



Colorado State Board of Education

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

April 24, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on April 24, 2017, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 UNIDENTIFIED VOICE: State board will come
2 back to order. Board member, Durham is going to sing a song
3 for us.

4 MR. DURHAM: I will move for a -- an
5 executive session.

6 MS. GOFF: Okay. But first let's call --
7 let's let Lizzie call the roll.

8 MR. DURHAM: Oh.

9 UNIDENTIFIED VOICE: Thank you. Board
10 member, Durham?

11 MR. DURHAM: Here.

12 UNIDENTIFIED VOICE: Board member, Flores?

13 MS. FLORES: Here.

14 UNIDENTIFIED VOICE: Board member, Goff?

15 UNIDENTIFIED VOICE: Excused.

16 UNIDENTIFIED VOICE: Thank you. Board
17 member, Masnick?

18 MS. MASNICK: Here.

19 UNIDENTIFIED VOICE: Board member, McClellan?

20 UNIDENTIFIED VOICE: Excused. She'll be here
21 shortly.

22 UNIDENTIFIED VOICE: Board member, Rankin?

23 MR. RANKIN: Here.

24 UNIDENTIFIED VOICE: Board member, Sharda?



1 MS. SHARDA: Here.

2 UNIDENTIFIED VOICE: Board member, Durham, do
3 you --

4 MR. DURHAM: Thank you madam chairman for an
5 executive session.

6 UNIDENTIFIED VOICE: Do you have a second?
7 Thank you. Two seconds.

8 UNIDENTIFIED VOICE: Also, if we could just
9 get affirmative from anybody else about supporting the
10 motion, just, just for the record. Can we do that?

11 UNIDENTIFIED VOICE: Sure. Any objections to
12 the motion to go into the exec session? Hearing none.
13 That's unanimously.

14 MS. GOFF: And then before we go, I'd like to
15 read the -- read the central executive session if I may?

16 UNIDENTIFIED VOICE: Go for it.

17 MS. GOFF: An executive session has been
18 noticed for today's state board meeting in conformance with
19 24 -- 6 -- 402(3)(a) CRS, to receive legal advice on
20 specific legal questions pursuant to 24 -- 6 --
21 402(3)(a)(II) CRS, in matters required to be kept
22 confidential by federal law or rules or state statutes
23 pursuant to 24 -- 6 -- 402(3)(a)(III) CRS.

24 UNIDENTIFIED VOICE: Good morning and welcome
25 everyone. I'd like to bring the meeting back to order and I



1 think I would like to call the role once more. If you don't
2 mind, Ms. Scorge?

3 MS. SCORGE: Absolutely. Board member,
4 Durham?

5 MR. DURHAM: Present.

6 MS. SCORGE: Board member, Flores?

7 MS. FLORES: Here.

8 MS. SCORGE: Board member, Goff?

9 MS. GOFF: Here.

10 MS. SCORGE: Board member, Masnick?

11 MS. MASNICK: Here.

12 MS. SCORGE: Board member, McClellan?

13 MS. MCLELLAN: Here.

14 MS. SCORGE: Board member, Rankin?

15 MR. RANKIN: Here.

16 MS. SCORGE: Board member, Sharda?

17 MS. SHARDA: Here.

18 UNIDENTIFIED VOICE: Thank you. Good
19 morning. State Board of Education will now conduct the
20 hearing in Case Number 17 -- AR -- 05, with accountability
21 recommendations concerning Prairie Heights Middle School and
22 Franklin Middle School in Greeley Six School District.
23 Okay.

24 Under the Education Accountability Act of
25 2009, if a school receives a priority improvement or



1 turnaround rating for more than five consecutive years,
2 State Board of Education must direct an action to the local
3 Board of Education.

4 Prairie Heights Middle School and Franklin
5 Middle School will enter their sixth year of priority
6 improvement and turnaround on July 1, 2017. During this
7 hearing, the board is acting in its capacity to hear the
8 recommendations of the commissioner and the state review
9 panel pursuant to 22 -- 11 -- 210(5)(b) CRS. The
10 commissioner and his staff are here today to present their
11 recommendations.

12 The district is also present and will share
13 their report. As part of this hearing, the district is also
14 requesting that the board affirm Greeley Six School District
15 as a district of innovation by approving their innovation
16 school applications for Prairie Heights Middle School and
17 Franklin Middle School, pursuant to Section 22 -- 32.5 --
18 107(3)(a) CRS. The state review panel, an independent body
19 of education expert has issued a recommendation regarding
20 Prairie Heights Middle School and Franklin Middle School,
21 that is part of the hearing record and is included in the
22 board packets.

23 In the case of Prairie Heights Middle School,
24 the state review panel conducted a site visit and document
25 review in 2015 and 2016. After the 2015 visit, state review



1 panel recommended innovation status for the school. After
2 the 2016 site visit, the state review panel recommended
3 management by a private or public entity other than the
4 district.

5 In the case of Franklin Middle School, the
6 state review panel conducted a site visit and document
7 review in 2015 and 2016, and after both site visits,
8 recommended conversion to charter school for the school.
9 The state board's consideration of the matter shall be
10 limited to material submitted by the parties and maintained
11 in the record of proceedings.

12 At the hearing, each party shall have a
13 maximum of 30 minutes to present its report. Board members
14 may not interrupt with questions during this time. Board
15 members will have an opportunity to ask questions after both
16 parties complete their presentation. The hearing shall
17 proceed as follows: The department shall present its 30
18 minute report. The district shall present its 30 minute
19 report for Perry Heights Middle School and Franklin Middle
20 School. Miss Goff will let you know when five minutes are
21 remaining in your presentation.

22 Following the presentations of both the
23 department and the district, State Board shall have the
24 opportunity to ask questions to both parties for a time
25 period not to exceed two hours. The state court -- the



1 state board may ask one or both parties to submit proposed
2 written final determinations for the state board's
3 consideration.

4 The state board will consider and adopt a
5 written final determination at a subsequent state board
6 meeting. At this time, I would ask the department's
7 representatives to introduce themselves for the record and
8 begin their presentation.

9 MS. ANDES: Thank you, Madam Chair. Katie
10 Anthes, Commissioner of Education.

11 MS. PEARSON: Alister Pearson, Associate
12 Commissioner.

13 MS. BAUSCH: Brenda Bausch, Accountability
14 Specialist.

15 MS. MONET: Nicole Monet, Turnarounds --
16 Turnaround Support Manager.

17 MS. ANDES: Thank you. Thank you, Madam
18 Chair and Members of the board. As you mentioned, we're
19 here today to hold a hearing for two schools in the Greeley
20 School District and I want to thank Superintendent Pilch and
21 her team, members of the district and the school and the
22 school board for being here today.

23 So, today as we begin, I'd just like to say
24 that the district is under new leadership with Dr. Pilch,
25 and this is Superintendent Pilch's second year. We have



1 been working closely with her and the new leaders on their
2 pathway plan.

3 During this time that we've gotten to know
4 the team, we have seen urgency, clarity of focus, and
5 direction in the time that we've gotten to know them. The
6 superintendent has been very honest and clear with their
7 challenges and her eyes have been wide open to the
8 challenges she has taken on.

9 We have seen commitment to developing their
10 plan and progress in the beginning of implementation of
11 their pathway, as they've been working with their
12 communities to gain support. We have seen at this time that
13 they have gained strong community support for their plan.

14 A few notes about the commissioner
15 recommendation, it is a bit different than the state review
16 panel's recommendation, and this is because a fair amount of
17 context has changed since the state review panel. With
18 leadership changes, community engagement, and additional
19 autonomies being sought through the innovation plan.

20 Under the current leadership, they are able
21 to articulate a clear vision for their plan and the
22 autonomies and waivers that they have asked for since the
23 last time the state review panel assessed their situation.
24 We have seen progress in school culture which is a leading
25 indicator of student achievement and we've seen some early



1 signs of student growth.

2 We also see a commitment to the progress
3 monitoring and making corrections if needed or warranted by
4 the data. The district staff is focused on the schools that
5 need more support and professional development. They've
6 been willing to enter into additional progress monitoring
7 with CDE.

8 Because of this and the leadership, we
9 support and recommend an innovation pathway for both
10 Franklin and Prairie Heights Middle. We will go deeper into
11 the details throughout our presentation. At this time, I'd
12 like to turn it over to Brenda Bausch.

13 MS. BAUSCH: Thank you, Commissioner Anthes
14 and member of the board -- members of the board. Prairie
15 Heights and Franklin Middle School are both set to enter
16 their sixth consecutive year of prior improvement or
17 turnaround and as such, the state board is required to
18 direct an action to these schools.

19 The commissioner has issued two separate
20 recommendations for these schools in terms of the two
21 separate winders that we issue the recommendations within.
22 However, as Commissioner Anthes just mentioned, the
23 recommendation itself is the same for both schools which is
24 innovation status. As has been in the case in the past
25 hearings, this recommendation is based upon a comprehensive



1 review of data, leadership, culture, academic systems, and
2 grades and support provided to the school.

3 Commissioner Anthes had an opportunity along
4 with district sta -- or CDE staff to visit the schools in
5 December of 2016 and to meet with the District's Leadership
6 Team. CDE staff have also provided support over the past
7 year through largely through the turnaround network, which
8 we will discuss in more detail. We've also based this
9 recommendation upon the district's own innovation plan and
10 their plan to seek external support in monitoring the
11 progress of the innovation plan.

12 We've also considered the key conditions of
13 success that need to occur at the school, at both schools.
14 The slide provides a summary of the recommendations, the
15 state review panel in 2015, recommended innovation for
16 Prairie Heights and management in 2016, for Prairie Heights.
17 Franklin's 2015 and 2016 recommendation was for charter and
18 the commissioner and the district are proposing innovation
19 status for both schools.

20 We are going to discuss these schools
21 separately. As I mentioned, we have treated these as
22 separate recommendations even though they will be similar in
23 terms of what we are recommending. We're going to go
24 through the nuances of each school separately. And we'll
25 begin with Prairie Heights Middle School. Prairie Heights



1 Middle School is formerly known as John Evans Middle School.
2 It serves about 850 students in grades six through eight.
3 This has been an increase in enrollment up from about 760
4 students in the 2011 and '12 year. The school serves a high
5 proportion of at risk students, particularly low income
6 minority students and English learners.

7 About 44% of the students at Prairie Heights
8 are English learners. Prairie Heights was on turnaround for
9 about three years and moved into priority improvement in
10 2013. The school has consistently struggled with
11 achievement in both English Language, Arts, Reading and
12 Math. They have received approaching readings and growth
13 over the past several years. The achievement percentiles
14 for English Language, Arts, and Math ranged from about the
15 first t -- to the 14th percentile, with gaps between the all
16 students groups and in particular students with disabilities
17 and English learners.

18 All of those groups however are under the
19 approaching line, although just shy of it. In terms of
20 meeting growth percentiles, there are gaps between the
21 students with disabilities and all student groups, although
22 the English learners have outperformed the all students
23 groups past year in English Language Arts. And for across
24 subject areas, they are just under the meets benchmark for
25 further growth. CDE has been involved with Prairie Heights



1 particularly through the turnaround network this past year.
2 Prior to the network, CDE provided feedback in technical
3 assistance on turnaround strategies through other grants and
4 through the unified improvement plan.

5 CDE staff have reviewed early drafts of the
6 innovation plan for Prairie Heights Middle School. We
7 provided feedback to the district and school team and they
8 incorporated that back into their innovation plan. Further,
9 school and district leadership have collaborated with CDE
10 staff to develop student achievement goals, which will be
11 helped to monitor the progress of the innovation plan and
12 we'll talk a little bit more detail about that in this
13 presentation. And of course, Commissioner Anthes took a
14 tour of the school and that helped in form our and drive our
15 engagement with the school.

16 MS. BRENDA: Prairie Heights essentially the
17 first year of the turnaround network. This is a three year
18 engagement that is designed to help support our lowest
19 performing schools in the state and implementing turnaround
20 best practices. Prairie Heights also received a 21st
21 Century Community Learning Centers Grant, and this is a
22 grant that provides academic enrichment after school during
23 non-school hours particularly in schools that are serving a
24 high proportion of low income students.

25 I will now turn it over to Nicole Monae to re



1 -- walk through the review systems and conditions.

2 MS. NICOLE: Thank you, Brenda. Good
3 morning. My name is Nicole Monae and I am a turnaround
4 Support Manager with the Office of school and district
5 performance. Over the last school year, I've worked with
6 Prairie Heights through the turnaround network.

7 Through the network, we -- our team has
8 provided feedback on four key areas that research points to
9 as keys to success. The four areas that we look at are:
10 leadership and staff, school culture, academic systems, and
11 district support and flexibility. The next section will
12 discuss strengths and challenges in these categories.

13 We will address district support and
14 flexibility later on in our presentation. Leadership has
15 been stable at Prairie Heights. Dr. Hillman has been the
16 principal for the last seven years. Targeted professional
17 development to support school leadership was lacking in
18 previous school years.

19 With new district leadership, including a new
20 superintendent and a new assistant superintendent of
21 secondary schools and with the support of the turnaround
22 network, we have seen evidence of improved systems and
23 practices. The leadership team has immediately implemented
24 best practices learned through the turnaround network.
25 Examples include: coaching of teachers, creating a strong



1 branding and marketing strategy, and using data more
2 effectively.

3 Leadership now has a clear focus on their
4 priorities. One of the school's priorities, is creating and
5 refining a culture of accountability where students are
6 accountable for their learning and teachers are responsible
7 for high quality instruction. To achieve this goal,
8 leadership recognized that teachers would need additional
9 support.

10 The leadership team set a goal of coaching
11 and providing every tea -- of providing every teacher with
12 three coaching cycles per quarter. Every member of the
13 leadership team met this goal every quarter for this past
14 school year. Prairie Heights is beginning to see positive
15 shifts in school culture. Current enrollment is 100
16 students over target enrollment.

17 The district has already fixed this for the
18 next school year. Out of school suspensions have been
19 declining over the last couple of years. For the current
20 school year, suspensions are higher than in previous school
21 years likely due to the over enrollment and resetting of
22 expectations.

23 Leadership monitors attendance and behavior
24 data monthly and uses the data to design targeted supports.
25 Prairie Heights wants to increase parent engagement and



1 through the innovation plan is creating a Parent University
2 to help parents support their students.

3 To improve academic systems, Prairie Heights
4 is focusing on staff using data effectively in grade level
5 teams. The school's seeking waivers from district
6 curriculum and assessments to implement a personalized
7 learning to imple -- to implement personalized learning
8 through a blended learning model. The school's also working
9 on improving interventions to better support all learners.
10 Prairie Heights has made progress on building leadership
11 capacity, improving school culture, and defining their
12 academic systems.

13 In order to continue to progress and to move
14 to an improvement rating, Prairie Heights must ensure
15 consistent school wide e -- expectations are developed and
16 communicated. The mission, vision, and core values of the
17 school should be clear and drive all decisions in the
18 building.

19 Prairie Heights must continue to develop
20 their academic systems by developing structures to support
21 instruction, supporting teachers with the rollout of the new
22 curriculum and continuing to refine their coaching and
23 feedback cycles. The school must ensure that grade level
24 standards and content are planned, taught and assessed. I
25 will now pass it back to Brenda.



1 MS. BRENDA: Thank you. So based on those
2 conditions that Nicole just reviewed, along with our review
3 of the data and conversations with the district and school
4 leadership, the Commissioner has recommended innovation for
5 Prairie Heights Middle School. Some of this rationale
6 includes that we find that school in district leadership are
7 aligned and focused on this plan.

8 There is a great deal of buy-in in the
9 community for this innovation plan. We've also had a chance
10 to review the innovation plan against our rubric and CDE
11 staff have found that this plan has the potential to move
12 the school to higher levels of performance, particularly,
13 when combined with their involvement in the CDE turnaround
14 network.

15 However, given the history of low performance
16 at the school, we have recommended that this implementation
17 of the innovation plan be contingent upon the establishment
18 and the rollout of strong district systems for progress
19 monitoring. We've already discussed this with the district
20 and the district has a -- has agreed to this path forward.
21 They've also agreed to work with us and turn for the
22 progress monitoring and they recognize the need for an
23 external entity to help support some of that progress
24 monitoring.

25 So, through the turnaround network, through



1 enhanced systems at the district level for progress
2 monitoring and through the implementation of innovation
3 plan, we do believe that Prairie Heights can start achieving
4 higher outcomes for all of their students. CDE staff have
5 considered the alternative pathways that are -- that are
6 available under the law and leveraging in external
7 management partner can be an option.

8 So, let's say the district is pursuing a
9 partnership with some at base camp which the district will
10 provide further detail on that -- on that organization but
11 there will be a partner in helping support the academic
12 system, the curriculum and instructional model as well as
13 providing some training and support to stop and leadership.
14 CDE does not recommend school closure or conversion to a
15 charter school for Prairie Heights Middle School at this
16 time.

17 This is for several reasons. The school
18 culture has greatly improved since the opening of a new
19 building in 2015. They bought a brand new beautiful
20 building and the culture has really been improved
21 especially, evident as that in the increases in enrollment
22 over the past years and the interest in the school. Plus
23 positive community support for the school. They're actively
24 engaged in the network and they're also home to newcomers
25 centers.



1 So we find that this district, this
2 particular school serves a unique need within the district
3 to help transition students from out of the country into a
4 new community. The state review panel visited about 2015
5 and 16. In 2015, they recommended an innovation pathway
6 finding that the school is developing on three criteria and
7 not effective on two.

8 In 2016, they recommended management finding
9 the school was developing in two criteria and not effective
10 in three. However in both cases, they found that there is a
11 need for the school to remain open and to serve its
12 students. We are going to go and transition of Franklin
13 Middle School, we'll run through the same type of content
14 and then we'll provide a summary of both schools event.

15 Franklin Middle School serves about 577 students
16 in grades six through eight. This is down from about 700
17 students five years ago. Similar to Prairie Heights Middle
18 School, they serve a high proportion of at risk students
19 particularly, minority, low income in -- they have about 55%
20 of their students are English learners.

21 Franklin Middle School has achieved priority
22 improvement ratings, with the exception of 2013 when they
23 had a turnaround rating. They have consistently struggled
24 with achievement in both reading and math and they've also
25 historically, struggled with growth in both subject areas.



1 This past year though, they did increase to an approaching
2 rating in both reading and math.

3 A little bit of an upward trend. Their
4 achievement percentile ranks have remained quite low ranging
5 from the first percentile to the third percentile in terms
6 of, median growth percentiles. There is a little bit more
7 variation between the -- the disaggregated groups of
8 students in there and the approaching range for growth.

9 In this case our English Learners did
10 outperform the all students group in English Language Arts.
11 Franklin Middle School is different than Prairie Heights in
12 terms of, its participation engagement with CDE. They
13 weren't -- they've not been in the turnaround network. So,
14 we've not had the same level of engagement with the school.
15 However, CDE staff completed a diagnostic review just this
16 past January so we could get to know the school a little bit
17 better in anticipation of this recommendation and also to
18 providing feedback to the school that the -- was actionable
19 for them to take and helped to inform their innovation plan
20 development.

21 Franklin was -- did apply for and is accepted
22 into the turnaround network for this next school year. So,
23 they are beginning to participate in that. It's similar to
24 Prairie Heights Middle School. We've worked with this
25 school and district leadership to establish student



1 achievement goals which will be helped to drive the progress
2 monitoring for next year.

3 And we rece -- we reviewed early drafts of
4 the innovation plan. They took that feedback and
5 incorporated that feedback into the plans that you have
6 before you today. Franklin Middle School has been involved
7 in other grants. They were involved with the school
8 turnaround leadership development grants in 2015/16 to help
9 provide some turnaround specific training for their school
10 leader.

11 They've also been involved in Pathways Early
12 Action Grant this past school year. So, we were able to
13 work with them through that grant to really help develop
14 this pathway plan and their innovation plan. And again,
15 they are -- they're planning to participate in the network
16 for this upcoming school year. I'll turn it over to Nicole.

17 MS. NICOLE: As previously mentioned, CDE
18 looked at four different categories to evaluate the
19 strengths and challenges of Franklin Middle School.
20 Leadership and staff, school culture, academic systems, and
21 district support and flexibility. Franklin has experienced
22 significant leadership transition over the last several
23 years.

24 The schools had six principals in the last 12
25 years. The current principal, Chris Joseph, has led the



1 school for the last three years. To provide extra support,
2 extra support to Franklin and Prairie Heights, the position
3 of assistant superintendent of secondary schools was added.
4 Teacher turnover was initially high when a new principal
5 came in but has stabilized.

6 Teachers receive regular coaching and
7 feedback. 100% of the staff voted for the innovation plan
8 and redevelop the school's mission and vision as part of the
9 innovation planning process.

10 MS. NICOLE: School culture has seen pockets
11 of improvement under current leadership with attendance
12 rates steady and behavior referrals decreasing. Student
13 enrollment has declined over the past several years with the
14 school initially being overenrolled to now being just under
15 target enrollment.

16 Similar to Prairie Heights, Franklin is also
17 focusing on parent engagement through the innovation plan.
18 Franklin is working to improve academic systems by
19 implementing its first instruction for all learners. The
20 schools implementing a blended learning model through its
21 partnership with some at base camp. The school is seeking
22 waivers from district curriculum and assessment to implement
23 the model.

24 Franklin will use progress monitoring tools
25 found in Summit base camp and the Northwest Evaluation



1 Association Assessment also known as NWEAA. Franklin has
2 made progress on the school conditions but must continue to
3 address school culture and academic systems. Franklin
4 leadership needs to set clear expectations and non-
5 negotiable practices around student engagement.

6 The school leaders need support in setting
7 these expectations. Leadership must articulate an
8 instructional model aligned to standards, prioritize what is
9 most essential for staff, and implement with 100%
10 consistency. I will now turn it back to Brenda.

11 MS. BRENDA: Based on our review of
12 conditions and the data and conversations with the district
13 leadership, the Commissioner has recommended innovation as a
14 pathway for Franklin Middle School. We find that the
15 community supports innovation and there's a great deal of
16 buy -- in which we believe, will result in a higher
17 probability of success for students within that school.

18 The District can also differentiate its
19 support through the waivers and flexibility allowed in
20 innovation plan. However, as with Prairie Heights, given
21 the history of the low performance at the school, we would
22 recommend that this innovation plan be pursued contingent
23 upon the implementation of district systems for progress
24 monitoring and specifically the district has worked with CDE
25 to develop four metrics to monitor progress this upcoming



1 school year.

2 These metrics are around leadership capacity,
3 leading indicator data around student attendance and
4 behavior, student achievement, and progress on short cycle
5 planning. So, with these, these metrics at the forefront,
6 the district and the school can really work to ensure that
7 the plan is implemented with fidelity and that -- the --
8 there are outcomes being seen for students immediately.

9 We've reviewed the alternative pathway
10 options for Franklin Middle School and it found that
11 leveraging an external management partner is another option
12 that they are also pursuing that partnership with some at
13 base camp. We'll support instruction in the curriculum.

14 We do also find the conversion to a charter
15 school can be a viable option here given the state review
16 panel's recommendation. However, this would -- this would
17 have to be, if there is a proven turnaround charter operator
18 who is willing and able to open a charter school in Greeley.
19 We do not recommend school closure at this time, there's
20 just not capacity at the district's other middle schools to
21 serve these students.

22 The state review panel's report as I
23 mentioned, did re -- did recommend conversion to a charter
24 school in both 2015 and 2016. In 2015, they found the
25 school to be not effective on four of the measures. In



1 2016, they found them to be developing on three and a not
2 effective twos, there was a little bit of improvement
3 according to this -- this review panel's rubric. However,
4 it was the same ultimate recommendation for the school.

5 MS. NICOLE: Previously, in our discussion of
6 school conditions and systems, we mentioned that schools on
7 track to higher achievement have strong district support and
8 flexibility when needed. This is a real strength of this
9 district. The superintendent has committed and acted on
10 differentiating support for turnaround and priority
11 improvement schools within the district.

12 Examples include, supporting the innovation
13 plans, granting both schools earlier access to the hiring
14 pool, supporting grant applications for the turnaround
15 network and the turnaround leaders grant, and adding an
16 additional position for support. The assistant
17 superintendent of secondary schools, Dr. Rhonda Hannaford,
18 to support both schools. Dr. Hannaford has actively
19 participated in all turnaround network trainings with
20 Prairie Heights and supported the implementation of that
21 learning to Franklin even though Franklin was not previously
22 in the network. Next steps for the District are to
23 prioritize funding and resources for the schools and to
24 continue to remove barriers that prevent academic success.
25 CDE has determined that the proposed innovation plans for



1 Prairie Heights and Franklin, meet the expectations of
2 rigorous standards and if implemented, will have a positive
3 impact on student achievement. This determination is based
4 on the innovative structures around curriculum assessment
5 and professional development. The proposed changes are
6 research based. Various stakeholder groups were consulted
7 to develop and provide feedback on the plans and the plans
8 have the support of the district, school leadership,
9 teachers, families, and the local school board. I will pass
10 it back to Commissioner Anthes to summarize our
11 recommendations.

12 DR. ANTHERS: Thank you. So, as you've heard
13 today, I recommend innovation status for Prairie Heights
14 Middle School. The state review panel reached a similar
15 conclusion on Prairie Heights Middle and they recommended
16 external management and innovation, but because we've seen
17 that the district is also willing to engage with an external
18 management partner, it's sort of, a very similar
19 recommendation. The reason for this, is the district and
20 the school community supports the innovation plan and we
21 believe that this ownership will mean there's a higher
22 probability -- probability of success for the school. We've
23 also seen early indications of success and support for the
24 plan. Implementation of the innovation plan with continued
25 support from the district and from external partners, such



1 as, CDE's turnaround network and some at base camp, we do
2 believe will result in positive changes at Prairie Heights.
3 For Franklin, the commissioner recommends innovations status
4 for Franklin Middle School. This is really contingent upon
5 the implementation of strong district systems for progress
6 monitoring. The proposed innovation plan is a strong one
7 and has the potential to improve student outcomes if
8 implemented with fidelity and with a great deal of support
9 from the district CDEs turnaround network and some at base
10 camp. This innovation plan has strong community buy -- in
11 and new flexibilities for Franklin. CDE does agree with a
12 state review panel that conversion to a charter could be a
13 viable option if there is a proven turnaround charter
14 operator who is willing to open a school in Northern
15 Greeley. But again, we feel that there is a higher
16 probability of success with the innovation plan because of
17 the very strong community buy -- in and the large amount of
18 work that has gone into this innovation plan at this point.
19 Next Steps, progress monitoring. CDE will remain involved
20 in monitoring the progress of Prairie Heights Middle and
21 Franklin Middle School through their engagement with our
22 turnaround network. We will receive quarterly reports from
23 the district regarding the implementation of agreed upon
24 scope of work, an interim student data for the schools, and
25 we will continue to support the schools through a turnaround



1 support manager and implementation of various grants.
2 Annual updates to the state board until the schools come off
3 the clock have been agreed upon by the district and the
4 board, if -- if you wish, may request additional progress
5 monitoring through the written determination. At this
6 point, this concludes CDE's presentation.

7 UNIDENTIFIED VOICE: Thank you. At this time
8 I would ask Greeley Six School District representatives to
9 introduce themselves for the record and begin their
10 presentation on behalf of Prairie Heights Middle School and
11 Franklin Middle School.

12 MS. PILCH: Thank you Madam Chair. Thank you
13 for having us today. I am Dierdre Pilch, superintendent of
14 schools in District six. And I'll let each of the team
15 members introduce him or herself.

16 DR. RHONDA: Dr. Rhonda Hannaford, I'm the
17 assistant superintendent of secondary schools.

18 DR. DON: Dr. Dawn Hillman, Principal,
19 Prairie Heights Middle School.

20 MS. JOSEPH: Chris Joseph, the principal at
21 Franklin Middle School.

22 MR. ROGER: I'm Roger DeWitt, I'm the board.

23 MS. PILCH: I would also add that Mr. DeWitt
24 is the president of our Board of Education, in District six.

25 UNIDENTIFIED VOICE: Proceed.



1 MS. PILCH: Thank you. And we appreciate the
2 opportunity to be here today to share with you the plans
3 that we have been working on as was indicated by the
4 commissioner. I came into District Six really just about
5 two years ago, this month actually. I started spending time
6 in District Six, and one of the first things I realized was,
7 how serious the work is that we have to do in District six.
8 Particularly, in our -- our turnaround and our priority
9 improvement schools, two of which are before you today. So,
10 for the past year and a half, we've engaged in a strategic
11 approach and out of that came out our -- our tagline from
12 our mission, vision, and goals, engage, empower and inspire.
13 These are three words that guide us as we do all of our work
14 in District six, knowing that this is what we must do. Not
15 only for our students, but also for our staff and our
16 community. This morning, we will walk you through both
17 schools plans and why we have chosen the plans and are
18 making the recommendation that we are making, and then we
19 will have an opportunity as we understand to a -- answer
20 questions that you might have.

21 MS. PILCH: So, I think about District Six
22 and I think about the work that I -- I've had the privilege
23 of engaging in over the last year and a half. What I've
24 learned is I came into a district that had a lot of really
25 good systems in place and a lot of people had been working



1 very, very hard, but unfortunately, we lacked significant
2 leadership at the secondary level. It -- it's just a fact.
3 The superintendent who was interim prior to me, he hired a
4 director of middle schools understanding the importance of
5 providing support for both of these middle schools that were
6 in turnaround status and, and that director of middle
7 schools was released by me last year mid-year. It was at
8 that point I knew that I must hire an assistant
9 superintendent of secondary, someone who could take the
10 leadership and really support not only these two schools but
11 all of our schools six through 12. And you'll hear a great
12 deal from Dr. Hannafard (ph) today. Dr. Hannafard and I
13 have, have worked together previously for eight years so I
14 knew, I knew she was the type of leader who could come in,
15 take a look at the district mission, vision, values and
16 goals and the strategic plan that we have put in place over
17 the last year and actually begin to implement that not only
18 in these two middle schools but help us throughout the
19 district. As we look at the demographic of these two
20 schools, what you will see is a, is a high population of
21 Hispanic students as well as high population of English
22 language learners. So the work here is very complex and I
23 don't take it lightly. We had a lot of work to do and it is
24 shameful that we are here before you really in year seven or
25 approaching year seven not just approaching year six. So



1 over the last year and a half, we have, we have put our
2 greatest energy into these two schools in District Six and
3 we've done so with the leadership sitting next to me. As
4 you learn from the CDE staff, this meant a lot of work for
5 these two leaders of these two schools. They needed a lot
6 of support, they needed a lot of showing up and they needed
7 to be empowered to lead and that's what we've been able to
8 do with them is we've empowered them to lead alongside with
9 some of the strongest leaders in the State of Colorado. As
10 you look at the number of economically disadvantaged
11 students at both of these schools, I would share with you
12 that the demographic has shifted a little bit at both of
13 them which has caused us to shift our work as well. You
14 heard that Franklin Middle School had a decline in
15 enrollment, that was intentional. We intentionally declined
16 the school by shifting a boundary knowing that a turnaround
17 school should not have over 800 children in it. If we
18 really want to know every student in that school and impact
19 the achievement of every student, we had to make a shift in
20 boundaries, so we did so first at Franklin and we have
21 recently just shifted Prairie Heights boundary to pull about
22 150 to 175 students away from the Prairie Heights attendance
23 area in order to bring them down closer to the capacity of
24 their building and again so that the school is able to
25 deliver the services that their children need in this highly



1 impacted school. Before I turn it over to Dr. Hannaford, I
2 want to address just a couple more things. One, yes and
3 when I saw those school review team reports, I was, I was, I
4 was stunned. I was shocked and I was deeply, deeply
5 disappointed and worried, worried sick about what we were
6 going to do at these two schools in order to address what
7 was found in those reports. So we went to work not only
8 with the team sitting next to me but the team you see
9 sitting behind me, many of these folks back here are on the
10 district team as well as on the building teams. Every
11 person in this room with the District Six monogram on is
12 here today because they have worked with us not only to
13 support us but to help us and to guide us and to provide the
14 support needed as we've identified them for each of these
15 schools. We chose the innovation pathway because it is what
16 fits best for both of these schools. Did we have a
17 conversation about outside management? Absolutely we did,
18 and said who? Who might that be for outside management?
19 And about charter. We had the conversation around charter
20 management. We currently have six well-functioning charters
21 in District Six, five of whom offer middle level school
22 options and we recently, you recently approved an innovation
23 plan for a new K -- 8 district school. So we have another
24 option coming in for our middle school students. Just last
25 year, we expanded one of our elementary schools to a STEM --



1 Focused K -- 8 school. So again increasing opportunities
2 for middle level students. My predecessor Dr. Lang (ph) did
3 approach KIPP about, about taking one of these two schools
4 as an outside managed charter, and when KIPP came back to
5 her, what they told her was we cannot run our model on your
6 per -- pupil revenue, on your funding we can't run our
7 model. So do I think an entity like KIPP might be able to
8 take one of these schools. Absolutely, I do. Do I think
9 they'll come? Nope, they are not coming. So you know what?
10 The work is on us. The onus is on us and is our job, our
11 job to take care of our kids in District Six and to make
12 sure they have the quality education they deserve, and we
13 have a prep -- presentation today and a proposal today that
14 I've never seen staff so committed to and I believe that
15 with these plans, we will turn these schools around.
16 They're already moving in the right direction and I'm
17 confident that what we bring you is the right work with
18 that, I want to introduce Dr. Rhonda Hannaford who really
19 has been the chief of this work throughout the last year.

20 UNIDENTIFIED VOICE: Thank you Dr. Pilch.
21 It's been my privilege working with Prairie Heights and
22 Franklin Middle School's principals, their staffs, and their
23 communities. Using a school wide consensus model, we
24 determine the school's pathway as innovation to best
25 implement the robust and dramatic changes needed to



1 positively impact our students achievement through this
2 process. We established clear goals within achievement
3 attendance and behavior because it is critical to monitor
4 the progress of our students achievement. We will use the
5 Northwest Evaluation Association Measures of Academic
6 Progress referred to as NWEA MAP in reading, language and
7 math with a goal to meet or exceed the 50th percentile.
8 Students who are at grade level must achieve one year's
9 growth and students who are below grade level must achieve
10 at least two years growth in one year. The NWEA MAP
11 assessment will be given three times a year to monitor
12 student growth and the schools will monitor growth daily
13 within the personalized learning platform. We will share
14 more about the personalized learning platform later. Both
15 the NWEA MAP assessments and daily student achievement data
16 from the personalized learning platform will be used to
17 measure progress towards meeting our achievement goals so
18 that students attain at least a 50 medium growth percentile
19 score in math and English language arts. We will use a
20 performance management tool provided by the Colorado
21 Department of Education School Turnaround Network to ensure
22 that at least 75% of the action sets and implementation
23 benchmarks for each school's goals is on track. Prairie
24 Heights began using the performance management tool this
25 year and they have successfully mapped 100% of the action



1 steps and implementation benchmarks for their school student
2 achievement attendance and behavior data.

3 DR. PILCH: We have seen an upward trend in
4 several grade levels and contents at Prairie Heights and
5 Franklin Middle School. Over time, our students are at --
6 our increasing achievement from the sixth grade to the
7 eighth grade. Specifically, Prairie Heights has seen an
8 upward trend for all students in Math. In addition, Prairie
9 Heights has seen an upward trend in English Language Arts
10 for seventh and eighth grade students. For Franklin, two
11 out of the three grade levels have shown growth in English
12 Language Arts. For seventh grade Math, we've seen growth
13 and we are focused in growing sixth and eighth grade Math.
14 These upward trends are attributed to the school's unified
15 improvement plans and the major improvement strategies
16 within them. The school's pathway plans will allow them to
17 accelerate their schools major improvement strategies and
18 further increase student achievement. Research shows,
19 schools that are on track to turnaround achievement show an
20 increase in attendance and decreasing chronic absenteeism.
21 Both Prairie Heights and Franklin have clear goals to track
22 these indicators of success. Prairie Heights and Franklin
23 will increase their average daily attendance from 91 to 95%
24 by the year 2018 -- 19. Prairie Heights will decrease its
25 chronic absenteeism rate from 16.5 to 10%, and Franklin will



1 decrease its chronic absenteeism rate from 12 to 8% by the
2 year 2018 -- 19. Research also indicates that improving
3 schools show decreases in both out of school suspensions and
4 in school suspensions. Therefore, we have specific goals in
5 these areas, which is for both schools, a decrease out of
6 school suspensions to less than 55 and decre -- decrease in
7 school suspensions by less than 45 by the 2018 -- 19 year.
8 Further, research shows that improving schools have strong
9 principals to lead and sustain best first instruction and
10 the goals of their school. Thus, both principals have an
11 intent to increase their leadership development and capacity
12 to implement and sustain the innovation plans. Both
13 principals will participate in a behavior event inventory
14 known as a VEI, so that clear leadership strings and
15 leadership growth areas are identified. The principals will
16 also receive targeted support and accountability from the
17 assistant superintendent of secondary schools, myself, using
18 the VEI baseline data on the school leaders. With district
19 support, the school's building leadership teams and
20 principals will successfully implement and sustain the
21 innovation plans. Leading the innovation plans are the two
22 principals beside me: Dr. Dawn Hillman, principal of
23 Prairie Heights Middle School and Ms. Chris Joseph,
24 principal of Franklin Middle School, have successfully led
25 the revision of their schools through a community -- wide



1 collaborative process. They are both committed and
2 dedicated to their schools and they and their school
3 communities will ensure that their students can and will
4 succeed. I know this because I have witnessed it firsthand.
5 I have witnessed their ability to lead their schools
6 throughout this planning work, through an extensive
7 community and school consensus process, both Prairie Heights
8 and Franklin middle schools are methodically and
9 enthusiastically pursuing the innovation pathway. Dr.
10 Hillman will now share the need for innovation at Prairie
11 Heights.

12 DR. HILLMAN: When we received our 2015 state
13 review panel's recommendation to pursue innovation, this to
14 opt in the leadership team began researching the innovation
15 pathway. We determined the innovation pathway provides our
16 school the best options from a dramatic change. The
17 innovation pathway gives us the autonomy we need to a
18 district curriculum, district assessments, the district
19 calendar, the instructional model and the way we provide
20 professional learning for our staff. The 2015 and 2016 SRP
21 reports indicate neither team would recommend conversion to
22 a charter school or closure. Both SRP reports make
23 different recommendations for a pathway with the 2015 review
24 team recommending the innovation school status, and the 2016
25 review team recommending management by a private or public



1 entity other than the district. In 2016, the state review
2 panel recommended an external management partner and our
3 innovation plan includes a partnership with Summit schools.
4 And us, we have not only created the innovation plan, but we
5 have done so with the support of Summit schools who will act
6 as an external management partner, and consultant in the
7 areas of curriculum, professional development, and staffing.
8 We will share more about the Summit school external partner
9 later. As previously mentioned, almost 100% of our staff
10 chose innovation. Once this commitment was made, a
11 committee consisting of teachers, parents, community
12 members, and building and district leadership was formed to
13 begin the process of determining necessary flexibilities to
14 ensure outcomes for our students. Now, Chris Joseph,
15 principal from Franklin Middle School, will share her
16 school's journey to innovation.

17 MS. JOSEPH: After reviewing all the pathway
18 options, the Franklin School community determined that the
19 innovation pathway best meets the dramatic changes necessary
20 to impact student achievement. Franklin needs a different
21 curriculum and instructional model from the district that
22 engages students and increases rigor through personalized
23 learning and project -- based learning. The waivers we seek
24 in our innovation plan and through the innovation pathway
25 will allow us this necessary flexibility. The SRP reports



1 recommended that Franklin Middle School become a charter
2 school. Greeley -- Evans School District currently has six
3 charter schools of which five include middle levels. Based
4 on community interactions, there's no demonstrated desire
5 for another charter. The previous superintendent engaged
6 the KIPP Foundation to consider a charter with District Six.
7 Upon further discussion, KIPP leadership indicated they
8 could not adequately, adequately fund their model with the
9 districts per pupil revenue. In addition, the district is
10 also opening another K8 next year, creating another school
11 choice option for families. One reason the review panelist
12 made a charter recommendation is a belief that conversion to
13 a charter would provide a change in leadership and provide
14 greater flexibility in the selection, recruitment, and
15 retention of school staff. The panel also stated that
16 despite a change in leadership two years ago, recent
17 initiatives and changes have not been driven by data, are
18 not monitored for effectiveness in improving student
19 academic outcomes and have not been dramat -- dramatic
20 enough to turn the school around. In response to the
21 charter recommendation, Franklin Middle School partnered
22 with the Colorado Department of Education through the
23 turnaround network to provide targeted leadership support
24 and professional development. As the principal, I will
25 participate in the behavior event inventory program, so that



1 the assistant superintendent of secondary schools may
2 specifically coach me and identify leadership growth areas.
3 Furthermore, the innovation pathway is the best option for
4 Franklin Middle School as Franklin has had six principals in
5 the last 12 years and five different supervisors. The
6 school's present leadership team is entering its third year
7 at the school, replacing the existing leadership, which has
8 finally stabilized the school, what derailed the stability
9 and progress of the school and would have no greater
10 guarantee of improved student outcomes. A change to charter
11 would be detrimental to the school community. The report
12 also stated that a charter pathway would lead to greater
13 autonomy in the school calendar, model, and programming. We
14 agree that these flexibilities are necessary and can be
15 accomplished through the innovation pathway. The innovation
16 plan waives the calendar, school day, instructional model
17 and programming for the school, thus resulting in our
18 greater autonomy and greater outcomes for our students.
19 Some of the leadership concerns reflected in the SRP are a
20 direct result of principal turnover and lack of district
21 support in prior years. Our district invested in an
22 assistant superintendent of secondary schools who works
23 directly with me and Franklin Middle School. This position
24 has ensured accountability and provides instructional and
25 leadership coaching during weekly onsite visits and



1 classroom walkthrough. As I mentioned, next year, Franklin
2 will join the CDE turnaround network. Through our
3 partnership with CDE, Franklin will further establish a
4 clear instructional focus. Additional accountability and
5 support to achieve the goals set forth in our innovation is
6 provided through our partnership with Summit schools, who
7 will act as an external management partner. Franklin's
8 innovation team consisted of parents, community, certified
9 and classified staff, district leaders, mental health
10 professionals, and building level administrators. The
11 Franklin community collaborative using the consensus model
12 resulting in a 100% staff approval to move forward with the
13 innovation pathway. Dr. Hannaford will now share the
14 components of the innovation plan.

15 DR. HANNAFORD: This is an overview of
16 Prairie Heights and Franklin middle schools innovation plans
17 that we will discuss in detail beginning with the components
18 of the innovation plan. The following slides will also
19 outline both schools' waivers request and their partnership
20 with Summit. Based on the extensive research our schools
21 conducted, both schools are pursuing a personalized learning
22 model that includes blended learning and project based
23 learning. We know that this will most dramatically improve
24 our students' achievement. Our students need a personalized
25 learning plan that is differentiated for each of their



1 unique learning needs in college and career aspirations. It
2 is our responsibility to provide them this targeted
3 personalized learning model for each student and that is
4 exactly what our schools' innovation plans are designed to
5 do. As shared earlier, both Prairie Heights and Franklin
6 thoughtfully participated in school review panels and the
7 Colorado Department of Education's turnaround network, so
8 they could receive the feedback they needed to improve their
9 schools. From this learning, they are focused on improving
10 their schools' culture performance, academic systems, talent
11 management, budget and operations, and district partnership,
12 so that their students' needs are fully met within the
13 innovation plans. With this input, our innovation teams
14 have designed a plan that will lead to improvement in all
15 areas.

16 UNIDENTIFIED VOICE: Prairie Heights and
17 Franklin's innovation plans consist of 16 state waivers in
18 the areas of human resource management, specifically staff
19 hiring and compensation, professional development, hiring
20 teacher aides, staff di -- staff dismissals, hiring, and
21 teacher qualifications, and teacher license. State waivers
22 also include waiving the calendar and schedule, education
23 program, and leadership management. These waivers are not
24 only needed to fully implement the innovation plans of both
25 schools, but these waivers set a tone throughout our



1 district and community that these schools are different.
2 They are innovative and they will fully be supported to
3 implement their innovation plans. This is a continuation of
4 state waivers and these waivers again provide both Prairie
5 Heights and Franklin, the autonomy they need to implement
6 their innovation plans. Within the innovation plans, titled
7 conditions for innovation in the packet that you have, you
8 may find all the waivers if you would like additional
9 detail. Both schools have also waived district policies
10 within curriculum and development, grading and assessment
11 systems, and instructional administrative staff recruiting
12 and hiring to implement their innovation plans. Both
13 schools have also waived a part of the negotiated contract
14 to de -- to best support their school's innovation plans and
15 their students. Both of these waivers provide the schools
16 the flexibility they need to support their students learning
17 both during the contracted work day and outside of the
18 school day and to promote parent engagement. The vote on
19 each of these waivers passed with a solid majority, which
20 speaks to the high levels of commitment of our staff to
21 implement the change and do what is best for our students.
22 Prairie Heights and Franklin's innovation plans include four
23 significant components with defined key strategies that lead
24 to identified milestones and measurable student outcomes.
25 So that we know we are making progress on our plans. For



1 example, within the academic systems, the key strategies
2 include adopt an instructional model that includes 30%
3 digital content and 70% cognitive skills. Project based
4 learning and that includes personalized learning with On --
5 Demand assessments so that data driven instruction occurs.
6 Create a flexible schedule with increased contact
7 instructional time and full day professional learning and
8 integrate all students into grade level content, resulting
9 in improved tier one instruction and meeting at least 75% of
10 the implementation benchmarks in the performance management
11 tool. Within the four areas of culture performance,
12 academic systems, priority talent management, and school and
13 district capacity to lead change, we have clearly defined
14 school outcomes in growth, reading and math achievement,
15 gaps, and the end of UEA interim measures so that we may
16 progress, monitor, and adjust as necessary to ensure student
17 achievement. Mrs. Chris Joseph will now share the research
18 that supports personalized learning and project based
19 learning which are key components within both schools.

20 MS. JOSEPH: Project based learning, also
21 known as PBL, is proven to be more effective in student
22 engagement and participation, student achievement, deeper
23 understandings, inquiry, technology, and entrepreneurship.
24 Further, PBL is proven to be more effective with culturally
25 linguistic diverse students. Students from poverty and



1 students receiving special education services. Our
2 instructional model integrates PBL into our students'
3 personalized learning plans, which are made possible through
4 blended learning. Our students will apply their academic
5 learning to a variety of projects. Project based and
6 personalized learning have been shown to improve inquiry and
7 thinking skills. Students are more engaged because they
8 direct their own learning resulting in greater gains in
9 content knowledge than their traditionally taught peers.
10 Gains are also higher in the areas of process and group
11 skills development and international informational literacy
12 skills when compared to lecture based classrooms. Doctor
13 Hillman will now go into detail about our personalized and
14 project based learning model.

15 DR. HILLMAN: Once we determined we wanted to
16 pursue project based learning, we researched what providers
17 had the best results with students. We decided on summit
18 learning. While there is more extensive list on the slide,
19 I would like to highlight a few key aspects of their support
20 connected to leadership development and accountability.
21 Summit will provide biweekly coaching of the school
22 principal to implement and sustain the instructional model
23 and summit will support data analysis with the principals
24 and teachers so that schools build their data analysis
25 capacity to drive instruction. Supports like these are



1 essential to improving our schools. The summit
2 instructional motto reflects the skills our students need.
3 They need real life experiences, cognitive de -- skills
4 development, personalized learning opportunities, and habits
5 of success. One piece I would like to highlight is the
6 mentor time. We know that students in middle grades need to
7 build positive relationships with a trusted adult. Each
8 student will meet with a mentor for a minimum of 10 minutes
9 per week to monitor both short and long term goals. This
10 will provide timely and meaningful feedback to students
11 about their performance and next steps. Our students will
12 thrive with this support in the instructional model. This
13 is a sample of an eighth grade English Language Arts
14 project. All projects define a final project, how the
15 teacher will check for understanding along the way through a
16 variety of check points, and all student outcomes are
17 aligned to great level of expectations. This is a sample of
18 an eighth grade English Language Arts lesson. You can see
19 the opportunities students will have to build character
20 through practicing and receiving feedback and being self-
21 directed learners. This example also defines what the
22 teacher will do and how the students will be assessed as
23 they meet the grade level expectations. As students fill
24 the content knowledge by working out their own case and take
25 assessments on demand, they each have a personalized



1 progress monitoring tool that shows their growth. Teachers
2 use the personalized progress monitoring tool to help
3 students set short term and long term goals. Within this
4 personalized learning platform, teachers understand how
5 their students perform on a daily basis and they use that
6 data to personalize instruction and provide additional
7 support through mentoring and targeted small group
8 instruction. Our staff is committed to changing our
9 instructional model, the way we assess students, and the way
10 we provide professional learning for our staff, as noted by
11 the 98.3% vote and support of becoming a summit partner
12 school. Now, Ms. Chris Joseph will share Franklin staff
13 commitment to becoming our summit partner school.

14 MS. JOSEPH: The innovation team presented a
15 comprehensive plan including a summer partnership and the
16 school community believes that the focus on personalized and
17 project based learning will have a positive impact on
18 student growth and achievement. Franklin's certified and
19 classified staff unanimously support the innovation plan. I
20 would now like to introduce our school board president, Mr.
21 Roger DeWitt, who will share the board's commitment to both
22 Perry Heights and Franklin's innovation pathway and
23 innovation plans.

24 MR. DEWITT: Thank you, Ms. Joseph. And
25 thank you, Dr. Hillman, Dr. Hannaford, and Dr. Pilch for



1 your commitment and leadership to our school community. So,
2 I'd also like to thank the parents, the board member, and
3 staff who joined us today, seen behind us. They represent
4 the hundreds of school community members who support both
5 Prairie Heights and Franklin and their innovation plans.
6 I've had the privilege of serving on the Greeley Evans
7 School Board for five years, three years as board president.
8 I'm confident that Prairie Heights and Franklin's innovation
9 plans will improve our students' achievements. We have held
10 several board work sessions with both schools' leadership,
11 and conducted an in-depth analysis of the innovation plans
12 and the board unanimously approved the innovation plans this
13 past February. The board supports the district partnership
14 with the Colorado Department of Education and the schools'
15 partnership with Summit. Further, the board is committed to
16 supporting and monitoring the implementation of the
17 innovation plans as we believe innovation is the best
18 pathway choice. The board is not interested in pursuing any
19 other pathway choices including charter. As Chris Joseph
20 mentioned, we have no evidence that a charter would have any
21 greater guarantee of improving our student outcomes and our
22 district has also hired a new superintendent, Dr. Dierdre
23 Pilch, who is finishing her second year with the district
24 and I am confident in her leadership as I am confident that
25 the innovation plan is the best choice for our community.



1 Thank you very much.

2 MS. JOSEPH: Thank you Mr. DeWitt. I want
3 to give one final thank you to the Colorado Department of
4 Education staff again, who has supported us and guided us
5 and come alongside us and to commissioner Anthes for her
6 visit to District Six where she asked very thoughtful and
7 intentional questions which pushed us even further. So,
8 thank you. Thank you Madam Chairman. That completes our
9 presentation.

10 UNIDENTIFIED VOICE: Thank you very much.
11 So, at this time, the State Board will engage in discussion
12 and ask questions of both parties. As a reminder, based on
13 the board's 2016 procedures for State Board accountability
14 actions, this is our only opportunity to ask for clarifying
15 questions of both the department and the District during the
16 next two hours. We need to make sure we are clear with the
17 direction and conditions. We request to include in the
18 proposed written final determination as public testimony
19 will not be heard at the subsequent meeting. So, at this
20 time, comments, questions, Doctor Flores.

21 DR. FLORES: Thank you, and thank you for
22 coming. I wanted to ask you, do you know the philosophy
23 behind project based management? Can you name some people
24 that --

25 MS. JOSEPH: Yes. Yes we can.



1 UNIDENTIFIED VOICE: Dr. Hannaford.

2 UNIDENTIFIED VOICE: If it's okay, if I'll
3 begin.

4 UNIDENTIFIED VOICE: No, please.

5 UNIDENTIFIED VOICE: So, there is a lot of
6 research behind students learning through hands -- on
7 practical application where they take their academic
8 knowledge and the great standards within that academic
9 content and then they apply it to things that they care
10 about, authentic learning projects. So, it could be that
11 they might be solving a problem in their community or in
12 their school.

13 They might be designing something from the
14 floor up or building upon strengths that already exist in
15 their school or community. And so it's their opportunity
16 that they get to design, sometimes for the first time --

17 UNIDENTIFIED VOICE: Let me stop you because
18 I'm asking about the -- the philosophy behind people who
19 develop project -- based. Do you know some of the people
20 like, John Dewey or -- and how this leads to project --
21 based?

22 UNIDENTIFIED VOICE: Yes. So, one of the
23 things that we did was look at the research that was out
24 there in our pathway plan and inside of the innovation plan.
25 There's so much and it was depending on kind of what year



1 you looked at and who is saying what about project -- based
2 learning and sometimes that pendulum would swing from, you
3 know, one way or to the other of its effectiveness. But
4 really what it came down to depending on the empirical
5 research that we looked at and John Dewey's some of it and
6 thank you for pulling that up there for me. There's
7 Scarborough and Brunson and Edelman, Laurent,
8 (Indiscernible) Swan, and there's so many.

9 It goes -- we tried to find what was -- what
10 I tried to look at was what everybody was doing over the
11 decades of project -- based learning. And so, what does it
12 mean for our students now and our students are -- they look
13 different than the kids that we might have had 20 years ago,
14 30 years ago who were using project -- based learning at
15 that time. But what hasn't changed is that kids want to
16 know and be able to lead their learning.

17 They are inquisitive. They are talented and
18 we need to provide them a learning model where they can take
19 that academic content and apply it right now to what they're
20 interested in pursuing. Not 15 years from now.

21 UNIDENTIFIED VOICE: True. Another question
22 on that -- in that area. Is there a curricula that is
23 already out there or did you develop the projects?

24 UNIDENTIFIED VOICE: The curriculum already
25 exists that it will be available to us through our



1 partnership with Summit. So they have a curriculum that 30%
2 is digitally -- based and then the other 70% is project --
3 based.

4 It was developed in conjunction with a group
5 of teachers and professors from Stanford University. And it
6 has proven to be very successful in the schools that
7 originated on the West Coast in California. But it has
8 since expanded and continues to expand.

9 UNIDENTIFIED VOICE: Board memb --

10 UNIDENTIFIED VOICE: There is a very long.

11 UNIDENTIFIED VOICE: Board member McClellan.

12 UNIDENTIFIED VOICE: I'm sorry. I haven't
13 finished. I have a couple of -- .

14 MS. MCCLELLAN: Let's go around unless some
15 folks.

16 UNIDENTIFIED VOICE: But this is -- this is -
17 -

18 UNIDENTIFIED VOICE: Board member McClellan.

19 MS. MCCLELLAN: Thank you Madam Chair. I'd
20 like to hear a little bit more about the work with this
21 Summit, the Summit partnership and how that varies from an
22 outside management model. And I wanted to hear you touch on
23 did you look at an outside management, partnership
24 arrangement? I didn't see that as part of the
25 recommendation either from CDE or from the district, and yet



1 we have Summit in there working in a partnership capacity.
2 Can you help me better understand the difference between
3 your partnership with Summit and why that would be different
4 from an outside management partner? And then my other
5 follow-up if I can throw it in there if it's not waiting the
6 question down too much is has Summit had success with
7 schools with a similar demographic inside or outside
8 Colorado?

9 UNIDENTIFIED VOICE: So, I'll start with your
10 second question and the answer is yes. And they are still
11 in their early stages but the initial data is saying yes
12 that they're having an impact on schools with a similar
13 demographic to ours. Primarily outside of Colorado, but
14 there is now another Summit school in -- in the Denver area
15 that will be working alongside.

16 To your question around the partnership with
17 Summit, Summit will provide and already has begun to provide
18 significant training for staff. Our staff will engage in a
19 trainer of trainer models this summer where a cadre of staff
20 and administrators will be trained to come back and to work
21 with Summit staff in training the remainder of the staff and
22 then Summit will -- will work alongside us and have a seat
23 at the table during teacher review and teacher evaluation as
24 well. We've also hired -- preparing a contract to hire a
25 consultant who is Summit trained as well as deeply trained



1 in mathematics and so that consultant will be in both
2 buildings and working closely with Dr. Hannaford in the team
3 on a regular basis.

4 So, lots of involvement of Summit and -- and
5 if we do not implement the program as Summit intends it to
6 be implemented, then we won't be allowed to be a Summit --
7 based camp school. So there is that part of that external
8 accountability that we must implement the model true to its
9 development intention.

10 UNIDENTIFIED VOICE: A quick follow-up. How
11 is this different from an outside management partner that we
12 would see when it's part of a formal recommendation? Is it
13 just a bit of a looser requirement and did we consider
14 taking that extra step to make that a part of the
15 recommendation?

16 UNIDENTIFIED VOICE: So, I might refer to CDE
17 staff to answer that because that was one of the questions
18 that we've had along the way as talk to us more about what
19 outside management could look like. So, Elisa could one of
20 your staff take that?

21 UNIDENTIFIED VOICE: Absolutely. Yes. Thank
22 you. So, we -- our primary recommendation has been
23 innovation and that's where we've been engaged with the
24 district down for quite a few months in terms of the
25 development of the plan and getting the staff vote and



1 following the innovation school's act along the way when we,
2 both parties and we've been close to collaborating, thought
3 about Summit as a potential partner that kind of -- that
4 came up towards the end of that process of -- they are going
5 to be very involved as superintendent Pilch just stated not
6 only in providing instructional materials but in the
7 training of leadership and staff as well.

8 And so, it was at that point that we
9 recommended -- in our -- in our report, that it could be an
10 alternative pathway or if you think of it as a supplemental
11 pathway. So similar to what we ended up concluding for our
12 central high school where their primary pathway from day one
13 was innovation, but then they realized they needed a little
14 bit extra support in monitoring, and so we brought -- they
15 brought in that ext -- external partner.

16 So, we can see that same sort of logic
17 applied to this case where their primary path will be
18 innovation but they could formalize this partnership with
19 Summit to a greater degree where they really are
20 contractually at the table in providing ongoing support and
21 monitoring. And so, I think both parties here would be
22 accepted of that -- of that path.

23 UNIDENTIFIED VOICE: Thank you. Board member
24 Masnick.

25 MS. MASNICK: Well, first of all, I would



1 really like to commend you for what looks to me like I'm
2 taking a very serious look at what needs to be done here and
3 taking action.

4 I know you've only been there two years. But
5 I agree it's a shame that these schools have been in the
6 position they've been in for seven years and students aren't
7 being served. So, I really want to commend you for taking
8 these kind of steps.

9 I am curious about a couple of things. Where
10 is Summit based? Where is this -- did you say Summit is at
11 California? And so, most of their -- their experiences on
12 the West Coast, you said that they do have one other school
13 in the Denver area now?

14 UNIDENTIFIED VOICE: Yes. And would you want
15 to talk about the school that you all visited? The Bright
16 Spot school?

17 MS. MCCLELLAN: Yeah. So, we went to
18 Kentucky and we actually visited two other Summit schools
19 and we worked with Summit, and we said we want to visit
20 schools that look like ours. That was really important to
21 us. We wanted the student population to be similar to ours.
22 We want a demographic similar to ours.

23 So we went and visited a couple schools in
24 Kentucky and through that experience, it -- it just kind of
25 solidified that we were choosing the right pathway and



1 putting things in place that are going to impact students.
2 Both schools in Kentucky were in their first year of
3 implementation and we're already seeing tremendous growth on
4 the part of their students.

5 MS. MASNICK: A second question I have is,
6 you all discuss with the KIPP charter schools. They said
7 they could not operate on your PPR. What is your PPR?

8 UNIDENTIFIED VOICE: Phone a friend. So, we
9 don't have a mill levy override in District Six at all. And
10 so, our -- our PPR is typically around 7,800, 7,300. I just
11 added that in mill levy, I tried to pass last fall. That
12 \$540 per student that was generated.

13 MS. MASNICK: But you also have title
14 dollars?

15 UNIDENTIFIED VOICE: We do. We do.

16 MS. MASNICK: So, what does that add --

17 UNIDENTIFIED VOICE: So, we have a total
18 budget of about 200 million. About 160 million is general
19 fund and about 40 million is grants and other, the titles
20 and grants and other supports; oil and gas. All of that is
21 in that other 40 million.

22 MS. MASNICK: Tell me also about this. I
23 believe it was Prairie Heights is in newcomer center.

24 UNIDENTIFIED VOICE: Yes.

25 MS. MASNICK: Tell me what that means. You



1 said it was for our country for refugees.

2 UNIDENTIFIED VOICE: So, students come to our
3 school and who have not been formally educated in an English
4 setting. Those -- and so they have very little or no
5 English at all. We call those students newcomers. And so,
6 Prairie Heights is our Middle School Center for that
7 program. And then we also have a high school based center.

8 MS. MASNICK: And what does that effectively
9 mean what?

10 UNIDENTIFIED VOICE: It means that there's
11 more intense English language learner instruction taking
12 place at the school so we staff them at a higher ratio for
13 their English language learners and it's more -- it's a more
14 intense model to introduce and not only to introduce
15 students to English but also to introduce students to the
16 culture and the culture of being in the United States and --
17 and being in Greeley, Colorado.

18 MS. GOFF: One final question. It appears
19 that you have certainly looked at what the barriers are to
20 success and the root causes. What do, do you think that the
21 innovations or the innovation plan adequately allows you to
22 break those barriers?

23 UNIDENTIFIED VOICE: Yes, thank you for
24 asking that question. So, one of the things that, that I
25 have said to my own Board of Education is that what was



1 missing at both of these schools as well as a couple of our
2 other elementary schools that are in turnaround, what has
3 been missing is a deep strategic plan to implement a very
4 specific vision that everybody is onboard with.

5 My experience in turning school achievement
6 around means that everybody in that school setting agrees,
7 why they are there, and how they do the work that they do,
8 and what the results were going to be that they're going to
9 get. And that was absent in these schools. So, so what was
10 necessary was a very, very clear plan that dramatically
11 restructures both of these schools.

12 A -- and, you know, the schools landed on the
13 summit base camp. But -- but what was most important was
14 that have a very clear plan and it's requiring staff to
15 really rethink how they deliver instruction and engage with
16 each other in ways they've never engaged before and engage
17 with their students in ways they've never engaged before.
18 That's what will dramatically change the achievement at
19 these schools.

20 MS. GOFF: Thank you. So, just on Summit I -
21 - you included a forum for parents to fill out, basically an
22 opt -- in approval. What happens if you don't -- if you
23 don't get that from a parent.

24 UNIDENTIFIED VOICE: I happen to ask that
25 same question. So, Chris or Dan, will one of you like to



1 take that question? Chris, thank you.

2 MS. CHRIS: All right, now we're not seeing
3 that is going to be a huge issue because we work so closely
4 with our community. But, if they do choose to opt -- out
5 for that reason, the district has put policy in place where
6 they can opt into another school if they want to.

7 MS. GOFF: Okay. And have you distributed
8 the, the approvals?

9 MS. CHRIS: We'll be doing that work this
10 summer.

11 MS. GOFF: Okay. So, you don't yet know if
12 this is going to be a challenge to you or not?

13 MS. CHRIS: So, we've had a series of parent
14 meetings, community meetings at both schools, and through
15 those meetings at this point, we've had zero people who have
16 opted out. That includes our incoming sixth graders who
17 just came to us last week for orientation. Right now,
18 there's a lot of excitement.

19 MS. GOFF: Okay.

20 MS. CHRIS: And we, we actually as I
21 mentioned earlier we changed some boundaries to alleviate
22 some of the overcrowding at Epperly Heights. We actually
23 had over 40 families open enrolled to come back because they
24 don't want to leave. They're really excited about what's
25 going on there.



1 MS. GOFF: Great. So, I have some other
2 general questions about the district that I was unable to
3 clarify. You have some other schools that are on the
4 turnaround. You've got three elementary schools, if I read
5 correctly. Are any of those feeder schools to these two?

6 UNIDENTIFIED VOICE: Yes. Martinez
7 Elementary School, which we will be before you here in a
8 month or so with an innovation plan for them, they're not in
9 our fifth year yet, but Martinez is a feeder school to, to
10 Franklin Middle School. Centennial Elementary School is yes
11 a feeder to Prairie Heights Middle School.

12 MS. GOFF: Okay. So, are you thinking about
13 the zone concept?

14 UNIDENTIFIED VOICE: You know we start --

15 MS. GOFF: Where you can --

16 UNIDENTIFIED VOICE: You know, we started,
17 when we started this work we, we did talk about the zone,
18 and then we came back, we stepped back and said hold off,
19 let's really make sure that that is the right fit and the
20 right approach. What you'll see in the Billy Martinez plan,
21 let me bring it, you'll see project -- based learning.
22 You'll see a steam focus in that plan. So, theoretically we
23 could have gone with a zone, but, but truthfully, we where
24 we landed was, you know what, let's take care of these two
25 schools right now. And if that seems like the right work



1 later on, then we'll come together and, and do that work
2 later on.

3 MS. GOFF: So, you might not be ready yet.

4 UNIDENTIFIED VOICE: Right. Right.

5 MS. GOFF: May I go on guys.

6 UNIDENTIFIED VOICE: Oh, go ahead.

7 MS. GOFF: Board member Gath?

8 UNIDENTIFIED VOICE: Go ahead.

9 MS. GOFF: Okay. When I looked at the growth
10 data that was included, look like sixth grade growth was
11 significantly lower. Have you peeled back the onion on that
12 one to figure out if there's something either in your
13 curriculum? Or, I mean, those are the kids that are coming
14 --

15 UNIDENTIFIED VOICE: Yeah, they are.

16 MS. GOFF: -- from our school in the red
17 also. But, you would want the growth to be.

18 UNIDENTIFIED VOICE: So, there's a couple of
19 things going on there. One thing that is going on there is,
20 those are still the students that were part of really a
21 shift in literacy instruction at the elementary level. We
22 made a dramatic shift in our approach to literacy here about
23 two and a half, well some of our schools three years ago and
24 everybody, two years ago. So, those students just entering
25 sixth grade were some of those students who were caught in



1 that. The other piece is actually demographic. We lose a
2 lot of our sixth graders out of the district. And we lose
3 them to out of district, or the -- and some go to charters
4 and some simply leave the system at sixth grade. Our middle
5 schools have not enjoyed a strong positive reputation.

6 And, and many of our students leave, leaving
7 us with a sixth grade class that actually is lower
8 performing than it would have been had we not lost some of,
9 of those students who were higher achievers. That's been
10 big work to try and keep those sixth graders with us and to
11 bring those sixth graders back who've we lost.

12 MS. GOFF: Okay. In terms of the financial
13 recommendations you have, which is to provide extra
14 resources for these two schools. And then you're going to
15 add two innovation schools here shortly. Have -- I mean,
16 one of the criteria that we as a board, we don't have very
17 many criteria that we can use in terms of approving
18 innovation, but one of them is if there's any risk
19 financially to going innovation.

20 So, I'm wondering if you've actually built a
21 budget on something greater than these two schools in terms
22 of additional resources --

23 UNIDENTIFIED VOICE: We absolutely have.

24 MS. GOFF: -- just because you are
25 underfunded, or somewhat underfunded anyway.



1 UNIDENTIFIED VOICE: Yeah. Thank you for
2 that, Madam Chair. We absolutely have. We've actually
3 taken our proposed budget to our board for this next school
4 year that does include additional funding at these two
5 schools. So, for example, Prairie Heights demographic is
6 changing enough that using the formula that we currently
7 have for qualifying for title, they would actually come off
8 of title next year.

9 However, we are going to keep them i -- on
10 title and keep them in title funding to ensure they have
11 those additional dollars and began to slowly taper those
12 dollars back. Also, you heard about the 21st century
13 afterschool programming that we've also -- we're also
14 working to build a model, that sus -- we sustain that, so
15 they don't lose that afterschool programming. The other
16 pieces that as we looked at our DMA dollars in Title 1.

17 MS. GOFF: What's that? What's that?

18 UNIDENTIFIED VOICE: That's District Managed
19 Dollars in Title 1. Most of those dollars are going to
20 these two schools.

21 MS. GOFF: Okay.

22 UNIDENTIFIED VOICE: So, it's a way that we
23 can really leverage our title dollars to, to better support
24 these two schools.

25 MS. GOFF: Right. My concern is that when



1 you address the other schools that are in the red, which
2 there are total of, with their couple of charters.

3 UNIDENTIFIED VOICE: Yeah.

4 UNIDENTIFIED VOICE: When you have to address
5 that, will you be able to that?

6 UNIDENTIFIED VOICE: Well, so we've -- we've
7 done something similarly with Centennial and building
8 Martinez that I -- that I just described to you. They've
9 got some preferential treatment as well around some other --
10 their federal dollars as ro -- as well as around some
11 district support dollars. In terms of the charters, they --
12 they will simply get their fair share of the title funding
13 as they qualify.

14 UNIDENTIFIED VOICE: Board member Goff.

15 UNIDENTIFIED VOICE: Good morning, thank you
16 for coming in. I appreciate it. I'm going to go back to
17 couple of themes that have been touched on, mostly the
18 community awareness involvement, consensus building, and so
19 forth. I didn't hear it but was there any local business?
20 Not necessarily as a parent community member but strictly
21 from the -- especially, when you talk about performance
22 based learning and showing demonstration potential of this -
23 - this type of plan. That would be one question. Is there
24 some degree of community involvement?

25 UNIDENTIFIED VOICE: So, that's really a



1 bigger district focus, district wide. So, one of Dr.
2 Hannaford's responsibilities is also career pathways and all
3 of our career internship programs and career strands within
4 the district and so of course, as we're thinking about these
5 two schools and, and preparing students for their career in
6 the future, we absolutely are talking about what does that
7 mean when they -- when they hit high school and those career
8 pathways are available for them?

9 We also had community members on both of
10 their teams. Did -- did you specifically look at -- at and
11 talk with business folks, Don or Chris? Do you want to
12 respond to that?

13 UNIDENTIFIED VOICE: Yeah, I can do that.
14 Every school in our district has a business partnership.
15 Some of us have more than one. They were definitely
16 involved. We also looked at the local businesses around our
17 schools because they're the most involved businesses with
18 our communities and incorporated our parents that work at
19 those businesses or own their own businesses, and they were
20 invited to be on -- the, on planning committee also.

21 UNIDENTIFIED VOICE: Is there a feeling among
22 them -- among their -- their representative or participants
23 or not, just the parents in general, that they are -- is
24 there an expectation? Do you feel that they, they will be
25 contributing, they will be participating, they will have --



1 they have made this commitment and have a clear
2 understanding of what's involved in it? Yes, you're nodding
3 and I'm happy to hear that, and that -- hope that turns out
4 to be true. The other quick thing is you mentioned the high
5 schools and that's been part of the -- it's another thread
6 in this conversation today, but direct ongoing, even if it's
7 part of the check -- in periods that you will all do with
8 each other, active conversation with the high schools. And,
9 you know, that's another feeder, it's the op -- it's the
10 back -- the feeder or what?

11 Up or down, I don't know but I would find
12 that interesting to hear more about how that proceeds over
13 these next couple of years. And, again, connected to not
14 only careers and tech ad -- issues and future employment,
15 the whole college and career ready thread but just teaching
16 strategies and best practice, and when you -- when you're
17 going for strong first instruction methodologies and how --
18 and how that plays out up the, up the line.

19 Not nec -- don't -- there's probably no
20 answer for it, but I didn't -- to date anyway, I didn't hear
21 any mention of other student populations except in the
22 general. And one of those populations would be as this
23 focus primarily on English Language, Arts, and Math. How do
24 the at -- by the time you've got middle school, your
25 secondary level, so there are some elective areas that



1 intertwine here hopefully. So, how, you know, discussion
2 among your, especially among your community and your
3 employees and teachers, how does this radiate out beyond the
4 focus areas of Language Arts and Math to impact other
5 things. So that conversation is also going to be promoted,
6 and fostered, and grown, and developed.

7 UNIDENTIFIED VOICE: Absolutely, and
8 especially around the applied technologies and the arts,
9 especially, and then of course the conversation around how
10 do we make sure that we're meeting the needs of our gifted
11 and talented students, as well as the needs of our students
12 who are special education.

13 So all of those folks were -- were key
14 members on each of the teams that each of the schools to
15 ensure that -- that we're not forgetting that we extended
16 the school day 10 minutes at each of these schools which I
17 know doesn't sound like a lot, but that's 50 minutes a week,
18 five -- o. So, and we did so in order to be able to get --
19 to be able to get the full summer program implemented as
20 well as not forgetting the fine arts programs and the, the
21 applied technology programs.

22 One other piece in the proposal that, that
23 you may recall seeing is that we're -- one of the waivers is
24 to allow non licensed staff to come in to work with
25 students, and part of that is to ensure that our students



1 are getting, you know, a range, a range of experiences and
2 opportunities even if we don't have the license staff in
3 which to deliver that.

4 UNIDENTIFIED VOICE: Thank you. I'm -- I'm
5 just -- my -- my kind of focu -- my focus now right now is
6 on, is there a mutual ongoing com -- communication about
7 practices that can apply to all content areas?

8 UNIDENTIFIED VOICE: Thank you for that.
9 That's --

10 UNIDENTIFIED VOICE: That's my focus right
11 now.

12 UNIDENTIFIED VOICE: Yeah.

13 UNIDENTIFIED VOICE: Most everything.

14 UNIDENTIFIED VOICE: Yeah. Thank you for
15 that. So, you might have noticed in that, and I wouldn't
16 have expected to that we pop that slide up with the mission,
17 vision, and values, and the strategic plan.

18 A big piece in there is personalized learning
19 for students. We've seen great success with our blended
20 learning model, particularly, at elementary and middle
21 school where we have students involved in digital content,
22 as well as traditional instruction, as well as small group
23 instruction, in those classrooms. Every single classroom
24 that is in a blended model is outperforming those classrooms
25 that are not. Every single one of them. And so that's a



1 big conversation in K12 which of course this is a blended
2 model, really it, a -- at its very best. And so, yes,
3 absolutely.

4 **Chairwoman Goff but -- we -- those are big
5 conversations but they're coming out of our strategic plans
6 as where they're coming out of -- not out of the innovation
7 work.

8 UNIDENTIFIED VOICE: Thank you. So, folks I
9 think you're understanding what it feels like to sit for a
10 really long time which is what happens to us. I would like
11 to call for a hard stop five minute break. I would be
12 grateful if my colleagues would come back after five
13 minutes. And I trust that you all will. So, thank you.
14 We're back. Let's just continue. Who's next with
15 questions?

16 MS. RANKEN: I'll take it.

17 UNIDENTIFIED VOICE: Board member Rankin.

18 MS. RANKEN: First of all, Dr. Pilch and Dr.
19 Hannaford, thank you for being here. Thank you for saying
20 the things you're saying. You both are great leaders.
21 Everybody at that table is a great leader. I'm concerned
22 for the leaders at the schools with the students. The
23 students, it's what we have to -- we have to put them first.
24 That's our job. After six years, it's hard to think of
25 something much more dramatic to me than what you're serving



1 up, although I understand you haven't been there very long.
2 I'm curious to know if you have seen, in your short time,
3 the things that the state review panel saw. And I just want
4 to read a couple of quotes. "The report did not recommend
5 innovation status as the panel had concerns about leadership
6 capacity, infrastructure in the articulation around the need
7 for innovation -- innovation." You read another one and then
8 you can comment on them, I might appreciate it. And if you
9 can, I also would like CDE to comment on this.

10 UNIDENTIFIED VOICE: The District Office has
11 recently reorganized and it is unclear if they have the
12 ability to support the school effectively. Multiple
13 stakeholders indicated union concerns that are preventing
14 them from effectively reaching their achievement and
15 performance goals. They went on to state that a major
16 barrier to hiring quality staff was the union presence.
17 These are very, very strong words. You've been there for
18 two years, there's been failure for six. I'm concerned
19 about the students. I'm concerned about the students
20 because now we're going into project based, based on their
21 academic knowledge. What I've seen is there isn't academic
22 knowledge going on. How are we going to take that and take
23 it to a project? How are we going to take these same
24 teachers and have blended learning? Are the teachers
25 qualified as leaders to put into practice these programs



1 that you're proposing? That's what I have to say.

2 UNIDENTIFIED VOICE: Your questions are, are
3 dead on. You are, those are exactly the same questions that
4 I was asking a year ago and, and asking these principles a
5 year ago. So if I may, I'm, I'm going to kind of walk you
6 through where we've been and it's going to take me a few
7 minutes. So one of the first meetings that I had with Dr.
8 Hillman about this and about moving her school, i -- her,
9 really her, her approach was, "Just leave me alone and let
10 me run my school. I had to open this new building and you
11 know how it is when you open a new building, you're worrying
12 about locks and keys and fire alarms and security cameras."
13 And she said, "I just need you to leave me alone and let me
14 run my building. That's what I need." And I said "Don,
15 that's not going to happen. If we're going to do the work
16 we have to do there. We can't leave you alone. It's going
17 to take a team." And so where we are today, just last week
18 what Dr. Hillman said to me was "I was never empowered to be
19 a leader before and I never, I've never had a mentor or a
20 coach to help lead me in this work." Dawn has had seven
21 supervisors in nine years as an APA principal something, and
22 not a one of them had been a high school or middle school
23 principal. So one o -- one of the shifts that we made last
24 year in person when they talk about the structure of, of the
25 district office and do we have the right people in place.



1 We didn't, we have an amazing academic achievement
2 department and a wonderful assistant superintendent of
3 academic achievement, Dr. Datteri and she's, she's been here
4 and she's, she's been here in some role for, for many years
5 and those folks have never been supported from someone at my
6 level in doing the work that they needed to do. What Dawn
7 said last week to me was so important about where we've
8 moved this school for her to acknowledge and for Chris to
9 acknowledge that finally, they've be -- not only been
10 empowered but they've got the coaching and mentoring that
11 they need through, through the turnaround network and the
12 other CD support and through Dr. Hannaford and quite frankly
13 with me and they're being held accountable, which was also
14 absent in the past. And so that -- that's a big piece I
15 think around moving the leadership where we need to move the
16 leadership and having the leadership in the right place to
17 take these buildings. The staff, we've seen a dramatic
18 turnover in the staff. About a third of the staff at
19 Prairie Heights is not the same staff they were three years
20 ago. So that's a big deal and, and that's a, a big part of,
21 of turning a school around is having staff turn. We've seen
22 something similar at Franklin not quite a third of the staff
23 have turned over. But what the teachers are realizing is
24 they've gone into this plan. Chris had two additional
25 retirements this year as a result of, people just, they're



1 ready to, they're ready, the -- they're ready to go a -- and
2 really not wanting to commit to this kind of a change. One
3 of the last meetings I was at, at Franklin, the teachers
4 were discussing how do we support each other and how do we
5 support our colleagues who might not be able to do this, how
6 do we help them to gracefully leave with their dignity
7 intact or how do we help them to stay and shore them up and
8 support them to be able to do this very important work. So
9 the staff is having those conversations. We've worked out,
10 we, we do have within the district a plan for teachers who
11 request to leave. At this point, teachers have retired or
12 have resigned rather than requesting to go to another
13 building in the district at this point. Did I start to
14 answer some of your question?

15 UNIDENTIFIED VOICE: You did. I, I take it
16 that the leadership at that school level isn't all in place,
17 determined and on board 100%. I find more challenges
18 possibly at Franklin?

19 UNIDENTIFIED VOICE: Yeah.

20 UNIDENTIFIED VOICE: Than I do at Prairie
21 Heights.

22 UNIDENTIFIED VOICE: Absolutely, and so what
23 you see in the, in the Franklin vote of the staff is nearly
24 100% on board. We recently made another change at Franklin
25 within, with the administration. We, we are moving out one



1 of the assistant principals and, and we're hiring for that
2 position. I was not involved in the hire last year for that
3 assistant principal. Dr. Hannaford and I will be closely
4 involved in the hire for this new assistant principal at
5 Franklin.

6 UNIDENTIFIED VOICE: One thing about, in my
7 final statement, innovation a lot of times the word autonomy
8 comes, comes out whether it's in the classroom or "Just
9 leave us alone," statement, "Get out of the way." I think I
10 feel good about the leadership that you have shown so far in
11 your job and I'm very confident in you as people and as
12 superintendents and as leader, and leaders in the education
13 community. But I'm not going to let it go another six years
14 a -- my recommendation is going to be a clo -- close eye on
15 you just like you're going to have a close eye on, on your
16 teachers.

17 UNIDENTIFIED VOICE: I would expect that you
18 would and I hope you will. You're absolutely right. These
19 kids are here now and we've already graduated, or maybe they
20 dropped out some of those students who were in these schools
21 five and six years ago. That is not okay. It's not okay
22 and what we have in place is a very st -- clean strategic
23 plan now. It is very clear about our work district wide and
24 we have to do the work, and that, that is on me and I hope
25 you will hold me accountable.



1 UNIDENTIFIED VOICE: I will.

2 UNIDENTIFIED VOICE: Miss, can I respond to
3 the comment about the union?

4 UNIDENTIFIED VOICE: Certainly, oh, thanks
5 Roger.

6 UNIDENTIFIED VOICE: Sure. Just as President
7 board, our, our concerns include making those, those
8 decisions and supporting those decisions to have top notch
9 teachers in position for their students. And one of the
10 difficulties in our district over the past several years is
11 difficulties getting to a contract and our economic
12 situation did not match the expectations of, of certain
13 members of the union. I just wanted to point out that we
14 now have a two year contract with, with that organization as
15 a result of Dr. Pilch's involvement and cooperative
16 discussion with our union. So I think I would be remiss if
17 I didn't point out that we are looking at a remarkably
18 different situation on the ground with respect to teachers.

19 UNIDENTIFIED VOICE: Thank you very much.

20 UNIDENTIFIED VOICE: Thank you.

21 UNIDENTIFIED VOICE: I'm not sure.

22 UNIDENTIFIED VOICE: Board Member Durham?

23 UNIDENTIFIED VOICE: Okay, ma'am. Sure.

24 Just a couple of areas of questions. One, being --

25 UNIDENTIFIED VOICE: Do you have your



1 microphone on?

2 UNIDENTIFIED VOICE: It is but I'm probably
3 not speaking into it.

4 UNIDENTIFIED VOICE: Do it.

5 UNIDENTIFIED VOICE: I'll try. Thank you,
6 Madam Chair. I've -- as I've looked at the contract with
7 Summit, I think there are some privacy considerations that
8 should be reviewed. And I would ask Dr. Anthes that we have
9 our staff review this for compliance with Colorado law. But
10 I would say, it's probably shaky and -- and at least some of
11 these now, I'll read some of the applicable terms here.

12 "You grant us a nonexclusive, perpetual, transferable, sub -
13 - license, royalty -- free, worldwide license to use content
14 that you post in connection with the services received."

15 That's a pretty broad grant of -- of authority over data,
16 that I think is going to be required to be provided.

17 Because in the next item, you have registration, "You may be
18 asked to register in connection with the service when you
19 register. You agree to comply, provide complete and current
20 and accurate information about yourself, as requested or
21 directed, and promptly update this information when asked."

22 And then you -- you -- there's one other provision before I
23 get back to the privacy. There is a -- this is a -- I don't
24 know that I recall seeing something quite as broad in a
25 contract. But Summit's disclaimer on this, which you might



1 want at least to have your legal counsel review, is, and
2 I'll -- and I'll read this one. "There is no warranty that
3 services will meet your needs or requirements, or the needs
4 or requirements of any other person, or the needs or
5 requirements set -- set forth in any documentation. We make
6 no warranties, express, statutory, or implied that the
7 services will be timely, secure, accurate, error -- free,
8 complete, up -- to -- date, free of viruses, or
9 uninterrupted." So, I'm not quite sure what Summit's
10 contracting for but based on that, I would say, they've
11 protected themselves very well, and I think you ought to
12 perhaps take a look at that. And then I don't quite
13 understand why they've separated their agreements into a
14 participation agreement in a contract. But when you get
15 into the precipi -- the participation agreement, you start
16 looking at their datas -- at their data privacy which starts
17 on page, I guess two, of their -- of their participation
18 agreement that, you know, you agree that you're giving them
19 personally identifiable information. And then -- and then
20 you get over to this parental the -- this notice and consent
21 that you are disclosing that -- that Summit uses Facebook,
22 Google, and others. And I think there's significant
23 questions whether Facebook, Google, particularly Google,
24 prov -- does comply with Colorado contract law and I -- or
25 Colorado privacy law, and I think that ought to be reviewed.



1 And then there's one more, if I can find it real quick, on a
2 -- also on the Participation Agreement, second page, where
3 the -- everyone agrees that they comply with FEPA. But I
4 would suggest that you add to 2.2 and with applicable
5 Colorado law, with the -- a minimum. But I think amendments
6 should take care -- should take place in this contract
7 before at least we sign off on -- on it being acceptable.
8 And then getting to the waivers, and I don't know that I
9 need to go through all of them. But you've provided this,
10 which is a list of -- of -- of waivers from your current, I
11 presume, from your human -- union contract. Are these the
12 only two waivers from your --

13 UNIDENTIFIED VOICE: That's not the page.

14 UNIDENTIFIED VOICE: I don't think so.

15 UNIDENTIFIED VOICE: Yeah. There was another
16 page in that -- in the overheads. No?

17 UNIDENTIFIED VOICE: I don't think so.

18 UNIDENTIFIED VOICE: That is -- that was --
19 the page you're showing is the Negotiation Policy waivers.

20 UNIDENTIFIED VOICE: Off -- reach school,
21 sorry.

22 UNIDENTIFIED VOICE: Yeah. And I think
23 they're the same or similar, correct?

24 UNIDENTIFIED VOICE: They're t -- two
25 different articles, one for each school.



1 UNIDENTIFIED VOICE: Right. So --

2 UNIDENTIFIED VOICE: And there are additional
3 district policy waivers.

4 UNIDENTIFIED VOICE: So there are policy
5 waivers which are nice but -- so these are the only two
6 waivers from your union -- union agreement.

7 UNIDENTIFIED VOICE: Okay.

8 UNIDENTIFIED VOICE: And those are after
9 school hours in which staff wor -- members work a minimum of
10 10 hours during the contracted year for after -- school
11 events. And then, then -- and that really is not a waiver
12 from the instructional hours required by the contract. It
13 just says that if teachers exceed the number of contract
14 days or hours, they'll receive the stipends. So, not really
15 much of a gift from your union with that. Is that a fair
16 assessment?

17 UNIDENTIFIED VOICE: So, what you're saying
18 is accurate. We have a 40 -- hour workweek for our
19 teachers, and so that allows us to have the 10 hours beyond
20 that 40 hour workweek. But I -- I think as the school teams
21 met, and as they talk --

22 UNIDENTIFIED VOICE: This is during the year,
23 doesn't say during the week.

24 UNIDENTIFIED VOICE: Yeah, it's correct.

25 UNIDENTIFIED VOICE: That's correct.



1 UNIDENTIFIED VOICE: Minimum 10 hours --
2 UNIDENTIFIED VOICE: That -- that is correct.
3 UNIDENTIFIED VOICE: -- for the contracted
4 school year.
5 UNIDENTIFIED VOICE: Right. Correct.
6 UNIDENTIFIED VOICE: Okay.
7 UNIDENTIFIED VOICE: Yeah. So Mr. Durham,
8 as the two teams met, I mean, they -- they -- they didn't
9 really need additional waivers. They didn't find additional
10 waivers that they needed in order to implement the plan.
11 Ron, did you want to respond to that further? I hear you
12 whispering in my shoulder?
13 UNIDENTIFIED VOICE: The -- the Prairie
14 Heights' negotiated contract waiver allows for a minimum of
15 additional hours, and it's a minimum. And it's an order to,
16 yes, hold what would be considered after -- school hour
17 events, which could be the additional time for instruction.
18 It can be the time needed to assist with the parent
19 engagement activities. So it is a minimum of 10 additional
20 hours that every staff member would be participating in.
21 For Franklin, their innovation waiver includes adjusting the
22 contracted year. So instead of having a SAT, we all start
23 at this time in August and we all end at this time in May,
24 that there's flexibility, that, yes, you would work your set
25 amount of contracted days but you could stretch those days



1 out throughout the active -- the entire school, I should
2 say, calendar year. So that if you were extending the
3 learning into summer time, you were moving contractor days
4 off of other days throughout the year in order to provide
5 that extended learning for students. So that was the
6 flexibility that the two schools needed to support their
7 innovation plans. I hope that's helpful.

8 UNIDENTIFIED VOICE: So, is my
9 characterization this, don't amount to major gives that in
10 an, would you say, that's an inaccurate characterization on
11 my part?

12 UNIDENTIFIED VOICE: I don't think -- well,
13 what I would say is, there wasn't additional waivers we were
14 seeking from the district level in order to be able to
15 implement these plans, that's what I would say.

16 UNIDENTIFIED VOICE: Okay. All right. And,
17 so the -- the balance of the -- of the waivers that are --
18 are in, are simply what we provide everyone in terms of --
19 of statute and then the amount, the advan -- the amount of
20 advantage that you take, that you take from those waivers,
21 which generally are fairly thorough waivers of state
22 statute. It's really just a matter of district policy and
23 you've waived most district policies as I -- as I remember
24 reading through the detail which is lengthy and painful.
25 You didn't or didn't appear to me that -- that you gave up



1 review of your central personnel office over some of these
2 decisions. That while there's some authority transferred to
3 the school level, there generally is review for compliance
4 with existing district personnel policies, is that an
5 accurate characterization or have I -- did I misinterpret
6 that?

7 UNIDENTIFIED VOICE: I'm -- I'm not sure if I
8 understand your question exactly.

9 UNIDENTIFIED VOICE: I'm not sure I
10 understand these even, so.

11 UNIDENTIFIED VOICE: So -- so, are you asking
12 if once a week -- if we will still be evaluating the school
13 with district criteria, are you -- is that what you're
14 asking?

15 UNIDENTIFIED VOICE: Well, I mean, I -- I'm
16 asking a -- how you deal, how much sign -- off is required
17 on individual personnel decisions? I think it's --

18 UNIDENTIFIED VOICE: From the district level?

19 UNIDENTIFIED VOICE: From the district level
20 to the school?

21 UNIDENTIFIED VOICE: So, there's very little
22 sign -- off required from the district level to the school
23 personnel decisions. We are expecting the school to
24 identify the staff that fit this model most appropriately a
25 -- and to do the hiring process for those staff. Of course,



1 personnel must meet, you know, that the preliminary
2 requirements that we put in place. One of the things that
3 you heard Nicole or -- or Brenda mention, I'm not sure
4 which, that these schools both have priority in hiring, and
5 so their positions have been opened up earlier than other
6 schools, so that they can have access to the candidate pool
7 prior to other schools having access to the candidate pool.

8 UNIDENTIFIED VOICE: Okay. All right. Thank
9 you. And then, I've one question to Dr. Anthes', let me get
10 back to the page number, Dr. Anthes on page, I want to say
11 25, the board rev -- reviewer --

12 UNIDENTIFIED VOICE: Is Prairie including or
13 --

14 UNIDENTIFIED VOICE: Which school?

15 UNIDENTIFIED VOICE: I'm starting with
16 Franklin, that's correct. On page 25. So, see if I've got
17 her, has the right book.

18 UNIDENTIFIED VOICE: So, yeah. I think it's
19 this page, Dr. Anthes, we have a percentile of --

20 UNIDENTIFIED VOICE: Meeting or percentile
21 ranks which, which are pretty low I think by any
22 characterization. This plan that's been put in place here
23 and essentially a negotiated plan appears to me to be more
24 lenient than plans put in place for others whom we have
25 reviewed, who have, well no stellar achievement results



1 better than this. Could you explain why, why this is or if
2 you disagree with the characterization and it's somewhat
3 more lenient, why it's a -- why this plan is approved and
4 other plans have them somewhat more onerous?

5 UNIDENTIFIED VOICE: All right. Thank you,
6 Mr. Durham. I, I don't know that I would characterize this
7 plan as being more lenient. So, I guess I would want to
8 understand why you feel this plan is lenient. In fact, in
9 this plan we have had additional engagement from the
10 district wanting us to hold them more accountable than some
11 of the other plans that have come before us in terms of the
12 progress monitoring. And we have some of the similar,
13 similar expectations and pieces in place in this plan that
14 we do and others. So, I'm not -- I'm not sure why we think
15 this one is more lenient.

16 UNIDENTIFIED VOICE: Well, I'll give you a
17 specific comparison that the management partner in this plan
18 has, I think if you look at the amount of authority they
19 have, it's probably approaches zero. Now, you can hope that
20 their opinions will be well regarded, but there's no
21 certainly no guarant -- they certainly don't have management
22 authority. And yet at least one other plan that I've seen,
23 th -- the management partner is actually I think has a
24 position superior to the -- to the existing -- to the
25 existing management. And I wonder with similar or actually



1 better results and the one we're talking ab -- that I'm
2 referencing, what is the basis for the more lenient tr --
3 what I would characterize as more lenient treatment here
4 that you didn't put this manager in charge of this district
5 or these schools.

6 UNIDENTIFIED VOICE: Yes, thank you for the
7 clarification. I'll let my staff chime in too if they would
8 like to, but at least from my perspective it's, it's a
9 variety of factors. First of all as we mentioned before, we
10 -- this, this largely came across as a innovation plan to
11 begin with and then they added this management piece, and we
12 thought that that strengthens the innovation plan. So, we
13 were sticking with the innovation plan as we've mentioned
14 before. We do think it would be strong to and would be fine
15 with that recommendation to have innovation plus management,
16 and, and have more authority up the management partner. I
17 will say that that the district leadership matters in this
18 work, and we have seen a very deep commitment from this
19 district leadership team, and, and it's a relatively new
20 district leadership team, to hold themselves accountable, to
21 have us hold them accountable through the progress
22 monitoring, and to have you hold them accountable on a
23 regular basis. So, we thought that with those additional
24 accountability pieces that we didn't necessarily have all of
25 those conditions in place with others, that, that this would



1 be sufficient, you know, to, to see. And we are going to
2 get quarterly progress monitoring updates. And so if we
3 need to make midcourse corrections and ex -- expand the role
4 of the management partner, the district has been willing to
5 explore that with us.

6 UNIDENTIFIED VOICE: Thank you.

7 UNIDENTIFIED VOICE: Dr. Flores?

8 DR. FLORES: Yes. I want to continue on with
9 the, the curriculum that you've chosen or at least the
10 model. Usually, these models are, are quite expensive. I
11 mean, I remember Bruner's, Jerome Bruner's project man. It
12 was a very -- it was a very project -- based, but it was --
13 it was quite expensive. I'm thinking about Montessori,
14 which is project -- based, very expensive. So, most of
15 these project -- based if they're done well are very
16 expensive, meaning you've got a lot of tools, the teacher
17 training 10, 10 hours is not enough in training for, to do
18 project -- based. I, I think you need many, many hours, you
19 know, and, and consistently throughout the year, not just,
20 you know, 40 hours a week at the beginning and then, but
21 consistently. So, it's a -- it's a -- an incredibly
22 expensive model and yet you couldn't get keep in. Not that
23 I'm, you know, kind of saying, yeah, keep, no, I'm not.
24 But, you know, and, and, and, and I know probably that the
25 computer kind of blended learning probably makes it maybe



1 more efficient moneywise, but I think you're going into lots
2 of money, and lots of time, lots of training time. I was
3 very glad to see that you were going to pay extra. But, I
4 actually thought that the extra was going to be for the
5 needed amount of money that I would think would go to a --
6 to a model that is very project -- based. So, I'm kind of
7 in envy too. I want to ask, will each child, oh, oh fo -- I
8 forgot. Also, this example, kind of, to me is like
9 meaningless isolates. There is no concept, basic concept
10 that I see that you're going to teach. There's, there's not
11 a knowledge, knowledge -- based that I see. I see a lot of
12 skills that are going to be imparted, but it's not holistic
13 in a sense of, you know, here is the -- here's the concepts,
14 here's the knowledge base, here's the vocabulary. I mean,
15 you refer to these, these isolates here and that's what I
16 think of many of our standards that, that they're just out
17 there and you have to kind of get cohe -- give them a
18 holistic kind of concept to, to teach. So, I'm just kind of
19 hard and surprised that you would go into, I mean, unless
20 you're asking for a meal levy or, or, or you're going to get
21 it, and I know really hasn't been --

22 UNIDENTIFIED VOICE: Well, half of them have
23 been fortunate enough to receive extra monies but I'm just
24 thinking that this would probably be expensive. I was also
25 thinking about summer school because you mentioned extension



1 so I thought, "Great. They're going to get summer school
2 because these kids who are behind, these kids who are
3 mobile, kids who are poor really do need to catch up and
4 that summer is a great time to do that." And since I saw,
5 and maybe I didn't, you know, continue on far enough to look
6 at and see that, that it was only 10 hours of training that
7 you we're going to give and not a lot more.

8 UNIDENTIFIED VOICE: Do you want to let the
9 districts comment?

10 UNIDENTIFIED VOICE: Yes. Would you comment
11 on my --

12 UNIDENTIFIED VOICE: It's far more training
13 than 10 hours and it's ongoing and part of it is in person
14 and part of it is, is web based as well, in addition to the
15 additional consultant that we are hiring to support both of
16 these schools. So, I want to give Dr. Hannaford or one of
17 the principals a chance to talk more specifically about the
18 training. You're absolutely right. It's much more intense
19 and it is expensive. These schools receive -- and what is
20 each of their title budgets? Meghan why don't you pu --
21 each? Yeah. They each receive about a quarter of a million
22 dollars in title funding and so a significant portion of
23 their title funding goes to the implementation of these
24 plans and, and to ensure the success of the professional
25 development to implement both of these plans. Also though,



1 because summit is still relatively new, they are still in a
2 very generous place. And so, they're giving districts an
3 awful lot right now. And so, we're excited to be on the
4 front end of the summit implementation because they're still
5 in a place where they're able to, to -- they have the
6 capacity to give districts more and to provide more support
7 at, at very low cost to districts. I suspect someday that
8 won't be the case. So, we're fortunate to be on the front
9 end of that. The other piece around concepts and, and the
10 worry around content. You know, we struggled with how much
11 to put into the PowerPoint that we provided today, but
12 there's very -- there's very clear content standards and
13 grade level expectations in the summer based camp curricula,
14 which is actually why we have waived some of our local
15 district curriculum as well as our, our local assessments
16 because we want to follow the content standards they have
17 there.

18 UNIDENTIFIED VOICE: So, I commend you for a
19 great model. But again, expensive --

20 UNIDENTIFIED VOICE: It is expensive.

21 UNIDENTIFIED VOICE: -- and lots of training
22 now.

23 UNIDENTIFIED VOICE: It is expensive and
24 there's lots of training. And, and I think that's, you
25 know, that is the reality if we want to turn a school



1 around.

2 UNIDENTIFIED VOICE: That's right.

3 UNIDENTIFIED VOICE: We've got to -- we have
4 to invest a greater amount of resources in our priority
5 improvement and turnaround schools than we do in, in our
6 other schools. We just have to.

7 UNIDENTIFIED VOICE: Thank you.

8 UNIDENTIFIED VOICE: If I could also add, the
9 turnaround network provides some additional funding as well
10 and both schools have strategically used those funds to
11 allocate training for project based learning. So, that is
12 what they're allocating their money for.

13 UNIDENTIFIED VOICE: Very good. Thank you.

14 UNIDENTIFIED VOICE: So, if I could get my
15 last two questions. I think my -- I can't find on my notes.
16 Project based learning, I think there's an -- there's a
17 competency based philosophy. Am I right? I thought I read
18 that somewhere in the millions of pages.

19 UNIDENTIFIED VOICE: Yes, there's grade level
20 expectations and, and on grade level content expectations
21 and outcome. So, yes.

22 UNIDENTIFIED VOICE: So, one of the
23 challenges that we have with competency based learning is
24 the folks who -- the young folks who are taking longer.
25 What are the strategies? Are you going to try to keep them



1 up at what you would call a grade level or are you going to
2 do something else in order to not give them 25 years to get
3 through school?

4 UNIDENTIFIED VOICE: Yeah. You're absolutely
5 right. And they -- and they abs -- they do have a plan for
6 that. So, and part of it is what we are also providing as a
7 district for additional content supports and interventions
8 supports. Well I'll let Donna Chris respond to that.

9 MS. CHRIS: Yes. So there -- there's a basic
10 standard grade level expectations for sixth grade, seventh
11 grade, and in eighth grade. And although the students can
12 move at their own pace, so if they're really comfortable in
13 Math and they want to move faster but they struggle in
14 English Language Arts where they might move slower, there's
15 flexibility within that knowing that at the end of the year,
16 they have to meet these grade level expectations. So, to
17 make sure that they're successful, we're going to do a
18 combination of things. So, before and after school
19 tutoring, we have a school improvement budget that is given
20 to us from the district. And so, we can use that bucket to
21 have teachers come in before and after school to support
22 student learning. In addition, the mentoring that's going
23 to take place 10 minutes a week is -- we don't do that now.
24 That's going to be really different and so for a student to
25 have an ongoing conversation with one adult that truly



1 intimately knows their data and how they're doing is going
2 to make a really big difference. And because we are
3 continuing with title, we're fortunate enough to do that and
4 Franklin has title, we're already talking about how does
5 summer school look next year, because it's going to look
6 different for kids in what we do this year. So, just having
7 knowing that if a kid is struggling and they're -- they are
8 a little bit behind, their school year doesn't have to end
9 on May 23rd when everybody else's does. They can come in
10 and have a really meaningful experience and continue in the
11 platform until they get the expectations met through the
12 summer.

13 UNIDENTIFIED VOICE: And how does the Read
14 Act and the Read Act funding weave into what's going on at
15 your two schools? Or do you still have at the middle school
16 a lot of kids who are demonstrating challenges in reading or
17 have their needs been addressed and they are competent
18 readers by the time you get them?

19 MS. CHRIS: So, we do still have students who
20 are challenged with reading as they hit middle school. All
21 of our read act dollars are at the K one, two. Every single
22 dollar is in K one, two particularly in all day
23 kindergarten.

24 UNIDENTIFIED VOICE: So then what do you do
25 with the students who have a reading deficiency, who are in



1 third through, wherever?

2 MS. CHRIS: So, we, we do have reading
3 interventions still in District Six, although a lot of
4 districts have cut those positions. We do have reading
5 interventionist positions in the district.

6 We also have online content that we utilize
7 at the middle school. They're using Achieve 3000 and read -
8 - Reading Plus and Reading Plus to supplement the content
9 that is already in place and the content that will come with
10 Summit. They're also -- they're using the Read 3000 --
11 Achieve 3000 and Reading Plus, which are both online, online
12 tools to help students catch up.

13 UNIDENTIFIED VOICE: And you're confident
14 that's going to address their needs?

15 UNIDENTIFIED VOICE: You know, here I am conf
16 -- no, I'm really glad you -- you're asking. What I'm
17 confident of is that we're going to work our guts out to use
18 every cent we have and every tool we have to meet as many
19 kids needs as we can.

20 And I am worried it won't be enough. We have
21 significant needs in District Six. I just have to say it,
22 we have significant needs in District Six. And, and, you
23 know, the district I was in previously and, and what happens
24 in a district like that is Title 1 dollars there are used to
25 fund decreasing class size for example, and then general



1 fund dollars can be used to extend the school day or extend
2 the school year.

3 Because we -- we don't have the privilege of
4 having a mill levy override, we're trying to stretch those
5 Title 1 dollars to lower class size and to extend the school
6 year and the school day, which in my previous experience,
7 general fund dollars would be able to fund one of those two
8 things. We've been -- we have -- we have done a nice job in
9 District Six of keeping our class sizes pretty low.

10 I mean, that's been something we've held
11 onto. And with the budget we're proposing right now, we did
12 not have to increase class size for next year and I'm pretty
13 excited about that 'cause I think it makes a big difference.
14 I was in classrooms last week that were kindergarten
15 classrooms, the kids in all day K, they were already reading
16 in -- in first gr -- at first grade level. The kids in half
17 day K were right where they should be. They were, you know,
18 pretty much April of their kindergarten year.

19 And -- and so that, what that tells me is
20 that for kids who need to catch up, we've got to have --
21 we've -- they've got to have more time. They've got to have
22 all day K for example. This is our first year to really
23 expand our all-day kindergarten program to every single one
24 of our buildings to have some all-day kindergarten option
25 which -- which is proving to make a difference in student



1 achievement.

2 UNIDENTIFIED VOICE: Right. Thank you. I
3 have one last question I believe for staff.

4 UNIDENTIFIED VOICE: I'm trying to figure out
5 the extent to which we at CDE give our blessings to
6 different management organizations. In other words, I
7 believe that when board member Jerome and I were
8 participating with, in the ESA meetings, there was an
9 explanation that said there are X number of turnaround
10 management folks who we would comfortably recommend to
11 school districts that seek.

12 So correct me if I'm off base here in what
13 I'm saying. So that there had been a review done by staff
14 and I have a hunch we actually approved those programs,
15 often. And I'm wondering where we are in terms of this
16 effort. Are we in the same place? Would somewhat be on a
17 list? And what's the process that you go through, and
18 what's the process that we go through in approving them, or
19 do we need to worry?

20 There are vendors out there for anything and
21 everything and they -- some are doing the right thing the
22 right way, some are doing the right thing the wrong way. We
23 want to protect our dollars and our school district's
24 dollars, to the extent that we can at least make
25 recommendations, I don't think we should force anything but



1 we want to be able to make reckoned. Can you guys address
2 that for me please.

3 UNIDENTIFIED VOICE: Sure. Thank you
4 Chairwoman. We have not in this cycle of the Pathway
5 process, we have not vetted management partners, so I want
6 to be clear that we have not had a formal, or fire vetting
7 process for any of the partners that have come forward to
8 date.

9 So we have worked collaboratively with each
10 district that's come forward in discussion around who
11 they're going to work with, does it align with their plans,
12 will it meet their needs, to one degree or the other. So
13 for example, in previous cases, do you know we have the
14 management rubric that we've run through to see if they met
15 that criteria when that was really what their plan centered
16 around.

17 We haven't in this case because, again, our
18 plan centered around their innovation plan, so we ran that
19 through our rubric and then these discussions occurred
20 around the role that Summit could play as -- as a robust
21 partner. And so those conversations have evolved over time
22 and now are we have gotten to a point where we do think they
23 could be more of a robust partner than we initially thought
24 the -- they could be. So, at this point it's a case by case
25 basis in terms of us evaluating whether it's a good fit or



1 not and --

2 UNIDENTIFIED VOICE: Simply based on the
3 rubric.

4 UNIDENTIFIED VOICE: Based on the rubric and
5 just based on what we have learned about the organization.
6 So we did have sent a questionnaire to partners so that we
7 could collect basic information with some references
8 demonstrating past experience in successful such -- in
9 successful turnaround environments.

10 So we collected some information. It has not
11 been a formal vetting however. We in the future would,
12 would consider such an option, and when we have the
13 opportunity at the end of this process to debrief with the
14 state board as well as with Commissioner Anthes, that is
15 something that we would like to discuss particularly for
16 next year to consider maybe having a more formal vetting
17 process.

18 UNIDENTIFIED VOICE: So, the truth is that we
19 are flying the plane while we're building it. We do have a
20 management rubric, that you all have prepared that we, I
21 don't know if we approved it or didn't approve it, but we
22 said okey-doke. So, at this point if our recommendation
23 contrary to the commissioners is innovation and the
24 management, does that give you all the opportunity to put
25 Summit through the rubric and provide us some kind of



1 feedback?

2 UNIDENTIFIED VOICE: Ma'am, I'm thinking out
3 loud colleagues, and so I'd like you to feel free to say
4 that's a dumb idea, or it would make me feel better, or what
5 we are trying to do the best we can for your kids. And I
6 know you're the adults in the room and we should worry about
7 you, but not as much as we worry about your students.

8 We want to make sure their success, we want
9 to make sure that -- that what you're investing in sort of
10 stands up to expectations of a lot of experts, and our
11 experts are our review panel folks, our experts and they say
12 management but they don't, so far they haven't been
13 particularly helpful in telling us exactly what that
14 management needs. It's just sort of a general thing, so
15 Board member McClellan.

16 MS. MCCLELLAN: Since you asked us to chime
17 in, I'm going to chime in with yes that's kind of what I was
18 thinking as I was reading through this packet. And I really
19 appreciate you touching on the exploration of the
20 recommendation that we saw from the state review panel.
21 Thank you for touching on the degree to which the district
22 has already kind of explored that option.

23 And I just wanted to confirm my understanding
24 from board president DeWitt, did we, did the -- did the
25 board explore a mill levy and that didn't go forward, was --



1 UNIDENTIFIED VOICE: We were unsuccessful in
2 passing last year.

3 UNIDENTIFIED VOICE: Okay. Yeah I was going
4 to ask if you explored that when we learned that per pupil
5 funding was such a concern, so thank you for answering that
6 concern as well. So, yeah that's what popped into my mind
7 was what -- what our chairwoman has suggested with respect
8 to our management partner. And I was wondering why we
9 didn't plug that puzzle piece in with Summit.

10 UNIDENTIFIED VOICE: That typically has not
11 been Summit's role to be an external management
12 organization. That -- that has not been their role. Their
13 role is to work in consultation with the school. And --
14 and, but we did, staff did walk through the rubric that CDE
15 has, and Summit is able to meet that -- the criteria within
16 that rubric. But again, their role is that of a consultant
17 rather than as a manager.

18 UNIDENTIFIED VOICE: Do we -- do we have
19 reason to believe they would balk at the request to become a
20 more robust partner? I know Mr. Jerome brought up some
21 concerns with respect to their terms in their contract. Is
22 there reason to believe they wouldn't embrace that role if
23 formalized?

24 UNIDENTIFIED VOICE: I think it would only be
25 probably capacity on their part and if they have the



1 capacity to fulfill that role and if that's even a path they
2 want to begin to go down with school districts quite
3 frankly. But we are not opposed to pursuing that.

4 In terms of the -- the contract, the Summit
5 contract, we did have legal review of all of that an -- and
6 it's our understanding from -- from our outside legal
7 counsel that, that contract does meet the requirements
8 within Colorado statute.

9 UNIDENTIFIED VOICE: Board member Flores.

10 MS. FLORES: I also have a question for you
11 when you're looking over that, and for you as well. And
12 that is, you have such a large number of ESL students. I
13 mean, project -- based is -- is good for poor kids. I mean,
14 the research is there. Is it good for ESL kids as well?
15 Did you see any research that said that it was? And is this
16 Summit project -- based curriculum.

17 UNIDENTIFIED VOICE: Yes.

18 MS. FLORES: Would it address the needs of
19 ESL kids?

20 UNIDENTIFIED VOICE: Yes.

21 UNIDENTIFIED VOICE: And then I also asked
22 Dr. Hellmann to share from her experiences being at school
23 with the new comer program. So definitely, there's a lot of
24 research out there that it -- it supports the language
25 acquisition skills of English language learners, because



1 they -- they are speaking, and they are reading, and they
2 are writing in real authentic environments constantly. It
3 is 70% of both of these schools were all plans to you have
4 that level of engagement. And so, we think from the
5 research that we've read that it will definitely impact our
6 English language learners.

7 MS. FLORES: Thank you.

8 UNIDENTIFIED VOICE: And then in terms of
9 supporting our newcomer students, we really target and focus
10 on all of our English learners. But we have a really high
11 participatio -- participation rate of our newcomer students
12 in our extended day program, the 21st century grant. And we
13 choose to make that look different than what regular school
14 looks like. So, we focus on projects with them after
15 school, and we see really high engagement, wonderful
16 increased attendance both during the school day as well as
17 during the program.

18 And th -- just the way like we can have an
19 honest English proficient student who is at level one and
20 two weeks later they can articulate and have a conversation
21 with me about the -- how they're building a parachute to
22 drop an egg. So, just the -- the increased speed in which
23 students can verbally express themselves seems to be much
24 more meaningful in a project based setting.

25 MS. FLORES: Thank you.



1 UNIDENTIFIED VOICE: Other questions,
2 comments, colleagues. Board member Masnick.

3 UNIDENTIFIED VOICE: Just a couple questions.
4 You talked about having a mentor for every student 10
5 minutes per week, are these the teachers mentoring all of
6 the students in their class?

7 UNIDENTIFIED VOICE: It's a combination of
8 students, counselors, the administration team. There is
9 also one of th -- one of the waivers that we've asked for
10 also allows us to have classified staff. So, sometimes
11 classified staff have built such meaningful relationships
12 with kids especially our pair professionals.

13 And so to just have them have a group of
14 maybe five students that they would mentor. But that was
15 mentioned earlier about the increase instructional time.
16 That was intentional to make sure we have time not only to
17 support what kids need for literacy and math development,
18 but also to make sure that we are going to meet the 10
19 minutes per kid.

20 And so we figured out a mentor will have 30
21 students that they're responsible for to make sure that they
22 get those 10 minutes in each week.

23 UNIDENTIFIED VOICE: One other question is,
24 what is the cost for you for Summit?

25 UNIDENTIFIED VOICE: So Summit is providing



1 the professional development at no cost it's provided, as
2 well as the travel and the accommodations, if we go out of
3 state, they provide that for us also. They are providing
4 the one to one devices for the students to access the
5 platform, and the curriculum is also provided.

6 UNIDENTIFIED VOICE: One other question is,
7 project -- based learning, I think for a lot of us we hear
8 project -- based learning and the students directing their
9 learning and that makes a lot of -- a lot of the public
10 nervous.

11 What do you mean students are in charge of
12 their learning? So can you explain, what does a project --
13 based learning look like for middle schoolers who are
14 struggling?

15 UNIDENTIFIED VOICE: Some examples.

16 UNIDENTIFIED VOICE: Yeah, so I -- I can
17 think of one from math. I think it was sixth grade math,
18 and they're talking about, the -- the title of it is Ski
19 Extravaganza, and they're working on slope, and how do they
20 apply that and learn that mathematical. But then, living in
21 Colorado, there's kind of that relevancy.

22 And then, we -- we talked about, because --
23 we talked about, you know, we need community members to help
24 us, so kind of a culminating activity after these four
25 weeks. If -- if the timing is right, we can take our kids



1 on a ski trip, and they can look at different things, and
2 how does this is we -- you know, if you want to go down just
3 the green hill, you know, that's a different slope than
4 going down a double -- black diamond hill.

5 And what -- you know, how do you feel
6 comfortable, what's the speed that you're going to generate,
7 and that stuff. In the English Language Arts, one of the --
8 the eighth grade one says they're looking at how do we -- we
9 know we live in a culturally diverse world, but sometimes
10 there are stereotypes, and people are racist.

11 And so, how do we create a campaign that will
12 embrace the diversity of our community, both the local
13 community -- community as well as the worldwide community?
14 And so, the students create a campaign, and they then take
15 their campaign public, whether that's in our school, or an
16 elementary school, or even going to a high school partner.
17 There's -- there's a lot of opportunities within different
18 projects to take it throughout our community.

19 UNIDENTIFIED VOICE: So, we need to look at -
20 - we need to have a two -- piece motion here because we need
21 to first --

22 UNIDENTIFIED VOICE: I want this question. I
23 think the question was, is there any charge for what
24 Summit's doing? Because I thought the question was the
25 amount -- .



1 UNIDENTIFIED VOICE: No.

2 UNIDENTIFIED VOICE: -- and you indicated
3 those. So, there is no charge?.

4 UNIDENTIFIED VOICE: No.

5 UNIDENTIFIED VOICE: Free is good. Okay.

6 UNIDENTIFIED VOICE: Free is great.

7 UNIDENTIFIED VOICE: Why is it free?

8 UNIDENTIFIED VOICE: Really, free is great.

9 UNIDENTIFIED VOICE: Why is Summit willing to
10 do it for free?

11 UNIDENTIFIED VOICE: Well, we've asked that
12 question. And originally, this Summit work was occurring on
13 -- on the West Coast, at California, and there were some
14 underwriters that saw that progress, like, "Wow, that is
15 amazing progress." We think this should be available to all
16 students in all schools across the nation who -- who would
17 want to implement it.

18 And so, they've been underwritten by some
19 pretty substantial organizations such as Facebook, and that
20 is what helps support. I don't know all the details of the
21 Summit Funding, but I know that's one of the organizations
22 that help support funding it.

23 UNIDENTIFIED VOICE: Did they give you an
24 estimate about how much it would -- it would be? I think
25 it's in the -- probably in the hundredths of thousands of



1 dollars.

2 UNIDENTIFIED VOICE: Their Chromebooks alone,
3 that one -- to -- one devices.

4 UNIDENTIFIED VOICE: So, they're giving you
5 tho -- those two? Oh, my god.

6 UNIDENTIFIED VOICE: What are they providing?
7 What kind of device?

8 UNIDENTIFIED VOICE: Chromebooks.

9 UNIDENTIFIED VOICE: We're using Chromebooks,
10 but it's so -- so that every student can access the
11 curriculum at any time in the day, one -- to -- one devices.

12 UNIDENTIFIED VOICE: So are -- are we
13 finished? Miss Goff?

14 MS. GOFF: Just an info question. Of all --
15 of the Summit people, the contact base, even though you say
16 they are based in California, at least currently, are any of
17 these Colorado people? Are -- are there any -- anybody
18 connected with Summit that's a Colorado -- based person --
19 that's a Colorado person?

20 UNIDENTIFIED VOICE: Preferably, that's --

21 UNIDENTIFIED VOICE: There is one other
22 school that is in -- in the process of implementing as we
23 are here in Colorado, but not to our knowledge are any of
24 them managers or directors of Summit, Colorado -- based at
25 this point. So, this is pretty new for Colorado, and it --



1 you know, it's a game changer for a school district like
2 District six, where we have the opportunity to have the --
3 these kinds of devices and this kind of digital content. So
4 you might -- you might have seen us with some of the news
5 around us with our blended learning, but we really are on
6 the cutting -- edge with blended learning in the district,
7 and we've been a part of a project called The Learning
8 Accelerator.

9 We were one of three districts chosen
10 nationally. We are the mid-sized district in the nation
11 that was chosen to be a part of -- of that work. We were
12 chosen three four years ago to do that work. And as a
13 result, we've implemented a very robust le -- blended
14 learning program in many of our elementary schools. And so,
15 for us to be able to do this at -- at these two middle
16 schools, it's -- it's huge, and it's significant, and it's a
17 game changer for us.

18 MS. GOFF: Well, you answered my next
19 question. Was -- would that primarily based at another
20 level but not middle school. So, this is -- this is an
21 extension but further adventure of that effort. Okay.
22 Thanks.

23 UNIDENTIFIED VOICE: I need a motion.
24 Please, Miss Rankin?

25 MS. RANKIN: I move to -- I move to affirm



1 Greeley Six School District as a district of innovation
2 pursuant to Section 22-32.5-107(g)(A) Colorado Revised
3 Statutes on behalf of Prairie Heights Middle School.

4 UNIDENTIFIED VOICE: I think it's a proper
5 motion.

6 UNIDENTIFIED VOICE: Second.

7 UNIDENTIFIED VOICE: Do you want to call the
8 roll, please? Good.

9 UNIDENTIFIED VOICE: Board Member Durham?

10 MR. DURHAM: Yes.

11 UNIDENTIFIED VOICE: Board Member Flores?

12 MS. FLORES: Yes.

13 UNIDENTIFIED VOICE: Board Member Goff?

14 MS. GOFF: Yes.

15 UNIDENTIFIED VOICE: Board Member Masnack?

16 MS. MASNACK: Yes.

17 UNIDENTIFIED VOICE: Board Member McClellan?

18 MS. MCCLELLAN: Yes.

19 UNIDENTIFIED VOICE: Board Member Rankin?

20 MS. RANKIN: Yes.

21 UNIDENTIFIED VOICE: Board member Schroeder?

22 MS. SHREDDER: Yes.

23 UNIDENTIFIED VOICE: Proceed.

24 MS. RANKIN: I move to affirm Greeley Six
25 School District as a district of innovation pursuant to



1 Section 22-32.5-107(3)(a) Colorado Revised Statutes on
2 behalf of Franklin Middle School.

3 UNIDENTIFIED VOICE: That's a proper motion.
4 Do I have a second?

5 UNIDENTIFIED VOICE: I second.

6 UNIDENTIFIED VOICE: Thank you. Want to call
7 the roll, please?

8 UNIDENTIFIED VOICE: Board Member Durham?

9 MR. DURHAM: Yes.

10 UNIDENTIFIED VOICE: Board Member Flores?

11 MS. FLORES: Yes.

12 UNIDENTIFIED VOICE: Board Member Goff?

13 MS. GOFF: Yes.

14 UNIDENTIFIED VOICE: Board Member Masnack?

15 MS. MASNACK: Yes.

16 UNIDENTIFIED VOICE: Board Member McClellan?

17 MS. MCCLELLAN: Yes.

18 UNIDENTIFIED VOICE: Board Member Rankin?

19 MS. RANKIN: Yes.

20 UNIDENTIFIED VOICE: Board Member Schroeder?

21 MS. SHREDDER: Yes.

22 UNIDENTIFIED VOICE: Madam Chair? Before we
23 take -- per -- perhaps take a motion, you know, vote on the
24 pathway proposal. There is something I'd like to address in
25 executive session with the board. And with the board's



1 consent, we could potentially hold the vote on that pathway
2 proposal after the executive session and before the next pre
3 -- presentation at one o'clock?

4 UNIDENTIFIED VOICE: Okay. So, we need a
5 motion to go in the exec session, I believe? Right?
6 Because that's our last step here.

7 UNIDENTIFIED VOICE: We need a motion to
8 amend first?

9 UNIDENTIFIED VOICE: Yeah, yeah, yeah, yeah,
10 yeah. Thank you.

11 UNIDENTIFIED VOICE: I think -- I think we --
12 at this point, we could just make a motion to go into
13 executive session given that we have no other action
14 currently on the table, and we do have a schedule exec --
15 executive session at the lunch. So if we could just take a
16 vote on the executive session and get a two -- thirds
17 majority, then I think we could go in.

18 UNIDENTIFIED VOICE: Do we need a two --
19 thirds majority for that?

20 UNIDENTIFIED VOICE: And then, will we come
21 back --

22 UNIDENTIFIED VOICE: Sorry, I just haven't
23 been paying attention to that.

24 UNIDENTIFIED VOICE: It requires five votes,
25 remember?



1 UNIDENTIFIED VOICE: Pardon me?

2 UNIDENTIFIED VOICE: Used to be announced as
3 a required finding.

4 UNIDENTIFIED VOICE: Five votes.

5 UNIDENTIFIED VOICE: Okay.

6 UNIDENTIFIED VOICE: That it requires five
7 votes.

8 UNIDENTIFIED VOICE: Okay. Do I have a
9 motion to go on exec session? Thank you.

10 UNIDENTIFIED VOICE: I move that we go into
11 executive session to receive legal advice. Do I have a
12 second?

13 UNIDENTIFIED VOICE: Second.

14 UNIDENTIFIED VOICE: All in favor, folks?
15 Any objection? Sorry. You'll have to come back after we
16 have executive session and something to eat. Thank you very
17 much. Thank you for your dedication and your hard work.

18 UNIDENTIFIED VOICE: Thank you.

19 UNIDENTIFIED VOICE: Madam Chair, would you
20 like me to read you into it executive session?

21 UNIDENTIFIED VOICE: Yeah, just go. Go for
22 it.

23 UNIDENTIFIED VOICE: An executive session has
24 been noticed for today's State Board meeting in conformance
25 with 24 -- 6 -- 402(3)(a) CRS, to receive legal advice on



1 specific legal questions pursuant to 24 -- 6 -- 402(a)(III)
2 in matters required to be kept confidential by federal law,
3 or rules, or state statutes pursuant to 24 -- 6 --
4 402(3)(a)(III) CRS.

5 (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 October, 2018.

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

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