



Colorado State Board of Education

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

April 13, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on April 13, 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 bring the meeting back to order.
3 Ms. Cordial would be kind enough to call the roll.

4 MS. CORDIAL: Would you stay, please? Miss,
5 just one sec. Board member Durham.

6 MR. DURHAM: Here.

7 MS. CORDIAL: Board member Flores.

8 MS. FLORES: Here.

9 MS. CORDIAL: Board member Goff.

10 MS. GOFF: Here.

11 MS. CORDIAL: Board member Mazanec.

12 MS. MAZANEC: Here.

13 MS. CORDIAL: Board member McClellan.

14 MS. McCLELLAN: Here.

15 MS. CORDIAL: Board member Rankin.

16 MS. RANKIN: Here.

17 MS. CORDIAL: Board member Schroeder.

18 MADAM CHAIR: Here. Thank you. Board
19 member Rankin.

20 MS. RANKIN: Madam Chair, I'd like to make a
21 motion. We'll go into executive session.

22 MADAM CHAIR: Can I have a --

23 UNIDENTIFIED VOICE: Second.

24 MADAM CHAIR: Thank you. So, ladies and
25 gentlemen, our apologies, but we need to have a, what we



1 hope is a very fast exec session. So, we needed to ask you
2 to enjoy our beautiful lobby for just a couple of minutes.
3 You may leave your stuff on the seats. We promise not to
4 touch it or read it.

5 MS. CORDIAL: Madam Chair.

6 UNIDENTIFIED VOICE: Not bad.

7 MADAM CHAIR: Thank you.

8 MS. CORDIAL: Madam Chair. Would you like me
9 to read you into executive session?

10 MADAM CHAIR: Please do. Yes.

11 MS. CORDIAL: An executive session.

12 MADAM CHAIR: Yes.

13 UNIDENTIFIED VOICE: How's the notice? Okay,
14 has -- has been moved to, for today's State Board Meeting in
15 conformance with 24-6-402(3)(a), CRS, to receive legal
16 advice on specific legal questions pursuant to 24-6-
17 402(3)(a)(II), CRS in matters required to be kept
18 confidential by the Federal Law or Rules or State Statutes
19 pursuant to 24-6-402(3)(a)(III), CRS.

20 MADAM CHAIR: Thank you ladies and gentlemen.
21 Colorado State Board of Education will now conduct the
22 hearing in Case Number 17-AR04. The accountability
23 recommendations concerning HOPE Online Academy Co-Op
24 Elementary and Middle Schools, Multi District Online Charter
25 Schools, authorized by Douglas County School District.



1 Under the Education Accountability Act of 2009, if a school
2 receives a priority improvement or turnaround waiting for
3 more than five consecutive years, the State Board of
4 Education must direct an action to the local Board of
5 Education.

6 HOPE Online Learning Academy Co-Op Elementary
7 and Middle Schools will enter their sixth year priority
8 improvement or turnaround July 1, 2017. During this
9 hearing, the board is acting in its capacity to hear the
10 recommendations of the commissioner and the state review
11 panel pursuant to 22-11-210(5)(b), CRS.

12 The commissioner and her staff are here today
13 to present their recommendation. The district is also
14 present and will share their report. The state review
15 panel, an independent body of education experts has issued a
16 recommendation regarding HOPE Online Learning Academy Co-Op
17 Elementary and Middle School that is part of the hearing
18 record and is included in the board packets. In the case of
19 HOPE Online Learning Academy Co-Op Elementary and Middle
20 Schools, the state review panel conducted a site visit and
21 document review in 2015 and 2016 and after both site visits,
22 recommended management by a public or private entity other
23 than the district.

24 The state board's consideration of the matter
25 shall be limited to materials submitted by the parties and



1 maintained in the record of proceedings. At the hearing,
2 each party shall have a maximum of 30 minutes to present its
3 report. Board members may not interrupt with questions
4 during this time. Board members will have an opportunity to
5 ask questions after both parties have completed their
6 presentation.

7 So, the hearing will proceed as follows. The
8 department shall present its 30-minute report. The district
9 shall present its 30-minute report for HOPE Online Learning
10 Academy Co-Op Elementary and Middle Schools. Ms. Cordial
11 will let you know when there's five minutes remaining for
12 your presentation. And then following the presentations of
13 both department and the District, State Board shall have the
14 opportunity to ask questions of both parties for a time
15 period not to exceed two hours.

16 State Board may ask one or both parties to
17 submit proposed final determinations for the State Board's
18 consideration. State Board will consider and adopt final
19 determination in a subsequent State Board Meeting. So, at
20 this time I would ask the department's representatives to
21 introduce themselves for the record and to begin their
22 presentation.

23 Also, I will call for a break in a little
24 over an hour because I think allowing us up here to ask you
25 all questions for two hours after you've already spoken for



1 hour might just been cruel and unusual punishment. So,
2 should I forget, somebody --

3 MS. CORDIAL: Okay.

4 MADAM CHAIR: -- do this for me. Department,
5 Commissioner.

6 MS. ANTHES: Yes. Thank you Madam Chair.
7 I'm Katy Anthes, Commissioner of Education.

8 MS. PEARSON: Alyssa Pearson, Associate
9 Commissioner Accountability Performance and Support.

10 MS. BAUTSCH: Brenda Bautsch, Accountability
11 Specialist.

12 MR. SHERMAN: I'm Peter Sherman, Executive
13 Director of School and District Performance.

14 MS. ANTHES: Thank you Madam Chair, Members
15 of the Board. We are here for an accountability hearing for
16 a, HOPE Online Learning Academy Co-Op for Elementary and
17 Middle School. Thank you, Heather Romero, for being here
18 and your team. Thank you, Dr. Cook, for being here from
19 Douglas County, HOPE's authorizer and Dr. Gatts, it's nice
20 to see you again. Thanks for being here.

21 This is a different type of a turnaround
22 hearing. And that this is a charter school on the
23 turnaround clock. Therefore in statute, the options for
24 your directed pathways are a little bit different. By
25 statute, there are three options. Number one, replace the



1 governing board. Two, replace the operator. Three, revoke
2 the charter. My team will go through those options as we
3 move through the presentation. We have been working with
4 HOPE and appreciate the partnership that we've had with them
5 over the past several years.

6 And I also conducted a learning center visits
7 several months ago. We have appreciated this partnership
8 with the team to determine the best ways to improve student
9 achievement and growth for students in the HOPE network.
10 HOPE has made some positive changes to their learning model
11 to give students more direct instruction, provide in-person
12 learning centers so that kids have a community that they can
13 go to. They are making strides in ensuring teachers have
14 the expertise necessary to support their students.

15 It is clear that they care deeply about their
16 students and the community thus, communities they're
17 serving. We have seen them move from turnaround to priority
18 improvement which shows movement in the right direction.
19 Given the options we have for a pathway of the charter
20 school per statute, the commissioner, I am recommending
21 replacement of the governing board and a partnership with a
22 management entity to support the operations of the school
23 and high quality execution of their improvement plan. With
24 this, I will turn it over to Alyssa Pearson.

25 MS. PEARSON: Thank you. Good morning



1 everybody. Dr. Anthes said today we're talking about HOPE
2 Online Learning Academy -- Academy Co-Op both the Elementary
3 School and the Middle School.

4 Their -- both schools will enter their sixth
5 consecutive year priority improvement or turnaround on July
6 1, 2017. As such, the State Board of Education is required
7 to direct action to the district's local school board prior
8 to June 30th, 2017.

9 As HOPE is a charter school and the only
10 charter school you'll hear this year, we want to spend a
11 little bit of time talking about what the options are in
12 State statute around Charters. Because it is a little bit
13 different. I think there's some areas there that we need to
14 clarify as we go forward and think about what they actually
15 mean in terms of implementation and what constitutes that,
16 those specific actions.

17 So, for charter schools at the end of the
18 accountability clock, the Board, the State Board of Ec --
19 Education may direct two different things. That first
20 bullet has really has two actions in it. This is what it
21 says in the law. The public or private entity operating the
22 charter school or the governing board of the charter schools
23 should be replaced by a different public or private entity
24 or go -- governing board.

25 So, that's really two options, it's the



1 public or private entity operating the school will be
2 replaced or the governing board should be replaced. It's
3 just kind of written in a way that's hard to see at all. Or
4 the third option is that the public charter schools charter
5 be revoked.

6 So, the Commissioner's recommendation is
7 really around the replacement of the governing board and the
8 partnership with an external entity to support the
9 operations of the school. This recommendation is based on a
10 review of the data, leadership, culture, academic systems,
11 unified improvement plan, and history of grants and supports
12 for the school, as well as the state review panel's final
13 recommendation.

14 The district's own proposal to pursue a
15 management partner in governing board reconstitution with
16 the school and the key conditions for success. So, as we'll
17 talk about the rest of the presentation, we really think
18 about what are those components that need to be in place so
19 that we can see that change in student achievement and
20 growth that we all want for kids in the school. And based
21 on that, that's where we come to our recommendation.

22 So the state review panel reviewed the school
23 both in 2015 and in 2016 and you've got all those materials
24 in your packets. The recommendation from the state review
25 panel was management. The Commissioner's recommendation is



1 replacing the governing board and management, and the
2 district's proposal is to reconstitute the governing board
3 and to have a management partner as well.

4 So today, it's up to you all to pick from
5 those options and state law to provide for us direction for
6 determining the written determinations to bring back to you
7 to talk about it in a future meeting, but we really need
8 that specific direction from you today, about wha -- what
9 pathway and what that pathway means to you all. So, I'll
10 give you a little bit of background and I'm sure you'll get
11 more from the school in the district as well.

12 But Hope is a multi-district online charter
13 school that first opened in 20 -- 2005, 2006 and authorized
14 with Douglas County School District now. It previously
15 operated as a single K12 school until 2013, '14 when it
16 formally divided into three schools into an elementary, a
17 middle, and a high school. And the high school as qualified
18 as an alternative education campus or AEC. The high school
19 is not on the accountability clock, we're just talking about
20 the elementary and the middle school today.

21 Right now, Hope has 26 learning centers that
22 are open in 11 different school districts. They're
23 independent learning centers and they each have a contract
24 with Hope. The enrollment of students at the elementary and
25 middle school level is almost 1,800 students. And students



1 engaged in a blended model of online and direct instruction,
2 different than other online schools that you've heard from
3 because students really they go attend the brick and mortar
4 all day, their attendance is required.

5 They have a full day schedule but they get
6 some blended learning as well. And talk a little bit about
7 the performance of the school over time. So this -- the
8 first part of this page you can see the ratings for the
9 elementary and the middle school from 2010 through 2016, and
10 you can see the jump that the school made from 2014 from
11 turnaround to 2016 to move into priority improvement.
12 You'll also see some of that in more detail data, and that
13 academic achievement and growth for English language, Arts
14 and Math.

15 At the elementary and middle level, the
16 achievement has been made that it does not meet reading from
17 2010 through 2016. You can see with growth for Reading and
18 Math though those approaching ratings that the school got in
19 2016. So we're seeing that uptake there.

20 This chart shows you a little bit more
21 specifics in terms of the achievement data for 2016. These
22 are the percentile ranks of the disaggregated groups for the
23 school. The -- the percentile ranks when you translate them
24 to the actual mean scale score, they come out to be for the
25 elementary level, in the mid-like the teens of the 700,



1 which is right between level two and level three on
2 assessments, so between partially meets and approaching.
3 Math is a little bit lower in terms of their scores. This
4 slide shows the median growth percentiles for 2016 for the
5 school by the disaggregated groups.

6 You can see elementary on the left and middle
7 on the right for English Language, Arts and Math, mostly
8 approaching -- state expectations there. Still not enough
9 growth to catch students up but the -- their growth
10 percentiles have improved over time and they're approaching.
11 This slide just shows the retention rates of students in the
12 school.

13 So the 2014 cohort looks like students in
14 2014, the next year what percent we enrolled and this is
15 elementary data of the year after what percent we enrolled
16 and year after what percent we enrolled. So you can see the
17 different cohorts and you can see that the most recent in
18 2016 retention rate is increased from how it -- how it's
19 been in the past.

20 CDE has worked with Hope in a variety of
21 ways. Performance managers have conducted site visits with
22 the school over the last three years. We supported the
23 school and funded a diagnostic school readiness assessment
24 in May of 2015. Staff have provided support on improvement
25 planning and pathway development. And Dr. Anthes was able



1 to tour our learning center along with other staff in
2 February of 2017. This slide show some of the grants and
3 support that the schools received from CDE, and expelled and
4 at risk student services grant years. That's a state grant.

5 Reading Ignite which focuses on literacy at
6 the elementary level. School Improvement Support, providing
7 funding to support improvement planning and implementation
8 at the school. Title 1 district, multi district online
9 learning pilot program. That's a little bit different and
10 that it's not a competitive grant.

11 It -- it's something that you all initiated
12 and really worked on as a board to ensure that Douglas
13 County and Hope could get that Title 1 funding needed for
14 that school. And that most of the students enrolled in Hope
15 do not live within the boundaries of Douglas County, and so
16 the needs for Title 1 Funding and the way Douglas County
17 gets their title and funds the allocations weren't
18 reflecting all the hopes students, so you all created this
19 pilot programs to enable additional funding to go to the
20 district and thus to the school.

21 The school received a turnaround network
22 diagnostic review in May of 2015, UIP support. And just
23 yesterday, This is in italics because we didn't know where
24 we would be on the agenda. But just yesterday, you all
25 approved the State Turnaround Leaders Development



1 Participant grants, and so Hope is a recipient of that for
2 the coming year. I'm going to turn it over to Peter Sherman
3 and talk about the conditions and systems in the school.

4 MR. SHERMA: Thank you. National research on
5 turnaround shows that schools on track to improve student
6 achievement are likely to show evidence through these areas:
7 through leadership and staff, school culture, academic
8 systems, district support, and board and community
9 relationships.

10 CDE provides support in these areas and will
11 reviews conditions and systems related to Hope online.
12 Leadership and staff. Heather O'Mara is the Chief Executive
13 Officer of Hope, and is a co-founder. Hope employs a
14 central staff of 97 people. In addition, each learning
15 center requires the positions of Learning Center Director,
16 Manager, and Academic Lead.

17 The learning center managers hire mentors who
18 deliver the primary instruction to students. Mentors are
19 not employees of Hope but rather of individual learning
20 centers. Mentors by statute are not required to hold
21 current teaching licenses. School culture is an important
22 aspect of school improvement and manifests in the mission
23 and vision, the physical learning environment, family
24 engagement, and expectations for students and adults.
25 Observations by CDE staff and a number of Hope Learning



1 Centers found that there exists a range of learning
2 conditions at different learning centers. Some have very
3 strong learning environments and others lack some apparent
4 structure or expectations for learning.

5 The culture and climate of Hope is dependent
6 upon the expectations asserted by Hope and also by the
7 leadership at each learning center. Hope collects
8 affiliation data as a means to assess student engagement
9 which includes a number of different indicators. For
10 academic systems, the online learning time and Hope Learning
11 Centers varies by grade level.

12 Elementary students learning centers are
13 engaged in online learning for 60 minutes a day, and middle
14 schools around half of the day about 50% of their time is
15 spent on online. Hope implements interim assessments and
16 collects that data across all of their learning centers.
17 Staff visits to -- CDE staff has its several different
18 learning centers have also led to a variety of different
19 observations, of a range of instructional practices that
20 we've seen from very effective engage students and learning
21 to some low levels of student engagement and apparent low
22 expectations for some student learning.

23 It's not clear that the observed mentors or
24 center managers necessarily have an understanding of some of
25 the instructional leadership that's required. We've seen a



1 very variety of observations from the visits that we've had.
2 Nor is it evident that the observed Hope Learning Centers
3 necessarily have the capacity to effectively differentiate
4 their instruction for all students.

5 So we know that that differentiation is
6 important piece. The context in which the school operates
7 is important. Hope as you know as a charter school that's
8 authorized by Douglas County School District. Hope receives
9 a high level of autonomy and support from the district. The
10 school receives Title 1 funding from Douglas County and
11 piloted the multi-district online school funding model.
12 Hope operates 26 learning centers in 11 different locations,
13 throughout the state, 11 different districts, excuse me.

14 The district supports Hope in a variety of
15 different ways: through Title funding, planning,
16 monitoring, fiscal oversight, and budg -- budget and
17 coordination through grant development, through unified
18 improvement planning, through progress monitoring of school
19 improvement efforts, through collaboration and support with
20 state accountability efforts, and through support for
21 special ed, English language development literacy, the READ
22 Act accord -- coordination and professional development.

23 As a charter school, Hope maintains a
24 governing board director with five members. The HOPE board
25 has recognized the need to expand its membership and



1 expertise in order to provide greater accountability for
2 student performance.

3 This is evidenced through board minutes and
4 in HOPE's proposed pathway plan that they've presented to --
5 that they'll present today. Sorry. My apologies. That's
6 on the back side. So, in order to succeed, CDE believes
7 that HOPE needs to pursue and make some significant changes
8 and improvements in certain areas.

9 In academics, they should continue to focus
10 on improvement of instruction in academic systems that will
11 lead to significantly better student learning outcomes.
12 They should ensure that all -- that they meet the needs of
13 all student -- students especially subgroups of students in
14 -- with disabilities, English language learners, and
15 students identified as gifted and talented. In leadership
16 and talent management, HOPE needs to ensure that each
17 learning center is led by a highly qualified instructional
18 leader and that each classroom is staffed with a high
19 quality teacher.

20 These staffing decisions are really critical
21 so as to ensure that each student has access to the learning
22 opportunities that they -- that they need. In terms of
23 school culture, the school should ensure that every learning
24 center and each classroom is deliberately set up and
25 maintained as an inspiring learning environment with high



1 expectations for students that allow for differentiated
2 instruction.

3 Hope should continue to ensure that the
4 culture and climate of each learning center meets the nee --
5 the stan -- high standards for a student and adult
6 engagement as well as they have been working on.

7 In terms of governance and accountability,
8 there needs to be increased and shared accountability across
9 the entire organization for student learning including Hope
10 staff, Hope governing board, and learning center staff, and
11 the authorizing district, of course, has a role to play in
12 that as well. I'll pass it to Brenda.

13 MS. BRENDA: Thank you. Based on those key
14 conditions for success that Peter just reviewed as well as a
15 review of the unified improvement plan, a student data, and
16 conversations with both school and district leadership, the
17 commissioner has rec -- recommended three actions for the
18 school to take to improve student outcomes. The first is to
19 contract with an external entity to support operations in
20 management of academic systems and talent management.

21 The second is to replace the governing board
22 to ensure robust accountability for student performance, and
23 the third is to assign additional accountability to each
24 learning center to ensure that transparency and
25 accountability is available for the parents and the local



1 communities in which the learning centers operate.

2 CDE staff conducted a review of the districts
3 -- of the -- of Hope's plan. We're using our management
4 rubric and determined that the management plan partially
5 meets the standards of the rubric. The plan has both
6 strengths and weaknesses. The strengths are the use of a
7 management partner to improve teacher and leader quality
8 through recruitment, professional development, and creating
9 pathways for licensure.

10 The plan, however, lacks some dee -- clarity
11 on how Hope as an organization will promote greater
12 accountability for student learning at each individual
13 learning center and provide -- and there's a little bit lack
14 of detail around how the addition of two new board members
15 will facilitate the improved governance and robust progress
16 monitoring.

17 However, overall, the plan does seek to
18 address the root causes of low performance at the school,
19 addresses the school's most urgent needs, and aligns with
20 the major improvement strategies that are found in the
21 school's unified improvement plan. The state review panel
22 conducted an evaluation in 2015 and 2016 and this slide
23 provides a chart that shows the ratings from 2015 to 2016.
24 They did differ from year to year. In 2015, they were
25 developing an effective ratings.



1 In 2016, some developing and non-effective
2 rate -- not effective ratings, but in both recommendations,
3 the pathway recommended was management by a public or
4 private entity. I'll turn it back to Lisa.

5 MS. LISA: Thank you. So, in summary, the
6 commissioner recommends -- you've heard partnering with an
7 external entity to improve academic systems and talent
8 management. That will really get at that root causes in
9 those academic systems and the professional development of a
10 teacher and talent management there. Replacing the
11 governing board to ensure robust accountability for student
12 performance.

13 That, along with assigning additional
14 accountability to each learning center to ensure
15 transparency and accountability for parents and the
16 community. We think really will get at the root cause of or
17 not -- the key condition needed of being able to understand
18 the performance very well in each of the individual learning
19 centers and having the board take that active role in
20 looking at the performance of each and making decisions
21 about the operation of each of the learning centers.

22 HOPE's proposed plan and scope of work has
23 strengths as well as some improvements. Just like we all
24 do, we think we can get better at all the work that we have.
25 And then, an additional option, when we are thinking about



1 the key conditions and how to help the structure and support
2 system to meet those key conditions for success, so that we
3 can see those improvements in student achievement. There's
4 another option we thought of.

5 It's not, you know, clearly one of the three
6 delineated in law, but there is an option for HOPE Online
7 Elementary to be transitioned to a brick and mortar school.
8 That would increase state funding. We know it is extremely
9 complicated process and not a straightforward, something
10 that you could do overnight at all, but we just wanted to
11 say it could be something and that it would provide res --
12 more resources in the -- for the school and additional
13 accountability at the individual centers. So, we just
14 wanted to know that's why we included that.

15 So, finally, next step, CDE will continue to
16 support Hope through turnout support manager and
17 implementation of various grants, especially the school
18 turnaround leadership development grant that you approved
19 yesterday. The districts in Hope will be asked to provide
20 annual updates.

21 The state board until the schools come off
22 the clock and the board could also request additional
23 progress mon -- monitoring if you wanted to through the
24 written determination. That concludes our section of
25 presentation.



1 MADAM CHAIR: Ms. Alme -- Almero or?

2 UNIDENTIFIED VOICE: Oh, we're getting ready.
3 I'll just say good morning. So, good morning everybody.
4 Thank you. Is that better? Good morning! Thank you Madam
5 Chair, members of the board, Commissioner FS, and all the
6 CDE staff.

7 First, let me introduce the team that will be
8 presenting the pathways proposal for HOPE with me. First,
9 Dr. Steven Cook, deputy superintendent of Douglas County
10 School District; Dr. Jamie Goetz, HOPE's lead management
11 partner; Gabby Carmona, who's in the back.

12 She's a HOPE mentor from Power Academy in
13 Aurora; and most importantly, two HOPE middle school
14 students, Natalie and Ruth, who've also been appointed co-
15 counsellor here today. In addition, I must acknowledge a
16 few people that are in the audience. From the Douglas
17 County School District Board of Education, we have its
18 president, Megan Silverthorn.

19 We have Judy Reynolds and Wendy Vogel. From
20 the HOPE governing board, we have our president, Dr. Michael
21 Bautista and I know Kim Rossi. Did Kim permit -- I'm sorry.
22 I couldn't see him behind me, and Kim Rossi, he's one of our
23 new board members, and also, I want to make a huge thank you
24 to the families, community leaders, and HOPE staff who
25 support HOPE each and every day. Many of them are here



1 today.

2 So, you have an opportunity to see the strong
3 community that is HOPE. So, thank you for the CDE staff for
4 providing a brief overview of HOPE. As stated HOPE Online
5 Learning Academy Co-Op, was divided into three schools into
6 -- in 1314. An elementary school, a middle school, and a
7 high school.

8 A high school is designated as an Alternative
9 Education Campus or an AEC. And we're here to address the
10 performance challenges of HOPE Elementary and HOPE Middle
11 Schools. HOPE's mission is to provide a student focused K12
12 educational program, through a blended learning environment
13 for students who are historically underrepresented in the
14 online education system due to access issues.

15 HOPE's model uses a community driven
16 education system with a focus on our four pillars;
17 Attendance, Affiliation, Achievement, and Aspiration. HOPE
18 is a free, public, non-profit, K12 charter school and we're
19 dedicated to helping at risk students succeed. Our learning
20 centers are like our individual classrooms and we area co-
21 op.

22 Since inception, we've been emp -- we've been
23 dedicated to empower families and communities to impact
24 education and student success. So what's ble - -- am I
25 backwards? Flipped too fast, sorry. So what's blended?



1 HOPE is blended in 2005. But even then, when it was in a
2 word then.

3 But even then HOPE really didn't fit in any
4 of the to find boxes. And blended still isn't defined in
5 statute. The online education act, specifically defined
6 learning centers, mentors and the MOU process, to address
7 the HOPE model.

8 HOPE students spend 100% of their school day
9 participating in HOPE's curricula, which has always included
10 a blend of online and offline resources. Our earliest
11 contracts, address this mix stating as I found from 2006
12 that, a minimum of active log on time of seven and a half
13 hours per week.

14 The current HOPE Learning Center contract
15 which was included as Appendix E to the commissioner's
16 recommendation, defines HOPE educational system to include
17 both online and offline curriculum. So what -- who are the
18 students? In '16-'17, HOPE overall sort of 2,363 students in
19 grades K through 12.

20 As Alyssa mentioned, just under 1,800 were in
21 elementary middle schools. Our students attend one of 26
22 learning centers across 11 Colorado school districts located
23 mostly in the front range. But we have a learning center in
24 Leadville, we have one in Greeley we're actually two in and
25 two in Pueblo. And although only our high school is



1 designated as an alternative education campus, more than 60%
2 of our elementary students and more than 85% of our middle
3 school students, meet at least one of the AEC high risk
4 factors.

5 And that's -- that's something that when we
6 look at how do we account for our achievement and growth.
7 It's important. We do provide universal free breakfast and
8 lunch for all of our students. And we provide activities in
9 athletics for our students to participate. We're proud to
10 say that this program's grown, we -- this year we posted 11
11 sports, 615 athletes and 2150.

12 So almost 100% of our students have
13 participated in all those different activities. And that's
14 something that's really important. When we think of our
15 four pillars, of affiliation, we need -- we know that our
16 students have to have an affiliation to HOPE to attend. And
17 if they don't attend, they can't achieve, and then they
18 can't aspire.

19 So HOPE is community and our learning centers
20 provide culturally responsive education. So we developed
21 this graphic in an attempt to simplify the very complex
22 structure of a learning center, and it's still a pretty
23 complex graphic. But it really demonstrates the critical
24 relationships that are developed between the district, HOPE,
25 and learning center staff, so we all can work together. So



1 this is an org chart of New Heights Academy. That's the
2 learning center that Commissioner Anthes visited in
3 February.

4 New Heights is a K through 12 Learning
5 Center, with 188 total HOPE students. It's supported by
6 HOPE through a licensed administrator who is responsible for
7 oversight of New Heights and five other learning centers.
8 We have five teachers that are assigned there full time that
9 is CL -- they are either CLD or ELD. endorsed, or spread
10 endorsements.

11 We also provide -- HOPE provides directly
12 students services, mental health, health services, a social
13 worker, speech language pathologist, a psychologist and tech
14 support, and as well as operation support. New Heights
15 Academy, as Peter mentioned, employs a director, a manager,
16 10 mentors, three aides, and one administrative assistant.
17 HOPE administr -- HOPE administers a student affiliation and
18 parent satisfactory -- satisfaction survey each year to all
19 students and families. The results demonstrate that HOPE
20 has strong -- a strong level of satisfaction among our
21 families.

22 So I guess I can tell you all day about why I
23 believe HOPE makes a difference in our student lives. But I
24 think it's best if you hear it directly. So with that let
25 me introduce Natalie.



1 NATALIE: Hello. My name -- my name is
2 Natalie Pena Pasiyas (ph). I'm in sixth grade at HOPE
3 Lighthouse Academy in Aurora. I'm a Spanish speaker. I'm
4 still working on reading in English. I've gone to HOPE for
5 three years.

6 My brother Luis and sister Maggie also go to
7 Lighthouse. Luis is in fourth grade, Maggie is in Kinder.
8 I like going to school at HOPE. I struggled with reading
9 before I started at Lighthouse Academy. That is not the
10 case anymore. They care about me at Lighthouse Academy.
11 I've got extra help and now I'm -- I'm a confident student.
12 Here I have learned respect. They want me to do well in
13 school.

14 My future looks bright. If I couldn't go to
15 HOPE anymore, I know my learning would struggle. I would
16 also miss my friend like Ruth, and the wonderful staff. We
17 are like family. My brother and sister have -- also had
18 good experiences. Luis loves playing on Lighthouse T-ball
19 team. They were champions last year. My family is so happy
20 with Hope. We're looking forward for the next school year.

21 UNIDENTIFIED VOICE: Thank you Natalie. I
22 know it's hard to speak in front of so many people, and you
23 did a great job. So, thank you very much. Now I'll
24 introduce Ruth.

25 MS. ESTRADA: Hello. Hi, my name is Ruth



1 Juliana Marquez Estrada. This is my first year at
2 Lighthouse Academy in Aurora. I am in seventh grade. I am
3 proud to tell you that I am doing better in school. I was
4 an F student. Because of HOPE this is not the case anymore.

5 This makes my family thankful. I still have
6 room to improve and I'm working hard to raise my grades.
7 Lighthouse Academy is a great place to go to school. There
8 is good discipline, and not a lot of bullying.

9 The staff are people I can go to when I have
10 a problem. Most of them also speak Spanish. I need HOPE.
11 They care about me and my future. The extra attention they
12 can give me is working for me and my friend like Natalie.
13 We're so happy there is a supportive -- supportive school like
14 HOPE in Colorado.

15 UNIDENTIFIED VOICE: Thank you Ruth. You
16 guys did a great job. And you're welcome to stay at the
17 table, but if you want to go towards the back you can do
18 that too.

19 Do you want to stay there a while?

20 UNIDENTIFIED VOICE: Yes, thank you.

21 UNIDENTIFIED VOICE: I think the experiences
22 of Natalie and Ruth demonstrate that the school performance
23 framework doesn't tell the whole story. HOPE's elementary
24 middle schools were the bottom of turnaround in 2010. And
25 now in 2016 we have been raided by CDE's priority



1 improvement.

2 That doesn't mean we don't have a long way to
3 go. But our recent growth data suggests that changes
4 already made by HOPE are making a difference in student
5 achievement. But then more time is needed to fully reflect
6 these changes, and to move the needle from priority
7 improvement to improvement and beyond. Please know that we
8 really -- we truly acknowledge we have a lot to do.

9 And that all involved, the district, HOPE's
10 governing board, HOPE's staff, and the whole community, are
11 committed to bringing us to the next level and to exceeding
12 expectations. I'm cli -- I'm clicking that. Sorry. I'm
13 sorry.

14 Like every school, the one constant hope is
15 change. We've made changes every year. Especially in the
16 last three years. These most recent strateg -- strategies
17 have resulted in positive gains. That said, the dramatic
18 changes that Hope needs to make will not be realized without
19 a focus.

20 We need to focus on best first instruction
21 and we nee -- delivered by quality -- qualified staff across
22 the entire organization. But we do believe our achievement
23 gains are tied to the organizational changes. We have been
24 working really hard to close the gap and reach an
25 improvement rating and beyond and we're almost there.



1 We've increased the number of licensed
2 teachers at Hope and have moved from a ratio of 1:39 in 2013
3 to '14 to 1:28 this year. We've implemented effective
4 programming u -- programmings -- programs using the funds
5 from Title one year's reading -- in Reading Night to name a
6 few of the grants, whether they're competitive or
7 categorical funding. We've added an effective consistent
8 curriculum.

9 You will note that student enrollment in the
10 number of learning centers has decreased. That's because of
11 our focus must be on academic growth not on enrollment
12 growth. So with that, I'm going to turn it over to Gabby
13 Carmona. She's a Hope mentor and the licensed teacher.
14 She's excited and a bit nervous to share her experience with
15 you.

16 MS. CARMONA: My name is Gabriela Carmona and
17 I am an elementary school mentor - -- I'm an elementary
18 school mentor of Power Academy in Aurora, which serves K
19 through 12th grade. I have been with Hope for four years.
20 I have taught second to fifth grade. This year, I have
21 fourth and fifth grade.

22 I have a bachelor's degree and earned my
23 teaching license last year plus part of the alternative
24 certification program offered through Hope in the Douglas
25 County School District. Hope is where I am meant to be. I



1 immigrated to this country with my family from Mexico when I
2 was a child. Growing up, I struggled with school as English
3 was not my native language.

4 I wish I had an education option like HOPE
5 when I came to the United States. With a smaller setting
6 and culturally relevant staff, we can make a larger impact
7 on learning. It also helps that I know Spanish, so I can
8 support my second language learners. I can talk to parents
9 too and make sure they understand their children's academic
10 successes and challenges.

11 Hope is a strong community of caring
12 individuals who are making a difference for hundreds of
13 students. Since I have started, we are constantly looking
14 at ways we can improve. For example, in the beginning, I
15 didn't have a firm grasp on how to analyze my student
16 achievement data. Now, my team and I meet frequently to
17 meet to see where students are at and make plan for
18 interventions that must take place for improvement.

19 We do this for the children that we serve.
20 We only -- we not only want them to earn a high school
21 diploma, we want them to have the skills they need to make
22 meaningful contributions for the rest of their lives. We
23 have a student on Power Academy who came to us from another
24 area school. She had been in the country for three years
25 and still couldn't speak English or read. I am proud to



1 report that this is not the case two years later.

2 We have this student both speaking and
3 reading in English with ease. Parents are choosing Hope
4 online learning academy Co-Op because their other options
5 aren't working for their children. Without Hope, I fear
6 there would be too many youth in our community who would
7 slip through the cracks and become high school dropouts. It
8 is also critical that educators from the community have the
9 ability to be in the classroom or students look up to us and
10 we build a strong trust with their families.

11 This model helps fill a cycle of increased
12 expectations for children and their education. I know I can
13 get a job in any other school, but that doesn't interest me.
14 My skills, specially being bilingual, are put to good use at
15 Power Academy. I like that I have the opportunity to work
16 one, one on one with students and see, for example, their
17 reading level improve. I also make sure I am involved
18 outside the classroom in Hope activities, my learning center
19 participates such as sports and field day.

20 A team that teacher training plan Hope has
21 put together is strong. I know I couldn't have become a
22 licensed teacher if I wasn't able to work specially in the
23 Hope mentor role while completing the alternative
24 certification program. The skills I gained through this
25 program have helped me become a better educator for my



1 students. I am truly thankful, I have found my path to
2 teaching through Hope. This is my life's work. Thank you.

3 UNIDENTIFIED VOICE: Thank you, Gabby.

4 Again, Hope's school performance frameworks demonstrate the
5 progress that Hope has made. From being at the bottom
6 turnaround to really the brink of improvement in 2016. But
7 Hope is very fortunate to be authorized and supported by the
8 Douglas County School District. So now, let me turn the
9 presentation over to Dr. Steven Cook, deputy superintendent.

10 DR. COOK: Douglas County School District is
11 committed to working with Hope and its management partner to
12 ensure that appropriate balance is struck between the
13 autonomy and accountability afforded charter schools. As
14 you know, Douglas County School District gives these -- our
15 charter schools quite a bit of autonomy and flexibility. By
16 virtue of the charter contract, we will be gra -- we grant
17 waivers from many of the district policies and we rely
18 heavily on the Hope governing board to provide the oversight
19 and accountability for the schools.

20 We will support Hope through our choice
21 programming department and our personalized learning
22 department. And since 2007, when Hope first became a
23 Douglas County School District charter, the district has
24 provided additional differentiated support to Hope.
25 Initially starting out with compliance issues, but now



1 moving into things like student achievement and
2 accountability. Although it is not necessary to change the
3 district's organizational structure to support the Hope
4 management plan, the district agrees to adopt appropriate
5 recommendations from their external management partner and
6 will ensure that resources are available at the district
7 level that will contribute to this management plan.

8 We'll also be providing quarterly reports to
9 the Douglas County School Board. Douglas County School
10 District also fully supports and provides oversight for
11 Hope's management plan. Ms. Laura Gorman, district
12 coordinator for Grants and E -- and ESSA has been assigned
13 to be the lia -- liaison with Hope and the district has
14 requested that Hope expand its governing board to include
15 members with expertise in student populations who are at
16 high risk and highly mobile.

17 Douglas County School District will provide
18 overall governance of talent management plan including
19 review and approval of the plan, monitoring the timelines
20 and action steps completed through the reports from the
21 external management partner and school governance committee,
22 quarterly meetings with the management partner. Hope
23 governing boards and Hope leadership to review progress and
24 make necessary adjustments and oversight of the title
25 resources allocations. Also, Hope's current charter



1 contract will expire on June 30th, 2018 and the charter
2 renewal process will focus on student achievement and the
3 UIP implementation.

4 The district is fully prepared to take all
5 necessary actions up to and including revoking Hope's
6 charter contract if management plan does not result in
7 greater student achievement over an appropriate time period.

8 UNIDENTIFIED VOICE: I think Alissa explained
9 the three pathways available to Hope. I think they're
10 articulated a little bit differently here, probably more
11 like they've been articulated for traditional schools versus
12 charter schools. But I -- again, I think, following the
13 recommendations of the state review panel, we are
14 recommending a multi-tier approach which incorporates two of
15 the three available pathways, management and replacement of
16 the charter school board.

17 We agree with the 2015 state review panel,
18 which did not recommend closure because the school serves a
19 unique population of students whose needs cannot be better
20 met elsewhere. So, with the support of a mana -- a
21 management partner to advance talent management and
22 reconstituted governing board, the district and Hope are
23 confident that Hope students can close these achievement
24 gaps.

25 A management partner will support Hope and



1 provide the accountability and laser focus necessary to push
2 Hope to attain a greater level of student achievement.
3 While the targeted approach assure -- ensures that Hope
4 continues to maintain its momentum. Now, I'll turn the
5 presentation over to Dr. Jamie Goetz, who'll explain the
6 management pathway plan. Dr. Goetz.

7 DR. GOETZ: Thank you. Good morning.
8 Members of the state board, it's very nice to see some of
9 you again and to meet some of you for the first time. As
10 has been explained, we definitely have been looking at an
11 appropriate management plan for Hope in order to increase
12 student achievement.

13 The founding principle though and the model
14 of Hope is about community and that's going to continue to
15 be a very important component of this plan. To eliminate
16 that community involvement would be a detriment not only to
17 the school, but also to the children to which it serves.
18 So, many of the traditional supports that are offered to
19 circling -- to these traditional schools don't always
20 necessarily fit in this particular case.

21 So, the Hope teachers and mentors, they do
22 come from a variety of backgrounds, if you look at the
23 teacher population of the state of Colorado, you do find
24 that a high proportion are white, are female. That is not
25 necessarily the characteristics of the students that are



1 being served nor is it necessarily the characteristics of
2 the current teachers in the Hope program. But, what we
3 really need to focus on is having qualified expert teachers
4 who can really truly address the needs of the children that
5 are there at home.

6 These children that do have some issues with
7 high mobility, who are at risk for a variety of reasons.
8 So, in order to do this, the managing partner, myself, as
9 well as working with the Hope staff, as well as working with
10 the Colorado Department of Education, has developed a
11 management plan to address these issues. With the
12 management pathway, we have needed to do a review of all
13 available information.

14 One of the things about Hope is that it has
15 collected a lot of information over the years and some of
16 that is being reflected in the changes that you are now
17 seeing in the Hope culture and also with the progress of the
18 students. However, there needs to be a more focused laser
19 like look at that information, so that it can be used to
20 determine the appropriate next steps.

21 By adding a management partner and a
22 management plan, that is the goal. In the past, there has
23 not been one person who has been dedicated to looking at
24 this information, that will be the role of the management
25 partner. There will be no distractions of other things that



1 has to be looked at by the administrative staff of -- at
2 Hope. Instead, the management partner can focus in on that
3 and really address that in a timely manner. So, when we
4 think about the Hope management plan, one of the things that
5 was heavily drawn upon was the unified improvement plan.

6 So, in the unified improvement plan, you will
7 find that there is the root causes were identified as: lack
8 of high quality -- qualified staff, inconsistent monitoring
9 of progress, and the lack of the learning center director
10 instructional leadership to guide and evaluate performance.
11 Those are three very critical components for any learning
12 center.

13 So, instru -- the strategies include to find
14 a system to recruit and train quality educators from the
15 community and again, from the community is a key component.
16 Restructure and refine staffing within the whole
17 organization and in -- within the learning centers and
18 intensify accountability and support systems to
19 reconstitute, reengage the Hope governing board.

20 So, how we're going to do that is, we're
21 going to think about one of those most pressing needs which
22 is, how to manage talent and the talent in the Hope
23 situation is, those instructors and is the learning center
24 directors. So, what we're going to be doing is, we're going
25 to be looking at increasing the presence of qualified



1 teachers, licensed teachers and administrators who can
2 provide effective instructional strategies.

3 The intent is to strategically leverage
4 talent management to impact the whole organization. This is
5 not to be done just at each individual learning center but
6 has to impact the entire organization in order for there to
7 be ongoing effectiveness and change. I'd like to go just a
8 little bit deeper into the Hope management plan and on the
9 slide you can see some of the three components.

10 The first component is, this system to
11 recruit, train, and retain quality educators of the
12 community. In no way should you make the assumption that
13 there are no qualified teachers in the Hope system. There
14 are and there are those that are doing an excellent job.
15 You want to retain those individuals who have the skills and
16 the knowledge and are doing a good job.

17 But the other component of that is that there
18 are individuals who are not well qualified and who are not
19 doing exceptionally well. You would find that on almost any
20 school district. Actually, you would find that in any
21 school district. I'm completely confident of that. So, in
22 this particular case, we have to find appropriate pathways.
23 One of those pathways is the alternative Weissinger program.
24 For those of you that don't know me, for a period of time, I
25 was the director of Edge Care licensing for the state of



1 Colorado and was in charge of the alternative Weissinger
2 program.

3 So, I know that it can actually produce very
4 high quality wonderful teachers. And so, that's going to be
5 an alternative very -- in a very positive passion, being in
6 the Douglas County School District is that Douglas County
7 has an excellent alternative program. And so, by being able
8 to partner with them, we can provide the -- the specific
9 needs for those teachers.

10 We also need to be looking at those who are
11 an alternative license pathway is not the appropriate way.
12 So, we're going to be partnering with the school with a
13 college in order to provide more traditional program.
14 Again, this needs to be individualized according to the
15 needs of the people that will go -- be going through the
16 program.

17 We also will be looking at the dual licensure
18 of teachers. We have teachers who are already have license
19 and some of those teachers will need to be endorsed in
20 additional areas in order to, better serve the needs of the
21 students. We're also going to be thinking about peer
22 coaching and that will be at all levels.

23 Again, those individuals that have expertise,
24 they need to be sharing that expertise in directed and
25 focused ways with others because there's nothing like



1 hearing about it from someone who already knows what you're
2 going through as opposed to someone who comes from outside
3 and tells you what they think you ought to know. The HOPE
4 Learning Center model is going to be restructured. We're
5 going to have a reconfiguration of the instructional staff.
6 Right at the moment because they are very independent,
7 sometimes we don't have the right mix in these particular
8 places.

9 So, we will be looking at whether or not
10 individuals need to be staying in that particular place,
11 whether they need to have a different role, whether they
12 should be more of a mentor to others and whether or not they
13 should be providing targeted instruction. In high needs
14 centers, some of the centers have more needs than others and
15 with returns in terms of, special education mental health
16 needs and also the cultural and linguistically diverse.

17 And so, where those areas that we need to
18 look at whether or not we need to have someone there full
19 time and not just coming in on it on a part time basis. So,
20 that whole thing has to be looked at and again, across all
21 learning centers and most importantly, we have to intensify
22 accountability. One of the things that has been very
23 paramount in our discussions is, that we always hold
24 teachers accountable but this time we're going to hold
25 learning centers accountable and we're going to hold Hope



1 accountable.

2 So, there will be things in place so that we
3 can make determinations as early as possible. One is to
4 whether or not targeted support is being provided as needed.
5 And if that targeted support is being provided, what are
6 those steps when it's not being successful. I'm sure you'll
7 have other questions when you get to actually ask questions.
8 So, I will stop at that point.

9 UNIDENTIFIED VOICE: So as, Dr. Goetz
10 mentioned, our goal is by the fall of 2019. All staff will
11 have qualifications for their instructional roles and they
12 will really accomplish the restructuring of the learning
13 centers. So, how did we select the management partner?

14 We really focused on what we needed to do
15 when we looked at any of the organizational changes. And we
16 look at the complex structure of Hope, it was important that
17 we have somebody who has the expertise to really assess all
18 of our needs and identify appropriate partners and vendors
19 so we can meet the needs of all of our community partners
20 and we could end the end result being a student success.

21 How did we select the management partner? It
22 was really just word of mouth, talking to people, talking to
23 the district, talking to the city, getting recommendations
24 and we were able to do that. And are happy -- we're happy
25 to announce that we're identified a management partner who



1 could: develop a comprehensive Talent Management Plan,
2 oversee its implementation. Make sure you oversee Hope's
3 implementation of our UIP which is really a very deep dive
4 into our management plan and our improvement plan and the --
5 that person is required to report quarterly to the Hope
6 governing board, Douglas County and City.

7 So, the next part, the second part of our
8 proposal, the second tier of our pathway proposal is, a
9 governing board replacement or reconstitution. And so, as
10 we look at this, we understand that a charter school board
11 was truly represent the community it serves and that the
12 members must demonstrate an understanding of the community
13 and we acknowledge, I acknowledge the governing board is
14 responsible for holding myself and the other Hope leadership
15 team members accountable to ensure that our management plan
16 is being implemented with fidelity and urgency.

17 Once the Hope -- once the board's
18 reconstitution is complete, the majority of the governing
19 board will be new. The members that have remained, the
20 three on the left will bring a historical perspective. But
21 the newer board members will bring valuable expertise in
22 clear outlook for future improvement. The motivation of the
23 reconstituted governing board is clear; dramatically
24 improving outcomes for students through the development of a
25 culture of performance. So, I think the big thing when we



1 look at this is, again, our school performance framework
2 demonstrate the progress that Hope has made but a management
3 partner in a reconstituted governing board will support Hope
4 and provide the accountability and laser focus necessary to
5 push Hopes to attain a greater level of student achievement.

6 With the targeted approach we ensure that we
7 maintain our current momentum. We are all committed to work
8 together for academic success. Our community partners are
9 committed to the achievement of our students. We're
10 committed to be accountable.

11 We're committed to improvement and we will
12 not stop our efforts for improvement. What Hope earns its
13 way off the accountability clock. So, we did address
14 rehearsal on Friday at the Hope offices and a Hope staff
15 person, she was posing as a state board member and she once
16 asked me. She asked me a question she said, "Where will
17 HOPE be in five years?" And my first response was, not here
18 and -- but then I corrected myself and said actually we --
19 we will be here.

20 We're going to be in front of the state board
21 because we're going to be recognized for the positive impact
22 that we're making on student achievement. We have a great
23 community, we have a great team of people and we really
24 appreciate the support we have from our management partner
25 and Douglas County School District.



1 So, this is really just the beginning. We're
2 committed to going above and beyond. So thank you all.

3 MADAM CHAIR: Thank you very much.

4 UNIDENTIFIED VOICE: Is that perfect timing?

5 UNIDENTIFIED VOICE: Perfect timing.

6 UNIDENTIFIED VOICE: Did I talk too fast?

7 MADAM CHAIR: So, you're welcome to stay in
8 your seats or not, but we're going to have a five minute
9 break and I hope my colleagues will honor that five minutes.
10 Welcome back and thank you. This time, the state board will
11 en-

12 UNIDENTIFIED VOICE: My daughter just called
13 I'm just going to take this.

14 MADAM CHAIR: Okay. Engage in discussion and
15 ask questions of both parties. As a reminder, based on the
16 board's 2016 procedures for state board accountability
17 actions, this is our only time for discussion and
18 opportunity to ask clarifying questions of both the
19 department and school district for the next two hours.

20 We need to be sure that we are clear with the
21 direction and conditions we request, including the proposed
22 written final determination. This public testimony will not
23 be heard at the subsequent meetings. So colleagues,
24 comments, questions, please. Board member Mazanec.

25 MS. MAZANEC: Good morning. I have several



1 questions.

2 MADAM CHAIR: You may ask several questions.
3 You have -- we have two hours.

4 MS. MAZANEC: I just want to make sure I was
5 --

6 MADAM CHAIR: And maybe not.

7 MS. MAZANEC: First of all, I would like to
8 know from Hope how much assistance and what kind of
9 assistance have you had from CDE over the last five years.

10 UNIDENTIFIED VOICE: I think -- I would say
11 the support from CDE really probably started a couple --
12 about two or three years ago, not really five years ago. I
13 think that initially -- I think you can see some of that --
14 it really even in our performance.

15 We really focused initially on how do we, how
16 do we improve what we're doing and make changes, and I think
17 it was clear in our performance to Hope as well as to CDE
18 that the changes we were making weren't dramatic enough. I
19 think it has been difficult for CDE to support us as we're
20 kind of a blended learning. We don't really fit in a lot of
21 the turnaround supports.

22 But I think, I think we're happy we came to
23 the same conclusion and the same recommendation, working
24 with the state review panel. But I think it has been, it's
25 been a little bit more difficult because the blended



1 learning model does not fit in the traditional supports
2 offered by CDE. The -- some of the grants that we've
3 received that have enabled us to really put -- implement a
4 viable -- a consistent offline curriculum have been very
5 helpful and I think you can see that in the results and also
6 the professional development support. Clearly, we need to
7 expand that and that's where the focus of our plan.

8 MS. MAZANEC: I'd also like you to maybe be a
9 little more specific about how you have moved the needle
10 forward over the last three years, what -- what
11 interventions you have taken and, and what outcomes you have
12 been able to observe coming from those.

13 UNIDENTIFIED VOICE: I think the biggest
14 thing -- at the end of 2014 -- for the '15, '16 school year,
15 when we looked at our results from '14, '15, we looked at --
16 we actually had an incident where we had a group of learning
17 centers decided to leave Hope to work with another online
18 school.

19 And it really -- it made us -- frankly, it
20 made us look really hard not only in our performance, but
21 our budget and what do we have to do to organize differently
22 to be successful, and what impact were we making and were we
23 making mistakes? And it was, I mean, I think it was a double
24 edged sword at that point.

25 But I think what it did is it made us look at



1 who we were, where were our roots, and our roots are our
2 community. Our roots are our Co-Op. And how do we make
3 sure we dedicate and organize around that? And when we did
4 that, we've really changed the leadership structure at Hope.
5 We added more direct resources to support our learning
6 centers.

7 That's where we really reduced the teacher
8 student ratio. We were able to reallocate the title funds
9 to again put more direct supports at our learning centers,
10 and we were able to look at how do we really support and
11 boost our community partners, and really said, we have to
12 take a step back and we have to look within to improve and
13 we could probably move away from how to, you know, do we
14 have any new learning center partners?

15 We need to focus on the partners that we had
16 to make sure they could be successful and make sure our
17 students could be successful. So, if you look at our data
18 during that time, not only do you see the school performance
19 frameworks result in that increase, you see a lower student
20 teacher ratio, you see a lower -- a higher education level
21 and professional development with our mentors and you see
22 more professional development being offered. And again, I
23 think that's driven in the results.

24 MS. MAZANEC: For CDE, I would like to ask,
25 in this last framework, just how close was Hope to



1 improvement.

2 UNIDENTIFIED VOICE: Sure. I can take that
3 in the back of your giant finders, if you would allow me.
4 The very last thing are the school performance frameworks
5 for the school or for the both of the schools. That
6 elementary, on the version that we created earned 37.7% of
7 points, the cut score for improvement is 42. One thing
8 though, through the request to reconsider process, if it
9 changed ratings, we let people ask to request to remove the
10 English language proficiency growth.

11 We needed to use it -- we used the 2015
12 English language proficiency growth in 2016, with changes
13 with that test, we didn't have growth between 2015 and '16,
14 two years. So, because the 2015 English language
15 proficiency growth was not used previously for
16 accountability, we put it in, but then we told schools and
17 districts that they could remove that through request to
18 reconsider.

19 So, when you remove that, that's why the
20 whole points are different than what's on their performance
21 frameworks, 'cause they calculate it with that growth
22 removed. So, I think you got -- it was calculated at about
23 40% of points earned with the cut point at 42.

24 MS. MAZANEC: And for Douglas County School
25 District and Dr. Goetz, I just like you to sort of explain



1 to us what you think is going on with Hope. Do you think
2 they are going in the right direction? Do you think that
3 they've been headed in the right direction and their plan
4 makes sense for improving the outcomes for these students?

5 UNIDENTIFIED VOICE: So, I'd like start with
6 that one. So, I think -- first of all, the answer is yes.
7 I think that they're narrowing their attention, and that has
8 become clear with conversations with Dr. Goetz. That the
9 support that is going to be given is really specifically to
10 development of teachers and staff, not specifically just
11 professional development, but really focusing in on how do -
12 - how do teachers help students grow.

13 Also by increasing the quality, we've had
14 several meetings already, and, and the quality of the
15 teacher in front of a student has been a conversation every
16 single time. And that, that conversation didn't start with
17 Dr. Goetz, that's a conversation that Hope has been talking
18 about it, getting more and more intentionality around that.
19 And I, I in, in full support of that and I think it's going
20 to be a good move for them, and we -- we've already started
21 discussing not only teacher quality but also talking about
22 the mentor evaluation process to ensure that that those
23 skills are being effectively transferred and delivering
24 quality instruction to kids as well.

25 DR. GOETZ: So, a couple of things is the,



1 the short answer to your question is yes, otherwise I
2 wouldn't be here. I have earned the right to be very picky
3 about what I choose to do at this point in my life.
4 Retirement is a good thing. I highly recommend it to
5 anybody.

6 However, when I do see something that is on
7 the verge of good change, that I truly believe is going to
8 be beneficial for students, then I'm very happy to step all
9 in. So Heather and I actually started having some
10 conversations back in November about, you know, where Hope
11 was and what they needed to do in order to move forward. I
12 also did look at the recommendations from the review panels
13 to determine what they were seeing, and I also had visited
14 learning centers to make my own evaluation and assessment.

15 And I do believe, if they can do that laser
16 like focus, I will be very clear with you, is that I think
17 if they only do -- you're going to be a licensed teacher,
18 they will fail. Because it's more than that. It is
19 changing the culture and it is that accountability, not just
20 at the classroom level, but all the way up through the Hope
21 level. And that's what's going to make that difference.

22 What I hear in my conversations with Hope is that
23 they are committed to that and that they will be doing that.
24 I've already suggested several things to them that are not
25 necessarily easy things. They have to do differentiated



1 professional development for their staff.

2 One size does not fit all. Especially when
3 you're talking about people who have been there for an
4 extended period of time and people who are there fresh off
5 the boat, so to speak. We also have to look at what are the
6 data sets. If the students in a particular classroom are
7 not doing well in reading, then providing them with
8 additional professional development in math is not the way
9 to go in order to make sure that they're going to see those
10 improvements, and you have to make the hard decisions. You
11 have to be able to say, "I really like this person, but
12 they're not doing well and perhaps they should not be in
13 front of children."

14 MS. MAZANEC: Thank you, that's all for now.

15 MADAM CHAIR: Board member McClellan.

16 MS. McCLELLAN: Thank you madam chairwoman.
17 This is a -- this is a tough one for me because we have a
18 long history more than a decade of some tough results. When
19 I'm looking at the Commissioner's recommendation in written
20 form on page 20, I notice that the -- the current school
21 unified improvement plan summary notes that we see Hope
22 Elementary students performing in the fourth percentile in
23 Reading and in the sixth percentile in Math and the report
24 goes on to -- to list concern after concern that is serious
25 in nature.



1 I know that when I am looking at a public
2 school district, the folks who are in control are elected.
3 So, if the community is concerned about their performance
4 and how they are serving the public trust with these federal
5 and state tax dollars that are meant to benefit each student
6 that those dollars follow.

7 I can understand that relationship because I
8 can trace those dollars. I can see how much everyone in
9 that system is making and who they are accountable to. When
10 we're talking about a somewhat autonomous organization, I
11 don't have that same level of transparency, it's more
12 opaque. And to that end when I look at the recommendation
13 to replace the governing board or to replace who is in
14 control, I think of that Golden Rule, "He who holds the gold
15 makes the rules."

16 It's compelling to me that Hope had control
17 over the selection of their own management partner who I
18 assume is paid by Hope. Can anyone from the Department
19 explain to me precisely how that would work, and how I can
20 know that I can trust that I'm taking full responsibility
21 for the public trust with respect to these federal and state
22 tax dollars, that are intended to benefit these students who
23 are coming in in the fourth and the sixth percentile after
24 more than a decade of existence? I want to know that I can
25 look members of the public tax payers and parents in the eye



1 and tell them that I took full responsibility for a good
2 responsible decision here.

3 How -- how do I know how that restructuring
4 goes? How do I know precisely the details that will -- that
5 will make a real change after more than a decade? If we're
6 looking at a management partner that is selected and paid by
7 the current team, how should I expect change? Can you help
8 me understand how that would work precisely?

9 UNIDENTIFIED VOICE: I don't know that I can
10 be absolutely concrete and precise but I appreciate those
11 questions a lot. I think that, as we talked in the
12 beginning today about understanding what the statute says,
13 and what this means, what replacing the governing board
14 means, and what these actions mean, and saying how we need
15 some guidance from you all today, I think that's what we're
16 really looking for.

17 It's what does that mean to you? What does
18 the replace or reconstitute or changing government -- the
19 governance board, how does that look and what is your
20 direction for that piece of things? And there's a lot of
21 different ways to think about this, but I think you all need
22 to decide what you're comfortable with, and -- and so you
23 can look at taxpayers in the eye and say what you need to
24 say.

25 So, I think there's different ways to think



1 about how those governing board members are selected, who's
2 selecting them, what's in the management plan. I think you
3 heard a lot from Douglas County School District today about
4 their role in terms of oversight, and they have an elected
5 board and there is a public process there. But I think it's
6 a conversation that needs to happen today. So, sorry I
7 can't give you more concrete answers. I don't know if any
8 of my colleagues that can.

9 MS. MCCLELLAN: I'm -- I'm a bit concerned
10 because I assume we have elements of private ownership for
11 Hope, is that not so?

12 UNIDENTIFIED VOICE: No. Hope is completely
13 a public non-profit. I'm sorry. No, Hope is a public non-
14 profit. There's no private ownership of Hope.

15 MS. MCCLELLAN: But -- but those who or have
16 been with Hope from its inception, I assume are compensated.

17 UNIDENTIFIED VOICE: Yes.

18 MS. MCCLELLAN: Right. And they have
19 positions of power and control within the organization, am I
20 correct?

21 UNIDENTIFIED VOICE: I think that, I mean,
22 the -- the leadership team of Hope as well as an -- as a
23 charter school or a public school have a job. I have -- my
24 job and my leadership team are evaluated by the governing
25 board as well as those headed but, yes.



1 MS. MCCLELLAN: So, it's the kind of details
2 I would need to know that -- that we would have a change in
3 -- in control. For example, are current governing board
4 members allowed to reapply or be reappointed at any point
5 and if so when? I -- I have a ton of questions about it.

6 UNIDENTIFIED VOICE: May I -- may I ask,
7 Director McClellan, are you asking if Hope's governing board
8 or Hope's leadership staff, teachers are paid privately?

9 MS. MCCLELLAN: I'm asking about elements of
10 control. We've had an organization that's been in control
11 for more than a decade that has-

12 UNIDENTIFIED VOICE: And which organization
13 are you talking about? The board-

14 MS. MCCLELLAN: I'm talking about Hope-.

15 UNIDENTIFIED VOICE: I know, but the board
16 or-

17 MS. MCCLELLAN: I'm talking about Hope's
18 management and leadership.

19 UNIDENTIFIED VOICE: Okay.

20 MS. MCCLELLAN: So, with respect, I'm trying
21 to flesh out if we don't have a change in real control and a
22 management partner is brought in that is compensated by
23 those who have been running the ship thus far, why should I
24 expect it to be different after more than a decade? I'm
25 concerned because we're talking about federal and state tax



1 dollars that are intended to produce results for the
2 students who won't get a do over for elementary school. And
3 I'm looking at results in the fourth and the sixth
4 percentile and that tugs at my heart -- that tugs at my
5 heart because those kids don't get a do over. So that's --
6 that's where my questioning is coming from.

7 UNIDENTIFIED VOICE: Madam chair may I
8 respond?

9 MR. DURHAM: Madam, chair.

10 UNIDENTIFIED VOICE: Oh, I'm sorry.

11 MADAM CHAIR: Yes. Board member Durham.

12 MR. DURHAM: Thank you madam chair. Well, I
13 -- I'm always moved by selective outrage, none of which I
14 heard yesterday from board member McClellan when we were
15 dealing with the Aurora School District. And what I think
16 is fair to say is a complete disaster, where they completely
17 picked their own management team with virtually no
18 supervision whatsoever or recommended supervision from the
19 staff. And -- and the -- the Aurora school board has been
20 there forever and they are elected -- they're elected
21 generally by the same forces that elect most school boards.

22 So, I think, you know, we are going to get to
23 discuss whether consistency is the hobgoblin of small minds,
24 but we certainly didn't see it yesterday. So, I just wanted
25 to point that out as this discussion goes forward and we'll



1 how the discussion proceeds from here.

2 UNIDENTIFIED VOICE: Well, the difference is
3 between a publicly elected board and a selected board. I
4 think that's the point you're trying to make.

5 UNIDENTIFIED VOICE: And whatever those tax
6 payer dollars involved in both cases, there was no concern
7 yesterday about tax payer dollars.

8 UNIDENTIFIED VOICE: Taxpayer dollars, yes.

9 UNIDENTIFIED VOICE: Yes.

10 UNIDENTIFIED VOICE: But public voters, no.
11 I think that's the -- that's the difference and it's -- it's
12 a structural difference in governance district that we have
13 in chartered schools. It's something that concerns some
14 people that there's no opportunity for the general public.
15 That often the parents in a charter school do get to select
16 the board. I don't know what the structure is here.

17 UNIDENTIFIED VOICE: And the Douglas County
18 School Board is also elected and they have control or they
19 have governance the charter school.

20 UNIDENTIFIED VOICE: And that was -- that was
21 going to be my question to Mr. Cook. Do you pick the board
22 for Hope?

23 MR. COOK: No, we do not.

24 UNIDENTIFIED VOICE: It's a charter school.

25 Charter schools don't.



1 UNIDENTIFIED VOICE: Well, I know that's the
2 -- this is the -- this is the crux of -- of board member
3 McClellan's question and concern which is at what point does
4 the public or who is representing the public that has an
5 input in this process?

6 MR. COOK: So, Madam Chair, if I may.

7 MADAM CHAIR: Please.

8 MR. COOK: I -- I do believe the point is
9 valid and I would say that, you know, you follow the trail
10 and -- and eventually the trail ends up at the Douglas
11 County School Board. And I would like to remind you that --
12 that Hope's charter is up next year, and that is a
13 conversation that has taken place amongst all three of us
14 about what that would look like and the Douglas County
15 School Board would have the responsibility of deciding
16 whether or not that charter would be renewed next spring,
17 about this time next year, maybe a little earlier than this
18 next year as well.

19 UNIDENTIFIED VOICE: I believe Dr. Getz (ph)
20 wanted to comment a long time ago.

21 UNIDENTIFIED VOICE: I'm sorry a -- not that
22 long. I really do appreciate the question. Thank you very
23 much for asking it because that was a question that was
24 actually asked of me by CDE staff when I indicated that I
25 was interested in doing this role was why would they listen



1 to you? And it's a good question. And so one of the things
2 that I had to fill out in order to do this was a
3 questionnaire about myself and what I needed in order to be
4 successful.

5 One of the things that I put in there that I
6 got an immediate email back from CDE about was that I would
7 need to have full support from CDE including regular
8 meetings. CDE has the responsibility to ensure that the
9 implementation of the plan, they did the review of the plan
10 based upon a rubric and they have the responsibility of
11 ensuring that nothing hinky is going on behind the scenes.
12 I want that.

13 I have been a CDE employee in the past and I
14 expect to have regular conversation with CDE staff about the
15 good parts and the bad parts. I will be very honest with
16 Hope. I expect Hope to be very honest with me. I will be
17 very honest with you when you see me in the future about
18 what is going on.

19 So, it -- it's a very valid concern and I
20 appreciate it but it has been raised by CDE staff,
21 specifically with me about why would they listen to me and
22 what are the consequences if they don't.

23 MADAM CHAIR: Board member Flores.

24 MS. FLORES: I just wanted to say my
25 questions. So, Douglas County is the autho-



1 MADAM CHAIR: Authorizer.

2 MS. FLORES: Authorizing agency. Oh, sorry,
3 is the authorizing agency and so, you've been authorized to
4 -- you've authorized Hope to do this for how many years?

5 DR. COOK: I think 2007-2008 school year was
6 the first year that Douglas County was connected to Hope.

7 MS. FLORES: Okay. And I know that in
8 another district where I served on the deck and I know it
9 wasn't and I'm talking about Denver, that Denver didn't
10 really look -- I mean, I guess it served as the authorizing
11 authority for -- for many of the charter schools in Denver,
12 but didn't look at them.

13 You know, didn't evaluate them every so
14 often, but I'm -- I know that because of the feedback
15 they've gotten from the community, they even have a staff
16 now that -- that does that. So, I -- from I -- from what I
17 heard from you Dr. Cook was that you were going to take a
18 more active role as has -- I think Denver done in overseeing
19 the -- the charter schools and Hope in particular here. All
20 right. Is that correct?

21 DR. COOK: I think that's an accurate
22 statement. We do have a department and I think Tom is here.
23 If -- if you guys would care to ask him questions as
24 director of our choice schools and one of the things that I
25 would like to break it -- bring attention to if I might just



1 for one second, our charter renewal rubric, here are the
2 categories in our charter renewal rubric: Vision and
3 mission, educational programming, school culture,
4 leadership, teacher quality, management and operation,
5 finance, governance, and educational service provider, which
6 if you would -- if you just think of the presentation we
7 gave, runs exactly parallel to the presentation that we
8 talked about.

9 So, I think there's a -- there's a double
10 level of accountability here. You're talking about the
11 external management team in -- in the direct con --
12 conversations they'll be having, along with the fact that at
13 some point in time next spring, Hope will be standing before
14 our -- our board, Douglas County School Board and they will
15 have to answer to each of those areas specifically and be
16 able to point to the things that they've addressed and quite
17 frankly, their -- their plan aligns at least in theory with
18 the rubric that they will be judged on by the district with
19 regards to charter renewal for next year.

20 MS. FLORES: And I just want to say a -- a
21 couple of more things, that I went to, I visited -- I
22 visited Hope and I -- I visited two centers; one in Aurora
23 and one here in Denver, and I was very impressed with the
24 center leadership. I -- I was impressed that I did speak
25 with teachers of record teachers who were certified, who



1 were dual language.

2 I found the centers to be -- they were
3 working with small chil -- small numbers of children, which
4 I think is -- is -- is appropriate and I think they were
5 working well with -- with children. So, I have a -- a very
6 positive view of what I saw going on in -- in these centers.
7 I was very glad to see that not only were they working on
8 academics, I'm a big cheerleader for -- for the Arts, for
9 performing arts and for the crea -- plastic arts and I -- I
10 was happy to see this as well.

11 I was happy to see that there were -- there
12 were teachers who were mentoring at a one-to-one level. I
13 was glad to see small groups. I was glad to see that there
14 were some children, they were on computers. So, I was very
15 happy. I'm happy too that -- that in the lower elementary
16 schools at the centers that all the time is not taken with
17 computers. I mean that there are actual tutoring teachers
18 one to one, so I have a very positive view of what I saw at
19 Hope.

20 MADAM CHAIR: Thank you. Board member
21 Rankin.

22 MS. RANKIN: Natalie, how long have you been
23 at Hope?

24 NATALIE: For three years.

25 MS. RANKIN: And where were you before that?



1 NATALIE: Elkhart.

2 MS. RANKIN: And what language is spoken in
3 your home?

4 NATALIE: Spanish.

5 MS. RANKIN: You are very good in your
6 English, I want to tell you that. You're very, very good.
7 Ruth, I'm going to ask you the same question. How long have
8 you been at Hope?

9 RUTH: One year.

10 MS. RANKIN: And where did you go to school
11 before that?

12 RUTH: I went to Moseley in Greenwood before.

13 MS. RANKIN: And is Spanish spoken in your
14 home?

15 RUTH: Yes.

16 MS. RANKIN: You're very good in English too.

17 RUTH: Thank you Ma'am.

18 MS. RANKIN: Thank you very much. I just
19 want to read something from our notebook that has 85,000
20 pages in it, but there's-

21 MADAM CHAIR: Thanks to you all.

22 MS. RANKIN: I read them all. But this
23 really struck me as important to Hope. I -- I also taught
24 in Title I, low-income area schools. I know the challenges
25 there. I've never seen, and I visited Hope schools with



1 board member Flores, I've never seen a community so involved
2 in a school at this level and I'm very impressed by that.
3 In the notebook it says, "Independent research and current
4 data trends support the proposed management partner pathway.
5 In July 2015, an independent researcher concluded that
6 students who enroll in Hope from year to year demonstrate
7 greater growth in achievement than in their prior schools."

8 That's very impressive to me even if you're
9 not there yet you -- you've got to keep working to get
10 there, and I felt that that -- that was the case at Hope and
11 I really appreciated that. I also -- when I visited Hope,
12 and I have some principal evaluation of teacher experience.
13 There was a lot of excellent things going on there that I
14 feel was a community and student related and very, very
15 positive.

16 I do believe from just a couple of visits,
17 management would have been my choice of where we needed to
18 have some strength. Dr. Goetz, thank you for pointing out
19 everything you did because I felt that same way but I
20 wouldn't call it management. Part of it is management. But
21 more than that it's leadership, leadership skills. It's the
22 person that has the management capabilities but can lead the
23 teachers along with them and that is something I think is
24 critical. I think it's also what ESSA says. We've got to
25 get the best leaders in the schools like Hope. I agree with



1 board member McClellan, we're talking about state and
2 federal dollars. But in Colorado, we're talking about local
3 control and I don't see how much more local control can we
4 have than what I've heard today through Douglas County,
5 through Hope, through CDE and -- and through what I've seen
6 in the past at Hope.

7 So, I -- I want to thank you for being here.
8 Natalie and Ruth, thank you very much, I'm very impressed.
9 You're great young ladies.

10 MADAM CHAIR: Thank you. Other comments?
11 Questions? I'll take a stab then at -- one or two things
12 here. In describing I -- I think there's a little bit of
13 disagreement whether the board should be completely replaced
14 or reconstituted and so I would be appreciative, I -- I
15 heard you say that the board members come from the
16 community.

17 I'm interested in knowing what kind of
18 specific expertise, your current returning board members
19 have, the new one such you'd like to add et cetera. In
20 other words, what do they bring to the table? In most
21 boards, there are pretty specific needs that are identified
22 that these individuals bring.

23 MS. TAMARA: I think if we start-

24 MADAM CHAIR: Ms. Tamara, go ahead.

25 MS. TAMARA: Thank you. I think we start



1 with our president, Dr. Michael Bautista. He has his -- he
2 spoke at -- I'm not going to remember his exact resume, so
3 if you -- I have to pull it up. So, I'm sorry about that.
4 He has experience working with -- at the college level and
5 at the education level.

6 At the -- I'm sorry, the high school level.
7 He was the founding principle of the Denver School of the
8 arts. He has a passion for working with at risk kids and
9 perf -- helping them perform. He has been involved from an
10 accountability perspective, has been involved in online
11 learning. I know he was involved in the redesign of West
12 High School, and has really been a leader for the Hope board
13 in helping us shape and change, and resourceful. Thank you.

14 MADAM CHAIR: Was he a founding-

15 MS. TAMARA: He was not-

16 MADAM CHAIR: -board member?

17 MS. TAMARA: -he was not a founding board
18 member. I believe he joined in 2008. So, a few years
19 later. One of our newest bo -- so that's -- he's one of our
20 returning kind of a historical board member. Another person
21 is Collinus Newsome. Collinus Newsome joined our board as -
22 - when she was the head of the Diversity Program for the
23 University of Colorado, some Education Program. And it was
24 really focusing on teacher education and her experience
25 there. She went to -- left there, she went to Aurora Public



1 Schools, and now she's at the Denver foundation. Again, it
2 brings a lot of experience in education management,
3 accountability, and strategic planning. The third member of
4 our board who's sort of a -- kind of a legacy board member
5 historical bo -- history of work, and has -- brings a
6 historical perspective is Joe Rice.

7 And Joe served in the legislature and
8 supported a lot of different education initiatives and
9 education reforms, that was his passion. His job is
10 director of government relations for Lockheed Martin. And
11 what he brings to the board is a lot of information about
12 how our students can become involved in career tech-ed, in
13 really his some of his policy experience. It was well,
14 speaking of kind of a historical board member. And one of
15 the things when you look at Hope is that the structure is
16 pretty comp -- again, it's complex.

17 A lot of the history is important. So, when
18 we talked about how do we make an appropriate transition, we
19 talked about -- okay, I wonder how do we -- like the majorit
20 -- kind of have the picture -- the majority the board is
21 replaced, so we have a majority vote and add to-

22 MADAM CHAIR: Who vote -- who voted?

23 MS. TAMARA: It was really a discussion among
24 the board members. The existing board members.

25 MADAM CHAIR: So, voter -- the board members



1 voted for the new board members?

2 MS. TAMARA: Yes, that's typically what I
3 believe happens. And the -- that's how Hope's board sort of
4 -- I think that's how most of it happens in most charter
5 schools. I don't know that.

6 MADAM CHAIR: No parent participation?

7 MS. TAMARA: There was no parent
8 participation in the board.

9 MADAM CHAIR: Go ahead. Please continue.

10 MS. TAMARA: But again, and I give -- as long
11 as I say -- as long as -- the four new, so we have two new
12 Board members. Kim Rossi, joined in June of 2016, and she
13 brings business experience and expertise as well as a lot of
14 parent volunteer experience with her own son. And then our
15 newest board member Jorge Amaya (ph) was just appointed to
16 the board, and he has experience working in the Hudson and
17 Greeley with working with high risk and a highly mobile
18 students.

19 So, there were two new slots. I think, as we
20 talked about this and as we looked at our board processes
21 and we looked at the governing board and I think you've had
22 a chance as we had -- the governing board plan, would you
23 need to relook at our bylaws? And part of our bylaws and
24 what we -- one of the things is that we don't have term
25 limits currently in our board. That needs to be changed.



1 MADAM CHAIR: Excuse me, I'm sorry, would you
2 -- I didn't hear that.

3 MS. TAMARA: I'm sorry, the board -- our
4 current bylaws don't designate term limits or terms for our
5 board members. That's something that we need to change and
6 that's in -- in our plan. It's in the governing board's
7 plan as they look at how do they reconstitute re-engage is
8 how do they re-look at the bylaws and the board policies to
9 make sure those -- some of those concerns are addressed.

10 MADAM CHAIR: Are you thinking about a
11 broader participation in choosing your board members? Other
12 than just yourselves?

13 MS. TAMARA: I mean, I don't choose the
14 board, the board members choose the board, but I think
15 that's what -- I would agree that that would prob -- that's
16 a good idea. I think the initial -- when Hope was initially
17 founded when we were authorized by the Viola school
18 district, Viola's actually appointed at least one or -- I
19 think it was one of the board members.

20 That wasn't something that Douglas County
21 chose to do. But I think that's an important thing that we
22 should look at and we could look at. I think we also had
23 feedback from CDE that we need to make sure that we added
24 two people that have experts -- the next two people have
25 expertise and a highly mobile and a high risk as well as



1 accreditation accountability. Because that's where --
2 that's really -- that's our -- the focus of our management
3 plan. We need people that can bring that experience to us.

4 MADAM CHAIR: How about finance? Do you feel
5 you have any kind of need for some expertise? Somebody who
6 can look at your financial?

7 MS. TAMARA: I -- I think that was one of the
8 reason -- the finance expertise that Kim Rossi brought on
9 his business experience is something we do, but I think we
10 could all. Yes.

11 MADAM CHAIR: Just one more quick co --
12 comment and then -- so one of the things that troubled me a
13 lot and I'm -- I'm hoping it's fixed, was in the
14 Commissioner's report the fact that there's so much
15 information that was not available.

16 So I'm surprised when Dr. Goetz said that
17 you've collected a lot of data and yet, there isn't a real
18 sort of an information system, so that you can be, you
19 either very diffused with 26 centers and there's not a
20 systematic way to be looking at how are things going? What
21 are the exceptions? Where are things not going well? Are you
22 planning a different info -- sort of an information matrix
23 so that you know what's going on in your business?

24 MS. TAMARA: I -- I guess I'd like to
25 understand specifically what information wasn't available



1 there.

2 UNIDENTIFIED VOICE: Can I clarify a little
3 bit on that one?

4 MADAM CHAIR: Please do.

5 UNIDENTIFIED VOICE: Okay. So, that -- that
6 what we wrote and it's on page.

7 UNIDENTIFIED VOICE: It's one of the earlier
8 pages.

9 UNIDENTIFIED VOICE: Page 16.

10 MADAM CHAIR: Yeah.

11 UNIDENTIFIED VOICE: I think there's a list
12 of some information that we don't have. That's about what
13 the state knows and how the state 'cause so -- as the state
14 in terms of what we -- we get data submitted to us from the
15 district and from the school, it's at the entire school
16 level. We -- we can't tell you how individual learning
17 centers are doing.

18 MADAM CHAIR: And you didn't ask for the
19 information either?

20 UNIDENTIFIED VOICE: Ha -- they have it, they
21 -- they how do it looks that it -- we've seen it. So it's
22 available, it's just-

23 MADAM CHAIR: Okay.

24 UNIDENTIFIED VOICE: -it's not public, we
25 don't report it publicly. There's not that transparency



1 there, but it -- it exists there, you know.

2 MADAM CHAIR: Okay.

3 UNIDENTIFIED VOICE: Others got-

4 MADAM CHAIR: Good to know it exists.

5 UNIDENTIFIED VOICE: -spreadsheets of how-

6 MADAM CHAIR: My sense was it didn't exist in

7 the --

8 UNIDENTIFIED VOICE: Apology is if -- if

9 that's how our-

10 MADAM CHAIR: Well, that's just my language

11 came across.

12 MADAM CHAIR: -wanting brain. Dr. Flores.

13 DR. FLORES: And I just wanted to add

14 continuing on -- on Dr. Schroeder's comments and that is

15 that -- well, I'm concerned about the -- the special need

16 kids. The E -- ELL kids and the s -- special needs, and I

17 know that you do serve this population. And I guess that,

18 when I read the report that dee -- CDE wrote that there were

19 some needs there that needed to be filled. And I guess, you

20 will be working in those areas to -- to fill those needs.

21 Also, I like the idea that I read too about

22 the brick and mortar school, and I know for, for the

23 elementary and possibly for middle schools, and I know that

24 for these kids, i -- it's difficult to get things just that

25 are on, on a screen. And so, I was very happy when I



1 visited your school that it wasn't like that at all. That
2 there was screen time but that there were lots of people
3 there that, that could help children because I think that is
4 very necessary.

5 And also, if these kids are -- they need the
6 bonding, they need to be in a secure place and I found that
7 the places were very secure and I felt that children, felt
8 that, you know, they were, you know, they're -- the -- they
9 were not fearful kids, they were very outgoing kids. So, I
10 -- I liked, I liked that, but I wondered if, I know that the
11 department mentioned it, but whether you would consider the
12 brick and mortar school idea for K through 8th, I guess.

13 UNIDENTIFIED VOICE: I think that's something
14 we have to do some research in, frankly. Because I think if
15 we look at that, with the -- I mean, just it's -- as I think
16 Allisa said it's a -- it was an idea, we talked about it
17 briefly. The challenge I think, and that is it looks like -
18 - right now we have 11 MOUs that we operate under in one
19 charter contract within those county school district.
20 Looking at that model, would be 11 different charter
21 contracts.

22 UNIDENTIFIED VOICE: I see.

23 UNIDENTIFIED VOICE: And we, you know -- at
24 least an initial, plus -- blush. I mean, there's a
25 possibility that could you go -- work with CSI and get



1 exclusive charges. It's a -- I guess, my, I think that's an
2 option that we could look at in the future. I think that
3 the amount of work to put something like that in place, at
4 least, at this point in time when we talk about creating one
5 governing board and there are some challenges with how you
6 do it.

7 UNIDENTIFIED VOICE: I -- I'm not, I'm -- I
8 think it's a good idea. I know it's a lot of work, and --
9 but I was just thinking of what was stated and that was that
10 it would give your, it would give Hope, more funds to work
11 with.

12 UNIDENTIFIED VOICE: So, what I probably
13 should -- we probably need to analyze how -- wha -- what the
14 funding implications and what the staffing implications are,
15 and really wha -- what's the best decisions. I think it's
16 something we should -- we cou -- we could look into. And I
17 think it's part of mentoring but I think it's how do we,
18 stay on this track.

19 UNIDENTIFIED VOICE: I'm not suggesting that
20 you do this but-.

21 UNIDENTIFIED VOICE: But I think, what I
22 appreciate from that option and really all the discussion of
23 the CDE is, how can we think out of the box, and how can we
24 look at things differently? Because, as I mentioned, Hope
25 was designed as online and offline from the very beginning,



1 because blended wasn't defined so how did we look at this,
2 what's the best way to organize Hope with management
3 partners in the district so our students can achieve? And
4 there's all different ways we have to look at it.

5 We -- you and I appreciate the out of the box
6 thinking that CDE brings and each of you brings. We need to
7 do things differently because we need to increase in --
8 student achievement. Thank you.

9 MADAM CHAIR: Board member Goff.

10 MS. GOFF: Hello, thank you all for being
11 here. I don't know, I'm not sure where to begin. I do
12 think there is some connecting the dots potential here and
13 what I've tried to do.

14 I'm going to s -- I'm going to start with
15 the, knowing that the co -- yo -- your contract with the --
16 with Douglas County is up in a year basically. And this
17 plan is, I think, inherently going to take longer than that
18 to -- to even show some beginning results. How's that going
19 to -- I -- it's really rhetorical in, in more than anything
20 but I -- I would say going to fit to -- how are you going to
21 know? The other, the other, question I would have rather in
22 line with that is the -- what I see when I picture and I
23 think about the organization, and I think about the
24 terminology for each type of personnel position.

25 I find it very confusing. I'm not really



1 sure right now when I read here about the Hope staff. Well,
2 is that, is that your executive level or your administrative
3 level, or your school district level, the board, the who,
4 what, and where? I'm also -- I find it hard to grab a hold
5 of mentors, the word mentor, the word teacher.

6 I noticed the word principal is used in here
7 somewhere administrative something. Yes, and then the basic
8 qualifications about the current staff, if I'm reading it
9 right, that it -- that are sitting in those various
10 positions. Learning center, I think I've got a good handle
11 on that, and thank you for the hospitality last fall when I
12 visited the Hope Center in Lakewood. It was delightful.
13 But that's, that's part of this whole thing, and I'm -- I am
14 not surprising to myself either.

15 My focus is on the personnel, the educator
16 end of this, the chances for development. Does that sound
17 and come across like a sensible plan? Is the focus clearly
18 understood? And, and then coming down one level, not down
19 but into another level of doubt is, what about the kids
20 impacted by this.

21 As following up on the special education
22 reference, I'm wondering about gifted and talented. I'm
23 just going to throw out a s -- a set of kids there. It --
24 has, has there been, will there be, I think so, conversation
25 about how the screening will go for these various mid groups



1 of kids? Has that been something that's been easily
2 accessible up to now through the learning centers or
3 whatever the core organization of it is? And, and other
4 groups that are included in our thinking as state about what
5 sorts of needs need to be addressed.

6 I -- I didn't see, not that -- not the GT
7 and, and accelerated learners in general are highlighted on
8 a, a lot of our, our general data reporting. I didn't see
9 any of that in here. How does that play into the
10 consideration for, what are the needs of the school? What
11 are the root causes? Have those kids, those kinds of groups
12 been fully addressed? English language learners is another
13 whole separate category, I think.

14 I won't go into it, but I do think that, the
15 one thing about the -- the proficiency of these two young
16 ladies ju -- just another yay for a second or third language
17 study, that's all am saying. So, I'll do that every chance
18 I get. But if, if that sort of thing is, is clearly being
19 talked about and it's not necessarily something real scary
20 to talk about, it's just to -- how do, how are we connecting
21 the dots here and then impacting every little step as
22 impacted by the previous one or the side ones. I'm going to
23 feel a lot better in a year from now, or five years from
24 now, or whenever the next reporting in which is my -- going
25 to be my last question.



1 If I know that -- if I as a consumer, and
2 even though I do know a little bit about this teaching
3 thing, if I can read this plan and I could see that really
4 clearly, here's how this hits this, this hits this, I'm
5 sorry, you know, I'm an abstract thinker when I want to be,
6 but on this type of thing, I'm not. I -- I need a -- a
7 lineage of what happens.

8 The last kind of wrap up question, and I
9 think that will come out through your -- not only your
10 district but your community and your learning center
11 community conversations, how does that dis -- the Douglas
12 County School Board, the governing board of Hope, how, how
13 does that look back? Because there was mention that there
14 would be some reporting checking in, what I'm -- If I
15 remember, every three months or so, quarterly basis.

16 So what happens after the check ins? What is
17 the report time? What's the goal or the purpose, if -- and
18 granted, just getting together and having conversation is a
19 total value in itself. But is there a goal for the results
20 of those check ins in those conversations and what do you
21 hope to, to see happen out of that? And, and the last part
22 of that question is, with 11 learning centers in 11 types of
23 different school districts in the state, I guess, that's
24 part of the revised governing structure. My thoughts go to,
25 will there be, could there be, should there be, someone



1 who's really got the -- the broad based expertise about our
2 state as a whole.

3 Unless the long downturn, down the road idea
4 is to have learning centers stick to one part of the state
5 or another, if we're going to be, if we're going to be a
6 front range, primarily, front range operation or, you know,
7 what the goal of, of future is if that's -- I -- I just
8 happen to think anybody who sits on a governing board for
9 any educational entity should know about the whole state
10 because we do have a, we do have a camaraderie here.

11 UNIDENTIFIED VOICE: I think so, I hope I can
12 read my own writing, right.

13 UNIDENTIFIED VOICE: I will, I'll -- I'll
14 help, I'll help. Key words, governance and communication
15 among governments. Educator clarity and that who -- who
16 does what. Those are really the main two things.

17 UNIDENTIFIED VOICE: Let me start.

18 UNIDENTIFIED VOICE: Okay.

19 UNIDENTIFIED VOICE: So, I'd like to try the
20 start on the first part. And I've got three of my board
21 members are here, so, if I mess this up it's going to be
22 bad. So, I think that I, I appreciate your -- your initial
23 question which is, this is going to be a work in progress
24 for years. I, I really do believe that that's the case and
25 I think if we were to play it, I'm speculating of course,



1 but I think if we were to play this forward and we would
2 make the assumption that -- that Hope is on the right path
3 and the -- the external management team in the district and
4 Hope are all partnering effectively to move this all in the
5 right direction.

6 There will come a point and a point in time
7 where critical decisions are going to be made and, and the,
8 the goal, the attainable goal has not been met yet but the
9 progress towards that attainable goal will be evident. And
10 I think that's part of where we would be looking at when we
11 talk about the district and, and the management team meeting
12 often and reporting out on what that looks like along with,
13 with Hope's input.

14 I think it's really important that we keep
15 the Douglas County School District Board looped in on that
16 conversation and we would be of course very willing to do
17 that. And there will there -- there will be a point at
18 which if Hope is back in front of you guys that we would
19 still probably be saying, I, I speculate, that it would be -
20 - we're moving in the right direction, but there's still
21 plenty of work to do because I do agree with you this is a -
22 - this is a plan that's going to take time and substantial
23 effort to, to make happen. But I think we're also very
24 clear with what that needs to be. You want to add anything?

25 UNIDENTIFIED VOICE: Sure. See how well



1 we're playing together.

2 So, I think one of the things that's
3 important to understand is that there is a strong sense of
4 urgency around the implementation of this plan. We actually
5 on Monday and Tuesday what -- we have already reviewed every
6 transcript of every teacher in Hope who needs licensure, and
7 so, on Monday and Tuesday they will be receiving direction
8 about what is going to be the most appropriate pathway and
9 supports that they're going to need in order to achieve
10 that.

11 Is that saying that they will all finish
12 their licensure within two years? Probably not. But, you
13 know, there is that understanding. Certainly, we have goals
14 that are going to be set or have been set and will continue
15 to be refined as we go forward. We may be coming back to
16 CDE, I've actually put that in some of my requests to them
17 of -- for some additional supports that may be needed in
18 order to achieve that.

19 You know, again, being very, very honest, I
20 believe based upon the growth that I've seen to date in the
21 time frame I've seen, that they can achieve the goal that is
22 going to be necessary. I do anticipate bumps in the road
23 and needing to change things in order to make it truly to
24 that end point in the time that is, is needed. That help?

25 UNIDENTIFIED VOICE: Yes. It's just -- but a



1 year -- a year does not seem like that long of a time to me
2 anymore. I think -- no, I'm sure. It's -- there's, there's
3 a huge expectation on a couple of friends here for one year.
4 And we have human beings among whom we all are and it's --
5 I'm just, I am urge -- I'm feeling the urgency to this --
6 this is, it's not easy looking at these proficiency levels
7 and wow! You know, a year from now and when another
8 concurrent decision, big decision is going to be made about
9 the future of your schools, your centers and it's -- it's
10 pressing, it's pressing. But it does help. Yes, thank you.
11 I mean that, thank you.

12 UNIDENTIFIED VOICE: Thank you, Madam
13 Chairwoman. I want to circle back to something that you
14 asked for and that was some feedback from board members
15 regarding our preference with respect to either partial or
16 full replacement of the board.

17 My preference would be full replacement.
18 Having said that I still have many other questions and I do
19 want to remind all of my colleagues up here that staff has
20 asked us to weigh in on our thoughts regarding how to secure
21 an arrangement that is one that we can take responsibility
22 for. So, I think it is incumbent on us to, to flush that
23 out and make sure that we're putting forward terms that will
24 secure actual needed change. I know that we've spoken a bit
25 about local control.



1 One thing that's different about an online
2 school that's operating with 11 MOUs is, that when we talk
3 about the relationships to the elected the Douglas County
4 Board and their staff, that's a step away from what the
5 districts that have students going to Hope and Douglas going
6 to Hope are experiencing because of course that's not their
7 elected board because they don't live in Doug Co.

8 So, my question to our staff is, do we
9 currently have any provision to allow those 11 MOUs to be
10 renegotiated? That would be an important element for me
11 given the serious performance concerns.

12 UNIDENTIFIED VOICE: I think we probably need
13 to own it away and I believe those MOUs with districts are
14 every three years is how they're set up. But-

15 UNIDENTIFIED VOICE: I would mean it as a
16 part of this-

17 UNIDENTIFIED VOICE: As a part of this --

18 UNIDENTIFIED VOICE: -- of this agreement.

19 UNIDENTIFIED VOICE: Yeah, I think --

20 UNIDENTIFIED VOICE: Could those MOUs be
21 renegotiated?

22 UNIDENTIFIED VOICE: -- Tony will get that.

23 MR. TONY: I -- I don't believe it could be
24 as part of this agreement but the, the MOUs are under
25 statute for a certain period of time and they are renewed



1 and at that point in time the district does have an
2 opportunity to renegotiate them or, or to not renew them,
3 subject of course to a -- to an appeal to the State Board of
4 Education should they decide to not renew.

5 UNIDENTIFIED VOICE: So, if they decide not
6 to renew, they could still be brought before the state board
7 and compelled to renew anyway. Do I understand correctly?

8 MR. TONY: That is -- that is correct. And
9 in fact a similar circumstance happened I believe earlier
10 this year with Aurora public schools.

11 UNIDENTIFIED VOICE: Last year.

12 MR. TONY: Yes.

13 UNIDENTIFIED VOICE: I may have further
14 comments later but that's, that's a concern for me. Is this
15 something that legally we could put into this arrangement?
16 That we could open the door and allow districts to
17 renegotiate with some position of leverage given the
18 concerns that we've seen.

19 If -- if we're not going to close Hope, then
20 don't we need to give some assurance to districts that they
21 have some real leverage in the renegotiation process?

22 UNIDENTIFIED VOICE: I think they know that.

23 UNIDENTIFIED VOICE: And not if they're able
24 to be compelled to continue their MOU against their own
25 wishes if brought before this board. That's a limitation in



1 their leverage.

2 UNIDENTIFIED VOICE: Just to speak briefly to
3 that question.

4 UNIDENTIFIED VOICE: Thank you.

5 UNIDENTIFIED VOICE: Make sure to use my mic.
6 Okay. We're good.

7 UNIDENTIFIED VOICE: Yeah. I'm just to speak
8 to that briefly. In terms of the menu of options that's
9 listed within 210, that's Section 210, I don't believe that
10 there is the option to, to deal with the MOUs and force
11 renegotiation. I think that probably would be stepping
12 outside of the statute itself.

13 UNIDENTIFIED VOICE: All right. Thank you.

14 MADAM CHAIR: Board member Mazanec.

15 MS. MAZANEC: I don't really have any more
16 questions. I would just like to say that I'm very impressed
17 by the efforts that Hope has been making and Douglas County
18 School District has been making to help Hope move the needle
19 forward for outcomes for these kids. And I'm thrilled to
20 see Dr. Goetz stepping in and I am very much hopeful.

21 I'm very hopeful because of your confidence
22 that what, what they're doing is going to help move the
23 needle forward. So, I don't really have -- I have to say
24 though that this is one of the best presentations. I really
25 appreciate a lot of focus on students and what this is going



1 to do for students.

2 We've heard a lot of -- I mean there's,
3 there's been a lot of schools and districts spending a lot
4 of money and receiving a lot of money and spending it to try
5 and improve things but it seems that it's not moving the
6 needle forward. And I really appreciate the fact that you
7 are focusing on moving the needle forward for students. I
8 appreciate it. Thank you.

9 MADAM CHAIR: Board member Durham, you're
10 awfully quiet today. Do you have any comments or questions?

11 MR. DURHAM: Not at the moment.

12 MADAM CHAIR: Do you want to make a motion?

13 UNIDENTIFIED VOICE: I don't -- I don't know
14 that I have the proper form of the motion in front of me.

15 MADAM CHAIR: Oh, you don't have this.

16 UNIDENTIFIED VOICE: I don't think so. Okay.
17 Are you on motion?

18 UNIDENTIFIED VOICE: I think so. I don't
19 hear anyone.

20 UNIDENTIFIED VOICE: All right. Based on
21 today's hearing I move that the department district work
22 together to submit a proposed written final determination
23 regarding the management partners pathway and reconstitution
24 of the governing board as specified in the school district's
25 pathway for the state's board consideration at the May



1 meeting.

2 MADAM CHAIR: Sir, a second. Thank you.

3 Should we explain what the reconstitution should look like?

4 UNIDENTIFIED VOICE: I think Madam Chair, it
5 was explained in the presentation as I recall.

6 UNIDENTIFIED VOICE: As the -- as proposed by
7 Hope, I believe.

8 UNIDENTIFIED VOICE: Yeah, and that's what
9 the motion says.

10 UNIDENTIFIED VOICE: I think that-

11 UNIDENTIFIED VOICE: I'm not sure I get all
12 that. Okay.

13 UNIDENTIFIED VOICE: Yeah. I mean, I think
14 our -- I think we need clarification for you -- from you all
15 if you want those details referred to in the written
16 determination whether as reconstitution as defined by the,
17 by the district and Hope is what you would like to see going
18 forward. I think we just need to know if that's what you
19 mean by that. If you want those details, then we can write
20 it vague but that's a harder -- we need to check as you go
21 forward so it's probably better to be more specific.

22 UNIDENTIFIED VOICE: Was that specified, I
23 don't think there's any -- there's nothing missing in the
24 motion here. It says as specified in the school's pathway
25 plan.



1 UNIDENTIFIED VOICE: Okay.

2 UNIDENTIFIED VOICE: That was part of the
3 motion.

4 MADAM CHAIR: Yeah. What is specified in the
5 pla -- in the plan, Miss Amara?

6 MS. AMARA: It is adding-

7 MADAM CHAIR: You got two -- five people
8 identified.

9 MS. AMARA: We have five people identified.
10 Adding two more so we'd have four but the majority of the
11 board would be new -- newer, and three -- the minority would
12 be the historical. All right.

13 MADAM CHAIR: And the expert, my concern
14 actually is with the expertise that you're bringing forward.

15 MS. AMARA: And the expertise that's
16 outlined, it talks about high risk -- high -- one of the
17 board members, one of the new board members will have
18 experience in high risk students that are highly mobile.
19 The second board member will have experience in
20 accountability.

21 MADAM CHAIR: And also I think teaching for
22 the administration.

23 MS. AMARA: Yes I'm sorry -- yes
24 accountability and education teacher. Yes.

25 MADAM CHAIR: Right.



1 MS. AMARA: Thank you.

2 UNIDENTIFIED VOICE: Yes ma'am.

3 MADAM CHAIR: Are you ready to call them up?
4 Also do you have any more comments? Ms. Cordial?

5 MS. CORDIAL: The motion to go with the
6 district's recommendation. Board member Durham?

7 MR. DURHAM: Yes.

8 MS. CORDIAL: Board member Flores?

9 MS. FLORES: Yes.

10 MS. CORDIAL: Board member Goff?

11 MS. GOFF: Yes.

12 MS. CORDIAL: Board member Mazanec?

13 MS. MAZANEC: Yes.

14 MS. CORDIAL: Board member McClellan?

15 MS. McCLELLAN: No.

16 MS. CORDIAL: Board member Rankin?

17 MS. RANKEN: Yes.

18 MS. CORDIAL: Board member Schroeder?

19 MADAM CHAIR: Yes.

20 UNIDENTIFIED VOICE: Thank you all and best
21 wishes.

22 MADAM CHAIR: Oh yeah. Excuse me, I do need
23 to read something. I need to.

24 UNIDENTIFIED VOICE: All Right.

25 MADAM CHAIR: So folks this -- this



1 concludes the hearing. However, we are still in the middle
2 of this process and we are not free to discuss this.

3 UNIDENTIFIED VOICE: Thank you very much.

4 UNIDENTIFIED VOICE: You know what I wanted
5 to say was that we still have the same constraints regarding
6 don't invite us, et cetera, kind of thing.

7 MADAM CHAIR: Okay folks. We are going to
8 conduct a public rule making hearing for the repeal of the
9 rules for the administration of the Read to Achieve Grant
10 Program. 1CCR301-407. Am I interrupting you, ma'am? State
11 board voted to approve No's of rulemaking in its February
12 8th, 2017 board meeting. A hearing to promulgate these
13 rules was made known through publication of a public notice
14 on March 10th, 2017 to the Colorado Register and by state
15 board notice on April 5th, 2017. The state board is
16 authorized to promulgate these rules pursuant to 22-2-
17 107(1)(C) CRS. Commissioner, is staff prepared to provide
18 an overview?

19 UNIDENTIFIED VOICE: Yes, Madam Chair, we
20 are, and we don't have much of an audience anymore for the
21 first time in two days. So yes, Leanna Em, Deputy
22 Commissioner for Operations and School Finance will do this
23 but, this is just as a reminder of the series of cleanups
24 that we've had coming before you and so it's just sort of
25 conclusion of that.



1 MADAM CHAIR: Thank you, Ms. Em?

2 MS. EM: Thank you Leanna Em. And yes.

3 These rules are being suggested to be repealed by the state
4 board. The statute that authorized these rules was repealed
5 in 2012.

6 UNIDENTIFIED VOICE: A move that we --

7 MADAM CHAIR: One moment. Okay.

8 UNIDENTIFIED VOICE: Really?

9 MADAM CHAIR: Really. Is there anyone here.
10 It's a hearing is there anyone present to testify in our
11 vast audience.

12 UNIDENTIFIED VOICE: Do you dare?

13 MADAM CHAIR: All right. This concludes the
14 rule making hearing for the repeal of the rules for the
15 administration of the Read act to achieve -- to the Read to
16 Achieve Grant Program. If there is no further discussions -
17 -.

18 MS. RANKIN: I just have one question.

19 MADAM CHAIR: All right. Board member
20 Rankin.

21 MS. RANKIN: Not only in this rule making but
22 in others it does state that it's red lined and everything's
23 red lined and I love that. The only problem is with this
24 it's all blue lined. Is the read just replaced by the blue
25 but everything else is the same. Is that correct?



1 UNIDENTIFIED VOICE: That is correct.
2 UNIDENTIFIED VOICE: It's all stricken.
3 UNIDENTIFIED VOICE: Yes, that is correct.
4 UNIDENTIFIED VOICE: Yes. It is blue on mine
5 also. Okay.
6 UNIDENTIFIED VOICE: We will do blue line
7 today.
8 MADAM CHAIR: Democrats versus Republicans.
9 UNIDENTIFIED VOICE: Just point of
10 clarification. Thank you.
11 MADAM CHAIR: Board member Mazanec, do you
12 have a motion for us?
13 MS. MAZANEC: I moved to repeal the rules for
14 the administration of the Read to Achieve Grant Program
15 1CCR301-407.
16 MADAM CHAIR: That's a proper motion. Is
17 there a second?
18 UNIDENTIFIED VOICE: Second.
19 MADAM CHAIR: Are there any objections? Done.
20 UNIDENTIFIED VOICE: It says read --
21 MADAM CHAIR: It's unanimous. Good. We are
22 finished. Next time 5.0 is a lunch.
23 MS. CORDIAL: What are we going to do?
24 UNIDENTIFIED VOICE: Can we do the rest of
25 them?



1 UNIDENTIFIED VOICE: No. Oh no, 'cause
2 they're timed.

3 UNIDENTIFIED VOICE: I was hoping we could go
4 and do another .

5 UNIDENTIFIED VOICE: No. They're timed.

6 UNIDENTIFIED VOICE: Well, they don't want to
7 do that at the end altogether.

8 UNIDENTIFIED VOICE: Oh yeah, we could do
9 that.

10 MADAM CHAIR: Let's go eat.

11 UNIDENTIFIED VOICE: Let's eat.

12 UNIDENTIFIED VOICE: You might want a board
13 report.

14 UNIDENTIFIED VOICE: I do want a board
15 report?

16 UNIDENTIFIED VOICE: You might, I don't -- I
17 think lunch was supposed to be here at 11:45. So I'm not
18 sure if it's here yet.

19 UNIDENTIFIED VOICE: Oh, it's back there.

20 UNIDENTIFIED VOICE: I don't know.

21 UNIDENTIFIED VOICE: Never know.

22 UNIDENTIFIED VOICE: They just needed
23 somebody to sign off on it.

24 UNIDENTIFIED VOICE: Okay.

25 UNIDENTIFIED VOICE: Clearly our staff would



1 like to have lunch.

2 UNIDENTIFIED VOICE: Okay, lunch.

3 UNIDENTIFIED VOICE: Okay.

4 UNIDENTIFIED VOICE: We get to eat?

5 MADAM CHAIR: We get to eat and take a walk.

6 UNIDENTIFIED VOICE: This is the first time.

7 (Meeting adjourned).

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright
Kimberly C. McCright
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