



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
February 12, 2014, Part 3

BE IT REMEMBERED THAT on February 12, 2014,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

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



1 CHAIRMAN LUNDEEN: -- report. Mr.  
2 Commissioner.

3 MR. HAMMOND: Thank you. We have some  
4 really -- and you've read about it, obviously -- some  
5 really good news, and it's a good trend, and we feel very  
6 positive, as a state, we're making a difference in this  
7 area. Judith Martinez, who will (indiscernible) a  
8 limited report now, two minutes. But if you could keep  
9 it brief with the time we'd appreciate it. But there is  
10 a lot that's been going on through her leadership and the  
11 staff, and we very much appreciate that. So with that,  
12 to you.

13 MS. HOLMES: Sure. Mr. Chair. So thank  
14 you. We're going to take a transition from the youngest  
15 students in our system to the oldest students in our  
16 system, and I would point your attention to something  
17 you've probably already seen, which is the two  
18 infographics that our division and Judy's department, in  
19 particular, have produced.

20 When we talk about the dropout and  
21 graduation rate it's always in terms of percentages, and  
22 those can, I think, distract us from the numbers of  
23 students that we're talking about. So the infographics  
24 hopefully are not just pretty and easy to read but also  
25 serve a purpose of grounding us in what Commissioner



1 Hammond said is really encouraging trends data over the  
2 last five years, and this report is our sort of  
3 discussion with you about the 2013 dropout and graduation  
4 data.

5 While it is certainly encouraging, this is  
6 not a set of numbers where we want to rest on laurels.  
7 There's still a great amount of work to be done. And  
8 what Judy and I have chosen to do with this presentation  
9 today is to focus you back on some of the basics. The  
10 calculations in these numbers are not as simple as they  
11 might seem at first, and we felt like the most important  
12 thing we could do with a short amount of time today would  
13 be to ground you all in the nuances of these calculations  
14 so that as the state does have a moment of celebration  
15 about the encouraging data we can also be grounded in  
16 what these numbers really mean. So that will be the  
17 focus of the next few minutes.

18 CHAIRMAN LUNDEEN: Thank you very much.  
19 Please proceed. We'd hate to cut you short because this  
20 is an important topic and it does deserve commendation,  
21 so we will give you robust attention. Proceed.

22 MS. MARTINEZ: Much appreciated, and I think  
23 we have some pretty good handouts, and thank you very  
24 much for the opportunity today. Really, one of our  
25 commitments over time is to make sure that there's better



1 information that's available, so when people do have the  
2 time or they want to dig in they have infographics, they  
3 have a robust website to go to to look at the maps.

4 But in terms of just grounding our  
5 discussion I just wanted to acknowledge the protective  
6 factors in terms of the benefits of graduation as well as  
7 the negative consequences when students do not graduate  
8 from school and drop out. So you have that information  
9 in your packet.

10 And then getting to Rebecca's point, where  
11 we wanted to really focus, so we're going to just take a  
12 little snapshot to acknowledge and celebrate for a moment  
13 the progress that's being made. We did see, for the  
14 third year in a row, a 1.5 percentage point increase in  
15 the graduation rate, and we're sitting at a graduation  
16 rate right now of 76.9 percent.

17 When we add in, we add to the graduation  
18 rate with the number of completers, those that generally  
19 have gotten their -- received their GED, completed that,  
20 the completion rate goes up to 79.6 percent, which is  
21 higher than it was last year. And then when we look at  
22 dropout we've seen a seven-year, consecutively, decline -  
23 - consecutive decline in the dropout rate, that we're  
24 sitting at 2.5 percent now.

25 So what does that -- what does that mean?



1 So that digging in, we're going to look at the rates and  
2 what they have in common and where their areas of  
3 difference are. So when we talk about the graduation  
4 rate and the completion rate, what they have in common is  
5 the time period. You're usually talking about a cohort,  
6 a class, if you will.

7 So my niece came into -- is a freshman this  
8 year and she'll be graduating with the Class of 2017 --  
9 knocking on wood. She is part of the cohort of the Class  
10 of 2017, so whether she graduates in four years, five  
11 years, or six years, she's always part of that class of.  
12 So the graduation and completion rate are based on that  
13 group rate. The numerator of the students obviously  
14 differs but the denominator stays the same for the  
15 graduation and the completion rate.

16 Now when we look at the dropout rate we're  
17 really talking about a whole different group of students.  
18 The dropout rate is an annual rate. It's for the 7th- to  
19 12th-graders who are in the denominator.

20 Are there any questions on this point before  
21 we move on?

22 So we're going to take an even closer look  
23 in terms of what the -- what the drop in the dropout rate  
24 translates to. What does it really mean? So in this  
25 particular slide you will see a trend in terms of this



1 decline of the dropout rate. I will note that in 2009-10  
2 you saw a pretty significant decline, and I just might --  
3 I just might mention, that was the year that the Office  
4 of Dropout Prevention and Student Engagement started. I  
5 just want to make that note.

6 And what those declines mean is that if the  
7 rate had stayed the same as it was in 2007-08, at 3.8  
8 percent, if there had been no gains over time, that -- by  
9 -- if those -- if nothing had changed we would have seen  
10 an additional 15,000 students drop out. But instead,  
11 those students are continuing with their education. So  
12 it really does make a difference when you're talking  
13 about the numbers.

14 All right. We're going to next move to the  
15 Class of 2013. This is probably the area that there is  
16 the most confusion in terms of the public when we look at  
17 the graduation rate of 76.9 percent. Folks go to that  
18 the rest of the students dropped out. So this is a --  
19 this particular graphic is intended to really help in  
20 creating a more common understanding of what happens to  
21 the students that don't graduate with their cohort group,  
22 with their class.

23 So there was roughly -- close to 61,000  
24 students who were in the membership base for the Class of  
25 2013, and of those we're celebration that close to 76,000



1 graduated with their class, for that increase of 1.5  
2 percentage points, over 2011-12 of the graduation rate  
3 for this year. So that means that there was about 14,000  
4 students that didn't graduate with their class, that were  
5 to graduate in 2013. So naturally the question is, where  
6 are they? Well, not all of these students dropped out.

7           Actually, if you look at this particular  
8 graphic, if we look at the edges, there's a lot of  
9 evidence that the majority these students who didn't  
10 graduate with their class are still on a path in terms of  
11 postsecondary and workforce readiness. We see a fair  
12 number of GED completers, because you may recall GED  
13 completers are never considered a graduate, but they're  
14 also never considered a dropout either. But they're in a  
15 unique category. And then we see that there's close to  
16 6,500 students of those who didn't graduate with their  
17 class who are still in school and were really wanting to  
18 focus that they persist and get a diploma, whether it  
19 takes them five years, six years, or seven years.

20           Then we look in terms of the number of  
21 students that did drop out, and that's the area that we  
22 are really focusing our effort in the -- this year and in  
23 the coming years, to really put in place a more robust  
24 system to recover those that have dropped out and didn't  
25 complete with their class, and that's roughly 8 percent.



1 Then you see in the middle there's some challenges in  
2 terms of students who transferred to get their GED but  
3 still haven't completed it, and those that may be  
4 involved with the juvenile justice system or getting  
5 services transferring to a facility school.

6 This particular graphic is something that  
7 gives you additional information in terms of what happens  
8 with the students. So we looked at the Class of 2013.  
9 We still have around 14,000 students that didn't graduate  
10 with the class, and we have a good percent that were  
11 wanting to support and re-engage. Well, is that worth  
12 it? Is it a cost-effective proposition? Well, the data  
13 suggests yes. In your infographic you have this  
14 information for the Class of 2011, but here in this slide  
15 it's for the Class of 2012 -- excuse me, 2010 -- and why  
16 we did that is for the Class of 2010 is the first time  
17 that we have the seven-year graduation rate.

18 So when we look at those students that  
19 graduated as well as those that received their GED, given  
20 seven years for the Class of 2010, we came to a  
21 completion rate of 85 percent, so that gives you a  
22 picture of why it's important for us to continue to track  
23 this information.

24 And then in respect to the limited time, I  
25 just want to call attention that we do not collect from





1 the districts information on why students drop out, but  
2 we do have good data from the GED test-takers. They take  
3 a survey and they tell us the reasons that they didn't  
4 complete school. And the areas generally fall in around  
5 academic environment, family issues, social issues, and  
6 some student performance issues. You'll see that this  
7 information actually helped guide some of our  
8 interventions and focus in terms of focusing on why is it  
9 that students aren't completing school? What is it that  
10 they need?

11 So with that, as well as hearing from  
12 districts and also learning what works, a framework of  
13 improvement has -- is -- was created for this  
14 presentation because the question is, well, this looks  
15 good. Why is it -- why are the improvements occurring?  
16 What's happening? And I think that this gives you just a  
17 really good summary and snapshot that most of the efforts  
18 that are happening, that are contributing to some of the  
19 success, are falling in the area of dropout prevention,  
20 engagement, interventions, and service and support.  
21 Service and support are those programs and training and  
22 professional development that are provided by the  
23 Department of Education, which would include some of our  
24 grant programs, such as Expelled and At-Risk Program, the  
25 Colorado School Counselor Corps program. There are some



1 interventions that we're looking at systemically. Some  
2 of you are very familiar with the RTI process and the  
3 Individual Career Academic Plans, the ICAP process, as  
4 well as some transitioning for especially special  
5 education, and English learner population.

6 The engagement piece is those learning  
7 supports that involve looking at school climate and  
8 bullying prevention type of activities as well as  
9 strengthening family, school, and community partnerships,  
10 which, as a department, that work has only been elevated  
11 with the hiring of our family partnering director.

12 And then in terms of dropout prevention,  
13 which really brings us back to where we started with this  
14 discussion, looking at the data. And we know that what  
15 gets measured gets watched, and I don't think that  
16 there's any accident that we've put in place more focus  
17 in terms of how the students are performing in their  
18 performance framework. The area of postsecondary and  
19 workforce readiness has an additional measure that  
20 includes dropout rate. So we have the graduation rate,  
21 the dropout rate, and the ACT. And with that additional  
22 information there is some argument that that has  
23 contributed to some of the focus on improvements.

24 So with that, any questions?

25 CHAIRMAN LUNDEEN: Questions or comments?



1 Angelika.

2 MS. SCHROEDER: Just a couple of questions.  
3 We have a -- we have a program that's essentially a five-  
4 year high school program, where kids are also taking  
5 courses in higher education. How does that -- how are  
6 those kids measured? Are they on the five-year plan or  
7 are they graduates with their cohort?

8 MS. MARTINEZ: Well, they have ASCENT  
9 students that are the five-year students. Is it the  
10 ASCENT program?

11 MS. SCHROEDER: Mm-hmm.

12 MS. MARTINEZ: There's different -- there's  
13 different portfolios of services that a student would  
14 graduate in five years, and they are counted in the five-  
15 year cohort.

16 MS. SCHROEDER: Okay.

17 MS. MARTINEZ: They are not counted with --  
18 in their four-year cohort.

19 MS. SCHROEDER: So I am actually -- my  
20 inclination, and comment, if you would, is that we  
21 actually probably have -- well, we've got GEDs in there -  
22 - but I'm not troubled by the five-year rate and the six-  
23 year rate and the seven-year rate. We argue that we are  
24 a standards-based system anyway and we want kids to get  
25 to a certain level, and if that takes them seven years



1 that's tough on our budget but not as tough as having  
2 them not graduate at all.

3 So it seems to me that the focus really  
4 ought to be on the completers, no matter how long it  
5 takes them. Am I wrong, or --

6 MS. HOLMES: Mr. Chair, I think, in general,  
7 the Department and the expertise in Judy's office would  
8 agree with you. We're pleased that because this is the  
9 first year we can see even the seven-year rate of 2010,  
10 and what we see is that when given that amount of time,  
11 students take advantage of that time to work toward  
12 completion, and schools who are providing supports, that  
13 allow students to stay engaged for those three additional  
14 years, the data, for the first time this year, shows that  
15 even through the seventh year that does yield results.

16 MS. SCHROEDER: Okay. So that  
17 (indiscernible). Then I -- I know I've said this before  
18 but do we have the capacity to track kids who don't get a  
19 GED, who don't graduate, but matriculate in college,  
20 because there are such kids. Some of them -- I mean, one  
21 of them went to Harvard years ago, and she never  
22 finished. She just left at the end of her junior year,  
23 was accepted by Harvard and said "see ya." But I don't  
24 know whether we have any --

25 MS. NEAL: (Indiscernible.)



1 MS. SCHROEDER: What?

2 MS. NEAL: (Indiscernible.)

3 MS. SCHROEDER: Yeah, she was a gifted kid  
4 and --

5 MS. MARTINEZ: Mr. Chair.

6 MS. SCHROEDER: But kids that don't finish  
7 and then do go into the junior college, I think there are  
8 numbers that might even come to a few percents, but I  
9 don't know if we can track.

10 MS. MARTINEZ: Mr. Chair, we do have some  
11 data-sharing agreements with Colorado colleges, so in  
12 that case we can track some of the students with their  
13 SASIDs, over time, and we're trying to get better about  
14 that. So I would say that the short answer --

15 MS. SCHROEDER: So that's --

16 MS. MARTINEZ: -- is no, or on a limited  
17 basis, but that there is promise of having --

18 MS. SCHROEDER: Okay.

19 MS. MARTINEZ: -- more information for those  
20 students that attend. So in the example that you gave  
21 about a student going to Harvard and leaving --

22 MS. SCHROEDER: That you can't --

23 MS. MARTINEZ: -- no, that would not be --

24 MS. SCHROEDER: At this point you can't. I  
25 mean, there's a national -- is "warehouse" the right



1 name? --

2 MS. MARTINEZ: National data clearinghouse.

3 MS. SCHROEDER: -- clearinghouse, yes, of  
4 data, so ultimately we may get to that. But even if we  
5 get to the kids who just -- just choose, if they're  
6 accepted at a junior college or at one of our colleges,  
7 to just get on with it and don't feel the need -- if  
8 they're going for an associate degree or a diploma they  
9 don't feel the need to go through these last steps.

10 MS. MARTINEZ: Right, and we also track the  
11 GED, the students that end up getting their GED, even if  
12 they've disappeared for a few years, as well.

13 MS. SCHROEDER: Okay. That's great. Thank  
14 you.

15 CHAIRMAN LUNDEEN: Questions? Jane.

16 MS. GOFF: Just a quick comment. Another --  
17 I don't know. I wouldn't call it an advancement but  
18 another set of information -- of some data that we do  
19 have available is how -- how to track income -- the  
20 income potential, the tax -- a community tax-based  
21 potential, just based on the number of high school  
22 graduates and continuing ed. And we're getting more. I  
23 know I'm disappointed because the Education Leadership  
24 Council meeting has been postponed, but there was an  
25 intention to have a session on what -- there was



1 legislation a couple of years ago that tied workforce and  
2 workforce development and job status, tied in with  
3 degrees earned and kind of a prognosis about that. So  
4 that's in the way. Our state in the on the way toward  
5 that and I'm looking forward to that.

6 But -- and we can -- I know you all can keep  
7 up with it, but every year that's updated, about just  
8 even our metro area, if this many more numbers of kids  
9 had graduated from high school, here's the potential down  
10 the road of -- of what that does to create economic  
11 strength and growth. It's real interesting.

12 MS. MARTINEZ: Mr. Chair.

13 CHAIRMAN LUNDEEN: Please.

14 MS. MARTINEZ: There is information from the  
15 Alliance of Education Excellence and they put out an  
16 annual report in that way. In the information that we  
17 have in the packet today is that they're each -- a  
18 student that drops out over the course of their lifetime  
19 will end up costing society over \$300,000. So we had  
20 given it in terms of that deficit look, but that the  
21 benefits when students do go on -- it's on the --

22 MS. GOFF: Yeah, it's part of this.

23 MS. MARTINEZ: -- the third spike. But that  
24 information is available and we're happy to get that for  
25 you if you'd like.



1 MS. GOFF: Do we have the recent one? Is it  
2 as recent as 2013?

3 MS. MARTINEZ: You know, I haven't -- Mr.  
4 Chair -- I haven't looked at the -- I've gone to the  
5 website for the Alliance for Education Excellence but I  
6 will -- I will check.

7 MS. GOFF: So will I. Thank you.

8 CHAIRMAN LUNDEEN: Dr. Scheffel.

9 MS. SCHEFFEL: Thanks for the presentation.  
10 I just had a question about -- I had read something  
11 recently that suggested that a substantial portion of  
12 those that drop out are actually gifted and talented  
13 kids, and it kind of alludes to Dr. Schroeder's comment.  
14 Is there any sense of that in these numbers? I see the  
15 ethnicities but in terms of -- it's kind of related to  
16 why. Well, if they're bored, I mean -- do you have a  
17 sense of GT students that are part of this.

18 MS. MARTINEZ: Mr. Chair, yes. Actually,  
19 the director of Gifted and Talented, Jacqueline Medina,  
20 we are working with her on a report, and she looked at it  
21 and she had that same -- that same look, because the rate  
22 of students who drop out who are GT is fairly low. But  
23 she felt like there was a hidden population of maybe even  
24 as high as 10 percent that might be contributing to some  
25 of the dropout.





1 MS. SCHEFFEL: Thank you.

2 CHAIRMAN LUNDEEN: Any other questions?

3 I'm just curious about the distribution of  
4 the infographics. Available on the Web? Pushed through  
5 the Communications Department? Cool. Thanks for the  
6 presentation.

7 MS. NEAL: Thank you.

8 CHAIRMAN LUNDEEN: Ms. Markel, would you  
9 announce an executive session, please?

10 MS. MARKEL: An executive session has been  
11 noticed for today's State Board meeting in conformance  
12 with 24-6-402(3)(a) C.R.S. to receive legal advice on  
13 specific legal questions pursuant to 24-6-402(3)(a)(III)  
14 C.R.S. in matters required to be kept confidential by  
15 federal law or rules or state statutes pursuant to 24-6-  
16 402(3)(a)(III) C.R.S.

17 CHAIRMAN LUNDEEN: Do we have a motion to  
18 convene in executive session? Moved and second.

19 MS. NEAL: Second.

20 UNIDENTIFIED VOICE: I second.

21 CHAIRMAN LUNDEEN: No objection. We will  
22 move into executive session. Thank you.

23 (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 8th day of February, 2019.

/s/ Kimberly C. McCright  
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