



Colorado State Board of Education

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

**March 9, 2017 Meeting Transcript - Prt. 1**

BE IT REMEMBERED THAT on March 9, 2017, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board Members:

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



1                   MADAM CHAIR: Good morning, ladies and  
2 gentlemen. I'd like to call the meeting back to order. Ms.  
3 Cordial, would you be kind enough to call the roll?

4                   MS. CORDIAL: Board member Goff.

5                   MS. GOFF: Here.

6                   MS. CORDIAL: Board member Flores.

7                   MS. FLORES: Here.

8                   MS. CORDIAL: Board member, Mazanec.

9                   MS. MAZANEC: Here.

10                  MS. CORDIAL: Board member McClellan.

11                  MS. MCCLELLAN: Here.

12                  MS. CORDIAL: Board member Rankin.

13                  MS. RANKIN: Here.

14                  MS. CORDIAL: And board member Schroeder.

15                  MADAM CHAIR: Here. Thank you and welcome to  
16 all of you. Glad to see so much interest in this project.  
17 This morning we're going to talk about accountability clock  
18 recommendations concerning Montezuma-Cortez School District  
19 Re-1.

                  I can't get the mic closer, then I can  
20 get myself closer to the mic. But I want to remind you guys  
21 this is how I lost my papers yesterday. Sorry folks.

22                  Colorado State Board of Education will now  
23 conduct a hearing in case number 17-AR01, the accountability  
24 recommendations concerning Montezuma-Cortez School District  
25 RE-1. Under the Education Accountability Act of 2009, if a



1 district receives a prior -- priority improvement or  
2 turnaround rating for more than five consecutive years, the  
3 State Board of Education must direct an action to the local  
4 Board of Education. Montezuma-Cortez Re-1  
5 will enter its sixth year of being credited with priority  
6 improvement July 1st, 2017.

7 During this hearing, the board is acting in  
8 its capacity to hear the recommendations of the  
9 Commissioner, the state review panel pursuant to 22-11-  
10 209(3). The commissioner and her staff are here today to  
11 present their recommendations. The district  
12 will also present and will share their report. State review  
13 panel, an independent body of education experts, has issued  
14 a recommendation regarding Montezuma-Cortez, that is a part  
15 of the hearing record and is included in the board packets.

16 In the case of Montezuma-Cortez, the state  
17 review panel conducted a site visit and document review in  
18 2015 and recommended that the district continue its  
19 management partnership with the University of Virginia  
20 turnaround program. The State Board's consideration of the  
21 matter shall be limited to material submitted by the parties  
22 and maintained in the record proceedings.

23 At the hearing, each party shall have a  
24 maximum of 30 minutes to present its report. Board members  
25 may not interrupt with questions during this time. Board



1 members will have an opportunity to ask questions after both  
2 parties have completed their presentation.

3                   The hearing will proceed as follows: The  
4 Department shall present its 30 minute report, the District  
5 shall present its 30 minute report. Ms. Cordial will let  
6 you know when five minutes are remaining in your  
7 presentation.

8                   Following the presentations of both the  
9 Department and the District, the State Board shall have the  
10 opportunity to ask questions of both parties for a ti --  
11 time period not to exceed two hours. The State Board may  
12 ask one or both parties to submit proposed written final  
13 determinations for the State Board consideration.

14                   The State Board shall consider and adopt  
15 final written determination at a subsequent State Board  
16 meeting. At this time, I would ask the department's  
17 representatives to introduce themselves for the record and  
18 begin their presentation.

19                   MS. ANTHES: Thank you, Madam Chair,  
20 Commissioner Katy Anthes.

21                   MS. MONET: Nicole Monet, Turnaround Support  
22 Manager.

23                   MS. BAUTSCH: Brenda Bautsch, Accountability  
24 Specialist.

25                   MS. PEARSON: Alyssa Pearson. Accountability



1 and Performance.

2 MADAM CHAIR: Thank you. Go Ahead.

3 MS. ANTHERS: Thank you, Madam Chair, members  
4 of the board, participants here today.

5 Before we dive into Montezuma-Cortez's  
6 particular circumstance and recommendation, just let me  
7 offer just a few thoughts on the department's process for  
8 this.

9 These recommendations, this recommendation  
10 you're seeing before you and -- and any subsequent  
11 recommendations are based on our staff expertise. Many of  
12 who are trained and -- and have turned around schools  
13 themselves in previous jobs. Their time in these schools,  
14 along with the external review and feedback presented to you  
15 as well, in addition to my visits and many, many, visits of  
16 our school turnaround specialists.

17 What you have before you is our absolute best  
18 thinking, over all of this -- combining all of this  
19 information together. So, we -- we think that this is our  
20 best thinking in terms of what is best for the students in  
21 these unique schools and districts.

22 So, now I want to start our presentation and  
23 I want to offer thanks to Montezuma-Cortez for coming all  
24 this way. Superintendent Haukeness and Board President.  
25 This is going to be hard, but Board President Schuenemeyer.



1 MADAM CHAIR: Schuenemeyer.

2 MS. ANTHES: Schuenemeyer. Okay. I forget  
3 one 'n'. And Tina King-Washington, the K to 12 curriculum  
4 Director for Ute -- Mountain Ute Tribe. Thank you. And  
5 Carol Mehesy, Director of School Improvement from Montezuma-  
6 Cortez and William Robinson from UVA, the management  
7 partner.

8 We have been working in partnership with --  
9 with Montezuma-Cortez over a good period of time. We have  
10 excellent partnership with them. I have -- I visited  
11 several months ago to learn in-depth about the improvements  
12 strategies they are putting into place. As well as seeing  
13 action, we visited all of the schools in question and  
14 visited classrooms and teachers across the district.

15 Cortez has been working with Nicole Monet,  
16 one of our turnaround support managers and UVA and we have  
17 seen great improvements over this time frame. For example,  
18 Kemper Elementary, since working with UVA and implementing  
19 the strategies that you saw in the plan with their  
20 management partner has come off the clock and increased  
21 three rating levels, since they started working.

22 So, we see this as excellent progress and an  
23 excellent start to this work. Lori Haukeness is a  
24 relatively new superintendent, though she has been with the  
25 district for many years. She has a deep knowledge of and



1 commitment to and trust from her community.

2                   She is deeply personally committed to the  
3 improvement of the school district and she is now a  
4 superintendent in a great position to affect district wide  
5 change. During my visit along with others on my team, we  
6 have consistently seen urgency by the district and school  
7 leaders towards implementing the strategies outlined and  
8 more importantly we have actually seen that progress  
9 translate into student achievement gains, over these past  
10 two years.

11                   We see a better environment for students and  
12 a better chance of students meeting the goals of achievement  
13 and growth in post-secondary workforce. We recognize  
14 there's still much work to be done and have been working in  
15 partnership to push the district and the management partners  
16 to accelerate these initial excellent progress steps that we  
17 see.

18                   So, we see that the district now needs to  
19 scale up these strategies to other schools and districts and  
20 the system. And given my visit, the staffs work with them  
21 and the management partner. We do believe they will get  
22 there.

23                   For these reasons and additional reasons, the  
24 staff will present to you; I am recommending a management  
25 pathway for Cortez. This partnership has seen great



1 progress and we have evidence from districts across the  
2 state who have schools that have worked in management  
3 partnership, that this external support and accountability  
4 can really make a difference and can in -- increase the  
5 achievement of students, and -- and we have seen across the  
6 state as well as in Montezuma-Cortez, the increase in  
7 performance levels for schools.

8                   With that, I will turn it over to Brenda  
9 Bautsch, to give you some more details on our rationale for  
10 this recommendation.

11                   MS. BAUTSCH: Thank you. Thank you, Board.  
12 Thank you, Commissioner Anthes. Montezuma-Cortez is set to  
13 enter its sixth year of being accredited with priority  
14 improvement, effective July 1st, 2017. As such, the State  
15 Board is required to direct action to the local Board of  
16 Education prior to that date.

17                   There are schools in the district that are on  
18 the accountability clock, however, none are at the end of  
19 the clock at this time. Therefore, this recommendation does  
20 focus on that district level action.

21                   As Dr. Anthes stated, the recommendation from  
22 the commissioner is for a management partnership and this  
23 recommendation is based on a comprehensive review and  
24 student data, leadership, culture, academic systems, the  
25 unified improvement plan, and a history of grants and





1 supports, that the districts received over the past few  
2 years.

3                   The Commissioner's visit to the district also  
4 informed this recommendation as did many staff visits and  
5 conversations with district leadership. The department took  
6 into consideration the state review panel's recommendation,  
7 as well as the district's own proposal for a management  
8 pathway.

9                   And this slide shows also that the state  
10 review panel also recommended a management partnership and  
11 the district has set forth a pa -- a proposal for a  
12 management pathway as well. So, in this instance, all three  
13 recommendations are aligned and we will go through during  
14 this presentation how we came to this recommendation and at  
15 the end of the hearing, we are asking for direction from the  
16 State Board on which pathway the State Board is  
17 recommending.

18                   While there is not a vote that will occur at  
19 the end of the hearing, we are looking for that direction so  
20 that we can draft a written determination. We'll give a  
21 little bit of background on the District.

22                   You'll have a chance to hear from the  
23 District themselves, we'd want them to give a little bit of  
24 information. The District is located in Southwest Colorado  
25 and serves just under 3,000 students. There's, it is a



1 diverse community. There's two Native  
2 American tribes that the District serves. And as Dr. Anthes  
3 mentioned, the Superintendent has been with the District for  
4 a number of years, although he was just named Superintendent  
5 last year. The District has had some persistent challenges  
6 in elementary level growth and achievement in both subject  
7 areas in English Language Arts and in Math.

8 And so, two of the District's schools are  
9 currently on the, two of the District's elementary schools  
10 are currently on the clock, as well as the District's  
11 alternative high school, which is the Southwest Open Charter  
12 School.

13 The District also authorizes two other  
14 charter schools, Children's Kiva Montessori School and  
15 Battle Rock Charter School. The District's middle school,  
16 Cortez Middle School, and the high school, the traditional  
17 high school, Montezuma-Cortez High school, both had  
18 insufficient data ratings this past year due to parent opt-  
19 outs.

20 And one other school to note on this slide is  
21 Kemper Elementary, which did move from turnaround in 2014 to  
22 performance in 2016 due to the efforts the District's put  
23 into place at its elementary schools. And this was  
24 particularly notable because the school had been in year  
25 five of the clock prior to that, so they had been on the



1 clock for five consecutive years before making that jump to,  
2 to performance.

3                   And additional data is available in the  
4 Commissioner's report. I just wanted to make note of that  
5 in both re -- report itself and in the appendices. CDE has  
6 been an active partner in the turnaround efforts for the  
7 past three years.

8                   The Turnaround Support Manager, Nicole Monet,  
9 is with us today, and other CDE staff, including myself,  
10 have been able to visit the District in person and meet with  
11 teachers and with staff and district leadership, and have a  
12 chance to meet with the Board as well.

13                   And through this engagement, CDE's focused on  
14 providing feedback and technical assistance around their  
15 improvement efforts. We've also provided some directions  
16 and support around their unified improvement plan. And we  
17 had the opportunity to review early drafts of the management  
18 plan.

19                   The District is a recipient of the Pathways  
20 Early Action Planning Grant, which really allowed us to help  
21 see the early versions of the, of the management plan,  
22 provide feedback, and, and revisions. And Commissioner  
23 Anthes was able to take a tour of three schools and meet  
24 with the District as well, so we were able to get an, an, an  
25 understanding of the District through that.



1 I mentioned the Pathways Grant, the District  
2 has also applied and received a variety of other grants as  
3 well over the past several years. The District has really  
4 strategically applied for these grants and matched the  
5 grants up with the needs of its schools.

6 So, for example the School Counselor Corps  
7 Grant and Expelled and At-Risk Student Services grants are  
8 targeted towards their secondary schools, and they have had  
9 to historically struggle with graduation rates and have seen  
10 a 20-percentage point increase in graduation rates in just  
11 the last few years, as a result of some of these supports  
12 and initiatives. The Connect for Success Grant  
13 and the Tiered Intervention Grant are focused more on the  
14 elementary schools. The TIG grant is for Manaugh  
15 Elementary. It's a very comprehensive and intensive school  
16 improvement grant, and Manaugh is currently the furthest  
17 along the clock.

18 So, it's an appropriate grant for that  
19 school. And Connect for Success helped, for example, Mesa  
20 Elementary, which is also on the clock, and the sch -- the  
21 staff and leaders were able to visit high-achieving schools  
22 and learned best practices from them. And I turn it over  
23 now to Nicole to review the systems and conditions.

24 MS. MONET: Thank you, Brenda. Good morning.  
25 My name is Nicole Monet, and I am a Turnaround Support



1 Manager with the Office of School and District Performance.  
2 Prior to joining the Department, I was a teacher and school  
3 leader for over 10 years in priority improvement and  
4 turnaround schools.

5 I've worked with Montezuma-Cortez over the  
6 last three school years supporting District leadership and  
7 the school leaders of three of the elementary schools, Mesa,  
8 Manaugh, and Kemper. I have worked with them to set goals  
9 and set action steps around those goals.

10 To support evaluate and provide feedback to  
11 schools and districts, our office uses our own expertise as  
12 turnaround leaders and our tools like our Turnaround  
13 Conditions Rubric. The conditions are research-based, and  
14 for districts, can be divided into five different  
15 categories: Leadership and Staff, School Culture, Academic  
16 Systems, District Support and Flexibility, and Board and  
17 Community Relationships.

18 We have used these conditions regularly with  
19 Montezuma-Cortez to provide feedback and evaluate progress.  
20 The District has put several supports in place to improve  
21 the capacity of building leadership and staff.

22 These supports are the results of UVA program  
23 requirements. The Superintendent meets weekly with  
24 Principals to cite individual growth goals and reflect on  
25 progress. These goals could be new goals or next steps on



1 previously set goals. For example, during one  
2 weekly meeting that I observed, Superintendent Haukeness was  
3 coaching a Principal on the next steps that the Principal  
4 needed to take to move from being a reactive leader to a  
5 more proactive leader, an essential skill for our turnaround  
6 leaders.

7 Each school and the District develops  
8 rigorous 90-day plans that sets priorities and goals. The  
9 plan informs all decisions from calendering, to staffing, to  
10 budget. Leadership uses these plans to check on progress in  
11 implementation.

12 Each Principal attended the UVA turnaround  
13 leaders program. Past trainings has included short-cycle  
14 planning, systems development, and change management. I  
15 have attended these trainings alongside the Principals and  
16 can attest firsthand to the high quality of the trainings.

17 CDE has recommended that Montezuma-Cortez  
18 focus on creating a strong teacher recruitment and retention  
19 policy. Recret -- recruitment and retention have been a  
20 challenge in the past for the District given its rural  
21 setting and resources. Working with UVA, the  
22 District responded to our recommendation with a robust  
23 proposal that far exceeded our expectations. The proposal  
24 includes the expansion of existing partnerships, the  
25 engagement of new partnerships, and innovative and creative



1 ideas with existing resources, including mentoring and  
2 creating a joyful culture that people want to continue  
3 working in.

4                   For example, the District is, is expanding  
5 partnerships with the Boettcher Teacher Residency, Fort  
6 Lewis College, Teachermatch, and the BOCES and CEI to  
7 recruit qualified teachers. Montezuma-Cortez is working on  
8 improving teacher retention by providing mentoring and  
9 support for new teachers, enhancing social and community  
10 support, expanding benefits, administering teacher --  
11 satisfaction surveys, and using the results to drive,  
12 change, and create a dynamic district in school culture.

13                   Our second condition for turnaround is school  
14 culture. In schools and districts with strong culture,  
15 students and staff believe that nothing is more important  
16 than students engaging in learning. Students and staff work  
17 hard, model strong character, and strive to do their best.  
18 School culture is not motivational speeches but rather  
19 repeated practice and the development of learning habits.

20                   We have seen a dramatic change in the schools  
21 in Montezuma-Cortez over the last several years. Students  
22 are engaged, school wide systems are in place, surveys from  
23 parents, teachers, students, and other stakeholders are used  
24 to drive decisions in the school.

25                   In terms of next steps, we recommend that the



1 district and school leverage the relationships and trust  
2 that they have worked so hard to build to ensure a  
3 consistent and rigorous learning environment for all  
4 students, in all schools. Our third condition is academic  
5 systems. Academic systems include curriculum instruction  
6 and assessment.

7                   Through UVA support, the district and teacher  
8 leaders develop strong standards-based interim assessments.  
9 As a result, teachers now have a deep understanding of  
10 standards in grade level expectations that did not  
11 previously exist. The district sets aside time each week  
12 for teachers to meet and plan instruction for the following  
13 week.

14                   With training provided by UVA, teachers now  
15 use data to guide their planning during the weekly meetings.  
16 All of the elementary schools use Success for All, a  
17 research based literacy curriculum that in addition to the  
18 partnership with UVA, resulted in two of the three  
19 elementary schools showing progress on the school  
20 performance framework.

21                   For next steps, we recommend that the  
22 district ensures the same level of implementation of the  
23 literacy program at all of the elementary schools and the  
24 District continues to refine the district created  
25 assessments. Our fourth condition is district support and





1 flexibility.

2                   Our turnaround schools need supports and  
3 flexibilities to meet their unique school settings.  
4 Examples we look for are prioritized hiring, prioritized  
5 funding, and flexibilities from district policy that might  
6 hinder a school's growth.

7                   Montezuma-Cortez has strategically applied  
8 for grants and resources for each of the schools based on  
9 each school's need. For example, the connector success  
10 grant that Mesa Elementary applied for and was awarded,  
11 highlight's practices in high achieving schools and  
12 implementation of those practices.

13                   And the tiered intervention grant for Menlo  
14 which is more of a whole school reform model. Based on  
15 recommendations from UVA, the district has prioritized its  
16 low performing schools through additional support and  
17 personnel. Like the grant example that I just spoke about,  
18 and the weekly meetings with the superintendent.

19                   For next steps, we recommend that Montezuma-  
20 Cortez monitors the progress of its key improvement  
21 strategies district wide to ensure consistent implementation  
22 at all of the schools. Our final district condition is  
23 board and community relations. This condition measures how  
24 the school and district engages with parents, families, and  
25 community members, and how aligned the local school board in



1 the district are in their vision for student success.

2 To support this condition, we recommended  
3 that Montezuma-Cortez participate in a training focused on  
4 building board capacity to set effective policy on  
5 improvement and provide oversight on the implementation of  
6 these policies. We have had positive feedback on the  
7 trainings and have seen evidence when we have attended the  
8 local school board meetings.

9 The superintendent and local school board  
10 have a common vision for supporting students that drives the  
11 work. In the fall, Brenda and I, attended a board meeting  
12 where the district presented its state assessment results to  
13 the board and the beginnings of this pathway's proposal.

14 The board asked good probing questions and  
15 was a good balance of accountability and support. Everyone  
16 had a common goal of improving outcomes for students. Next  
17 steps for the district are to increase community and parent  
18 engagement. The district is already working on  
19 this by planning a marketing and engagement campaign, to  
20 provide messaging to the community around academic goals and  
21 the importance of parent engagement in a child's education.  
22 Over the last several years, we have provided feedback on  
23 all the previously mentioned conditions to the district.

24 Montezuma-Cortez and its leaders have consistently  
25 asked for feedback on next steps, they've consistently asked



1 for relevant training opportunities, and have welcomed  
2 support and as a result we have seen improvement in the  
3 district. I will now pass it back to Brenda to go over  
4 conditions for success.

5 MS. BAUTSCH: Thank you, Nicole. Based on  
6 that thorough review of systems and conditions, we've  
7 identified those next steps that we believe the district  
8 needs to take. And we set forth the -- the district's  
9 pathway plan needed to include these conditions for success  
10 to really instill confidence that they will be on the right  
11 track for coming off of the accountability clock.

12 So, the department identified the following  
13 conditions for success that we believe will improve outcomes  
14 for all students. Those are around talent management,  
15 academic systems, district systems of support, and the  
16 parent, and community engagement piece.

17 So, specifically as -- as Nicole mentioned,  
18 Rantzau management recruiting and retaining those high  
19 quality teachers but also building from within. So, that if  
20 there are leadership transitions, the district has teachers  
21 and leaders that are able to step in and quickly fill those  
22 gaps.

23 Around academic systems, it's continuing to  
24 refine the -- the practices they put into place around data  
25 driven instruction and instilling a culture of high



1 expectations in every classroom, in every school.

2                   For District systems of support that the  
3 district has been a key partner in monitoring the  
4 implementation of their improvement strategies and we would  
5 encourage the district to continue to play that role and to  
6 ensure that fidelity of implementation across all schools.

7                   We also believe it's necessary for the -- for  
8 the district to continue to engage their parents and their  
9 community at large. Around these improvement strategies,  
10 understanding what the district is doing and why and to  
11 really ensure there's high expectations for all students and  
12 -- and the District has acknowledged this is an area of need  
13 and this has been one of their focuses and their unified  
14 improvement plan, as well is in their pathway proposal.

15                   An additional rationale for -- our rationale  
16 for our recommendation is that, we believe the mainstream  
17 partnership is a way -- is a mechanism for the district to  
18 achieve those conditions for success.

19                   That the proposed partnership is an extension  
20 of curr -- a current improvement efforts and we've seen  
21 early successes from those efforts. That's why we believe  
22 that the continuation of those at first is the -- is the  
23 right stuff at this point.

24                   We've seen improvements in instruction,  
25 culture, and district systems as Nicole mentioned a just



1 very intense focus on turnaround, in particular in these --  
2 in these past two years. So, for these reasons we believe  
3 that if the plan is implemented with fidelity, that we can  
4 see improvements in student achievement and outcomes as  
5 reflected in the -- in the school and district performance  
6 frameworks.

7                   An additional rationale for our  
8 recommendation is -- is the district plan itself which we  
9 have had the chance to review and to provide feedback on.  
10 And so, as the plan stands now, it meets the expectations  
11 that we put forth on the management rubric.

12                   And this -- the plan is -- is well developed,  
13 it's thorough, and it provides details and a scope of work  
14 around those key areas that they need to focus on including  
15 the talent management, the academic systems, the district  
16 systems, and community engagement.

17                   So, the plan focuses on those areas that the  
18 Department believes is where the district should be focusing  
19 their attention on. And, we find that the partnership with  
20 UVA will provide the -- the targeted professional  
21 development but more importantly the accountability for the  
22 district to deepen implementation of current practices and  
23 to really take that to the next level, so that all outcomes  
24 for students -- for all students are improved.

25                   We did take into consideration the state



1 review panel's report which also recommended management  
2 partnership with UVA. The State Review Panel cited  
3 significant changes in the district as a result of their  
4 current work with UVA. They found the district to be  
5 effective on four of the five measures in developing on one.

6                   And these are the -- the criteria that this  
7 review panel uses for every school and district that it  
8 visits. There are four categories. There is a -- there's a  
9 highly effective category but most of the schools they  
10 reviewed received the highest result in effective  
11 categories. This is a very positive review from the State  
12 Review Panel.

13                   Both the State Review Panel and CDE, did take  
14 into consideration the other pathway options that were  
15 available and we thought very deeply about whether those  
16 would be appropriate and why they wouldn't be appropriate in  
17 this case. For the innovation pathway, the department  
18 believes that there aren't district or state policies that  
19 are currently preventing schools from implementing  
20 improvement -- or turnaround efforts.

21                   The district already grants a significant  
22 amount of autonomy to its school. They don't have a  
23 collective bargaining agreement in place, hence for that  
24 reason, we don't see the innovation pathway as leading to a  
25 significant amount of change that is needed right now. It



1 could be an option for an individual school.

2                   So, for example, for Manaugh which is far --  
3 farthest along on the clock and they are, as we've  
4 mentioned, participating in the TIG grant, and so that is a  
5 -- could align nicely with an innovation pathway. However,  
6 that wouldn't be a district level pathway that somehow we  
7 feel would be the right pathway for the dist -- for the  
8 district level strategy.

9                   For similar reasons, we don't find that  
10 chartering an individual school would really address those  
11 systemic district needs. It all -- It is also very  
12 difficult to identify high quality charter operators with  
13 proven turnaround experience that are willing and able with  
14 a viable business model to operate in rural areas.

15                   We know that rural districts are constantly  
16 seeking that but it is difficult to identify and more  
17 importantly, we just don't believe that an additional  
18 charter school, the district already has three. We don't  
19 know that additional charter school would so -- would solve  
20 those district level prob -- problems at this time.

21                   We don't find that the district needs to  
22 close any individual schools at this time. There's not  
23 capacity at other schools to serve displaced students and we  
24 do find that the district is on the right path and its  
25 improvement efforts as evidenced by Kemper which moves up



1 from turnarounds of performance and other schools that have  
2 seen improvements as well.

3                   We are not recommending district  
4 reorganization. The district serves a very large  
5 geographical area and it's likely that reorganizing the  
6 district would lead to longer bus rides and higher  
7 transportation costs and be a disservice to families.

8                   And, again, we've -- we see that the  
9 leadership in place right now has, is on the right track.  
10 The State Review Panel has a quote up on the slide which  
11 said that they -- they really had this laser like focus on  
12 turnaround and -- and CDE staff have -- have corroborated  
13 that and find that to be the case. I will now turn it over  
14 to Dr. Anthes to conclude the presentation.

15                   DR. ANTHERS: Thank you. So, as you've seen  
16 from our presentation, we feel that we're very confident in  
17 the management partnership for Montezuma-Cortez. We believe  
18 that it will address the key conditions needed for success.

19                   We believe we've already seen some of those  
20 success -- successes starting to happen. We think the  
21 district's proposal is well thought through. The scope of  
22 work is well developed and the benchmarks and accountability  
23 is built into that.

24                   We believe the partnership with UVA will  
25 provide the development but also the ongoing accountability





1 to ensure that the plan is acted on and to have the supports  
2 necessary. We do feel confident that the district is on the  
3 right track to come off the accountability clock within the  
4 next two years and we believe on the next slide as we've  
5 worked with the district, we have remained in partnership  
6 with them and we will remain involved in the monitoring of  
7 the progress of the district.

8                   We will receive annual reports from the  
9 district and UVA regarding the implementation and the agreed  
10 upon spoke -- scope, excuse me. We will continue to support  
11 the district and its schools through a turnaround support  
12 manager and the implementation of various grants that the  
13 district has.

14                   The district is willing to provide annual  
15 updates to the state board until the district comes off the  
16 clock. And they've also sat and discussed with us that the  
17 board may request additional progress monitoring written  
18 through the written determination if you see fit. So, with  
19 that, we'll conclude our presentation.

20                   MADAM CHAIR: Thank you. I've lost my place.  
21 Next, please, we would like to hear from Montezuma-Cortez,  
22 Ms. Haukeness are you the --

23                   MS. HAUKENESS: Yes.

24                   MADAM CHAIR: -- organizer here?

25                   MS. HAUKENESS: I am the organizer --



1                   MADAM CHAIR: Would you be good enough to  
2 introduce your colleagues?

3                   MS. HAUKENESS: I would be privileged to.

4                   MADAM CHAIR: Thank you.

5                   MS. HAUKENESS: Good morning, Chairwoman  
6 Schroeder, members of the board of education and  
7 Commissioner Anthes. My name is Lori Haukeness and it's a  
8 privilege to come before you as the Superintendent of  
9 Montezuma-Cortez School District.

10                  To the -- my right, I'd like to introduce Dr.  
11 Jack Schuenemeyer who is the Board of Education President.  
12 To my left, I have Carol Mehesy and she is our director of  
13 school and innovant -- innovation. Next to Carol, we have  
14 Tina King-Washington who is our Ute Mountain Ute K-12  
15 Director that is very strong partner, and then next to Tina,  
16 is William -- Dr. William Robinson from the University of  
17 Virginia who is -- we're proposing to continue our  
18 partnership with them in their turnaround efforts.

19                  I would also like to introduce a few people  
20 in the audience today. I'd like to acknowledge the  
21 dedication that we have in our district with the five  
22 members of our Board of Education those present today. Dr.  
23 Schuenemeyer will be introducing them.

24                  We also have our high school principal  
25 Montezuma-Cortez High School Dr. Jason Wayman. And we have



1 Ms. Donetta Jones, who is the principal in Mesa -- Manaugh  
2 Elementary School. We also have another partner today in  
3 the audience and that's Alicia Whitehead who is a member of  
4 the Ute Mountain Ute Education Department.

5                   So, I'd just like to acknowledge and thank  
6 everyone for coming and supporting our district today. I  
7 would like to thank the board for the opportunity to come  
8 and present to the board, one on our turnaround efforts but  
9 also our plan to continue the turnaround efforts through the  
10 pathway, to not only get our district off the clock, but  
11 quite frankly what the conversation we're having today is  
12 basically the -- the floor and getting off the clock.

13                   There are plans for improving achievement so  
14 we attain the ceiling which is where our students deserve  
15 and to ensure that all our students graduate and be able to  
16 continue their postsecondary education career as they  
17 choose. So, I'd like to start the presentation today with a  
18 snapshot of our students cause I always like to bring it  
19 back to the students in the student learning because that's  
20 why we got in the education and quite frankly, that's why we  
21 are before you today is we not only serve our district but  
22 we serve the students in our district.

23                   So, to give you a little context about our  
24 district, we are privileged to have a very diverse group of  
25 students in our district. We also serve a high percentage



1 of students who qualify for free and reduced lunch in our  
2 three largest elementary schools that were referenced in the  
3 commissioner's report Mesa, Manaugh and Kemper.

4           We serve a range of 76 to 86 percent of  
5 students that qualify for free and reduced lunch. We  
6 realize that as a community that education is extremely  
7 important to our community because it breaks the cycle and  
8 improves the education and the lives of our students.

9           To give you a little of continued district  
10 context on a broader scale, Montezuma Cortez county ranks  
11 the last among the largest 25 counties in Colorado on  
12 indicators of child well-being. Our community is heavily  
13 impacted by poverty. 27 percent of our students are living  
14 in homes under the poverty level which is 24 -- 24,600 for a  
15 family of four.

16           Our early childhood risk indicators include  
17 births to mothers who did not complete high school at 19  
18 percent. We highlight this today because we realize that  
19 and we know that education is the key for our students and  
20 that is our focus on improving the education for our  
21 students.

22           One of the other components that we will have  
23 that will be embedding into our presentation today as we  
24 realize that as a district one of our very large goals, is  
25 bridging the community with the diverse districts. So,



1 we've created some specific strategies to -- in strengthen  
2 our relationship.

3                   Now, I'd like to trans -- transfer over and  
4 talk about the stude -- the student achievement which  
5 obviously is why we are here today. Before you is the  
6 district performance framework for this year. I would like  
7 to highlight that, we have seen growth in our elementary  
8 levels with the increase in achievement of improvement.

9                   Two of our three elementary schools on a  
10 turnaround improved in their accreditation ratings. Kemper  
11 Elementary School was in turnaround year five and it  
12 received a performance rating this year which we highlight  
13 and celebrated, and then also Menlo Elementary School was on  
14 turnaround and it increased accreditation rating to priority

15                   improvement. While we are pleased with the  
16 progress that we're demonstrating and moving forward, we  
17 realize we have a lot of challenges and a lot of movement.  
18 We need to move forward in a rapid amount of time and we're  
19 very committed to that -- to ensure that we have a high  
20 level education for all of our students abundance of  
21 Montezuma-Cortez school district.

22                   I would like to transition forward and talk  
23 about a post-secondary workforce trend. The Montezuma-  
24 Cortez High School has improved -- improved the  
25 accreditation scores in every subject exceeding college



1 readiss -- readiness benchmarks in English and is point for  
2 -- for meeting state expectations. The Montezuma Cortez  
3 High School is exceeding the state PAST scores in reading  
4 and math, and is approaching math. This is due to a variety  
5 of wrap-around services that we have implemented over the  
6 last two to three years.

7           As we look at our post-secondary workforce  
8 trends one of the obvious objectives we have, is to have  
9 every student graduate from Montezuma-Cortez High School and  
10 also from our district. We come before you today with a  
11 celebration that will increase the MCHS graduation criteria  
12 by 20 percent, we've increased our native American  
13 graduation rate by 20 percent in the last five years and  
14 then we have also decrease the dropout rate for our native  
15 American students by 4 percent over the last several years.

16           We are committed to continuing to improve our  
17 dropout and graduation rates especially for our students at  
18 our alternative education ca -- campus which is southwest  
19 open charter school. The way that we address that is we've  
20 created a very strategic strong partnership with them to --  
21 to help them move forward with their graduation of their  
22 students.

23           The district has committed to clear  
24 performance targets of the Pathway Plan. Those clear  
25 performance targets are before you today in the



1 presentation. Meeting these goals will ensure the district  
2 will be off the clock in two years. However, for us these  
3 goals represent a floor not the ceiling and we will continue  
4 to strive for excellence up and beyond this plan.

5 I know one of the questions that will be  
6 before the board will be, how do we ensure that the  
7 continued work with UVA will move the district forward? I  
8 have been in the district and served in many positions in  
9 the last 22 years, the last 15 as -- as an administrator  
10 both at the building level and as a district level.

11 I've had the privilege to work and lead this  
12 turnaround effort. And I can say that due to the  
13 partnership with UVA and the strategic planning for not only  
14 at the school level but at the district level, has created  
15 the system that we need to move the district forward.

16 Being a district, a priority improvement does  
17 range a sense of urgency. And so if you look at our  
18 previous uni -- unified improvement plans, you will note the  
19 feedback consistently from CDE is that we need to narrow our  
20 focus, because what we were trying to do was to address all  
21 the many challenges in our district. And what I equate that  
22 to is for -- as -- a as a very broad river that is very  
23 shallow.

24 We were skimming the top and the success for  
25 our students. With the UVA program, what we have identified



1 through 90-day plans and this is a strategy I use when I  
2 worked with leadership teams and buildings, is -- is like  
3 the Cataract Canyon is very narrow and it's very deep.

4           Whether there is high leveled strategies that  
5 will improve student achievement, that we can pull very hard  
6 on and push an intense support on, so at the end of 90-day  
7 pa -- 90-days we will see success. Here are some more  
8 pictures of our students and the reasons why we are  
9 committed to the -- the work that we do each and every day  
10 in our district.

11           As we continue down this road for the  
12 designated pathway plan to improve the accreditation of our  
13 district, we were very thoughtful on the work that we had  
14 currently done, what was working, what was not working and  
15 what would be the best pathway for us.

16           The board has been very thoughtful in this  
17 process also and we looked at a lot of our data, a lot of  
18 the analysis and what has been working well, the challenges  
19 that lie ahead of us. The manageme -- the management  
20 pathway is most likely to drive improvements in our district  
21 because it builds upon the existing work that we have done  
22 in the district, that we have shown gains and improvement  
23 and the achievement of our students. This also aligns with  
24 the recommendations of the State Review Panel and the  
25 Colorado Department of Education.





1                   Why the University of Virginia need to work  
2 with the University of Turin. Virginia turn around pro-  
3 program is nationally proven as you've seen before here on  
4 the slide. But I also like to highlight why it's important  
5 for us, and that's the progress that we have seen moving  
6 forward in our district.

7                   We have had the increase in two of the three  
8 elementary schools that we have worked intensely with  
9 through the University of Virginia for the last two years.  
10 The third school Mesa Elementary did not improve in  
11 accreditation rating because they lacked the significant  
12 growth of fourth grade which we've addressed and is pushing  
13 and support for this year.

14                  The board is confident we can maintain and  
15 expand these gains throughout the district and this pathway  
16 partnership and we will be off the clock in two years. With  
17 UVA's partnership we have two components in the pathway  
18 proposal, we have the support component and then we also  
19 have the accountability component.

20                  The support component includes Cortez Middle  
21 School and Montezuma-Cortez High School going into the UVA  
22 part -- year two partnership with ongoing coaching at the  
23 district rigid -- leadership level. The coaching will  
24 consist of i -- identifying and expanding our district  
25 systems that have been effective, and which ones do we need



1 to re -- revise and go more in-depth with.

2                   The accountability oversight will consist of  
3 over-sighting and evaluation of the implementation of the  
4 pathway plan, with implementation milestones and academic  
5 outcomes for the district. This contact will ensure that  
6 CDE and the state board will receive written reports on the  
7 district progress and the outcomes.

8                   This slide sum -- is a summation of the  
9 overview of the key elements of our district plan. If you  
10 will notice to the left the key strategies, you know,  
11 research shows that there has to be district alignment from  
12 the board of education clear down to the classroom. If you  
13 look at our key stra -- strategies this plan does exactly  
14 that, the lines of work from the board of educa-education  
15 cleared down to the differentiation at the school level and  
16 -- and the classroom level.

17                   We have key specific activities that we will  
18 be addressing with milestones and specific outcomes. Part  
19 of the key strategies work creating and building teacher,  
20 leaders capacity at every level with ongoing training and  
21 support for existing teachers and leaders.

22                   We're also committed to recruiting and  
23 retaining strong teachers, this includes the partnership  
24 with Boettcher as well as alternative licensure and some  
25 very aggressively not only recruitment strategies but also



1 re-changing strategies which we need for our district. We  
2 ensure all of our schools are implementing best turnaround  
3 practices throughout the 90-day plans allowing for rapid  
4 monitoring and adjustment if needed. One of our  
5 specifics spo -- focuses which we will talk more I'm sure  
6 later today, is the talent management. Currently, we have  
7 50 percent of our teachers that have less than five years of  
8 experience in our district. So, we are truly working on  
9 aggressive talent management strength.

10 So, I'd like to get in my portion of the  
11 presentation the way started it and that's with our students  
12 in the minds of the Krotesa school district. Where it's a  
13 very proud for district -- district and we're very proud --  
14 prideful of the students that we have in our district. Now,  
15 I'd like to introduce Dr. Jack Schuenemeyer our board of  
16 education, President.

17 DR. SCHUENEMEYER: Thank you. As Lori -- as  
18 Lori said, my name is Jack Schuenemeyer, president of the  
19 Board of Education of this school district. And in my other  
20 life I'm president based statistical consulting firm and a  
21 professor emeritus of statistics so I may have perhaps a  
22 little bar appreciation than most for the importance and the  
23 appropriate use of -- of data.

24 I appreciate the opportunity to -- to talk to  
25 you all this morning. Before I get into my brief remarks,



1 I'd like to introduce my colleagues on the board who are  
2 here and who've given up a couple days of their valuable  
3 time away from business and family.

4                   So, first of all we have Eric White who is  
5 our vice president, Sheri Wright who is our Treasurer, Pete  
6 Montañño who is our secretary and Kelly Suqua who is a  
7 relatively new member of our board. And I certainly  
8 appreciate the fact that they have come here to -- to be  
9 with us this morning. First and foremost, our board is  
10 fully committed to the -- to the pathway proposal.

11                   We have voted unanimously to -- to support  
12 it, in addition this board is very proactive. We have  
13 taking part in the -- the turnaround training, the strategic  
14 planning and to further engage our diverse community. We've  
15 enthusiastically supported the work of our partners  
16 University of -- of Virginia. I think combined we're --  
17 we're making some -- some real progress.

18                   We also appreciate the -- the suggestions,  
19 the feedback that we've received from CDE staff. It's been  
20 -- it's been extremely helpful. One of the things that --  
21 that I think we've -- we've really done is that impresses me  
22 as -- as a data geek is that the staff has really been doing  
23 evaluations in a v -- in a very timely fashion and then be  
24 able to make changes as appropriate when -- when needed.

25                   In the past, I think sometimes it -- it took



1 much too long to -- to do this but, so, I think that's --  
2 that's important. Our board is going to continue to review  
3 our -- our district plans performance in a timely fashion  
4 and we're clearly committed to making data driven decisions.

5           As Lori noted we -- we clearly face  
6 challenges. Our teachers are not paid at a competitive  
7 salary, many of our children come from low income households  
8 so they don't have the -- the technology, the reading  
9 materials and the other advantages that children in more  
10 affluent communities have. We need to provide more  
11 experiential education to allow our children to broaden  
12 their horizons beyond what they see in southwest Colorado.

13           In addition, many of our -- our buses, our  
14 technology, our buildings are old and need of replacement.  
15 This fall we propose to ask the voters of our district to  
16 support a mill levy which will help correct some of these  
17 problems. Our primary importance of course is that we're  
18 working to ensure that all of our children graduate from  
19 college -- from high school prepared to enter college and  
20 have successful careers in the -- in the workforce.

21           In a rapidly changing world and in a global  
22 economy, none of us can really predict what's going to  
23 happen even 10 years down the road much less in the -- the  
24 careers of -- of these children. So, it's really important  
25 that we instilling in each and every one of them a love of



1 education. Basically our children need to consider  
2 themselves to be worthwhile contributing members of our  
3 society and with our help, I think they will accomplish  
4 this. So, thank you for your attention.

5 MS. HAUKENESS: Thank you. I would also like  
6 to highlight the support of the board is as you can see we  
7 have five of our seven members of our board present from  
8 their own time and taking time off from their work to be  
9 here today. And then when we get back on March 14th we'll  
10 be going into a three year strategic planning process.

11 So, that shows you the support in the  
12 progression -- progressive board we have before you today.  
13 The next partner to the district, I'd like to introduce is  
14 Ms. Tina King Washington and she is from the Ute Mountain  
15 New Tribe. She's a K12 curriculum director and has been  
16 really instrumental in assisting and supporting the district  
17 as we move forward in strengthening our partnership between  
18 the education department, the tribe and the District. Tina.

19 MS. KING WASHINGTON: Good morning. It's an  
20 honor to address the state school board. My name is Tina  
21 King Washington and I am the K12 education director for the  
22 Ute Mountain New tribe. I have also served on as a teacher  
23 for the Montezuma Cortez school district fifth grade, first  
24 grade, ELL teacher in the middle school. So, I have a  
25 little bit of background knowledge about what happens in the



1 classroom. So, that kind of helps me to do the job that I'm  
2 doing and to coordinate services with the Ione school  
3 district.

4 I've also been a school board member and I've  
5 taught in Grand Junction school district as an ELL teacher  
6 and Shiprock Mesa Elementary down in Shiprock as an ELL  
7 teachers. So, I have a good background. I kind of think I  
8 -- I am aware of all the issues that go on in the classroom  
9 and it certainly isn't an easy place for teachers to be this  
10 day and time. It's very difficult.

11 When we look at the challenges that our  
12 students face outside of the classroom, you know, you can  
13 see that the students have a difficult time sometimes  
14 especially our children on the reservation as we fight  
15 alcoholism and diabetes. It's very difficult for our kids.  
16 So, we work at that. We try and make things better for  
17 them.

18 We are the third generation right now of  
19 children going to the public school district and that isn't  
20 very long when you look at that. And when we started out  
21 our children struggled. Our -- our grandparents who went to  
22 school struggled and it was very difficult for them. And so  
23 that we had to overcome that.

24 And this generation right now is the one that  
25 we're seeing some real progress and we're very -- very



1 pleased about that. So, our traditions and cultures also  
2 are in that mix. We have to make sure that our traditions  
3 and cultures go on with our students and that's part of an  
4 education process as well.

5                   We do have several things with the school  
6 district that I am very pleased. I talk to most of the  
7 principals and the administrators on a daily basis and I'm  
8 sure they cringe when they see the phone and it's me, it's  
9 like, "Oh no, what's going on now?" But we have a good  
10 relationship, and we try and work out things in the best  
11 manner possible for the students and I think that's an  
12 important thing to remember.

13                   We do have a communication support committee  
14 that has been formed between Ione school district and the  
15 Ute Mountain New tribe where our officials meet with the  
16 school officials and we work out any issues that are  
17 upcoming. We work on bullying issues, we work on dress code  
18 issues.

19                   We work on any kind of issue that will help  
20 us to help the students achieve their education. We also  
21 have implemented Cortez middle school science night once a  
22 month and this is so exciting. Our kids at the middle  
23 school go to their science teacher, they create experiments  
24 to come down and show the community.

25                   So, the children are the teachers and the





1 teachers are the facilitators that they are there only to  
2 say what is the hypothesis of this process that you're doing  
3 or what -- what else do you need to say about this. And you  
4 know that community has come and embraced that night and  
5 it's just been a wonderful, wonderful thing.

6                   It's showing that kids are going to want --  
7 want to learn and enjoy teaching others. So, maybe this  
8 will lead to teachers in our school district. That's what I  
9 hope. The assistant superintendent Mr. Dan Porter has been  
10 a very good resource for us. He even comes down and meets  
11 with parents and families and students when it's necessary.  
12 And that's been very very good because that road goes both  
13 ways. And so we're very pleased with that process.

14                   We do have a graduation task force at the  
15 high school. The high school, I'm really enjoying our  
16 relationship with them and we are trying to get more  
17 graduates every year and a good part of that has been with  
18 the efforts of Alicia Whitehead who is our case worker --  
19 student case worker and she goes to the high school, works  
20 with students almost on a daily basis.

21                   We also have been meeting in the evenings and  
22 just the other day when we have presidents day, our staff  
23 stayed and one person from the high school came and we met  
24 with kids to try and get them to where they need to be so  
25 they can graduate. So, we are making those kind of efforts



1 as a joint effort. And I think it's going to be very, very  
2 good.

3 I'm very pleased with the way we can talk and  
4 discuss and coordinate with the Ione school district. And,  
5 I think that's all I have and I appreciate your time. If  
6 you have questions, Alicia and I are here to answer any of  
7 them but we appreciate the chance. Thank you.

8 MS. HAUKENESS: And now I'd like to introduce  
9 Dr. William Robinson from the University of Virginia which  
10 obviously is a key component to our pathway's plan.

11 DR. ROBINSON: Good morning. Thank you for  
12 the opportunity to have a conversation about serving  
13 Cortez's students in a better way.

14 Our work is about building leadership  
15 capacity and establishing the conditions necessary to  
16 accelerate schools so that students can have better  
17 opportunities in life. Our work, like your work, is about  
18 serving students and that's why it's such an honor to be  
19 here to support Superintendent Haukeness our work is more  
20 successful when we have district leaders, when we have  
21 school board leaders, when we have community members who are  
22 absolutely committed and have the will to say "We can do  
23 better. And we're all in figuring out how to do better and  
24 how to serve our kids."

25 And so it's just -- our work starts with



1 helping district leaders establish the conditions where  
2 schools can be successful. Schools do not operate on  
3 islands. Schools and districts must work together to co-  
4 create success. And if you look three/four years ago in  
5 Cortez, teachers were not provided with the curriculum  
6 tools, the assessment, the understanding of standards,  
7 professional development they needed in order to drive  
8 success for students.

9                   Our work for Cortez for the last couple of  
10 years has been in partnership and helping them create those  
11 conditions and now we're looking forward to helping them  
12 accelerate those conditions, because now that the curriculum  
13 and the assessments and the support visits are in place,  
14 that's just the beginning of the process.

15                   Now it's really working in deeper partnership  
16 with teachers to help them understand how to leverage those  
17 tools, to take their instruction and with students to help  
18 them take learning to the next level. Talent management is  
19 one of the key conditions that has been highlighted in the  
20 Pathway's proposal that as a district has focused on getting  
21 instruction tools of the last couple of years.

22                   The next phase is to really focus more on  
23 talent management. The Cortez proposal highlights that  
24 Cortez should be the number 1 rural district in the state  
25 for attracting teachers to want to come for development and



1 impact opportunities, and they are well positioned to  
2 achieve that with a great success and support and  
3 accountability in achieving that.

4                   So, that's number 1. Our hope is to help  
5 them accelerate those conditions.

6                   Number 2 is in our partnership, we'll  
7 continue to work with district leadership and then spread  
8 our practice to secondary leadership to build the leadership  
9 capacity necessary to achieve the success we're speaking  
10 about.

11                   As everyone in this room knows, this work is  
12 not about just establishing what needs to happen and  
13 establishing tools and templates and curriculums, it's about  
14 how do you engage, inspire, invite and include other  
15 teachers and staff to reach their potential.

16                   Leadership is not about the what, it's about  
17 the how. And these leaders are well positioned to --  
18 they've not only brought effective -- more effective  
19 leadership to their district, they're well positioned to  
20 take their leadership to another level, and again for the  
21 secondary school leaders to also accelerate their  
22 improvements.

23                   Our third focus beyond establishing  
24 conditions and building leadership capacity is helping with  
25 the implementation in a hands on manner. Across the



1 country, we've identified consultants who have been in the  
2 shoes of district leaders in very similar environments.

3                   We've worked, for instance, in Farmington and  
4 in Gallup, New Mexico, two of the three highest growth  
5 districts in New Mexico within 50 miles of Cortez. And  
6 leaders from those settings and other settings are going to  
7 be part of our efforts to roll up our sleeves together and  
8 see what's working and what's not about the pathway's  
9 proposal and not just say, where are you off track, they  
10 help brainstorm and roll pursuits together to pivot and  
11 adjust to ensure that the plan is meeting the needs of the  
12 students based on evidence of progress.

13                   And number 4, our role through this pathway's  
14 proposal is to provide oversight and accountability. We've  
15 talked about -- we have a district turnaround conditions  
16 rubric that we've aligned to CDE's rubric and that we're  
17 aligning to their pathway's proposal.

18                   And if we have the honor of getting to  
19 support Cortez, we will establish explicit metrics within  
20 that rubric that will drive our support and accountability  
21 to this work and report back very honestly to the districts  
22 as well as the school board where the district stands and  
23 what next steps are going to be necessary to better serve  
24 students and have them achieve those opportunities in life.

25                   So, thank you for your time. I look forward



1 to your questions.

2 MS. HAUKENESS: So board, I'd like to end  
3 this presentation with a picture of some of our students  
4 from Kemper Elementary.

5 We have a very expansive and we're currently  
6 expanding farm to school program within the schools and  
7 through our farm to school program with the partnership with  
8 the school -- Farm to School program and Mesa Elementary, we  
9 actually had students that were invited to help plant the  
10 garden at the White House with Mrs. Obama.

11 And actually they were -- were invited once  
12 and they attended and it was such a positive experience.  
13 They are invited to go back again. So they got to go back  
14 twice.

15 So -- so that concludes our presentation for  
16 Montezuma-Cortez School District and we'll be happy to  
17 entertain any questions and additionally, if the board needs  
18 any additional information that I do not have today, we will  
19 be happy to provide that for the board.

20 MADAM CHAIR: Thank you. Thank you Ms.  
21 Haukeness for the entire Montezuma-Cortez folks. You did  
22 quite a deep dive which I'm grateful. Also, forgive me if  
23 I'm not -- I'm very proud of our staff for the work that  
24 you've done to help this process. That's pretty unusual for  
25 the seven of us to not get to talk for a whole hour.



1                   So, if you'll indulge us, if you'll indulge  
2 us please, I'm going to have my colleagues ask questions and  
3 hopefully interact with each of you. But I do want to give  
4 my sincere thanks for the great job, well done. Thank you.

5                   Who wants start off? Board member Flores.

6                   MS. FLORES: Well, one thing that stuck out  
7 was that for five years, teachers didn't have the tools to -  
8 - to work or objectives to work with kids. And this seems  
9 to be -- was it because of what the state was doing in  
10 creating standards or was it that the standard work was just  
11 so -- so hard to -- to actually actualize into curricula  
12 objectives and projects and such for the school?

13                  MS. HAUKENESS: I can actually answer that  
14 because it's probably reflective on a little bit of the work  
15 I did. I was director of curriculum and instruction at the  
16 time and we had actually done -- when I was asked to come up  
17 to central office, I was asked to align the curriculum and  
18 at that time, that's when we were to start (indiscernible)  
19 the curriculum.

20                  So, we actually had a district support visit  
21 underneath the Katy visit. And what was the determination  
22 at that time was that we had a very nice wide curriculum in  
23 every content area and it was effectively being taught in  
24 the classrooms.

25                  And so we had to really stop and look why was



1 it not being taught in the classrooms? Was it the knowledge  
2 of the standards? And so, the curriculum was -- when I say  
3 curriculum, I'm talking about standards. So the standards  
4 were being taught in the classroom, but what was happening  
5 is we were just benchmarking our students.

6                   And so we would benchmark and say "Okay, well  
7 this is what's happening on our winter benchmark data," but  
8 we really weren't doing any strategic interim assessment  
9 work. Some of the teachers were doing formative assessments  
10 very successfully, some of the teachers were not.

11                   So one of the components that we did put in  
12 when we entered the partnership with UVA is we started  
13 backwards designing from the interim assessments and quite  
14 frankly that was a challenge for us. And it really brought  
15 home part of the issue is we are -- instruction was not  
16 rigorous enough.

17                   Our instruction was at a level 1 and level 2  
18 in instruction. So, the interim assessments really made us  
19 be reflective of what students need to know and be able to  
20 do at the end of the year, instead of being reflected how  
21 well did our students do at the end of the year meeting the  
22 standards. Now, we stop, we recalibrate what are we going  
23 to do to ensure that our students do master these into the  
24 year's standards?

25                   And that's what I attribute quite frankly to





1 the increase in the achievement in the elementary schools we  
2 had. Just like I came before you in my presentation, I said  
3 Mesa Elementary did not improve in accreditation ratings  
4 because of their fourth grade -- grades and not have enough  
5 growth or achievement.

6 I honestly couldn't have said that to you  
7 four years ago. So it's really made us look very  
8 specifically clearly to the student level but also stop and  
9 recalibrate what we need to do with the instruction at that  
10 moment in time.

11 MADAM CHAIR: Thank you. Ms. Mazanec.

12 MS. MAZANEC: Thank you all for coming and  
13 for your dedication. I would like to know a little more  
14 about your student community engagement given the challenges  
15 you're facing with the students in the community. And I'd  
16 like to hear from you too with the collaboration between the  
17 tribe and the district getting students in the community  
18 together with you on this quest.

19 MS. HAUKENESS: Yes. As far as Ute Mountain  
20 Ute Tribe is concerned, we strive to make sure that our kids  
21 get to school, the 11 school buses do come down, but after  
22 school, our tribe provides two small buses for them to stay  
23 for tutoring and then we bring them home. And I can see a  
24 huge difference in -- in Kemper simply because we have to  
25 have one full bus for the Kemper kids to come home after



1 school tutoring. So I can see how that school turned  
2 around.

3                   That was -- to me, that's the biggest thing  
4 and they do provide two buses to bring them home. We also  
5 provide help with the athletics and sometimes that's a  
6 challenge when the coach forgets to tell us "Oh yeah we have  
7 practice today and the kids are waiting inside." I get calls  
8 at all times of the night so, that's fine too. But yes, we  
9 are -- we are trying and the tribe supports our whole staff.  
10 I have a staff of six that help with the education with the  
11 Il school district.

12                   MS. MAZANEC: And how about the rest of the  
13 community around the district?

14                   UNIDENTIFIED VOICE: Are you talking that  
15 student engagement or community engagement in relation to  
16 students?

17                   UNIDENTIFIED VOICE: Parents, business,  
18 community. We are starting a very strong partnership with  
19 our businesses through our high school. This was actually  
20 kind of a grass roots efforts from the high school and  
21 incorporating a lot of partnerships for our students at the  
22 high school so they actually get them into internship with  
23 that.

24                   We have community members who actually come  
25 in and do career talks and we actually have in, one of our



1 elementary schools has been very successful, it's called  
2 Watchdogs. I don't know if you've heard of that program.  
3 Watch -- watch -- what -- excuse me, it's Watchdads,  
4 Watchdog Dads. That's what it is. Watchdog  
5 Dads and I trip up on that because we've had to expand it to  
6 Watchdog Dad means, also means Watchdog Moms too because a  
7 lot of our students come from single families. And the  
8 Watchdog Dad program is -- is a program to where the  
9 community or the parent community comes in and they actually  
10 get their own shirts and what they do is they kind of do  
11 parent duty for the day.

12 And so they're in the classrooms, they're on  
13 the -- in -- on the playgrounds or in the lunch rooms and  
14 they actually sign up and we don't have a commitment for it  
15 as when you can, but we have almost a Watchdog parent per se  
16 in the specific elementary school at least once a week and  
17 has been very successful.

18 And so this is now being expanded to the  
19 Cortez middle school. So that's one way that we engage the  
20 -- the parents in a fun way. We also do a lot of outreach  
21 in our district.

22 We have the traditional parent teacher  
23 conferences and read out conferences that you see on every  
24 school schedule, probably across the state of Colorado. But  
25 one of the other things we have to do with our community is



1 we do a lot of outreach and actually go to the parents'  
2 homes in order to work closely with those parents.

3           As Tina was saying about the connection we  
4 have with the Ute Mountain Ute Tribe, we do have a large  
5 percentage of native American students. And unfortunately,  
6 a lot of the native American parents did not have a positive  
7 environment when they went to school. So trust is a very  
8 large issue in our district. And so the way that we bridge  
9 that and it takes many, many years to build that trust is  
10 for us to do up and beyond just what our calendar says.

11           So like Trina said -- Tina said we go down to  
12 the Ute Mountain Ute Tribe regularly, we also have  
13 administration and counselors that go down to the Ute  
14 Mountain Ute Tribe but we do a lot of family outreach in  
15 order to reach our community. We also have a lot of  
16 activities expanded in each of the individual schools where  
17 we invite the parents in multiple -- multiple times to reach  
18 our parents, and then also we have a very strong partnership  
19 within our community.

20           One of the conversations we've had at the  
21 board level is how truly do we engage our community more  
22 embrace the -- the work the district is doing with the  
23 community and making sure we have the voice of the community  
24 at the forefront and that is why the board selected to go  
25 into this three year strategic plan. It's a nontraditional



1 approach of a strategic plan.

2                   The way that it's going to be conducted is on  
3 Tuesday. We will have a work session with CASB on what the  
4 board determines, the strategic plan should look like and  
5 what feedback we should have from the community. And then  
6 we are actually going out to all the community groups and  
7 eliciting their feedback instead of having a day and a half  
8 of having community members come in.

9                   We are going out to the community. It will  
10 take a lot more time, but I feel like it will be very  
11 beneficial in hearing the community and building up the --  
12 the bridge between the district and the community and to  
13 improve the community engagement.

14                   MADAM CHAIR: Thank you.

15                   UNIDENTIFIED VOICE: I would like to add one  
16 more thing if I might. We also, at the tribe, we have all  
17 the teachers, the new teachers or teachers that are coming  
18 into our district. We kept them come down one day -- half a  
19 day at the first of the year so that we can talk to them  
20 about the Ute Tribe, some of the issues we have, who we are,  
21 some of our cultures and traditions, so that they are aware  
22 of what our kids are about when they start teaching them.

23                   So, I think that's an important thing and  
24 that school district provides half a day for those teachers  
25 to come down and be aware of who we are.



1 UNIDENTIFIED VOICE: You know, if I can just  
2 make a couple of -- couple of additional comments. The  
3 members -- the individual members of the board have given  
4 talks to Kiwanis and other local community groups explaining  
5 what we do. We plan to do more of that in the future as  
6 well as having public meetings as already should and in  
7 connection with the strategic planning as well as in  
8 connection with the proposal for a mill levy increase.

9 All of my colleagues on the board are very  
10 responsive -- responsive in terms of dealing with issues of  
11 concern from the -- from the citizens of the community.

12 UNIDENTIFIED VOICE: We also have reflected  
13 in each one of the schools 90 days plans. One of the common  
14 goals as the district is culture and climate. And part of  
15 the culture and climate is the culture between the school  
16 and the community too. So each individual schools have  
17 individual outcomes for that.

18 MADAM CHAIR: Ms. McClellan.

19 MS. MCCLELLAN: Thank you so much for your  
20 testimony all of you for giving us a more complete picture  
21 of just the raw data that we're seeing. I appreciate it.

22 With so much changing on community engagement  
23 in terms of leveraging your plan for improvement, one of the  
24 areas that I noticed was maybe some holes in participation  
25 with respect to accountability participation and I know



1 Board President Schuenemeyer has spoken to his appreciation  
2 for having a complete picture of the data.

3 Can you speak to what it is in your community  
4 outreach planning that has touched on encouragement for  
5 participation so we can get a complete picture? And if it's  
6 all right, I'd love to have a follow up question.

7 UNIDENTIFIED VOICE: Yeah. That would be  
8 great. We actually have a community strategy to increase  
9 the participation quite frankly. And part of that  
10 encompasses is one actually informing our parents the  
11 purpose of the -- of the testing and then what we can use  
12 the testing for. I think there's been a lack of messaging  
13 behind that.

14 And so we've actually done a whole message  
15 campaign, and with -- the theme of the message campaign is  
16 to tell our story because we can't tell our story of how our  
17 students are doing because we don't have the data. And the  
18 importance of having this data because as we talk about the  
19 end of the year standards and the students achieving the end  
20 of year standards, we really need to know how our students  
21 on a nat -- are doing on a national basis.

22 So one is really informing the parents of  
23 that and the importance of it. And each individual  
24 administrator is meeting with any -- any parents that are  
25 questioning that quite frankly. And then also from the



1 district level where we are having -- the district  
2 accountability have requested that we have a district night  
3 just to explain the purpose of the assessments and the  
4 benefit of having them.

5                   And this time last year, we had a lot of  
6 parents coming in that supported the state assessment as  
7 we're going into this assessment cycle. And right now, we  
8 only have two students in our district, so we will make the  
9 assessment.

10                   MS. MAZANEC: Great.

11                   UNIDENTIFIED VOICE: It's -- it's been a  
12 really supported process with this but all the schools are  
13 very advocating for it and the teachers are advocating for  
14 it and really informing the parents of the importance of it.

15                   UNIDENTIFIED VOICE: If I can just make --  
16 make a couple of additions to -- to that. One of the  
17 challenges that we face is that we have, as Flores mentioned  
18 earlier, a lot of single parent families and even where we  
19 have two parent families, a lot of them are working very  
20 hard at minimum wage jobs. And I find it very difficult to  
21 come to things.

22                   So, we're -- we're certainly working to  
23 improve our communication using whatever social network  
24 media is available to do that. And, like I said, that --  
25 that will be expanded in the -- in the future. So, I think





1 we're making progress but it -- it's a challenge

2 UNIDENTIFIED VOICE: Just to add kind of an  
3 interesting side note to that, we have two factions. We  
4 have, one, the opportunity for the students to take the test  
5 and then the opportunity for our students to do well on the  
6 test. And as, you know, we're looking at our data. We  
7 definitely had the issues at the secondary level.

8 So -- and thinking from a kid's point of  
9 view, I talked to our media class at the high school and  
10 they are actually doing infomercial of why it's important to  
11 do your very best and so that would be given from fifth  
12 grade to ninth grade. Haven't seen it yet. They promised  
13 it right before spring break. So, I'll be happy to share  
14 that with the board if you'd like to see it. I'm sure  
15 they'll do a phenomenal job.

16 UNIDENTIFIED VOICE: If I can make one -- one  
17 additional comment to that, I would share my -- my oldest  
18 granddaughter is a freshman in high school and I was asking  
19 her about it the other day and said what -- what do we need  
20 to do to give students more incentive to do better on these  
21 tests and she said give prizes.

22 MS. MCCLELLAN: Never a bad idea. And then  
23 my follow up would be, I really commend you on going after  
24 Mel Levy. I think you can't get what you don't ask for and  
25 that may be a critical boost for you. How does plan B look



1 in the event that that Mel Levy doesn't go forward  
2 successfully or it doesn't have the outcome that you hope  
3 for given that this is a community where some households  
4 have struggled with poverty and community outreach is  
5 something that you're engaging in ongoing efforts to  
6 continue to improve. What happens in Plan B in the event  
7 that the Mel Levy doesn't go your way? How does that affect  
8 your plans?

9 UNIDENTIFIED VOICE: And this is something  
10 we're planning for underneath my administration. As you  
11 know, the retaining teachers' salary is only one component.  
12 Yes, it's a very important component but it's actually, if  
13 you look at the research and the surveys that we've received  
14 from our new teachers which we actually, we have two  
15 components with our new teachers we surveyed them at the end  
16 of the year.

17 We have ongoing feedback coming from a mentor  
18 teacher that I had allocated to support the new teachers.  
19 And then also the assistant superintendent and I myself met  
20 with every teacher at midyear to see how they were doing.  
21 There are some things that we can do to offset that.

22 One of the things that we're looking at is  
23 working with our community and seeing if they'll reduce the  
24 price of the rentals in Cortez because quite frankly your  
25 mortgage payment in Cortez is cheaper than a rental. And



1 just really working with the community in some ways that we  
2 can reduce potentially some of the costs for our teachers so  
3 that we can retain them.

4                   We may not be able to increase our salaries  
5 but we could do some other things to help offset the low  
6 salaries. If I can wrap around the community engagement for  
7 just a minute. The community came together with the key  
8 community members of our nonprofits. And so they've created  
9 what's called the collective impact and this is work that's  
10 done at the school district is very instrumental and, and  
11 it's actually focusing on wraparound services from cradle to  
12 career.

13                   And so, we are really creating a whole  
14 process of when a student comes into our community and they  
15 may need additional supports and how can we leverage all our  
16 community support services around that

17                   MADAM CHAIR: Board member Flores.

18                   MS. FLORES: Thank you. I wanted to ask if  
19 there were any, I'm sorry, if there were any rituals,  
20 events, or celebrations for all. I know you are a  
21 multicultural community for all of these cultures to come,  
22 to come together.

23                   Is there maybe a celebration during the year  
24 where kids can participate and all families come together  
25 for, for the celebration?



1 UNIDENTIFIED VOICE: We don't have just one  
2 celebration but I know at the high school, they have a  
3 Native American club and they do, do like powwows and other  
4 things that, that includes other tribes not just Mountain.  
5 But the school district's been very good about our, our big  
6 celebration is June 1st, the first weekend in June.

7 So, school's out by then. But we do have  
8 teachers who come down to participate and to watch that.  
9 So, that's a good thing but because the school is focusing  
10 on education, some of those things we used to have a big --  
11 used to be called a sun conference.

12 Where we would go and it was very, very more  
13 just celebrate the culture and we haven't had that in some  
14 years. But what we are doing is making sure that we have  
15 representation at the Native American clubs and they are,  
16 they are doing a very good job. They also take them to the  
17 annual club, shoot just went out of my head.

18 Anyway they, they make efforts to take kids  
19 to those kind of things and so it's a very good thing.

20 MS. FLORES: Right. And you have the  
21 Hispanic culture and then you have various other maybe white  
22 cultures together. Is there something that brings all of  
23 them together? Where I'm just thinking of I guess Santa Fe  
24 that has a three culture kind of big celebration together  
25 and where each one sort of displays their.



1 UNIDENTIFIED VOICE: That's actually a very  
2 good suggestion we have singles, The Mile which we celebrate  
3 within the schools. We have tried to embed the, the culture  
4 within the context of what's happening.

5 For instance, like at our graduation, we have  
6 the drummers from the Mountain new tribe. So we try to be  
7 very reflective and as far as this culture but that's  
8 actually a very, very, very good suggestion, to be honest  
9 and I appreciate that.

10 MS. FLORES: And I think children could bring  
11 that together, you know, in the schools. Children always  
12 do.

13 UNIDENTIFIED VOICE: Yeah, yeah I appreciate  
14 that suggestion.

15 MADAM CHAIR: So, I have a couple questions.  
16 Did you have some questions Ms. Rankin? First of all of  
17 staff I would, I would like to ask, when you mention that  
18 innovation status might be appropriate for McNeal, is that  
19 the right name elementary school?

20 UNIDENTIFIED VOICE: Yes, correct.

21 MADAM CHAIR: Can you explain to me why that  
22 might be helpful for them since they're, they're still I  
23 believe the struggle stage somewhat?

24 UNIDENTIFIED VOICE: Yes, innovation status  
25 for McNeal would be more appropriate because I think the



1 district has reflected on that individual schools need and  
2 they really need a whole school culture reset, and that's  
3 why we consider that pathway option.

4 MADAM CHAIR: But you don't -- you can't  
5 identify any particular waivers that would -- that they  
6 would need in order to or you, or you have you in order to--

7 UNIDENTIFIED VOICE: No, since they are a  
8 year behind in the clock, those are sort of initial  
9 conversations.

10 MADAM CHAIR: Got it.

11 UNIDENTIFIED VOICE: But the district may be  
12 able to answer more specifically around those waivers.

13 MADAM CHAIR: Are there some, some of waivers  
14 that were, are there since restrictions district wide or  
15 statewide restrictions that if we leave would help McNeal?  
16 Is not--

17 UNIDENTIFIED VOICE: We are not held to any  
18 mandated waivers that we would need to wait for McNeal quite  
19 frankly. I think Nicole definitely highlighted it when she  
20 said that McNeal elementary needs a basically a culture  
21 reset or culture start.

22 MADAM CHAIR: And innovation process might -  
23 - just the process itself --

24 UNIDENTIFIED VOICE: Yes.

25 MADAM CHAIR: -- might stir those



1 discussions. Is that kind of what you mean?

2 UNIDENTIFIED VOICE: Exactly.

3 MADAM CHAIR: Okay.

4 UNIDENTIFIED VOICE: And just totally reset  
5 it. Now, what's currently happening at McNeal through the  
6 tiered intervention grant is a basically a culture resign  
7 and a program resign. And so they're actually starting that  
8 whole process now. And so the innovation status would  
9 complement the work that's currently being done through the  
10 redesign at this time.

11 MADAM CHAIR: Okay.

12 UNIDENTIFIED VOICE: If I could add something  
13 as well.

14 MADAM CHAIR: Sure.

15 UNIDENTIFIED VOICE: Sometimes our schools  
16 and districts just need to send a me-, send a message to the  
17 community that this school will look and feel different and  
18 innovation status is one of our vehicles to do that.

19 UNIDENTIFIED VOICE: And in our community we  
20 would need to, to definitely have an innovation status or  
21 something like that to, to change.

22 MADAM CHAIR: Okay. Okay. That, that helps.  
23 I, I would appreciate if you tell me a little bit more about  
24 your alternative education campus. I think you have a very  
25 high percentage of your high schoolers that are



1 participating in that program rather than the, the normal  
2 high school.

3 Tell me a little bit about the kids that go  
4 there, what's different for them, what are the things that  
5 you're thinking about changing in order to improve the  
6 outcomes for those students?

7 UNIDENTIFIED VOICE: Okay. I'll start out  
8 off with the first part of that and then I'm going to tag in  
9 Carol Mehesy. Because when Carol came to the district I  
10 asked her if she would formalize her partnership with  
11 charters because before that time we did not have any formal  
12 process to support our charter schools but also to hold our  
13 charter schools accountable. And so, with  
14 Southwest open charter school, it actually serves the  
15 district and it is a district charter, but it also receives  
16 students from our surrounding districts too. So, some of  
17 the, the students that are now ours who came from Dolores to  
18 Mancos and Dove Creek, just because of where we are they can  
19 actually drive and they do refer students that are not being  
20 successful in the traditional high school to, to the charter  
21 and that's fine.

22 Because some of our students do need  
23 alternative education and SWOS does serve the purpose for  
24 some of our students. SWOS itself, the strength of the SWOS  
25 is because it's project based and it does a lot of





1 alternative instruction which is beneficial for our  
2 students. If you go to SWOS, it has a very high culture but  
3 if you also see the data where you have an issue with the  
4 graduation and dropout rate which is where we're currently  
5 pushing and the support with that.

6 And so I'm going to to actually let Carol  
7 talk about some of the work she -- she's currently doing  
8 with SWOS as the di -- district liaison for our charter  
9 schools.

10 MS. MEHESY: Thank you. My name is Carol  
11 Mehesy and I'm the director of school improvement and I'm  
12 also the charter school oversight liaison to build adamant  
13 Superintendent Haukeness was saying SWOS does provide a very  
14 I think engaging culture and really focuses on helping  
15 students master some of those behavioral life skills that  
16 can help them be successful in the school environment.

17 I think in the past are where they have  
18 struggled as they were not tracking their over age under  
19 credit data as closely as they needed to be, and so they  
20 weren't necessarily creating those pathways to graduation  
21 that students need to stay on track especially if they've  
22 already fallen behind in terms of the, in terms of their  
23 credit accumulation and then bringing alongside that some of  
24 the essential skill building if students were missing, you  
25 know, gaps in key skills that would enable them to be



1 successful in those high skill level courses.

2 SWOS does have a new director this year and  
3 they have engaged in their own complete redesign and  
4 strategic planning with their board and they've invited us  
5 to be a partner at the table in those conversations to make  
6 sure that they are looking at those critical issues and they  
7 are in the midst right now of redesigning it. And have  
8 already implemented some changes to address the average  
9 under credit, to address the skills gaps, to address some of  
10 the truancy and absenteeism issues they were having to make  
11 sure that they can close those gaps.

12 And then from our part as the authorizer, we  
13 have really improved our oversight and accountability  
14 processes so that we now have clear annual reports for the  
15 boards and annual meetings to progress monitor.

16 And this case in particular, because this is  
17 a priority improvement school, we meet on a regular basis  
18 quarterly to look at their ongoing interim data around  
19 dropouts and which kids are they losing and why so that  
20 we're making sure that we are jointly looking at the  
21 implementation of these changes in real time so they can  
22 make adjustments if they need to for those.

23 MADAM CHAIR: Sounds great thank you. I was  
24 very impressed with your efforts to improve the  
25 opportunities and recruitment of teachers and I believe --



1 Ms. Haukeness, are you from that area? You've been there a  
2 very long time.

3 MS. HAUKENESS: Yes, I started very young,  
4 you know.

5 MADAM CHAIR: We all do.

6 MS. HAUKENESS: I -- I actually have been in  
7 the district for a very long time and actually has been  
8 privileged to lead the turn around wor -- work in my  
9 previous position, so it's a privilege to lead the work.

10 But I'm actually one of the -- the students  
11 that actually graduate from Montezuma-Cortez School District  
12 that actually went back to the community, and so it's my  
13 goal to graduate students. Let them be successful so they  
14 actually come back and move our community forward.

15 UNIDENTIFIED VOICE: So there, from that  
16 notion I -- I've had my suspicions about that. I'm -- I'm  
17 wondering about teacher cadet programs, things like that.  
18 You're working really hard now to build a -- a -- a cadre of  
19 teachers that are the best teachers in the state and they  
20 want to stay there. How -- are you doing anything to grow  
21 your own?

22 MS. HAUKENESS: We are. We actually have the  
23 Boettcher Program, which actually has been very instrumental  
24 and I did a -- part of our recruiting strategy is identify  
25 people to apply for the Boettcher Program because they have



1 a very, very high level screening process before they're  
2 even accepted into the Boettcher Program.

3                   Because obviously, we want to recruit, but we  
4 also want to recruit teachers that are going to be high  
5 quality teachers before our students. And so we work  
6 specifically with the -- the Boettcher Program. We also  
7 work through the alternative licensure program too.

8                   And then we just currently and Carol gave me  
9 this note just to remind me I had a meeting with Fort Lewis  
10 College just two weeks ago and we're going to start  
11 recruiting some of our support staff which are, you know,  
12 from being in the classrooms or official teachers. And so -  
13 - recruit some of our support staff to also -- through the  
14 Fort Lewis program become, sort of, my teacher.

15                   So we really are looking at how can we grow  
16 our own, in addition to bringing teachers from the outside  
17 in because it is very nice to have that balance obviously  
18 for our students too.

19                   MADAM CHAIR: Okay. Thank you. And one more  
20 question if I may and we'll go back around. Given that a  
21 lot of your challenges happen at the element -- at  
22 elementary or has appeared to be mostly at the elementary.

23                   Usually it's the opposite, right? Kids are  
24 behind in elementary and then struggling high school,  
25 whereas if somehow the numbers have flipped for your



1 district. But I'm wondering what your respo -- what your  
2 feelings are about to read act, how you've used it whether  
3 it's made a difference in helping your kids -- your  
4 elementary kids move forward.

5 UNIDENTIFIED VOICE: I actually had the  
6 privilege to be in during the discussion yesterday with the  
7 board. And I think I can address the one comment that she  
8 made in answer to your question is, you know, that was  
9 something when we were looking at the data is why is our  
10 elementary schools struggling so much, and then when they  
11 get to middle school and high school, how are they growing  
12 more?

13 Because basically that's where our -- quite  
14 frankly our accreditation was coming from is from the growth  
15 of our students and not necessarily the achievement. We're  
16 growing our students, but we're not growing them enough to  
17 be successful. And so we really had to be thoughtful and  
18 look at the data.

19 We knew what the data was showing is that our  
20 kindergartners come in significantly low with the national  
21 level. And we know now, but when we started using dibbles  
22 under the read act, we realized how little they truly were  
23 coming. So we really created a lot of strategies and had  
24 extremely strong super hero kindergarten teachers that were  
25 able to move our students up to benchmark by the end of the



1 year.

2                   But that benchmark wasn't keeping pace with  
3 first and second grade. They were starting to fall back  
4 again. So we were really looking at why is that.

5                   And so, one of our elementary schools have  
6 the opportunity for the ELAC grant, it has received very  
7 intense coaching through the ELAC grant with the read act.  
8 And what we have found out just currently this year is, even  
9 though we're moving our kindergartners a lot of times from  
10 the red to benchmark, is that the low end of the benchmark.

11                   And that's not enough to grow our students to  
12 be successful in learning the specific skills they need to  
13 read. So what we really need to do is even though our  
14 students are showing that they're at the greener benchmark,  
15 we need to move them all the way over to the right side of -  
16 - of the good or grade level benchmark in order for the  
17 students to retain the skills that they have len -- learned  
18 through the summer.

19                   Because we have a very significant summer  
20 retention issue, and that was what was being reflected at  
21 our kindergarten level. So I really do feel especially this  
22 year and being able to really look at the data and  
23 disaggregating it down to a level through an ELAC of what  
24 was going on with our district that we now have much more  
25 clear plan of where we need to make sure our kindergartners



1 around and moving forward to first grade.

2 MADAM CHAIR: Thank you. Board member,  
3 Flores.

4 DR. FLORES: Thank you. I think a lot of  
5 work with the kids in STEM, I guess you would call it now  
6 Science and Engineering. But it was -- I looked at the  
7 research with when kids were really interested in and  
8 starting to think about what they wanted to do, and it  
9 seemed -- some research earlier was at junior high level,  
10 you know, the seventh and eighth grade.

11 But I -- I -- like later research shows that  
12 kids are really starting to think about that in -- a in  
13 elementary school, upper elementary school and middle school  
14 where, you know, you might think about clubs such as future  
15 teachers.

16 I know it has another name now, where clubs  
17 in this -- in this area, but STEM and all the other clubs  
18 that, you know, kids could get interested in and it just  
19 seems as if that has really helped kids read more, you know,  
20 in the area of interest. Get them involved with other kids  
21 that are like that. And I'm not just saying  
22 it's just those areas, but maybe history and literature and  
23 such, but especially teachers. I think that is an  
24 interesting kind of research area of how to get kids  
25 motivated and thinking about their future in the workplace.



1 UNIDENTIFIED VOICE: We actually have been  
2 very fortunate with being one of the recipients of the  
3 Nation Foundation, the foundation here in Denver. And so  
4 through the foundation, they've actually put us in contact  
5 with a very highly successful charter STEM Charter.

6 It's actually the Charter itself is a high  
7 school charter, but it's actually K-8 STEM Charter, and so  
8 we actually have a group of teachers coming up the third  
9 week of April to tour the Charter and see how we can  
10 potentially partner with this Charter school with the  
11 teachers that are proficient on how to do STEM and even pot  
12 -- potentially how can we maybe do some videoconferencing or  
13 streaming on STEM activities to help our teachers because we  
14 are so remote.

15 So I'm very excited about the next phases  
16 with that because you are absolutely correct.

17 MS. FLORES: Now if I can add a -- add a  
18 couple of -- of comments then I -- I absolutely agree with -  
19 - with you. I was -- number of years ago when I was a  
20 professor at the University of Delaware, I was also on the  
21 board of a what would be now called a STEM Charter School,  
22 it was a -- it was a nine to 12 and it was just the -- the  
23 opportunities that they had were -- were really quite  
24 wonderful.

25 But, you know, I've even working with my own





1 grandchildren. Now I see that at a really pretty early age  
2 they have some interest in -- in real problems.

3 I mean, for example, in -- in our area,  
4 Archaeology, Anthropology is very important as -- as well as  
5 biology, water quality and the -- and the like. So I think  
6 that we can really get kids engaged and, you know, as a --  
7 as a scientist and as a statistician, it's important to get  
8 kids engaged at a really early age and in dealing with real  
9 data.

10 UNIDENTIFIED VOICE: Right.

11 DR. FLORES: And teachers and I was honing in  
12 on teachers and getting teachers, getting kids interested in  
13 teaching. That it starts at an early age when they get  
14 that, and of course science too. And, you know, all these  
15 areas, kids are very interested and -- and I think that  
16 these clubs definitely help.

17 UNIDENTIFIED VOICE: Yeah. I -- yeah, if I  
18 could just make an -- make an -- and I -- and I absolutely  
19 agree with you. I think one of the thoughts that I had was  
20 to see if there are ways where we can give teachers an  
21 opportunity to be engaged in, say summer work that's related  
22 to their particular discipline where we are very often  
23 teachers because they need some extra money, you're wind up  
24 working at -- at McDonald's or something that's not related  
25 to their -- their discipline.



1                   And, you know, there may be a possibility of  
2 doing some, kind of, a -- an interactive internships where  
3 say, teachers might spend a few days. Say, here in Denver  
4 working with one of the companies and then actually doing a  
5 -- an internship via an email kind of thing or Skyping or  
6 some other techniques.

7                   So there -- I think there's some real  
8 opportunities to do that, which would -- which would again  
9 help with a teacher retention as a number of people have  
10 referred to. So I -- I drew up. There's a lot of exciting  
11 things to do?

12                  DR. FLORES: Teacher changes with other  
13 districts with your teachers coming in to maybe Denver and  
14 Denver teachers going out to Cortez.

15                  UNIDENTIFIED VOICE: Yeah.

16                  MADAM CHAIR: Board member Rankin.

17                  MS. RANKIN: I have a couple of questions.  
18 First of all, thank you Superintendent Haukeness. I -- I'm  
19 so proud to represent your district up here on the board and  
20 it's been great getting to know you, I guess last year. And  
21 thank you, Dr. Robinson for helping -- Oh -- I'm -- Okay.  
22 And Dr. Robinson, thank you for helping with the laser focus  
23 on the prioritizing.                   I think that seems to be  
24 the theme of figuring out what the things you have to work  
25 on first. Has helped this district so much, so -- so thank



1 you very much.

2                   Along those same lines, in the last 2014  
3 until 2017, I notice we have a total of I believe in -- Ms.  
4 Bautsch, you can correct me on this. \$2,291,782. I'm  
5 sorry. \$291,782 is the total in grants. So rounded up, 2.3  
6 over three years.

7                   How do -- how are we going to, y -- you see  
8 the question where it's going, how are we going to move  
9 forward? Are these grants going to end or do we have a plan  
10 or do we have an idea on how we can continue the momentum?

11                   DR. FLORES: Good question.

12                   UNIDENTIFIED VOICE: Sure.

13                   UNIDENTIFIED VOICE: Yes, thank you, Board  
14 Member Rankin. That is a very good question. Yes.  
15 Montezuma-Cortez has been, done a great job and again,  
16 strategically applying for those grants the best that the  
17 needs for their schools.

18                   Of course, when a grant ends, it does, it  
19 does leave a little bit of a gap, although all of the grants  
20 are intended to be sustaining, so that when they apply for  
21 the grant, there's always a section that asks, "How will you  
22 sustain these efforts beyond the life of the grant?"

23                   And they're targeted towards activities that  
24 should, less being an FTE, for example, and more being  
25 practices in sustaining those programs within their schools



1 themselves. So of course, some of these grants do support  
2 FTEs, for example, the school counselor core grant, but many  
3 of them also help really develop those, that knowledge and  
4 that skill set that then the district can carry on with,  
5 with its own means.

6 But of course, we hope to continue to be able  
7 to, as a state, provide and support schools with grants, and  
8 they're welcome to continue to apply for those as they  
9 become available.

10 UNIDENTIFIED VOICE: Are there -- thank you.  
11 Are there any other grants that are not included in this  
12 report that have also been applied for through other  
13 directions? Is there any other money or is this the total  
14 amount in grants that they've received during this  
15 turnaround process?

16 UNIDENTIFIED VOICE: Is this comprehensive of  
17 what they've received or are you asking if there's others  
18 that they could potentially apply for the future?

19 UNIDENTIFIED VOICE: No, the first.

20 UNIDENTIFIED VOICE: The first one?

21 UNIDENTIFIED VOICE: Yes.

22 UNIDENTIFIED VOICE: This is, yes, I believe  
23 this is mostly comprehensive of these three school years.  
24 However, this only starts in 2014-15, so prior to that,  
25 there were additional grants that the school district



1 received, yes.

2 UNIDENTIFIED VOICE: These, these would be  
3 the main ones because it seems to me, after two years, you  
4 saw the writing on the wall and went after the health and  
5 that, through CDE and otherwise, and that seems to have  
6 really paid off.

7 But it's, it's a great amount of money and  
8 it's not something we want to have come abruptly to an end  
9 because of the finances. And I, I have one more question.  
10 How many students out of the 2800, 3000 that you have are  
11 Ute Mountain Ute and Southern Ute, if you can divide those  
12 up approximately?

13 UNIDENTIFIED VOICE: Geographically, where  
14 we're located leads us specifically service the Ute Mountain  
15 ain Ute students. So we have Ute Mountain Ute students and  
16 Navajo students.

17 The -- the issue that we have before us, and  
18 I'm highlighting this because I know if I don't, Tina will.  
19 We have a IPP meeting every year, we've actually expanding,  
20 we're expanding it to two times a year where we meet  
21 traditionally on the education of Native American students,  
22 specifically Ute Mountain Ute students and Navajo students.

23 When I first started many years ago, it was  
24 easy to designate the, the difference between our cultures  
25 within our district. But it's actually, and I'll answer



1 your question, but I'm clarifying first, what has happened  
2 is, is whenever the ethnicity designation changed, it  
3 changed our reporting out from the parents, because what  
4 happens is, is we have Native American students that may  
5 have another portion of another ethnicity or race, and if  
6 they report that race, then the Native American isn't at the  
7 forefront. So on the, the Federal guidelines, the State  
8 guidelines, we have some inaccurate data for our students on  
9 who truly is a Navajo student, who truly is a Ute Mountain  
10 Ute student, or quite frankly how many of our students are  
11 predominantly Native Americans.

12 So we actually try to run our internal data  
13 with that to keep it clean for working with the individual  
14 tribes. So roughly, we have 27 percent of our students that  
15 are Native American.

16 UNIDENTIFIED VOICE: That answered my  
17 question, thank you. That's all.

18 MADAM CHAIR: Board member Durham.

19 MR. DURHAM: Thank you, Madam Chair. Ms.  
20 Haukeness, just a couple of questions. How -- what's your  
21 total district budget?

22 MS. HAUKENESS: Roughly 22 million.

23 MR. DURHAM: And ho -- what is that? That's  
24 all funds, federal, state, local?

25 MS. HAUKENESS: Yes.



1 MR. DURHAM: And so per pupil, that comes to?  
2 Do you know off top of your head?

3 MS. HAUKENESS: Roughly \$6,700 per pupil.

4 MR. DURHAM: Is that, I don't, I don't think  
5 that math works, and I get somebody in the back of the room  
6 shaking their head, what. See, well.

7 MS. HAUKENESS: We roughly get \$6000 per  
8 pupil.

9 MR. DURHAM: For the state? That's from the  
10 state. What's --

11 MS. HAUKENESS: Yes.

12 MR. DURHAM: I'm, I'm looking for total  
13 expenditure. If you take the 22 million and divide it by  
14 4,000, how many of your students, guess I could do the math  
15 myself if I had a calculator. I'm Common Core challenge so  
16 I'd like to have somebody do it for me, but --

17 MS. HAUKENESS: Okay, so, let's see. They  
18 have 2800 students.

19 MR. DURHAM: They've 2800 students.

20 UNIDENTIFIED VOICE: It should be on one of  
21 the sheets we have, yeah.

22 MR. DURHAM: Anybody have a calculator handy?

23 UNIDENTIFIED VOICE: 7800. Here it is.

24 UNIDENTIFIED VOICE: Yeah.

25 UNIDENTIFIED VOICE: Now, now.



1 MR. DURHAM: I agree.

2 UNIDENTIFIED VOICE: Yeah. Okay, so it'd be  
3 this one?

4 UNIDENTIFIED VOICE: If you take the total  
5 budget and divide it by the number of students, it comes out  
6 to about \$7800.

7 MR. DURHAM: All funds?

8 UNIDENTIFIED VOICE: Everything, right.

9 MR. DURHAM: Okay.

10 UNIDENTIFIED VOICE: Actually, if I could  
11 clarify the per pupil is that amount, and then the federal  
12 money that we get is on top of the calculation.

13 MR. DURHAM: So you-

14 UNIDENTIFIED VOICE: We roughly run about  
15 \$2.2 million in grants to supplement our general fund  
16 budget.

17 MR. DURHAM: 22 million, and how many  
18 students do you have?

19 UNIDENTIFIED VOICE: We have, excuse me?

20 UNIDENTIFIED VOICE: How many students do you  
21 have, I'm sorry?

22 UNIDENTIFIED VOICE: 2800, or 2000 to 2729.

23 MR. DURHAM: And you get a plus two million  
24 federal funds. So 24 million?

25 UNIDENTIFIED VOICE: Actually, I stand





1 corrected, it's 22,000. Twenty-two million, now I'm getting  
2 confused.

3 MR. DURHAM: I always get lost after the  
4 first million myself, so.

5 UNIDENTIFIED VOICE: On our sh -- on our UIP  
6 sheets, isn't, aren't these numbers already calculated?  
7 Can't remember where --

8 MR. DURHAM: I'm going to yield and see if I  
9 can do the math myself to kind of answer it. I'll, I'll  
10 come back once you have somebody else taken.

11 MADAM CHAIR: Any other questions, folks?  
12 This is the only chance, the only opportunity that we as  
13 board members are going to have, not only to speak to our  
14 guests but also to speak to our staff. So we cannot go to  
15 Brenda or Katy or Nicole and ask another question after this  
16 time period right now. So think deeply, please. Board  
17 member Mazanec.

18 MS. MAZANEC: I would like to talk to Dr.  
19 Robinson and not really specific, but I would like you to  
20 talk about what UVA has done, how you feel about how the  
21 staff at Montezuma-Cortez is, is taking to the training and  
22 your expectations going forward, because you're going to be  
23 there, what, two more years?

24 UNIDENTIFIED VOICE: That's the hope, yes.

25 UNIDENTIFIED VOICE: Yes.



1 UNIDENTIFIED VOICE: So, I remember fondly  
2 our very first conversation with Superintendent Haukeness  
3 (indiscernible) half years ago, where when we inquired about  
4 the challenges that the district was facing and we started  
5 brainstorming about what's not in place that could be in  
6 place, there's just an absolute learning mind set and an  
7 absolute -- but not a learning mind set in terms of let's  
8 completely change course and disrupt what we're doing for  
9 students, but how do we evolve in a way that honors the work  
10 we've done, that knows that it's not good enough and builds  
11 on top of that in a coherent manner. And so, in  
12 terms of the work that -- I started to say that as we've  
13 worked with a district team to identify their priorities and  
14 I spoke earlier about the curriculum assessment priority,  
15 another priority I have not spoken about is really the  
16 reallocation of resources to serve schools. Outside of Dr.  
17 Haukeness there was not really support that the schools  
18 would lift up as helpful for them in moving their student  
19 and moving their instruction forward.

20 To degree there was that support, it operated  
21 in a silo versus in a coherent manner tied to those clear  
22 priorities at the school. And so, the district's  
23 willingness to not only work with each school to identify  
24 clear priorities for the 90 plan and ensure that those were  
25 aligned with district priorities, but still honor each



1 school's context in terms of how they rolled out those  
2 priorities to meet the needs of students, but also their  
3 willingness to reallocate and rethink their resources  
4 towards providing the support to achieve those goals.

5           As examples, you've already heard about the  
6 weekly visits to the schools, et cetera. You know, the  
7 curriculum instruction department really, as they rolled out  
8 the new assessments, really invested in the data literacy of  
9 their teachers to help them understand how that data might  
10 be useful to them to actually impact learning and  
11 instruction. And I could offer other examples but that  
12 resource allocation, getting the tools for instruction that  
13 are needed, and actually having an implementation plan to  
14 roll out ensure all the district supports match school  
15 needs.

16           I would rate Cortez as one of the top third  
17 of districts that we've gotten to work with nationally and  
18 their willingness to change and have a learning mind set and  
19 apply that to work. And that's why we're starting to see  
20 the results at the elementary level.

21           In terms of the work moving forward, we're  
22 only two, just over two years into helping provide teachers  
23 with these tools that, that they need, and we still had a 27  
24 percent rate in the most recent statistics, et cetera. So  
25 in order to take this to another level, we've talked earlier



1 about what you are doing to grow your own?

2 Well, a lot of growing your own is not just  
3 the programs that Dr. Haukeness talked about, but it's, it's  
4 also having this core instructional support work at such a  
5 high level that teachers are feeling success every single  
6 day, and why would they go somewhere else, because they're  
7 in this profession and make a difference for students, and  
8 they're experiencing that success.

9 And Dr. Haukeness talked about how there's  
10 still pockets, like Mesa fourth grade, and we could speak  
11 about others, particularly at the middle school level, where  
12 the students aren't exp -- the teachers aren't experiencing  
13 that yet. And so really, a lot of this next phase of work  
14 is about translating the great work that Cortez has done to  
15 reallocate resources and establish tools and really help  
16 build the capacity for teachers to understand how to  
17 leverage that, to truly adapt their instruction to meet  
18 students' needs.

19 We're not there yet, that's happening in  
20 pockets. It's because of their investments in teacher  
21 collaboration, et cetera. There's -- those pockets are  
22 growing every day, but those pockets are not yet endemic in  
23 terms of just how the district operates. And that's really  
24 what this work will be about on the instructional side over  
25 the next few years, but also towards ensuring that the



1 community wrap around support and talent management  
2 strategies aren't just in isolation, but they're in support  
3 of those priorities and helping those teachers be  
4 successful.

5 UNIDENTIFIED VOICE: But what experience do  
6 you have in other districts around the country that are  
7 similar to Montezuma Cortez being rural?

8 UNIDENTIFIED VOICE: So, the--

9 UNIDENTIFIED VOICE: Have you seen this work  
10 before?

11 UNIDENTIFIED VOICE: Absolutely. So, in  
12 Gallup McKinley School District, I referred to it earlier,  
13 in northern New Mexico, serves a higher percentage of the  
14 American population than in Cortez, and very similar  
15 demographics, actually higher poverty.

16 The -- the -- the 12 schools that we've had  
17 the privilege of working with, we've seen 10 schools rise in  
18 grade level. And we've seen out of those 10 schools, four  
19 of those schools ri -- rise multiple grade levels. In  
20 Farmington, which is I believe within 50 miles of Cortez, in  
21 New Mexico, you have apache middle school that's gone from a  
22 D to an A. You have -- I'm sorry, Tibbits middle school has  
23 gone from a D to an A. Apache Elementary School has gone  
24 from a F to a B. Northwest Elementary School is one of the  
25 highest gains schools in all of New Mexico, over the last



1 couple of years.

2                   And so I lived those examples, not because  
3 there's not others, but because those examples are the ones  
4 most relevant because the populations are so similar to, to  
5 Cortez. Of course, our work because the country is not  
6 always as successful as in Cortez, Farmington and Gallup,  
7 because our work's about building leadership capacity and  
8 so, and building systems.

9                   And at the end of the day you have to have  
10 leadership that is committed to the work and committed to  
11 learning for this work to make a difference. And that's why  
12 we're honored to sit here today and be part of this work,  
13 because we have confidence in Cortez's team commitment to  
14 that work.

15                   MADAM CHAIR: So, board member Durham, I will  
16 get back to you, but my colleague here told me that I really  
17 should read a part of the script to make sure that it is on  
18 the record. I'm so excited that I forget what I'm doing.

19                   The board has been engaging in discussion and  
20 asking questions. Based on our 2016 board procedures, this  
21 is our only time for discussion and opportunity to ask  
22 clarifying questions of both the department and the district  
23 for this time period. We need to be sure we are clear with  
24 the direction and conditions we request to include in the  
25 proposed written final determination, as public testimony



1 will not be heard in subsequent meetings, i.e. we need to be  
2 thinking about our recommendations for the plan that's  
3 forthcoming.

4 Board member Durham? Are you ready with your  
5 mathematical calculations?

6 MR. DURHAM: We'll give it another try.  
7 Thank you Madam Chair. All right.

8 So, the question I'm asking is total all in  
9 funding, I believe on a statewide basis, on average about  
10 between \$11,000 and \$12,000 a student. That's everything  
11 from categorical, to transportation, to state share, local  
12 share, federal. So, I get up to \$8,571 by adding federal  
13 in, and configure 2,800 students and two million dollars  
14 Federal. Is, are you including categorical in your  
15 original 22 million? Transportation, read act? Everything  
16 comes separately.

17 UNIDENTIFIED VOICE: No.

18 MR. DURHAM: No. Okay. So offhand, you  
19 don't know the total per pupil expenditure in the district  
20 including lunch programs and, you know, I'm just trying to  
21 get a kind of per a pupil expenditure number.

22 UNIDENTIFIED VOICE: I would need to get that  
23 information and provide it for you. I'd be glad to do that.

24 MR. DURHAM: All right. Thank you. I think  
25 I'll move on to some of the other, some of the other



1 questions. Brenda, was the answer to Thomas Rankin's  
2 question, the, the value of the grants, 270,000 or 2.7  
3 million?

4 MS. BAUTSCH: A little over two million.

5 MR. DURHAM: So, a little over two million.  
6 Okay. So, over, about, on an annualized basis, it would  
7 appear to be about five percent of the -- an addition of  
8 about five percent of the budget numbers and can you--

9 MS. BAUTSCH: I was adding three different  
10 school years. This last one, it's going around, I think it  
11 was 685,000 sort of.

12 MR. DURHAM: Thank you. Brenda, could you  
13 tell me most of those private grants, are they federal  
14 government grants? State grants? Can off the top of your  
15 head, I don't need a complete breakdown.

16 MS. BAUTSCH: Absolutely, thank you for the  
17 question. Yes, it's a mixture of State and Federal say of  
18 mostly federal. The State councilor core grant is a State  
19 funded grant.

20 MR. DURHAM: Starting through some of the --  
21 the issues, Ms. Anthes, can you -- could you give me your  
22 opinion of the effectiveness of the Boettcher alternative  
23 licensure program? Do you believe those teachers that are  
24 going through that program are effective as a general rule  
25 and -- and approach the effectiveness of traditional





1 licensed staff?

2 MS. ANTHES: There is definitely a -- a  
3 learning curve with the Boettcher program because you're  
4 having a -- a -- a person that has a degree going into a  
5 classroom and learning the educational component at the same  
6 time. I can tell you that out of the last two years with  
7 the Boettcher candidates, there has only been one Boettcher  
8 candidate that we've ask -- asked not to -- to continue in  
9 our district.

10 And looking at the ratings for them,  
11 obviously, I can say this globally because we have quite a  
12 few, they -- they have been partially effective. So, I  
13 really do feel that the capacity is there to -- to grow the  
14 suit -- the teachers through the Boettcher program. I can  
15 definitely assure you that we can tell within the first year  
16 from observations, student achievement data, progress  
17 monitoring, whether that -- that teacher would be successful  
18 in -- in the school district and whether we decide to  
19 continue our partnership with that teacher.

20 MR. DURHAM: So -- so, as a general rule,  
21 they should get better over time and grow -- most of them  
22 are in the relatively early phases of -- of being employed  
23 by your district, is that fair? And that they've been there  
24 10 years or they have been there two years, three years?

25 MS. ANTHES: No. And the -- the learning



1 curve that I referred to was actually in the year one quite  
2 frankly. The Boettcher program does a very, very intense  
3 strategy, I would say, on how to get the -- these  
4 individuals to the point where they could be effective  
5 teacher. Normally, with the Boettcher program they do a  
6 very nice job in lining up the content areas to that the  
7 teachers apply for.

8                   So, I would have to endorse a Boettcher  
9 program quite frankly. What we do on the other side as a  
10 district is we have the teacher leader mentor and we have  
11 specific strategies that we're pushing for additional  
12 support, for these teachers that we have in our classroom  
13 that has not gone through the traditional teacher education  
14 program.

15                   MR. DURHAM: Okay. You're satisfied with the  
16 progress of that program and feel good about it?

17                   MS. ANTHES: Yes. I am very satisfied with  
18 the program. I feel like it's very beneficial to our  
19 district.

20                   MR. DURHAM: Thank you. So, now you have two  
21 charter schools, is that correct?

22                   MS. ANTHES: We have three charter schools in  
23 our district.

24                   MR. DURHAM: So, there are let's see,  
25 Children's Kiva Montessori, is that a charter?



1 MS. ANTHES: We have Battle Rock Elementary  
2 School, that is also a charter school. And then we have  
3 Southwest Open Charter School. That's our alternative  
4 education campus for high school students.

5 MR. DURHAM: So, generally, those would  
6 appear to be performing well with the exception of the  
7 Southwest Open Charter, which has that priority improvement  
8 as a general rule, correct?

9 MS. ANTHES: Yes. Battle Rock has improved  
10 in accreditation ratings.

11 MR. DURHAM: Right. And, I'm going to go  
12 from memory, but a few years ago, did you guys have a bond  
13 issue to try and help Southwest Open Charter and it failed  
14 by a few votes-

15 MS. ANTHES: Yeah.

16 MR. DURHAM: -is my memory good on that?

17 MS. ANTHES: That is correct.

18 MR. DURHAM: And then subsequently have they  
19 been able to receive some funding for improvement of the  
20 physical plant in -- at -- at Southwest Open Charter? And my  
21 -- my memory good on that are not? I mean, I -- as I recall,  
22 it had roof -- leaky roofs and all kinds of challenges. Do  
23 those -- does that still persist or has there been some  
24 progress?

25 MS. ANTHES: There has been progress within



1 that.

2 MR. DURHAM: I'm trying to remember, I can't  
3 remember where they got money from someplace or-

4 MS. ANTHERS: They have a capital campaign.

5 UNIDENTIFIED VOICE: I think you're right. I  
6 mean, I know that the -- the roofs have been fixed and I'm  
7 not absolutely sure, but I -- I believe you're correct.

8 MR. DURHAM: Okay. Good. And so a -- a part  
9 of this improvement plan has to be then focused on -- on  
10 Southwest Open Charter, and would it be fair to say that  
11 these are students that, as a general rule, face probably  
12 greater challenges than the average students in terms of --  
13 of poverty or other factors that would tend to weigh on  
14 academic success?

15 MS. ANTHERS: Yes. With other risk factors.  
16 Absolutely.

17 MR. DURHAM: So, as a general rule, higher  
18 risk -- higher risk students. But-

19 MS. ANTHERS: Yes. That needs additional  
20 intensive support to be successful.

21 MR. DURHAM: Okay. Great. And then, thank  
22 you very much. I'm sorry Ms -- Dr. Robinson, your -- your  
23 fee for the services you provide, if I saw that correctly  
24 was \$213,000, is that per annum or for the period of the  
25 contract?



1 DR. ROBINSON: That's for the period of  
2 contract.

3 MR. DURHAM: A little over 100,000 a year for  
4 two years?

5 DR. ROBINSON: If you were to divide every  
6 two years, we are -- we were also hoping to provide services  
7 this April through June, which is included within that so  
8 across 27 months. Yes.

9 MR. DURHAM: Okay. So and that is -- is that  
10 inclusive of travel? I mean is that an all in number?

11 DR. ROBINSON: It's an all in number for our  
12 travel and our consulting travel to serve Cortez as well as  
13 all room and board materials when they're receiving the  
14 leadership development. Not included in there is Cortez's  
15 travel to University of Virginia.

16 MR. DURHAM: And give an estimate on the  
17 number of trips and how significant a burden that might be  
18 on the district budget?

19 MS. ANTHES: To the University of Virginia,  
20 through this program, we will have school administration and  
21 key district administration that will be helping support  
22 these schools travel to the University of Virginia twice  
23 through the program. And then the University of Virginia  
24 also comes to us with targeted professional development on  
25 site assessment and monitoring. And then we have a mid-year



1 retreat that is usually in Albuquerque to help offset the --  
2 the costs of our travel.

3 MR. DURHAM: Okay. And then driving to that,  
4 I've just read a couple of articles produced by University  
5 of Virginia -- Virginia Department of Education and I would  
6 characterize it as hostile to charter schools. How do you  
7 view your ability to assist charter schools in being part of  
8 this improvement plan?

9 DR. ROBINSON: So, our -- the majority of our  
10 direct role with Cortez is focused on accountability for the  
11 pathways plan and leadership development for the district  
12 leadership team and the middle school and the high school.  
13 That's a direct run school to help those schools achieve  
14 great success and move forward their instructional  
15 infrastructure and as well as helping the district  
16 leadership team execute on its commitments outlined in their  
17 pathways plan.

18 So, we will not be working directly with any  
19 of the charter schools, but what we will be doing is  
20 ensuring that the district leaderships commitments and its  
21 board work, as well as community engagement which will serve  
22 those charter schools is done at a high level, and those  
23 commitments are followed through on.

24 And so, we are and -- we are in support of  
25 all of Cortez's schools and believe that this plan will



1 advance learning in all the schools. Our role particularly  
2 will go much deeper in accelerating learning in the middle  
3 and the high school.

4 MR. DURHAM: Okay. The -- Ms. Anthes, could  
5 you -- could you identify, just in your opinion and other  
6 than funding since we don't know the exact amount we're --  
7 we're dealing with but if -- if you had to go back to five  
8 years, with the five years that the school has been on the  
9 clock, in your opinion, what are the three most significant  
10 reasons for the district's -- district underperforming  
11 statewide averages, just in your opinion?

12 MS. ANTHERS: Consistent Tier 1 instruction  
13 would be one of them across the board. The second one would  
14 be reflective on that instruction and assessing where the  
15 students currently are and then adjusting right at that  
16 moment in time. Because, as you can see, we have many  
17 challenges in our district and we really need to be  
18 reflective immediately if we need to make adjustments in --  
19 in instruction.

20 I would say the third one that we really had  
21 to look out was, I felt in the past as a district, we were  
22 really focusing on what we could do to change the student's  
23 and then increasing student achievement. And that has  
24 completely a shift to student achievement as an adult issue.  
25 It is not a parent issue and it's not a community issue, it



1 is a school issue.

2                   So, how do we adjust our adult actions to  
3 improve the student achievement in our district? And you'll  
4 see that reflected as a change in our -- in our UIP.

5                   MR. DURHAM: Okay. And you are in what -- in  
6 the implementation Read Act, you test in English?

7                   MS. ANTHES: Yes. We test in English.

8                   MR. DURHAM: Thank you. And let's see. I  
9 think maybe I get from staff some of the budget numbers when  
10 we're done.

11                   You've been working -- looks very -- at least  
12 would appear very effectively with CDE probably since  
13 they're sitting here, wouldn't be a good place to ask you if  
14 they had room for improvement. But perhaps at some time  
15 when this proceeding comes to a conclusion, I think it would  
16 be interesting -- first I just would like to hear your  
17 observations of CDE and how they have worked with you and  
18 how you -- how you feel about it just in general.

19                   UNIDENTIFIED VOICE: And I would feel  
20 entirely comfortable to go on record with this. The -- the  
21 work with CDE actually started well before the last three  
22 years so it was whenever we dipped in our accreditation  
23 rating, and CDE and the different departments, especially  
24 the District Improvement Department, has been incredibly  
25 supportive to our district quite frankly.





1                   As you'll see from the grants that we have  
2 received, they are very targeted, they're very specific and  
3 all of them line up with our UIP. Through the work with CDE  
4 like I, you know, I referenced our UIP we -- help with our  
5 UIPs clear down to the initiatives that we have and the  
6 grants that we need to apply for in order to move our  
7 district forward.

8                   One of the things I appreciate is  
9 Commissioner Anthes visit to our district. That's the first  
10 time to my knowledge in like 15 years we've had a  
11 commissioner come to the district. I know it's not easy to  
12 get to our district.

13                   But when she came in and as we walked through  
14 the school, I would stop and say, "What you see happening in  
15 the classrooms with our -- our teaching is funded by general  
16 fund. The rest of this is funded by federal and state  
17 grants." And quite frankly, we couldn't move the d -- the  
18 district forward to what we currently can if we didn't have  
19 the support of the State Department both in those factions.

20                   The other component is that through Peter  
21 Thurman's improvement division with Nicole Monet. They've  
22 been highly effective and supportive in the work that we've  
23 done with the turnaround and quite frankly very reflective  
24 but also very quick to respond in the support that we've  
25 had.



1                   And in addition to the pathway work that  
2 we've had before you today, this has really been a work of  
3 progress not only in our -- with our district, but also with  
4 the State Department because there's been -- since the State  
5 Department like three times for approval.

6                   So, I really feel like the partnership we've  
7 had with CDE has been very strong and very supportive.

8                   MR. DURHAM: Thank you very much. I would  
9 just observe, I think, the -- this has been a very good  
10 presentation. The district I think has accepted  
11 responsibility. There hasn't been any whining. I think  
12 they have a plan to -- to move forward. We -- we never know  
13 whether what really alternately works in improving  
14 education. Sometimes some things seem to work and they  
15 won't work.

16                   But then the school district next door for  
17 whatever said reasons but I think that you all by accepting  
18 responsibility and having a plan to move forward, have  
19 acquitted yourselves and your constituents very well. So,  
20 thank you.

21                   UNIDENTIFIED VOICE: Thank you. It was a  
22 team effort. I'd like to acknowledge everyone on the team  
23 from the board of education to everyone sitting here now and  
24 at home. It truly is a team effort.

25                   MR. DURHAM: Thank you.



1 MADAM CHAIR: Board member Flores.

2 MS. FLORES: I just have one question and  
3 that is you've identified that you have adults that need to  
4 change and these are teachers.

5 And now you're focusing on Mesa Elementary  
6 School and you say that that -- there hasn't been enough  
7 growth with those individuals or with the students at Mesa.  
8 So, what is the next step? And what other issue do you see  
9 needing to be changed so that going forward, you know, you  
10 can progress.

11 UNIDENTIFIED VOICE: Okay. With Mesa, we saw  
12 like a growth of at 4th grade and so we're being very  
13 strategic in pushing and support. This is also a situation  
14 where we have brand new teachers at the grade level.

15 One of the things that has happened at Mesa  
16 and this has actually been through some strategic visits  
17 that we have conducted over this last year quite frankly up  
18 to the Denver area. When you live in our area, we have very  
19 dedicated teachers. We have strong plans that sometimes you  
20 have to get outside of the area to see potentially what can  
21 be and what some other specific strategies we can do.

22 And so we've actually been conducting very  
23 targeted visits to high poverty, high achieving schools in  
24 the Denver area, and one of the -- the component that has  
25 come in, that was also funded for Mesa through the Connect



1 for Success Grant.

2                   One of the things that had come from that is  
3 a floating concept that really helps when you have a very  
4 large Tier 1 that's lacking specific skills. So, for one of  
5 these, they call them bright spot visits, from the Mesa  
6 teachers, the Mesa teachers came back presented to the rest  
7 of the staff.

8                   And so they started out in first grade  
9 flooding and that's where you look at the data using the  
10 table stated in this case and star data and you identify  
11 which spec -- specific strategies that the students need to  
12 work on.

13                   And then you conduct many units around it and  
14 then you take all of your staff or extra staff and you flood  
15 that classroom for that amount of time. That meant that  
16 other teachers had to give up support.

17                   So, it was really a school wide initiative  
18 and so that has sent them -- that happened right before  
19 Christmas and so now the kindergarten is doing it and third  
20 grade starting to start this initiative. So, it was  
21 actually training into a school wide momentum.

22                   And so that's a couple of things that we're  
23 doing to address it. But I really do feel that these bright  
24 spot visits are very important for our staff. And it's all  
25 tied to their 90 day plan.



1                   So, it's very strategic when they come up to  
2 -- to Denver or to another school and look for. And then  
3 how can they bring that back, will work for that school to  
4 replicate it and if yes, how are they going to achieve it?

5                   MADAM CHAIR: Thank you. Board member  
6 Mazanec.

7                   MS. MAZANEC: I'm wondering what -- what kind  
8 of vocational technical, I think you talked about CTE,  
9 somewhat? I'm hearing a lot of interest not just in Colorado  
10 but cross the country about a renewed interest in vocational  
11 technical training and when it comes to the high school  
12 level dropout rates.

13                   And I'm just wondering if -- if you have  
14 thought about that kind of program to try and retain some  
15 more of your students.

16                   UNIDENTIFIED VOICE: I would love to answer  
17 this question but out of complete respect, I'm going to ask  
18 for her Dr. Jason Wayman to come up and talk about the CTE

19                   UNIDENTIFIED VOICE: Here he comes.

20                   UNIDENTIFIED VOICE: And the reason why I'm  
21 doing this is because under Dr. Wayman's administration at  
22 the high school, we have one of the state knowledge CTE  
23 programs in the state of Colorado. So, Jason.

24                   DR. WAYMAN: Just in our last student  
25 perception surveys, we ran -- we ran a survey for what CTE



1 (indiscernible) classes, our students most wanted to see.  
2 Number 1 was college prep. They don't feel like the kids  
3 that are going college wise because we serve so many free  
4 reduced lunch students that their families are adequately  
5 preparing them.

6                   So, we are just going to put in a college  
7 prep program. Number 2, they asked for building trades. We  
8 don't have a strong building trades program. So, we are  
9 currently in partnerships with Habitat for Humanity and  
10 contractors across our county to put in internships for our  
11 kids because that's one of the things they're asking for.  
12 Number 3 was more health services. We have a very strong  
13 EMS Fire Science Program. That's one of the models across  
14 the state.

15                   But they wanted more nurse aid and stuff like  
16 that. Southwest Community College of Colorado is just  
17 outside of town has partnered with us in schools and is  
18 going to send in an instructor to our campus to provide  
19 those classes next year. We can provide the numbers and  
20 they can provide the teachers, so we are good there.

21                   And number 4 was that they agreed that most  
22 of our pro -- programs are very strong. The community  
23 college from -- comes in every spring and advertises all  
24 their programs so we've doubled the enrollment in our  
25 welding programs, in our auto program, in our cosmetology



1 and all of those we're partnered very strong.

2 I've actually doubled my budget and I wasn't  
3 planning for that. So, I'm trying to figure out how to  
4 solve that problem.

5 And also in the last five years, our  
6 graduation rate's also gone up but we've doubled the amount  
7 of concurrent AID that our kids are enrolled in through  
8 different programs; the HLC, changed the requirements and  
9 took away some of the teacher credentials we had.

10 So, we've switched over to the  
11 (Indiscernible) Program so that our kids do not lose out on  
12 college credit programs. We are also partners with the CEI  
13 and their AIMS Initiative which is to get more American  
14 Indians who have also partnered with the tribe to recruit  
15 kids to get them, our Native American students more  
16 diversity in our in those programs so that it matches our  
17 school diversity.

18 So, we're -- we're definitely making those  
19 trends and trying to shut those gaps and focus on a very  
20 heavily.

21 MS. MAZANEC: Jason, what percentage of the  
22 high school students are in CTE program?

23 DR. WAYMAN: Forty eight percent of our kids  
24 are in CTE from -- than are Native American and 10 percent  
25 in our AP concurrent edge.



1                   So, those are definitely something we're  
2 trying to ramp up and make -- and match to what our students  
3 are wanting so that they feel like high school education is  
4 provided for. The other switch that we're going to make  
5 next year is that we're taking our advisory which is  
6 tradition -- traditionally by grade level. So, we put our  
7 freshmen advisers together.

8                   We're going to switch that to academic career  
9 path advisers so that students go into a -- an advisory  
10 based on the career path that they want to. We're coupling  
11 that with mentoring programs so the freshman of -- the  
12 freshmen will be with juniors.

13                  And advisory based on the career they want to  
14 go into because dropout prevention has CTE and mentoring as  
15 the top two things to prevent dropouts. So, we're  
16 definitely trying to align our programs to what the research  
17 says.

18                  UNIDENTIFIED VOICE: Thank you.

19                  DR. WAYMAN: I hope that answers your  
20 question.

21                  UNIDENTIFIED VOICE: Thank you, Board Member  
22 Mazanec for asking the question that I had but I wanted to  
23 know whether your alternative education school participates  
24 with you, has its own program? You go by the initials and  
25 I've lost them.





1 DR. WAYMAN: They do -- they do have a new  
2 director and they're working to because our CTE programs are  
3 so strong. They're working to be able to send their kids  
4 over to our program.

5 They've also had the college in and for the  
6 first time this year are now sending kids out to the  
7 community college in their programs, so that that's part of  
8 the AIMS Initiative that we've -- we've been involved in.

9 Two out of their three kids are actually  
10 point or may be average that they celebrated for their  
11 students that are attending. So they are -- we're trying to  
12 work closer with those and went to community college to  
13 bring that piece that has been missing previously.

14 MADAM CHAIR: That's great. Were you  
15 finished?

16 MS. MAZANEC: Oh yeah.

17 MADAM CHAIR: Board member Goff, somewhere  
18 out there in the ether. Can you hear me?

19 MS. GOFF: Yeah.

20 MADAM CHAIR: Do you have a question? Do you  
21 have any questions?

22 MS. GOFF: Well, first of all to let you all  
23 know, I've heard every word every stellar word and very much  
24 enjoying your report and the work that you've been doing is  
25 highly appreciated. I would like to tie that into some



1 questions that in relation to how the ICAP; Individual  
2 Career and Academic Planning mechanism have you been able to  
3 take advantage of that? And do you see some definitive  
4 advantages coming from that and that we've been to maybe a  
5 follow up around the your participation in the Counselor  
6 Corps program, if that -- if that has supported that or  
7 relate to it in any way, and if you are looking forward to  
8 having both the Counselor Corps sustained and continuing  
9 work with -- from your planning particularly?

10 UNIDENTIFIED VOICE: In terms of the ICAP, we  
11 -- we revised that this year to become more of a process in  
12 our school instead of a hoop to jump through. So, one of  
13 the things that we had to do is take the new graduation  
14 requirements that we're going to adopt based on the state  
15 recommendation and I'm a big fan of those because they're  
16 pretty much the way I'm selling it is that what -- what  
17 we're asking is that kids' bags are packed to go wherever  
18 they want when they graduate from high school.

19 That's the goal. And then how do we work  
20 backwards through the way that we support our kids to be  
21 able to get there. And traditionally the ICAP was a hoop to  
22 jump through just to get there.

23 And so, to add on to the graduation  
24 requirements, in each box besides the test score we've added  
25 the elements that we feel are necessary to help them get



1 there. And so that then when we have our academic tracks  
2 and our advisers are working with kids, they know that these  
3 things are not just hoops to jump through, they're actually  
4 graduation requirements like the, you know, your career  
5 interests inventory, your resume, your graduation skills.

6                   And so we've -- we've worked to -- we've  
7 worked with backwards design from the graduation  
8 requirements all the way down to freshman level and then  
9 we're going to work department with the middle school to  
10 make sure that that proc -- is a process and more of the  
11 culture than just something that we do. The counselor  
12 course has helped.

13                   We traditionally had bef -- when I first got  
14 there we had two counselors and we had a post secondary  
15 counselor. We've switched now, we have four grade level  
16 counselors so that we can kind of carry that same counselor  
17 with students over four years and that's not such a high  
18 ratio.

19                   I think our last ratio before we switch was  
20 about 350 to 1 or something like that 300 to 350 to 1,  
21 counselor to student ratio. I mean, it was very hard to  
22 meet the needs of the students. So, with this we have about  
23 180 to 1.

24                   So, it cut it in about half of our students  
25 will be able to get counseling and more RTI services and



1 other things like that with the counselor focused on meeting  
2 needs of the students so that that's really helped us meet  
3 the needs of more students and get their plan, their --  
4 their schedules and their plan of -- their four your plans  
5 of education lined up more in line with what their needs  
6 because they can get more personalized attention with the  
7 counselor program.

8 UNIDENTIFIED VOICE: Great. Thank you. May  
9 I do a follow up?

10 MADAM CHAIR: Please. The floor is yours  
11 now.

12 UNIDENTIFIED VOICE: Okay. In relation to  
13 the Counselor Corps again have -- have you made a difference  
14 in how your community --

15 UNIDENTIFIED VOICE: Is that why we're here?

16 UNIDENTIFIED VOICE: -- relationship building  
17 and your interactions --

18 UNIDENTIFIED VOICE: Go get her.

19 UNIDENTIFIED VOICE: -- with community has it  
20 -- has it kind of pardoned that at all? Have you been able  
21 to bring parents in?

22 UNIDENTIFIED VOICE: I thought it was an  
23 echo.

24 UNIDENTIFIED VOICE: I can start off with the  
25 answer to that question and then Jason can finish. One of



1 the components of the School Counselor Corps Grant that has  
2 enabled us to do is to actually bring parents in and have  
3 assistance in filling out the FASFA.

4                   We have many first generation parents and,  
5 you know, I'm going on my third student completing college  
6 and I still struggle with the FASFA every yea. R and so a  
7 lot of times in helping specifically a few other students  
8 along the way that does need some help because as educators  
9 that's what we do. The FASFA can basically be a  
10 determination whether students go to college or not.

11                   Just -- just that one barrier in our  
12 community because of the -- the complications that parents  
13 have in filling it out or it doesn't get filled out and then  
14 the continuation of that. And the School Counselor Corps  
15 has really provided that opportunity to assist the parents  
16 in filling out the FASFA and that has been a very strong  
17 support to our students.

18                   UNIDENTIFIED VOICE: Thank you very much.

19                   UNIDENTIFIED VOICE: Go ahead Jason.

20                   UNIDENTIFIED VOICE: I do -- I do know that  
21 with the decreased load on the counselor, I don't know about  
22 bringing -- we have had an increase in bringing community  
23 into the school. But I know that our outreach towards  
24 parents and providing communication and support for kids has  
25 definitely increased because we have reduced the number of



1 kids and because the counselors are staying with your kids  
2 for four years.

3                   It's definitely created a stronger bond with  
4 their parents and the school in terms of support. I also  
5 know that with us expanding our career intake, and part of  
6 that is having an advisory council that's made up of parents  
7 and community and those involvement in many of those are  
8 growing.

9                   So, we've had more businesses and more  
10 parents involved in advisory meetings in terms of the  
11 programs and what we're offering and what they want to see  
12 so that's help on that end as well.

13                   UNIDENTIFIED VOICE: Madam Chair. Oh sorry,  
14 Jane.

15                   MADAM CHAIR: Jane go ahead.

16                   UNIDENTIFIED VOICE: I'm finished now thank  
17 you.

18                   MADAM CHAIR: Thank you.

19                   UNIDENTIFIED VOICE: I was just going to ask  
20 we do have our school finance expert here. If you were  
21 interested we can have Leon M. come up.

22                   UNIDENTIFIED VOICE: To answer.

23                   UNIDENTIFIED VOICE: To clarify Mr. Durham's  
24 questions.

25                   UNIDENTIFIED VOICE: Mr. Durham's questions.



1 UNIDENTIFIED VOICE: Thank you.

2 MADAM CHAIR: Perfect. Thank you very much.  
3 Ms. Emm.

4 MS. EMM: Thank you. The way I understood  
5 the question is how much revenue is coming into the school  
6 district from all sources of funds.

7 MR. DURHAM: For all sources and from all pur  
8 -- for all purposes from all sources.

9 MS. EMM: Okay. Thank you. For the total  
10 program via the School Finance Act that provides about. And  
11 I'm looking at 15/16.

12 MR. DURHAM: Yeah.

13 MS. EMM: That is just a shade over \$18.7  
14 Million. The state share of that is \$5.2 million, and the  
15 local share of that is \$13.5 Million. And then the other  
16 state funds that's available to the district for categorical  
17 programs and some other ancillary type state funds, \$1.4  
18 Million and then the federal dollars that come into them for  
19 title programs, National School Lunch Program and the IDEA  
20 things like that, \$2.3 Million. So, all that total was  
21 right around \$22.4 Million.

22 UNIDENTIFIED VOICE: Nice job.

23 MS. EMM: Their per pupil revenue for the  
24 school finance act is right at \$6,964.

25 MR. DURHAM: Okay. Thank you. It's where we



1 started.

2 MADAM CHAIR: Thank you Ms. Emm. Folks, any  
3 more questions? Board member Rankin. Can -- can I have a  
4 motion please.

5 MS. RANKIN: Based on today's hearing I move  
6 that the department and the district work together to submit  
7 a proposed written final determination regarding a  
8 management partnership for Montezuma Cortez for the state  
9 board's consideration at the April state board meeting.

10 MADAM CHAIR: That's a proper motion, do you  
11 I have second?

12 UNIDENTIFIED VOICE: Second.

13 UNIDENTIFIED VOICE: Second.

14 UNIDENTIFIED VOICE: I have two seconds. Ms.  
15 Cordial, could you call the roll please and remember our  
16 phantom.

17 MS. CORDIAL: I remember. Board member  
18 Durham.

19 MR. DURHAM: Yes.

20 MS. CORDIAL: Board member Flores.

21 MS. FLORES: Yes.

22 MS. CORDIAL: Board member Goff.

23 MS. GOFF: Yes.

24 MS. CORDIAL: There was a yes, sir. She's  
25 down. Board member Mazanec.





1 MS. MAZANEC: Yes

2 MS. CORDIAL: Board Member McClellan.

3 MS. MCCLELLAN: Yes.

4 MS. CORDIAL: Board member Rankin.

5 MS. RANKIN: Yes.

6 MS. CORDIAL: Board member Schroeder.

7 MADAM CHAIR: Yes. So, folks thank you very  
8 much. This was great discussion, great presentation. The  
9 only problem was we didn't take a break so some of us are in  
10 deep pain. So, I'll excuse everybody really quickly, but I  
11 want to sincerely thank you for all the hard work that's  
12 gone into this. Best wishes.

13 UNIDENTIFIED VOICE: I appreciate the board  
14 and the board's consideration in taking out the time today  
15 to hear our proposal and approving it. So, thank you.

16 MADAM CHAIR: You're very, very welcome. We  
17 love your kids; take a break guys.

18 UNIDENTIFIED VOICE: Thank you.

19 MADAM CHAIR: Take a break. Pound the gavel.  
20 I don't know I mean I thought about this.

21 (Break)

22 MADAM CHAIR: How you doin', Ms. Cordial?  
23 Are we ready? Next item on the agenda is recognition of the  
24 2016 Milken Educators. Commissioner, I'll turn this over to  
25 you.



1 MS. ANTHES: Yes, hello. Thank you, Madam  
2 Chair, members of the board, our esteemed guest today. We  
3 are pleased to be honoring the 2016 Colorado Milken Award  
4 winners.

5 This is an incredibly difficult and  
6 challenging honor to receive. And Colorado is lucky enough  
7 and honored enough to have two Milken Award winners this  
8 year, which is very, very unusual across the nation. So,  
9 with this, I'm going to turn it over to Lynn Banbury, on our  
10 staff, who has been working with them over the past several  
11 months.

12 MS. BANBURY: Madam Chair and members of the  
13 board.

14 UNIDENTIFIED VOICE: And can you-

15 UNIDENTIFIED VOICE: Pull that down. Speak  
16 right into it.

17 MS. BANBURY: Is that a little better?

18 UNIDENTIFIED VOICE: No, not very much. You  
19 have to come real close.

20 MS. BANBURY: Okay.

21 UNIDENTIFIED VOICE: Thank you.

22 MS. BANBURY: All right. This morning, we're  
23 going to honor Miss Jennie Schmaltz and Miss Felicia Casto,  
24 our 2016 Colorado Milken Educators. I'll give you brochures  
25 about the program, but let me give you a little background



1 on the award. The Milken Educator Award provides  
2 recognition and an unrestricted financial award of \$25,000  
3 to exceptional elementary and secondary school teachers,  
4 principals, and specialists who are furthering excellence in  
5 schools throughout the country. Each year, exceptional  
6 educators are considered without their knowledge by a blue  
7 ribbon panel appointed by the Department of Education.

8                   Jane Goff generously served on our panel  
9 again this year and was able to attend one of the  
10 announcements. The recipient is caught unaware with news of  
11 their \$25,000 award which they can use in any way they  
12 choose.

13                   The announcement is made during a surprise  
14 assembly that's attended by students and peers, as well as  
15 federal state and local officials and the media. This year,  
16 Colorado was fortunate to not have one, but to have two  
17 Milken Educators. On October 26, Jennie Schmaltz from  
18 Elkhart Elementary in Aurora, Colorado was named the 2016  
19 Colorado Milken Educator.

20                   Executive Director Colleen O'Neill helped to  
21 present this award with Lowell Milken from the Milken Family  
22 Foundation. Miss Schmaltz is a third-grade teacher and  
23 coach at Elkhart Elementary.

24                   When the school needed a new instructional  
25 coach for literacy, Miss Schmaltz stepped up to the



1 challenge. Elkhart Elementary is a K5 International  
2 Baccalaureate school serving the Aurora community. Most of  
3 the teachers she supports saw classroom growth averaging 65  
4 percent or above despite multiple challenges in the student  
5 body, which included parent deaths, learning disabilities,  
6 and a high percentage of English language learners.

7                   Now, we thought we would show you a small  
8 clip from that -- the ceremony, so you can kind of enjoy it,  
9 too.

10                   MS. O'NEILL: I am so excited to be here with  
11 you today and I love seeing all of your smiling faces out  
12 there. I've heard so much about the many great things that  
13 you are doing here at Elkhart Elementary School.

14                   I wanted to come today to tell you how proud  
15 we all are of you, each and every one of you. You have  
16 certainly been working hard on your studies and it really  
17 shows.

18                   MR. MILKEN: I've come to your school to  
19 present a Milken Educator Award to a teacher who represents  
20 compassion, dedication and a belief that every child can  
21 succeed. And that teacher is Jennie Schmaltz.

22                   MS. BANBURY: Now I'll tell you a little bit  
23 about our second recipient. On Monday, February 13th, 2017,  
24 Miss Felicia Casto from Rim Rock Elementary in Fruita,  
25 Colorado also received the 2016 Milken Educator Award.



1 Commissioner Katy Anthes helped present the award along with  
2 Lowell Milken. Miss Casto is teaching students at Rim Rock  
3 Elementary a new language. She's teaching them to speak  
4 math.

5                   At the enrichment center in Rim Rock, Miss  
6 Casto works with students in grades kindergarten through  
7 five weekly, before and after school or during the day, and  
8 also coaches Rim Rock's teachers. Because Miss Casto --  
9 because of Miss Casto, both students and teachers have  
10 embraced a growth mind set, taking on challenges, and  
11 constantly looking for ways to improve outcomes. And  
12 improve, they do.

13                   Most students who worked with Casto show a  
14 year's growth or more and the school's reading and math  
15 scores rival the state averages. I want to show you a short  
16 video clip of her ceremony.

17                   MS. CASTO: It's my privilege to work here.  
18 I come here because of the wonderful, fabulous children  
19 every day. And of course, the teachers, as well. It makes  
20 it wonderful to have such a family around that cares and  
21 loves each other so much. And we're all about the kids, in  
22 helping your life and it -- enriching that everyday.

23                   UNIDENTIFIED VOICE: I think it's important  
24 to build the entire pipeline of our education profession.  
25 These kids will see that excitement and see that we honor



1 and revere our teachers. And I want to have them see that,  
2 so they grow into our next generation of educators.

3 UNIDENTIFIED VOICE: The recognition is-

4 UNIDENTIFIED VOICE: So now, Commissioner  
5 Anthes or our board member Goff, would you like to say  
6 anything? Then we'll invite them up to say a few words to  
7 you.

8 MS. GOFF: Good afternoon. It's a pleasure  
9 to see the culmination of this, but it's really doesn't end  
10 anywhere.

11 I think, you know, the -- one of the beauties  
12 of recognizing fine teachers and their contributions should  
13 be ongoing. And I trust and hope that in your school  
14 communities that is the case. And that you continue to --  
15 to allow your work to inspire others, whether they be  
16 current teachers, whether they be those young kids who are  
17 looking forward to the guidepost of what is a great way for  
18 me to spend my life and get back.

19 One of the best things about this is the  
20 ability to attend one of the announcement ceremonies because  
21 if I'm -- if I'm right, that is a true surprise to -- to  
22 you. And congratulations to your staffs for keeping it so  
23 securely quiet. I -- I find that a -- amazing and -- and  
24 something very difficult to do. But I -- I just want to say  
25 that as we go through our -- our challenges as a state and



1 we're all looking to work together for the betterment and  
2 the bettering of everyone involved, having strong,  
3 inspirational classroom teachers who get up every morning  
4 with the intent of making joy out of the day for someone  
5 else is key.

6                   And I -- I appreciate -- I thank you. I'm  
7 sure the board, I speak on their behalf, thank you for being  
8 the emissaries and the ambassadors that you are for the best  
9 thing that can happen to a child, and that's school. So,  
10 thank you and congratulations.

11                   MS. ANTHES: Thank you. I really can't top  
12 what board member Goff just said, but, you know, I do just  
13 want to extend my sincere thanks really on behalf of the  
14 whole state of Colorado, and teachers around Colorado, and  
15 principals around Colorado.

16                   We know that behind good teachers are good  
17 principals, as well. So, we're thrilled to have the  
18 principals here with you today. But it was an honor and a  
19 pleasure to be at Felicia's ceremony and to get a tour of  
20 their whole school and everything like that. And Jennie, to  
21 meet you and get to know you. You -- you both are role  
22 models for teachers around the state and we're thrilled that  
23 you're in Colorado.

24                   UNIDENTIFIED VOICE: So, now we'll have  
25 Jennie Schmaltz come up and say a few words.



1 UNIDENTIFIED VOICE: I just want to begin by  
2 recognizing how much of an honor it is to be recognized by  
3 both Milken and the Colorado Department of Education. The  
4 Milken Family Foundation is really committed to elevating  
5 the profession of teaching as a whole, and through my short  
6 experience with them already, I've really been impressed  
7 with the caliber of teachers and professionals that I've met  
8 through there.

9 And it's just, I'm very appreciative and  
10 humbled by the recognition and the chance to be a part of --  
11 of the foundation. After you get the award, it is a total  
12 surprise and, and then they ask you to give a speech. And  
13 as I'm sure you guys have already noticed, I'm super great  
14 at giving speeches. So, I thought to myself, you know, the  
15 only way I was going to survive that part was to speak  
16 directly to the students.

17 And what I said to them is that you achieve  
18 great things when you surround yourself with greatness. And  
19 so, to that end, I would be remiss if I didn't mention how  
20 important the guidance I've gotten from my principal, Ron  
21 Schumacher, and the amazing staff, and the community at  
22 Elkhart as a whole. Through them, I've really found an  
23 opportunity to find my voice and to engage in the service of  
24 the community that I serve.

25 And I'm very passionate and excited by that.





1 I'm grateful to Milken and to the Board of Education here at  
2 CDE for the work that you do around Colorado, because I  
3 definitely believe in education as the equalizer for all of  
4 our students. And the Milken Family Foundation says that,  
5 the students are a greatest natural resource, they are the  
6 future, and It's appreciate your support in that sentiment,  
7 as well.

8 I'm very, very proud to be a representative  
9 of Colorado for the Milken Fami -- Family Foundation, so  
10 thank you.

11 UNIDENTIFIED VOICE: Now, we'll introduce you  
12 to Felicia Casto.

13 MS. CASTO: I, too, agree it's much easier to  
14 speak to children. So, good afternoon Madam Chair and  
15 members of the board. What an honor it is to be here and to  
16 be recognized in front of such distinguished group of  
17 people. I want to start off with a quick little story about  
18 the day, and then I'll share a little bit about my position  
19 and what I do at Rim Rock. February 13th, not too long ago,  
20 was such a crazy day.

21 It was a short week, it was Valentine's Day,  
22 we had parent-teacher conferences, and on top of that, we  
23 had an assembly that I was put in charge of after I  
24 threatened to take the day off work, because I didn't feel I  
25 needed to be there. So, as these ladies have



1 suggested, when they came in that day, I was the first  
2 person they saw. I was, you know, had canceled intervention  
3 groups and was just trying to greet everybody, and you know,  
4 put a smile fa -- on my face like we don't have instruction  
5 to do right now but that's okay.

6                   So, and needless that I know, that I was not  
7 listening as well as I should have been during the  
8 presentation, because I was put in charge of taking care of  
9 the children, because I do know all of the children at the  
10 school mostly by name. Most if I'm having a bad day.

11                   So, it's very -- it was very humbling to hear  
12 my name and I really didn't know what I had won, because I  
13 was shushing children and having them you know, "Be  
14 respectful, here we go, let's listen." So, it was very such  
15 an honor.

16                   And I didn't even know until later at lunch  
17 when sweet little Bonnie who works with Milken said,  
18 "Felicia the money is yours." And I just thought it was the  
19 school's, that the school had won an award, not really  
20 understanding what was really going on at that moment.

21                   So, anyways, the week started off flustered  
22 but it ended up amazing. Had no idea that it was going to  
23 change my life as it has, because it has, definitely.  
24 Definitely given me the validation of what our school, and  
25 our district, and our state are working towards. It's --



1 we're going in the right direction, we're moving forward.

2                   It's all about the kids and what we can do to  
3 support each other. And it's very important that we are  
4 recognized and this foundation has stepped up and honored  
5 us, so it is a huge honor. My days at Rim Rock as an  
6 instructional coach, also as interventionist, mostly  
7 mathematics, just because that's what I was so bad at  
8 growing up and I figured I needed to get more, get better at  
9 that.

10                   And so, that's where I've, my career has led  
11 me. I want to thank as well, my administrator. She has  
12 pushed me a lot. And the assistant principal as well, who  
13 couldn't be here with us today. I would not be where I am  
14 without them pushing me and continuing to challenge me. And  
15 our staff and our district is very supportive and obviously  
16 the state is as well. So, it's such an honor and thank you.

17                   UNIDENTIFIED VOICE: We commend you both for  
18 your exceptional work as a model teacher and congratulate  
19 you on receiving the Milken Award.

20                   And I'd like you to please join me in  
21 honoring Jennie Schmaltz and Miss Felicia Casto, the 2016  
22 Milken reward recipients. If you'll come forward and have  
23 your picture taken and receive your awards.

24                   MADAM CHAIR: The board will break for lunch  
25 and start back up at One O'clock for the Julesburg



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1 Accountability Clock hearing.

2 (Meeting Adjourned)

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1 C E R T I F I C A T E

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