



COLORADO
Department of Education

Colorado State Board of Education

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

BE IT REMEMBERED THAT on June 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: I'll start with the
2 informal part. You've heard me say, I think you've been
3 here long enough to hear me say it twice.

4 UNIDENTIFIED VOICE: Yes, sir.

5 CHAIRMAN LUNDEEN: That this is really
6 intended to be a dialogue. Since you don't have 16
7 people on your panel the odds are there'll be a whole lot
8 more dialogue and a lot less presentation.

9 MS. NEAL: We ought to be able to get
10 through this one.

11 CHAIRMAN LUNDEEN: But at the same time, you
12 know, if you want to take 20-30 minutes kind of tee up
13 what your perspective is, we take the balance of the time
14 to interact. We'll try not to interrupt you except for
15 just clarifying questions during your presentation
16 portion. And as I said before, we're grateful to have
17 the good folks from Aguilar in the room. Mr.
18 Commissioner.

19 MS. NEAL: I think this sort of reminds me
20 of --

21 COMM. HAMMOND: Thank you, Mr. --

22 CHAIRMAN LUNDEEN: Chairman, Paul, just
23 don't call me late for dinner. That's the only
24 restriction.

25 COMM. HAMMOND: Stacy, it's just been one of



1 those weeks. But, anyway, thank you very much for coming
2 today.

3 UNIDENTIFIED VOICE: You bet.

4 COMM. HAMMOND: Yeah. We've been used to
5 seeing so many it's just the two of you are so pleased
6 that as this is a very informal setting, time, to ask
7 questions in the (indiscernible) what you'd like to us.

8 UNIDENTIFIED VOICE: Okay.

9 COMM. HAMMOND: Okay. Thank you.

10 UNIDENTIFIED VOICE: Well, thank you very
11 much for the invitation. I was excited when Peter
12 Sherman called me back in February to come and speak to
13 you and I was looking forward to it. The time came
14 quicker than I thought it would, so it caught me by
15 surprise when June finally came.

16 I was pleased to see that Aguilar was not on
17 the Julesburg map when they showed it, so that means none
18 of our students are going there. It also means that very
19 few people know where Aguilar is.

20 MS. NEAL: I was -- I was ashamed to ask
21 that question but remind me where you are.

22 UNIDENTIFIED VOICE: It's between Trinidad
23 and Walsenburg. It's nearly equal split between Trinidad
24 and Walsenburg.

25 CHAIRMAN LUNDEEN: And now you got to define



1 where Trinidad and Walsenburg are to some people. So --

2 MS. NEAL: Oh, I know where those are.

3 CHAIRMAN LUNDEEN: Okay.

4 UNIDENTIFIED VOICE: Well most people know
5 the Cortez's almost in New Mexico or Arizona, and
6 Aguilar's almost in New Mexico on the south end, also.
7 Aguilar has a very unique history. It's an old mining
8 community and just up one exit from Ludlow, which you
9 probably know from your Colorado history with Ludlow
10 Massacre.

11 And, in fact, my board president was a coal
12 miner and the son of a coal miners, so he's had a lot of
13 experience there. Many Italians came in to mine the
14 coals and moved into Aguilar, which Dave is one of those
15 Italian descendants, and a very good Italian cook.

16 It's a rural community. I had a bear break
17 into my kitchen twice last summer, took two bags of
18 Fritos and a three-pound bag of peanuts and so it's a
19 very unique community that's right on the interstate, but
20 you'll never see it. It's a declining community. The
21 community itself used to be booming back in the '60s and
22 '50s, and we really have three main businesses now,
23 taxidermy business, a bar, and Ringo's Grocery Store.

24 So, in like, similar manner, our enrollment
25 has decreased considerably too. We used to be around



1 250. When I came as superintendent I was -- I was told
2 that I was the sixth superintendent in five years. And
3 so, this is my -- I'm going into my third year now, so
4 six in nine years doesn't sound quite as impressive. But
5 when I -- when I was came I was told that our enrollment
6 would probably be around 60 that year instead of about
7 90. Last year we increased it to over 100, about nearly
8 120. Not FTE, but over to 120 head count, and then this
9 next year's even looking more promising.

10 So, it -- there's some really good things
11 going on. And it -- I want to get down to a lot of that
12 as we get on down quickly, but Dave would like to speak
13 to you a little bit, because some of the history of
14 Aguilar has always been contentious between the school
15 board and the administration, between the school board
16 and the staff, between the school board and the
17 community. And Dave has a long history with Aguilar
18 School District, and so he'll speak a little bit to that
19 now.

20 Dave UNIDENTIFIED VOICE: Good morning.
21 Members of the board and guests, my name's Dave Pagnota
22 (ph), I would like to thank you for the opportunity to
23 speak here today.

24 Some background on my service as a board
25 member and president of the Aguilar School Board, I was



1 first voted in in 1973, and served for 25 years. Five
2 years as a board member, and 20 years as president of the
3 board.

4 In 1998 I decided not to run again, and from
5 1998 to 2012 it seemed that the school struggled to keep
6 quality people and superintendents let go after one year
7 to three years of service.

8 Finally, in the election of 2011 we the
9 members of the board today became overly concerned that
10 if student achievement didn't improve, we would lose our
11 school. In our opinion a new board had to be voted in,
12 one with no personal agendas, and to hire the best
13 superintendent that we could find with the money we had
14 available, of which we did, Dr. Stacy Houser (ph). In
15 past years we had a lot of community support, which
16 diminished in our standings, were dropping sports, extra-
17 curricular activities, diminished teachers and
18 administration were changed much too often, and some
19 students left our districts to attend other schools.

20 In the past three years with the help of Dr.
21 Houser, the board, teachers, students, Aguilar Town
22 Board, and the community, we are on the road back.
23 Everyone is committed to improvement of our school, to
24 help us get our school back to where we need it to be, to
25 help our children succeed in school and in the future.



1 Our enrollment has been increasing each year
2 and we hope it will continue to increase in the coming
3 years. Thank you for letting me share with you that we
4 are committed to the improvement of the school now and in
5 the future. Thank you.

6 UNIDENTIFIED VOICE: We had a teed-up
7 partnership work that many of the districts who were
8 before you have had for the last four years. Some of the
9 things we focused on were the curriculum work. We spent
10 a lot of money developing a curriculum which, honestly,
11 just did not do much at all that happened, oh, four years
12 ago. And the district spent quite a bit of money trying
13 to develop a curriculum with an outside vendor.

14 The work that came in and was performed was
15 inadequate. The high school staff, specifically, the
16 secondary staff, very little confidence in the work that
17 was -- that was accomplished out of it. They felt that
18 mainly what happened is that the company came in and
19 developed a curriculum according to the textbook. So,
20 basically, just use the textbook as the curriculum, but
21 like the textbook up to the standards that was being
22 taught.

23 And then -- and then last year, or year be -
24 - two years ago, in 2012, we brought in the Flippen Group
25 that you may have had some other groups speak to you



1 about the Flippen Group. And one of the real issues that
2 Aguilar School District had was relationships between
3 staff --

4 COMM. HAMMOND: What's that? Excuse me.

5 UNIDENTIFIED VOICE: The Flippen Group.

6 COMM. HAMMOND: Flippen?

7 UNIDENTIFIED VOICE: Flippen.

8 COMM. HAMMOND: Okay.

9 UNIDENTIFIED VOICE: See, and then I tell my
10 wife about the Flippen lady and she -- it just -- it --
11 yeah.

12 COMM. HAMMOND: Well, I don't hear well
13 sometimes, and I (indiscernible).

14 CHAIRMAN LUNDEEN: Well let's move on to the
15 next (indiscernible) of questions.

16 UNIDENTIFIED VOICE: I'm not being polite.
17 I'm just -- it's -- it is the Flippen Group out of -- out
18 of Texas.

19 COMM. HAMMOND: All right.

20 UNIDENTIFIED VOICE: And the Flippen Group,
21 when they came in, they did some really good work on
22 helping teachers develop relationships with students.
23 One of the issues that Aguilar School District had the
24 year before I came was very contentious relationships
25 between high school students and high school staff. And



1 it was -- it was a disciplinary issue that resulted in a
2 number of expulsions, numerous suspensions, sexual
3 harassment of teachers and students by students. And so,
4 it was not a good situation whatsoever.

5 And if you talk to any teacher, they'll tell
6 you that relationships are very important with students,
7 but no one really tells you how to develop those
8 relationships. And so the Flippen Group, if I was to say
9 something that they did that helped the culture of the
10 district two years ago, in 2012, it was that they helped
11 us put in place a number of protocols to really focus on
12 developing relationships between students and students,
13 between students and staff, and between staff members --
14 I mean, some of the outcome was better relationships
15 among the staff.

16 The year before I came, we had a high school
17 teacher who was absent 45 days. We had a third-grade
18 teacher who was absent over -- in excess of that. And
19 so, as you -- as you look at the secondary teacher who
20 was language arts, who was absent 45 days, she's
21 responsible for 7-12 instruction. And if you have a
22 teacher who's gone that many days, how about -- could you
23 scores not go down? How could you not have -- how could
24 you have any growth, or any achievement, in your third
25 and fourth grade if your -- if your teacher's absent that



1 many days?

2 And so, in 2012 we had -- we really had a
3 solid group of instructors and instructional staff. Our
4 high school had a couple who came in that he taught
5 science, first-year teacher, she taught language arts.
6 They left the district with tears and hated to leave, but
7 they were called to Eagle County. I mean, Aguilar over
8 Eagle County. Who could figure that?

9 But she went and she was Eagle -- wanted
10 Eagle County's Teacher's of the Year this year. So
11 that's indicative of the quality of staff we had in 2012-
12 2013. So, when she left last summer, I was really
13 anxious about who we could get to replace that quality
14 person, and, I mean, we didn't -- we didn't miss a lick.
15 We pulled a teacher in from Trinidad who was one of
16 Trinidad's teachers of the year, and she was glad to come
17 back to -- her father was from Aguilar, and she has just,
18 I mean, transformed some of the culture in the, in the
19 school. So, it was exciting to see that happen.

20 Flippen also worked with Collaborative
21 Coaching last year. They came in and worked with six of
22 our teachers; three elementary and three high school
23 teachers, and made six visits, excuse me, four visits in
24 dealing with going into the classroom, giving some really
25 strong feedback to the teachers on what they were doing,



1 what they needed to work on, how the standards were not
2 being addressed in the classroom. Very positive coaching
3 this past year.

4 And then they helped us also develop a
5 curriculum safety net. That was made possibly by CDE
6 allowing us to have a fourth year of TDEP because of some
7 misunderstanding, miscommunication between our bookkeeper
8 and the bookkeeping department. And so, I'm very
9 grateful, Robert, to your staff for making that happen,
10 and really Chad Hour was one of those who just adamantly
11 went to the -- went and pleaded our cause on that.

12 Let me talk to you a little bit about the
13 current movement, because I see some really good things
14 happening that are exciting me. Staff retention -- the
15 elementary teachers, I went over the last -- the five
16 teachers that we have. Our elementary teachers have been
17 there, 33 years, 25 years, 15 years, 17 years, 15 years,
18 and our elementary school accreditation level was at
19 performance. So that speaks volumes to the commitment
20 they make to the kids and the to the community in Aguilar.

21 Of the teachers that I just listed only one
22 lives in Aguilar. The others live in Trinidad or
23 Walsenburg and drive in. We, historically, have had a
24 high staff turnover in high school, or secondary, grades
25 7 through 12. This year we're having all of them back,



1 so we have 100 percent staff returning back next year,
2 which is -- which is very, very good.

3 Increased student enrollment and activities:
4 For the first time we're going to have high school sports
5 again. We have high school volleyball, high school
6 basketball, high school six-man football, which is going
7 to be the first year in I don't know how many years. So,
8 there's an increased engagement among the students, the
9 community, and the staff to bring back activities.

10 Student enrollment: We've had five new
11 students enroll in the last week, and we haven't even
12 started pushing for enrollment, which usually comes in
13 the month of July.

14 I met with our high school staff this past
15 two weeks and I'm excited about some things that are
16 happening there at the high school level. Our two -- our
17 high school seniors are going to be enrolled in Trinidad
18 State Junior College, and they'll be taking math and
19 English courses at college. We anticipate them being
20 able to graduate with several credits and anticipate 100
21 percent of our high school seniors going to college.

22 Our goal is that by the time our seniors
23 graduate they will have received the equivalent of a --
24 of a first year of college credit, which is unusual for
25 Aguilar. Our juniors we're working on taking them, also,



1 to get them English 121 and introductory math courses
2 from Trinidad State. Some of those will be taught by our
3 staff, Ms. Jameson, who is our English teacher, is
4 qualified and is an adjunct professor for TSJC.

5 So those expectations are increasing of what
6 our students ought to be able to perform. We're tidying
7 up on curriculum at expectations. That's still one of
8 the loose areas at the school that I'm concerned about,
9 and I anticipate that we're going to be -- with our staff
10 returning, that will be much tighter this year going
11 forward.

12 We have a family coming in from Alamosa who
13 had -- if you Google KDAD, which are the initials of
14 their first names, KDADtrust.org, I believe, you'll be
15 able to find out what they do. But he was an -- he was a
16 gentleman who had a computer company, sold out to Sun
17 Microsystem, established a couple of trust, and they're
18 moving into the Aguilar School District. And he came and
19 wanted me to show him through the school, they had the
20 choice, of course, of going to Hoehne, Primero or
21 Trinidad. And he said after doing research on the school
22 district he chose Aguilar, but he's -- his daughter's a
23 gymnast, and he wants to bring a gymnastic program to
24 Aguilar, they want to bring a shooting sports program to
25 Aguilar. He and his son are both NRA certified and want



1 to bring a Ventures program, which his associated with
2 Boy Scouts program.

3 And then another one that they want to bring
4 in is Sunbeam Program. And Sunbeam program is for
5 computer programing and will take juniors and seniors in
6 high school. They'll be able to enroll in the Sunbeam
7 Program through Adam State, through TSJC, or through
8 Western, and be taking online computer programming
9 courses. When they graduate from high school the trust
10 will enable them to continue their program at Adams,
11 Western, or TSJC, get them an internship while they're
12 going through college, and then give them a job when they
13 graduate from college.

14 And the goal is that they stay in the
15 community as working -- as trust workers, of working with
16 the trust. The average internship makes \$45,000. The
17 average graduate from college makes about 60. And what
18 he -- what this -- what this family wants to do, what
19 this trust likes to do, is build back up the community.

20 They've already looked at purchasing some
21 property in Aguilar and renovating the property in
22 Aguilar. So, it's more than simply the school district
23 is involving the community as a whole in building the
24 community back up, so it's very exciting.

25 And as I was -- as we were getting out of



1 the -- out of the -- out of my truck at the parking lot
2 while ago my secretary called and said that our ACT
3 scores came in and the composite score was 20.3. Which
4 was --

5 UNIDENTIFIED VOICE: Good.

6 UNIDENTIFIED VOICE: Huge.

7 UNIDENTIFIED VOICE: Yeah.

8 UNIDENTIFIED VOICE: State average is 17, so
9 we exceed state average this year. I think we've been
10 around 14-15. So, we're excited about that.

11 I'm going to close simply by thanking Robert
12 and Keith. Both of them are personal friends, but it's
13 the leadership that they've given to CDE that I've seen
14 such a huge difference in the way CDE responds to the
15 needs on the field. Every, every contact I've had with
16 CDE in the past two years has been -- has been positive.
17 "We will help you do whatever we can. We will help you
18 meet whatever requirement needs to be met." Directly
19 through Peter Sherman and Lisa Medlar's divisions, Chad
20 Hour (ph) and Christina Larson (ph) have been -- I don't
21 even have words to express it. They've been hugely
22 supportive of the district.

23 I remember meeting at village in -- I don't
24 think -- did Chad pay for it? I can't imagine that
25 happening. I think I must have paid for it, but it is --



1 as we were talking, and we were talking about money that
2 was being expended, Christina said, "Stacy, we're not
3 going to let Aguilar fail. We're not going to let you
4 fail."

5 And, you know, that's just impressive to see
6 from CDE, which is a state institution. I mean, I'm not
7 going to say it's a bureaucracy, because I don't look at
8 it that way, but many people do look at state agencies as
9 being bureaucratic agencies, and I've never experienced
10 that from here. And Barb Vasus has been, in working with
11 Title programs, she says, "Stacy, look at your Title
12 programs as experiments. If you want to try something,
13 go for it." And that's liberating, and that's freeing as
14 you'd look at a district that is on priority improvement,
15 that's under the gun, under the clock, and really has to
16 show improvement, but there's still that cooperation and
17 that freedom to say, "Try something that you know is
18 going to impact your students, and make it work."

19 So, thank you, Mr. Chairman, and state
20 board, for your leadership, and for your involvement, and
21 that's my presentation.

22 COMM. HAMMOND: Thank you, Stacy.

23 CHAIRMAN LUNDEEN: Thank you very much.

24 COMM. HAMMOND: Thank you.

25 CHAIRMAN LUNDEEN: Wow, we have time for



1 questions. We'll let Angelika go last this time. No,
2 I'm kidding.

3 MS. SCHROEDER: That's right. You should.

4 UNIDENTIFIED VOICE: Because your middle
5 school, high school programs are statistically so small.

6 MR. HOUSER: Yes, ma'am.

7 UNIDENTIFIED VOICE: I'm not able to look
8 very much at the data on school view. So, whatever
9 you're comfortable sharing, I'm interested in -- is it
10 across all subjects, or are you identifying -- in other
11 words, academically just sort of peel back the onion for
12 us a little bit in what you've learned in looking at your
13 --

14 MR. HOUSER: We focused this year on reading
15 and math. Those are the two areas that we get the
16 biggest bang for our buck. And that those are the two
17 areas that we needed to show improvement on the most.

18 UNIDENTIFIED VOICE: And writing is equally
19 as strong at this point, or --?

20 MR. HOUSER: Well, it's not that writing
21 didn't need to be improved, it's just that we wanted to
22 focus on reading and math.

23 UNIDENTIFIED VOICE: Right. That's right.
24 Okay.

25 MR. HOUSER: And last year, actually, in



1 reading, writing, at the secondary level, the growth was
2 huge. I don't know if you saw what -- if you saw the --

3 UNIDENTIFIED VOICE: I can't see.

4 MR. HOUSER: It's difficult to see.

5 UNIDENTIFIED VOICE: I mean, I think there's
6 probably a way that I could, because I'm authorized, but
7 I'm not smart enough to --

8 CHAIRMAN LUNDEEN: Are you referring to
9 this?

10 UNIDENTIFIED VOICE: Oh.

11 MR. HOUSER: Well, I'm referring to one that
12 I prepared for you that is this. Last year, compared to
13 2012, and this is -- this is district -- no, this is
14 secondary. Well, see now then I've got it out and it --
15 somehow I'm missing -- oh. It's on the other side. It
16 didn't print well, so --

17 COMM. HAMMOND: Which one is it?

18 UNIDENTIFIED VOICE: Yeah. I unfortunately
19 left all my papers in the bathroom this morning, so I'm
20 struggling -- if it's not on here. My apologies.

21 MR. HOUSER: At the secondary level in
22 reading we improved 11.8 over 2012.

23 UNIDENTIFIED VOICE: Oh, that is on there.

24 MR. HOUSER: We improved 21.53 in writing,
25 and math was 8.3 percent improvement at the secondary



1 level. Now that is a very low in count. This next year
2 we do have a high -- it will be reported -- we do -- we
3 did have numbers that would be sufficient to be reported
4 at the secondary level for this year. So, I'm anxious to
5 see what that is for -- would be the first time in a long
6 time, but the secondaries had numbers that would be
7 reported.

8 UNIDENTIFIED VOICE: Okay. And in reading
9 and math, what have you, this is PD? Did you buy some
10 canned programs?

11 MR. HOUSER: Well, it gets back again to the
12 teacher who's gone 45 days in reading and writing.

13 UNIDENTIFIED VOICE: Okay.

14 MR. HOUSER: That made a tremendous
15 difference. But for the past two years we've actually
16 had two teachers who've followed curriculum who were
17 focused and intentional about what -- how they instructed
18 students, that they actually looked at the standards they
19 were teaching, and they design their lesson plans around
20 those standards.

21 UNIDENTIFIED VOICE: Okay.

22 MR. HOUSER: So, in reading and writing, I'm
23 excited because I think it's going to continue. Math --
24 we found that our students are so far behind in math when
25 they come into seventh grade, that we've got students



1 performing at the fourth-grade level, the fifth-grade
2 level and in seventh grade. And so, we're trying to
3 figure a good way to provide some intervention, yet at
4 the same time meet the standards that the grade level
5 calls for.

6 UNIDENTIFIED VOICE: Thank you very much.

7 MS. SCHROEDER: I guess I will make a
8 comment about rural schools in Colorado and the
9 experience with the gentleman with the trusts just
10 clarifies for me the opportunities that our school
11 districts have in Colorado to bring back families into
12 those communities.

13 There are so many jobs today that do not
14 require us to be living in the front range.

15 MR. HOUSER: Exactly.

16 MS. SCHROEDER: And there's so many of us
17 who would love to raise our families in a smaller
18 community, but you're going to be, I think, the poster
19 child of the opportunities that come when you've got a
20 vibrant school district so that a parents -- parents know
21 their kids will get an education that'll prepare them for
22 the world, and they can still, I mean, we can bring the
23 world into Aguilar in the same way we can bring the world
24 into some of these (indiscernible) districts.

25 MR. HOUSER: Why not?



1 MS. SCHROEDER: And why not?

2 MR. HOUSER: Yeah.

3 MS. SCHROEDER: Thank you for your
4 presentation.

5 MR. HOUSER: Thanks.

6 CHAIRMAN LUNDEEN: Elaine.

7 MS. BERMAN: Thank you for your
8 presentation. It was -- it was really -- it was
9 interesting, and it was enlightening as well, to both of
10 you. Your staff, do you have trouble attracting quality
11 staff? Where do they come from? Do they live in the
12 community? Do they travel? I would imagine that could be
13 a challenge.

14 MR. HOUSER: I would have said -- you would
15 think so. I mean, you would think that you'd have
16 trouble attracting qualified staff, but -- and I'll use
17 the English Teacher that we attracted just last year,
18 when people from the community, and I mean -- by
19 Community I mean Hoehne, Trinidad, Primero, when they
20 heard that Elizabeth Jameson was coming to Aguilar they
21 thought, "Oh, my god." Really. That was the response.
22 "You stole the crown jewel from Trinidad." And she
23 wanted to come to a small school. She'd -- she had heard
24 good things about what we were doing.

25 And then we got a science teacher who's a



1 first-year teacher, and so the reason we chose her is
2 because her emphasis was on relationships with kids, and
3 she was highly qualified in science, and we thought she
4 could develop into a good science teacher. And about
5 January and February we started seeing some fruits of
6 that, and so she'll be back, and so, no, we haven't had
7 trouble attracting the teachers.

8 MS. BERMAN: So now that you have the
9 quality staff that you want, what are your biggest
10 challenges getting you from where you are to where you
11 need to be?

12 MR. HOUSER: It's still instructional
13 strategies. I mean, we've got good teachers who are --
14 who are able to do what they need to do, but I think that
15 there's still a sense of how do we -- how do we meet the
16 needs of our students who -- in Aguilar one of our root
17 causes was low expectations from the community, from the
18 students, from teachers toward what students can perform.
19 So, if we're raising the expectations for what students
20 can perform, and yet the students are still struggling
21 and they're starting to come but they're not there yet,
22 how do we really incorporate the greatest instructional
23 strategies that can meet those needs and can engage the
24 students, and then can also jump a couple of years of
25 student growth at the shortest time period.



1 So, we're getting there with instructional
2 strategies, but math is still one of those areas that
3 we're -- it's kind of like what you heard earlier, if
4 you've got one math teacher for 7 through 12, how can you
5 meet the needs of 7th and 8th grade combined, which is
6 okay, with an algebra 1, geometry, algebra 2 and a
7 statistics course, and yet still provide the intervention
8 to meet the -- and fill the gaps. So that's still a
9 struggle.

10 MS. BERMAN: Can I have one more quick
11 question?

12 CHAIRMAN LUNDEEN: Mm-hmm.

13 MS. BERMAN: Technology, broadband,
14 computers...

15 MR. HOUSER: We have those.

16 MS. BERMAN: So, you're okay on that, and no
17 problem taking the CMAS, the science and the --?

18 MR. HOUSER: We didn't have any trouble. I
19 was kind of worried about it, but it went off really
20 smoothly. We -- I was talking to Dave on the way up. I
21 am concerned about our technology because we contract
22 with a company out of -- New York -- out of New Mexico to
23 come in and provide our tech support, and we've got to
24 find a better resource locally to do it, because we saw
25 them maybe four times the whole year. And we didn't have



1 a lot of need in between there, but we've got to find --
2 we have more need in that area.

3 MS. BERMAN: And how did the students like
4 taking their tests online?

5 MR. HOUSER: I think they liked it. I think
6 it was pretty symptom -- pretty consistent with what CDE
7 has said they've heard, what Joyce said they've heard
8 from other schools, is that it was more engaging for
9 students. They felt a little bit more of their own
10 independence and freedom in taking it, and I think they
11 liked it better.

12 MS. BERMAN: Thank you very much.

13 CHAIRMAN LUNDEEN: Pam.

14 MS. MAZANEC: Okay. So, what's your
15 community support like now?

16 UNIDENTIFIED VOICE: Great. Great.

17 MS. MAZANEC: Good?

18 UNIDENTIFIED VOICE: Great, great.

19 MS. MAZANEC: People are happy with the
20 changes and --?

21 UNIDENTIFIED VOICE: Oh, yes.

22 MS. MAZANEC: Okay.

23 UNIDENTIFIED VOICE: 100 percent, just lot
24 more involvement and everything (indiscernible). They
25 come up with suggestions to and, you know, for us and of



1 course everybody's always welcome to -- not like it used
2 to be, but --

3 MR. HOUSER: I think they really sense that
4 it's the schools -- and it's -- and you can imagine this.
5 In a community the size of Aguilar the school is the
6 center of the community, and if there's a perception
7 among the community that the school is dying, or the
8 school is shriveling up, then there's also the sense that
9 the community is shriveling up and dying. And so, with
10 the school becoming more vibrant and more active, then
11 there's the unintended consequence that the community is
12 also.

13 MS. MAZANEC: Great. Thank you.

14 MR. HOUSER: Mm-hmm.

15 CHAIRMAN LUNDEEN: Deb?

16 MS. SCHEFFEL: Thanks for the presentation.

17 UNIDENTIFIED VOICE: Sure.

18 MS. SCHEFFEL: I just was questioning, what
19 is your job-embedded professional development look like?
20 And I apologize if you've already talked about it. I
21 know you mentioned that you have some partnerships, but I
22 just wondered what that looks like.

23 MR. HOUSER: This past year it was all the -
24 - it was primarily the Flippen Group that came down.

25 UNIDENTIFIED VOICE: Okay.



1 UNIDENTIFIED VOICE: This is hilarious.

2 MS. NEAL: They got to change that name.

3 UNIDENTIFIED VOICE: Well, I don't know that
4 group.

5 MR. HOUSER: The Flippen Group is led by a
6 guy named Flip Flippen. I mean, that's his name. Or --
7 I don't think -- I don't know if Flip's his first name or
8 not, honestly, I don't know if it's a nickname or not,
9 but Flippen is his last name, and they do a lot of
10 business and educational coaching.

11 And they -- one of the -- one of their
12 programs is called Capturing Kid's Hearts. And so,
13 Capturing Kid's Hearts was the one that I think directly
14 changed the culture of the school. I, honestly,
15 literally every BOCES employee who came into our school
16 was -- their mouth would drop at the difference. They
17 said, "Stacy, you can walk down the hallway now and kids
18 are in the classroom. Kids are learning." Kids -- their
19 structure, this -- or, "This is what school's supposed to
20 look like."

21 And so, some of the professional development
22 was directly associated with creating school culture.
23 The rest of it -- the past year more specifically, it was
24 hands-on coaching, where -- of the -- of the maybe 7
25 teachers that we have directly associated with TCAP



1 scores, 6 of them received individual coaching through
2 the Flippen Group. And that was looking at how am I --
3 how am I setting up my objective? Do my students know my
4 objective? Am I returning to that objective during the -
5 - during the hour of instruction? Are the students
6 giving the work that reflects that they know the
7 objective and that is the -- were accomplishing its task?
8 Is the objective driven toward what standards are
9 supposed to be met?

10 And so that's what the professional
11 development looked like this past year.

12 MS. SCHEFFEL: And do you feel like it's
13 detailed enough? I mean, I always think of the language
14 that, you know, folks are using to match the plan. And,
15 I mean, I'm in some district where they're literally
16 opening up the core reading program, looking at the
17 nature of the questions in the various areas of the
18 theme, putting them on a matrix, matching them against
19 the sentence stems on the assessments, and ensuring that
20 kids know the content and also how the question's asked,
21 and how it's answered and how it's scored.

22 So, I think that level of detail sounds
23 exhausting, but it also kind of ensures success, and so I
24 think some of the things you're saying are great, as long
25 as you're pushing it to the level of detail needed.



1 Because, you know, I think what you're saying is on a --
2 on the front end, hey, are teachers really teaching to
3 standards, do they know how to do that? On a more
4 detailed level, once you get beyond that threshold, it's
5 all about the detail of what kind of questions are being
6 asked? What level of depth of knowledge are you shooting
7 for as far as the nature of the question, the way it's
8 answered, the rubric that is matched against the score.

9 I mean, you know, I'm just asking do you
10 have people that are looking at the level of granularity?

11 MR. HOUSER: They were. Maybe not the
12 detail that you're talking about, but what, for example,
13 with each teacher whenever they would prepare a lesson,
14 they had to have three questions that went back to the
15 objective that reflected either a higher-order thinking,
16 a middle level, and a low level to really gauge whether
17 or not the students were critically thinking through the
18 process.

19 And for my own observation the benefit that
20 this came from, I mean, that we derive from this, is the
21 teachers were consciously thinking about and preparing
22 the lesson that they were going to give to how the
23 students -- how they would know the students were
24 learning it, and what demonstrations the students were
25 going to give back to them that they had accomplished



1 that day's lesson.

2 And so it led to really -- and I saw it
3 reflected whenever those coaches weren't there, is that
4 the teachers were much more -- much more intentional
5 about the work that they were doing, and it wasn't, you
6 know, your favorite dinosaur unit that you're given, it
7 was -- it was directly -- they were looking at the end
8 result and trying to get there.

9 MS. SCHEFFEL: Good. All right. Well, it
10 sounds like you've got some good things in place. Thanks
11 for the presentation.

12 MR. HOUSER: Thanks.

13 CHAIRMAN LUNDEEN: Ms. --

14 MS. NEAL: As usual I just have a reaction.
15 (indiscernible) for what?

16 CHAIRMAN LUNDEEN: Go ahead.

17 MS. NEAL: You mean I have to wait? That's
18 all right. Go ahead. That's okay. Go ahead.

19 CHAIRMAN LUNDEEN: You're up. Jane didn't
20 have a comment.

21 MS. NEAL: Jane didn't have a comment.

22 CHAIRMAN LUNDEEN: No.

23 MS. NEAL: Mine -- because mine was just a
24 comment. What you said Mr. -- is it Pagnota?

25 MR. PAGNOTA: Pagnota.



1 MS. NEAL: Pagnota, about if the school --
2 if the -- the sense that if a school dies the community
3 dies. And I know one of our really small, really small,
4 school districts early on had the -- board member said
5 the same thing, and I just, you know, that is so
6 important in the small communities. It is the center of
7 the community. And so, I appreciate the work you're
8 doing keeping it the center of the community.

9 MR. PAGNOTA: Thank you.

10 MS. NEAL: Thank you.

11 CHAIRMAN LUNDEEN: Jane?

12 MS. GOFF: Thanks for being here.

13 UNIDENTIFIED VOICE: Sure.

14 MS. GOFF: Do your graduates stay home?
15 What's the -- when I say home, I mean, we all understand
16 it's a -- it's the neighborhood thing, so it may not be
17 necessarily strictly within Aguilar, but do you keep --
18 do your graduates stay close to home?

19 UNIDENTIFIED VOICE: In looking to the last
20 two graduating classes they have all stayed within Los
21 Animas County.

22 MS. GOFF: Okay. And the opportunities for
23 -- I would -- part of this would be a question around the
24 community involvement and how that's changed, and the
25 dynamic is different than even a short time ago. But how



1 the partnering is working into the post high school life.
2 The opportunities. And a lot of that comes, I'm sure,
3 from your -- whether it's your career planning or your
4 post-secondary planning activities, programs, in the
5 schools, in classes. Just how does -- how does that
6 look? Because everybody's right. It's -- there's a --
7 it's a tense draw. It's a conflict of we want to keep
8 our kids home, contribute back, be around. But on the
9 other hand, are they getting aware of -- becoming aware
10 of what opportunities there are and how that could
11 benefit everybody as well, so --

12 UNIDENTIFIED VOICE: And that's part of
13 the -- of the process is trying to expand the vision of
14 what they can do and what's open to them. You know, and
15 you'll hear this through rural schools throughout the
16 state. That every time that we take field trips, that's
17 the first time they've been out of the county, or that's
18 the first time they've been farther north than Pueblo.
19 And it's -- it is part of the challenge of increasing the
20 expectations for themselves of what they can accomplish
21 in their lives, because sometimes the expectations are so
22 low.

23 Sometimes the expectations are to stay in
24 Aguilar, and if you stay in Aguilar you can't go to
25 college unless you -- unless you're one of the very few



1 who do it online. So that's one of the good things about
2 the KDAD Trust, is that it would enable them to do that
3 if they chose to do so. But we're really -- we're really
4 trying to push them out. We're really trying to push
5 them out at least to Trinidad, which is 17 miles to the
6 south, to push them out to go to junior college to learn
7 a trade, or to get their associate so that they can go on
8 to a four-year program.

9 MS. GOFF: Thank you. Well, I appreciate --
10 thank you for being here today and taking the -- us up on
11 the conversation. It's always --

12 UNIDENTIFIED VOICE: We appreciate the
13 conversation.

14 MS. GOFF: I think we're all -- I speak for
15 everybody -- these are enjoyable and productive.
16 Appreciate it.

17 UNIDENTIFIED VOICE: Thank you.

18 MR. HOUSER: Thank you.

19 UNIDENTIFIED VOICE: Where do people stay
20 when they come visit you? Other than your house?

21 MR. HOUSER: I have two extra bedrooms in my
22 house.

23 UNIDENTIFIED VOICE: Other than your house.

24 MS. NEAL: We'll do a field trip.

25 MR. HOUSER: Yeah. All of our vendors stay



1 in either Walsenburg or Trinidad, but yeah, the limit --
2 there're very few bed and breakfast in Aguilar. But I do
3 have room. Invitation's standing.

4 CHAIRMAN LUNDEEN: Other questions? No?

5 UNIDENTIFIED VOICE: Thank you, Stacy.

6 MS. NEAL: Thank you very much.

7 MR. HOUSER: Thank you, appreciate it.

8 CHAIRMAN LUNDEEN: Thanks for being here.

9 UNIDENTIFIED VOICE: Thanks, both of you.

10 UNIDENTIFIED VOICE: Thank you.

11 UNIDENTIFIED VOICE: Thank you.

12 (Proceedings concluded)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of May, 2019.

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

Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600