
17 now we are a school district of about 18,000. So it was  
18 a big effect, but as Dr. Lopez said, we're moving forward  
19 and we -- because we need to.

20 MS. NEAL: It is what it is. But yes, I  
21 think we all -- Colorado people recognize that it's been  
22 a huge economic change there. And it's not easy, I  
23 understand that.

24 UNIDENTIFIED VOICE: Right.

25 MS. NEAL: Thank you.



1 CHAIRMAN LUNDEEN: Elaine?

2 MS. BERMAN: First of all, thank you very  
3 much, that was an excellent presentation to the big panel  
4 of women we have here. Dr. Dinera (ph), this is a  
5 question for you, as President of the Board. I always  
6 worry greatly when the head honcho moves on. In this  
7 case, Dr. Lopez, because you've gotten a lot of things  
8 started and many times new superintendents come in and  
9 they want to make their own mark, and they want to make  
10 radical changes and so forth. So what -- how is the  
11 Board going about looking for a new superintendent and  
12 assuring that you're not just going to completely change  
13 course?

14 MS. DINERA: Well, thank you for that  
15 question. First of all, Maggie has been great. She has  
16 really led our district to improving into where we are  
17 now. However, as you all know, with programs, you cannot  
18 have personality driven programs. And so what we are  
19 insistent on is moving forward. In fact I was asked  
20 that, why do we have such an aggressive time table on our  
21 superintendent search? Well, we must. We must find  
22 somebody now in the next few months so that we do not  
23 miss a beat. We cannot afford to miss a beat for our  
24 children and our community sake. So we are going to move  
25 forward. We are going to find someone to bring us to the





1 next step, even though we are going to miss Dr. Lopez,  
2 but that is our goal as a board. Is to continue on this  
3 program aggressively and with a sense of urgency.

4 MS. BERMAN: Thank you.

5 CHAIRMAN LUNDEEN: Angelika?

6 MS. SCHROEDER: So, Dr. Dinera, I just  
7 struggled in preparing for this reading about the  
8 district and remembering Bessemer Elementary, and I just  
9 want you to talk to me about lessons learning from the  
10 roller coaster.

11 MS. DINERA: Well, you know, for myself --  
12 and I will speak from my point of view because I've been  
13 on both --

14 MS. SCHROEDER: You would know.

15 MS. DINERA: I have been on both sides of  
16 the table, and I remember those days and I remember the  
17 days -- not just at Bessemer, but for many schools. And  
18 you know, truthfully I'm just going to say that it's an  
19 issue about leadership. If you don't have the right  
20 individuals on board, and you continue to go forward,  
21 things will happen.

22 And our story is that things happened.

23 You know, we cannot continue to look back on what was.

24 We know what was. We know what lessons need to -- to be  
25 learned. We know that you have to have programs of



1 sustainability. That you have to have everyone on board.  
2 You have to have from the community, the parents, the  
3 teachers, the administrators, Central administration, and  
4 your board, going in the same direction. You just can't  
5 stop and I believe that -- from my viewpoint, that's one  
6 of our lessons learned. You've got to stay the course on  
7 something that works.

8 MS. SCHROEDER: So when that either  
9 superintendent or principal left -- I can't even  
10 remember, Joyce somebody, did the -- did the vision  
11 change? I mean, that's what I'm trying to figure out,  
12 because quality leadership in -- whether it's in your  
13 school or in your district, some get to retire, but a lot  
14 of them just get hired away to go somewhere else. If  
15 they are not ready to retire. And so you -- that kind of  
16 churn seems to be a characteristic of the last 20-30  
17 years. Unless I'm missing something. There's just --  
18 there's always going to be turnover. What can we do to  
19 sustain when we turn over? School boards turn over now  
20 every four years -- or every eight years or less -- et  
21 cetera.

22 MS. DINERA: I -- you know, again, I'm  
23 going to speak from my personal observation in that, you  
24 know, with the state CDE focused on the turnaround status  
25 and priority improvement and performance and et cetera.



1 You -- we have a target. And so that --

2 MS. SCHROEDER: Okay, that's going to help  
3 that --

4 MS. DINERA: Yeah, I believe it will,  
5 because you can't just take that agenda, if I may, of  
6 someone else, or a lot of people, and move in the other  
7 direction. You have to have sustainability, you have to  
8 have direction, you have to continue with your school  
9 improvement plans. So I think in the years past it was  
10 much easier to say, oh, here's something, let's do this.  
11 Oh no, here is something else, let's do this. You've got  
12 to have that focus. And I'll let Dr. Lopez speak also to  
13 that.

14 MS. LOPEZ: I think that if we looked  
15 back, the history would indicate that we were often a  
16 programmatic infrastructure. So we brought programs in  
17 and we expected them to accomplish defeat of improved  
18 achievement. And what we know is that the two critical  
19 pieces in research that create improved achievement are  
20 what's happening in the classroom and leadership, whether  
21 it's principal leadership, which is critical, or at the  
22 district level.

23 As we move forward in the world of  
24 turnaround, what we know is we're going to have to create  
25 infrastructures. We are not going to be able to be



1 program or person dependent, but we are going to have to  
2 become infrastructure dependent so that whether or not  
3 that leader is there or is not there, the infrastructure  
4 is there, the philosophy is there and that we are on a  
5 quest to the island, so to speak, and that nothing  
6 changes that except the data that informs that more often  
7 than not. And the island is here, and we're going this  
8 way. So it's -- it's really a very complex issue. This  
9 is a time of thinking (indiscernible) business.

10 And I'm an old dog, this is my 37<sup>th</sup> year  
11 and I will tell you that it is about nothing but thinking  
12 and problem solving, because what we know now  
13 particularly as we've begun the turnaround effort, is  
14 that it's not about a silver bullet, it's really about  
15 looking at the issue of achievement for a district,  
16 looking at the variables and coming up with a plan that's  
17 going to address a change in how we teach children. And  
18 a change in how we lead schools and districts.

19 MS. SCHROEDER: So that infrastructure you  
20 described, should we be creating a template or something  
21 to help us document so that as new people come into the  
22 system there's an understanding and expectation? There's  
23 a very articulated vision?

24 UNIDENTIFIED VOICE: We are actually doing  
25 that. As the State Department of Education; if you were



1 to bring forward your folks today, they would tell you  
2 that we are actually working with those templates. We  
3 now know what the critical components are for turnaround  
4 schools for priority improvement schools.  
5 (indiscernible) what the behaviors are that principals of  
6 turnaround and priority improvement schools should be  
7 demonstrating. We have a better sense of rigor. We also  
8 know that variables of poverty and the lack of  
9 experiential -- life for children can be addressed and I  
10 will tell you that that's probably been one of the most  
11 challenging and most rewarding partnerships that we've  
12 had, because CDE was with us when we called the issue of  
13 achievement. And as we were sitting together at the  
14 table, at no time did anybody say, "Well, we just can't  
15 do this." What we all said is, "We have to do this.  
16 Now, let's figure out how."

17 Now, remember that turnaround, and that  
18 term, is really only four years old. And we now actually  
19 are able to show you research where we have seen  
20 successes. And the partnership that we have had with the  
21 state has helped us to begin to have those conversations.  
22 We've had them across the state with other folks. We've  
23 had them when they come to our districts on a regular  
24 basis. So those templates are actually out there and  
25 more than anything, we actually now have data and we have



1 a plan for what does it take to begin to change  
2 turnaround and priority improvement schools? We have a  
3 long ways to go. But we are actually starting to have a  
4 plan for how to address that. And quite honestly, that  
5 couldn't have happened without our partnership with the  
6 State Department.

7 UNIDENTIFIED VOICE: I just need to  
8 interject an additional comment in that we're not -- we  
9 were working cooperatively in a partnership with CDE and  
10 we're not asking them to tell us what to do. We are  
11 getting dialogue from both directions. And that's the  
12 difference. The other piece about the infrastructure  
13 that Dr. Lopez said, indicated -- I can tell you from my  
14 own personal experience that ten years ago we didn't have  
15 the structure and the programs that we have to offer our  
16 teachers and our staff at the -- at the building level.  
17 It just wasn't there.

18 MS. SCHROEDER: Thank you.

19 CHAIRMAN LUNDEEN: Go ahead. Did they get  
20 where you were going, Angelika?

21 MS, SCHROEDER: Uh-huh.

22 CHAIRMAN LUNDEEN: No follow-ups? Dr.  
23 Scheffel?

24 MS. SCHEFFEL: Excellent presentation.

25 Can you go back a little bit to data? Because I'm just



1 trying to think -- if you look at the research that was  
2 published out in Pueblo -- Pueblo had some pretty good  
3 national visibility ten years ago or so. And when you  
4 look at the article published in the American Education  
5 Research Journal and look at the data, and exceeding the  
6 odds based on I think like, 60 percent free and reduced  
7 ELL population. It's more than doubled what the state  
8 had at the time. The achievement in grades three through  
9 five were substantial. And then there was a shift in  
10 leadership and (indiscernible).

11 Just trying to figure out what changed  
12 that took Pueblo from a position of national prominence  
13 in some ways, based on this research article, and the  
14 data. And then shifting approaches and how do you think  
15 about that. What's -- why would that happen, and are you  
16 revisiting what worked before? Are you feeling that the  
17 demographics and district have changed such that you  
18 wouldn't go back to what worked before? How do you think  
19 about the data then and the data now and the direction?

20 UNIDENTIFIED VOICE: I think when we look  
21 back historically, that often times the data points that  
22 we're presented were aligned with programmatic  
23 approaches. What we know is that today the data that is  
24 presented first of all is scaffolded. You are looking at  
25 growth, you are looking at achievement. Whereas growth



1 back then was non-existent. We were looking at purely  
2 achievement. Also I think our demographics began to  
3 change even more than they were. I think Pueblo always  
4 had that variable of economic challenge. But I think  
5 that has increased.

6 I think the other piece is that what we're  
7 building for capacity. And so once again, a system  
8 cannot be dependent on a leader or a particular  
9 principal. It has to be capacity driven so that as  
10 principals and superintendents live, that we are doing  
11 that whole succession management piece and we are  
12 preparing for people to take schools over. As it is,  
13 we're just now at a point where we're really creating  
14 capacity with the principals.

15 So I think an answer to your question is  
16 two-fold: First of all, the data looks significantly  
17 different now in terms of data points that we are looking  
18 at. Versus data point that we are looking at in the  
19 past.

20 MS. SCHEFFEL: How does it differ?  
21 Because it was CSAP and now it's TCAP?

22 UNIDENTIFIED VOICE: And growth and --

23 UNIDENTIFIED VOICE: (Indiscernible) the  
24 data is much more defined. We dig in on a state level  
25 more than we did before. It used to just be achievement.





1 Just that flat, how did they perform on this given day?  
2 And now we're looking at, you know, multiple angles of  
3 that data. I don't know if Amy and Roanne?

4 UNIDENTIFIED VOICE: I'm just going to  
5 interject something else. I think another thing is, as  
6 leadership changes, that if we have 33 schools, fidelity  
7 of some programs didn't exist anymore. It just -- you  
8 know, you had some things going right here, and then all  
9 of a sudden it just exploded out. So you didn't have  
10 fidelity of programs. You didn't have depth of  
11 leadership. You didn't have -- as Dr. Lopez -- we didn't  
12 have common lesson plans. It just kind of imploded. So  
13 I'm going to give it over to our data people and I won't  
14 hog the mic anymore.

15 UNIDENTIFIED VOICE: We can just echo what  
16 our superintendent and Dr. -- or Board President Dr.  
17 Dinera was saying, that the way the State looks at the  
18 data now is much different than the way the state looked  
19 at the data ten years ago, and we've spent a lot of time  
20 in our district digging into how those calculations are  
21 formed and how those statistics are measured, so that we  
22 can replicate and build progress monitoring pieces in our  
23 district like our benchmarking system, so that we can  
24 have an aligned system that helps us react and interact -  
25 - or intervene at a much more timely manner.



1 MS. SCHEFFEL: So what was being used  
2 then, and what's being used now?

3 UNIDENTIFIED VOICE: It -- in terms of the  
4 -- at the district level? Or at the state?

5 MS. SCHEFFEL: Either way. School  
6 district.

7 UNIDENTIFIED VOICE: The school district,  
8 we didn't have a benchmarking system that was common  
9 across the -- we had a -- some quarterly exams, but they  
10 weren't necessarily -- they were course based and not  
11 standards-based, and so we moved to a total standards-  
12 based system. We're no longer dependent on a program or  
13 a textbook or that kind of thing. It's all about the  
14 standards. That's what drives us. And then our data is  
15 all aligned to those pieces. Monitoring student  
16 subgroups. AYP was a much different calculation than you  
17 have from -- what we have now with growth and growth  
18 gaps. Even though under AYP you had some student groups,  
19 you didn't have the growth comparison calculation, the  
20 waiting is different.

21 MS. SCHEFFEL: Thank you.

22 CHAIRMAN LUNDEEN: Jane?

23 MS. GOFF: Well, very quickly,  
24 congratulations, thank you all again. And Suzanne, thank  
25 you for your representing teachers and it's not just you



1 representing teachers, but the idea of having the teacher  
2 heart and brain involved in the work first hand, is much  
3 appreciated and thank all of you for acknowledging how  
4 really helpful that is. It's great stuff.

5                   The other thing, you've mentioned, several  
6 of you, the phrase "common assessment" -- sorry, common  
7 lesson plan. I'm so used to saying this other thing.  
8 The common lesson plan. There is concern out there a lot  
9 about that perhaps being construed as scripted by the day  
10 and how do you talk to your communities and your parents  
11 and your students and staff about what is meant by common  
12 lesson plan as far as your district's goals and pictures  
13 for students?

14                   UNIDENTIFIED VOICE: Well, in our  
15 community, our parents yet have not engaged the  
16 conversation at the national level about common lesson  
17 planning. But what was critical for our district is just  
18 getting teachers to have common language about how we  
19 plan. How do we look at a standard whether it's a  
20 district, state, national standard? How do we unpack it  
21 and prepare to teach from that? Again, that mobility  
22 piece was critical for us. And our teachers have really  
23 come on board. I mean, you know, they don't necessarily  
24 love it, but they understand now why we do that, and why  
25 it's important to have some common structures. Our



1 schools certainly tweak the format to fit their unique  
2 needs like for IB or AP. But they understand why we do  
3 the backwards design, why it's important that we all  
4 lesson plan, and the national conversation has not been,  
5 I don't think, prevalent within our parent community.

6 UNIDENTIFIED VOICE: No, and I was really  
7 -- more in the context of in the district, in the  
8 schools, in your communities and just using your --  
9 literally what -- community set the goals, everyone works  
10 together to determine where -- what steps and why and  
11 how, but this idea of how is -- how is some of this  
12 vocabulary conveyed so that common interpretation, or  
13 common meaning, comes from these conversations, whether  
14 it has -- maybe "common" is the word we can do without.

15 UNIDENTIFIED VOICE: It has simplified  
16 some things for us in that we all have -- you know, it's  
17 like making sure children understand very important  
18 pieces of vocabulary with lesson planning, because now we  
19 -- we've all been trained and we plan every year for  
20 anybody new who's coming into the district -- this is how  
21 we do it in public city schools. So you have to  
22 understand and know this. That's actually simplified  
23 some things for us.

24 UNIDENTIFIED VOICE: I wonder if we would  
25 have our principal address that?



1 UNIDENTIFIED VOICE: I would love to. As  
2 you were answering, my main idea that came to the  
3 forefront was the fact that we have built this structure  
4 of professional learning communities. And this venue  
5 enables us to provide that crucial time for our teachers  
6 every morning to unpack standards, look at standards, get  
7 an idea of what that standard means, and what that's  
8 going to interpret in the classroom.

9 So how do we extrapolate what these words  
10 mean at the state level into what they mean at the sixth  
11 grade level? How will our students understand that? And  
12 so our teachers -- planning is very, very systematic and  
13 it's very difficult. It is not an easy thing to take  
14 those standards, unpack them and really, truly get the  
15 idea of what somebody meant when they were writing the  
16 standards, and what that is going to look like. What  
17 will students need to know, understand, and be able to  
18 do? So that really is what we use that time every  
19 morning to do.

20 UNIDENTIFIED VOICE: Can I really quickly,  
21 Paul --

22 CHAIRMAN LUNDEEN: Sure, please.

23 UNIDENTIFIED VOICE: Thank you very much,  
24 you mentioned also that you are working under a counselor  
25 core grant. At what point is that? A second year, a



1 third year?

2 UNIDENTIFIED VOICE: We go in -- we are  
3 just finishing our first year, right?

4 UNIDENTIFIED VOICE: We are -- we are  
5 finishing our first year with the school counselor grant,  
6 so we've had the opportunity to do the in-depth studies  
7 about the middle and high school, and now do that  
8 environmental scan to determine our goals as we progress  
9 into year two.

10 Just to add one more caveat to the  
11 question that you asked, which was such a great question.  
12 When we as a district began the journey of looking at the  
13 guaranteed and viable curriculum for all students and  
14 then need to work with our parent groups and our students  
15 to understand what that means, and the access into that  
16 particular guaranteed and viable curricular place, it  
17 created that environment in which the discussions are  
18 happening.

19 And as Karen stated, the teachers are  
20 talking about what that looks like and how access can  
21 happen for all students. And embedded within that is the  
22 rigor and the relevance, and the need to keep on top of  
23 how we plan and what we provide. Because it really does  
24 go back to what do our students need to know and be able  
25 to do, and how do we know they know it, and making sure



1 that when they don't, we find those factors in place to  
2 help support them through their journey.

3 UNIDENTIFIED VOICE: Great. And it sounds  
4 like you are -- you're able to integrate content --  
5 literally content areas. So how the arts are integrating  
6 with the sciences and the social studies and language  
7 arts and math. That's -- I just wanted to get a picture  
8 of how you picture this. And the vocabulary used is -- I  
9 think where learning is pretty important out there with  
10 our communities to have --

11 UNIDENTIFIED VOICE: And actually, that's  
12 interesting that you would say that because we have a  
13 program going on right now in Bessemer and Minnequa that  
14 one of our local leaders is partnering with us on, which  
15 is the Vocabulary Challenge and we are working to  
16 increase the number of vocabulary words the children have  
17 from the time that they enter school. So it's been  
18 exciting to see what that -- it's a little pilot we're  
19 doing at those two schools and it's exciting to see what  
20 we're -- we're getting as a return.

21 UNIDENTIFIED VOICE: Thanks.

22 UNIDENTIFIED VOICE: Thank you.

23 CHAIRMAN LUNDEEN: So I've got a couple  
24 final questions, unless there is other's members --  
25 questions from panelists? No?



1 I appreciate the desire -- yeah, I  
2 consider us a panel too. I appreciate the desire to  
3 create systemic coherence and sustainability, regardless  
4 of the people and personalities. But the reality is,  
5 education is a service organization and those people come  
6 and go. It changes. Sometimes it changes for better,  
7 sometimes it creates challenges. So my first line of  
8 questioning is kind of around that. You went through --  
9 the trend looks like there's an appearance of a  
10 turnaround under the leadership of Ms. Lopez, and I guess  
11 I'd like to come back and kind of press a little bit more  
12 on that -- that particular question as to how you intend  
13 to make the sustainability of this trajectory viable.

14 UNIDENTIFIED VOICE: Well, you know, I  
15 would say when you're at the turnaround that year --  
16 we're in year four, we have to be very serious about it  
17 to move forward. If we are in 3.1 percentage points of  
18 being in improvement, we have to be serious. We cannot -  
19 - we can't afford to go backwards. We just simply can't.

20 CHAIRMAN LUNDEEN: Failure is not an  
21 option.

22 UNIDENTIFIED VOICE: That's right. It is  
23 not an option for our schools, for our district, for our  
24 community. Economically and, you know, when the downfall  
25 of the nation and the economic status in 2008-2009-2010,





1 it was very difficult for Pueblo. We have a very high  
2 rate of unemployment. We have individuals going to other  
3 cities -- driving to Colorado Springs. There is not an  
4 option for our economic growth in Pueblo. You know, how  
5 do you bring businesses in if you have failing schools?  
6 Let's be honest. It is not an option.

7 CHAIRMAN LUNDEEN: I agree on that. Let  
8 me move more broadly to staffing. What does turnover  
9 look like? And I appreciated the comments that there was  
10 potentially a belligerent labor management relationship  
11 previously and that's been improved. But what has  
12 turnover in the classrooms looked like over this  
13 turnaround period?

14 UNIDENTIFIED VOICE: Turnover in the  
15 classroom, I would say, is not the greatest challenge.  
16 The greatest challenge is bringing teachers to the  
17 classroom.

18 CHAIRMAN LUNDEEN: Recruitment.

19 UNIDENTIFIED VOICE: And so for example,  
20 we have now started, and are very excited about our  
21 partnership with Teach for America, that we'll be  
22 launching this fall. Math and science teachers -- very,  
23 very challenging to recruit and then if you do recruit,  
24 to maintain. I think the other challenge is that because  
25 of the fact that we are not resource rich, it's difficult



1 to compare and compete teacher salary, principal  
2 salaries. So those are the kind of challenges we face,  
3 and we are fifty miles from a metropolitan city where you  
4 have a huge jump in salaries for teachers and for  
5 principals. So it really becomes a lot about the  
6 mission.

7 As I've hired principals, and as  
8 principals have hired teachers, part of what we're trying  
9 to do is shift that culture so that it is about the  
10 mission. It is about coming to make a commitment to  
11 these children. To really provide an excellent education  
12 and to do that the only way we know it can happen,  
13 through great teachers and great principals. But to  
14 recruit retainees for Pueblo is a challenge.

15 CHAIRMAN LUNDEEN: And you kind of teed up  
16 my next question, which is a resource question. As I  
17 look at the numbers, it looks like about 15, 16 percent  
18 of your overall funding is coming from state and federal  
19 grants. I'm curious what's the sustainability of that?  
20 Is it baked into the cake into the future? Are those  
21 going to be going away? I don't know what they are, so -  
22 -

23 UNIDENTIFIED VOICE: The challenge with  
24 resources for districts like ours are great and I'm  
25 speaking to the choir, because you're familiar with the



1 fiscal challenge for our state. I think for Pueblo and  
2 additional challenge is the fact that we have no mill  
3 levy override and never have had one. There's only one  
4 other district in the state that is of our size that has  
5 that challenge and that would be Greely. So because we  
6 are very much dependent on state funding, then those  
7 federal funds become an avenue for us to look at  
8 additional resource support for our district. I would  
9 tell you that we consistently look for opportunities to  
10 replenish as grants end, and to divert funds to grants  
11 that end when we find that the strategies that the grant  
12 brought in fact did improve achievement. So that's the  
13 reality of our -- of our resources. It's -- it's not an  
14 excuse.

15 CHAIRMAN LUNDEEN: Okay, but there is a  
16 potential misalignment. You're talking about becoming  
17 less programmatic and more systematic in what you're  
18 doing, but part of your funding stream is kind of  
19 programmatic in the sense it's grants for which you're  
20 reapplying.

21 UNIDENTIFIED VOICE: So what you have to  
22 ensure is that when you make those applications, that  
23 within the application for the program, there's a systems  
24 component that is supported. So for example, with the  
25 counselor grant. The system that you want to support is



1 a skill set that at the end of that grant, those  
2 counselors will be able to maintain for how we deliver  
3 counseling to students and how we support them towards  
4 graduation, college and work readiness. So we have to be  
5 very, very specific when we target the grants, that  
6 there's a system component within that application and  
7 that we actually think ahead and we ask ourselves what do  
8 we presently have that can support and continue this work  
9 when then grant runs out? We have a EARSS grant right  
10 now that goes for three years, I think it is, and we are  
11 in year two and it's a four year grant.

12 Okay, and so at the end of year one, we  
13 said to ourselves, it's important that sustainability  
14 occurs; so one of the tasks that we had this year is we  
15 put a committee together to look at what do we have in  
16 alternative ed programs, how do we group those together,  
17 how do we align a system now with the support of this  
18 funding, but then maintain it by creating that economies  
19 of scales and bringing programs together, so that when  
20 the money from the grant goes away, we'll have taken what  
21 monies we were allocating to that, and we realign  
22 services. We have the Paragon Center opening next fall,  
23 where we've actually now brought our alternative ed  
24 programs together in one building, and now we have that  
25 economies of scale, so we can better support a system of



1 alternative education for kids.

2 UNIDENTIFIED VOICE: And if I may add to  
3 that, sir, you know, on grants, you should have that  
4 built-in sustainability piece. In the past, many times  
5 districts, or our district, you know, you have a grant  
6 for four years, and oh my goodness, at the end of the  
7 fourth year, you think, oh geez, what am I going to do  
8 now? It's in year one that you look at the process. And  
9 if looking at that grant you should be able to -- you're  
10 thinking smarter about developing the systems, as Dr.  
11 Lopez said, at the very beginning of that. Not at the  
12 end.

13 UNIDENTIFIED VOICE: We've had a  
14 partnership with National Institute of School Leadership  
15 (indiscernible) for five years now, and the grant has now  
16 ended. However, as we were going along, one of the  
17 things we knew we had to create was a "grow our own"  
18 program. And so even though the grant has basically  
19 ended, because there's very little funding left this  
20 year, we have principal academies that occur. We have  
21 internships for aspiring principals that occur. We have  
22 been able to put those pieces into our system so that  
23 what we learned and acquired from the grant can be  
24 continued.

25 And it's that prioritization of fiscal



1 support, and realizing that this is where the dollars  
2 need to go now, because we know that there's been success  
3 as a result of that grant experience. So it has to be  
4 very purposeful when you apply for a grant. We don't  
5 just apply for grants. In fact, we're very picky. I  
6 have to approve any grant application or grant think  
7 about, because the question I always ask is, how will  
8 this improve achievement? And there have been many times  
9 when my staff has come to me and I've said, we're not  
10 doing that. That's not going to support achievement, and  
11 even if we did get it, we couldn't maintain it, and that  
12 won't help us. There has to be that sustainability.

13 CHAIRMAN LUNDEEN: Excellent. So this  
14 question typically comes up from one of the Board  
15 Members, but I would ask of you, what can we as a board,  
16 and what can this department do to help you continue the  
17 progression, maybe accelerate the positive nature of the  
18 progression?

19 UNIDENTIFIED VOICE: Well, first of all, I  
20 would tell you that conversations like this are critical,  
21 because it's really important for folks to know the  
22 context and have contextual sense when you see those  
23 achievement pieces that I know come to you yearly. For  
24 us, I would say time is important. It's important for us  
25 to have the time to do the work. We are now at a point



1 where we know what needs to happen. We have a plan. We  
2 know the plan can't change. It needs to continue. That  
3 we need to stay the course.

4 The other piece that I would tell you is  
5 that the partnership with the Department of Education,  
6 with Wendy and Peter coming down, has been terrific,  
7 because they ask hard questions, they are not easy on us.  
8 We aren't always happy, but you know what? We are always  
9 collaborating, problem-solving, and working together to  
10 figure it out. And it has been that kind of partnership  
11 that has been very helpful. In the end, we know that we  
12 have got to increase resources to our schools. The  
13 children who have the least, have got to have at least 50  
14 percent of the most. And we know that in many of our  
15 urban settings, that is not the case, because resources  
16 just are not available. And so we continue to challenge  
17 that. And continue to --

18 CHAIRMAN LUNDEEN: (Indiscernible)  
19 actually.

20 UNIDENTIFIED VOICE: Yeah, well, that  
21 would be the piece, I would say, that we will continue to  
22 work on. I do think that time will give us good results.  
23 I would our ask our Board president to reflect on that,  
24 because I think the Board too has some thoughts on that.

25 UNIDENTIFIED VOICE: Yeah, I would --



1 first of all, I want to thank all of you for this  
2 opportunity, because even though when you get the letter  
3 that says you're going to do a presentation and you have  
4 to talk about your data, it can be frightening to some.  
5 It is really refreshing to be able to tell our story  
6 without excuses, to be able to dialogue with those of you  
7 here that are the state level. We do -- you know, you  
8 all look at time. We know we can't make that change  
9 overnight. Or within a year. That's not an excuse. We  
10 are moving and we believe in the right direction. We  
11 have had such -- like I said -- I spoke earlier about  
12 imploding, to bring it back together. We'd like to have,  
13 of course, the continuation of cooperative work with CDE.  
14 It's been very enlightening and very, again, refreshing  
15 to have Wendy and Peter come to speak with us and ask the  
16 hard questions. Because you need to have those.

17 CHAIRMAN LUNDEEN: Excellent. Well, on  
18 behalf of the Board, I would like to thank you all for  
19 being -- I mean, you all, for being up here.

20 MS. NEAL: Big group.

21 CHAIRMAN LUNDEEN: And I will pass it back  
22 to the commissioner to wrap this up.

23 MR. HAMMOND: No, I just want to thank  
24 you, and Maggie, thanks again for all your efforts. And  
25 you've come a long way and I believe if you continue,





1       you're going to progress into improvement and just hoping  
2       for the best, okay? Thank you.

3                               UNIDENTIFIED VOICE: Thank you very much.

4                               CHAIRMAN LUNDEEN: Thank you, and with  
5       that -- so with that, then the State Board will stand in  
6       recess until our next regularly scheduled meeting.

7               (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  
Kimberly C. McCright  
Certified Vendor and Notary Public

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