



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
March 12, 2014, Part 2

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

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



1 CHAIRMAN LUNDEEN: The next item on the
2 State Board's Agenda here is a conversation with the
3 Vilas School District RE-5 and as I said previously, this
4 is informal in nature. We want to have the opportunity
5 to stand shoulder to shoulder with you and look at the
6 ways you're improving, understand how we might be helpful
7 in that process. So welcome and I'll give the
8 commissioner and opportunity to preface our conversation
9 with a few remarks.

10 MR. HAMMOND: Thank you again for
11 attending. As you move into year five on the
12 accountability clock, this is your opportunity to really
13 talk with us. It's very informal and also try to keep
14 your comments around to 20 minutes, 30 minutes as the
15 board will probably have 30 minutes to answer questions.
16 But thank you, Dr. Shields, as the superintendent, I
17 appreciate you doing this. And Dennis -- I keep calling
18 him Dennis because I think I've known you for quite a
19 while. But you've on the board for how many years now?

20 MR. THOMPSON: Twenty-two.

21 MR. HAMMOND: Twenty-two. Okay, I think
22 you're probably the longest standing Board Member of the
23 state, but I might be wrong. Anyway, thank you for
24 coming today. Okay? So we'll go ahead and start.

25 I will say to the Board, one of the



1 biggest challenges that Vilas faces, their online school.
2 They have closed down the high school portion, still have
3 the elementary and middle. If the -- quite frankly the
4 online was not a part of the district, you would see it
5 would probably jump out of turnaround and priority
6 improvement, and to improvement. So anyway, I think
7 that's a challenge that they face in how to struggle with
8 that. So I hope you talk about that today. Thank you.

9 MR. SHIELDS: Thank you, Dr. -- or Mr.
10 President, Mr. Commissioner and --

11 MR. HAMMOND: Joe, if you could move that
12 just up a little bit. Yeah, so they can hear you.

13 MR. SHIELDS: This makes me uncomfortable.

14 CHAIRMAN LUNDEEN: Sorry, but everybody in
15 the room can hear you this way.

16 MR. SHIELDS: Okay. By way of
17 introduction, we're a small rural district in the
18 Southeastern portion of the state. We have an online
19 school and a brick and mortar school. The total
20 enrollment in the district is about 137 students. We've
21 made some -- we've made some changes this year to improve
22 student achievement. And to improve performance on the
23 whole.

24 And with that being said, I'd like to --
25 I'm going to turn it over to my experts here. Carrie



1 Vetch (ph) our online director is going to address the
2 online achievement and changes we made there. And Ryan
3 Stredney (ph), the principal of the brick and mortar
4 school is going to address those. Without taking a bunch
5 of time then, I'm going to turn this over to Carrie.

6 MS. VETCH: Good morning. My name is
7 Carrie Vetch and this is my first year as a site
8 coordinator, director for the online school. And I am
9 pleased to come before you today and share a lot of
10 exciting and sweeping changes that we've made in the
11 online school. And just a few minutes ago I told Mr.
12 Shields, "Oh, how I wish this were year one of our
13 turnaround." Because I feel like now we are getting
14 somewhere.

15 So I want to talk about these changes with
16 you today. Of course you mentioned that the online
17 school was closed and we had a high number of alternative
18 online high school students who were truant and inactive.
19 And closing that by nature has done a great deal for us.
20 Because the younger students enrolled with us have more
21 parental support at home, and we are seeing more
22 participation and we have higher student growth and
23 achievement with K-8 being our focus this year. Our
24 numbers are also smaller and we can do a better job.
25 Sometimes you have to slow down.



1 CHAIRMAN LUNDEEN: What are the numbers of
2 the students in the online?

3 MS. VETCH: Working with 60 to 70 this
4 year.

5 CHAIRMAN LUNDEEN: Thank you.

6 MS. VETCH: Yes. Sometimes you have to
7 slow down and go backwards to grow. And I feel like
8 that's what we're doing.

9 So let's talk about these changes. First
10 of all, we came in and we noticed that there was no
11 comprehensive writing curriculum implemented in K-8. Not
12 all genres were covered. Students were not engaged in
13 actively writing every day. Imagine if you were online
14 students who come to take the TCAP in the writing portion
15 and they had been working online on the computer all
16 year, and now we give them a pencil and paper to write
17 essays on paper. What a mistake we made. And I think we
18 fell into the online trap that everything had to be
19 objective and our kids were clicking radio buttons left
20 and right, answering multiple choice, true/false
21 questions, because that was a practicality of online
22 education. That was wrong. We were wrong. And now
23 we're changing. So we implemented the KKD Literacy
24 Writing Curriculum; K-8. Teachers are providing direct
25 instruction. They are modeling to the students weekly.



1 They are using iPads and apps like EduCreations to write
2 an explain so that the students are getting writing
3 lessons just like they would in a brick and mortar
4 classroom. And they are writing daily. And we're seeing
5 marked improvement and results from implementing at a
6 comprehensive writing curriculum.

7 As a matter-of-fact, last year we had zero
8 percent third graders proficient on the TCAP writing
9 portion. This year, based -- and we only had two third
10 graders. I saw your eyes widen. I will clarify with
11 that. This year, based on the predictive indicators from
12 our NWEASS (indiscernible) we are predicting 83 percent.
13 We are also seeing that across the board, 3-8. We are
14 seeing writing samples that have improved so much since
15 the beginning of the year till now. And another key is
16 that we're seeing writing samples, because now we're
17 doing something that we weren't doing before.

18 Moving on to math. Last year, math scores
19 were abysmal in the middle school, so we changed
20 curriculum and now we're using one that is more rigorous,
21 more engaging for the students, and that is aligned with
22 the standards. We are using Study Island to provide
23 mastery practice, and now we're seeing TCAP predicted
24 proficiency levels jumping and we know that we're making
25 improvement and progress and we run that data out of



1 Alpine with our NWEA fall and winter assessments. We
2 know we are making improvement there.

3 We also found that we had no comprehensive
4 reading program integrated into the middle school
5 language arts programs. Our elementary teachers saw
6 great improvement last year with Istation. So we
7 implemented that in 7-8. And Istation provides
8 internet-based interventions that covers all five
9 components of reading, it's adaptive to where the
10 students are, and now all students are receiving tailored
11 interventions on Istation. How do we know this is working
12 and how do we know this is making a difference? Because
13 we are progress monitoring. And because every month when
14 the teachers run those Istation reports, we are seeing
15 growth. And for example, on page 12 and 13 of the packet
16 that we passed out, the overall reading, the trend line
17 is upward. That's something we haven't seen for a while.
18 Across the grades. Even the lower tiers -- tier three --
19 is moving up into tier one and tier two. Even the kids
20 in tier one are making progress. Our kids are finally
21 making progress and growing because we are doing
22 something. We are making changes,

23 I talked about progress monitoring, and
24 our teachers are progress monitoring weekly, quarterly
25 and monthly, depending on the measurements. And now



1 we're identifying struggling students who are below grade
2 level. Struggling students used to receive help from the
3 teachers, but it was just help from the teachers. And
4 now we're identifying who needs help and what kind of
5 help they need. And guess what we're doing? We're
6 giving it to them.

7 We hired an interventionists who works
8 with these kids four days a week, Monday through Thursday
9 afternoon, from noon to four o'clock and we have 18
10 students in grades K-6 receiving one intervention, and 18
11 students in grades 7-8 receiving on average three
12 interventions every week. And she meets with them via
13 GoToMeeting, live synchronous meeting rooms. And if we
14 know that a kid needs help with vocabulary, guess what
15 they work on? Vocabulary. And we have a direct
16 correlation to those scores improving, because we can
17 track that through our progress monitoring and the kids
18 with good, regular attendance have more growth and
19 improvement. So we're on to something here.

20 In the past, again, we fell into the
21 online trap that people are attracted to online school
22 because of flexibility. They can do it when they want.
23 And a few years ago, I think they tried to bring in some
24 online meeting requirement, and parents and students came
25 at the school with pitchforks. We came to online so that



1 we'd have the flexibility, and now you want my kid online
2 from 10:00 to 11:00 on Tuesdays and Thursdays from 3:00
3 to 4:00? Now we're saying, yes, because we need your
4 kids. We want your kids. We have to help your kids.
5 And so is attendance at these meetings perfect yet? No,
6 but it's required and we're getting there. And this is a
7 huge step for us. And I think as we go along through
8 time, this will just become status quo. Part of Vilas
9 online. And when you come to us as a student, this is
10 what you do, because this is how we help you. So these
11 intervention meetings have been a huge success.

12 In the past, we had no official policy to
13 address inactive students and struggling students, and
14 now we have an academic probation plan and we've
15 streamlined the communication process. So if a kid has
16 missing work, I get an email and I find out about it.
17 And I hit the phone and the computer to see what's going
18 on about that. And it doesn't go for more than a week.
19 We have too much flexibility in the past. They had until
20 the end of the quarter to turn in their work. Give a kid
21 an inch, they'll take a mile, you know? So now it's that
22 week. And participation is higher, grades are higher,
23 obviously student growth and achievement is higher.
24 Because we've taken some of that flexibility out.
25 Students who are not succeeding go onto academic



1 probation.

2 At the end of the first semester we had
3 six students, mostly middle school students who were not
4 succeeding. Who had D's and F's. And we had the
5 conversation with them and their parents and said: What
6 are we going to do to change things? Here is why you're
7 not being successful. What can we do to change it? And
8 four out of the six parents said: I can't be at home to
9 provide that structure. I understand that this isn't
10 working, and I think we need to transition back into a
11 more traditional setting where my kid has the structure
12 in that environment. And they did so. Two students
13 wanted to stay and they are under our thumb. And they
14 went from D's and F's to A's and B's, and they've been on
15 the "no missing work" list every week this semester but
16 one. Huge improvement. And again, I think it's because
17 of the smaller numbers and I think it's because of the
18 streamlined process and following through with the
19 policies that we put in place for high expectations.

20 We had an orientation policy this year
21 which was new to us. It used to be they'd send out
22 computers and equipment, teachers would call and help
23 kids get started, and we went out and held orientation
24 programs and trainings, meet your teachers, let us give
25 you the equipment, let us show you how to do this. And



1 not only did that give kids a better start, but it also
2 helped us as the teachers build a rapport with those
3 families. And I think that helped with the success as
4 well, because we get more of a buy-in. They want to do
5 well. They know us, and we know them.

6 A number of other policies we've
7 implemented including enrollment at the beginning of the
8 year and I'm going to be honest with you, we did things
9 wrong in the past. If you had a pulse, come on in and
10 enroll. And that's not the case anymore. We had some
11 students who were not successful last year and we said:
12 I don't think this is the appropriate educational
13 environment for you. And after discussion, their parents
14 agreed and said: You're right, we are not seeing growth
15 and success. This isn't right, we need to do something
16 different. So we are trying to be proactive in screening
17 the students who come into the online program, because I
18 think that's important. Online is not for everyone. And
19 we know that, and we need to recognize that.

20 Based on our NWEA scores from the fall and
21 the winter, I'm predicting success and improvement this
22 year with the TCAPs. One of the packets we handed out
23 breaks this data down, which we pulled out of Alpine.
24 You know, for example, you can see that last year 50
25 percent of two students in third grade reading were



1 advanced or proficient and based on those test scores
2 this year, it jumps up to 67 percent. And you'll see
3 those trends increase across the grade levels and across
4 the content areas because of these changes that we've
5 made in the online school. And again, I wish it were the
6 first year, because I feel like now we're really getting
7 somewhere. These are huge changes, but I have three
8 amazing teachers who are with us today in the room who do
9 amazing work with these kids and who care. They each
10 have about 20 students. And we have one part time
11 interventionist who is a trained, experienced
12 interventionist providing these reading interventions for
13 us. We are doing things we've never done before.

14 And the growth is exciting and you can see
15 that growth in these numbers. I mean, just look at the
16 jumps. Sixth grade reading last year, 64 percent were
17 advanced or proficient. We're predicting 81 percent.
18 We're seeing fewer and fewer of those students fall into
19 the unsatisfactory category or rating. Sixth grade
20 writing, 21 percent were advanced or proficient. This
21 year we're predicting an 81 percent. So the proof is in
22 the pudding and now we'll come with the TCAPS without a
23 doubt this spring, but I know we're making growth because
24 I see it, and because these three ladies back here are
25 seeing it, and because their parents are commenting and



1 seeing it. So we're doing things right.

2 MR. STREDNEY: Thank you, Carrie. My name
3 is Ryan Stredney (ph), I'm the principal here at Vilas
4 and I would just like to also take a moment to thank you
5 guys for hearing us out today. Very similar trends are
6 seen in the high school here and in the brick and mortar.
7 But to begin with, they'll talk about some of the, you
8 know, priority challenges that we've been facing in the
9 past. I came in last year as a science teacher. Last
10 year we had very sporadic administration and almost no
11 oversight. He gave me my walkthrough and evaluation, I
12 asked him twice for feedback on it, I kept getting
13 brushed off. So I still have never gotten that feedback
14 from him.

15 In an attempt to do away with the old and
16 in with the new, they hired Mr. Shields here, and myself,
17 to be the new administrators. So we are going from one
18 administrator to cover both tasks, we now have a
19 superintendent and a principal. I'm new to the position,
20 so I'm being trained in the position, so you're going to
21 have to bear with me here. I don't know all the lingo
22 yet.

23 But similarly though I'd like to talk to
24 you guys more about also some of the three-year trends
25 that we've had. On our UIP that we submitted, Mr.



1 Shields, myself and Carrie, we all poured over the data,
2 compiled the data, made trends and analysis of the data.
3 And you can see here, I'm referring to page 14 if you
4 guys have it in front of you. We are going to start off
5 with the reading trends here and the district level data.
6 The majority of our students in the district are
7 proficient. The vast majority are proficient. And the
8 majority remains stable over a three year period of time
9 there.

10 UNIDENTIFIED VOICE: Excuse me, I'm sorry,
11 where are you?

12 UNIDENTIFIED VOICE: On the UIP.

13 MR. STREDNEY: On the UIP.

14 UNIDENTIFIED VOICE: Oh, on the UIP.

15 MR. STREDNEY: Page 14 of the UIP.

16 UNIDENTIFIED VOICE: Do we have that?

17 UNIDENTIFIED VOICE: Yeah, we got it --

18 CHAIRMAN LUNDEEN: It's in Board Docs.

19 UNIDENTIFIED VOICE: Oh, it's in Board
20 Docs.

21 UNIDENTIFIED VOICE: It's in Board Docs.

22 MR. HAMMOND: You should have it on your
23 desk.

24 UNIDENTIFIED VOICE: Yeah, it should look
25 like this, I think.



1 UNIDENTIFIED VOICE: Oh.

2 MR. HAMMOND: Well, it's the bigger packet

3 --

4 UNIDENTIFIED VOICE: Yeah, I have it, I'm
5 sorry.

6 UNIDENTIFIED VOICE: Oh, I thought that
7 was the online.

8 UNIDENTIFIED VOICE: Sorry, we got it.

9 UNIDENTIFIED VOICE: Sorry.

10 (Indiscernible -- multiple speakers)

11 UNIDENTIFIED VOICE: Also we've made some
12 adjustments after the review panel. So things to focus
13 more of what we needed to focus on. So, sorry, go ahead.

14 MR. STREDNEY: That's okay. So this is
15 what the page -- just to get you guys quickly to where
16 I'm at.

17 CHAIRMAN LUNDEEN: It's on Board Docs.

18 MS. NEAL: You were right in the first
19 place.

20 MR. STREDNEY: What I'm going to do is
21 just generally, briefly, summarize what we've compiled
22 here, because as I've gone over it with some other
23 faculty members here at CDE, what I thought was crystal
24 clear might not be to everybody. So what I did here is I
25 compiled all the data by grade and I broke it down in the



1 district by grade over three years, following the kids.
2 And we were seeing both positive growth, negative growth
3 or stable growth. So -- and I highlighted that all in
4 bold. So whatever the trend was, I highlighted in bold.
5 And then at the end, I summarized everything. In-house
6 and as the district as a whole, we were generally stable
7 over the last three years, okay? But that's not exactly
8 where we want to be. That's -- because that's why we're
9 here. So we wanted -- overall in the district, we want
10 to start seeing good growth here.

11 However, when we start breaking it down
12 into the online elementary, as Carrie was saying before,
13 online elementary is making good gains. They are -- the
14 last three year period of time, we've seen a 15 percent
15 growth model with the majority of that coming in this
16 last -- in this recent scoring round with the NWEA
17 scores. Online middle school remained stable with
18 positive and negative growth offsetting each other.

19 But overall, I'd like to say though that a
20 lot of this data, even as we're going over it, didn't --
21 was hard to follow, was hard to make actual predictions,
22 because we've such small numbers and we have a high flux
23 of student turnover ratios. We have five other schools
24 in the district and some of the students seem to just
25 play merry-go-round with the schools. So one year they



1 might be with us and the next year they will leave us and
2 come back. So their educational career so far can be a
3 little inconsistent.

4 MR. SHIELDS: And one thing -- a misspeak
5 -- not in the district, in the county. We call it the
6 Baca County shuffle, because if they don't like what
7 we're doing at Vilas, they will go down to Walsh. If
8 they don't like what's happening at Walsh, they'll go
9 somewhere else.

10 MR. STREDNEY: No worries. I would also
11 like to say that you know, as an attempt to bring this
12 district-level data up, we've instituted a number of
13 programs. The most recent of which is known as the
14 Jumpstart Program. This program will hold students
15 accountable for their grades and their own academic
16 growth. In collaboration with the parents and the -- you
17 know, with the approval of our board, we've gotten this
18 to push through.

19 Now this Jumpstart initiative, I'm not
20 sure if you've ever heard of it before? Yes? Okay.
21 Well, if you haven't, I will explain it a little bit,
22 particularly for the members behind us. It is a program
23 that if you are proficient or advanced, you can get the
24 first two weeks of school off. In which case, if you are
25 not proficient -- if you're personally proficient or



1 unsatisfactory, you have to come to school and we get to
2 target exactly where you are. We will take this summer
3 and July, when we get our TCAP scores back, we will pour
4 over the data, and we will see -- make that determination
5 then who can come and who can miss the first two weeks of
6 school. At which point we will also be able to identify
7 exactly what and where these students who are not
8 proficient, where they are struggling. So that's one of
9 them.

10 Other stuff has just been, you know,
11 regularly commissioned parties that were done by the
12 teachers themselves. You know, one teacher offered an
13 Xbox party to her kids. If they all performed well in
14 the last NWEA round that we had in December. What did
15 they do? They all performed well, they got their Xbox
16 party. Whether it be grand things like this Jumpstart
17 initiative that we are trying to incorporate into our
18 district, or the small day-to-day things like a small
19 little Xbox party, or maybe a pizza party, or something
20 like that. But we're learning that these kids need an
21 initiative and a desire to want to perform well on these
22 state standardized tests. As the state standardized
23 tests, poor performance to them doesn't mean anything,
24 because it doesn't impact their grade at all. The only
25 thing that impacts their grade is the tests that we give



1 them as teachers. So we're trying to get a better
2 turnout and better effort out of the students that way.

3 What I'll do now is I'll reference -- I
4 sent you guys three graphs, three charts, that will go
5 over NWEA statistics.

6 UNIDENTIFIED VOICE: May I ask a question?

7 CHAIRMAN LUNDEEN: Please.

8 UNIDENTIFIED VOICE: Just a real quick
9 question. On these NWEA charts, you've compared them --
10 you've compared the scores in your community with the
11 national?

12 MR. STREDNEY: Correct.

13 UNIDENTIFIED VOICE: Is there a state
14 average?

15 MR. STREDNEY: I could not find one. When
16 I was looking over it, the --

17 UNIDENTIFIED VOICE: Yeah, I guess the
18 question -- that's an unfair question for you. I think
19 it's a question for our staff.

20 MR. STREDNEY: NWEA.

21 UNIDENTIFIED VOICE: Is there a state
22 average?

23 MR. HAMMOND: Yeah, I don't know that
24 question. We can find out for you real quick.

25 UNIDENTIFIED VOICE: It might be helpful,



1 because our Colorado scores in general are quite
2 different than national scores.

3 MR. STREDNEY: Right. And I understand
4 that, but I couldn't --

5 UNIDENTIFIED VOICE: Right, you got what
6 you got.

7 MR. STREDNEY: Yeah, I got what I got, so
8 --

9 UNIDENTIFIED VOICE: Thank you, okay.

10 MR. STREDNEY: What I'll do is I'll start
11 off with what I see as our poorest, which is the
12 mathematics. Now this is comparing the Vilas school
13 district as a whole, both online and brick and mortar, to
14 the national average grades one through -- well, grades K
15 through 12. As you could see here, we're -- in the early
16 years we are above the state average -- or above the
17 national average. However, when we hit the middle school
18 there, we seem to see a drop-off. That also correlates
19 with where our students start to do the Baca County
20 shuffle and you know, will go to other schools and come
21 back in and we see a large flux there in our middle
22 school. But then as you get to high school, they seem to
23 stable out and our trends, you know, continue to, you
24 know, meet or exceed the national average.

25 CHAIRMAN LUNDEEN: Total number of



1 students you're dealing with, again?

2 MR. STREDNEY: In house we've got --

3 CHAIRMAN LUNDEEN: In your brick and
4 mortar --

5 MR. STREDNEY: -- 57.

6 CHAIRMAN LUNDEEN: 57 -- thank you.

7 UNIDENTIFIED VOICE: Yeah, it would be
8 real helpful if you actually had the number of kids on
9 this, simply because one kid in some of these grades can
10 dramatically shift --

11 UNIDENTIFIED VOICE: And your populations
12 too. You've got -- typically with small population,
13 you'll have a high population of at-risk, special needs
14 kids and maybe in one case you'll have two-thirds your
15 class is special needs and they don't function quite as
16 well.

17 CHAIRMAN LUNDEEN: Please proceed.

18 MR. STREDNEY: Okay, thank you. The next
19 graph I'm going to look at is the general science and
20 almost completely across the board you can see that we
21 meet or exceed the national average in general science.
22 What I was not able to find were graphs that illustrated
23 former years. There are all -- this is all NWEA data
24 from this past fall/winter scoring round. However, when
25 I came in last year, our science aptitude for the



1 students was, I would say, quite low. I have worked hard
2 on bringing them up. I am still currently the science
3 teacher there this year as well and would like to say
4 that I am actually quite proud of what I've been able to
5 do with these kids to bring them up, and to be able to
6 compete at least on the national stage with the rest of
7 the students.

8 The next graph I'm going to look at is the
9 NWEA reading and you can see that across the board, again
10 we meet or exceed in reading in our literacy here, the
11 national average. What we see -- the trend that we're
12 seeing here in all three graphs, or all four graphs that
13 we're going to look at, is our 11th grade seems to be well
14 below. That is the result of the population that we have
15 there. But as you can see, just -- and then we're
16 looking at the next one, the language usage. We are
17 again meeting or exceeding in almost every grade level
18 with the national averages.

19 Furthermore, the gains that we're making
20 this year, I'm very happy to say that I'm very happy with
21 the changes that we are making so far. We are -- I've
22 instituted a policy where we meet with teachers weekly,
23 every Monday after school, and we discuss topics ranging
24 from students to other assignments or who's doing what on
25 what day so we don't all give a test on the same day or



1 have things coming due. We're trying to increase
2 collaboration so that the high school teachers have an
3 idea of what the elementary teachers are doing; even
4 though we're all in the same house here, often times --
5 last year as a high school teacher I had no idea what the
6 elementary teachers were doing and what they were doing
7 day-to-day. But I'm happy to state that as a change that
8 we've made. The walk throughs that myself and Mr.
9 Shields makes into these classrooms, there's an app on
10 the iPad here that after we make our observations of them
11 and submit them, they are immediately emailed to that
12 teacher. So they are getting immediate feedback this
13 year, whereas last year they didn't get feedback at all
14 and I wasn't the only one. No teacher got feedback from
15 our administrator last year.

16 So there are, I think, you know, some
17 really great things that you know, we're trying to do and
18 you know, forward motion in the correct direction.

19 CHAIRMAN LUNDEEN: Excellent. Other
20 comments before we ask some questions?

21 MR. SHIELDS: I don't believe so. We also
22 have the faculty and the online school meet too.

23 MS. VETCH: Meet daily. We're four and a
24 part time interventionist. We talk all the time. And we
25 know our students very well and we know what we're doing



1 with our students every day and we are a very tight knit
2 group.

3 MS. NEAL: And how many students do you
4 have in -- this is separate -- online.

5 MS. VETCH: Online? Online there are
6 approximately 60 right now with three teachers, one part
7 time interventionist and myself as a site coordinator.

8 MS. NEAL: Okay, thank you.

9 UNIDENTIFIED VOICE: And then you have a
10 K-8 -- you have just one K-8 and then brick and mortar
11 high school?

12 MR. STREDNEY: No, we have K-8 in brick
13 and mortar as well.

14 MS. VETCH: Yeah, K-8.

15 CHAIRMAN LUNDEEN: So you're K-12 in your
16 brick --

17 MR. STREDNEY: K-12 in the brick and
18 mortar, and then we have a K-8 online.

19 UNIDENTIFIED VOICE: Okay, K-8 is online,
20 right, okay.

21 CHAIRMAN LUNDEEN: So we'll start down at
22 the right hand side of the panel. Elaine go ahead.

23 MS. BERMAN: Thank you very much. I have
24 a whole bunch of questions. On the online -- and I
25 really appreciate your candor about what was done perhaps



1 not correctly before and the corrections you're making
2 now. So that was very, very helpful to us. Tell us
3 where the students come from. Because don't they come
4 from all over the state?

5 MS. VETCH: They do. They come from every
6 corner of the state and there is no typical student.

7 MS. BERMAN: So are there -- I mean, I'm
8 sure you've done a zip code analysis?

9 MS. VETCH: Yeah. When we go around doing
10 orientations and TCAP testing, we have to travel to those
11 locations and there are pockets. For example, the Four
12 Corners area has a high population of online students
13 with us.

14 MS. BERMAN: So are the teachers in your
15 local community or are they spread out throughout the
16 state?

17 MS. VETCH: They are spread out throughout
18 the state as well.

19 MS. BERMAN: Okay. And what about you?
20 Where are you located?

21 MS. VETCH: I'm located in Eastern
22 Colorado.

23 MS. BERMAN: Okay, just so -- so we get a
24 sense of that. Okay, so -- thank you. I'm going to move
25 onto -- I'm just curious, because I'm always intrigued



1 with how small districts manage to make it financially.

2 How many -- how many paid staff do you have in Vilas?

3 MR. SHIELDS: In the --

4 MS. BERMAN: In the brick and mortar
5 school?

6 MR. SHIELDS: Brick and mortar? Total
7 staff? Or just teaching staff?

8 MS. BERMAN: Total staff; total paid
9 staff.

10 MR. SHIELDS: We're probably looking at --

11 MR. STREDNEY: We have 23.

12 UNIDENTIFIED VOICE: Teaching staff, or
13 all together at --

14 MR. SHIELDS: All staff.

15 MR. BERMAN: All staff.

16 UNIDENTIFIED VOICE: All staff members?
17 23.

18 MS. BERMAN: Okay, so 23 full-time people?

19 UNIDENTIFIED VOICE: Yes.

20 MS. BERMAN: Okay. So here's the real
21 tough question: I'm going to be very optimistic that the
22 online students are going to do considerably better. But
23 a question to the superintendent: If by some chance, for
24 whatever reasons they don't meet their expectations, are
25 you prepared to have the online school separate from the



1 brick and mortar school?

2 MR. SHIELDS: I think so, realistically.
3 I want to be sure and check the data out -- performance
4 for this year. And maybe in the analysis it will show
5 that the middle school is a problem. The elementary
6 school seems to be doing real well. The middle school
7 we've had to -- we had -- like, Carrie mentioned, those
8 six that had difficulty, and four of them -- quite
9 frankly, the environment of the online is not necessarily
10 the best educational environment for them. So yeah,
11 we'll -- as soon as we take a look at the data, we'll
12 take appropriate action depending on what needs to be
13 done. I again am very optimistic also. Based on what
14 we've done this year, I see so many improvements from the
15 indications in the past.

16 MS. BERMAN: Thank you.

17 UNIDENTIFIED VOICE: Pam?

18 MS. MAZANEC: So how -- how -- you've been
19 with the school district forever, the three of you. Are
20 you all new to the district?

21 MS. VETCH: I'm a high school history
22 teacher by nature and this is my first year as the online
23 director.

24 MS. MAZANEC: And tell me a little bit
25 about the online students. You said they come from all



1 over. How many of your online students are actually from
2 your school district?

3 UNIDENTIFIED VOICE: None.

4 MS. VETCH: One.

5 MS. MAZANEC: Just one.

6 UNIDENTIFIED VOICE: Who is that?

7 MS. VETCH: Teresa.

8 UNIDENTIFIED VOICE: Oh, okay.

9 MS. VETCH: One is from the Vilas School
10 District.

11 MS. MAZANEC: And the rest are attracted
12 to the online school for various reasons?

13 MS. VETCH: That's correct.

14 MS. MAZANEC: From around the -- the
15 state?

16 MS. VETCH: Yes.

17 MS. MAZANEC: I had another question that
18 just left me. So go ahead.

19 UNIDENTIFIED VOICE: You can come in
20 later. I think -- I wonder about your BOCES and about
21 your Baca County shuffle. It seems to me -- and I don't
22 know what kind of communication, what kind of work are
23 you all doing together? Or don't do you do that? Some
24 BOCES do, some don't.

25 UNIDENTIFIED VOICE: There's -- there's



1 more collaboration now than there was. I -- I've retired
2 four years ago and came back this year. The thing that
3 we -- we do some collaboration, we do some -- for
4 instance our Ag program, where we collaborate with Walsh
5 on that. We bus our kids in Ag over to Walsh. I don't
6 know -- BOCES -- see all of the schools at Baca County
7 are in the same BOCES.

8 UNIDENTIFIED VOICE: Right. Are there a
9 lot of other districts as well? I mean, I guess I should
10 say, how large is your BOCES?

11 UNIDENTIFIED VOICE: The BOCES is --
12 there's Eads, Lamar --

13 MR. SHIELDS: There are 13 school
14 districts.

15 UNIDENTIFIED VOICE: Thirteen? It would
16 just seem to me that that's a real opportunity for you to
17 talk about some of your common expectations, so that your
18 kids are not playing -- so that they're -- I mean, we're
19 trying to -- through content standards -- have similar
20 expectations throughout the state. I'm wondering if in a
21 more detailed, granular way, that wouldn't be something
22 that would help? But your -- your students who are
23 moving around -- I'm -- I'm not talking about online, I'm
24 talking about your brick and mortar kids.

25 UNIDENTIFIED VOICE: Yeah, and I like to



1 say there is more collaboration than there was in the
2 past for -- when I was there before, there was a great
3 deal of animosity between the districts and the
4 superintendents and the administration and everything
5 else. That's pretty much gone now. We work together, we
6 communicate, we help each other out. Is it as good as it
7 can be? No. But it's getting better and I'm optimistic
8 about that too.

9 UNIDENTIFIED VOICE: How about sports in a
10 small --

11 UNIDENTIFIED VOICE: We have a -- we have
12 a cooperative sports team that is a cooperative between
13 Pritchett, Campo and us. Except in baseball. In
14 baseball we have a cooperative with Walsh. So that is
15 some there.

16 UNIDENTIFIED VOICE: So you've got some
17 models to think about.

18 MR. SHIELDS: Campo, Vilas and Pritchett
19 are about the same size brick and mortar -- all about 50-
20 60 kids, K-12. So all three school are more or less the
21 same size. And all three schools --

22 UNIDENTIFIED VOICE: How far apart are
23 you? Just to help me get a picture. How far apart are
24 your buildings.

25 MR. SHIELDS: Our buildings? Well, they -



1 - our county is big, (indiscernible) people -- the county
2 is big. So Pritchett is 30 miles, probably Campo, 25-30.
3 So we co-op --

4 UNIDENTIFIED VOICE: It's a ways.

5 MR. SHIELDS: -- these kids. Yes. But
6 that's the only way we can do that. (Indiscernible) with
7 three schools, we had nine girls go out for basketball
8 this year. But we went to regional, got second in our
9 district and everything, so it's good for young kids
10 (indiscernible) to still have a chance, no matter how
11 small it is, cause we are losing people because economy
12 and everything of course. But our three small school
13 districts work very well together.

14 UNIDENTIFIED VOICE: That's great.

15 MR. SHIELDS: And like Joe said, the kids
16 are talking about running from school to school,
17 (indiscernible) most of them come from the two bigger
18 schools next to Springfield and Walsh. And they
19 (indiscernible) and they got kind of -- I don't know
20 (indiscernible) and they don't fit over there in a
21 certain way, so they come to a smaller school. And
22 Pritchett picked up some kids in Springfield and Campo
23 does, so a smaller school picked up some bigger school
24 kids because of --

25 UNIDENTIFIED VOICE: If I may interject,



1 in a survey with parents and the students, the students
2 showed that they liked the school, they felt safe in the
3 school, and felt that the teachers cared about them. The
4 parents were very satisfied with the school. That
5 doesn't mean that a periodic parent doesn't come into the
6 office and blow up in my face, but we can get through
7 that.

8 UNIDENTIFIED VOICE: Okay, thank you. I
9 certainly encourage you on the academic piece to talk to
10 one another to see if you can't provide some support. My
11 second question is: Obviously online you have a lot of
12 technology. Do you have a lot of technology
13 opportunities so that your students can tap into what's
14 going on in other schools, other districts? National
15 stuff?

16 MR. STREDNEY: Well, yes, we have a
17 distance learning lab in which the kids will take courses
18 for college credit there. We don't have a collaborative
19 distance learning in the county where we can sit in other
20 people's classrooms. We don't have that. But as far as
21 other technology goes, you know, school full of
22 computers; opportunities there.

23 UNIDENTIFIED VOICE: Can you offer an AP
24 class? An online AP class?

25 MR. STREDNEY: No, we don't offer an



1 online AP class.

2 UNIDENTIFIED VOICE: Do you have the
3 technology that you could if you wanted?

4 MR. STREDNEY: Yes.

5 UNIDENTIFIED VOICE: If you had a student
6 that wanted to do that?

7 MR. STREDNEY: Yes, we could.

8 UNIDENTIFIED VOICE: Okay, great, thank
9 you.

10 UNIDENTIFIED VOICE: Marcia?

11 MS. NEAL: Thank you. I had to look up
12 the Colorado map and I'm a Colorado native.

13 UNIDENTIFIED VOICE: It's down there.

14 MS. NEAL: Offhand, what's the total
15 population of the county? How many people live down
16 there?

17 UNIDENTIFIED VOICE: I could speak to
18 that.

19 MR. SHIELDS: About 2500 I think, yeah.

20 MS. NEAL: Okay, and so then you're
21 divided basically between these three different schools?

22 MR. SHIELDS: Well, no, there are five
23 schools in the county.

24 MS. NEAL: Five schools.

25 MR. SHIELDS: Springfield by far the



1 biggest. They (indiscernible) in our district.

2 MS. NEAL: Okay, yeah.

3 MR. SHIELDS: And we got smaller -- three
4 small schools outside the edge, and then we've got Walsh
5 over toward Kansas line.

6 MS. NEAL: And your online -- and early on
7 in the conversation you said something about closing a
8 high school. Was that the online high school?

9 MS. VETCH: Yes, it was.

10 MS. NEAL: So that no longer --

11 MR. SHIELDS: We closed that last year
12 because of bad scores. Realistic, our scores are down
13 now. If we just took our brick and mortar scores, I
14 confidently could say we would be way up (indiscernible)
15 but we got a snare, we got (indiscernible) dragging
16 behind us. So --

17 MS. NEAL: And I appreciated what you had
18 to say about the online learning, because I -- I -- you
19 know, that is a common occurrence. Oh, I'm going to take
20 online school and I can just do whatever I want. So the
21 fact that you are bringing some accountability to that, I
22 think should make -- make a difference. They will either
23 shape up or ship out, right?

24 MS. VETCH: Exactly. Right, thank you.

25 MS. NEAL: I know that the challenges that



1 you face in low population and that sort of -- but it
2 sounds to me like you got a good handle on it, and I look
3 forward to increased growth.

4 UNIDENTIFIED VOICE: And the high school
5 students were just exactly like you say -- mostly -- I'm
6 going to say probably 50 percent alternative type
7 students and a lot of -- some agency said getting
8 enrolled in a school.

9 MS. VETCH: Yes.

10 UNIDENTIFIED VOICE: And so the online was
11 there. They come along, they enroll in the school, and
12 then the kid does nothing. And pretty soon he's dug a
13 hole for a year or two years and that's no good.

14 MS. NEAL: And do you have -- in our
15 previous presentation, we talked about workforce
16 readiness. Do you have any sort of a program -- try to
17 tie their -- that to their lessons? The workforce? What
18 they might do -- interesting?

19 MR. STREDNEY: With our counselor, they do
20 a lot of that where they talk about their future, what do
21 they want to do. We have --

22 MR. SHIELDS: (Indiscernible)

23 MR. STREDNEY: I'm sorry, go ahead.

24 MR. SHIELDS: We use the correlation, the
25 ASVAB test, the Armed Service Vocation Aptitude Battery,



1 and that has a tendency to show interest as well as
2 aptitude. And that gives us a good place to start.

3 MS. NEAL: Yeah, that is.

4 MR. SHIELDS: (Indiscernible -- speaking
5 over each other) with those kids.

6 MS. NEAL: Good, thank you.

7 MR. STREDNEY: And the kids also go to
8 career fairs at other schools around the county. We send
9 them off for half a day down there -- or over there --
10 whichever school it may be. So we do look at workforce
11 readiness. In-house, last year we didn't have any
12 seniors who actually graduated. So you could say we
13 either graduated zero percent, or 100 percent of all of
14 our students. This year we have three seniors and we are
15 going to graduate 100 percent of our seniors this year.
16 So in-house our graduation or workforce readiness won't
17 be a matter of drop-outs. A lot of that lack of
18 workforce readiness came from the Vilas Online High
19 School and as Mr. Shields was saying, their ineptitude
20 and the lack of desire to perform and eventually just
21 drop out and not care. So.

22 MS. NEAL: Good direction.

23 CHAIRMAN LUNDEEN: Jane?

24 MS. GOFF: A little follow-up on that.

25 Have -- what has happened in the time of after career



1 fairs? What kind of next step are you -- do you have
2 enough yet to be able to say we can see where these kids
3 have gone or if a particular direction or they stay in
4 the area, which I would assume they do, probably?

5 MR. SHIELDS: The -- the follow-up, kind
6 of that (indiscernible) --

7 MS. GOFF: Uh-huh. (talking over) How --
8 yeah -- what -- what does the kids choose to do after
9 experience at a career fair, for example?

10 MR. SHIELDS: Well, we try to emphasize
11 with students is that a high school diploma is more or
12 less a license a learn. It's not an end anymore. So we
13 kind of focus on their interests and take them towards a
14 career path. For instance, a two-year certificate from a
15 community college, or an associates degree and ultimately
16 blossoming into a bachelor's degree. And we kind of tell
17 them of their possibilities, I guess. We need to do more
18 follow up on what happens to the students after they
19 graduate. And --

20 MS. GOFF: Well, the whole state's got a
21 pretty strong interest in that.

22 MR. SHIELDS: Well, we have to do that
23 because in the community college system, we call it
24 "continuation rate" and I think we need to find out what
25 these kids are doing later on. Are they productive?



1 Were we good for them?

2 MS. GOFF: Paul --?

3 CHAIRMAN LUNDEEN: Please, go ahead.

4 MS. GOFF: May I ask about -- are you
5 chief evaluator, chief observer? Chief, teacher, staff,
6 conferee, advisor -- are you having to do -- in fact, any
7 of you in your positions, do you have multiple jobs?

8 MR. STREDNEY: Yes, we all work multiple
9 acts.

10 MS. GOFF: I knew the answer to that
11 question. I just wanted to -- just taking the educator
12 evaluation piece now, how is -- how do you see that
13 happening? In tandem?

14 MR. STREDNEY: Well, we do it in tandem.
15 There's some days that he's not able to be down there and
16 I will go through myself and then when he does come back
17 down, we go over the data that I can here -- that I saw
18 or observed while I was in there. And we -- we -- we
19 just talk about it and we debrief about it and the next
20 day I will talk to the teachers about how they -- what
21 they thought of their evaluation, once I submitted it to
22 them, and where they will go to Mr. Shields and talk
23 about their evaluation themselves. So --

24 MR. SHIELDS: One thing -- and this is my
25 philosophy, and I think it's also all three of our



1 philosophies; a snapshot in time. If I go in to a
2 classroom and I do a 20 minute evaluation, I'm probably
3 not going to see everything that that teacher does in
4 that 20 minutes. But if I take and do walk-throughs and
5 I try to make it to every classroom at least once a day,
6 and then Carrie and I visit about the online. And
7 through those walk-throughs, maybe if I'm in there for 20
8 minutes I won't see the higher levels of thinking in
9 Bloom's Taxonomy but the next day, after they've gotten
10 that information, I'm going to see them go into that
11 Bloom's Taxonomy via higher level synthesis and analysis.
12 And so that's why I believe that administrators need to
13 get into those classrooms more often than just once or
14 twice a year to do a formal evaluation.

15 MS. GOFF: Are you all staff at the -- are
16 you online staff, or high --

17 UNIDENTIFIED VOICE: Online.

18 MS. GOFF: Online. Okay. So how -- this
19 is not to be delved in necessarily -- it's not my
20 intention. I'm just curious about the -- when you have a
21 context of that sort and you have a context in a brick
22 and mortar situation, how the evaluation changes and the
23 new systems -- whether -- whether you are using the state
24 model or you have developed your own, is -- it's unique
25 and I'm just curious about how not only do you -- how you



1 all have to handle, literally sometimes, multiple jobs.
2 But how you work with staff if you do, to coordinate some
3 of these things.

4 MR. SHIELDS: We're trying to do -- we're
5 trying to work out the online evaluation process. Right
6 now it hasn't been that. And so it does an injustice for
7 the teachers. We are blessed to have three fantastic
8 teachers. We were fortunate that we could pick and
9 choose and these are the three that we ended up with,
10 plus our director. But that online -- it's got some real
11 idiosyncrasies in the evaluation process that we have to
12 look into. And so we working through it.

13 CHAIRMAN LUNDEEN: Dr. Scheffel?

14 MS. SCHEFFEL: Thanks so much for
15 everything. I just have a couple questions. It seems
16 like you're doing a lot of the right things that
17 (indiscernible), the fact that you're in a classroom
18 every day -- that's just wonderful, because it just helps
19 you get in the right conversation with teachers and staff
20 -- that's excellent. And also really appreciate your
21 focusing on the online and thinking about its abilities
22 and some of the things that online doesn't do so well in
23 matching it to students. So my question is two-fold:
24 One, you have an interventionist, right? Is that person
25 kind of like an instructional coach? And is that person



1 doing professional development with both on-ground,
2 online instructors? Or what's the role to intervention?

3 MS. VETCH: Solely working with online
4 students and instructors, but it's interesting that you
5 asked that, because we find now that especially our lower
6 elementary school teacher is working collaboratively with
7 the interventionists, because she brings new knowledge
8 and professional development opportunities to us as well.
9 And so it's been a good collaboration.

10 MS. SCHEFFEL: That's excellent. And then
11 my other question is about the public data piece and also
12 the learning management system you use in online, because
13 as you point out, online has some idiosyncrasies with the
14 way the assessments work, the way the learning works --
15 is it very receptive or expressive? How much open item
16 response did it take the student to get the practice
17 with, as opposed to closed items where they are just
18 choosing the right answer? The way the students are
19 assessed in the curriculum really sets them up for
20 success or failure, the way they are assessed in state
21 tests or other kind of tests. So there has to be a
22 imagined -- a kind of careful alignment there. So I'm
23 wondering how you're doing that. I've got a lot of
24 experience working with iStation and one of the
25 frustrations I have with it as a progress monitoring



1 assessment is a couple of items can shift a kid one way
2 or another. It's almost too sensitive. And you know,
3 you sit down with that data last week versus this week
4 and think, so do I change instruction based on this? Or
5 is this like an artifact of the test? Or was it a
6 different day for the student? So I mean, how you are
7 dealing with those nuances in progress monitoring,
8 because you're trying to set students up for success in
9 the higher stakes assessments. Who is helping you with
10 that?

11 MS. VETCH: Okay. These three teachers
12 try to get to the bottom of those changes, or jumps in a
13 trend. And often one of them will call me and say,
14 "Well, I just talked to so-and-so's mom and he walked
15 away from the computer during that iStation assessment.
16 So that explains that dip." Or something like that. So
17 we -- we're fortunate enough to have such a small student
18 population now that these teachers really have their
19 finger on the pulse of this progress monitoring, where
20 they can follow up with that.

21 Your second question about the open-ended
22 response questions -- we're doing that now. And as I
23 mentioned earlier, we originally, in years past, fell
24 into that online trap where we had so many students, it
25 wasn't practical to do that. Now we're doing it because



1 we know we have to. It wasn't working the other way. So
2 the kids print out work, scan it, we give them all a
3 scanner. They are working on paper and pencil now too.
4 They are scanning work and sending it into the teachers.
5 It's not all just point and click anymore, and that is a
6 good change.

7 MS. SCHEFFEL: And are you able to get
8 inside iStation and actually look at the questions that
9 students missed?

10 MS. VETCH: Yes.

11 MS. SCHEFFEL: Yeah, that's very helpful.

12 MS. VETCH: Yes.

13 MS. SCHEFFEL: Because as you're trying to
14 -- I mean, you're in a situation timewise where you have
15 to see results quickly. And that's really helpful to put
16 the actual questions and then ask why did they
17 (indiscernible) this question?

18 MS. VETCH: Yes.

19 MS. SCHEFFEL: But really, how does it
20 align with the higher stakes assessments? Good. Thanks
21 for your hard work (indiscernible).

22 CHAIRMAN LUNDEEN: So I have two
23 questions. They are both big and broad. The first is --
24 and I would ask maybe Dennis; the first question may be
25 most appropriately answered by you, because you have the



1 institutional knowledge, but what were the root problems
2 that led you to the challenge -- the crisis in which you
3 find yourself? And then what are the roots of the
4 solution? What are the pieces that are coming to that?
5 And then a follow-on question -- again, big and broad, is
6 what's the most important thing? Why is the school
7 district important to the community, to the students, to
8 the teachers, to whomever? What is the root of
9 importance in the school district?

10 MR. THOMPSON: Okay. I've been there
11 actually 22 years and my family came there in 1800, and
12 we've been here our lifetime. So when they started
13 online, Gary was one of the first teachers, about 10
14 years ago. We decided to start online. We had some
15 local kids that got pregnant or different things,
16 bullying, they didn't have no place to go. So we
17 (indiscernible) online (indiscernible) kids that didn't
18 fit into the public school system. So we started there
19 and -- and we grew and then we -- actually some time ago,
20 too big, too fast and we did. And also last few years we
21 have had administration, but we also realized that it's
22 pretty hard to get a hostile kid to do what needed to be
23 done online. And we tried to (indiscernible) Jones, me
24 and him are good friends. He came down and visited us
25 every time. We went hunting together and different



1 stuff. And he tried to tell us, hang in there. But we
2 tried to, but we finally realized that it's something we
3 can hang onto. Like our scores, that you can see, that's
4 the reason we -- wherever we are now, because you're an
5 online high school.

6 I definitely believe our grade school
7 online weren't real good, but they were decent. But the
8 online high school brought our score down for our
9 district and it make us look really bad. And after
10 (indiscernible) see on the internet and everything, our
11 district. But you take that online high school out, and
12 I think you guys will see a completely different
13 district. We (indiscernible) skills across the board.
14 And we are trying to do what is best as far as community,
15 like I said, we've got three small towns and we've --
16 around 23-25 people for a time. If our school pulled
17 down, our community would go. That's just bottom line.
18 And the same way with the other school, (indiscernible)
19 out in Campo. If their school closed down -- but we are
20 going to try to make this work within our budget, but 50-
21 60 kids, that's hard. And you guys all know, it's hard
22 for any big schools too. For a small school with 50-60
23 kids, pay a full time staff, it's hard. But we ain't
24 gonna complain about that, because our community needs us
25 and the people are there and they want to stay there.



1 And that's why we are trying to do what we are trying to
2 do. Keep on keeping doors open and educating kids the
3 way it should be.

4 CHAIRMAN LUNDEEN: Okay. Any final
5 questions or --

6 MS. NEAL: Yeah. I want to reply to Mr.
7 Thompson. I really appreciate what you said. As
8 everybody up here knows. I am serving on a rural
9 school's council and I'm tomorrow going to Washington
10 D.C. We met for the first time about a month ago. And
11 one of the things that really struck me about it was the
12 different states -- all states have rural schools, but
13 there were some people on there who -- oh, if our school
14 falls below 500 people, we close them down. Or we force
15 consolidation. All of these kind of things. And -- and
16 my comment was, you might be able to do that in some
17 places like Arkansas where they are only 20-25 miles from
18 the road down -- but you can't do that in rural Colorado.
19 And you are a perfect example of that. You know, there
20 is no real alternative, and that the school, the rural
21 school is a driving economic factor in the community. As
22 you say, if you closed your schools, the community would
23 go. I think a lot of people missed that point and I
24 think it's really important. I appreciate what you said.
25 Thank you.



1 MR. THOMPSON: Thank you. We got -- as I
2 said, we got kids that drive about an hour every morning
3 on the bus because they live so far away.

4 MS. NEAL: Yeah.

5 MR. THOMPSON: A small school is important
6 and we try to do our best to make sure every kid is
7 getting educated. And I think we are trying to. That
8 online deal hurt us, but we realize that, so --

9 MS. NEAL: Well, you were, I think, very
10 wise to realize that. That wasn't working. So you're
11 doing something different.

12 CHAIRMAN LUNDEEN: Dr. Scheffel?

13 MS. SCHEFFEL: One final question: What
14 can CDE do to help you? You have great staff and I know
15 you're already working with the Department, but is there
16 anything that you might articulate that would help us
17 understand what the best support is for you?

18 MR. SHIELDS: CDE has been a great help
19 with this -- when we close the online school and with
20 helping us through some of these difficult measures.
21 Where I'm coming back, the changes that have been made is
22 just absolutely unfathomable. And they've helped me
23 through that. They've always been available if I've had
24 a question. So I think CDE is doing a fantastic job for
25 us right now. Hopefully it will continue. But I'm



1 extremely pleased.

2 MS. SCHEFFEL: Are you going to continue?

3 MR. SHIELDS: Pardon me?

4 MS. SCHEFFEL: Are you going to continue?

5 I thought I heard you say you retired?

6 MR. SHIELDS: I retired and Mr. Thompson -

7 -

8 MS. NEAL: It's all his fault.

9 MR. SHIELDS: -- got me back. But no, I
10 want to see this -- I love Vilas and Vilas School. I was
11 there for probably ten years before I retired and I've --
12 I want to see that school succeed in the worst way. And
13 I'm going to do everything in my power to make sure that
14 it does succeed. And some of the -- again, some of the
15 changes that we've put in collaboratively have been
16 monumental. And the thing that you don't realize when
17 you do this is -- is this going to work for us? And it
18 always feels so good when you see some results. So --

19 MS. VETCH: I'm at a -- as far as the
20 online school, a challenge I see us facing in the future
21 as we move to the online assessments, the practicality
22 and how we go about traveling around the state giving
23 online assessments. Right now it's not so hard with a
24 box of tests to drive to Durango to proctor assessments,
25 but I think that might be something that we could use



1 some help brainstorming how to effectively and
2 efficiently do those.

3 MR. SHIELDS: Where the computer has been
4 set up --

5 MS. VETCH: With computer assessments,
6 yeah, uh-huh.

7 UNIDENTIFIED VOICE: Well, hopefully you
8 can get the host districts to help you out.

9 MS. VETCH: Maybe.

10 MS. NEAL: Maybe.

11 CHAIRMAN LUNDEEN: Final comments --

12 UNIDENTIFIED VOICE: Someone will.
13 Someone will, yeah.

14 MR. HAMMOND: No I -- again, thank you for
15 doing this. I very much appreciate that. And I do hope
16 you stay another year, Mr. Shields. As Dennis and I have
17 talked, you know, they've had a revolving door of
18 superintendents each year, different superintendent.
19 That has not helped at all. And so we clearly see there
20 is some stability. We hope that continues. I'm counting
21 on you, Dennis.

22 MR. THOMPSON: Yeah. I don't know what
23 for.

24 MR. HAMMOND: But anyway, thank you very
25 much.



1 UNIDENTIFIED VOICE: Thank you.

2 MS. NEAL: Thank you.

3 UNIDENTIFIED VOICE: We really appreciate
4 it.

5 CHAIRMAN LUNDEEN: Thanks for coming in.

6 UNIDENTIFIED VOICE: Everybody, thank you
7 all. Appreciate it.

8 CHAIRMAN LUNDEEN: And there being no
9 further business before the State Board, I will recess
10 till the next regularly scheduled meeting.

11 (Meeting adjourned)

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C E R T I F I C A T E

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

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

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

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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