



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
March 12, 2015, Part 4

BE IT REMEMBERED THAT on March 12, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Marcia Neal (R), Chairman
Angelika Schroeder (D), Vice Chairman
Steven Durham (R)
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Debora Scheffel (R)



1 MADAM CHAIR: These people have been
2 patiently waiting.

3 UNIDENTIFIED VOICE: Dr. Cook, are you the
4 spokesperson for Douglas County?

5 MR. COOK: I am.

6 UNIDENTIFIED VOICE: Okay. Thank you. My
7 apologies for keeping you.

8 UNIDENTIFIED VOICE: No. No worries.

9 MADAM CHAIR: We just had a --

10 UNIDENTIFIED VOICE: You know, legally
11 (indiscernible).

12 UNIDENTIFIED VOICE: It's for a good cause.

13 (Overlapping)

14 MR. HAMMOND: Are you ready for me to start?

15 MADAM CHAIR: I'm looking through my survey.

16 All right.

17 All right. The next item on the agenda is a
18 presentation from Douglas County School District.
19 Commissioner?

20 MR. HAMMOND: Thank you, Madam Chair, and
21 without further ado I'll refer to Dr. Steven Cook from
22 Douglas County. This is our second presentation from a
23 school district today. And Dr. Cook has brought several
24 other members with him. If you wouldn't mind introducing



1 them to the Board, and then you can start your
2 presentation.

3 MR. COOK: So we have two presentations for
4 you today. I'd like to introduce the people who will be
5 participating. We have two schools that are represented
6 here today.

7 On the end we have Pat McGraw. Pat is our
8 chief development and innovation officer. He will be
9 participating with the HOPE presentation. Next to him is
10 legal counsel from Douglas County School District, Rob
11 Ross, and he will also be a part of -- he's representing
12 our Choice Programming and will be part of the HOPE
13 presentation as well.

14 Next to him is Sherida Peterson. She is the
15 executive vice president of academic achievement for
16 HOPE. We kind of grouped our people similarly here.
17 Next to here, to my right, is Heather O'Mara. She is the
18 chief executive officer for HOPE School. And then down
19 here on the end -- we should have organized a little
20 better -- is Janelle Ayon. She is our director of
21 education at the Cleo Parker Robinson Dance, and they are
22 affiliated with HOPE as well. And all of them will be
23 kind of tag-teaming HOPE's presentation. It's brief but
24 compelling.

25 For eDCSD's presentation we have two people.



1 I will be participating in some regards with that. I am
2 Steve Cook, once again, assistant superintendent for
3 secondary education at Douglas County. And to my left is
4 Kristi Hart. She is the acting principal for eDCSD and
5 she will be leading that first presentation with regards
6 to eDCSD.

7 So if you guys are prepared, we are going to
8 knock your socks off with these presentations. Oh, and
9 we also have brought our expert, Laura Mormon (ph) who is
10 here to answer all technical questions. She is here to
11 answer all technical questions for us, probably the most
12 important one here right now.

13 MS. HART: Thank you so much for allowing us
14 to present to you today. I wanted to start our
15 presentation with a story about -- or a quote from one of
16 our parents. I think this really encapsulates the crux
17 of what our students come to eDCSD looking for, and, you
18 know, this particular child has found success in our
19 school when, at every brick-and-mortar school she had
20 been at she had never been successful. And she went from
21 a failing student to a straight A student in a semester,
22 because she finally found the niche that she needed to be
23 successful. And I think our program speaks to that and
24 you'll see that today.

25 When our school first started, the nation



1 was moving towards a movement that not all students
2 really learned in the same way, and the Douglas County
3 School District wanted options for children, which is how
4 the online school came about. The purpose has always
5 been to deliver a rigorous and relevant education, with
6 the same quality standards that student would receive in
7 any Douglas County school. As we've begun to grow and
8 our program has changed, we've started to -- we started
9 out with a high percentage of very elite athletes,
10 medically unable-to-attend students, a lot of home school
11 students or students, for whatever reason, who could not
12 be present in a physical school on a regular basis.

13 However, over the course of the last
14 probably six years or so we've noticed a much higher
15 percentage and a different population of students, ones
16 with higher physical and mental health needs, a lot more
17 homebound students, a lot of expelled students, and a
18 significantly higher percentage of credit-deficient
19 students, in addition to those that we started with. So
20 the diversity of our school has really changed over the
21 course of the last eight years.

22 What we've learned from that is that a fully
23 virtual school is really only successful for about 10
24 percent of our student population. And so as we began to
25 make those changes we included more strategies and more



1 systems in place to help to support all needs, especially
2 as our student population was changing.

3 So one of the things that we've seen over
4 the course of the last five years is definitely growth.
5 This particular graphic really shows an upward trend in
6 the last three years. We began to really implement some
7 significant changes in the '11-'12 school year, and
8 really began to see the full effect of those changes in
9 most recent years. Those changes really include the
10 addition of a significant more rigorous curriculum, the
11 addition of a balanced assessment system, where we were
12 able to provide immediate feedback for students, to help
13 them in their growth, and then, most notably, the change
14 to a blended learning and a more personalized learning
15 approach.

16 One of the things that I really wanted to
17 point out to you is the difference in the last two years.
18 We really started to see a significant jump in
19 performance, and if we're strictly looking at performance
20 data between the '12-'13 school year and the '13-'14
21 school year, you'll notice that our achievement scores
22 have really risen, in and of themselves, most notably,
23 looking at the total percentage of performance growing
24 from 42 percent to 60 percent. If we were looking at a
25 total performance of just 60 percent, not including any



1 test participation, in our current performance rating,
2 you'll note that that's a performance level rating.
3 Obviously this data is -- you know, isn't the whole
4 picture of our school, and that's what we're here to
5 really talk about today.

6 One of the impacts of the new ruling about
7 having some flexibility in test participation in regard
8 to parent opt-out is the huge impact to our school. If
9 that ruling had been in place in years previous, you
10 know, with our parent opt-out, you'll note that in that
11 school year, '13-'14, that we would have had a 51.5
12 percent total rating, which is an Improvement rating,
13 which means we would no longer be on the clock. However,
14 we recognized that was not the case and we continued to
15 work towards increasing test participation as a result
16 of, you know, many efforts that we'll discuss in our plan
17 moving forward, as well.

18 Our current school year, with that new
19 ruling in place, has been significantly easier for us, in
20 PARCC testing, in particular, which we are conducting
21 today, for us to be able to have that 95 percent
22 participation or parent opt-out. We've had a really much
23 greater success this year in being able to secure that
24 documentation than we have in years past.

25 In moving forward, we have several goals



1 really related to two particular aspects. Obviously, we
2 want to continue to increase performance and achievement.
3 However, we also want to look at participation, because
4 that is definitely a factor for our school.

5 One of our first goals is a greater focus on
6 creating a personalized learning plan. That really
7 involves several components. We have increased the --
8 well, we've improved our enrollment process, where
9 students actually come in for an interview and we talk
10 about the individual needs of the student, both
11 academically, mental health, lots of different resources
12 that could potentially put in place right from the
13 beginning. In addition, we discussed, with those
14 parents, really what skills are required to be successful
15 and what types of strategies they can implement right
16 away in order to help with performance from day one,
17 versus recognizing that a student struggles a week or two
18 into the school year.

19 The second thing that we have begun to
20 implement is the development of quality assessment with
21 real-time feedback. The district -- and we've been
22 working really closely with the student leadership and
23 amongst the school to create quality formative, interim,
24 and summative assessments that that real-time data for
25 our students and that real-time feedback has been



1 incredibly valuable in attaining the growth that we want
2 for each individual student.

3 The next goal that we have is to create a
4 positive learning environment through a blended learning
5 program, curriculum, and support. The blended learning
6 approach really, in terms of performance, when students
7 have that buy-in the engagement is huge for them, and so
8 we wanted that opportunity for them to be able to come
9 and be a part of it. And although we will still have a
10 fully virtual model, because of those students who
11 require it, we really found that as have begun to
12 implement the blended learning our engagement
13 participation and then, obviously, our performance has
14 increased. We really have worked to up the ante of our
15 curriculum in the last couple of years that obviously
16 include that balanced assessment, but a really rich and
17 diverse curriculum with more opportunities for, you know,
18 that real-life learning.

19 And then, in addition, we've hired some
20 additional support staff that will -- that specifically
21 target our more at-risk learnings. They're called
22 learning coach, and they provide additional support, both
23 academic and non-academic. Lots of encouragement.
24 Besides our teachers, they are our best cheerleaders for
25 our kiddos, and no kid falls through the cracks at our



1 school.

2 In regard to participation we have two main
3 goals. The first goal is a greater focus on creating a
4 personalized learning plan, which we talked about that
5 through enrollment. And then our second one, again, is
6 that sense of community through improved culture, using
7 blended opportunities, communication, and test
8 participation.

9 One of the things I wanted to specifically
10 focus on with participation is related to, again, that
11 blended learning. As we've begun to develop what that
12 looks like for our students we've seen more and more
13 participation, and in an academic setting the learning is
14 tremendous. Students who have participated in our
15 blended learning this school year have a 1.0 higher GPA
16 than those that do not participate, which speaks volumes
17 to, you know, how it's working.

18 In terms of testing participation we've set
19 up testing locations all over the Douglas County School
20 District, at various geographic regions, to increase the
21 rate of test participation, and we publicize our events
22 early and we set up a carpool. We're working to really
23 address those needs with, you know, specifically to
24 participation, because that seems to be our largest
25 hurdle when it comes to our operating as a school.



1 Oh, sorry. I was one slide behind myself.
2 You should have moved me along.

3 MR. COOK: So the way the district intends
4 to support eDCSD, eDCSD is a unique school, and as Ms.
5 Hart mentioned, the school started out as a 100 percent
6 online school and has kind of morphed through the years.
7 And part of that has created a need for this blended
8 learning approach. One of the ways that we want to help
9 the school is to help them build that environment. This
10 is the first year that they've taken on this blended
11 approach, and that's a little bit of a facility issue
12 because now we've got these kinds who, in some cases, are
13 traveling from all over the place, to find a facility
14 that is useful, that they can then meet at, either one
15 day a week, two days a week, as they see fit, and how
16 that might look.

17 And so we've identified a location that we
18 can actually support even growth in that. They've done a
19 fantastic job this year of managing with the space and
20 the opportunity they've been provided with, but there is
21 also -- you can see there is a desire and a want for more
22 space and more opportunity for that, so that's one of the
23 things that we're going to do straight up from.

24 But more importantly, there are some very
25 specific academic goals that we've set to help support



1 them with. The first one is the continued training of
2 the Guaranteed and Viable Curriculum that we have in
3 Douglas County. It's a very robust and rigorous
4 curriculum, and we have been extensively training
5 teachers for a couple of years now on this, and that is
6 going to continue to work. And there is a little bit of
7 a lag time, I think, and we're catching up to that, with
8 getting that action and that penetration to the student
9 level. We're starting to see some very strong impact
10 with that, and we will continue that development. That
11 piece is really built out well, and we have a lot of
12 professional development to help teachers in that growth.

13 The second one --

14 MADAM CHAIR: Angelika's got a question.

15 MR. COOK: Absolutely.

16 MS. SCHROEDER: Clarifying question, so I
17 understand. When you're talking about the curriculum, is
18 this the same curriculum that is the district curriculum?

19 MR. COOK: Yes, it is.

20 MS. HART: Yes. Absolutely. Our teachers
21 implement the same curriculum as any other Douglas County
22 school is implementing.

23 MS. SCHROEDER: Does this give you the
24 opportunity to do some online stuff with the other kids?

25 MS. HART: You mean between schools?



1 Between our school and a brick-and-mortar? Yeah.
2 Actually we have several students engaged. Most of those
3 students are on a part-time basis with us, but we have a
4 lot of elementary, in particular, students where a
5 particular course, either a foreign language or a gifted
6 and talented high-level math are not offered at their
7 school because of cost effectiveness and/or just the
8 volume of kids to take it. Staffing is difficult for
9 them. And so I partner with those elementary schools to
10 provide gifted and talented programming in addition to --
11 we do that, in some regards, in a remediation way as
12 well.

13 MS. SCHROEDER: Great. Thank you. Sorry.

14 MR. COOK: Absolutely.

15 And this is work that we're doing across the
16 entire district, not just for eDCSD, but this is the work
17 that we also deem to be some of the most important work
18 for all of our teachers to be a part of.

19 The second piece is this. We've seen
20 immediate success with the blended learning model and how
21 do we then develop them so that we are getting a more
22 maximized, I think, for our dollar, just more impact for
23 our dollar. And so this is the first year that blended
24 learning has taken place and we are seeing significant
25 achievement difference and growth with students that are



1 participating in this model. As we mentioned before, the
2 student has changed. There is a kid that is now
3 benefitting. Most of the students are benefitting from
4 this blended learning model. This is the first year of
5 implementation and we see this as a huge opportunity for
6 us to expand that training and that possibility, and that
7 will continue to happen.

8 And then the last piece is really about that
9 balanced assessment system, which, very simply, is just a
10 way of making sure. We use kind of UBD model,
11 understanding by design, and knowing where we want our
12 kids to go before we build the lessons that we intend to
13 teach them, with this outcome in mind at the end of the
14 learning, and then what are those assessments along the
15 way that are going to make sure we're on the right path
16 with them.

17 And that is a pretty complex system that
18 we're expecting teachers to do and it's taken multiple
19 years to implement. Essentially, it's those formative
20 assessments to make sure I know where my kids are, and
21 how does that look in an online experience and how does
22 that look with regards to what student learning is
23 actually happening, and how are we going to then adjust
24 and account for off-ramps as needed for kids that maybe
25 aren't on the right path that we need them to be on.



1 That piece is also a very layered kind of approach, and
2 you start off kind of at the 30,000-foot level and dig
3 right down in to the micro level, with how do you handle
4 an individual specific student.

5 And the last piece I would mention about
6 that is the cultural piece of eDCSD, which we started it
7 off as an online school eight years ago and we've changed
8 it now to meet the needs of our kids. It's a very large
9 part of our strategic plans with all of our students, is
10 to offer them choice and opportunity to have a world-
11 class education, wherever they are. And so personalized
12 learning is -- I think you might have heard Ms. Hart
13 mention that -- means that wherever a kid is, we are
14 going to take them where they are and provide them the
15 opportunities to move forward, measure those
16 opportunities, and try to keep them to a level of
17 achievement, and that's for every kid, in every school in
18 Douglas County, not just eDCSD or HOPE, for that matter.

19 And so that is a part of the cultural piece.
20 You heard her mention the piece of creating that sense of
21 community when a kid comes in. Many of these kids are
22 never in this area, so how do you create a sense of
23 community when you enroll a student into eDCSD, so that
24 they do feel some sense of attachment to that building,
25 without the brick and mortar, in cases sometimes? And



1 when it's, say, time for presenting our learning through
2 an assessment, through a state assessment, through
3 whatever means -- through PARCC, through TCAP and CMAS --
4 what's that connection, so that I do feel a sense of not
5 only do I want to perform for my teachers but I want to
6 perform for my school, and how do we build that? You
7 know, I don't want to simply say it's down to that
8 connection but we want to make sure we attack all of
9 those things.

10 We will be glad to entertain questions.

11 Laura's turn now.

12 MADAM CHAIR: Pam.

13 MS. MAZANEC: Thanks for the presentation,
14 and for eDCSD, you said your growth and your outcomes are
15 improving.

16 MS. HART: Yeah.

17 MS. MAZANEC: Your participation is not.

18 MS. HART: Right.

19 MS. MAZANEC: Do you see any way to fix the
20 participation problem, outside of forcing children to
21 take it?

22 MS. HART: Well, that's incredibly
23 difficult. Our boundaries are the entire state of
24 Colorado, and so forcing a kid to drive from Gunnison to
25 take the PARCC test is fairly unrealistic for that



1 particular -- you know, in those particular instances,
2 which is why we've tried to -- those kids that are local,
3 and oftentimes our families say, "Well, it's just
4 transportation. We can't get our kids there," that's why
5 we utilize the full testing window and we secure space
6 across the district, in multiple schools, to try to
7 increase. We've actually seen a fairly good turnout of
8 students that can't, for whatever reason logistically
9 make it to Castle Rock, but they can make it to Parker,
10 and so they test in Parker instead. So we've seen a
11 fairly good --

12 MS. MAZANEC: So you're talking about some
13 improvement the --

14 MS. HART: Well, at this point we have --
15 well, we're in the middle of PARCC testing now and we are
16 just implementing this, but our schedule of kids that
17 previously had not maybe tested with us are coming to our
18 make-ups. They're schedule to come and they're like, "We
19 can't make it to Castle Rock but we can make it to
20 Parker. We'll see you on Tuesday."

21 MS. MAZANEC: That's great. I'm glad to
22 hear that.

23 UNIDENTIFIED VOICE: If they're online
24 tests, is there not a way to make that work?

25 MS. HART: Well, I would love that.



1 MR. COOK: If you say so, we'll take it.

2 (Overlapping)

3 UNIDENTIFIED VOICE: We've got to get those
4 Pearson people back here.

5 MS. HART: Here's the answer to that. They
6 have to be run on a district server and they have to be
7 run in a controlled testing environment.

8 UNIDENTIFIED VOICE: Right. And so I was
9 just going to modify my question. Is it not possible to
10 latch -- if you're in Gunnison -- to latch onto a brick-
11 and-mortar in that area, and work something out with them
12 to make this workable at the time that they're doing the
13 assessments?

14 MS. HART: Yeah. They are actually --
15 they're cached to us based on primary enrollments. We
16 even -- our part-time enrollment students test at their
17 home schools, but any student that's enrolled with us
18 full-time is cached to our testing, which means our
19 proctor must administer the test.

20 UNIDENTIFIED VOICE: That seems like
21 something we could change.

22 MS. HART: So we have a way to go. We have
23 a way to go.

24 UNIDENTIFIED VOICE: Well, we're just
25 learning with this whole system anyway.



1 UNIDENTIFIED VOICE: Yeah, if we could offer
2 some flexibility.

3 MS. HART: Thank you.

4 UNIDENTIFIED VOICE: I was just going to say
5 that in the CMAS testing, we saw much better
6 participation. So I think that we're starting to see
7 that as the online option is available, and those
8 students are more comfortable in an online environment.
9 We're starting to see a little bit of that kind of shift
10 that this is not a paper test. So while they're working
11 in an online environment every day, that that test is
12 just another.

13 So I think that that -- we did see a
14 difference in the CMAS testing for eDCSD participation in
15 that sense, so we're hoping that we continue to see that
16 trend tick upwards.

17 MS. HART: And one of the other things that
18 we're doing specifically to address test participation is
19 really reaching out to parents on an individual level.
20 Obviously the communication in regard to testing, it's
21 important, and the transparency of how we will help make
22 this work for your kiddo has been really valuable.

23 You know, I actually physically called every
24 single student that did not come for testing yesterday,
25 and we made those same phone calls today, and, you know,



1 I think hearing from me is helpful. I mean, not in a
2 (indiscernible) way.

3 UNIDENTIFIED VOICE: Not in a mean way.

4 MS. HART: Yeah. Yeah, we want your kid to
5 be here.

6 MADAM CHAIR: More questions? Deb.

7 MS. SCHEFFEL: So it's great we hear folks
8 presenting from Douglas County. It's my home district.

9 My question is, I'm not clear how eDCSD and
10 HOPE Online relate. Are they unrelated? Two different
11 schools? Or are they related?

12 MR. COOK: Two completely different schools.

13 MS. SCHEFFEL: Okay. Got it. So then let
14 me ask one question and I'll ask of hopefully the two,
15 and that is, what's the one thing the Department of
16 Education could do to support you in increasing students?
17 I mean, we've looked at the -- I'm trying to find the
18 right language. There is the support process that's
19 supposed to be begin in year one, right, through the
20 Department of Education, and then there's the State
21 Review Panel process. What is in place -- what has
22 helped you the most? What could help you exponentially
23 get over this obstacle? What can be done to support?

24 UNIDENTIFIED VOICE: I was just going to say
25 about the State Review Panel process that we will -- we



1 already have our visit scheduled for the end of March.
2 We did not have a site visit last year. We had a
3 document review. So this year we'll have both the
4 document review and the site visit. And, you know,
5 honestly, I think we're looking forward to that, to have
6 another perspective on what can be -- what are some
7 achievements, what are some strategies that we can use.
8 I think as we move towards a blended learning
9 environment, not only for eDCSD but across, further
10 resources in that regard, from CDE -- I know that they
11 have a department that's working on that. But what
12 strategies are working and what strategies are not, and
13 what populations are they working with, what populations
14 are they not working with?

15 So some of those things would be helpful as
16 we move forward with this, and as far as participation
17 goes, I know it's a struggle for many schools and many
18 online schools, and, you know, we have heard different
19 strategies but some kind of resource bank or more
20 connections between the online schools, to get some
21 ideas.

22 MR. COOK: Can I answer your question before
23 you follow up?

24 MS. SCHEFFEL: Yes.

25 MR. COOK: One of the things that we talk



1 about a lot is the uniqueness of eDCSD as a school. And
2 so as a general rule, the schools in Douglas County
3 achieve pretty highly, and this school can draw, because
4 of the resources they can offer children, some of our
5 more struggling students. And so in a way what we're
6 doing is giving students opportunity to have a choice,
7 and these are all choices. And so we provide this choice
8 for students that is, in many cases, working out for
9 them.

10 And so if there is flexibility in that, in
11 that the fact that these kids choose this because it
12 works for them, because of mental health needs, because
13 of physical needs, or whatever, that we aren't then
14 placing a similar kind of judgment on their performance,
15 because of what options they chose for.

16 MS. SCHEFFEL: Is what you're saying that a
17 disproportionate number of very needy kids choose this
18 school, and so --

19 MR. COOK: Yes.

20 MS. SCHEFFEL: -- therefore, because of the
21 number of years they're behind, the number of years that
22 it takes to catch up is different than the average
23 student.

24 MR. COOK: Yes.

25 MS. HART: Correct. Approximately 40



1 percent of our incoming high school students are credit
2 deficient.

3 MS. SCHEFFEL: Right. So that's a huge
4 descriptor of your population.

5 Is it so that the State Review Panel process
6 comes at the right time? A little late? I mean, and
7 then this is a question for the CDE staff. I think the
8 vendor for that is SchoolWorks. Am I right about that?

9 MR. COOK: That is correct.

10 MS. SCHEFFEL: And who is SchoolWorks and do
11 they know our state and our districts and schools enough,
12 given that, I think, they're out of state, to really do
13 that work in the context of our needs in Colorado and the
14 needs of this school? So can someone speak to any of
15 those questions?

16 UNIDENTIFIED VOICE: Madam Chair. Do you
17 want to speak to that, Keith?

18 MS. SCHEFFEL: I'm just concerned that the
19 districts aren't getting the kind of help they need just
20 in time.

21 UNIDENTIFIED VOICE: Our opinion is that
22 they are, but I'll let Keith address that.

23 MR. OWEN: Madam Chair.

24 MADAM CHAIR: Yes.

25 MR. OWEN: Yeah. I can have Lisa Medler



1 come down and she can speak to that a little bit later,
2 if you'd like. She helps run the State Review Panel and
3 the unified improvement planning process. And an RFP was
4 put out as a response to that legislation for somebody
5 run the State Review Panel and serve that need, and
6 SchoolWorks was one of the groups that applied and was
7 awarded that RFP. And so they're right now working and
8 scheduling with school districts, but it's the first time
9 that we've had a group that's doing that for the state.
10 They just got started.

11 Before that it was the Department managing
12 that, and over the course of time we've been able to get
13 some additional resources from the legislature to help
14 fund it, because before it was strictly volunteers that
15 were willing to spend time just doing document reviews
16 for the state, and then giving feedback to school
17 districts, and it just was very difficult to get people
18 to commit to that type of investment of time to really do
19 a thoughtful, good job. So the state gave us some
20 funding about a year ago to do that. We did the RFP, and
21 that's where SchoolWorks came into play, and they're just
22 getting started with that piece.

23 So if you'd like I can have her come down
24 and speak a little bit more to that process, if you want.

25 MS. SCHEFFEL: What would help me, and we



1 don't have to do it today, is given that this is the
2 mechanism by which we're supporting schools in the
3 closing moments of the game, in a sense, I'd love to see
4 an example of SchoolWorks' reports, what they do when
5 they come out, what type of advice or recommendations
6 they give, how detailed they are, really how helpful is
7 it, I guess. Because we're counting on this mechanism to
8 really help our schools. She doesn't have to come down
9 right now but at some point I'd love to see the reports.

10 MR. OWEN: And Madam Chair? Madam Chair.

11 MADAM CHAIR: Go ahead.

12 MR. OWEN: I would say, Madam Chair --

13 MADAM CHAIR: Yes.

14 MR. OWEN: -- I would say, too, that keep in
15 mind that the State Review Panel, their feedback, while
16 it could be helpful for a school and it could be helpful
17 for a district, that's not the intent. The intent is
18 information for you, for the State Board, for your
19 deliberation, for your decision-making. It's not
20 intended necessarily to be a support or a mechanism of
21 support for the school or the district. It's a
22 byproduct. Sometimes they will be able to get some good
23 information out of it, but the statutory purpose of the
24 State Review Panel is feedback for the state or to make
25 decisions about the clock.



1 MS. SCHEFFEL: So again, maybe I could ask
2 one more follow-up. Then I'd love to know what the
3 support process is beginning in year one, that the CDE
4 orchestrates, maybe bringing in additional help so that
5 we can see what type of help has been provided from year
6 one, I think as required by statute. So thank you.

7 MR. OWEN: Madam Chair.

8 MADAM CHAIR: Yes.

9 MR. OWEN: So we can surely go through the
10 unified improvement plans, the reviews that are given by
11 any school that falls into Priority Improvement or
12 Turnaround, gets a review by the CDE staff, the district,
13 the LEA gets feedback on the plans, the quality of the
14 plans, and then they work with the charters, in this
15 case, to make the improvement. Ultimately, the district,
16 the LEA, is responsible for whether they want to keep
17 these schools moving forward and the interventions that
18 they would like to place on those schools. So the
19 districts hold the responsibility for their schools. But
20 we can certainly get that information.

21 UNIDENTIFIED VOICE: Where are we on time?

22 Do we need --

23 UNIDENTIFIED VOICE: About ten more minutes.

24 MADAM CHAIR: We've got ten minutes.

25 UNIDENTIFIED VOICE: For all -- for both



1 HOPE and eDCSD, or just eDCSD? That's why I was
2 wondering what our process is, because we still need to
3 hear from HOPE Online.

4 MADAM CHAIR: We just had it as one, and
5 then we had the Lieutenant Governor.

6 UNIDENTIFIED VOICE: I don't want to short-
7 change you guys.

8 UNIDENTIFIED VOICE: Let me just ask a
9 question while folks are doing this.

10 MADAM CHAIR: We have another 15, 20
11 minutes. We have plenty of time.

12 UNIDENTIFIED VOICE: But we haven't heard
13 anything from HOPE Online yet, right?

14 MADAM CHAIR: Oh, you're going to do that
15 separate? Okay. That isn't what it shows.

16 UNIDENTIFIED VOICE: So is there a cohort
17 that you guys are a part of, so that you can share? Do
18 you know of other -- I mean, you identify uniqueness, but
19 I think it related to your district. It's a unique
20 program in your district. But is there a cohort of
21 groups around the state?

22 MS. HART: We've actually reached out to
23 CDE's blended learning people to kind of really begin
24 that process. Yeah. Our staff has really made
25 connections with Falcon Virtual, because they are a high-



1 achieving online school with a blended model, and we
2 actually are beginning to look at how they use blended in
3 regard to student achievement and participation as a
4 model from which to work from.

5 UNIDENTIFIED VOICE: Great. Thank you.

6 MADAM CHAIR: Heather, do you have a
7 presentation as a part of this?

8 MS. O'MARA: Yes. We have a separate
9 presentation.

10 MADAM CHAIR: About how much time do you
11 need for that?

12 MS. O'MARA: I think we planned about ten
13 minutes for the presentation.

14 MADAM CHAIR: About what?

15 MS. O'MARA: We had planned ten minutes for
16 the presentation and we expected we'd have about ten
17 minutes for questions.

18 MADAM CHAIR: Are we about finished with the
19 other part, or do you have anything else? Questions?

20 All right. Heather.

21 MR. COOK: Pat.

22 MS. O'MARA: Pat is going.

23 MADAM CHAIR: Okay. Pat.

24 MR. MCGRAW: Thank you very much. One of
25 the things I think I appreciate about being in Douglas



1 County is that it's our expectation that all of our
2 schools align with our strategic plan, so HOPE, eDCSD,
3 all the different ones, they align with our priorities of
4 safety, choice, world-class education, and citizen
5 performance. So a lot of the frameworks that we have set
6 in place will be similar for all structures that have
7 within the system.

8 When you talk about HOPE, HOPE is a blended
9 learning program, you know, and I think there are a lot
10 of misnomers about it, in terms of what we're doing and
11 how it's set up. But essentially it combines the best
12 elements for online and offline instruction. Students
13 still, they go to a learning center every single day.
14 They're not doing this from home. They go to a learning
15 center every day, where they have access to licensed
16 instructors in the learning centers.

17 Also, the learning strategies, depending on
18 the age of the kids -- when people talk about online
19 schools they think, well, they're going in and they're
20 sitting in front of a computer, doing that. Young kids
21 may only be doing online instruction for an hour, hour
22 and a half a day. They will have classroom instruction
23 for the remainder of that time. But they are in the
24 school -- I should say in the learning center -- for the
25 entire time that they're doing that. So the amount of



1 time that they do that depends on the needs of the
2 student.

3 Now, yeah, I talked about the why on this
4 quite a bit, in terms of what's unique about the HOPE
5 program -- and I remember this when we first started
6 working with them in Douglas County, when they came in --
7 they came in and they said that the primary indicator of
8 success for kids that are involved in some sort of an
9 online program is a caring adult that's going to be able
10 to work with them in this curriculum, whether they're
11 doing it at home or in a learning center. I think what's
12 unique about HOPE's system is the fact that they've
13 chosen to partner with people in the community, with, you
14 know, different groups within the community, to do this
15 work at learning centers, to provide that caring adult
16 that's going to help connect with that person through
17 there.

18 It's really interesting. I think this
19 community focus in one of the things that makes HOPE
20 somewhat unique, and it allows things like dual language
21 support, small class sizes, and small learning centers as
22 they do this.

23 One of the things -- we've just gotten done
24 talking about the State Review Panel a little bit. The
25 report that we received from them last September talks



1 about HOPE this way. They say, "This school is providing
2 a necessary method of delivering educational services to
3 students who, for a wide variety of reasons, may not
4 otherwise be able to receive an education in the
5 traditional educational environment." So it's a little
6 bit different.

7 Now, in the then and now, when we talk about
8 -- when HOPE was there -- I think it's important to talk
9 about how they've changed over the years, as they're
10 doing different things. If you look, in 2009-'10, 2,900
11 students, about 2,700 students in 2014-'15. But there is
12 a vast difference in terms of the demographics and the
13 types of students that they have right now.

14 For example, in 2009, there were 15 percent
15 ELL students in their schools. Now there's 45 percent.
16 That number has tripled in the time that they've done
17 that. And I think the thing that's significant about
18 that is they've adjusted their programming. What I've
19 really seen in the last two years is they've done things
20 to adjust their programming to meet the needs of the
21 unique clientele that they do have.

22 Now this is another thing, but learning
23 centers, these community partnerships I was talking about
24 earlier, well, when they first came in they had about 50.
25 Via different quality processes of things that happened,



1 right now there's only 35 centers. So about the same
2 number of students and yet a large number of small -- and
3 I'll tell you, this hasn't been without pain. People get
4 mad about this because they're very serious about trying
5 to do what's best for kids and do the different things
6 within that, and they've held people accountable towards
7 that. And, you know, as the authorizer, we get a lot of
8 the feedback and the things that are there. But I can
9 tell you sincerely that the quality assurance teams that
10 we send in from the district, and the people that are
11 there, they're really looking at what's best for kids and
12 how they're going to do things.

13 A couple of other quick things. Staff
14 ratios. If you notice -- and you'll see why in a minute,
15 and we want to thank the State Board for the Title pilot
16 that we've been working in there -- if you look, the
17 teacher-to-student ratios have gone down dramatically
18 over the last five years, and the mentor-to-student --
19 mentors are people, community members, that don't
20 necessary have an education degree, that are working
21 within the learning centers, but they do have the same
22 qualifications as educational assistants or people that
23 are within those sites. The ratio is about the same for
24 the mentors but the qualifications of the mentors have
25 increased dramatically over the five years.



1 I was looking at a couple of different
2 things. They were talking about 40 to 45 percent of the
3 mentors within these learning centers are bilingual. Now
4 they're talking about 20 mentors -- one of the programs
5 that we've done from Douglas County with the HOPE set is
6 we've had alternative licensure programs. Twenty HOPE
7 mentors have become licensed teachers through the program
8 that we have there.

9 The staffing, if you look at that in terms
10 of general ed it's pretty stable, but if you look, the
11 reading interventionists, and basically the specialists,
12 we've increased the numbers there within HOPE, a lot of
13 this, once again, due to increases in Title funding and
14 just special programming that we've done. We're really
15 looking at trying to meet the needs of these students
16 where they're at.

17 Finally, I'm going to talk about a couple of
18 things, and Rob Ross, our legal counsel, will talk in a
19 little bit about more specifics in terms of some of these
20 programs. But one of the things that we've determined is
21 with a different clientele we have different systems that
22 we can use to reach those kids. If you look, we had one
23 core content provider, really, at that point in time.
24 They were using Compass at that time. Now there are two
25 additional core online providers, that we'll talk more



1 about later, and a bunch of different intervention
2 systems that we're going to do that. And one of the
3 criteria is alignment with ELL programming. That was one
4 of the real big factors that we used in terms of
5 selecting these programs. So all the stuff that we have
6 in here is showing a shift in terms of what's happening
7 for within this.

8 Now, obviously, the Title 1 pilot has been
9 huge. A lot of different things that you're going to
10 see, and I think some of the numbers eventually are going
11 to come back with that. But I think they've said over
12 500 students in K-5 and 115 middle school students are
13 being affected by the Title 1 product.

14 We have a School Improvement Support grant
15 that we are using. One of the things that they've looked
16 at, that they that is really going to improve what
17 they're doing now, is they started last year with this
18 grant to bring in offline curriculum -- it's called
19 Engage New York -- that they're going to utilize to
20 essentially work at the time that they're not on those
21 computers. We're going to really look at trying to get a
22 more consistent system and work for the kids that are
23 doing that kind of work.

24 The EARRS -- Expelled, At-Risk Student
25 Services -- they've brought in -- there's mental health



1 support, there's also work with these kids in terms of
2 decision-making and making good choices.

3 One of the things that's kind of fun is they
4 have determined that within these learning centers and
5 that that engaging kids in different activities have
6 really improved that. And we have an expert down at the
7 end of the table that I hope you guys can talk to a
8 little bit about one of those. They anticipate they've
9 gone from like 70 percent to 90 percent rate in terms of
10 the kids involved in activities in the different HOPE
11 centers now. So they're just trying to engage them. And
12 these are all at very low cost to the student, because
13 there's not a lot of money for that. And it's also set
14 up in such a way that they can access it in a very cost-
15 efficient way.

16 Now, in terms of some results -- and I'm
17 going to talk about some short-term results and some
18 cohort results. I'll try to be very specific, because
19 the trends are important to note. But one of the things
20 that they found out, high mobility is a big problem with
21 kids in the online community or kids that are in any of
22 these types of programs. But they've found that there
23 have been improvements -- and I've got a couple of graphs
24 that will talk about those cohorts in a minute -- for
25 those kids that have been with HOPE over two years.



1 There is decreased mobility. They've seen,
2 in the last year, that the kids, from the statistics
3 they've been gathering from re-enrollment, it's gone from
4 about 52 to 60 percent. It's improved. The number of
5 kids that are staying at HOPE, the mobility is going down
6 a little bit, and I think they've got programs, whether
7 it be the activities or more parent engagement or
8 whatever they're going to do with that, they're getting
9 more folks in that.

10 Now, in this present year, with the new
11 programming, what they're seeing is they're seeing
12 increased benchmark scores in reading for their K-2
13 students, and they can talk better at that than me. But
14 is stuff that they're seeing with Engage New York or with
15 the different programs that they have for that. They're
16 also seeing an increased average grade percentile in
17 their core content. That's current-year statistics that
18 they can come back to.

19 And this increased student engagement, one
20 of the things they've found out -- and I thought this was
21 really interesting when we talked about it -- was the
22 fact that these activities are not only engaging the
23 students more but they're really engaging the parents
24 more, and the community more, and they're getting those
25 people to come and become a more active participant at



1 the school, as a result of some of these activities.

2 These two little cohort maps -- and these
3 are three-year cohorts, so kids that have been within the
4 school three years -- if you notice -- and they're modest
5 improvements upward in reading and writing and a downward
6 trend, similar to some of the state trends, in
7 mathematics.

8 But I guess the important part about both of
9 these graphs is that they do show that some of the kids
10 that are there, the programs they have I think is
11 working. But they didn't have established math
12 programming in the last two years, so another one of the
13 adjustments that's been made is bringing in both online
14 and offline help for kids in the mathematics. So they're
15 using this data -- this is for the middle school cohort,
16 and this was for the elementary school cohort, oaky, and
17 you can see there are somewhat similar trends to them.
18 And, by the way, it's always fun because, depending on
19 the scaling, you can make these graphs look really cool.
20 But you can see that the programming that HOPE is using
21 is being used to drive this.

22 So I'll turn this over to Rob now.

23 MR. ROSS: So good afternoon, and I know my
24 title is legal counsel but as many of us in public
25 education we all wear several hats, and part of mine is



1 working with Pat in the charter schools as a liaison.

2 What I'm going to talk about is looking forward, what's
3 the plan for HOPE and the district's support of that
4 moving forward.

5 You will see in the UIP that one of the
6 strategies is to align the online and offline curricula.
7 What HOPE has done over the last year or so, Pat was
8 talking about those new curricular programs, is to have a
9 better cohesion with what's happening online and what's
10 happening with the actual face-to-face in the learning
11 centers with the students. So there's an alignment with
12 that.

13 The other part that HOPE has been working on
14 is looking at aligning their curriculum with the
15 district's Guaranteed and Viable Curriculum, that Dr.
16 Cook was talking about, you know, leveraging the best of
17 that in the environments that they have. I think that's
18 -- it's pretty rigorous. It's been a lot of work for
19 Douglas County School District, with the neighborhood
20 schools. It's going to be work for HOPE as well. But
21 it's work that's well placed. It's a good direction to
22 take.

23 Pat mentioned the partnership with families
24 in the community, and what HOPE did was went out and got
25 some expertise, and looked at their data, looked at what



1 their parents want, what their students want, what their
2 achievement is. And some of the themes that came from
3 that are that if students stay with HOPE they do better,
4 and getting students to stay, as Pat was talking about,
5 can have a lot of components to it. One of them is the
6 athletics, the activities, drawing the families in so
7 that they feel a sense of community with the centers and
8 then they'll stay. The outside expertise confirmed what
9 anybody thought inside, is that if you have that sense of
10 belonging and community, performance will follow. So
11 that's a focus of strategy as well.

12 Increasing professional development. Part
13 of the programming that HOPE is looking at and has
14 started to implement is enhancing the ELL programming.
15 Pat told you about the increase in ELL population at
16 HOPE. Well, to go along with that, you need to have
17 strategies that are tried and true to help ELL students
18 achieve. And that includes professional development for
19 those who are working in the learning centers and also to
20 look at what's happening with their online and offline
21 curriculum to make sure that those are fully accessible,
22 that you can leverage the best of those for all students,
23 including ELL students.

24 Again, we talked about the home/school
25 partnership and communications with parents. That's



1 going to be critical. In terms of accountability, what
2 HOPE and Douglas County partnership has done is there's
3 tremendous communication between the Choice office and
4 HOPE Online. Pat McGraw has been leading that. That's
5 going to be, I guess, me more in the future. But with
6 the whole team available with Douglas County School
7 District working with HOPE we're going to continue to do
8 that, have our oversight -- so that's external now.

9 Internal to HOPE, they also have their own
10 internal meetings. Their learning center directors get
11 together. They're going to talk about these strategies,
12 the new curriculum, professional development. They have
13 a quality assurance team so that they can address issues
14 as they come up, and they also have their own advisory
15 board that can also advise -- you know, give their view
16 on things, make sure that these systems are working, look
17 at the data, and make adjustments.

18 The HOPE board, as well, is deeply involved
19 in what happens with the HOPE learning centers and what's
20 happening with their students, reviewing all the
21 information, providing guidance and direction for HOPE.

22 We've discussed the external, the CDE review
23 team. We did have a phone call with SchoolView to answer
24 the question about that, Ms. Scheffel. The folks that
25 they put on that team for that phone call, they actually



1 have experience with online education. So it will be
2 very interesting to us to get that viewpoint and see what
3 kind of advice and expertise they can bring us, with an
4 independent look at what's going on at HOPE. So we're
5 looking forward to that, just as eDCSD is.

6 HOPE is also gathering tremendous amounts of
7 data and looking for more, and they're going to be
8 analyzing that, with the help of CU, to see how they can
9 leverage the best that they've got and address more
10 deficits as they come up.

11 They are also looking, in terms of
12 accountability, to see more activity happening during the
13 instructional day. So they're looking to see how can we
14 best use the time that we have with these students and
15 these families. So this is all part of their improvement
16 action plans. They also are looking for an increased
17 supervision level in terms of having principals assigned
18 to have a greater educational oversight over what's
19 happening in the learning centers. I'm sure Heather can
20 talk more about that. And again, professional
21 development is critical in all of this.

22 Pat mentioned that the learning center
23 numbers have decreased in order to get the best quality
24 centers operating. That is going to also require that
25 those principals deliver professional development in



1 addition to having professional development on the
2 broader scale. HOPE Online is able to participate in
3 Douglas County's professional development. They've done
4 so particularly in the SPED area, so they have access to
5 the expertise that we can bring and that we bring into
6 the district to help us with addressing, for example,
7 SPED students, and HOPE Online takes advantage of that.

8 So the next steps, we talked about hiring
9 those principals. We anticipate that the turnaround
10 network will be something that's available for HOPE, for
11 the expertise that that can bring and kind of bouncing of
12 ideas of how improvements can be made in schools. Pat
13 talked about the Title pilot, which has been very
14 helpful. We're looking for an expansion of that.

15 Again, bringing families completely into
16 this process, HOPE is looking at a literacy project for
17 parents. Most of the parents -- well, a lot of the
18 parents surveyed have said that they've had difficulty in
19 communicating with schools in the past, and HOPE Online
20 hopes to bridge that gap and make HOPE a family learning
21 center, not just a student learning center. And then
22 having effective communication to parents in an
23 accessible way. That's a centerpiece of the entire
24 success plan for HOPE.

25 So the team is here and we're happy to



1 answer questions regarding HOPE's plans.

2 MS. SCHROEDER: Folks, do you have
3 questions? Deb?

4 MS. SCHEFFEL: I just wanted to say thank
5 you for the presentation, and I'd just like to applaud
6 your efforts. I think you're serving a really important
7 niche for kids. You're really trying to work in homes,
8 think out of the box, think about what can work, and I
9 just applaud the work. I think it's wonderful. I know
10 that you're struggling to try to deal with the
11 achievement issues.

12 I just have a question. It looks like your
13 demographics have changed dramatically. You've added
14 teachers, especially reading interventionists. You've
15 reduced the number of centers. You've improved your
16 student-to-teacher ratio. You've added a blended model.
17 You've experienced achievement gains. What is the one
18 thing that could accelerate growth, so that you can
19 continue to do the work you're doing? Maybe it's a
20 rhetorical question but I'd like to hear it from you. If
21 I were in your shoes, I'd say more teachers, but what
22 would you say?

23 UNIDENTIFIED VOICE: Did you read my mind?
24 First of all, I want to say thank you to the Douglas
25 County people who have been incredible to us, and we



1 believe that their interest in blending came from us. Is
2 that right? But at any rate, it really is more adults
3 with kids -- we know that -- and especially adults who,
4 in fact, are not only called to this work but are also
5 experts in this work.

6 And as we look at our population, as we look
7 at the expanding number of ELL students that we serve,
8 and the families that we serve, the more people that we
9 can bring into this movement, the more adults who believe
10 that these children have every right and the potential
11 and the opportunities to be all they can be, regardless
12 of where they've been before, that will make a
13 difference. And this Title program has made huge, huge
14 changes for us.

15 And so if I could -- yesterday I was at a
16 tour, with CDE folks, as a matter of fact, and in our
17 lowest-performing, and in most impacted ELL center, K-12
18 -- it was actually two centers -- and she said to me,
19 "What would it look like?" And I said it would look like
20 more people. It would look like a general ed teacher in
21 every center with 50 or fewer children, and two if it
22 were more than that.

23 MS. SCHEFFEL: So just one follow-up. And
24 so are there certain thresholds you have to meet to get
25 access to more funds so that you could hire more



1 teachers? In other words, what's the impediment? You've
2 obviously done a great job decreasing your ratios, so you
3 have more fewer students to one teacher. But in terms of
4 even making that better, is there a certain break point
5 you're looking for to be eligible for grants, or what can
6 get you there?

7 UNIDENTIFIED VOICE: I think there are a few
8 things we need to do. HOPE is an online school, even
9 though, from the beginning, we've had a blended learning
10 model. As an online school, or a blended learning
11 school, we do provide a good amount of our funding to our
12 community-based learning centers, so we could provide
13 facilities and we could provide mentors. So I think one
14 of the things we need to look at is how can we expand our
15 facilities.

16 So as an online school we're also funded
17 less than a traditional brick-and-mortar school, and
18 we're not eligible for some of the grants and other
19 funding that a traditional school can get. I think we
20 need to look at applying for more grants so we could
21 provide more teachers and more support. I think we've
22 done a great job working with Douglas County to provide
23 additional professional development and really grow our
24 community supporters, our mentors. So when Pat used the
25 statistic that we have 20 mentors who became involved



1 with HOPE and they are now licensed teachers, as we grow
2 the support in the community we grow our community
3 partnerships with folks that understand the students
4 they're working with and come from that environment, I
5 think we'll have the most success.

6 DR. FLORES: Excuse me. So you have 20
7 teachers and you have 2,000-and-something students?

8 UNIDENTIFIED VOICE: We have 25 general ed
9 teachers, we have 22 reading teachers, and we have 20
10 special educators. So that's the licensed folks.

11 DR. FLORES: Right. So that's 60, 70-
12 something people? How many people do you have?

13 UNIDENTIFIED VOICE: HOPE, in total, so when
14 you of just our education staff or just our teachers, as
15 Sherida mentioned, I think our teaching staff is probably
16 a total of about 80 people, between our special
17 educators, our reading interventionists, and our general
18 ed teachers.

19 DR. FLORES: Okay.

20 UNIDENTIFIED VOICE: But also -- with that -
21 -

22 DR. FLORES: My colleague just gave me a
23 handout where the ratio is 1 to 54. Don't you think this
24 is kind of low, especially for high-needs kids who really
25 do need that face-to-face?



1 UNIDENTIFIED VOICE: I think I would -- I
2 think there are two pieces to that. We're talking to the
3 numbers of the ratio of student to teacher. We didn't
4 talk about the ratio of mentor to student, which is 1 to
5 16. But I think, yes, and I think to Dr. Scheffel's
6 question, I think we would impact in achievement if we
7 had more teachers. But I think we're working within the
8 budget that we have to do the best that we can, and with
9 the Title pilot expansion and others --

10 DR. FLORES: Deb. Please, Deb --

11 UNIDENTIFIED VOICE: I'm sorry. Out of
12 line. Let her go on.

13 MADAM CHAIR: Wrap it up, please. The
14 Lieutenant Governor is waiting.

15 DR. FLORES: I know. I just wanted to ask a
16 question.

17 MADAM CHAIR: No. I just said --

18 DR. FLORES: So how much --

19 MADAM CHAIR: -- go ahead.

20 DR. FLORES: -- how much does the school get
21 paid for every student as compared to just a regular
22 public school?

23 UNIDENTIFIED VOICE: So a quick comparison,
24 without having --

25 DR. FLORES: Money. Dollars.



1 UNIDENTIFIED VOICE: I understood the
2 question. So HOPE's funding is about \$7,500 per student,
3 which includes all of the categoricals and all of the
4 federal funding. When I did a quick analysis of DPS's
5 funding, that number -- using comparable numbers -- that
6 number was about \$10,000.

7 DR. FLORES: Interesting.

8 MS. SCHROEDER: Any other questions?

9 DR. FLORES: That's a lot of money for --

10 MS. SCHROEDER: Deb, did you have another
11 question?

12 MS. SCHEFFEL: I just had a follow-on. It's
13 encouraging that this Title 1 pilot has been so
14 successful because it's allowed you to hire reading
15 interventionists. So that's been huge for them.

16 UNIDENTIFIED VOICE: Can I just make a
17 comment?

18 MADAM CHAIR: Quickly, please.

19 UNIDENTIFIED VOICE: I just want to comment.
20 I had the opportunity to go visit a HOPE learning center,
21 and we have some pictures here I can pass around. You
22 know, there's a narrative out there that HOPE Online
23 learning centers are sad little places. This was a
24 wonderful site. There were teachers there, there were
25 mentors there, a lot of great things happening. And I



1 think that HOPE's experience with the Title 1
2 portability, that has to keep happening. Those students
3 need those interventions as much as any student in DPS.

4 MADAM CHAIR: And they've been with us for
5 such a long time.

6 UNIDENTIFIED VOICE: Yes. Wonderful. Thank
7 you.

8 MADAM CHAIR: We need to wrap it up here
9 today.

10 UNIDENTIFIED VOICE: Thank you so much.

11 UNIDENTIFIED VOICE: Thank you. Good luck.

12 MR. DURHAM: Thank you.

13 MADAM CHAIR: Thank you very much for your
14 presentations. Very interesting, all of them. Thanks.

15 (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 25th day of January, 2019.

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

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