



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
March 9, 2016, Part 6

BE IT REMEMBERED THAT on March 9, 2016, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 CHAIRMAN DURHAM: So we are now gaining on
2 it. We are now ready for --

3 UNIDENTIFIED VOICE: Accountability clock.

4 CHAIRMAN DURHAM: Accountability clock.

5 Okay. You are still here, aren't you?

6 UNIDENTIFIED VOICE: I'm still here.

7 (Inaudible) like I just --

8 CHAIRMAN DURHAM: You're not making much
9 progress.

10 UNIDENTIFIED VOICE: Tie that woman to her
11 chair.

12 CHAIRMAN DURHAM: Brenda is gonna join us.
13 Alright. Welcome.

14 UNIDENTIFIED VOICE: (Inaudible) Right.

15 CHAIRMAN DURHAM: Okay. Please proceed.

16 UNIDENTIFIED VOICE: So we put this on the
17 agenda after during the agenda setting conversation because
18 it looked like there was actually going to be some time on
19 the agenda today. And we wanted to see that how could we
20 best use the time to set up -- to tee us up for things that
21 might come in the future. So what we really wanted to do
22 is just have an opportunity. We have some questions for
23 you to get feedback and your thoughts on how would be --
24 what would be most helpful for you all as the school
25 districts that have reached the end of your five start



1 needing to come. And what would help you almost during the
2 process. We put together some guiding questions. We have
3 some ideas on how it could look. But we would really --
4 it's really about you having a chance to give us feedback
5 and thoughts on what you need to get through that process.
6 So I'll turn it over to Brenda now. Is that okay?

7 MS. BRENDA: Yes to echo Eliza we have --

8 CHAIRMAN DURHAM: Brenda hold that mic
9 closer to you.

10 MS. BRENDA: Sure. So to echo Eliza we do
11 have some questions that are suggested for discussion but
12 definitely pose your own questions and feel free to
13 interrupt us if you have ideas. One of the questions we
14 did have was regarding the handout. So is this just the
15 timing and scheduling of all of the district presentations
16 and by district presentation, what I mean is the
17 culmination of the entire clock process. So at the end of
18 that clock process there is going to be a state review
19 panel report that comes your way, a Commissioner's
20 recommendation report that comes your way and hopefully if
21 we're engaged with the district, the district is going to
22 put forth its own plan as well. And so that would all
23 culminate in some type of district presentation where we
24 would invite them to come forward and share that with you



1 all and have you then consider those recommendations and
2 direct action towards that school or district.

3 So given that there are 28 schools in eight
4 districts that have to have directed action. We did come
5 up with the sample schedule. There are a couple of
6 volunteers that are looking to come forward early as you as
7 you've heard Pablo and Aurora. Then we don't have a
8 district scheduled to come until November. And we don't
9 have anything scheduled but we're proposing to not have
10 districts come until November. Mostly because at that
11 point we would then have the new school performance
12 frameworks, DPF data and the school State review panel
13 reports would be out by that time as well. And that means
14 we would have a very tight time frame to get districts in.
15 I'm proposing we front load it with as many as possible in
16 the November December January time frame so that there's
17 time to implement the pathway.

18 So we're directing them to convert a school
19 to a charter school for example or to close a school or to
20 implement an innovation plan. All of that's going to
21 require a lot of -- some head lead time to implement
22 especially if we want that to take place that following
23 fall. So fall 2017. So for that reason that's how we have
24 proposed the time and recommendations would love to get
25 your feedback on that and your thoughts.



1 UNIDENTIFIED VOICE: Or it's just really
2 overwhelming to think about --

3 MS. SCHROEDER: Well that's correct. The
4 two districts that are coming forward early, are we going
5 to have your recommendation and the review panel
6 recommendation and all that?

7 UNIDENTIFIED VOICE: Yes, yes.

8 MS. SCHROEDER: Okay.

9 UNIDENTIFIED VOICE: We already have the
10 state -- we already have a review panel on those two.

11 MS. SCHROEDER: Actually we do have a bunch
12 of them don't we?

13 UNIDENTIFIED VOICE: Yeah.

14 MS. SCHROEDER: That's right.

15 UNIDENTIFIED VOICE: We have the commissions
16 recommendation on (inaudible).

17 MS. SCHROEDER: Okay, so that was my first
18 question. Now is this the full amount 12 two, two, four,
19 six, eight --

20 MS. BRENDA: This --

21 MS. SCHROEDER: -- and nine to 17 is that
22 it?

23 MS. BRENDA: -- plus the two early 18, 19.

24 MS. SCHROEDER: Plus 18, 19.



1 MS. BRENDA: There are 19 unique districts.
2 This all assumes they only need to come once. So they --
3 they have to come back then we go up from there.

4 UNIDENTIFIED VOICE: And it's all the
5 schools within the district coming at the same time.

6 MS. SCHROEDER: So these are kind of like
7 little work sessions right. These are -- these are
8 sessions where they come forward and we talk and interact
9 and it's more than just a presentation and we nod which is
10 what I think we've done in the past.

11 UNIDENTIFIED VOICE: I think that's --
12 that's the next question on here. This is really different
13 at this point and we could think about if you all want to
14 have them come one month so you can listen to them in the
15 next month you make your vote or if you want to do it all
16 at the same time and you all will need to make a vote and
17 direct that action towards that local district or just say
18 I agree with the districts and their pathway.

19 CHAIRMAN DURHAM: Commissioner.

20 MR. ASP: Mr. and Board Members. I really
21 think that's -- that's kind of what we're trying to do is
22 Brenda and Lisa are trying to plant a seed asking you
23 really, what kind of process do you want and you could be
24 so bold as to say hey why don't we divide the board up and
25 you take three districts, you two -- you two take three



1 districts and meet with them maybe a little bit before they
2 come before the board meeting. Just to make sure they're
3 on the right track (inaudible).

4 UNIDENTIFIED VOICE: You mean our -- our
5 districts (inaudible).

6 MR. ASP: Could be -- could be. I mean
7 everything's on the table right now because this process is
8 gonna get done before and so it really is and -- and I love
9 the way that they're laying out a possible time frame. But
10 even as you look at this you realize how much time each
11 district is going want get. It would be a three four day
12 Board meeting. So --

13 MS. SCHROEDER: We've been --

14 MR. ASP: -- it would be terrifying.

15 MS. SCHROEDER: -- we've been warned of this
16 for some years.

17 MR. ASP: What are ways that we can make
18 sure that they're really prepared before they come before
19 you. Could you go and meet with the district in your -- as
20 a -- as a state board member in your official capacity.
21 Could you meet with one of the districts and say, "Okay,
22 show me your dog and pony show that you gonna be bringing
23 to the state board?"

24 UNIDENTIFIED VOICE: Yeah.



1 MS. SCHROEDER: It's kind of a high risk,
2 it's a high risk idea. I mean it's not a bad idea but it's
3 pretty high risk I think.

4 CHAIRMAN DURHAM: Miss Mazanec.

5 MS. MAZANEC: Excuse me these --

6 MS. SCHROEDER: May I ask a question?

7 CHAIRMAN DURHAM: Just a second.

8 MS. MAZANEC: -- these 18 or 19. That's
9 total? Right. That's not -- because we have -- we -- we
10 did in 2014 we have several of these districts and schools
11 come before us right.

12 UNIDENTIFIED VOICE: They came just to have
13 a conversation it's kind of tell you --

14 MS. MAZANEC: So this I --

15 UNIDENTIFIED VOICE: -- about their context.
16 This is the actual decision making time.

17 MS. MAZANEC: -- so this is actually --

18 UNIDENTIFIED VOICE: This like the for real.

19 MS. MAZANEC: And another --

20 UNIDENTIFIED VOICE: Yeah.

21 MS. MAZANEC: -- another question I have
22 here is I noticed on the options you don't include the
23 other options that the Board has.

24 UNIDENTIFIED VOICE: On the slide?

25 MS. MAZANEC: Yeah.



1 UNIDENTIFIED VOICE: Is that what you are
2 talking about?

3 MS. MAZANEC: Yeah.

4 UNIDENTIFIED VOICE: That is -- yeah you are
5 right. I'm sorry about that. Let me start at the top.

6 MS. MAZANEC: Fine.

7 UNIDENTIFIED VOICE: Yeah.

8 MS. MAZANEC: It's where?

9 MS. BRENDA: So for school -- for a school
10 directed action it does have to come from that list but a
11 district --

12 MS. MAZANEC: School directive --

13 MS. BRENDA: Yes.

14 MS. MAZANEC: -- must come from this list.

15 MS. BRENDA: At district you have
16 (inaudible).

17 MS. MAZANEC: At district we get the other
18 options. Well it's gonna be easier.

19 CHAIRMAN DURHAM: If it was easy they would
20 have hired somebody else.

21 MS. MAZANEC: That's right.

22 CHAIRMAN DURHAM: Yes Dr. (inaudible).

23 MS. MAZANEC: Where they pay us the big
24 bucks.

25 UNIDENTIFIED VOICE: What is the liability?



1 MS. SCHROEDER: Oh, there are threats out
2 there that if we do something that isn't. Well there are
3 concerns by some legal beagles that the law is not even
4 Constitutional that we don't actually have the right to do
5 what we're doing what we might be doing. And so I think we
6 should be as thoughtful as we can be and be able to
7 justify.

8 UNIDENTIFIED VOICE: So why wouldn't we want
9 to meet with our districts and hear them?

10 MS. SCHROEDER: Well we can always meet with
11 our districts. That's not -- but to form -- how we do this
12 formally. I think it's what you are asking and that we
13 need to -- I believe we need to be very careful about. You
14 need to continue to focus on what's good for kids. That's
15 got to be the --

16 UNIDENTIFIED VOICE: (Inaudible).

17 CHAIRMAN DURHAM: I'm sure Mr. Dill will
18 have some advice for us. We ought to do.

19 MS. SCHROEDER: Yeah, that's a legal beagle
20 over there.

21 CHAIRMAN DURHAM: I don't think this is
22 clear. I don't think this is something we can proceed
23 without significant legal advice. I don't know if he's had
24 a chance to even think through a lot of these
25 possibilities.



1 MR. DILL: I've been thinking through some
2 of these possibilities and potential legal challenges for
3 many years now and frankly have been a little surprised
4 that there wasn't a lawsuit challenging this at the very
5 beginning.

6 MS. SCHROEDER: Right.

7 MS. MAZANEC: You don't need to encourage
8 him.

9 MS. SCHROEDER: They don't need -- they
10 don't need encouragement --

11 CHAIRMAN DURHAM: They don't need much
12 encouragement it.

13 MS. SCHROEDER: -- they're just planning
14 their timing.

15 CHAIRMAN DURHAM: Yeah. So you'll advice
16 the board on how we ought to conduct ourselves what we
17 should say and not say. I suspect as we do get closer.

18 MR. DILL: Yes.

19 CHAIRMAN DURHAM: Perfect. Thank you.

20 MS. SCHROEDER: So will you jump up if we --

21 CHAIRMAN DURHAM: If we say anything wrong.

22 MS. SCHROEDER: -- if we start rolling off
23 the rail right now.

24 MR. DILL: I -- I -- I would prefer to -- to
25 deal with that in an executive session.



1 CHAIRMAN DURHAM: Right.

2 MR. DILL: If that's all possible.

3 CHAIRMAN DURHAM: Perfect.

4 MR. DILL: That's the -- the transcripts of
5 this hearing will be Exhibit A and whatever potential law
6 suit to deal with.

7 CHAIRMAN DURHAM: Yeah.

8 MS. SCHROEDER: Thank you.

9 CHAIRMAN DURHAM: That'd be good. Thank
10 you.

11 MS. SCHROEDER: Thank you.

12 CHAIRMAN DURHAM: Yes, Commissioner.

13 MR. ASP: So also in this time frame could
14 there be a completely new batch starting on this June 17th,
15 June eight -- July.

16 UNIDENTIFIED VOICE: (Inaudible).

17 UNIDENTIFIED VOICE: The ones that are at
18 your --

19 CHAIRMAN DURHAM: Next week.

20 MS. MAZANEC: Well it could be a totally
21 changed.

22 MR. ASP: Exactly (inaudible).

23 UNIDENTIFIED VOICE: Yes they can change
24 based on because we're gonna have new ratings and again you
25 are going to talk about the distribution and how many you



1 want to put and turn around and priority improvement and
2 all that. So it all -- it's all tied together. We have
3 schools and districts that are at year four right now.
4 They entered year four at July 1, 2015. It's not that
5 many. Yeah.

6 MS. BRENDA: 17 schools.

7 MS. SCHROEDER: That's gonna say how
8 (inaudible).

9 CHAIRMAN DURHAM: How many districts?

10 MS. BRENDA: One more district and 17
11 schools. I don't know how many unique districts. So
12 sorry.

13 MR. ASP: Yeah. It's okay. Like
14 (inaudible) tackled their year three schools at the same
15 time.

16 UNIDENTIFIED VOICE: Yeah, yeah and Aurora
17 is year four as a district. They are the year four
18 district. So --

19 MS. SCHROEDER: I was --

20 UNIDENTIFIED VOICE: (Inaudible).

21 CHAIRMAN DURHAM: I like that quote.

22 MS. SCHROEDER: Yeah we had districts coming
23 to speak to us --

24 UNIDENTIFIED VOICE: Yeah.



1 MS. SCHROEDER: -- before, kept -- it was,
2 kept talking about the year five --

3 UNIDENTIFIED VOICE: Yeah.

4 MS. SCHROEDER: -- and some of us kept
5 saying, yeah, but look at all the other schools that are
6 coming my way and let's make this a bigger conversation. I
7 don't know. I think maybe Aurora took that on of course
8 I'm not sure others have. We'll find out when we hear from
9 them.

10 UNIDENTIFIED VOICE: We will.

11 MS. SCHROEDER: Okay.

12 CHAIRMAN DURHAM: All right.

13 MS. SCHROEDER: So I -- I know we answered
14 your question.

15 UNIDENTIFIED VOICE: Totally answered every
16 -- you know, do you want to just click on this one a
17 second. If you all have thoughts in terms of that, if you
18 think you'll need more than one meeting with the district
19 and to talk about their schools if you want to have a
20 hearing time and then actually making your recommendation
21 time that would be important to know in terms of thinking
22 about how we would schedule all this in. So I just -- I
23 know that thinking about --



1 MS. SCHROEDER: Is it realistic to make that
2 kind of a decision after we have the Aurora presentation
3 coming up?

4 UNIDENTIFIED VOICE: That's -- that would be
5 a good --

6 MS. SCHROEDER: Would that help?

7 UNIDENTIFIED VOICE: That would help you all
8 because this is how it goes.

9 MS. SCHROEDER: We have an idea whether we
10 can think on the fly or whether, I mean what I'm concerned
11 about a little bit is that, there's no shortage of
12 questions up here and that if we would ask District this
13 this and this. We would need to give them a chance to
14 respond and especially if it's something that's data that
15 they need to come back on or if their plan there's another
16 piece to the plan. Can you put that in?

17 UNIDENTIFIED VOICE: Because we could think
18 about it like that we could think about it like the charter
19 school appeal hearings or like the -- the accreditation
20 appeal hearing that you all do. And you've got, you know
21 have their very structured hour time or whatever the time
22 limits are and then you all make a decision at the end and
23 it's high stakes to make sure you feel prepared for that
24 kind of time frame. That's what we would want to make
25 sure.



1 MS. SCHROEDER: The other question I --

2 CHAIRMAN DURHAM: Go ahead. I'm sorry.

3 MS. SCHROEDER: Sure?

4 CHAIRMAN DURHAM: Yes.

5 MS. SCHROEDER: -- the other question I have
6 is, what if any feedback will we take from others about --

7 MS. BRENDA: The same question.

8 MS. SCHROEDER: -- this from either parents
9 in the community or reform groups or I mean I can't right
10 now think about who might want to come forward to provide
11 his input? And how will that input, will that input be
12 welcomed? And how will we process it and how will we
13 report it? What kind of timing? This is my concern now
14 about the one on one. You know generally speaking when we
15 vote on anything once -- once something has been noted as
16 being voted we sort of have a rule that we all hear the
17 same information from constituents and that's why we get
18 the letters et cetera as opposed to allowing our
19 constituents to contact us one on one and possibly getting
20 a different story.

21 UNIDENTIFIED VOICE: So that shouldn't
22 happen? If we talk to our constituents. So --

23 MS. BRENDA: We definitely need -- those are
24 the kind of questions we need to answer.



1 CHAIRMAN DURHAM: I think it's always hard
2 to not talk to a constituent unless this is going to boil
3 down and some say kind of quasi judicial action which it
4 could very well. At which point ex party communication
5 would be not -- will be inappropriate. So I think that's
6 part of the threshold questions that we'll need Mr. Dill to
7 answer for us before we get that far. If it's not quasi
8 judicial then probably we're -- we're -- we're -- we will
9 certainly have a lot more freedom to meet and talk and
10 discuss. But I -- I was just going to observe I think
11 we've got in terms of this potential May meeting with
12 Aurora and Pueblo. We've got two of our toughest nuts that
13 we're gonna crack. I mean these are -- these are
14 difficult. I don't mean that in a majority sense. It's --
15 I mean these are going to be -- these schools have very
16 difficult problems that are large and probably in many ways
17 could set precedent. I'm a little concerned that we're
18 letting them perhaps get out in front of this process
19 before we are as prepared as we ought to be.

20 MS. SCHROEDER: For starters that's their
21 strategy.

22 CHAIRMAN DURHAM: And I think that's their
23 strategy. I agree. And I -- and I may rethink this agenda
24 as a result of that.



1 MR. ASP: Mr., one other idea would be to
2 take three or four of us at CDE and working very closely
3 with board members, training us in the right way to go out
4 and meet with districts ahead of time. And say, "Okay, we
5 know that the Board is going to be looking for this this
6 and this and their in your innovation plan if you're not
7 totally comfortable as a board doing it. For example am
8 meeting with Adam's 14 next week with their school board to
9 talk about just how critical this process is. Just a- just
10 a study session. And there's a role for us to play in
11 helping them be better prepared (inaudible).

12 MS. SCHROEDER: Absolutely. For you -- for
13 you all. Yes.

14 CHAIRMAN DURHAM: For staff I --

15 MS. SCHROEDER: For staff I completely
16 agree. For Board Members?

17 UNIDENTIFIED VOICE: What if we listen. If
18 we listen.

19 MS. SCHROEDER: So here --

20 UNIDENTIFIED VOICE: Are you sure you're
21 capable of just listening asking no questions. I mean to
22 think about it. Just put yourself in that position, that
23 would be difficult.

24 MS. SCHROEDER: Yeah.



1 CHAIRMAN DURHAM: It's hard. And -- and we
2 haven't resolved --

3 UNIDENTIFIED VOICE: I could teach him.

4 CHAIRMAN DURHAM: -- the question what is
5 the nature of this action. That maybe the first question
6 we could resolve in executive session. What is the nature
7 of the action we will take. Is it legislative, is it quasi
8 judicial, is it --

9 MS. SCHROEDER: Kind of do or die for some
10 of this folks.

11 UNIDENTIFIED VOICE: I think we need to -- I
12 think we need to figure out how this process is gonna to go
13 first.

14 CHAIRMAN DURHAM: Well that's -- that's --
15 the first thing you have to know before you know how the
16 process is gonna go. Exactly what are we doing?

17 UNIDENTIFIED VOICE: And so therefore what's
18 appropriate before hand.

19 MS. SCHROEDER: Am sorry. We haven't talked
20 about options all options and that's something we need to
21 discuss. What options are -- I know.

22 CHAIRMAN DURHAM: Sounds like a July
23 meeting.

24 UNIDENTIFIED VOICE: No, no, no.

25 UNIDENTIFIED VOICE: (Inaudible).



1 MS. SCHROEDER: We should -- we should
2 actually be bringing in people. We should -- And I know
3 constituents. But also outside experts as well to kind of
4 help us through this. I think that would be very helpful.
5 I mean I I'm still thinking about. Mr. Chair.

6 CHAIRMAN DURHAM: Yes. That's right.

7 UNIDENTIFIED VOICE: I'm just wondering
8 along those lines as Commissioner Crandall was talking
9 about, taking the board separate from that in meeting even
10 a small part of the Board to set up a kind of a template
11 that we're looking for in these. Because I think if they
12 could go on forever and bring up as many testifiers as
13 possible. But we are looking for certain things. I'm
14 assuming.

15 UNIDENTIFIED VOICE: A template, that's a
16 very good idea.

17 UNIDENTIFIED VOICE: And it would be one
18 that we would apply to every --

19 UNIDENTIFIED VOICE: Group.

20 UNIDENTIFIED VOICE: And I wouldn't be --

21 UNIDENTIFIED VOICE: That would still be
22 dependent on what kind of, right?

23 UNIDENTIFIED VOICE: I don't know what
24 you're talking about.



1 UNIDENTIFIED VOICE: Commissioner is talking
2 about what kind of quasi, is it quasi judicial, process or?

3 UNIDENTIFIED VOICE: Well I like the idea of
4 the Commissioner and separately may be meeting about what
5 you're looking for and a few of us. Whoever wants to I'd
6 be really interested in kind of our template and then
7 getting together and see if this kind of is on the same
8 track and I also, and I may be off base here. But if they
9 come up I think there should be a time limit. I mean if we
10 have certain things we're looking for, they should be able
11 to tell us in an hour, or I just pick that up. But I mean,
12 we should have this down by that time we shouldn't be doing
13 what I'm doing now.

14 MS. SCHROEDER: Having read the review
15 board, the Commissioner's recommendation and having a
16 template I think maybe you're right. Because I think in
17 those two we should get a lot of the background. From your
18 perspective and of course they can be submitting something
19 to us to read in advance as well based on both of our
20 templates. That will be helpful.

21 CHAIRMAN DURHAM: To speak to that, I'm sure
22 I'm overly concerned about their presentation frame or time
23 frame. Is the board passing questions about their
24 specific. What are you going to do to address this and



1 this and this. So is there a way to get answers to some of
2 those questions prior to coming here?

3 UNIDENTIFIED VOICE: Yeah.

4 CHAIRMAN DURHAM: Because if I have to say
5 you have 30 minutes to present. They will fit that 30
6 minutes but then all of us, myself included. We are going
7 to say, wait about this, I'm not sure I understand. And
8 now it's a three hour thing in that one District. So be
9 thinking as you do this templateless process. How can we
10 get that declaration to you sooner? That also is not a
11 minder like this.

12 MS. SCHROEDER: But you know just on that I
13 know that we think about 15 minutes, 30 minutes. I was
14 just reading how the department deals when Districts are
15 asking questions about this, and it's 15 minutes. You only
16 get 15 minutes. Well, I worked in another department
17 where, it didn't take 15 minutes maybe the initial call was
18 15 minutes. But then there was -- there were hours where
19 you would visit, they would visit and it would go on and on
20 and on until there was -- and I don't mean that in on and
21 on.

22 UNIDENTIFIED VOICE: You didn't.

23 MS. SCHROEDER: I mean it was communication
24 and I was really working towards getting something for
25 those kids, getting the District either to understand,



1 showing them the research, showing them best practices.

2 And this is the Department working with Districts and I

3 remember I mean there were thousands not hundreds not 200

4 but a thousand. One hundred and 47 Districts and was ours.

5 UNIDENTIFIED VOICE: So those 15 minute I

6 think you're talking with the accountability office hours.

7 We do those right when the school District performance

8 frameworks come out just to organize quick questions about

9 the actual framework. We tell people you can find out from

10 multiple ones but usually people just have a little quick

11 question. So it's not that's not the support we give out

12 on that accountability clock all that. That's just for a

13 teeny tiny piece of it.

14 MS. SCHROEDER: And I'm sure that I'm taking

15 it to a very kind of low level. I know you do more than

16 that.

17 UNIDENTIFIED VOICE: I'm wondering about the

18 Commissioner Recommendation Reports. Like, how and who

19 puts those together?

20 UNIDENTIFIED VOICE: You just help so much.

21 That's our question.

22 UNIDENTIFIED VOICE: So bottom there.

23 UNIDENTIFIED VOICE: You're asking us.

24 UNIDENTIFIED VOICE: Yes. So we've given

25 you all one of those reports. You saw the one for Aurora



1 Central you all asked for that at the June meeting and I
2 think we gave it to you at the beginning of August. And
3 then we sent it to you recently. But we kind of took our
4 best guess of what would be useful information in there,
5 what would be helpful for you all and making your
6 recommendation and that we would really like feedback on
7 that. Is that the right kind of information? Is it the
8 right length? Do you need more? Do you need less? What
9 do you need from us?

10 MS. BRENDA: Yes, and just as a quick
11 overview of what was in the Commissioner's Recommendation
12 Report we included analysis of data, leadership, culture,
13 academic systems, the unified improvement plan and history
14 of grants and supports. So we did reach across multiple
15 units and divisions within CDE to gather that information
16 and then we sat down with an Interim Commissioner Elliott
17 Asp and we went through the recommendation with him. He
18 was able to provide input into it and then we ultimately
19 delivered that report to you all.

20 CHAIRMAN DURHAM: With a help. How many
21 pages was that?

22 UNIDENTIFIED VOICE: It's like 40.

23 CHAIRMAN DURHAM: Yeah. It was pretty good
24 size. I know I picked it up and go through with it. I
25 thought man if I have 30 of this and then you've got the.



1 UNIDENTIFIED VOICE: If you don't have it
2 we're going to ask it.

3 CHAIRMAN DURHAM: We are willing to give it
4 to you with a clear easy understand formats and I know we
5 want to give you everything you want to know about this
6 District. But be on your table first.

7 UNIDENTIFIED VOICE: Yes.

8 CHAIRMAN DURHAM: Or something like that.

9 UNIDENTIFIED VOICE: Yes.

10 CHAIRMAN DURHAM: (Inaudible) encourage and
11 join our meeting.

12 MS. SCHROEDER: You're lucky (inaudible).

13 CHAIRMAN DURHAM: Okay. You're looking for
14 a board like seeing Commissioner Reports?

15 MS. BRENDA: Yes. So anything that you guys
16 think about it. If there are components you definitely
17 like included or not included. Please let us know. In
18 addition, we did have a question upon the slide regarding
19 the implementation of the pathway and what the expectation
20 was in your minds regarding whether that would happen. So
21 for this current year five schools. If we are there
22 expected by fall 2017 to have implemented that pathway, or
23 if the 2017-18 school year could be your zero. So maybe
24 during that year they are starting to formulate an
25 innovation plan or a school closure plan, that would then



1 take place the following year. That just affects the
2 timing of the presentations because again if we're asking
3 them to take some of these more drastic pathways, we'd have
4 to get them in earlier.

5 UNIDENTIFIED VOICE: One of the things that
6 the two of the Districts I have spoken to have said, "Okay.
7 So the Board does (inaudible). If they do provide an evasive
8 plan." What does that actually mean? Are you giving us a
9 certain time frame before you want us to come back and
10 report on progress? Why don't you just do it for us.

11 UNIDENTIFIED VOICE: Yes.

12 UNIDENTIFIED VOICE: Well, what capacity do
13 we have to support them. So if the Board says, "This is
14 what we want to see." I see you got another template here
15 for the contract that's going to be signed et cetera. So
16 we get this contract. How much capacity do we have to help
17 them? Because they're going to say another unfunded
18 mandate. Trust me. That will be really tough without and
19 supports. I mean as actually another one of it. Was that
20 one of the pieces in your 40 pager? What are the supports
21 that you've already -- not just the grants. Okay. Good.

22 MS. BRENDA: Yes, and thank you for that
23 question. I mean this is just a proposal. So we haven't
24 actually decided on performance contract. Just something
25 that we thought that maybe would be a good idea and we're



1 just envisioning a two page performance contract. That
2 would be signed on more direction of action to a local
3 school board the superintendent, and Chairman Durham would
4 sign this contract that would state. You are going to
5 pursue an innovation plan for this school. However, you
6 are expected to reach these interim benchmarks and these
7 annual goals. And then upon a year passing of that
8 contract signed date. CDE staff will review whether
9 they've met those goals and those benchmarks and then come
10 back to you all with any red flags. So the District is far
11 off from reaching its goals. Then they would possibly need
12 to come back to you and you could choose at that point to
13 issue a different recommendation. However, if they're
14 continuing to make those goals then assets CDE staff can
15 monitor that progress. That's just one proposal that we're
16 still nothing.

17 CHAIRMAN DURHAM: I wouldn't like that idea
18 though because my biggest fear is that. A group comes
19 before and makes a presentation on invention plan and three
20 or four months later. The superintendent knew everybody
21 because the board said they weren't happy with this tough
22 choice you make in a school ground. They are fired and all
23 of a sudden you have all the leadership. I didn't make any
24 promises to that state board. I like having something in
25 mind.



1 UNIDENTIFIED VOICE: Sure.

2 UNIDENTIFIED VOICE: Are we getting a list
3 of Superintendents and principals that have turned around
4 schools? That may have retired that may be available to us
5 as opposed to hiring these consultants that speak the talk.
6 But really don't have a background on how to turn a school
7 around or. Are we kind of doing that right now? Trying to
8 find individuals that have actually done the work. So that
9 if I'm not saying imposing such a person on a School
10 District. But if a School District says we are amenable to
11 having or your suggestion on people that have turned
12 schools around and we are amenable to bringing them in as
13 support for turning our school around. I think I mean.
14 I'd like just ask session, where we think about things like
15 this.

16 UNIDENTIFIED VOICE: Real effective
17 turnarounds, superintendents and principals have actually
18 created Consulting Organization.

19 UNIDENTIFIED VOICE: Yeah, but I'm talking
20 about somebody with not only coming for the money. But is
21 there for, has a heart, has done it and what they want.

22 UNIDENTIFIED VOICE: Provide they're
23 expertise.

24 UNIDENTIFIED VOICE: We can't stop there if
25 you guys want. I know those are all the questions we had.



1 Other sides were just the reference slides from last month.
2 So you've had them if you needed them for reference.

3 UNIDENTIFIED VOICE: Did you get any answers
4 for this?

5 UNIDENTIFIED VOICE: No.

6 CHAIRMAN DURHAM: Thank you. Good. Well
7 this all things that we've been tasked to do. Well, it
8 turns out to be the most important and --

9 UNIDENTIFIED VOICE: And the hardest.

10 CHAIRMAN DURHAM: And it'll be interesting
11 to see if we can actually make a difference because with
12 the legislation and if we do make a difference. How long
13 legislature will let us do it? I expect making a
14 difference could make people unhappy. Okay. Any other
15 individual Board Member wish to report on past activities,
16 past month or so are there any comments or things you've
17 done that you want to mention?

18 UNIDENTIFIED VOICE: I'm just going to pick
19 out a couple. I did go to see the movie is likely to
20 succeed. It is produced by a gentleman named Smith, who's
21 a Venture Entrepreneur Capitalist but he works in
22 industries and business a lot of different school.
23 Thinking projects approaches he's trying out, this
24 particular one was on his schools plural that he's done
25 around the country California in San Jose, I think it was



1 right Peter? And an entrepreneurial school grade levels
2 are there it's primarily high school it is an innovative
3 approach. We all do define that differently I see it as
4 very innovative. I wish I could say go see the movie it's
5 there. You can you -- can just go see it.

6 UNIDENTIFIED VOICE: (Inaudible).

7 UNIDENTIFIED VOICE: I think if you've
8 google it, follow the paper you can see some showings. I
9 also have been attending local board meetings in my
10 district. A couple of them from different tax -- repeat
11 district visits on different tax. Right now, Adams some of
12 the schools in Adams County, I'm getting my time with him
13 and following Jefferson County in a little bit different
14 way. JeffCo is as you know somewhat different culture
15 right now. For me even a year ago so the conversations are
16 of a different line not only in bargaining and contract
17 discussions but also what they're doing with. School
18 finance in the big picture. But particularly what they're
19 trying to do with construction bonds versus mills which put
20 them on the ballot try to.

21 UNIDENTIFIED VOICE: They're switching
22 monies around a little bit between switching to informal.
23 They are putting their funds in general funds and looking
24 at the benefits and the just it's tricky. Right now,
25 they're all having trouble with finances but what to put



1 for bond election money just starts saving up for lacking
2 vocabulary bad time. Sorry, and that's about it. I've
3 been looking at -- following school districts a little more
4 carefully in their protocols. How they operate? What's
5 going on in schools? How kids are handling some changes in
6 their dynamics? So it's quite fun. Oh, read across
7 America Day of (inaudible). An entire day with elementary
8 students reading and laughing. They're almost short as me
9 which is really very nice to be around people that are.
10 Most of them are shorter than me for the day.

11 UNIDENTIFIED VOICE: Makes you feel like a
12 grown up huh?

13 UNIDENTIFIED VOICE: Yeah, I felt big. Like
14 when I was in Japan I felt really tall, it's fun.

15 CHAIRMAN DURHAM: Thank you. Miss Rankin?

16 MS. RANKIN: I went to a really interesting
17 Blended Learning Conference for a couple days and I went to
18 the (inaudible) Conference that was here and met with some
19 of my superintendents and school board members. And that's
20 pretty much what I did.

21 CHAIRMAN DURHAM: Val?

22 MS. FLORES: I have -- I attended the
23 legislative session on finance and I'm sorry that I haven't
24 attended the ones before but now I have. Kind of a dates
25 for them and I find them -- I found this last one with



1 (inaudible) most interesting and also the Legislative
2 Liaison or the person responsible for the finance. I
3 thought that was incredibly informative and I also met with
4 stakeholders of course on this literacy testing. I also
5 have been working with Arrupe Jesuit School in helping
6 those students, kind of go through an interview process.
7 Because they're going to be applying for the Academia
8 scholarship.

9 So it was spending a couple of evenings
10 working and asking them questions I got a letter back from
11 I guess a director at Arrupe Jesuit High School saying
12 that. The students had said that our questions, the -- the
13 group that was helping interview were more difficult than
14 the questions that were asked by the Daniels Foundation.
15 Also I was -- had a mentee. I was mentoring someone who
16 forces something different. But this young man just got a
17 job with Diana Degait and I'm very happy that this young
18 man who was working at some Taco place, you know, before.
19 Of course.

20 An -- an -- and this is a relationship with
21 -- with Arrupe just as a student that had a been a student
22 -- that had been a student there before. And it was
23 floundering, you know, working at some fast joint place and
24 now he's able to, you know, help it with another
25 internship. And -- and now I mean, I -- I -- I really miss



1 that. In teaching, I guess that's one of the things that I
2 miss the most and I'm glad that I can help and wish that,
3 you know, I like to help young people.

4 CHAIRMAN DURHAM: Deb?

5 MS. SCHEFFEL: I presume that teachers, con
6 -- conference on teacher quality but meet with parents and
7 constituencies about issues of relevance to overcome the
8 needs so to try to get needy folks and hear from them.

9 CHAIRMAN DURHAM: Okay. Why don't we --
10 Yes, Goff.

11 MS. GOFF: So I can't really remember what I
12 did last month except I did -- I did participate in a town
13 hall in Fort Collins, around school finance. That was
14 really fascinating because there were a number of different
15 speakers from different levels, legislators, School
16 District, the Bell Foundation, et cetera. And it's
17 interesting because our perspectives were so different
18 looking at it, and that sort of brought a much bigger
19 picture, and it was extremely well attended which gives me
20 a lot. That was fascinating. Thanks.

21 CHAIRMAN DURHAM: Anybody else? Jennifer's
22 here. So Jennifer did -- with that -- where that billed
23 was pass out at the -- the draft or do you've --

24 UNIDENTIFIED VOICE: Same line. I didn't
25 have printed copies.



1 CHAIRMAN DURHAM: Okay. That's alright.

2 UNIDENTIFIED VOICE: It did get e-mailed to
3 you this morning.

4 CHAIRMAN DURHAM: Okay.

5 UNIDENTIFIED VOICE: Do we wanna wait until
6 have hard copies available?

7 CHAIRMAN DURHAM: Just go on and discuss it.

8 UNIDENTIFIED VOICE: Sure. Mr. Chair. Nice
9 to see you all again. So do you all have it in front of
10 you in some form perhaps? Just not hard copy. I think it
11 will be hard to discuss if you're not looking at it.

12 UNIDENTIFIED VOICE: Does he go print it or
13 I don't know.

14 MS. FLORES: Try us first (inaudible).

15 UNIDENTIFIED VOICE: Sure. I mean, I guess
16 I would -- I can -- I can certainly reiterate what I said
17 this morning and that this bill has been drafted to say
18 that there is a five-year limit on waiver on the granting
19 of innovation status by the State Board of Education.
20 After five years, you all -- the entity can come back to
21 you and seek renewal or -- or not. That's their
22 prerogative and you can choose to renew or not. And that
23 the same would apply to waivers of statute for districts.
24 So again those would be time-limited to five years, at the



1 end of five years they can come back and talk with you all
2 about whether that should be continued.

3 MS. FLORES: What is this bill? I don't
4 know what to do?

5 CHAIRMAN DURHAM: This is the bill that we
6 discussed that we might want to proactively pursue that
7 would put some sort of time waiver on the waivers we
8 granted, you know over -- I can't remember how many --

9 UNIDENTIFIED VOICE: Is it a bill or a
10 draft? Okay. Okay

11 CHAIRMAN DURHAM: And I think the decision
12 is, you know, we've turned out within a short notice for
13 Board and there are some risks attendant with this, not the
14 least of which I know you can get confused with the charter
15 school, waiver Bill, so it's not as clean because of the
16 introduction of that bill as we might hoped. And today,
17 interestingly enough when we handle it pretty well on our
18 own, the Board has a policy of inserting any new automatic
19 waivers unconditionally granted, with a three or five-year
20 expiration. It's -- it just struck with a today that maybe
21 we can -- we need to figure out how to revisit the few that
22 we have granted that we can at least going forward, ensure
23 if legislators are concerned about is granting waivers in
24 perpetuity, we can actually. It's just as a matter of
25 negotiation with the request to put a stop to it and then



1 is that how you want us to go? Is preferable trying to go
2 through with the bill just put to Dr. Scheffel?

3 MS. SCHEFFEL: That would be my thought. I
4 don't think we need a law to -- for this. I think we can
5 infuse this in our policies and accomplish the same thing
6 with greater ease and more flexibility.

7 MS. FLORES: Well but we've done it with
8 waivers but we've not done it with innovation programs.

9 CHAIRMAN DURHAM: It's true. We have not
10 done with innovation.

11 MS. SCHEFFEL: Well, we could.

12 CHAIRMAN DURHAM: But I think --

13 MS. FLORES: Well, we could --

14 CHAIRMAN DURHAM: Could we Mr. Dill?

15 MS. SCHEFFEL: No. Yeah.

16 MR. DILL: If you look at the language of
17 the innovation schools act to see what it says because a
18 couple of months to look at that.

19 MS. GOFF: The challenges, they have to
20 agree to it. And we actually can't turn down -- we can't
21 turn down a school or a district of innovation if they
22 don't agree to it. We only have two reasons why we don't
23 grant innovation. We're very, very limited in the area
24 (inaudible).



1 UNIDENTIFIED VOICE: But then the public
2 schools, you have a study through the University of, of
3 Colorado in Denver with the innovation schools that they
4 had. And they looked at positives and negatives for
5 innovation. One of the -- but the only factor that came
6 out that was that all painful or they could say it was had
7 any meaning at all was that the teachers that had stayed at
8 the school were had a better self concept of themselves.
9 And then I thought, "Well, you know, after the massacre,
10 you're standing there. Why wouldn't you have a better self
11 concept?" But that was the only factor that they found
12 that had any meaning in all those innovation schools that
13 they had done. So --

14 MS. SCHEFFEL: So weren't better outcomes
15 for kids?

16 UNIDENTIFIED VOICE: No. It's just I teach
17 her self concept (inaudible).

18 UNIDENTIFIED VOICE: Mr. Chair, under the
19 current innovation schools act, the waiver continues until
20 the local school board ends innovation status or the school
21 in question is closed.

22 CHAIRMAN DURHAM: In -- relative to -- to
23 Dr. Schroeder's, do we really have any grounds, I mean,
24 school district show X shows up here to Maryland and say



1 they want a innovation status. What do -- do you have
2 right to turn that down?

3 UNIDENTIFIED VOICE: Yes, but only on two
4 factors.

5 UNIDENTIFIED VOICE: Yes. There's grounds
6 that you have to --

7 CHAIRMAN DURHAM: What are the two factors
8 on the top of your head?

9 UNIDENTIFIED VOICE: Oh, no. I don't.

10 UNIDENTIFIED VOICE: Finance?

11 MS. GOFF: We have a better commission here.

12 UNIDENTIFIED VOICE: Essentially, it boils
13 down to it won't make anything worse as I recall. Really,
14 and that's -- that's --

15 CHAIRMAN DURHAM: So we have to find that it
16 would be worse.

17 UNIDENTIFIED VOICE: Right. But if it gets
18 worse later, there's no guarantee (inaudible). That's --
19 that's why we've had this discussion.

20 UNIDENTIFIED VOICE: And I think it -- it
21 would be cleaner if there was a review process for the
22 state board in the law. They're trying to put them in, you
23 know, on an ad hoc basis as they grow up.



1 CHAIRMAN DURHAM: So at least -- so how many
2 does the draft bill deal with innovation and something else
3 or just innovation to school?

4 UNIDENTIFIED VOICE: Mr. Chair, it deals
5 with both innovation and with the general waivers you all
6 can give to districts. And just one thing to add to the
7 conversation and I think may be helpful, I've worked with
8 the drafter of the bill today based on some of the comments
9 you all gave me this morning. I think there's a way we can
10 write the title to make it clear that this is not about
11 charter schools. So I know that was one issue that came up
12 and obviously you were all having a good discussion about
13 when you want to go forward, but if you do want to go for
14 ward, I want to assure you I think we can make it clear
15 that it's about charter schools.

16 CHAIRMAN DURHAM: We could also if we
17 decided to just have it deal with all the innovation
18 statute.

19 UNIDENTIFIED VOICE: Absolutely.

20 CHAIRMAN DURHAM: Which would -- because we
21 know we can do those others. How many -- show of hands.
22 Would you prefer no bill, a bill and innovation is your
23 preference. Don't want to proceed at this time --

24 MS. GOFF: Do you have more flexibility? If
25 we -- like we did today? I mean, I kind of like the



1 flexibility we have with the time limit. But if we put
2 this into law and it's five years, then we're stuck there.

3 CHAIRMAN DURHAM: We want it drafted, not to
4 exceed, I think, would be --

5 UNIDENTIFIED VOICE: Do we need this?

6 MS. GOFF: If we do, we have --

7 UNIDENTIFIED VOICE: I think we do, because
8 we really don't have an easy way to go back to a district
9 and say, "You know you were a district accredit with
10 distinction. Now you're working your way down toward the
11 clock. Here's the way -- here's -- we became the District
12 of innovation here with the waivers that you requested, and
13 show us that those waivers aren't part of the reason that
14 this is happening. Or that if you implemented something
15 more robust, things wouldn't be better for kids.".

16 MS. GOFF: So if they -- they already are on
17 innovation once this goes into law is it five years after
18 that law for that school? Do we (inaudible)?

19 UNIDENTIFIED VOICE: Probably. I wish the
20 bill summary were a little more extensive so it doesn't
21 feel punitive or threatening.

22 MS. GOFF: But do we really want a bill,
23 though? I mean, seriously, we did pretty well today.

24 UNIDENTIFIED VOICE: Well, we're talking
25 about two different -- we're talking about waivers. We



1 haven't had a district that said, "No, we won't come back
2 in three years," but we've only begun starting to ask for
3 that. We've only asked that twice. And now we have
4 innovation and we have absolutely no authority once we've
5 read that waiver. Those are two very different -- to me,
6 those are two very different things.

7 CHAIRMAN DURHAM: The bill innovation is
8 clearly different. But anyway, what's your best preference
9 when you say --

10 MS. MAZANEC: I'm not gonna make the
11 decision right now.

12 CHAIRMAN DURHAM: Oh, okay.

13 MS. MAZANEC: I prefer to have a little
14 (inaudible).

15 CHAIRMAN DURHAM: Okay. Joyce?

16 MS. RANKIN: If we -- if we can do it like
17 we do today, I really like that. But if we have to have
18 one, I would say just take that innovation one. Take the
19 district one out.

20 CHAIRMAN DURHAM: Just take section two?

21 UNIDENTIFIED VOICE: Start with that. Yeah,
22 that might be the -- be -- that might be a good compromise.
23 But I'd still like a better explanation that's not so
24 punitive at the very beginning of possible.



1 MS. SCHEFFEL: Duly noted. I -- The
2 drafters write those and I will give her your feedback and
3 see --

4 UNIDENTIFIED VOICE: We just want some
5 assurances that once you have innovation status, that the
6 circumstances continue that this is fun for kids or that
7 both -- the other one is financial. And I can't remember
8 specifically what the wording is.

9 UNIDENTIFIED VOICE: I them have here. The
10 two specific criteria by which you may deny an innovation
11 plan which the other distinction that's important here is
12 they don't bring you innovation waivers. They bring you
13 innovation plan, the waivers are part of that plan, right?
14 So you approve the whole plan which just includes those
15 waivers, and the only reasons you can say no to that are
16 that either is likely to result in a decrease in academic
17 achievement in the innovation schools or innovation school
18 zones, or is not fiscally feasible.

19 MS. SCHEFFEL: You know the --

20 CHAIRMAN DURHAM: (Inaudible) part of that
21 direct genuine platform?

22 MS. FLORES: You know what, I -- if we're
23 going to do it, I think it's better to start the second --
24 second part --

25 CHAIRMAN DURHAM: Section two?



1 MS. FLORES: -- delineate the waiver
2 innovation from the district.

3 UNIDENTIFIED VOICE: Just get that up.

4 MS. FLORES: I do. I've been kind of -- on
5 the bandwagon for a long time. We need -- we need to have
6 a point where we can come back and check these waivers
7 especially. And it applies mostly with innovation as well.

8 CHAIRMAN DURHAM: Deb?

9 MS. SCHEFFEL: My feeling is that decreases
10 flexibility, so I'd prefer not to have a bill, and I think
11 there are other safeguards in place to where it's an
12 innovation schools doing harm. There are other safeguards
13 in place that we don't need a -- another bill.

14 MS. GOFF: Where -- where they?

15 MS. SCHEFFEL: They report the data, I mean
16 there's, there's all kinds of ways we could look to see in
17 their districts have that responsibility. (Inaudible),
18 yeah.

19 MS. FLORES: Now, the other finding in that
20 research studies at the University of Colorado Denver did
21 on BBS was that actually the schools were given, you know,
22 they can do anything in innovation. But it ended up that
23 they really didn't do anything. And they didn't do
24 anything that was not the status quo. In other words, they
25 just continued on doing the same things even though they



1 were given, you know, the world. They were, you know, just
2 designing something that will really help those students.
3 And they didn't. So that was -- (inaudible) so that's
4 something I think we need to be --

5 MS. GOFF: So yes or no?

6 CHAIRMAN DURHAM: I think we're too far from
7 consensus to proceed with the bill at this time so --

8 MS. SCHEFFEL: Mr. Chair, obviously I work
9 for all of you and that's perfectly fine. I will tell you
10 --

11 CHAIRMAN DURHAM: (Inaudible) point does not
12 allow you to do something.

13 MS. SCHEFFEL: Right, right. You just made
14 my life a lot easier. So no problem now. But I would just
15 -- just for your future thinking, if you decide that you do
16 want to go forward with this session, that would be rather
17 difficult once we get past next Tuesday. So I'm not trying
18 to change your mind or persuade you or anything, I just
19 want to know that the 15th is a fairly hard deadline. I
20 wouldn't say it's set in concrete, all I know is that the
21 hardest thing. I'm not sure. But -- but it is pretty
22 hard. So in making this decision today, if you wanted to
23 do legislation, you're probably looking at next year.

24 CHAIRMAN DURHAM: Thank you.

25 MS. SCHEFFEL: Okay. Thank you all.



1 CHAIRMAN DURHAM: Very good. Okay. Let's
2 see. Oh, my we -- the other business, if we have any --

3 MS. SCHEFFEL: There is one person who
4 signed up --

5 CHAIRMAN DURHAM: One person signed up to
6 speak, okay?

7 MS. SCHEFFEL: Quickly (inaudible).

8 CHAIRMAN DURHAM: Oh, Sara? Sara Sampaio.

9 MS. SAMPAIO: Hello. Hello again, my name
10 is Sara Sampaio. Thank you all for doing everything you do
11 on this Board to serve our schools and our families. I was
12 not planning to speak again, but the question was asked
13 about what people are saying about the growth model. So I
14 wanted to share some feedback that I have received.
15 Feedback from students I have received start low and show
16 growth. The students have discovered how to succeed in the
17 growth model. They intentionally slack off in the
18 beginning of the year so they can show growth towards the
19 end. As a parent, I was a little disappointed to hear
20 that. I've also heard generic reports nationwide where
21 overachievers who, according to their score they had to get
22 a score for example on 94 -- 194 on their next standardized
23 tests to show growth, the student only scored a 187 and as
24 a result both the student and the teacher were dinged as
25 not showing growth. It was not factored into the equation



1 that the total possible score was only a 187. So in the
2 growth model, the student who scored a perfect score twice
3 in a row was labeled as failing to show growth, and the
4 teacher also received bad marks as a result. So the
5 unintended consequences that must be considered with the
6 growth model is that it encourages mediocrity, and punishes
7 achievers. I would like to see a model that encourages and
8 rewards excellence. So I just wanted to share that. Thank
9 you.

10 CHAIRMAN DURHAM: Thank you. Any other
11 comments. All right. We're now -- I think we're ready for
12 adjournment, and the other business can fully fall. So now
13 you may stand and adjourn until the April meeting.

14 (Meeting adjourned)



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

C E R T I F I C A T E

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

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

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

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

Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600