



**COLORADO**  
Department of Education

Colorado State Board of Education

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

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

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



1                   CHAIRMAN LUNDEEN: State Board will come  
2 back to order, and I'll go through kind of my obligatory  
3 welcoming comments to kind of set the stage and by the  
4 time I get done with that I will, we'll call it vamping,  
5 the commissioner will probably be back in the room, as  
6 will the balance of the board members.

7                   This is designed and intended to be an  
8 informal process. It's -- potentially in your future is  
9 a more formal interaction with this board, but we had  
10 sought out an opportunity to actually have a dialogue to  
11 seek some context to hopefully pick up a little bit of  
12 the nuance of the situation. And actually, as a board,  
13 have an opportunity to put the -- some of the faces on  
14 the situation as well.

15                  So that's the purpose of the meeting today.  
16 Informal in nature, dialogue in context, and tone. We  
17 welcome you. I will, for the record, call out the fact  
18 that these are the good folks from Julesburg. And,  
19 typically, I would turn to the commissioner at this point  
20 and ask if he has any introductory comments.

21                  I'll just do what he normally does and that  
22 is -- so you've got essentially 20 minutes, 30 minutes  
23 max, to explain your situation, to tell us what you'd  
24 like us to know, to seize the agenda to the extend you'd  
25 like to seize the agenda, and then leave us some time for



1 question and answer, if you would, please do that.

2 So, with that, I'll turn it over to whomever  
3 you'd like to lead your presentation.

4 MR. EHNES: Okay. Want to thank the --

5 CHAIRMAN LUNDEEN: Feel free to sit if you  
6 want, and if you want to stand that's great, too. Rule  
7 number one of public speaking, good for you.

8 MR. EHNES: Thank you. Want to thank the  
9 invitation to come out and have a conversation with the  
10 state board and Commissioner Hammond. My name is Shawn  
11 Ehnes, and I'm the superintendent of the Julesburg School  
12 District, and I've had the fortune and opportunity to be  
13 able to stay in that position for 14 years. How many of  
14 you have been to Julesburg?

15 CHAIRMAN LUNDEEN: Through.

16 MR. EHNES: Okay. On the way to Cornhusker  
17 game I'm sure.

18 CHAIRMAN LUNDEEN: I grew up in Nebraska.  
19 Have to go every now and then.

20 MR. EHNES: Exactly. So, hopefully as a  
21 result of our communication today that you'll get a sense  
22 of Julesburg as a community. What are districts about,  
23 our connection to our online school, the people that are  
24 involved in all aspects of our district in the operation  
25 of our online school. And hopefully we walk away with



1 filling in maybe some color for you as to how we're  
2 operating our school, the successes that we're having,  
3 the strategies that we seem to feel are having some  
4 success, and certainly the challenges that we're still  
5 trying to overcome.

6 So, with that, as you're going down I76, you  
7 can see that that is the one and only exit to Julesburg.  
8 So, with that, in the state map you can see up there in  
9 the northeast corner is our location right there. So, we  
10 are three miles from Nebraska. So, if you blink very  
11 quickly you'll be in that. So, gives you a visual  
12 representation. We are the gateway to Colorado and --  
13 sorry about that -- and feel that we've led a great  
14 opportunity for people entering the state.

15 So, obviously, our reason we're here is  
16 we're here to talk about a struggling performance of our  
17 district academically, and in particular what we've  
18 identified as the root cause of that, and things that  
19 we're trying to do about that.

20 And so, to set this up, you've seen our  
21 framework in relationship to our district which shows  
22 that we currently have 49.3 percent of the allowable 100  
23 points possible on the accreditation framework, and you  
24 can see that that is just slightly below the category in  
25 which we would be off of priority improvement or



1 turnaround.

2 So, with that, we need to delve into the  
3 fact that we have online school, and we also have a  
4 traditional brick and mortar elementary school, and a  
5 traditional junior-senior high school, grades 8 and 12.

6 So, with that, you can see that this is our  
7 framework for our elementary school in which our  
8 elementary school on our three-year trend shows that we  
9 are a performance school and well above that standard  
10 that 70 -- almost 72 percent with regards to all the  
11 different categories in regards to that.

12 As well as our junior-senior high school  
13 you'll see that we're at almost 74 percent of the  
14 framework in relationship to the various categories of  
15 accreditation and accountability. And I also like to  
16 highlight the fact that our high school is a four-time  
17 recipient of the John J. Irwin School of Excellence  
18 Award. A three-time recipient of the Distinguished  
19 Governor's Improvement Award, and just recently received  
20 our fifth national ranking in *U.S. News and World* as one  
21 of the top academic-performing high schools in the United  
22 States.

23 So, we are a school district that is  
24 accustomed and has a high expectation of performance. We  
25 look at everything that we do from a standpoint of how do



1 we do it well. And, if you came to one of our music  
2 concerts, if you came to one of our basketball games, if  
3 you came to one of our art shows, you would see the  
4 quality, determination and the high expectation our  
5 district has in everything we attach ourselves to.

6 With that being said, as you can clearly see  
7 our district, or school, our online school insight is  
8 certainly our challenge, our struggle, and something that  
9 we're working very feverishly to try to figure out  
10 strategies and things that we can do to have our online  
11 school perform at a much higher level and hopefully get  
12 it to the point at which it's one of our programs that is  
13 functioning as the majority of our programs.

14 So, with that, we wanted to go into -- this  
15 is a three-year look at our online school from a  
16 framework standpoint, so that you can see that although  
17 we have not been successful in getting it to the point at  
18 which we would like, we have been successful in moving  
19 the ball forward. As you can see, the three-year trend  
20 puts us at 33.2 percentage points, and if you look at  
21 last year how we did based upon our scores the previous  
22 year we're able to increase that trend by about 5 1/2  
23 percentage points.

24 So, we are moving closer to getting out of  
25 the priority improvement category with our online school,



1 and we feel like we have been able to demonstrate the  
2 things that we put in place last year. We're able to  
3 move the ball forward. And if we can continue to have  
4 these incremental gains with our online school, it will  
5 ultimately have a net affect of our district, easily  
6 moving that three percentage points into out of the  
7 priority improvement category.

8 So, at this time I would like to introduce  
9 some other folks that are part of this effort, and the  
10 focus really of our conversation is going to be directed  
11 towards our online school, because that is the thrust of  
12 what we are trying to improve and certainly want to paint  
13 that picture as clearly as possible of the things that  
14 we're going to do.

15 So, with regards to our online school, it is  
16 a partnership that includes our district and our Board of  
17 Education, and so today with us is our board president  
18 who's Marvin Trennepohl. Marvin has been a true ally of  
19 our district. He's a 30-year educator, administrator in  
20 the Julesburg district, and this is his fourth term on  
21 our board. So, at the end of this term, he will have  
22 served 16 years on the Board of Education.

23 So, he comes with a high commitment to our  
24 district, high knowledge base, and a real interest in  
25 making sure that we not only stay as a high-performing



1 district, but we also look for any way to -- innovative  
2 approaches. Also, Tamara Durbin. One of the unique  
3 things about our online school, I think, based upon my  
4 conversations with other schools and other online  
5 programs, is all of our special education services are  
6 directed through our Northeast BOCES through that  
7 partnership, and so Tamara Durbin is probably one of the  
8 best experts in the special ed field, and we're really  
9 pleased to be able to have that as part of this  
10 partnership. And then our school leadership team is Amy  
11 Valentine and Terry Katie (ph), Valerie Prasant (ph) and  
12 Amber Shriner (ph). So, all of these folks will have the  
13 opportunity to give you some information, talk to you  
14 about what it is we're trying to do, and certainly be  
15 available for questions.

16 So, the history of our partnership started  
17 in 2008, and we have been through three management  
18 companies in the course of that history. We started with  
19 Apollo which was an affiliate of the University of  
20 Phoenix. It was then acquired by Kaplan and later to be  
21 acquired by our current partner K-12.

22 And when we as a district decided to become  
23 in a partnership with an online program, we had some  
24 specific objectives. And the first thing that we wanted  
25 to accomplish with our online school is to make sure that





1 students in Julesburg or any rural school doesn't get  
2 left by the wayside. It's very difficult for small  
3 schools to provide equal playing field for kids with  
4 regards to curriculum options, because in most cases our  
5 students, when they look at their high school elective  
6 course options, they usually have about three or four.  
7 So, as they look at each period of the day, one through  
8 eight, and they're making course selections, they usually  
9 get to choose things like art, band, shop, and some of  
10 those basic things that all kids have, but not many of  
11 the other options.

12 So, we really wanted to provide that equal  
13 playing field for our kids in Julesburg, and when we  
14 secured this partnership, we now have approximately 30  
15 students a year out of the 100 students in our high  
16 school that are taking online courses simultaneously  
17 during the course of the day. And so, our kids instead  
18 of being forced to take art and shop and some of those  
19 limited course options, now have courses like Mandarin  
20 Chinese and Forensic Science, and Videogame Design and  
21 C++ programing, and all the things that are available to  
22 kids in larger school district that have many more  
23 resources than we do are now at their fingertips.

24 So, rather than placing them in one of those  
25 simplistic course options, our kids now go into our lab



1 and work on their online course. During seventh period  
2 they're much happier with their setup, and so are we.  
3 This -- yes.

4 COMM. HAMMOND: Just a clarification, maybe  
5 I misunderstood, K-12 is your EMO, and how long have they  
6 been your EMO?

7 MR. EHNES: This is their second year.

8 COMM. HAMMOND: This is their second year.  
9 Thank you, I --

10 MR. EHNES: Second full year.

11 COMM. HAMMOND: Okay.

12 MR. EHNES: Okay. And the second thing that  
13 we were looking to do is make sure that we provide an  
14 opportunity for our students to be prepared and career  
15 and workforce ready.

16 I think that our board of education made it  
17 very clear to me is that we can't just talk about test  
18 scores and ACT scores and math and science. Let's  
19 provide our kids with the opportunity to develop the  
20 ability to successfully learn in an online format, which  
21 they will be required to do whether they join the  
22 military, they go to technical school, or wherever they  
23 go, we all know that we are all expected to be able to  
24 strive within that online format.

25 And our kids, coming out of Julesburg, that



1 have taken an online course; it is our belief that they  
2 are much more prepared than a high school student that  
3 has never had that experience. And the first time  
4 outside of high school when they're thrust into that  
5 world in which they have to successfully navigate the  
6 online format, our kids are a leg up on that, and we  
7 believe that's an important part of this partnership.

8 UNIDENTIFIED VOICE: Can I ask a clarifying  
9 question?

10 CHAIRMAN LUNDEEN: Please, yes.

11 UNIDENTIFIED VOICE: Because I'm confused.  
12 The Insight School of Colorado, ISCO, what's the -- what  
13 did -- can you tell me what that is? I know K-12 is the  
14 national online program and organization, but what's  
15 ISCO?

16 MR. EHNES: ISCO stands for Insight School  
17 of Colorado. So, K-12 is the current partner, but we  
18 started eight years ago, we named it Insight School of  
19 Colorado with -- at Julesburg with our original partner,  
20 which was Apollo, and the name is always --

21 UNIDENTIFIED VOICE: You -- so it's a  
22 district created online school that is now --?

23 MR. EHNES: Absolutely. It's always been  
24 our school. Meaning that our online school is viewed no  
25 differently than our elementary school, or junior-senior



1 high school. The only thing that K-12 does for us in  
2 that partnership is we work with them to provide the  
3 management of the daily operation of the online school.

4 CHAIRMAN LUNDEEN: So, to clarify for the  
5 talk about this relationship in terms of students, 1150  
6 students in the district, 650 identified as ISCO schools,  
7 but you're talking about all schools have access to a  
8 class or more through the online platform? Describe what  
9 it looks like for the students.

10 MR. EHNES: Correct. So, from our  
11 particular students at Julesburg we have about 300  
12 students, K-12, in our district. So, primarily, it's  
13 been high school students, but we have had a few of our  
14 junior high kids take some courses. But our high school  
15 kids will go through our online school catalog of  
16 curriculum options, and they'll say, "I want to take  
17 Forensic Science."

18 So, seventh period when we used to have to  
19 say, "You have to take this art class, because that's all  
20 we have open." They come to our Insight lab, the  
21 curriculum, the teacher, all the interfaces in our  
22 virtual background for that, so that teacher and that  
23 curriculum is being access by our student, seventh period  
24 in our library, so that that student is engage din that.

25 And, like I said, we have about 30 of those



1 kids every day. It would be very unusual or unlikely  
2 that almost every one of our high school kids by the time  
3 they graduate have not participated in online course.

4 CHAIRMAN LUNDEEN: So then, from an  
5 accountability perspective, how is that -- how is that  
6 student counted?

7 MR. EHNES: There are --

8 CHAIRMAN LUNDEEN: As part of the online  
9 school, or they counted as part of the brick and mortar?

10 MR. EHNES: They're counted as part of our  
11 brick and mortar.

12 CHAIRMAN LUNDEEN: Okay, but they're having  
13 --

14 MR. EHNES: So just like our Julesburg brick  
15 and mortar high school kids could take a concurrent  
16 enrollment college-level class, or an online class  
17 through Colorado Online, or some other provider. They're  
18 still our student, they're getting curriculum through  
19 other venues, this just happens to be an advantage of the  
20 partnership for us with regards to our online school.

21 CHAIRMAN LUNDEEN: Okay. And then just --  
22 just trying to understand the -- I'm looking at data here  
23 that says 650 students are in the Insight School, so you  
24 just described a limited number of students who have some  
25 access to the online capability. Where are the other



1 students coming from? They just don't appear at the  
2 brick and mortar at all? They're completely in the  
3 online environment?

4 MR. EHNES: Right. Those are -- those are  
5 full-time online students throughout the State of  
6 Colorado.

7 CHAIRMAN LUNDEEN: That's the 650 figure.

8 MR. EHNES: Yep.

9 CHAIRMAN LUNDEEN: Okay. So, it's just for  
10 the brick and mortar, the online provides a bonus and an  
11 enrichment opportunity.

12 MR. EHNES: Right. Our students are part-  
13 time enrollment students.

14 CHAIRMAN LUNDEEN: Okay, thank you.

15 UNIDENTIFIED VOICE: This is where all of  
16 the online students --

17 MR. EHNES: Yeah. And we're going to get to  
18 that, so we'll talk to that.

19 CHAIRMAN LUNDEEN: Good. (indiscernible)  
20 presentation. Thanks for the (indiscernible).

21 MR. EHNES: So, with that, the final thing  
22 is that -- that I alluded to before was the relationship  
23 with --

24 CHAIRMAN LUNDEEN: Before you go on, let's  
25 get one more clarification here.



1 MR. EHNES: All right.

2 UNIDENTIFIED VOICE: You said you have 300  
3 brick and mortar kids?

4 MR. EHNES: Correct.

5 CHAIRMAN LUNDEEN: 650 online.

6 UNIDENTIFIED VOICE: And 650, and that's not  
7 1150. I'm having a math day today.

8 UNIDENTIFIED VOICE: She's a CPA  
9 (indiscernible).

10 MR. EHNES: Last year I think our online  
11 enrollment was actually 882, or something like that.

12 UNIDENTIFIED VOICE: Well, that's within --  
13 well, actually --

14 MR. EHNES: So, I don't know what number  
15 you're looking at.

16 UNIDENTIFIED VOICE: I'm reading the  
17 materials that you gave to us. So.

18 MR. EHNES: Yeah. So last year we had 882,  
19 or something like that, and we usually have around 250 to  
20 300 in our brick and mortar. This year our actual  
21 enrollment, I think, our October enrollment, was 662 or  
22 669.

23 COMM. HAMMOND: We got 650.

24 MR. EHNES: Yeah, okay.

25 CHAIRMAN LUNDEEN: That's what happened.



1       Excellent. Thank you. Please proceed.

2                       MR. EHNES: Okay. So, with that I am -- you  
3       asked a great question, and we're moving on to where our  
4       Insight students are. And at this time, I want to  
5       introduce Amy Valentine who is the executive director of  
6       our online school.

7                       COMM. HAMMOND: Shawn can you -- and Ms.  
8       Valentine, but are you an employee of EMO?

9                       MS. VALENTINE: I am.

10                      COMM. HAMMOND: Okay, thank you.

11                      MS. VALENTINE: I am.

12                      CHAIRMAN LUNDEEN: And how long in the  
13       position?

14                      MS. VALENTINE: Can you hear me?

15                      CHAIRMAN LUNDEEN: Please, yes.

16                      MS. VALENTINE: Okay. I've been in the  
17       position since September, since the fall, but I've worked  
18       for K-12 prior to that, in the past, for seven years.

19                      CHAIRMAN LUNDEEN: Your -- but your  
20       relationship with this district as of September.

21                      MS. VALENTINE: Yes.

22                      CHAIRMAN LUNDEEN: Okay, thank you.

23                      MS. VALENTINE: Yep. So now we get to talk  
24       about what it's all about, the students, right? Before  
25       we -- I go through a few slides, I'd like to recognize





1 the fact that we have two teachers who drove a far  
2 distance to be here today. One of them is relatively  
3 close, but the other one drove three hours to be here,  
4 and it's their summer break, it's their time off, so I'd  
5 like to recognize Andrea Moser (ph) and Nicole Dorenkamp  
6 who are -- who are out -- seated right behind me, and  
7 that I would encourage you that when it comes time for  
8 questions, if you have questions and you can address  
9 them, you're welcome to address them. Because they've  
10 been with the school for some time.

11 So, on the first slide we look to see where  
12 our students are. So, as a relatively new executive  
13 director to the position, I do oversee insight, but in  
14 addition to that, I manage 50 percent of the partnership  
15 in -- with Shawn owning the other 50 percent of the  
16 partnership with Julesburg School District.

17 He talked about Special Education Services  
18 going through the BOCES for our students. He talked  
19 about Julesburg students taking courses, online courses,  
20 and he -- the former head of school for Insight, and  
21 Shawn worked together on a program that was a college and  
22 career readiness program for all students to ensure that  
23 students in the online environment not only are achieving  
24 academic gains and that they're ready for graduation and  
25 ready for a life beyond that, but also that they're



1 considering and exploring what they're going to do when  
2 they do graduate.

3 And so, from that foundation, we've been  
4 able to take it to the next level, and we're doing  
5 development within that program. So, we strategize on a  
6 regular basis. I present at the board meetings and I  
7 work very closely with Shawn, and it's been a great honor  
8 for me to work with him and learn from him.

9 So, this is a map that shows you where our  
10 students are. The pins represent zip codes, not numbers  
11 of students. So, it will show you where our students are  
12 located throughout the state. If we could only be so  
13 lucky as to put up a picture of what the typical student  
14 look like, or to describe what our typical student is, we  
15 -- it would be -- help our painting a picture for you.  
16 But, unfortunately, we have a very -- we're not able to  
17 do that. The fortunate part of that is we have a very  
18 diverse population of students, which we saw last week at  
19 graduation.

20 I wish all of you could have been there to  
21 see students walking across the stage and hearing their  
22 stories and hearing our students speakers for how this  
23 model has positively benefited them and their future  
24 plans of attending college, attending vocational school,  
25 or entering into the workforce immediately.



1                   Last weekend we graduated over 80 students,  
2                   45 of which were there in person at the School of Minds  
3                   in Golden, and we have some pictures to share with you at  
4                   the end.

5                   So, my role is oversee the school with our  
6                   great leadership team who's here today, and they're going  
7                   to speak with you about their areas of expertise. And  
8                   I'm just going to paint a picture for you for what we've  
9                   identified to be some of the higher-level struggles and  
10                  challenges for Insight School of Colorado.

11                  This slide shows you that with -- over the  
12                  last five years where students have come from  
13                  historically. It's important to understand where they've  
14                  been to be able to identify what challenges, academic  
15                  challenges and struggles that they've seen individually,  
16                  so that we can support them with more clarity and focus.

17                  Over 70 percent of our students have come  
18                  from public schools, that includes brick and mortar  
19                  schools and public online schools, but brick and mortar  
20                  schools primarily throughout the state of Colorado.

21                  We've identified that when students come to  
22                  us nearly 50 percent are behind in terms of their ability  
23                  to graduate on time so we, like many other online  
24                  schools, and I've had the fortune to be here and hear  
25                  other schools present, it's a common trend for schools



1 that students come to you from -- they come to you,  
2 they're behind, you catch them up, and you can only do so  
3 much within a certain period of time.

4 So, when we took over managing and leading  
5 the school this year, and we all have different  
6 backgrounds with education, both online and brick and  
7 mortar, I work with great people that are able to remain  
8 committed to assessing where we are, analyzing where we  
9 are with the school, and then being very open-minded and  
10 collaborative to what strategies can we put into place to  
11 help students. And we're proud of the gains we've made  
12 this year, which our principal will speak to towards the  
13 end. But it's important to know where students have come  
14 from.

15 Kind of jumping us to the withdrawal slides  
16 to show you a targeted intervention that we've put into  
17 place to look at and identify where our students go. So,  
18 we know where our students come from, our director of  
19 academics and our school leadership team will talk to you  
20 about where they are and what we do to support them.  
21 It's very important that we identify why they leave --  
22 when they leave us, and why they leave us. Because we  
23 all experience a high turnover rate, or withdrawal rate,  
24 for our online schools. We've been very mindful and  
25 careful throughout this year to look at the withdrawal



1 rates week over week.

2                   When are students leaving us, why are they  
3 leaving us, and what can we do to put in interventions to  
4 help support them and give them the help that they need  
5 in order to stay with us? We want to support the  
6 students that come to us. We know that that's a  
7 challenge to do, but we're excited about the different  
8 strategies that we're putting into place and the best  
9 practices that we found to be effective, which we'll  
10 speak to. Along with the timeline of when students leave  
11 us it's important to recognize what you see in gold, in  
12 yellow, is last year, and what's in blue at the bottom is  
13 this year.

14                   So, some of the elements that we've put into  
15 place have had a direct affect on decreasing the  
16 withdrawals in a year. We want our students to stay with  
17 us. We want to serve them.

18                   We also track the reasons why they leave.  
19 It's important to understand when we look at the big  
20 buckets and know, and identify, that non-compliance is  
21 our top reason for leaving, and that could include  
22 they're disengaged -- they're disengaged. They're not  
23 engaged, they're not coming to school, and we want to  
24 find out why. Well, what do they need, and if they do  
25 stay with us and then, and leave, what's the second



1 category? They need the structure of the brick and  
2 mortar. It doesn't say that they want to return to the  
3 brick and mortar, it says that they need that structure.

4 So, we're putting policies into place, and  
5 strategies right now that address these top two concerns  
6 that we're working with Shawn and Julesburg and the board  
7 to make sure that we have a really tight beginning of the  
8 school year, and that we help students to be in the  
9 correct model, in the correct school for them and for  
10 their learning needs.

11 So, the last side gives you an overview of  
12 the challenges Shawn spoke to many. Change in management  
13 and change in leadership has an impact on the approach of  
14 the school, the model of the school, and we've all come  
15 in ready to dive right in and support our teachers,  
16 support our -- to support our students to be able to  
17 implement long-term support components that will help  
18 students to learn and help them to grow individually and  
19 collectively as a school.

20 There have been different modifications to  
21 the academic model in the past, and so we're looking --  
22 we're looking at -- we're making data-driven decisions  
23 and that's important to recognize. We're looking at  
24 where the school was and what the -- what the current  
25 field shows as being the best practices, so that we can



1 ensure that we're doing right by all students and making  
2 decisions based on outcomes.

3 Student accountability, an example of that  
4 is prior to this year there wasn't a late work policy.  
5 It may sound like something that's small, but it  
6 definitely impacts when a student turns work in, and  
7 their commitment to logging into their class every day.

8 So, after we implemented the late work  
9 policy in January, we saw an increase in pass rates, and  
10 in engagement for students. We also provided a pilot  
11 program for students. We required students that were  
12 failing our courses to come to live synchronous sessions  
13 so that we could get them in the classroom, make that a  
14 requirement, and we saw their success increase as well.

15 Underdeveloped programs have been a  
16 challenge as well, and so we're committed to making sure  
17 that we deliver high-quality post-secondary preparatory  
18 programs for students for them to explore what they want  
19 to do beyond high school, and the high mobility rate and  
20 the high withdrawal rate for our students has been  
21 challenging.

22 For the previous two years there's been a 30  
23 percent retention rate year over year, which means 70  
24 percent of students at the end of the year leave when we  
25 start school in the fall. I'm really proud of our team



1 and the efforts to say that we sit here today with a 44  
2 percent return rate, and we hope to see that increase,  
3 and we both see that increase. So we've already made  
4 substantial gains over the last two previous years.

5 And our team will talk about some of the  
6 pieces that we've put into place, including a new  
7 committed -- our new leadership team, which is committed  
8 to each of their areas of expertise, data-driven  
9 collaboration and decision making, which we have support  
10 for and many resources beyond what we can talk about  
11 today, but would be glad to if you want to invite us  
12 back. Enhanced reporting and data systems, so we're  
13 looking at the data of how each student is doing.

14 Teachers are looking at reports to see how  
15 they're classes are doing, how their students are doing,  
16 so that they have the capability to support students  
17 individually and collectively.

18 We have integrated Senate Bill 10191 at all  
19 levels, both for teachers and we're participating in a  
20 pilot for counsel -- for our counseling team, and  
21 finally, continuity with Julesburg School District and  
22 not -- and not saying it's a partnership, but living in -  
23 - living that it is a partnership and that's something  
24 that we are very excited about to see the potential of  
25 work -- continuing to work with them.





1                   CHAIRMAN LUNDEEN: Okay. As a time check  
2 we're beyond a little more than half of our time  
3 together. So.

4                   MS. VALENTINE: Okay, thank you.

5                   MS. NEAL: Thank you.

6                   MS. VALENTINE: And I'm going to turn it  
7 over to Tamara Durbin, who is the director of special  
8 education for the BOCES.

9                   MS. DURBIN: Good morning.

10                  CHAIRMAN LUNDEEN: Hi.

11                  MS. DURBIN: I'm Tamar Durbin, and I'm the  
12 director of special education for Northeast BOCES, and  
13 Julesburg is one of our member districts. We actually  
14 have 12 that are a part of the Northeast BOCES  
15 Administrative Unit.

16                  If you're looking at your printed version of  
17 your PowerPoint, we're on Slide 15, and that's where I'm  
18 going to start. I wanted to share a little bit of  
19 information with you about how we're providing special  
20 education services to our online students.

21                  Northeast BOCES serves as the administrative  
22 unit for Julesburg, and also for Insight. There is a  
23 higher level of involvement from our BOCES with our on-  
24 site -- with our Insight students who have disabilities.  
25 The provision of Special Ed Services is a joint effort,



1 and I have been able to indicate the people that are  
2 involved in that process, both from Northeast BOCES, and  
3 also from Insight.

4 We started the planning phase for our online  
5 school the year of 2008-2008. The purpose of our  
6 planning year was really to think carefully about how we  
7 wanted to provide supports to students with disabilities  
8 in the online format. We really used this year to  
9 develop agreements. We used the year to get legal advice  
10 about the enrollment process, and we're really glad that  
11 we were able to do that, because it really helped us  
12 think through the best way in which to provide special  
13 education and related services to our online students.

14 Several documents were helpful to us in that  
15 process. As I already mentioned, we were actively  
16 involved in the application, we were actively involved in  
17 developing the operating agreements, and we developed a  
18 list of guiding questions to help us with the enrollment  
19 process, which we'll talk about here in a little bit.

20 There are lots of extra steps in the  
21 enrollment process for students who enroll with  
22 disabilities in an online environment. Our state law,  
23 the Exceptional Children's Educational Act, actually call  
24 -- requires what's called a re-evaluation when a student  
25 transfers from a brick and mortar school to an online



1 school. And the purpose of that re-evaluation is to  
2 think carefully about the student's individual needs, and  
3 about whether the online environment is well suited to  
4 help meet those needs.

5 We take that process seriously. Our process  
6 includes requesting records from previous school  
7 districts. We are diligent about getting that  
8 information, so we are in the best position to help  
9 support students when they enroll in the online  
10 environment.

11 We have a comprehensive evaluation process  
12 that we really facilitate statewide, because we do have  
13 students that attend all across the state. And our IEP  
14 meetings are conducted via conference calls, and that's  
15 been a really comfortable process for students and for  
16 parents and for us, too. Our participation rate in that  
17 has been really high. Actually, higher than even our  
18 face-to-face meetings that we have in our brick and  
19 mortar schools. People like that.

20 We want to enroll and appropriately support  
21 students with disabilities, and we use several guiding  
22 questions to help us really get at whether the online  
23 environment is appropriate for students with  
24 disabilities.

25 Some of the things that we're asking is



1 whether they require one-on-one support, whether they  
2 need hand-over-hand instruction, and we do enroll, the  
3 majority of students with disabilities that apply to the  
4 online school. Annually we're finding that we have one  
5 or two students whose needs are so specific that those  
6 needs are best met in a brick-and-mortar school. And in  
7 those situations, we always work diligently to connect  
8 that student back to the brick and mortar school where  
9 the student can have their needs met in the best way.

10 Insight provides accommodations to students  
11 with disabilities, and it's actually a nice process for  
12 providing a combinations in the online environment.  
13 Students have access to recordings of sessions they can  
14 read -- or, they can read and have those sessions read  
15 back to them on numerous occasions. There are just a lot  
16 of inherent accommodations that can be provided to  
17 students in the online environment and in our brick and  
18 mortar schools we're all about preparing students for  
19 careers, and we do that in our online environment as  
20 well. We're really thinking diligently about where  
21 students are now, where we want them to be when they  
22 graduate from high school, and we're really looking at  
23 developing planned course of study so that they're ready  
24 for that next career choice when they leave our schools.

25 One of the criticisms of an online school is



1 just the lack of social interaction of our students, and  
2 I think Insight does that really well for students with  
3 disabilities through social networking. That's a little  
4 bit different for all of us, but it's very comfortable  
5 for students, and we're able to facilitate social  
6 networking as a part of online involvement. We provide -  
7 - the provision of special education services that we  
8 provide is really done in a similar format to how classes  
9 are being provided through the online school. We do that  
10 through telephone contact, we do that through virtual  
11 classrooms, we do that through student email, contracted  
12 providers, at their site, and we also have different  
13 topic groups.

14 One of the things that we've found that  
15 we've needed to address is just engagement. We've really  
16 tried to diligently keep students connected with the  
17 online school, and we've done some focus groups -- excuse  
18 me -- some focus groups to target that.

19 There are many strengths of the online  
20 school, and I know you have the PowerPoint so you have  
21 those, but just in the essence of time, what I want to  
22 leave you with saying is that we are doing so many things  
23 well to support students with disabilities in the online  
24 environment.

25 It's really important to know that students



1 are coming to us with deficits that we didn't create, and  
2 so one of the challenges that we have is eliminating that  
3 achievement gap for the students that we're serving,  
4 because we serve middle school and high school.

5 We are challenged by eliminating those  
6 achievement gaps for our students in the online  
7 environment, just like we're challenged with our brick  
8 and mortar students in doing that. Our other challenge,  
9 obviously, is with retention of students. WE have a  
10 really high turnover of our students with disabilities.  
11 We'd like for that to be less, but I think we'll share  
12 some more information with you that if we're able to keep  
13 them enrolled in the online school we can certainly have  
14 an effect, a positive one, on their achievement.

15 So that was really fast about special  
16 education services in the online school, and I'm passing  
17 it off now to Terry Katie, and she's going to take over  
18 from here.

19 CHAIRMAN LUNDEEN: And just, time  
20 management, if you kind of want to plan your strategy for  
21 how you're going to wrap things up. We've got a little  
22 more than 20 minutes, all in, including our interaction  
23 with you.

24 UNIDENTIFIED VOICE: (indiscernible) time  
25 (indiscernible).



1                   CHAIRMAN LUNDEEN: Right. But time's been  
2 set up in advance. People know what they've got to work  
3 with.

4                   MS. KATIE: Sure, sure. And so, you want  
5 just a few more minutes from us, then, so you have time  
6 for questions?

7                   CHAIRMAN LUNDEEN: You can manage it how you  
8 want, but I'm just giving you a head's up. You probably  
9 got a little more than 20 minutes all in, including our  
10 interaction.

11                  MS. KATIE: Sure, absolutely. So, my name  
12 is Terry Katie, and I also -- I work for K-12 as well.  
13 Relatively new to Insight School. I came over last July,  
14 just to give you a little background there, and I work  
15 with the principal, Valerie down here, and the Assistant  
16 Principal, Amber, really closely in developing a strong,  
17 academic program to increase that student achievement in  
18 success and growth so we can see that. And I'm just  
19 briefly -- I know you've seen the district level UIP, and  
20 the school-level UIP, but I was just going to highlight  
21 today what we have seen as we -- as we worked on this as  
22 a team and with our staff on the school-level piece  
23 which, of course, as Shawn mentioned, is really affecting  
24 the districts SPF what our priority performance chances  
25 have been, the root causes, and this -- and then mainly



1 what I'll spend just a minute or two on, the improvement  
2 strategies we've really put into place this year, and  
3 then continued on to next year.

4 In terms of their challenges they really  
5 dive into student achievement in writing and math,  
6 primarily in both growth and achievement, there are  
7 growth gaps, and then, of course, our graduation and our  
8 dropout rates, which, you know, almost all online schools  
9 in the state really struggle to meet expectation there  
10 was always an ongoing challenge for us.

11 I'm going to just skip over this and really  
12 just talk to you quickly about our improvement  
13 strategies. This first one is really targeted at that --  
14 a lot at the graduation, the dropout rate, and also just  
15 student achievement in general is really the past fall  
16 and continuing this -- for this coming fall is putting in  
17 a really established enrollment policy and procedure to  
18 really make sure we're getting the right students into  
19 our model.

20 So just really -- we've put forth a  
21 compliancy period to make sure they're progressing in  
22 courses, being in communication, to really make sure  
23 they're a good fit. That's been the goal of this one.

24 The strategy, too, really dives in at some  
25 achievement. Things that Amy already alluded to, just





1 changes in the academic model, increased in teacher  
2 evaluations through the senate bill, even things like  
3 having some face-to-face assessments with our students,  
4 so they're used to that real, live sitting down to take a  
5 test and not just virtually from their home.

6 We believe that's a huge struggle for our  
7 kids when they walk in to TCAP or PARCC next year, and  
8 they haven't had that experience, so we've put together -  
9 - we had some face-to-face benchmark assessments in  
10 January to give them not only that opportunity to  
11 experience that, but also so we could then use that data  
12 in preparation for the March exams.

13 The third one really just dives at putting  
14 an MTSS system into, you know, into place. Just really  
15 making sure we're using our data to make sure our  
16 individual students are getting what they need at all  
17 those different levels, because we certainly have some  
18 really high achieving students, and then just every other  
19 level along the way.

20 So, this year we've started that using  
21 student data and different interventions, and next year  
22 with that whole leadership team really have a solid plan  
23 going in the next year for a good MTSS data-drive  
24 instruction for our kids.

25 And then lastly, and Amy also alluded to



1 this one, just really using student data. We're an  
2 online school of technologies at our fingertips, so we've  
3 just really identified which data we need for not only  
4 our administrators, for our teachers, and we've really  
5 committed this year and growing into next year to using  
6 that student data to determine interventions, to drive  
7 instruction, whether it's coming from our internal  
8 assessments, from our face-to-face assessments, and the,  
9 of course, the broader state-level assessments as well.

10 So, that is all I've got. Valerie, do you want to  
11 just quickly introduce yourself and then we can give them  
12 time for questions?

13 MS. PRASANT: Yes.

14 MS. DURBIN: Okay.

15 MS. PRASANT: My name is Valarie Prasant.  
16 I'm the principal here at Insight School of Colorado, and  
17 I've been here since September 30th of this past year.  
18 So just a few months. We can move to questions, if that  
19 is what we need to do.

20 CHAIRMAN LUNDEEN: Excellent.

21 UNIDENTIFIED VOICE: Sure. And we apologize  
22 for our long-winded explanation of who we are.

23 CHAIRMAN LUNDEEN: They have lots of  
24 information, it's difficult.

25 UNIDENTIFIED VOICE: Yeah.



1 CHAIRMAN LUNDEEN: But we are constrained by  
2 time and it would (indiscernible) the number of people  
3 today.

4 UNIDENTIFIED VOICE: Absolutely, totally  
5 understand. Yeah. Thank you.

6 CHAIRMAN LUNDEEN: Elaine, please go ahead.

7 MS. BERMAN: Thank you very, very much.  
8 Fascinating school district and I see you're off in the  
9 corner there. So, two questions, one is, do you get any  
10 kids from Nebraska? And if not, why not? Looks like  
11 you're really close geographically.

12 MR. EHNES: In our brick and mortar school?  
13 Yes.

14 MS. BERMAN: Both.

15 UNIDENTIFIED VOICE: In our online school,  
16 no. They have to be a resident of Colorado to be in our  
17 online school, but we do have Nebraska students that come  
18 to our brick and mortar.

19 MS. BERMAN: And then the money, of course,  
20 comes from Nebraska to --?

21 UNIDENTIFIED VOICE: Yes. The state does  
22 fund out-of-state kids.

23 CHAIRMAN LUNDEEN: Saying PPR?

24 UNIDENTIFIED VOICE: Yes.

25 MS. BERMAN: Yeah, I was going to ask that,



1 too. Yeah.

2 UNIDENTIFIED VOICE: Yes.

3 MS. BERMAN: It's the exact same?

4 UNIDENTIFIED VOICE: Yes.

5 CHAIRMAN LUNDEEN: Because they match our  
6 number, or because that's their number?

7 UNIDENTIFIED VOICE: Because they're going  
8 to school in Colorado.

9 UNIDENTIFIED VOICE: So, our state funds  
10 those kids.

11 UNIDENTIFIED VOICE: Our state funds those  
12 kids.

13 UNIDENTIFIED VOICE: Oh.

14 MS. BERMAN: Huh, that's something to follow  
15 up on.

16 UNIDENTIFIED VOICE: No kidding.

17 UNIDENTIFIED VOICE: And there's several  
18 school districts in that corner of Northeast Colorado  
19 that are right on the border of Nebraska that receive  
20 that same type of deal.

21 MS. BERMAN: Huh, interesting, so --

22 UNIDENTIFIED VOICE: But they have to be in  
23 -- a resident in Colorado to be in our online school.

24 MS. BERMAN: Okay. So, the funding thing  
25 we'll talk about another time. The K-12 it's a national



1 online program. Does K-12 keep data on student  
2 achievement nationally, so you have some idea bout how  
3 your kids are comparing with other K-12 kids?

4 UNIDENTIFIED VOICE: We do. We do. We --  
5 there's a lot of data that's available comparing schools  
6 by size, schools by nature, and schools within the state.

7 MS. BERMAN: And how -- so how does your --  
8 how do your students compare to other K-12 students?

9 UNIDENTIFIED VOICE: So right now, this  
10 year, our students -- and it depends on what we look at  
11 it. It depends on if we look at -- and Terry, you can  
12 feel free to jump in from your vantage point of having  
13 worked with other schools as well. Our students overall,  
14 in insight, do slightly above the national average of  
15 students within K-12. And we can certainly give you more  
16 information on that.

17 There's a lot of different do we look at  
18 students within the state? Do -- are we looking at math?  
19 Are we looking at English? What grade level? So,  
20 there's a lot of different components, but we do look at  
21 our Insight schools compared to other Insight schools on  
22 a regular basis, and our students do above the norm for  
23 the other Insight schools.

24 MS. BERMAN: Fascinating, thank you.

25 CHAIRMAN LUNDEEN: Okay. We've got -- if



1 you have a grouping of brief questions that are linked  
2 please feel free. If we want to do just one a piece, we  
3 do that. Let's just do one a piece. Angelika.

4 MS. SCHROEDER: And, in all fairness, this  
5 is not a -- this is not a comment that relates just to  
6 your presentation, but just over time and listening to a  
7 number of districts, it feels to me as though a major,  
8 major issue of achievement is math.

9 And in looking online, even your brick and  
10 mortar elementary could be showing more growth. So, I'm  
11 a bit flummoxed about -- I appreciate the fact that data  
12 gives us an honest picture. I'm waiting for one of the  
13 school district to come forward and say, "We have figured  
14 out how to significantly raise math achievement."

15 The research that I'm reading says that the  
16 most important early childhood, way before school,  
17 learning is certain amount of math sense. That by  
18 highschool they're better readers. That's a better  
19 predictor of quality -- of effective reading than even  
20 early reading. And I'm just kind of struggling now with  
21 you focused on -- you have focused entirely on your  
22 online school, but the math picture, just in looking  
23 everywhere, could be stronger in your brick and mortar  
24 school

25 What are your suggestions on how we can --



1 other than at age three getting these kids going, what  
2 can we be doing every year for our kids that they become  
3 stronger and stronger in math concepts? Because it seems  
4 to be a predictor of darn near everything in terms of  
5 achievement.

6 CHAIRMAN LUNDEEN: Well, I appreciate the  
7 fact that you're able to pull that out, and that is  
8 something that we, as a school district, are concerned  
9 about.

10 MS. SCHROEDER: Good.

11 UNIDENTIFIED VOICE: But I would also remind  
12 you that you should have noticed also that our high  
13 school math score is in the 91st percentile, so we --

14 MS. SCHROEDER: Talking about the growth,  
15 too.

16 UNIDENTIFIED VOICE: Right, you know, and  
17 what I would tell you is that my experience as a teacher,  
18 administrator, (indiscernible) believe that math is a  
19 very unforgiving subject to allow gaps in learning exist,  
20 and so I really believe the solution is teachers that are  
21 using formative assessment on a regular basis to  
22 determine mastery of foundational mathematics skills and  
23 stopping if the formative assessment says they don't  
24 have it, and reteaching, or making sure.

25 And until we get to that point where, as a



1 school, you have all of your teachers in mathematics that  
2 are making sure that kids don't have gaps in that,  
3 Loraine, I think math will continue to be an unforgiving  
4 subject area in which it escalates. And that's why you  
5 see, you know, 70-80 percent proficiency in elementary  
6 grades. And by the time they get -- we get to high  
7 school it's in the 30 percent. So.

8 MS. SCHROEDER: So, just tied to that, do  
9 you see having online options, helping with what you just  
10 described, which is giving -- when you identify that a  
11 kid's not there, using online to individualize and --

12 UNIDENTIFIED VOICE: Well, one of the things  
13 that online provides is just strictly options related to  
14 different levels of curriculum. Meaning that in my  
15 school district at eighth grade, whether you're ready or  
16 not, you're going to Algebra 1, because that's the only  
17 way our system works, because I have one math teacher.  
18 And so, I have to get all the eighth graders there  
19 whether they're ready or not, because she's got seven  
20 other classes.

21 In the online format, we can identify kids  
22 and appropriately place them in curriculum options at a  
23 level in which they're -- have a readiness level to be  
24 successful. So, I'd say that that's an advantage. And I  
25 think that also that online curriculum is more adept and





1 making sure that before they move on, they can  
2 demonstrate mastery of that before they move on to the  
3 next piece of that curriculum. So, I think they're  
4 better suited.

5 MS. SCHROEDER: Thanks.

6 CHAIRMAN LUNDEEN: Well, and I'll just ask a  
7 follow up in that area before we pass on here. I'm  
8 looking at online growth we're at the elementary  
9 observable growth is in the red at 41, so if you're  
10 talking about the, you know, math is unforgiving, your  
11 elementary growth is looking challenging. What are your  
12 comments with regard to that?

13 UNIDENTIFIED VOICE: Yeah. And, like I  
14 said, that is something and we also are experiencing  
15 right now a pretty big turnover in our elementary  
16 teaching staff.

17 CHAIRMAN LUNDEEN: Yeah. That's elementary  
18 brick and mortar, to be clear.

19 UNIDENTIFIED VOICE: So we've had some of  
20 our experienced faculty leave, and there's a learning  
21 curve in bringing those new teachers up to speed. So  
22 that's part of that. But we also have seen some of our  
23 demographics changing with regards to the needs and  
24 backgrounds of our kids, and the mobility of some of our  
25 families have come to us in some of the different shapes



1 that we've seen the entire history of our district.

2 CHAIRMAN LUNDEEN: Jane.

3 MS. NEAL: How come I got skipped?

4 CHAIRMAN LUNDEEN: Oh, I'm sorry. We'll  
5 come back to you. We're saving the best for last today.  
6 Jane, go ahead.

7 MS. GOFF: Our --

8 CHAIRMAN LUNDEEN: Sorry.

9 MS. GOFF: One of the younger -- think it  
10 was you, Amy, mentioned post-secondary career -- post-  
11 secondary planning programs. What -- are there -- what  
12 are you using? And I'm thinking the way I -- is there an  
13 online portfolio planning --?

14 UNIDENTIFIED VOICE: Yep. And I can  
15 certainly speak to that, but I'd like to turn it over to  
16 our school leaders to identify those programs, the  
17 futures program, and our Why Try in the programs we're  
18 using.

19 UNIDENTIFIED VOICE: I can speak to Why Try,  
20 which is a social emotional program that we are using  
21 with our counseling team, and they use that with our 6th  
22 graders through our 12th graders on a regular basis, so  
23 that's one areas that we are preparing students and  
24 assisting the students. Then we also have our futures  
25 program, and Amber can speak with -- to our futures



1 program.

2 MS. SHRINER: The futures program is going  
3 to be more fully implemented next year, but it's  
4 basically a step-by-step systematic approach starting at  
5 sixth grade on through high school of what additional  
6 resources kids will get coming to Insight.

7 And some of those -- some examples would be  
8 job shadowing experiences, where in high school, also,  
9 kids would be able to write a presentation about the  
10 career of their choice. We have concurrent enrollment  
11 options where they can, you know, earn credits in high  
12 school, and also college at the same time. Those are  
13 some specific examples but we're working really hard to  
14 come out -- to come up with that -- that skeleton for  
15 next year going forward of each year, what are these kids  
16 going to get.

17 So, that's a huge project that we're  
18 undertaking this summer to make sure that the kids are  
19 getting definite resources for careers and colleges,  
20 whatever they choose.

21 UNIDENTIFIED VOICE: So, we do have an  
22 internal system that we use, and we also have integrated  
23 College in Colorado.

24 MS. GOFF: Thank you. Can I do one more  
25 popcorn?



1 CHAIRMAN LUNDEEN: Sure.

2 MS. GOFF: Are you -- are you using the --  
3 this state model educator evaluation system and working  
4 through that?

5 UNIDENTIFIED VOICE: Absolutely. This was  
6 our -- I think one of our members mentioned that the  
7 counselors are actually going through a pilot this year  
8 to start next year, and then absolutely it was fully  
9 implemented with the teachers for senate bill. You know,  
10 mainly, obviously, with Valerie down there doing a  
11 teacher evaluations, and Amber as well. So, absolutely.  
12 Which is -- the teachers really saw an increase in  
13 evaluation this year from prior years. Absolutely.

14 MS. GOFF: Mm-hmm. Thank you very much.

15 CHAIRMAN LUNDEEN: Madam -- I will come back  
16 to you. Madam Vice Chair.

17 MS. NEAL: No. Go ahead.

18 CHAIRMAN LUNDEEN: All right. We are saving  
19 the best for last. Okay.

20 MS. NEAL: As long as you skip me, skip me  
21 all the way.

22 UNIDENTIFIED VOICE: She got skipped, too.

23 MS. NEAL: Oh, that's right.

24 UNIDENTIFIED VOICE: He's left leaning.

25 MS. NEAL: Go ahead.



1 UNIDENTIFIED VOICE: Any way, thanks for the  
2 presentation, and I just have a question about student  
3 achievement. And you've mentioned some of the things  
4 that you're addressing, like students need more  
5 structure, they need to be more engaged, synchronous  
6 sessions when students are behind, whether it's that, I  
7 think, referred to your online format, but whether it's  
8 in the brick and mortar or the online genre, what do you  
9 think your biggest impediment to moving the ball for  
10 student achievement is?

11 You know, I think all the research kind of  
12 suggests that it's teacher quality that really is the  
13 biggest variable that we can try to control.  
14 Professional development and the nature of instruction,  
15 (indiscernible) the teach it, the way they use data, the  
16 materials they bring to bear. I just wonder what kind of  
17 plan you have that we really would target in on moving  
18 student achievement and where do you think your best  
19 leverage points are?

20 UNIDENTIFIED VOICE: Sure, I can speak to  
21 that, absolutely. With teacher professional development  
22 we've -- we're -- in addition to the senate bill and just  
23 professional development throughout the year we've seen a  
24 huge increase with the new leadership team for that --  
25 for our Insight teachers. So, I 100 percent agree with



1 you there.

2 Another huge challenge for us, when you ask  
3 what's our biggest challenge for moving the needle for  
4 those kids, it is engagement for us. It's connecting  
5 with a large percent of our population who are coming  
6 from these brick and mortar settings struggling when they  
7 come to us, so its' figuring out how do we engage them in  
8 this online model and keep them engaged and keep them  
9 connected. So that is our biggest challenge.

10 And I will say, this January, this hasn't  
11 been mentioned yet, just briefly we put together a more  
12 synchronous model of instruction for those struggling  
13 students and saw some increases in their achievement.  
14 Not across the board, not across 100 percent of them, but  
15 start just -- we did start to see that needle move. And  
16 for next year we hope to continue a similar pilot with  
17 these struggling learners int his synchronous model.  
18 Especially going back to the math. I can, you know, I  
19 mean, that is -- I, in my opinion, and the hardest  
20 subject area for our online students to learn in an  
21 asynchronous type model. Where they're, you know,  
22 reading curriculum, doing lessons, completing problems,  
23 in a sense so much on their own. So really emphasizing a  
24 more synchronous model in math is what we've started in  
25 January, and really are continuing that through next



1 year.

2 So, the focus on teacher and then really  
3 just the focus on just getting these kids to engage, and  
4 then once we have them, we can move. You know, that is  
5 our biggest challenge.

6 UNIDENTIFIED VOICE: Right, yeah.

7 UNIDENTIFIED VOICE: Yep, absolutely, and  
8 that comes back to enrollment, making sure we've got that  
9 right fit those first three weeks, and if we don't, let's  
10 talk to you about where maybe you should go elsewhere.  
11 You know? Yeah.

12 UNIDENTIFIED VOICE: Good. That's a real  
13 challenge, but I appreciate you taking it on. Sounds  
14 like if you could put together a good plan for really the  
15 engagement piece and the structure piece.

16 UNIDENTIFIED VOICE: Right.

17 UNIDENTIFIED VOICE: That's such a huge  
18 issue, you know, whether it's webinars or phone calls or  
19 --

20 UNIDENTIFIED VOICE: Absolutely.

21 UNIDENTIFIED VOICE: (indiscernible)  
22 synchronous meetings or something, you know, where people  
23 have ownership.

24 UNIDENTIFIED VOICE: Because these students  
25 are home on their own. You know what I mean? These are



1 14, 15-year-old kids not having the parental support.

2 So, we're their support, you know. So, yeah.

3 UNIDENTIFIED VOICE: Good, thanks so much.

4 CHAIRMAN LUNDEEN: So, Ann, let me follow up  
5 and ask. Give us a -- paint a picture, what's a  
6 synchronous -- your most synchronous experience look  
7 like? Does that look like several students interacting  
8 with the teacher at one time? Just explain.

9 UNIDENTIFIED VOICE: Sure. So, like, for  
10 math, for example. They may go to a large group session,  
11 you know, with their, you know, in algebra class of 30 or  
12 40 students three times a week and do a larger lesson  
13 where the teachers is, you know, presenting material.  
14 Not only that, it's a virtual classroom. We use  
15 Blackboard, so it's also really interactive. They're  
16 doing problem sets. They might be in breakout rooms.  
17 Really showing what they know.

18 But then, on those off days --

19 CHAIRMAN LUNDEEN: With live instruction  
20 headsets on kind of thing?

21 UNIDENTIFIED VOICE: Absolutely, live  
22 instruction, hear the teacher, can see the teacher on the  
23 web cam. Blackboard's actually pretty interactive. It's  
24 as close to a real classroom as you can get, virtually,  
25 really.





1 CHAIRMAN LUNDEEN: Okay.

2 UNIDENTIFIED VOICE: I mean, it's similar to  
3 Google Hangout in a sense. You know, but it's got some  
4 other features. And then, you know, on those off days  
5 there's intervention sessions going on, you know, on  
6 Tuesday and Thursday, so where those teachers are  
7 targeting more small group, some students based on data,  
8 you know, with in the curriculum to really hone in on  
9 those skill sets that they may be lacking. Because our  
10 students do. They come to us years behind in math. They  
11 may be in Algebra 1 in 9<sup>th</sup> grade, but they're not really  
12 there, you know. So, yeah.

13 CHAIRMAN LUNDEEN: Okay. Thank you, Pam.

14 MS. MAZANEC: I was wondering, can you  
15 explain what is your changing student population in your  
16 brick and mortar schools, and following up on the math  
17 part, do you -- do you ever utilize, like, Khan Academy,  
18 for math?

19 UNIDENTIFIED VOICE: Absolutely. Do you  
20 want me to speak to the math? Absolutely. We're huge  
21 fans of Khan Academy.

22 MS. MAZANEC: Yeah. Okay.

23 UNIDENTIFIED VOICE: So, we -- you do  
24 supplement with Khan or A++ and some different systems  
25 for those kids. Yeah. Yep.



1 MS. MAZANEC: Okay.

2 UNIDENTIFIED VOICE: Yep.

3 UNIDENTIFIED VOICE: Our (indiscernible)  
4 demographic is related to a lot of mobility with families  
5 that are coming and with their risk factor of poverty and  
6 high mobility, jumping here or there, and finding  
7 Julesburg somehow, some way, and we're very much a  
8 nuclear community in which it was kind of, you know, the  
9 family farm and the kids are in that. And we went from  
10 a four-bus route school district to now we operate our  
11 rural routes with two vans. So --

12 MS. MAZANEC: So, what happened -- farming?

13 UNIDENTIFIED VOICE: Corporate farms bought  
14 up small family farms.

15 MS. MAZANEC: Okay.

16 MS. NEAL: I tend to react more than -- 25  
17 years in the classroom I pick on the things that resonate  
18 with me not more than asking questions. So, it's --  
19 that's why it's okay for me to be last.

20 In the last session of Sheridan, for  
21 instance, I made the comment about the difference between  
22 data and grades. That they, you know, we have forever  
23 had. "Oh, I got a B. What does that mean?" And the  
24 difference between data and grades. With yours I -- one  
25 small thing, and I'd forgotten the 200 -- stop taking the



1 late work and made a different because that's something  
2 we've always done. "Oh, we need to, you know, poor  
3 kids." Oh, yeah, okay, we'll take -- it'll only be 10  
4 percent off.

5 And I've had a college president in Grand  
6 Junction say kids come to college and they don't get it.  
7 You know, they don't have the assignment today. They  
8 can't hand it in tomorrow. So, I think we really need to  
9 work on that. And I appreciate the fact that you've  
10 caught that. And probably the main thing you said, Mr. -  
11 - about if you're in eight grade algebra. If you, you  
12 know, if you're in eighth grade you got to have algebra,  
13 and that's one of those rural school type things. You've  
14 got--l you don't have enough -- you can't have an eight-  
15 grade math class and an eight-grade algebra class.

16 I don't know just how you work past that,  
17 but that is a reality for many of our rural schools that  
18 we need to be well aware of. They're not able to do  
19 those kind of things. And I appreciate what you're  
20 saying about, you know, it -- making the effort with Khan  
21 Academy or any of those others, but I just -- she -- it's  
22 a reality.

23 And I appreciate (indiscernible). I think  
24 you're doing good work, and I appreciated what you had to  
25 say, but I just had a few more reactions and questions.



1 So, thank you.

2 UNIDENTIFIED VOICE: Thank you.

3 CHAIRMAN LUNDEEN: So, to wrap this up, I'm  
4 going to pull you way back up to a very high level of  
5 question and give you an opportunity to use that to kind  
6 of summarize your overarching strategy. And it's  
7 defined, once again, for us, if you would, your root-  
8 cause issues, your root-cause problem, and your core  
9 solution.

10 I would have to say that our root cause that  
11 we've been watching as a district governance and our  
12 monthly data reports when Amy comes down, we said that we  
13 want kids to be in school, and to be in online school you  
14 have to be logging in, and we have that data that shows  
15 that we've been doing that better.

16 The second thing is we wanted evidence that  
17 kids are doing better academically in their coursework,  
18 and we've seen some increases in them -- their passing  
19 rates of classes. And the final thing that we looked at  
20 is we want more kids to demonstrate they're engaged and  
21 appreciate the learning environment and retain them.

22 So those are our strategies in making our  
23 teachers better equipped to help kids (indiscernible).  
24 We want teachers to engage kids in attending school and  
25 logging in on a regular basis, and (indiscernible) a



1 good, successful school which they can attract to and  
2 (indiscernible) thing that we're changing next year that  
3 I think is important is that (indiscernible) schools the  
4 30 or so that we have take online courses, we have about  
5 a 90 percent pass rate with those kids.

6 So, better than throw them in the lab and  
7 let them go, we found out early on that tiered support  
8 and accountability for students can thrive and survive  
9 and do really well on their own, but we also figured out  
10 real quick that if we hold them accountable to being in  
11 the office with a coach and a facilitator in the office  
12 and making sure that they're logging into their classes  
13 and doing the work, that all the sudden those kids that  
14 were failing were successful. So next year we are  
15 implementing employee synchronous model and  
16 (indiscernible) the way you (indiscernible) attend  
17 synchronous instruction is through a demonstration of  
18 you're there every day, you're successfully passing your  
19 courses, and you're able to do that.

20 And until you do that, you're in that  
21 synchronous instruction model the entire time, and you  
22 earn your way to flexibility through being successful in  
23 our school. So out of anything I think that that's the -  
24 - going to be key to our success, and we've seen that  
25 work with the small microcosm of our students that needed



1 that extra structure or support to be held accountable to  
2 that learning environment.

3 CHAIRMAN LUNDEEN: Excellent, thank you very  
4 much. Mr. Trennopohl, you've driven all the way down  
5 here. If you want to make a comment, we'd certainly give  
6 you the opportunity to do that.

7 MR. TRENNOPHOL: First of all, Marcia, I  
8 myself, I've been in education since 1954. Started in a  
9 one-room schoolhouse and I've -- everything we've talked  
10 about here about being accountable.

11 My experience in the military tells me that  
12 you are accountable. You have no choice but to be  
13 accountable, because you have your sergeants right on  
14 down -- right on up to wherever, so this is the same  
15 thing, to answer your question, how do we get our  
16 students to engage.

17 First of all, we have to be able to have  
18 everybody accountable; students, teachers, as well as  
19 parents, as well as our board of education and all of the  
20 administration as well as the State Board of Education  
21 and the legislature. To overlook it, however we can make  
22 our statement better.

23 The reason I was (indiscernible) the  
24 (indiscernible) of education after being 77 years old,  
25 and the reason I'm still here is because I really care.



1 I care about my students, I care about every student that  
2 I've ever been around, which has been thousands over the  
3 years, and the one thing that Insight has taught me, and  
4 I've been watching this, is the fact is that we -- if we  
5 save 20 percent of our students that are dropping out of  
6 school today. If we saved 20 percent of -- what's 20  
7 percent that's going to be contributors to our -- to  
8 society. And they're not the ones that's going to be  
9 (indiscernible) the handout society into the -- instead  
10 getting a hand-up society.

11 I -- that's my goal, as far as an educator  
12 is concerned, so I'm really thankful that you asked the  
13 question, Marcia. The fact that you are an educator and  
14 have been there and you know exactly what I'm talking  
15 about. So that's what I have. And Insight has really  
16 been a, you know, I don't know for me, since I've been a  
17 classroom teacher and administrator, school board member,  
18 military and the whole works. And I'm still doing it.  
19 That I am thankful for your -- the opportunity to come  
20 here and for us, all of us, and all of those other  
21 schools that are struggling also, to be able to present  
22 to you some of the ideas that we have and you can prevent  
23 some of the ideas that you have to help us become better  
24 educators to facilitate all of our students in the State  
25 of Colorado as well as the nation. Thank you.



1 MS. NEAL: Thank you.

2 CHAIRMAN LUNDEEN: Thank you very much.

3 Thanks for coming down. So, we'll take about a minute  
4 here to reset the room again and we'll invite our -- the  
5 good folks from Aguilar to the table next. Thank you  
6 very much.

7 UNIDENTIFIED VOICE: Thank you.

8 (Proceedings concluded)

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C E R T I F I C A T E

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

/s/ Kimberly C. McCright  
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