



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
September 15, 2016, PM

BE IT REMEMBERED THAT on September 15, 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: State Board of Education
2 will come back to order. We apologize for running late.
3 We're gonna start with item eight, somewhere here. It's
4 the review of the administrative procedures for the state
5 accountability actions coming on as the clock.

6 MS. ANTHES: For this presentation, we have
7 Alyssa Pearson and Brenda Bausch presenting.

8 MS. PEARSON: Good afternoon. Thank you all
9 for your time today. We wanna talk with you a little bit
10 today about four things. We wanna review the
11 accountability class division for the state law high level.
12 You all have heard a lot of this before, but just kind of
13 reground in that. We wanna share a Theory of Action around
14 the accountability clock. Where were is the Department
15 coming from because we wanna make sure that sounds right to
16 you, that we're on the right page, but we wanna be really
17 clear because our Theory of Action really lays out why
18 we're headed the path we are, why we're proposing the path
19 we are to go forward. So we wanna talk about that.

20 Again today, we're just putting out proposed
21 information. You don't need to make any decisions today.
22 You don't need to react today if you don't want to. We'll
23 have time on the 26th at that study session to really dive
24 deep into this, so we'll ask you at the end today for



1 questions or things that you wanna make sure we dive into
2 or follow up on more deeply. Sorry.

3 CHAIRMAN DURHAM: I think we'll just, we'll
4 just hold all questions till the end since we're not making
5 decisions on this, so you can proceed all the way through
6 your program. I really mean it this time.

7 UNIDENTIFIED VOICE: We don't understand
8 (inaudible).

9 CHAIRMAN DURHAM: No. Make a note that you
10 don't understand.

11 MS. PEARSON: Send me a text.

12 CHAIRMAN DURHAM: Okay.

13 MS. PEARSON: So you know, there's time on
14 this. I just want you all to feel like nothing is set in
15 stone right now. We're just trying to lay out how we've
16 come to think about the clock and how we go forward with
17 this, get you started to think about it and then we'll go
18 deep on the 26th. We'll discuss where we at with the
19 proposed administrative procedures, and then again, collect
20 feedback for what you wanna talk about at that study
21 session. We wanna do this work very thoughtfully and take
22 our time with it as we keep hearing from legislators and
23 people in the field. This is big work that I think people
24 saw written in the law and never really knew how it was
25 gonna come out, but no, it's big decisions that are coming,



1 so we wanna be really thoughtful and take the time we need
2 for it, and to really keep the bigger picture in mind of
3 what we're trying to do with the accountability clock. You
4 know, to me, what it's really about is trying to get at
5 improved outcomes for kids in schools and ensuring kids
6 have the opportunities in their schools that they want. So
7 how do we get there? How do we use what's in the clock and
8 what's in the law to make sure we get to a place where
9 schools and districts can really provide better services
10 for students if kids aren't getting what they need
11 currently.

12 So quick, quick refresher and you guys
13 probably are sick of seeing the slide and all this
14 information. You know we give Districts Five different
15 accreditation ratings. Accredited with distinction as the
16 highest one that's blue, to accredited with improvement
17 plan, priority improvement plan and turnaround, and that's
18 the priority improvement and turnaround. Those last two
19 where the accountability clock clicks in. For schools,
20 there's four school plan types. We don't have that
21 distinction level for schools. Districts who accredit
22 their own schools can do that and do that kind of
23 recognition, but what's in state laws are just those four
24 plan types. And again, it's the turnaround plan and the



1 priority improvement plan that trigger the accountability
2 clock.

3 So here's a little overview of how the clock
4 works again because we always talk about five years, but
5 it's really a little bit longer than that. At the
6 beginning from the yellow in Year Zero when our school
7 districts first received their rating in the fall of
8 priority and improvement or turnaround, the clock doesn't
9 start until the following July 1. It's kind of that Year
10 Zero planning year. Thanks to them, we can go all the way
11 through. And then as you all know, we had a whole last
12 year for the schools that are in districts that are still
13 in Year Five, it's really been a two-year time period
14 because they entered Year Five, July 1, 2015 and they
15 stated at Year Five on July 1, 2016. Okay. And then we'll
16 get the frameworks this fall, they're coming out soon, and
17 then we'll know if they go to a Year Six in July 1, 2017 or
18 not. And it's by that year six of July '17 that an action
19 we need to be directed or taken.

20 Okay. At that decision point, the State
21 Board, the action will be based on the commissioner's
22 recommendation, the state review panel recommendation, and
23 optional school district recommendation. The school
24 district recommendation is not in law, but that's part of
25 how we're following through with our Theory of Action on



1 this work and seeing this working best, and then you are
2 the ones that make that recommendation. So again, with the
3 timeline, as of July 1, 2016, we have 28 schools in eight
4 districts that remained on Year Five of priority
5 improvement or turnaround. You receive state review panel
6 reports for all of them, either a year ago or ones that
7 chose to have a review again early this summer, at least
8 when you got those. This fall, we're gonna have new
9 accreditation plan types for districts and new plan types
10 for schools. So districts are gonna get those
11 preliminarily, hopefully, at the end of this month. Then
12 we have a request to reconsider process, those should be
13 final.

14 We're looking at the December and January
15 Board meetings to make those final at that time. So some
16 schools and districts that have been on of these 28 schools
17 and eight districts may come off at this point. So we're
18 gonna see a change in that number most likely. So then,
19 after the plan types are finalized and released this winter
20 and into the spring, the commissioner's recommendation is
21 gonna be released to the State Board that will have billing
22 corporate what we know about the district, the trend data
23 analysis overtime, the state review panel report, we'll
24 take that into consideration as we put that forward, and in
25 districts recommendations that may come forward as we work



1 with the district. Between winter and June 30th of 2017,
2 the districts are gonna present to you, okay? All of the
3 districts that are on the clock, they have schools on the
4 clock, they will come and present to you and we'll talk a
5 little bit how those different presentations will look in a
6 little bit, but they all need to come forward. Okay. And
7 then by June 30th, 2017, we need to have an action directed
8 to those Year Five school districts if they'll remain on
9 the clock.

10 So here's just an overview; number of
11 schools, the school status again. You can see down at Year
12 Five, there were 18 prior to improvement, 10 on turnaround
13 for a total of 28 that were at Year Five. And then all
14 these other numbers, you know, those will change when we
15 have information updated again. So that's school status
16 and here is the district status. So most of the districts
17 that are on the clock, eight of them. All right, Year
18 Five. We've got one at Year Four and one at Year One.
19 Again, this will change and be updated as we get the new
20 results. Okay. You've all seen the slide before too, this
21 kind of high-level with the process.

22 So we've got schools or districts on the
23 clock for five years or in state law it also says, if there
24 is a school district in turnaround that hasn't yet reached
25 five years but is not making progress, you all can have



1 them come forward as well. To date, we have not done
2 anything with turnaround, schools or districts that are not
3 at Year Five. So we've got those. Then, we pull together
4 the commissioner recommendation, the state review panel
5 recommendation, and again, that optional district proposal
6 that will come forward to the State Board. You all a
7 direct in action to the school districts and then the
8 school districts receives ongoing monitoring and support as
9 we move forward. We're gonna get more into how we see
10 that, those schools and districts coming forward and the
11 Board directing action as we go into the rest of the
12 presentation.

13 So again, this is from law in terms of what
14 the actions are specified in law. You all have to select
15 from the school actions on the right, the management,
16 charter school operator Board, replacement, conversion to a
17 charter school with non-charter school ready, innovation
18 status or school closure or revoke charter. For schools,
19 that's pretty clear in the law that you need to pick from
20 that list. For districts; district reorganization, change
21 in management of one or more of the schools, conversion to
22 charter school, innovation status or school closure on the
23 list, but there's some language in there where you've a
24 little bit more flexibility with the district actions when
25 you do at the school actions. So again, what your role is



1 you need to direct an action to the local Board for the
2 school district that remains in Year Five or entering Year
3 Six on July 1 of priority improvement or turnaround. And
4 you must consider the recommendations from the commissioner
5 and from the state review panel in that decision.

6 Okay. So I'll talk a little bit about our
7 Theory of Action and I think Dr. Anthes wants to weigh in
8 on this as well. But what we really wanna stress with you
9 is what we view the purpose of the accountability clock is,
10 is really as an avenue to ensure that a drastic enough
11 action happens that students that are not being served and
12 not meeting the goals that we want for them in terms of an
13 education that's gonna prepare them to graduate for
14 secondary and workforce ready, they're not getting that.
15 We wanna be able to use the clock as a way to help schools
16 and districts provide that quality education for them.
17 It's really about what our kids are gonna get as a result
18 of this at the end.

19 So what we believe is the best way to ensure
20 those outcomes is to have buy-in from the community around
21 the path forward. I think you all have heard the talk
22 about how contentious this could get and who has the
23 authority to do what and all that. I think what we wanna
24 encourage is focus the attention on student outcomes and
25 not differences of opinion about what adults can and can't



1 do and who has what authority and who doesn't. We really
2 wanna try and make sure the energy and time and money is
3 really spent on focusing on improvements for schools and
4 for students. And we think that the most likely way of
5 that happening is we're focusing on collaborative pathways
6 forward and finding that together with the school
7 districts.

8 MS. ANTHES: Yeah. Just from my
9 perspective, I feel like the best possible way to actually
10 see improvements, is to have those three recommendations
11 that you saw in the previous slide coalesce into one, you
12 know, and that we know that the state review panel that has
13 done a lot of thinking and work and site visits, the
14 commissioner and the staff recommendation has done a lot of
15 work and in partnership with the district. The district
16 knows their community the best and has buy-in from their
17 community. We think that the best possible case for actual
18 change and implementing change in a meaningful way is when
19 those things align. So that's what we will be working
20 toward in that fashion.

21 MS. PEARSON: Okay. So we're gonna get into
22 that more of the new content now. Brenda is gonna walk you
23 through proposed process and timeline and kind of flowchart
24 for it. You all have a flowchart, a full flowchart in
25 front of you. Parts of it are pulled out here, but you've



1 got the full-blown flowchart and I'll have Brenda walk you
2 through that.

3 MS. BAUSCH: Thanks, Lisa. So following our
4 Theory of Action of both Alyssa and Dr. Anthes laid out, we
5 have come up with a set of procedures to be a staff in
6 consultation with both Tony and Julie around a process that
7 we believe will be the best way to bring forward this group
8 of schools and districts to you all in a consistent but
9 also an effective and fair manner, and the flowchart that
10 we handed out is an overview of that process. So this is
11 from start to finish. With administrative procedures
12 really lay out that State Board hearing role are part
13 section of the process. We wanted to make sure you had an
14 overview of the entire process so that you understood where
15 your role fits in, and where the culmination really of all
16 this work is.

17 So I'm gonna just quickly give you an
18 overview of what this flowchart is and then we're gonna
19 dive into some more details. In the top row of the
20 flowchart lays out our current practice, what's specified
21 in statute, what we're currently doing in terms of issuing
22 performance frameworks, assigning this to a review panel.
23 You've already received the recommendations from the state
24 review panel for these groups of schools and districts, and
25 they will be really receiving new frameworks as Alyssa



1 mentioned at the end of this month, hopefully. So and then
2 there will be a request to reconsider process. So if at
3 the end of the requests we consider process, the current
4 list of your five schools districts, if they were to
5 receive another PIT prior to our turnaround rating, they
6 would be advancing to Year Six, and at that point, they
7 would be at the more than five years part of statute.
8 Where after, if they've been on the clock for more than
9 five years, the State Board shall direct action to the
10 local Board.

11 So that's what really then triggers the rest
12 of this process. The green, yellow, and red rows are kind
13 of some different variations of how this may play out. The
14 green row which we're gonna get into more detail on is the
15 preferred path for the Department. This is where both
16 Katie and Elizabeth were speaking to is where we are hoping
17 to come together and come to an agreed upon set of actions
18 for the district or school to take, that both the district
19 themselves are willing to take and are already starting to
20 take and the department also thinks that it would be a
21 rigorous enough path, where they could see rapid
22 improvements in student outcomes. The yellow row is more
23 of where maybe that the school district doesn't necessarily
24 wanna engage with CBE or they have a different idea for
25 what action they wanna take. It would still end up coming



1 to you as I will show with the mission procedures. They
2 will still come forward to you but we just may not be on
3 the same page.

4 For districts, there is an option to remove
5 accreditation, and per statute, the districts have the
6 right to appeal such a recommendation. So before
7 accreditation is actually removed, if we were to recommend
8 that removal, the district has the opportunity to appeal
9 that recommendation to you all. This is a very formal
10 appeal and those rules have actually already been
11 promulgated for how that would work. So that's already
12 kind of set in stone.

13 So we're sort of here to present a process
14 that is a more conciliatory approach, and that's what this
15 slide lays out, the way we would envision that happening
16 for districts, and it is a little different per districts
17 versus schools because of the accreditation piece, so we're
18 trying to keep the processes as similar as possible, but
19 it's just a little different because districts have
20 accreditation at stake. And so after the final ratings are
21 released, the districts will receive a letter from the
22 department that would say that their accreditation may be
23 removed, that it might be a potential action; however, we
24 would rather have the district take a different set of
25 actions and keep the accreditation in place. However,



1 these actions need to be of rigorous manner and substantive
2 enough to see rapid improvements.

3 So we would issue a letter that said
4 something to that effect. And at that point, we would hope
5 that the district would engage with us in terms of
6 articulating which actions or which pathway they wanna go
7 down, so as Lisa showed the slide, engaging with a
8 management partner or innovation zone charter, it could be
9 a combination of actions. So we would hopefully work with
10 the district to go through that plan, to work on those
11 proposals and ensure that they are rigorous enough.

12 The commissioner at that time would also
13 react to the plan and she would send you her formal
14 recommendation for that district that says whether, you
15 know, we agree with the approach that district's seeking
16 and what actions we think would be, would be appropriate.
17 You all then would have the opportunity to hear from the
18 district at one of your medians, and the district would
19 come forward, present their plan, the department would
20 present the commissioner's recommendation. You would also
21 re-review the state review panel recommendations that
22 you've already received, and this would be an hour-long
23 hearing, so you would receive testimony. The next meeting
24 is when you would actually vote on what actions to be
25 taken.



1 So there would be a two meeting process, is
2 this to allow for due process, to allow for you all to have
3 time to consider the written determinations. And we do
4 envision this being similar to the next slide, similar for
5 schools. The nuance is that they wouldn't get a letter
6 saying their accreditations are gonna be removed. They're
7 gonna get a letter saying that they need to come forward to
8 the State Board, and actually be directed to their local
9 Board, and again, encouraging them to submit their plans to
10 us ahead of time, but similarly, you would hear from them
11 in one meeting and then you would vote on an action item
12 for the directed action in the second meeting. That was
13 the process itself. The administrative procedures which
14 you have in your Board document outlines the specific steps
15 to implement that process and your role in that.

16 So this is a specific document that you all
17 -- it's part of your Board administrative procedures you
18 all would vote on at -- at another meeting right now it's
19 just an information item, but we -- we would ask for you to
20 consider voting on this or an amended version to help guide
21 how you conduct these hearings. And so it does stipulate
22 that the state Board would at -- at the first -- prior the
23 first meeting they would receive -- you would receive
24 documentation with ample time to review. So you would
25 receive the state review panel recommendation again, the



1 Commissioner's recommendation and any documentation from
2 the district itself. And then at the hearing there been an
3 allotted of the amount of time.

4 So 15 minutes for the District, 15 for the
5 department, 30 for Q and A for a total of one hour hearing.
6 Again, we're just proposing this as a structure. You may
7 all alternate and amend it as you see fit. At the
8 conclusion of this first hearing, you would all ask for us
9 for either the department or the district or both to come
10 up with proposed written determinations. That would be the
11 actions you would direct to the local Board.

12 So first -- so a school for example, you may
13 say we direct to the Board or the department and the school
14 to come up with an innovation plan or you would come up
15 with that written -- you would ask us a draft of proposal
16 and determination. You would then have the opportunity to
17 consider those proposed determinations and to formally vote
18 on it at the next meeting. But again at that second
19 meeting, no testimony would be considered. It would simply
20 be an action item to vote on. And then following the
21 adoption of the final written determination, the district
22 would agree to implement that action and we would include
23 such a clause in its accreditation contract, either on
24 behalf of the district or on behalf of a school or set of
25 schools and so that it would be codified in its



1 accreditation contract. They will implement this plan and
2 the Department staff could monitor the progress of that
3 implementation.

4 This last section of the procedure -- so the
5 first part of the procedures is part A outlines what I just
6 had up there out in bullet form. It provides in the area
7 for how this will that -- that type of hearing would occur.
8 The part B of the administrative procedures does outline
9 how you all would administer and appeal a potential
10 accreditation loss. So if the Department, the Commissioner
11 were to recommend the removal of accreditation from a
12 district, then you would use the part B of these
13 administrative procedures to then -- to conduct those
14 hearings and to administer that appeal process. And that
15 just mirrors what's already in rule.

16 So there is -- you -- they added these
17 procedures to a degree but some of it is in rules so just
18 to -- to keep that caution. I believe that is all I have
19 for now. This is again just our first presentation of this
20 and you can take your time to consider them. We will be --
21 will be raising the issue again in our September 26 study
22 session and we can go into further review. We can also
23 talk about the state review panels. I know there have been
24 some interest in doing a deeper dive on the review panel
25 reports and consider any other remaining process questions



1 you all have at that time. We could potentially do a
2 practice scenario, one of these -- have one of these
3 hearings, do a mock, shorter version of it. We could do
4 that as well. Again, we kinda want to get your feedback on
5 anything you want on that agenda to be -- please let us
6 know and we will try to structure that meetings to be as
7 productive as possible for you all and that is all I have
8 at this time. Thank you.

9 CHAIRMAN DURHAM: Thank you. Questions?
10 Ms. Goff I saw you had a question.

11 MS. GOFF: I think you know (inaudible).

12 CHAIRMAN DURHAM: Okay. Yes, Dr. Schroeder.

13 MS. SCHROEDER: Did I miss the monitoring
14 part once a new plan is established?

15 MS. BAUSCH: The monitoring part?

16 MS. SCHROEDER: Yeah, that's one.

17 MS. BAUSCH: Sure. So we are imagining Dr.
18 Schroeder, that we would have a clause amendment in that
19 accreditation contract. So the districts themselves every
20 June, July have their accreditation contract renewed. We
21 could add a clause to that that says that they will
22 implement, good faith and efforts, the actions directed to
23 them by the Board and then the CDE Department staff would
24 be -- we would be charged with -- with monitoring that on a
25 more detailed basis but they would certainly have an



1 opportunity to come back to the State Board on perhaps an
2 annual basis to provide updates on the -- on the directed
3 action and the frameworks would also be continued evidence
4 so we would hope to see them earn their way off the clock
5 in the next two to three years.

6 MS. SCHROEDER: So then what happens -- or
7 maybe you covered this, what happens if you come to an
8 agreement? We had -- We adopt the final determination and
9 two years down the line, you just -- they are not
10 happening. What -- what recourse does the Board then have?
11 What have we -- what have we committed to when we've taken
12 them off the clock?

13 MS. PEARSON: I think that's something that
14 we can think about how we write in the agreements and what
15 ends up getting written off from these hearings about what
16 the --

17 MS. SCHROEDER: Which nothing in the law
18 that helps?

19 MS. PEARSON: There's nothing in the law
20 that really says past five years what happens. It's just
21 like how (inaudible) state on implementation --
22 restructuring implementation forever. It doesn't go there.
23 So what we've been trying to think about is having kind of
24 these performance contracts of what we expect to see and to
25 the extent possible leaving that open to you all can have a



1 conversation if we don't see progress over time but
2 (inaudible) anything with that?

3 MR. ASP: No, that's essentially correct.
4 The statute is silent on what happens after that and what
5 happens if there's no improvement.

6 CHAIRMAN DURHAM: Dr. Flores?

7 MS. FLORES: I know -- I know this is
8 probably goes along with innovations status but there must
9 be other ways that districts can think of to improve. For
10 instance, would it be possible for schools to blend? To
11 blend -- to come together or districts to come together or
12 even districts. I mean I've been thinking about maybe
13 Denver would work better if it were cut in four -- four
14 pieces of -- you know four distinct areas. They may not
15 think so but you know that's a possibility. Also, what
16 about more quality? We talk about more quality but yet in
17 education -- but some of these districts actually need
18 money.

19 You know, we're not throwing money at
20 districts and they really do need to have more money to
21 give those teachers, to pay those teachers more especially
22 in some of our rural districts that may have a difficult
23 time getting teachers -- and I think that's something we --
24 we -- we sort of look at it and say we're not going to talk
25 about money because the money issue, it's -- there is



1 already enough in the pot, where we know that a lot of
2 districts are hurting and money would do a lot for quality
3 and we need to think about that, we need to think on a
4 broader term other than to think about there is that pot of
5 money and that's all we have, and we are certainly a state
6 that let's -- let's face it, you know, we're doing well.
7 We're doing well economically and we should think about
8 that too. Thank you.

9 CHAIRMAN DURHAM: Yes, Dr. Schroeder?

10 MS. SCHROEDER: The way this has work up
11 till now is that a number of schools and a number of
12 districts have been on turnaround and priority improvement
13 ratings and then managed to get accreditation with
14 improvement and so they were off the clock. And then the
15 clock started over again.

16 MS. PEARSON: Clock -- if they went back on
17 you mean?

18 MS. SCHROEDER: Right.

19 MS. PEARSON: Yes.

20 MS. SCHROEDER: If --

21 MS. PEARSON: Yes. If they came off, then
22 they would go back --

23 MS. SCHROEDER: Do we have the same
24 potential here? That we have a good year or two good years
25 and then we no longer have oversight. I mean is that where



1 -- is that where we need to legislatively make a change so
2 that we are monitoring kids, something shorter than five
3 years or once you're on the clock and you're in a situation
4 we're in now is a different committed time span, it's --
5 even if the district students have a good year, we're still
6 making sure that that's continuous.

7 MS. PEARSON: So --

8 MS. SCHROEDER: That was very inarticulate
9 but I think you know what I'm talking.

10 MS. PEARSON: I think I know what you're
11 talking about. The way the clock works, the way it is in
12 lies, it's five consecutive years of priority improvement
13 and turnaround, so if you are an improvement or performance
14 for a year you're off the clock. If you fall back on, then
15 you start off on again back at year one or year zero or
16 start year one. So --

17 MS. SCHROEDER: And neither the department
18 nor the Board has any oversight or any opportunities unless
19 we start looking at that issue differently?

20 MS. PEARSON: (Inaudible).

21 MS. SCHROEDER: I just worry -- I'm worried
22 because I know that's --

23 MS. PEARSON: Yeah.



1 MS. SCHROEDER: I do know that's what
2 happened to a few districts. They got off for a year and
3 then it started over again.

4 MS. PEARSON: Yeah. We can look at the data
5 --

6 MS. SCHROEDER: (Inaudible) kids. That's
7 just not going to get us to where we want to do.

8 MS. PEARSON: Yeah. We can look at the
9 data. Some of the big ones like Denver who you know very
10 methodically has worked their way off the clock, has stayed
11 off the clock you know through now so you definitely see
12 some patterns of them that are very consistent and their
13 trends, but we can look and see how many that have come off
14 in the past have gone back on because that would be an
15 interesting thing to look at. But in terms of 163 and that
16 specific oversight, are the -- the rules around party
17 improvement and turnaround. It only applies if you are on
18 the clock. But we have improvement plans for all our
19 schools unless they are performance and then it's every
20 other year. We have federal oversight. We'll have to --
21 we're thinking about how this interacts with ESSA and the
22 identifications there and exit criteria, there are two.

23 MS. SCHROEDER: That's the exit criteria
24 we're talking about under ESSA. That's a little in my
25 question.



1 MS. PEARSON: Because AYP you know, it was
2 always two years to go on, two years to go off so --

3 MS. SCHEFFEL: Wasn't it two years ago?

4 MS. PEARSON: Yeah, so --

5 MS. SCHROEDER: Since most of the schools
6 are Title 1 schools.

7 MS. PEARSON: Well, we're going to have to
8 dig in and see what that looks like.

9 MS. BAUSCH: One thing I would add is that
10 if they're in turnaround status, if they were to fall back
11 on the clock into turnaround for example, so maybe they had
12 a blip here they went up to improvement but happen to come
13 back into turnaround, that's where you all still do have
14 that authority to direct action at any point of time so
15 suddenly something to monitor.

16 MS. SCHROEDER: We do have that one?

17 MS. BAUSCH: We do have that authority
18 during turnaround. They could be your one turnaround or
19 your two turnaround and if they've shown this -- this
20 decline in performance over a trend of time then you have
21 the authority to direct action at that point.

22 CHAIRMAN DURHAM: Ms. Mazanec.

23 MS. MAZANEC: I have several questions but -
24 - several sorry.

25 CHAIRMAN DURHAM: It's all right.



1 MS. MAZANEC: First thing I don't see in the
2 possible remedies that we have the law provides for other
3 actions of significance correct?

4 MS. PEARSON: For districts it does.

5 MS. MAZANEC: For districts?

6 MS. PEARSON: Yeah.

7 MS. MAZANEC: Only for districts, not
8 schools?

9 MS. PEARSON: Yes.

10 MS. MAZANEC: And we don't really know what
11 that means but we do have --

12 MS. PEARSON: You have that discretion.

13 MS. MAZANEC: Sort of along those same lines
14 I see the process like as it's laid out as we have a state
15 review panels recommendations.

16 MS. PEARSON: Yeah.

17 MS. MAZANEC: We have the Commissioner's
18 recommendation. And how will the commissioner arrived at
19 their recommendations? Are they separate or they based on
20 state review?

21 MS. ANTHERS: I think it would be a
22 combination of all of those things. So in many cases, our
23 staff have been working with the school districts and
24 partnership for a long time and so we would be working
25 closely with them. We would be doing school visits as we



1 have already in the past. We would also look at the state
2 review panel. We would take all that information and data
3 we've had over the past five years and you know use that as
4 the basis.

5 MS. MAZANEC: And then the State Board will
6 be expected to make their decisions really not
7 independently but based on the recommendations or is it is
8 assumed that the State Board could come up with something
9 totally different?

10 MS. PEARSON: I think that's allowed for in
11 law. I think it's -- that you're required to look at the
12 commissioner and the state review panel's recommendation
13 but then you have that authority --

14 MR. ASP: Four districts -- I believe that's
15 correct. The statute is much more prescriptive when it
16 comes to making determinations on individual schools where
17 it seems to say you're -- you're given a list of potential
18 interventions you have to pick one or more from the list.

19 MS. MAZANEC: And what about parents? Is
20 there any avenue for parents to be involved in these
21 decisions? I mean we were talking about that yesterday
22 about reorganization for instance the methods to the
23 community. Seems like we need a path for parents to be
24 involved in the decisions that happen for these schools
25 too. They're passing notes.



1 MS. PEARSON: I know it's perfect. Sorry.
2 So you just get me if I get this wrong. But in terms of
3 the whole long process, improvement plans are written in
4 consultation with school accountability committees that
5 have parents on them, it's a parent input. And the
6 priority improvement turnaround, they're required to have a
7 hearing to let the community know that they are on that
8 status and gather input on what that plan should be and how
9 the school should move forward.

10 MS. MAZANEC: I get that. Through the SAC.

11 MS. PEARSON: Through the SAC mostly but the
12 hearing part isn't just for the SAC. That's a community
13 hearing.

14 MS. MAZANEC: Okay.

15 MS. PEARSON: Yeah.

16 MS. MAZANEC: I'm a little concerned about
17 the presentation time and -- and this is often true even
18 for charter appeals. 15 minutes per party seems awfully
19 short for you. I mean -- I -- I frankly I'm wondering how
20 we could even possibly accomplish it.

21 MS. SCHROEDER: Can we have interaction?
22 The way we have on charters now it's 15 minutes, 15 minutes
23 and then we talk to each other. We don't interact.

24 MS. MAZANEC: And even -- even then it's not
25 always enough time.



1 MS. SCHROEDER: Yes. So I hope that whether
2 we copy that full process, I think it's what --

3 MS. MAZANEC: Yes.

4 MS. SCHROEDER: -- Pam is saying and I --
5 and I didn't like.

6 CHAIRMAN DURHAM: It's more than 15 for
7 charters, isn't it 45?

8 UNIDENTIFIED VOICE: Isn't it -- it's 30,
9 30, 30 then they give you around 10 minutes --

10 CHAIRMAN DURHAM: 30, 30?

11 MS. MAZANEC: So it seems like we have to do
12 at least 30 and 30.

13 MS. PEARSON: And now we can start getting
14 into that in a steady session to that's where we want your
15 feedback because it's balancing the time for presentation,
16 the time for you all to have that conversation and
17 interaction. Because we are thinking it was 15 pure
18 presentation, no interruptions, and then you all could
19 dialogue afterwards. But that's where we need to have --
20 think about what makes sense to you all. So it's how much
21 time there but then thinking about that number we need to
22 get through over the year and how much time of year
23 meetings or how much extra time to your meetings you want
24 to add to -- to go through this process. So I know it's a
25 huge balancing act.



1 MS. MAZANEC: And I know -- and I know we're
2 at the beginning of this process, and so have to speed
3 things that I think going forward I'd like to talk more
4 about the options for charters, that seems a little
5 limited, so.

6 MS. SCHROEDER: What do you mean limited?
7 I'm sorry.

8 MS. MAZANEC: Well, they -- what is it?
9 That they can only -- the only two options are closer on
10 management by different entities. You know, maybe there's
11 other options, maybe there's a group of parents in the
12 community that would, you know want to take over. I don't
13 know.

14 MS. SCHROEDER: That's (inaudible) .

15 MS. MAZANEC: But it seems -- but it seems
16 pretty limited.

17 MS. BAUSCH: There's one other option they
18 could replace their governing Board and that -- yeah that's
19 --

20 MS. MAZANEC: Just the governing Board?

21 MS. BAUSCH: Yeah, the governing Board.

22 MS. PEARSON: So to your example, if parents
23 wanted to go over it -- it cannot be taken that way.

24 CHAIRMAN DURHAM: Yes, Dr. Schroeder.



1 MS. SCHROEDER: The way I remember NCLB,
2 there was a requirement for the school to notify the
3 parents. I think it was up to you in making one. What
4 notification requirements do we have at this point for
5 parents?

6 MS. PEARSON: I'm gonna have Liz talk
7 because she'll be a little -- she knows details better than
8 I do.

9 MS. BAUSCH: Well hello again. So it was --
10 this is already kind of covered it, honestly. And that
11 title one requirement still exists. Parents need to be
12 notified. So we tried to align them up with the state
13 requirements as well. But it really is some sort of
14 written notification needs to go out, but then there is an
15 expectation, there should be a public hearing with the
16 local Board.

17 MS. SCHROEDER: So when -- when we trigger
18 these green boxes, when we notify the school district they
19 -- this process going to begin or the school, a letter --
20 the -- the school or the district is required to send out
21 letter to the parents notifying them that this is
22 forthcoming?

23 MS. BAUSCH: Yes. And there's a timeline
24 attached to it that's in law as well by a certain number of



1 days. They need to be notified and then within a certain
2 number days then the hearing can take place.

3 MS. SCHROEDER: So we're actually notifying
4 them as -- as of the -- date and time of the hearing are
5 heard?

6 MS. BAUSCH: Oh, well, our hearing --

7 MS. SCHROEDER: Oh, wait a minute they have
8 a hearing?

9 MS. BAUSCH: So -- so year zero, let's say
10 they're just newly entering the clock, this requirement
11 goes into play. So it's not just end of the clock, it's
12 throughout the entire time. Parents have -- they're
13 expected to be notified -- every year. And so we've given
14 -- we give out like sample templates that they can use to -
15 - to notify parents things like that. But it's up to --
16 it's up to the districts.

17 MS. SCHROEDER: Great. Thank you.

18 MS. BAUSCH: Yeah.

19 CHAIRMAN DURHAM: Further questions? Okay.
20 It's that -- going once.

21 MS. ANTHES: Actually, Deb I know you had a
22 question if you go back to slide three, maybe this -- the
23 question you were asking me Deb about what -- sorry, way
24 back here what goes into those categories. Was that your
25 question?



1 MS. SCHEFFEL: Yeah, this was just -- I was
2 just unclear as to when -- when schools or districts end up
3 in those two old buckets. And we look at a pie chart that
4 half of it has to do with student achievement. But also
5 there's a body of evidence in that half of what comprises
6 student achievement. Do the districts your schools have
7 discretion over how to weight those items in that 50
8 percent? At least 50 percent? So could one district say,
9 "Well, Park counts x percent for us in that larger body of
10 evidence?" But in another district they might say, "No, it
11 counts a different weighting."

12 MS. PEARSON: So in terms of the C plan
13 types, when we do our plan types, none if they're doing
14 their local accreditation. Where you all landed in June
15 was that for elementary and middle 60 percent of the
16 framework is growth and 40 percent is achievement. And
17 when we run our frameworks it's just state level data. So
18 the 60 percent growth is the CMAS. English Language Arts
19 and Math growth along with English language proficiency
20 growth and the access test. And then the 40 percent
21 achievement is the CMAS. English Language Arts, CMAS.
22 Math -- Math and Science assessments that are in there.

23 MS. SCHEFFEL: So there's nothing else? So
24 why did someone would refer to a body of evidence? Where
25 would that have come from?



1 MS. PEARSON: So during that time when we
2 were doing the request to reconsider process, that is when
3 districts can submit additional evidence to us if -- if we
4 don't -- so for example a K3 school, we only have third
5 grade achievement data for a K3 school. We don't have
6 growth data for them when we have third grade achievements.
7 There's a lot of that school where there's no state
8 available or state testing grades. So that's where they
9 can submit additional information to us.

10 MS. SCHEFFEL: Okay. And then how does that
11 end up getting weighted then or would that be case by case?

12 MS. PEARSON: We've got templates and
13 guidance on how that all works and we can send you the
14 request to reconsider template if you'd like to see how we
15 -- how we weigh in the expectation.

16 MS. SCHEFFEL: Would that be consistent
17 across districts or are there different ways of --
18 different templates based on the size of the school? How
19 does the insights come in?

20 MS. PEARSON: There's different templates
21 based on the assessment or the local -- the evidence that a
22 district wants to give if it's one that we have set
23 expectations for. But we do look at size of school because
24 we know that smaller schools tend to bounce around a little
25 bit more and tend to be just by the size and the numbers



1 it's how, you know this very well how numbers work. If
2 you've got fewer insights who tend to be at the extremes
3 more likely than a larger district tends to be at the
4 extremes.

5 MS. SCHEFFEL: So I'm just trying to think
6 if the school does that, they -- they end up in these
7 buckets and then they come to you and say, "We want to
8 submit additional data." And you would say, "Okay, we're
9 going to look at your body of evidence and put it into a
10 template based on these characteristics of that school
11 district."

12 UNIDENTIFIED VOICE: Yeah.

13 MS. SCHEFFEL: Do they know how that gets
14 weighted? I mean I know these are districts getting able
15 to pull back the curtain in a sense and understand what
16 would maximize the great things they're doing or I mean I
17 just wonder what kind of -- how privy are they to how this
18 -- it's calculated?

19 MS. PEARSON: Gets weighted --

20 MS. SCHEFFEL: I mean, is it possible that
21 one district would be very privy to it, and knows exactly
22 how to weight things to make themselves look as best as
23 they can? Another district might be more naive on it or is
24 that not really happening?



1 MS. PEARSON: I -- I don't believe that's
2 happening. We have a process with the request to
3 reconsider where we ask districts if we have an optional
4 draft submission time. So they can submit a draft request
5 to us which will review and give them feedback on, and ask
6 them the additional questions if there's things that we
7 don't understand about what they're asking or about their
8 data and help them strengthen it. So if they choose to go
9 through that process, then they will get that additional
10 kind of technical assistance from us to clarify what
11 they're asking for and to help us understand what data
12 they're putting forward. They don't have to do that, it's
13 optional. If they don't do that or even once they do, once
14 we get the official request to reconsider we don't go back
15 to them with clarifying questions because otherwise we
16 tried that in the beginning and it just -- it's a long
17 process. And we instituted that draft process for that
18 review.

19 MS. SCHEFFEL: Do most schools take
20 advantage of that or is it part --

21 MS. PEARSON: I think a lot did. But I'm
22 trying to remember back in 2014. And I think probably at
23 least two thirds, three quarters of them went through the
24 draft process.



1 MS. SCHEFFEL: Well, great, that really
2 helps. Thanks for doing that hard work of going back and
3 forth with the district.

4 MS. PEARSON: Of course, well we wanna help
5 them because we want people to be able to explain that --

6 MS. SCHEFFEL: Tell their story in a sense
7 we've stated --

8 MS. PEARSON: It's a -- tell their story but
9 it's also really important to be able to reflect on what
10 your data is actually saying. And that's one thing we see
11 in the state, these districts have different levels of
12 incapacity of being able to understand their local data.
13 And so part of it is just also helping people understand
14 what that local data actually means in size.

15 MS. SCHEFFEL: Right, that's what I found
16 just a huge variance with how -- how well people understand
17 how to address the data.

18 MS. PEARSON: And we've been offering just
19 you know, support in that process even though people don't
20 have their preliminary readings yet, we've been offering
21 that actually through last year because we knew with the
22 old -- there's a local data that people have been keeping
23 track of over the whole years. And if they want to help
24 looking at that data as we go so that they were prepared



1 for this fall if they wanted to submit this fall, we've
2 been offering that support throughout.

3 MS. SCHEFFEL: Thank you so much.

4 MS. SCHROEDER: And then we approve -- we
5 approve those as well. Does that come back to the Board?
6 The very few that were refused.

7 MS. PEARSON: So.

8 MS. SCHROEDER: This is -- it seems to me
9 there was a vote on that.

10 MS. PEARSON: So what happens is the
11 commissioner assigns the district accreditation ratings.
12 Will present that to you all, but the commissioner assigns
13 the district accreditation ratings. If a district
14 disagrees with that accreditation rating after we've
15 already done the request reconsider process then they can
16 appeal to you all. You all are the ones that assign the
17 school plan types, and so we will bring you recommendations
18 after we've done the request to reconsider process but you
19 are the ones that up formally approve the plan types for
20 schools.

21 CHAIRMAN DURHAM: Further questions?

22 MS. PEARSON: Is there any -- can I just ask
23 a question?

24 CHAIRMAN DURHAM: Surely.



1 MS. PEARSON: Is there anything in
2 particular besides what you had on that list for the study
3 session that you all would like to make sure we spend time
4 on and bring back to you, already -- dig into? I think I
5 heard let's spend some time on the time for the hearings
6 and what that would look like and what you all would think
7 is ideal in terms of hearing a conversation and all those
8 pieces? But is there anything else that you all would
9 like?

10 CHAIRMAN DURHAM: Ms. Rankin?

11 MS. RANKIN: So the learning that we talked
12 about, the commissioner -- state review panel's
13 recommendations, the commissioner's recommendations and
14 what those are based on.

15 MS. PEARSON: Okay. What comes when and how
16 --

17 CHAIRMAN DURHAM: Further questions, I want
18 -- I'm sorry, Joyce. Go ahead.

19 MS. RANKIN: Between now and then, can we
20 shoot you some additional questions?

21 MS. PEARSON: Of course, yeah, please. We
22 want to make sure that time is well spent for you all
23 because we know it's an extra travel time and three hours
24 in the room. So we want to make sure that we use it. Well
25 we want to make sure we have it tailored to what you need.



1 MS. SCHEFFEL: So at some point, a mock
2 hearing I think would be helpful. Make it wicked. Well,
3 challenge -- challenge us with the kinds of --

4 CHAIRMAN DURHAM: Be careful what you ask
5 for.

6 MS. PEARSON: So you don't want one of those
7 we've come together and agreed on another plan?

8 MS. SCHROEDER: Correct. That's correct, I
9 don't know if that's particularly helpful.

10 MS. PEARSON: Okay.

11 CHAIRMAN DURHAM: I have a question for Mr.
12 Dill. Do the -- the state review panel's recommendation,
13 the Commissioner's recommendation create any rebuttable
14 presumptions should the Board not decide to accept those or
15 does it -- is that just one more piece of information in
16 the State Board's decision making now?

17 MR. DILL: I think I -- at least with
18 regards to the districts it's just a -- it's just a piece
19 of information, I don't think there's -- there is any
20 presumption that it's controlling or helpful really. It's
21 somewhat different when you're -- when you're dealing with
22 individual schools or you'll -- where the state review
23 panel presents you with a list of options and you're
24 required to pick one among the rest.



1 CHAIRMAN DURHAM: Okay. Thank you. All
2 right and that's -- that's good. We'll go ahead and
3 proceed to the next item and while we're setting up for
4 that, the next item on the agenda is a consideration of
5 level district 60 -- School District 60 Innovation Zone
6 request on behalf of its six schools seeking to form an
7 Innovation Zone and we'll take about a five minute recess,
8 while they're setting the table. Welcome back to order,
9 think we'll hold the motion until later. Let's start.
10 Commissioner, would you like to introduce the program?

11 MS. ANTHES: Thank you. Today, we welcome
12 Pueblo School District here, and I'm going to turn this
13 over to Charlotte Macaluso who is the Interim
14 Superintendent, Phyllis Sanchez, the Board President, and
15 Karen Ortiz, Executive Director of Continuous Improvement
16 for Pueblo City 60. Just to let the Board know we have
17 been working in partnership with Pueblo on this plan for a
18 year. And so we look forward to hearing from them. Thank
19 you.

20 CHAIRMAN DURHAM: Okay.

21 MS. MACALUSO: Thank you, Commissioner
22 Anthes, Chairman Durham, and Members of the Board of
23 Education. It is my distinct pleasure to be able to
24 present to you today an Innovation Zone plan for Pueblo
25 City Schools. Just to provide you some historical



1 background and some insight into the current context,
2 Pueblo City Schools has three existing innovation middle
3 schools and that status is granted in 2013. Each of those
4 schools have very site specific plans and they have had
5 successful implementation of those theme based site
6 specific plans. This opportunity has enabled our district
7 to carefully examine the lessons learned, identify
8 effective practices of areas of success and also to
9 identify any barriers that continue to -- to exist
10 regarding our reform effort.

11 And so in our innovations zone we are
12 seeking to add three elementary schools to form what we're
13 calling our Innovation Zone. Those schools are Risley
14 International Academy of Innovation are -- is an existing
15 innovation school, Roncalli Stem Academy, Pueblo Academy of
16 Arts. The three elementary schools that we are proposing
17 to add are Benjamin Franklin Elementary, Irving Elementary,
18 and (inaudible) Elementary. All six of these schools are -
19 - have a turnaround plan type and they're all in various
20 years of the accountability clock as you can see.

21 Also on -- on an additional note, Pueblo
22 City Schools district is on priority improvement plan type
23 currently. So in terms of a rationale for implementation
24 of Innovation Zone, we really feel like we would like to
25 identify a network of schools that have the same



1 philosophical alignment. Schools that have similar
2 conditions, and -- so that we could be able to collectively
3 respond to the individual needs of our school. One of the
4 great lessons that we learned is that the three existing
5 innovation schools really formed sort of a partnership in
6 terms of professional development and a -- in working in
7 the spirit of collaboration in a mode of advocacy. And
8 they proved to be -- to work in terms of acting as a
9 catalyst and a change for our entire district practices.

10 And so, that is really something that --
11 that we're really looking forward to, to kind of bring that
12 focus on unity and -- and provide a cohesive aligned system
13 throughout the district. In terms of the educational
14 programming, our current innovation middle schools will
15 continue with the existing educational programs that
16 they're currently offering. At Risley International, they
17 are currently offering the International Baccalaureate
18 Middle Years program. We're proud to say that we, this
19 summer, received a notification from the IPO that we are
20 unofficially recognized IB World School. And so if, if you
21 know what that means, it means that, that school has really
22 gone through all of their programs and practices that are
23 required to meet that type of certification. So we're very
24 proud of that.



1 Risley also is a certified Advancement via
2 Individual Determination School. We were just notified of
3 that the last couple of days. In terms of Roncalli, they
4 will continue with the STEM; Science, Technology,
5 Engineering, and Math educational programming at their
6 school, and at Pueblo Academy of Arts, they will continue
7 with the arts integration and Pre Advanced Placement
8 Program.

9 The elementary innovation schools are
10 proposing a more unified approach to their educational
11 programming, and so they won't necessarily have theme based
12 programs, but they're proposing to implement AVID;
13 Advancement via Individual Determination and focus on
14 extended learning opportunities and explore a blended
15 learning model for all three of those schools. In terms of
16 the innovation, calendar, and schedule, this was also a
17 lesson learned in terms of our implementation of our three
18 middle schools who started out having three very separate
19 calendars, and schedule for their schools which proved to
20 be a little taxing on our organization.

21 And so we took a look at that, our
22 elementaries are proposing that they would have a common
23 calendar. And that calendar would include three additional
24 student contact days, and six additional professional
25 development days for teachers. Our middle schools have now



1 come together and are proposing a common calendar that they
2 would work with. Our student contact days would include
3 five additional contact days and professional development
4 days. Five additional professional development days above
5 what our regular calendar for our district offers. The
6 teacher contract time still is site specific as you can
7 see, and it is extended past the regular teacher contract
8 time that other district schools operate under.

9 And so, that really is -- the school's felt
10 like they couldn't come to a common agreement based on the
11 various educational programs that they're offering, so
12 there is still site specific there in terms of the hours.
13 So although each school will have finds that implement site
14 specific educational programming, we will go forth with
15 some standard practices across the zone, some non-
16 negotiable if you will. And so those will be centered
17 around data driven instructional model, observation of
18 feedback coaching model, all through, also professional
19 learning communities. We will also be focusing -- have a
20 focus around building a strong staff and student culture
21 all through, implementing those systems and routines at
22 each of those schools.

23 So that kind of brings us to the theory of
24 action, and the theory of action, if you, at first glance
25 seems -- seems kind of simple but we really believe that



1 it's really more about the practices that are being
2 implemented at school not necessarily this particular
3 program or this particular silver bullet. We're looking at
4 really enhancing and refining those particular principles
5 and practices that we feel are the conditions that will
6 favor results. And so, again, we have the data driven
7 instructional model, and it's not necessarily that won't be
8 partnering with some organizations to get that work done,
9 but it really is just focusing around those areas that we
10 feel are supported by research, and that have huge but
11 underused potential to impact positively student
12 achievement at this point.

13 MS. SANCHEZ: In terms of waivers, I know
14 that you have access to -- to our entire Innovation Zone
15 plan. And so, the waivers are outlined in that plan quite
16 extensively. But I wanted to just kind of identify some
17 waivers that we're seeking here, and just kind of highlight
18 those for you. We're seeking waivers from both local,
19 Board of education policy, negotiated union. Some of those
20 aspects of the negotiated union agreement as well as some
21 state statutes. And so in terms of people, time, and
22 money, in terms of people where -- one of the waivers would
23 be that the schools would have no force to teacher
24 placements by the district, and that we would be asking the
25 teachers -- the expectations of the operations within the



1 innovation schools that those would be very clearly
2 outlined, and we would be asking teachers to sign on
3 teacher commitment form saying, "Yes, I understand all that
4 will happen in this particular innovation school, and I'm
5 signing onto that agreement."

6 We would propose to implement a three
7 semester at will period for all new district hires, and non
8 probationary teachers with below effective rating may
9 result in an administrative transfer out of that particular
10 school. In terms of the time, we've kind of talked a
11 little bit about their ability to determine their own
12 calendar and schedule. And then the implementation of
13 daily professional learning communities. In terms of
14 money, we have negotiated and worked out in an innovation
15 zone common compensation structure for the additional time
16 that our teachers would be working. And also we have
17 implemented a sign-on-stay on bonus and pay for performance
18 in terms of teacher recruitment and teacher retention. In
19 terms of outcomes, also that's in our plan and we are
20 centering around student achievement. Obviously our number
21 one goal would be to improve the plan type according to the
22 school performance framework and to increase the level of
23 student achievement.

24 And so we will have specific measurable
25 outcomes and targets for each of our schools. We will



1 engage in a continuous improvement model that will include
2 a performance management tool to monitor all those leading
3 indicators such as school specific targets around local
4 data, student achievement data, discipline, attendance, the
5 Unified School Improvement Action steps, qualitative
6 indicators around culture of the building. And we would do
7 that through a zoned professional learning community. One
8 important piece for our district is that we want to be very
9 strategic and very intentional about the dissemination of
10 best practices.

11 And so, we will have regular updates to the
12 Board of Education, and we -- our plan is to disseminate at
13 three levels. First, building the awareness, and level of
14 understanding and then how does that translate into action.
15 And so, we're really interested and really identifying
16 those barriers that were that currently exist in the
17 schools, and really looking at and making that a catalyst
18 for change, and changing some of those policies and
19 practices for all schools in our district not just the
20 Innovation Zone. So it's really about raising the water
21 that raises all ships. And so, that dissemination of best
22 practices is really an important component for our district
23 in terms of improving efficiency, practices, and processes
24 across the district.



1 We have had stakeholder involvement
2 throughout the innovation plan development and CDE as Dr.
3 Anthes indicated. They have really partnered with our
4 district and continue to do so, and they have provided a
5 review of our innovations on plan. Each school did vote on
6 April 8th, 2016. All schools passed with greater than 60
7 percent majority and several of our schools we have up --
8 that percentage was in the 90 percent. We do have letters
9 of support that have been included in the innovations zone
10 plan from various businesses and community Members in
11 Pueblo.

12 And also on Pueblo City Schools, Board of
13 Education voted on May 18th in a unanimous vote to accept
14 our innovation zone plan. So that's our innovation zone
15 plan in a nutshell, and I also have our Board President
16 Phyllis Sanchez here, and I also have Karen Hughes who's
17 the Executive Director of Continuous Improvement and
18 Innovation. That's a very intentional specific role in our
19 district and her role is really to ensure that what we say
20 we're doing in the Innovation Zone that we are actually
21 implementing, and she's advocating for those schools that
22 are in the, you know, the highest need in our district. I
23 also have with me Members of our Board of Education and we
24 have most of our innovation principals present. So if you



1 have any questions at this time, we'd be happy to entertain
2 those.

3 CHAIRMAN DURHAM: Questions from Member of
4 the Board. Ms. Rankin?

5 MS. RANKIN: First of all, thank you for
6 that presentation, thank you for coming today. I have a
7 quick question. It's easy to answer, why wasn't Carlyle
8 included in this innovation plan?

9 MS. SANCHEZ: So we actually -- we were very
10 thoughtful about those schools that were ready to -- that
11 we felt moved into the innovation zone, and that
12 information was taking from the school works state reviews.
13 We actually have two schools that are -- we have been
14 granted the pathways grant. And so, we're looking at
15 continuing that work and we're actually -- in our plan,
16 we're talking about, how do schools become part of the
17 innovation zone? And so, we're looking at schools that
18 maybe could enter at a point when all those conditions are
19 ready to move in.

20 MS. SCHEFFEL: The ones you've chosen are
21 the ones that have the most opportunity for success. Is
22 that correct?

23 MS. SANCHEZ: Yes. And they had the
24 conditions that were ready to -- that we felt were ready to
25 move into an innovation zone. And also we were



1 prioritizing based on greatest need in our district at this
2 time also.

3 MS. RANKIN: Why is innovation the right
4 choice for the three additional schools?

5 MS. SANCHEZ: Absolutely. And so as we
6 progressed through the planning of the innovation zone, we
7 felt that the three schools that were added have the
8 potential to gain the most from what we've already
9 established. And the collaboration that we've put forth is
10 really in place already. And it's able to easily move out
11 into those three. So the leadership that was on Board,
12 also the staff that was in place already really did select
13 to move forward in that direction. And it was very
14 thoughtful of the staff that was in place and they really
15 had to decide whether or not that was the direction to
16 move. So it's been a very collaborative effort and I
17 believe the unity that has been established within those
18 six schools is really going to be a jumping force to move
19 our district forward.

20 MS. SCHEFFEL: I have a question, there's
21 two parts to it. Phyllis I'd like you to answer it if you
22 can for me. You believe it's important for the community,
23 the school administration, the teachers, the parents, most
24 importantly the students to understand and buy into this
25 innovation program? And if so, has it been communicated



1 clearly to all of the above? And do you have that
2 acceptance?

3 MS. EMM: We do believe that the ownership
4 and the community buy in is extremely important. And in
5 those school communities, there were those meetings held.
6 We've also have held conversations about the zone publicly
7 at our Board meetings talking about what the zone is going
8 to look like? Who it impacts? And how it impacts? The
9 stakeholder involvement in this year planning process. So
10 we do believe that we've done that. I think that they were
11 pathways grant, we will do even more of that community
12 educational peace.

13 MS. SCHEFFEL: So it's an ongoing process?

14 MS. SANCHEZ: Absolutely.

15 MS. SCHEFFEL: Thank you. How is innovation
16 helped the current innovation schools Roncalli, Risley, and
17 Pueblo Academy of the Arts? Whoever wants to, to take
18 that.

19 MS. MACALUSO: So being a part of that
20 initial group, previously the Principal at Pueblo Academy
21 of Arts, we have seen tremendous growth in many ways. I
22 believe right now the biggest difference that you will see
23 is that we have very safe schools. So we've established
24 cultures in those schools that students want to attend. No
25 longer are we the schools that nobody wants to attend, but



1 we have waiting lists on our schools. Our schools have
2 grown in different ways. If you look in particular Pueblo
3 Academy of Arts, we started with approximately 230 students
4 three years ago, and we are at about 700 students this
5 year. It has been tremendous growth in student population.
6 And if you look at the three schools, the culture of the
7 school, the climate of the school has changed dramatically.
8 We've been able to retain teachers as well.

9 And now we are starting to see what we call
10 is the foundation to really establish that student
11 achievement. There's a grassroots movement in those three
12 schools that is absolutely incredible. There's buying from
13 the students, from the teachers, from the family Members,
14 from the community, and our community sees the changes that
15 are happening and really wants to be a part of that. So I
16 think it's a really effective mode to bring in those other
17 three schools now, it's a good time for that. And we're
18 starting to see the percentile ranking of where those
19 schools are increasing. And one of our schools for the
20 first time has increased in academic achievement in all
21 areas, in all grade levels. So we are starting to see that
22 growth.

23 MS. SCHEFFEL: I saw that too.

24 MS. MACALUSO: Thank you.



1 MS. RANKIN: How will the innovation plans
2 lay the groundwork for your turnaround in accountability
3 planning?

4 MS. SANCHEZ: So I'll take that one. I
5 think like we said, it is our true intention to really
6 examine what the current barriers are to our lack of
7 student achievement in some of our highest need schools,
8 and our priority improvement in turnaround schools. It is
9 our intent to ensure that when we identify those processes
10 and practices, innovation is all about flexibility and
11 autonomy to structure the conditions of learning to meet
12 the needs of a specific community or a specific school.
13 And every school should have that ability to have some sort
14 of flexibility, and processes of an organizational
15 structure shouldn't be the barriers.

16 And so, we're taking a really hard critical
17 look at those things and really working on the
18 disseminating that. Our district as we mentioned before
19 did receive the pathways grant from CDE both for two
20 particular schools that are in turnaround and for our
21 district. And so, we're going to examine that over the
22 next few months, and we will be coming back to the Board by
23 the end of this year I believe with more information in
24 regard to our districts accountability path. But I suspect



1 that innovation zone will play a large part in terms of our
2 district accountability pathway.

3 MS. RANKIN: What are examples of the
4 waivers that you believe will significantly help the
5 schools to improve? Why do you choose those?

6 MS. SANCHEZ: I think there are -- there are
7 various waivers and I'll -- I'll speak to a couple and then
8 Karen, if you have some examples. I think in the past,
9 sometimes we just do things because that's the way that
10 we've always done things. And so, let me give you an
11 example that wasn't highlighted in here. Our model
12 evaluation system that we're using in terms of measures of
13 student learning and even the use of the school performance
14 framework. And so, sometimes we set up practices that when
15 you go to a Turnaround school and you're only using student
16 achievement data in this -- in terms of the school
17 performance framework, you're not getting any points on
18 there and that's not a good way to attract -- to attract
19 teachers to -- to our building.

20 And so, we're looking at, how could we
21 utilize that more effectively in terms of using the growth
22 model that are -- that the State Department will come out
23 with in terms of our school performance framework. And so,
24 just looking at some of those practices where we -- a
25 barrier still remains for a district is attracting and



1 retaining those highly qualified teachers in our highest
2 need schools. So those waivers, I think are important
3 waivers for our districts.

4 MS. RANKIN: Which one specific?

5 MS. SANCHEZ: In terms of the compensation
6 pay, in terms of the -- the evaluation. The -- the two
7 specific ones that I highlighted in the presentation. Do
8 you have any other?

9 MS. MACALUSO: They are in particular, if
10 you -- if you would ask the -- the teachers what they felt
11 was most effective, I believe that they would definitely
12 say the way that we have been able to structure our day and
13 structure our calendar year. In particular, our innovation
14 schools have consistent daily professional learning
15 communities where teachers meet every single day, they plan
16 together, they develop strategies, they look at data.
17 Those particular elements are not in place in our regular
18 district schools on a daily basis consistently. And so,
19 every teacher has the opportunity to participate in those.
20 And in addition to that, the additional professional
21 development that occurs prior to the beginning of the
22 school year is invaluable. I believe that those are
23 probably the two biggest ones that our teachers would say
24 have really helped push forward the implementation of our
25 innovation plan.



1 MS. RANKIN: Do -- do the three schools that
2 are already part of the innovation plan have that in place?

3 MS. MACALUSO: Yes.

4 MS. RANKIN: And the three new ones are
5 going to be adapting that than the rest of the district
6 it's optional but they can join in with that.

7 MS. MACALUSO: We are really hoping that
8 what we have put forward and what we are showing to be
9 successful is -- those are the strategies we wanna take out
10 into our district. So we are really looking out at our six
11 schools, piloting different programs, strategies,
12 techniques, so that we can take those that are successful
13 out into the other district schools and we've actually
14 begun that process this year.

15 MS. RANKIN: Thank you. And -- and do we --
16 how do we know if we have the right leaders in those
17 schools?

18 MS. MACALUSO: As -- as you know, leadership
19 is very important. In our district, we have identified a
20 very specific structure in -- in place now in terms of
21 Executive Director of elementary and secondary and I think
22 Karen's role is -- is key to that. So we really have that
23 performance, we -- we have just implemented that
24 performance management model in terms of ensuring that when
25 we're doing site visits, that we are engaging in a coaching



1 model and that we are monitoring schools. And so, it's
2 really about working with -- with the leaders to ensure
3 that we do have the right leader there. Because there are
4 certain Turnaround leadership competencies that we know are
5 important if we're going to advance the work at particular
6 schools.

7 MS. RANKIN: Thank you so much for stepping
8 up to be the superintendent. And thank you for bringing
9 leadership to that community. Appreciate that. That --
10 that would be the end of my question.

11 CHAIRMAN DURHAM: Thank you Ms. Rankin, Dr.
12 Flores.

13 MS. FLORES: Yes. I remember that you
14 mentioned some conditions of learning that you've
15 instituted and -- and that you feel will bring up kids
16 achievement. I remember a -- a book by Brunner called
17 Conditions of Learning, which was a textbook I guess some
18 years ago. People should read it again. What do you say
19 would be other conditions of learning? You mentioned the -
20 - the -- changing the school times or getting those
21 together for all those schools. What are some other
22 conditions of learning that would be, I -- I guess, would
23 be advantageous to -- for Pueblo -- for Pueblo kids?

24 MS. MACALUSO: Sure. I think that it's
25 really about -- one thing, I think, is crucial is that we



1 examine our core beliefs and that we come from a place of
2 leadership in which we are really secure about what our
3 core beliefs in -- and how we believe, all -- all kids can
4 learn, that we execute a -- a focus on a very particular
5 vision and mission in terms of advancing the work and the -
6 -

7 MS. FLORES: And what are -- what are those
8 visions in there? What are they?

9 MS. MACALUSO: Well, I think that, I -- I
10 believe that all kids can learn. And so, we don't blame
11 kids for the zip code that they -- that they come with,
12 that are -- that we need to structure our environments to
13 be student centered and that we engage in a positive
14 culture.

15 MS. FLORES: Okay.

16 MS. MACALUSO: And so, we're there to
17 advance -- advance the education of -- of all kids. And
18 so, I think, if we are secure in what those core beliefs
19 are and our beliefs, then -- then I think that's our litmus
20 test and we -- we go back and check that with all because
21 sometimes our policies and some of our actions and some of
22 the things that we do, sometimes don't -- don't align. And
23 if we -- and if we're clear about that, we can go back and
24 check.



1 MS. FLORES: Okay. You also have a large
2 number of second language learners. What -- is there kind
3 of a -- a special strategy that you deal with in teaching
4 English as a second language? Could you tell us a little
5 bit about that?

6 MS. MACALUSO: Sure. We have about 13
7 percent of our population that I believe is English
8 language learners, which is -- which is surprisingly not
9 very high for --

10 MS. FLORES: For?

11 MS. MACALUSO: -- for -- for our -- our
12 population of -- of Pueblo that you would suspect, I guess.
13 But, I think it's really about providing them, first of
14 all, with quality tier one instruction, right? That- that
15 all kids would receive. And then we do ensure that we have
16 the added supports of highly qualified and trained
17 educators that are endorsed in those -- those strategies.
18 We do use the PSYOP model for those effective teaching
19 techniques.

20 MS. FLORES: Okay. So you're not having a
21 problem retaining or trying to recruit these teachers, ESL
22 teachers?

23 MS. MACALUSO: Actually I think -- I think
24 we're -- we're down by one right now for this school year.
25 But it's -- it's hard to fill area definitely. I think --



1 I think we would agree with the rest of the state on that
2 one.

3 MS. FLORES: Thank you.

4 CHAIRMAN DURHAM: Yes. Doctor -- excuse me,
5 Dr. Scheffel.

6 MS. SCHEFFEL: Thank you. Thanks for
7 putting together this plan and for all the thought that
8 goes into it and all the individually we have to talk --
9 talk to and just all the feedback that really goes into
10 something like this. Thank you for the presentation. I
11 have a question regarding root cause. So as you look
12 across the district and you think about where you are and
13 where you want to be, then you anchor that with what do you
14 think the real underlying causes for the achievement issues
15 are, how do they link to some of the things I picked up on
16 in your plan? For example, you say that you're gonna do
17 great professional development, professional development is
18 essential if it's good. If it's kind of more of the same,
19 it may not be beneficial. Your partnership with Relay
20 Graduate School, what will they do for you that that isn't
21 occurring right now? Data driven instruction, essential
22 for schools to get -- teachers to get great data especially
23 formative data.

24 But then when I look at the math and reading
25 inventory, I don't know how good they are. So how detailed



1 is the information and how will it be used? How is it
2 disseminated? And then coaching. Coaching has been one of
3 the most highest effect sizes that there is. If you can do
4 embedded coaching with great coaches but again, the devil's
5 in the details. You know how often all the coaching be?
6 Is it embedded in instruction? How are your coaches
7 chosen? How are they trained? All those details. Your
8 partnership with the achievement network. How will that
9 group help you? How is that different than what you're
10 using now? You wanna opt out of the district scope and
11 sequence, why is that? What will it be replaced by? How
12 do you -- how do you -- how are you thinking about the
13 scope and sequence that you replace it with?

14 And then finally, I just noticed this, the
15 Teach like a Champion taxonomy. You know, we know Bloom
16 and Web and others lots of learning taxonomies. Why will
17 this replacement be a great leverage point for change? So
18 I've listed a bunch of details just because I -- I you know
19 we've read your plan and obviously the goal is to ensure
20 that what you're putting in place can really work for the
21 students in Pueblo. Can you kind of link those details to
22 root causes and what's the likelihood of really making a
23 big difference in student achievement in your district?

24 UNIDENTIFIED VOICE: Sure. So was that just
25 one question, Dr. Scheffel?



1 CHAIRMAN DURHAM: That was -- that was one
2 of her shorter questions?

3 MS. SCHEFFEL: Well, just because you put a
4 lot of time into the plan --

5 UNIDENTIFIED VOICE: Sure.

6 MS. SCHEFFEL: I'm just pulling details --

7 UNIDENTIFIED VOICE: Sure.

8 MS. SCHEFFEL: -- that you've presented. My
9 question is, how does that sum together to really drill
10 down to leverage points that are linked to root causes?
11 How do you know that's going to matter?

12 UNIDENTIFIED VOICE: Sure. I think one of
13 the root causes is that we have -- we have a lack of
14 quality instruction. I think that's one of the root
15 causes. And so, I think if we're looking at that as a root
16 cause, our teachers are then -- are one of the most -- they
17 are the number one factor of student achievement and we
18 value our teachers. And so, if you see that in terms of
19 our theory of action, there are lots of things that are
20 centered around the quality of instruction and the -- and
21 the techniques that teachers will use to really, you know,
22 as part of their instructions. So many, many of the items
23 are centered around quality instruction in terms of
24 professional development, and how do we advance that
25 practice?



1 And so, you'll see the data driven
2 instruction model and so you'll see the achievement network
3 and it's really about, we know that at the end of the day,
4 it's really about what teachers do in the classroom. We
5 value that so much. And so, it's -- it's -- it's about
6 teachers looking at the data and saying, "Okay. How does
7 this -- what are the implications for instruction based on
8 this? What is the reteach plan?" And so forth.

9 And so, we feel like it's really not about
10 this program or that program, it's really about those
11 principles and those practices that make a difference for
12 kids everyday because it's about the quality of
13 instruction. And so, that's one of the -- the -- the
14 biggest root causes. I think that if you look at some of
15 the school reports, when we first entered into turn around
16 in our districts, it -- it wasn't -- it wasn't a pretty
17 report. And so -- and it was based on some of those
18 things. Also, I think one of the other root causes is not
19 having a positive culture in some of our schools. And so,
20 Karen talked extensively about that. We're very proud that
21 we have a positive culture now where kids feel valued, that
22 teachers place an emphasis.

23 Again, it goes -- again, our teachers are so
24 valuable because they're the ones that are making those
25 connections, they're the ones that are making the



1 relationship with kids. Obviously, for the first time in
2 our district, we implemented a -- a standards based grading
3 and that was really around being student centered, right?
4 Providing kids hope in -- in terms of the -- the
5 instruction that they're receiving. So I think we have
6 embedded lots of those things, that whole list that you
7 talked about and it's really about a concerted effort and a
8 focus on improving the quality of instruction. Because at
9 the end of the day, I think that's what matters.

10 MS. SCHEFFEL: That's true. Can I ask to
11 follow up?

12 CHAIRMAN DURHAM: Please.

13 MS. SCHEFFEL: So if we take that one issue,
14 quality instruction and maybe the achievement network is a
15 good linkage there. How will that partnership really
16 enhance quality instruction? If it's possible to just get
17 a little more detail on it.

18 UNIDENTIFIED VOICE: Sure.

19 MS. SCHEFFEL: When you think of what goes
20 on in classrooms, it's about the materials that teachers
21 have. It's the understanding of their content area that
22 they bring. It's their understanding of great pedagogy.
23 How do you communicate and how do you engage students in
24 the process of where it meets all those pieces as to great
25 quality instruction. You're saying it's not going on



1 consistently. So you've partnered let's say with the
2 Achievement Network, how will they help you get there?

3 UNIDENTIFIED VOICE: So the Achievement work
4 -- the Achievement Network, and Karen if you want to speak
5 to this, you can surely jump in. But the Achievement
6 Network has provided us with a formative -- formative
7 assessments, end term assessments that we can gauge our --
8 our student achievement levels on a -- on a national level.
9 And then, we can go in there. It's really about the
10 process of teaching our teachers how to engage in a data
11 analysis process. And so, looking at the data in terms of
12 what are the implications for instruction? So it's really
13 about where did -- where did kids do well? Where are the
14 gaps and why? And it's an examination of practice. And
15 so, really it's -- it's about diving deep into the
16 standards, do we really have the knowledge regarding what
17 the standards mean? Do we really -- are we teaching
18 standards to the level of rigor that we need to.

19 If our students are seeing rigor on the
20 assessment and that's the -- and that's the most rigorous
21 thing that they've seen, then our -- our instruction isn't
22 to the level of rigor that we need. So, it's -- it's the
23 whole teaching and learning cycle, which, as you know, is -
24 - is -- is very complex. But it's really about examining
25 those practices and really having a laser like focus around



1 what can we change in our practice to ensure that our kids
2 are learning. Sometimes, it's not about I present the data
3 but it's, did -- did kids demonstrate the mastery? Did
4 kids demonstrate the knowledge in terms of what the
5 standards that we're expecting. And so, I think, there is
6 -- it's -- it's, you know, it's a very detailed process but
7 it's really about providing that professional development
8 to our teachers so that they are able to engage effectively
9 and efficiently with that process.

10 MS. SCHEFFEL: So as -- may I ask follow up?

11 CHAIRMAN DURHAM: Yes, please.

12 MS. SCHEFFEL: So when you look at the Math,
13 I think I saw four assessments that you are using
14 informatively, let's say the Math and the Reading
15 Inventory. As you look at that and it might not be a
16 question for you, maybe it's better for Karen, but as you
17 look at those assessments, do you think they'll give your
18 teachers the kind of detail they need to drive instruction
19 day by day. I mean, obviously it depends on how good they
20 are. I don't know the -- the exact instrument you're using
21 but I -- I know it's been in lots of classrooms where the
22 talk of data is good but when you look at the instrument
23 that's being used, sometimes it's not detailed enough to
24 really give a teacher guidance.



1 MS. KAREN: And I -- I believe that our
2 teachers would probably agree many times, what the
3 Achievement Network has allowed us to do is it's really
4 building that capacity within our teachers to identify what
5 good questions look like and what good formative
6 assessments look like. And it's able empowering them to
7 work collaboratively so that we're not relying on an
8 instrument to help us drive our instruction, we're really
9 relying on the capacity that the teachers have to create
10 those assessments and to move forward. Because we want
11 them to see what that looks like and empower them to be
12 able to create those on their own. And that's really what
13 this collaborative work is allowing us to do.

14 CHAIRMAN DURHAM: Yes. Please continue.

15 MS. SCHEFFEL: So then when you link the
16 question, so I think what you're saying is if the teachers
17 are asking the right questions based on what students are
18 learning or not, then it can drive instructional practices.
19 So does that link back to that Teach like a Champion
20 taxonomy then because I'm not familiar with that as much as
21 I am with the other two?

22 MS. KAREN: So the Teach like a Champion, it
23 really isn't so much an assessment, it really isn't
24 allowing teachers to have strategies to use in the
25 classroom to have good instructional foundations, right?



1 And so, it's really about engaging our -- our teachers,
2 engaging our students, so that we have 100 percent
3 engagement. And what does engagement mean? So it's really
4 teaching them those best strategies on how to teach and how
5 to lay that foundation so that you have a good climate and
6 culture in the classroom.

7 CHAIRMAN DURHAM: Okay. Thank you. Further
8 -- Yes, Ms. Rankin?

9 MS. RANKIN: Are we using you the same --

10 CHAIRMAN DURHAM: No, no, you know, I'm
11 sorry. My fault. Go ahead then.

12 MS. RANKIN: Are we using the same teachers
13 that we have all along pr are we getting some new hires or
14 are we expecting the same teachers to use the same things
15 that may not have worked in the last five years? That --
16 that's really the bottom line here. This -- this is my
17 concern. Are these students going to benefit from the
18 newness of whatever the teachers are going to teach or are
19 we going to have new teachers teaching?

20 MS. ANTHES: Well, we have a little bit of
21 both. So we do have teachers that have been in our
22 district for many years. And I think the old saying you
23 can't teach an old dog new tricks, that is not true. So
24 you certainly can teach new tricks to folks, and our people
25 are very exuberant about learning these new strategies.



1 Some of my master, what we would call our master teachers,
2 are the ones that have been the most excited about learning
3 these new strategies and the implementation work that we've
4 been doing. In addition to that we do have many new
5 teachers. We still, in our district, in our town we are
6 just like across the nation, we are still trying to get
7 quality teachers to come to our area. It's not easy to get
8 quality teachers to come to an area such as Pueblo, but we
9 have really gone out and tried to recruit these folks to
10 come in. We also have a partnership with Teach for
11 America, so we do get many of these young folks coming in
12 who are bringing their knowledge and their worldly
13 experience from other places. And I think it's been a very
14 good partnership. Ms. Schroeder, anything to add?

15 MS. SCHROEDER: I would just say that it
16 really is a differentiated approach. And so it's really
17 about taking teachers from where they currently are, and
18 engaging in that coaching process, and really identifying
19 those areas of support that they might need.

20 MS. ANTHERS: Well and I want to go back to
21 the (inaudible). I think that's- that's a big issue,
22 because teachers do have the opportunity to say "I don't
23 think this is where I want to be." And allowing them the
24 honor to move somewhere else. I'm not saying you're going
25 to learn.



1 MS. EMM: So I've had this happen? With
2 this new innovation have you had some teachers say " I just
3 do not want."?

4 MS. ANTHERS: Yes- yes. And I believe that
5 we have like Roncalli, I mean, which is now three years,
6 and they were total restart. So you know, everyone had to
7 reapply to come back in, and we have some teachers who
8 chose not to come back in.

9 CHAIRMAN DURHAM: Dr. Schroeder?

10 MS. SCHROEDER: Are you gonna have a restart
11 for these other three schools?

12 MS. ANTHERS: No, we did not engage in a
13 restart. We did an opt out process and so-

14 MS. SCHROEDER: Same -- same difference,
15 right?

16 MS. ANTHERS: No.

17 MS. SCHROEDER: No?

18 MS. ANTHERS: Actually, most of our
19 elementary schools, I think we had a very limited number of
20 people who said, you know, this- this isn't for me, or
21 maybe I'm retiring in a year, or what have you. But these
22 -- these -- these conditions that we're setting forth in
23 terms of what it will involve, in terms of the coaching
24 and- and the various pieces the calendar, the- the time so
25 forth, I'm not interested in signing on, and so we did at



1 the start of this school year, we did offer an opt out
2 process.

3 MS. SCHROEDER: I'm interested in knowing
4 whether the new elementary schools feed into these three
5 middle schools. Where- where's the structure for a
6 youngster in this innovation? Is this physically set of
7 schools that are in zone geographically, so that kids move?

8 MS. ANTHERS: So it's not necessarily a very
9 defined feeder- feeder pattern, so they're kind of situated
10 in various locations geographically around- around the
11 city. And so, they're not really structured in terms of,
12 "This part of the city, we will have this zone." It's
13 really a collection of six schools that have like
14 conditions, and they're really structured around that, not
15 necessarily into many of them do feed into a pattern also,
16 but it's not a true aligned feeder pattern, so to speak, if
17 that makes sense.

18 MS. ANTHERS: Which we see in some -- some
19 zones where you will have --

20 MS. SCHROEDER: Right. Like in the
21 northwest corner- right, and the attendance, and that's not
22 the case for our -- our town.

23 MS. EMM: Which provides the opportunity to
24 expand in a very different way --

25 MS. SCHROEDER: Right.



1 MS. EMM: -depending on what the dissipation
2 is. Do you have a district curriculum that all teachers
3 follow? I'm trying to follow the Achievement Network and
4 the monitoring that you're going to have, and how that
5 monitoring school it's going to advance teaching, and- and
6 learning both for teachers and kids, but is that based on
7 top of the district curriculum or is every school developed
8 their own?

9 MS. ANTHES: Sure. So we do have a district
10 curriculum, and we have a scope and sequence that- that our
11 schools do follow. We have a couple of schools in the
12 Innovation Zone that have adopted different curriculum
13 materials. However, we still have the district curriculum.
14 As far as Achievement Network, we did do a correlation to
15 see where our standards fell within the Achievement Network
16 as well. Achievement Network helped us with that, and what
17 has happened is we are following the district curriculum.
18 However, those pieces, those standards that might be
19 covered in a different- in a different area within the
20 Achievement Network, we interweave those within ours. We
21 have been given, we're seeking the flexibility to be able
22 to move some of those pieces around so that the alignment
23 is a lot stronger, so that when we are looking at our
24 Achievement Network data and our analysis of that, it is



1 more closely aligned with our district curriculum or the
2 curriculum that the- the schools will be using.

3 MS. SCHROEDER: Okay. So finally, you've
4 talked a lot about your Teacher Professional Development
5 opportunities. What are the professional opportunities-
6 professional development opportunities for your leadership?
7 Do you have a leadership program in the district? Do they
8 have some options outside that they could participate in?

9 MS. EMM: So currently, we're working on- on
10 developing a leadership program within our district.

11 MS. SCHROEDER: Okay.

12 MS. EMM: Many of our administrators in our
13 Innovation Zone schools have had the privilege of- of
14 attending the Relay Graduate School of Education, and so I
15 don't know if you're familiar with that particular program.

16 MS. SCHROEDER: Somewhat, yes.

17 MS. EMM: Okay. And so, that really
18 provides a lot of professional development that aligns to
19 some of the things that we're doing in terms of the
20 observation feedback, the data-driven instructional model
21 and so forth.

22 MS. SCHROEDER: Will they be continuing
23 that, or is that a kind of finite period of time?

24 MS. EMM: So some of our principals have
25 completed that program, and so we are doing, trying to do a



1 second layer of support. So like there's assistant
2 principals, so that we have -- we're really structuring our
3 assistant principals to serve in the role of instructional
4 leader as opposed to the traditional role that we would
5 think of in terms of our assistant principals. So we are
6 providing a second and third layer of Relay Graduate
7 training to -- to those administrators in some -- in some
8 sites.

9 MS. SCHROEDER: Thank you.

10 CHAIRMAN DURHAM: Further questions from the
11 Board?

12 MS. SCHROEDER: Jane.

13 MR. ASP: Thank you. Jane, I'm sorry. Yes,
14 Ms. Goff?

15 MS. GOFF: Thank you. What are your hopes
16 for impact on high schools who are not yet into the
17 innovation plan in the track? Or, do you have some signs
18 already about how the program, so far the middle schools
19 has impacted your high school outcomes and hopes about
20 things? And then, maybe attached to that is how- how have
21 some external partnerships or collaborative efforts come
22 about? If they have yet. I'm thinking businesses or
23 opportunities for apprenticeships, a different kind of
24 touch on career and tech aid opportunities, hands-on job
25 building, anything like that.



1 MS. EMM: Sure. I'll talk a little bit
2 about our -- our high schools and all that Karen talked
3 about the external partnerships that -- that -- that have
4 come as a result. I -- I was the former principal of
5 Risley International, and so East -- I'm the director of
6 the feeder pattern into East High School, which is an
7 international baccalaureate program, and so we have been
8 able to experience that successful partnership, and so they
9 are also an avid school, and so Risley was an avid school,
10 and so we're already seeing the results of the trickle
11 effect, and so we'll have the high school principal call
12 and say it is amazing that the level of, you know, even the
13 conversation and- and what kids are used to in terms of the
14 -- the Middle Years Program framework as they move into the
15 high school. And so clearly where, Karen also did the same
16 thing at Pueblo Academy of Arts in terms of the pre-
17 advanced placement and -- and having a feeder pattern into
18 -- into our high school, so that certainly has helped. I
19 know that the high school principals are expressing
20 positive things to us in -- in terms of their seeing,
21 they're finally seeing the change, and they're reaping the
22 rewards of that.

23 MS. ANTHES: Absolutely. As the former
24 principal at Pueblo Academy of Arts, we have really honed
25 in on our community in getting our community involved. So



1 we have probably approximately 300 consistent mentors that
2 go through our system, that come and meet with students on
3 a weekly basis. So it's -- it's enormous. We have been in
4 a partnership with the United Way Mentors for about three
5 years now, and then we initiated with the Real (inaudible)
6 Association, what we refer to as Agents in Action, which is
7 another mentoring group that takes our students out into
8 the community into the real workforce. So these are middle
9 school students who are out in the workforce on a weekly
10 basis, so it's actually quite empowering for our students.

11 And then, another key component is what we
12 feel has sparked into what is, the Freshmen Success
13 Program, is our middle school. It's a mandatory program
14 for our middle school students, which is a leadership
15 program for all seventh and eighth grade students, which
16 our students are now taking into the high school. And so,
17 we see in our high schools is they're speeding up just to
18 keep up with the kids that are coming in. And so, they've
19 really started to establish some new protocols, and- and I
20 think it's an awakening that these students are coming in
21 at a higher level. Our- our high schools have now
22 established a pre-advanced placement program, all of them,
23 in addition to the advanced placement program they already
24 had. And so, those are some of the key components that we
25 see are already trickling into the high school.



1 MS. GOFF: Thank you.

2 MR. ASP: Yes, go ahead.

3 MS. EMM: I'd like to make a motion to
4 approve Pueblo City 60 as a district of innovation, by
5 proving their Innovation Zone application pursuant to
6 section 22-32-25-107 380. On behalf of its innovations
7 zones schools, Benjamin Franklin Elementary School, Irving
8 Elementary, Unquouwa Elementary School, Pueblo Academy of
9 Arts, Risley International Academy of Innovation, and
10 Roncalli STEM Academy.

11 CHAIRMAN DURHAM: (Inaudible) motion, is
12 your second?

13 MS. EMM: I second it.

14 MR. ASP: Okay. Dr. Flores? Okay, it's
15 been moved in seconded. Thank you for the candid
16 assessment of the cause, and I hope this has the right
17 effect for you.

18 MS. EMM: Thank you.

19 CHAIRMAN DURHAM: Would you please call the
20 roll, Ms. Burdsall?

21 MS. SCHROEDER: Board Member Flores?

22 MS. FLORES: Am.

23 MS. SCHROEDER: Board Member Goff?

24 MS. GOFF: Aye.

25 MS. SCHROEDER: Board Member Mazanec?



1 MS. MAZANEC: Aye.

2 MS. SCHROEDER: Board Member Rankin?

3 MS. RANKIN: Mrs. Macaluso, I hope you keep
4 in touch with me. I hope all of you do. You have quite a
5 challenge ahead of you, and I want to be a part of
6 understanding how this is going. This is a very serious-
7 serious situation. We have to keep one thing in mind, it's
8 for the students, that's where we're working for. I'll
9 give it a yes.

10 MS. SCHROEDER: Board Member Scheffel?

11 MS. SCHEFFEL: Yes.

12 MS. SCHROEDER: Board Member Schroeder?

13 MS. BURDSALL: Aye.

14 MS. SCHROEDER: Chairman Durham?

15 MR.ASP: Yes. The motions adopted, and the
16 vote is seven to nothing. Thank you very much for your
17 attendance. And while the name plates are being changed to
18 protect the innocent, we will take a five-minute recess.
19 When we return, we'll have the next item on the agenda for
20 Burlington RE-6J.

21 CHAIRMAN DURHAM: I think we'll go ahead and
22 come to order. The next item is the consideration of
23 Burlington RE-6J School District's Innovation Zone
24 application requests. We'll skip the motions for the



1 present time. Commissioner, if you would introduce those
2 present?

3 MS. ANTHERS: Yes, thank you, Mr. Chair.
4 Welcome to Burlington, and thanks for driving down. I'm
5 going to turn this over to Tom Satterley, Superintendent.
6 And Tom, I'll let you introduce your esteemed panel.

7 MR. SATTERLEY: Sure. Thank you.

8 MS. ANTHERS: Thank you.

9 MR. SATTERLEY: Thank you, Commissioner
10 Anthes, and Chairman Durham, and Members of the Board of
11 Education. Introducing, who are sitting to my left, I
12 would like to start first with our Master Teacher,
13 kindergarten teacher of many years, Ms. Louanne Mitch, our
14 elementary principal for four years, five years, Ms. Kenny
15 Davis, Board Member, parent, Mr. Mark Kilman, and
16 Consultant in our process, Mr. Kim Farmer.

17 CHAIRMAN DURHAM: Okay, please proceed.

18 MR. SATTERLEY: Starting now, I'd like to
19 explain who we are as Burlington and -- and some of the
20 ideas of what we believe. Sorry. Burlington's a small
21 rural town found in the high plains of Eastern Colorado,
22 where the last stop on ice 70 as you head east into Kansas.
23 So approximately 162 miles from where we sit. To
24 understand the School District One, we'd first have to
25 understand the community as the district, and students are



1 the heart of our community. You will find that our
2 community embodies the term rural life. Agriculture
3 continues to play an important role in our community's
4 economy, and all are affected by agriculture in one way or
5 another. Burlington is a place where we celebrate each
6 other's accomplishments, and rallied together when one
7 faces a challenge.

8 This foundational thread of support runs
9 deep in our community and -- and its schools. The
10 Burlington School District employs 52 teachers. Our
11 district student population is approximately 778 students,
12 that's Pre-K12, with 55 percent being of white, 45 percent
13 being minority, 41 percent of our students are of a
14 Hispanic background. Approximately, 63 percent of our
15 students are eligible for free and reduced lunches, which
16 is 21 percent higher than the State average of 42 percent.
17 Twenty-one percent of our students come from a home where
18 English is not the primary Spoken language. Our graduation
19 rate is 90 percent, which is well above the State's
20 average, and with a dropout rate of one percent, we are
21 well below the State's average. So why are we pursuing the
22 innovation status?

23 Each school year, the district schools along
24 with the district itself, does a thorough and thoughtful
25 review of students achievements, accomplishments, and



1 challenges faced. We also review where the district and
2 the school's resources are spent. We look, not just at the
3 budget, but also time and energy of staff and students. We
4 have concluded that while the districts budget has been
5 declining due to Federal and State reductions, our
6 expenditures and time and energy has increased. With the
7 continued intrusion of Federal and State required unfunded
8 mandates, not only has our budget decreased, but our time
9 and energy has increased to a point, that is -- that it is
10 negatively impacting our students' learning due to constant
11 turnover in teaching staff.

12 Remembering that the district employs 52
13 professional teachers, of the 52, 30 are new to the
14 district within the past three years. That's 58 percent of
15 our teaching staff that are new to Burlington. Of the 30
16 teachers new to the Burlington School District, 22 are new
17 to the teaching profession. Forty two percent of our
18 teaching staff are new to the teaching profession. This
19 presents some unique challenges for our district. One of
20 the greatest challenges is just getting teachers hired,
21 since we have so few applicants. You might have heard
22 science and math are hard to fill positions. I would state
23 any teaching position in Burlington is hard to fill. Many
24 times we are looking outside of the state.



1 This is the first time that I can recall
2 Burlington, we have gone outside of the country to fill
3 teaching positions. Structuring additional opportunities
4 for teachers to become proficient in all curriculum
5 resources is a challenge. Expanding our teaching staff to
6 have more teacher leaders is challenging because they have
7 little leadership experience and are just trying to learn
8 about the curriculum and the school systems. Working with
9 new teachers as they learn grade level standards, and one
10 of the most important, because this affects our
11 professional development and our impact teams, and that's
12 what we're speaking about.

13 With our staff turnover and major content
14 areas, it makes it diff -- it makes it difficult for impact
15 teams, our professional learning communities to continually
16 move forward with implementing school-wide goals,
17 curriculum, programs and initiatives. Veteran teachers
18 find themselves taking a step back to get new staff up to
19 speed and caught up. So the collaborative process and the
20 stakeholders that have been engaged through the district
21 Accountability Committee, our building leadership teams,
22 our Board of Education, we have been engaged in this
23 process for over two years. Each of the individual groups
24 that I've mentioned continue to meet and continue to meet
25 to this day.



1 We would meet and our discussion was focused
2 on our students and their learning. It was decided to
3 bring in an outside facilitator to help organize our work
4 and narrow our focus within this process. So on two
5 occasions, April 15th, of 2015, and again on February 4th,
6 of 2016, the whole planning team, including Board Members,
7 parents, teachers, and administrators, met to explore how
8 our district could restore an emphasis on students and
9 local priorities, while de-emphasizing the time we spend on
10 compliance. The team began to identify challenges we face
11 as a district and we agreed that there are basic problems
12 with accountability and assessment in Colorado.

13 We agreed that Colorado's constitution
14 assigns educational leadership to the local school Boards.
15 Combined Federal and State expectations are overbearing.
16 Our districts experience with oversight is an external
17 system. The current oversight system is broken along
18 technical and social lines. The district invests enormous
19 amounts of time and energy in implementing State and
20 Federal directives. Some of these directives are good and
21 necessary such as caring for students with special needs
22 and making our students make meaningful progress towards
23 graduation. Other expectations are harder to justify, such
24 as misplaced allegiance to a national assessment.



1 Each year, the CDE issues new expectations
2 and clarifications. Each new round of directives requires
3 training and planning to implement correctly. This annual
4 cycle drains our educators, our support staff, and most
5 important, our students, a valuable time for collaboration,
6 improvement, and instructional time. For years, we have
7 diligently worked to do what the government has said is the
8 right thing, but what our stakeholders are telling us, what
9 might be perceived as the right thing for all is not
10 necessarily the right thing for Burlington, its students,
11 and its parents. During our individual meetings and the
12 two large group meetings, we identified student success as
13 our top priority for innovation.

14 This focus led to a series of discussions
15 about what is currently distracting us from our students
16 and how we always want to put students at the center of our
17 planning and our leadership. We agree that we want to lead
18 from a narrow focused on test performance in a few
19 subjects, to focus on the whole child, focus on overall
20 student growth, and students being prepared to graduate
21 when they leave the district. From re-administering -- re-
22 administering tests that demotivates students but focused
23 assessment, where kids are excited to come to school each
24 morning, and limited interruptions to meaningful education.



1 status. When a contract term has ended, the district would
2 have two options; to renew a multi-year contract, to renew
3 a contract, as a one time, one year probationary status or
4 to not renew the contract for any reason deemed sufficient.

5 Teacher Evaluation; the district proposes to
6 conduct annual evaluations for teachers who are on a one
7 year contract each year, but to conduct evaluations of
8 teachers on a multi-year contract during the last year of
9 their multi-year contract. The district would continue to
10 use the State's model encompassing the six quality
11 standards. Each of the first five standards would rate 10
12 percent.

13 With quality standard number 6, the
14 achievement in growth being at 50 percent in following
15 year. We're not asking to get out of the model, we're just
16 asking, we have such a turnover rate. Let us spend time
17 with those new teachers. Our master teachers, as they go
18 through the evaluation system, are still turning out as
19 master teachers. Professional development is never
20 stopped, it is a continuing process in Burlington through
21 our impact teams and our collaboration. So we're just
22 asking for, that our master teachers instruct and let us
23 spend some more time with our -- our new teachers.

24 And fourth, School Readiness Assessment; the
25 district proposes to assess students in preschool with a



1 state approved assessment, but not re-administering the
2 state approved assessment to students in kindergarten,
3 unless a student's parents or teacher determine such
4 additional testing is necessary. We believe with the
5 approval of the four waivers in the zone of innovation, the
6 district can better expand its resources, budget, time, and
7 energy instructing our students and developing master
8 teachers. With that, I would leave it to Mr. Hillman to
9 continue and then Mrs. Davis.

10 CHAIRMAN DURHAM: Senator Hillman.

11 MR. HILLMAN: Thank you Mr. Chairman,
12 Commissioner and Board Members. My name is Mark Hillman.
13 I am a Member of the RE-6J Board of Education for the last
14 three years. A lifelong resident of Burlington and a
15 product of the Burlington school system and a parent of two
16 little boys, a kindergartener and a second grader at
17 Burlington Elementary. Our innovation proposal is a
18 crucial step that will allow us to more efficiently use the
19 resources that we have, and by resources, I mean quality
20 teachers and administrators, as well as the revenue that
21 are provided to us by local taxpayers and the State of
22 Colorado. Our district employs just 96 people in all. Of
23 that 96 people, two thirds of them are in the classroom, 52
24 teachers and 13 paraprofessionals. So we focus our



1 resources on the areas and the people that will have the
2 most direct impact on our kids and their education.

3 Our administration consists of a
4 superintendent, three principals, and six secretaries or
5 office staff. That is our administration. Our
6 superintendent also drives a bus to ballgames and field
7 trips. Our principals and teachers write their own grant
8 proposals. We do not have a grant writer on staff. Our
9 district business manager is also the drama coach. Our
10 office secretaries in each of the three buildings, manage
11 the lunch program in the cafeteria every day. They are
12 very adept at bandaging alleys, taking temperatures, and
13 even special projects like extracting a rock from the nose
14 of a kindergartener. Last week, that was my
15 kindergartener.

16 The point that I want to make is that our
17 staff is already fully committed. They each do their jobs
18 and they share the other responsibilities that do not
19 neatly fit into anyone else's job description. Our school
20 Board, our parents, and our taxpayers support this
21 innovation plan because they know the people who work in
22 our schools and they want them to be able to focus their
23 time and attention, more than anywhere else on what will
24 most benefit our kids. Every school district has its
25 challenges and for us, one of our challenges is,



1 particularly in the eyes of young teachers that are
2 unfamiliar with life in a small rural community, our
3 challenges are our location and our population.

4 That means that we are constantly battling
5 turnover in our teaching staff. In a recent four-year
6 period, we hired 49 new teachers. Remember, that's on a
7 teaching staff and we now have 52 teachers on staff. So we
8 prize continuity. When a teacher is successful in the
9 classroom, we do everything that we can to encourage them
10 to stay and to help them be successful. Our school Board
11 has created a small fund in our budget to help retain and
12 recruit quality teachers in critical positions. Now, I
13 will also say some spirited, well-meaning people in our
14 community have also been known to try innovative ways to
15 encourage teachers to stay, particularly young, single
16 teachers by trying to help them find a husband or wife with
17 local roots.

18 So the four areas that we are seeking
19 waivers in, all advance this cause of continuity. We ask
20 to waive the licensure requirement because in certain
21 circumstances, as Superintendent Satterly mentioned, we may
22 have someone in our community who is uniquely qualified to
23 teach an area in which they have expertise. Often, it may
24 even be only a couple of hours a day. When we talk to
25 these people and they are willing to devote their time and



1 their talent to teach, but they are not interested in a
2 long term career as a teacher, what they discover is that
3 when they find out how much time is required to complete
4 the alternative certification process that exists, that's
5 when they lose interest, and we lose the opportunity to let
6 our students benefit from their experience and background.

7 We ask to waive the statutes on employment
8 and dismissal to replace those with a modified system that
9 retains the existing probationary teacher classification
10 for the first three years, but replaces the non-
11 probationary classification with a professional teacher
12 contract. The professional teacher contract will provide
13 teachers with a three, five or a ten-year contract during
14 which they enjoy all of the protections of due process. At
15 the end of each of those multi-year contracts, our teachers
16 can be renewed, non-renewed or given a one-year
17 probationary contract. Our teachers support this because
18 they are not afraid of accountability.

19 A complimentary to that request is the third
20 part of our request, to waive the statute requiring a
21 formal evaluation of all teachers every year. Let me be
22 clear, we will continue to formally evaluate all of the
23 probationary teachers every year, and those who have
24 achieved a professional teacher status will be formally
25 evaluated in the final year of their contract. But every



1 year, they will continue to participate in professional
2 development and classroom observation. We simply want to
3 be able to focus the resources of our administrators and
4 our veteran teachers on helping those young teachers learn
5 to be effective, rather than repeatedly giving formal
6 evaluations to our established professional teachers. For
7 what it's worth, in a small town or in a school on our
8 buildings, we usually have about 250 students, there are no
9 secrets. In fact, when I used to work across the street,
10 there was a senator from Walden who had a bumper sticker on
11 his office door that said, "There are no secrets in a small
12 --" excuse me. "You don't see much in this small town, but
13 what you hear more than makes up for it."

14 That's very much the case. There probably
15 aren't six classrooms anywhere in our three buildings that
16 are more than 40 yards from their building office, and if
17 something goes awry in one room, it will be noticed, and in
18 most cases, before the day ends. Finally, we are seeking a
19 waiver of the School Readiness Assessment statute. Our
20 teachers and principals have developed a report card for
21 kindergarten students that align with the State's
22 standards. And we appreciate the changes that have been
23 made in order to make the existing law more manageable.
24 However, we are a small district with about 60 students in
25 each grade. They either attend our preschool in our



1 elementary building, or they attend the community preschool
2 which is just around the block. So when our kids come to
3 us in kindergarten, we know them by name, we know their
4 parents, we probably know where their parents live, and
5 where they work. We believe that our kindergarten students
6 will be better served if they can be assessed regularly
7 using a tool that our teachers can integrate into their
8 classroom rather than to adapt their classroom to an
9 unwieldy tool.

10 We have 778 students. The State of Colorado
11 has 850,000 public school students. So we represent less
12 than one-tenth of one percent of the students in the State
13 of Colorado. We do use TS. GOLD in our preschool. Last
14 year, my son's teacher and I were talking during
15 conferences and I asked, "How long does it take to update
16 the documentation on the preschool students? " And she
17 estimated about a week later when I ran -- ran across her,
18 and she had a chance to look at it. She estimated that it
19 takes about 30 minutes per student, per week to upload the
20 documentation. Now, those classes have part time preschool
21 classes with two teachers in each room, whereas we have
22 full-time kindergarten with one teacher in each room. But
23 that comes out to 10 hours, per classroom, per week.

24 And I think the question comes down, even if
25 it's half that amount, the question is; when does that take



1 place? Does it take place, during class or at the expense
2 of preparing for the next day? This is to provide data on
3 less than one-tenth of one percent of the kindergarten
4 students in the State of Colorado.

5 MR. HILLMAN: That's an infinitesimal
6 contribution to the state database but it comes at a
7 tremendous cost to our kindergarten students who have just
8 one teacher. And speaking as a -- as a parent, I want my
9 son's teacher to be able to spend her time either teaching
10 in the classroom or preparing to teach, not uploading
11 documentation to satisfy someone's statistical curiosity.
12 Our request is simple, we welcome accountability, but we
13 ask that you allow us to focus the resources that we have
14 on teaching our students and developing our teachers.
15 Thank you.

16 CHAIRMAN DURHAM: Thank you, Senator
17 Hillman. Next was Ms. Davis.

18 MR. HILLMAN: Mrs. Davis.

19 CHAIRMAN DURHAM: Thank you.

20 MS. DAVIS: Good afternoon. Thank you
21 Members of the Board. I'm Kandy Davis, principal of
22 Burlington Elementary School. It is my pleasure to be here
23 today and share with you about our school and have you
24 learn from one of our kindergarten teacher, Ms. Luann
25 Nitsch, about how we support the various needs of our



1 students and how we measure their school readiness. This
2 is my 20th year in education and my 16th year in the
3 Burlington School District. I understand the core values
4 of our district, school, teachers, and believe that our
5 school is highly supported by our families and community
6 Members because of our dedication to doing what's right for
7 our students and teachers and providing a consistent
8 quality education year after year. We have 55 kindergarten
9 students, 15 of which are a second language learners.

10 Many of our kindergarten students
11 participated in our preschool program or perhaps the
12 program just around the corner that Mr. Hillman was
13 speaking about. Teachers in pairs document the
14 developmental progress of students in a variety of domains,
15 including social-emotional development, language and
16 comprehension, cognition and general knowledge, and
17 physical well-being and motor development. With the
18 transition from preschool to kindergarten, we understand
19 that students will enter our classrooms with varying
20 degrees of proficiency and with individual behavior,
21 physical, and academic needs that their teachers will
22 identify within a relatively short period of time. This is
23 due partly because of our highly collaborative school
24 culture, as well as an efficient system of measuring what



1 students know and are able to do upon entering
2 kindergarten.

3 We have designed specific measurement tools
4 to help guide our instructional decision-making, as well as
5 to predicate a roadmap for each student so that they have
6 access to all necessary resources in order to achieve
7 academic success. Our district provides full-day
8 kindergarten, where students have the opportunity to
9 demonstrate their learning and development in a variety of
10 ways. In addition to targeted instruction for reading,
11 writing, math, science, and social studies, our students
12 participate in physical education, music, and computer
13 class every day. We also value the social interactions
14 among our students and demonstrate our commitment to their
15 social development through free play and exploration.

16 We teach our students how to problem solve,
17 interact, and react positively in a variety of school
18 environments and we advocate for their needs. Through our
19 initial kindergarten screening program, class and --
20 classroom and specialist teachers are able to assess how
21 students take care of their own needs, respond to emotional
22 cues, interact with their peers, engage in conversation,
23 show curiosity, tell stories, identify letters, their
24 sounds, numbers, and connect numerals with quantities while
25 also demonstrating their travel and balance skills along



1 with gross motor skills so that teachers can effectively
2 plan for instruction. We really take a broad look at all
3 of the ranges of activities of the students can do. With
4 our measurement tools, we've had great success with
5 identifying specific skills for which we provide focus
6 groups for learning within those levels. The measurement
7 tools are systematic, ongoing, and that's very important
8 for us, and the data is highly informative for teachers as
9 well as parents.

10 Our system of documentation includes
11 checklists, as well as a standard-based report card. The
12 checklists are embedded into our weekly routine, and at the
13 end of the school year are passed on to first grade
14 teachers, who will then have a wealth of information to set
15 the course for informative practice and ongoing consistent
16 monitoring of student development that encompasses the
17 Colorado academic standards. In addition to district
18 developed formative assessments and recording, all
19 kindergarten students are assessed with DIBELS. Next at
20 the three benchmark periods with additional progress
21 monitoring for all students, at least once per month. We
22 provide interventions for students demonstrating below
23 grade level performance and offer enrichment opportunities
24 for students performing above grade level.



1 Our teachers have invested countless hours
2 to develop, assess, modify, and refine our reporting and
3 assessment systems, and I am confident that we are on
4 target for meeting the intent of the law while implementing
5 what we know is effective, informative, and specific for
6 our needs. As a school administrator, I worry that
7 veteran, as well as novice teachers, will be overcome with
8 mandates that are cumbersome and provide no measurable
9 feedback that is not already provided through our current
10 assessment systems. Members of the Board, I thank you for
11 hearing this information.

12 CHAIRMAN DURHAM: Questions from Members.
13 Yes, Dr. Schroeder?

14 MS. SCHROEDER: Senator Hillman, were you
15 across the street when CAP4K et cetera were being discussed
16 or was that after your term?

17 MR. HILLMAN: No, ma'am. That was well
18 after my time. I'm -- I'm 10 years from being across the
19 street.

20 MS. SCHROEDER: Would you say -- would you
21 tell me what you think was the intent of all those
22 legislature, please?

23 MR. HILLMAN: Yeah. You know, I -- since I
24 wasn't there, I did go back and -- and read the intent
25 particularly when I was looking at the -- at some of the



1 staff feedback on our proposal because one thing that
2 jumped out at me in particular is that there are many, many
3 pages related to readiness. So I think a person can look
4 at a variety of things that are in the statute and -- and
5 with some discretion determine what you think the intent of
6 the statute happened to be. There are a couple of things
7 that I looked at that I thought were -- were particularly
8 noteworthy.

9 It was obvious to me when I read the 22-7-
10 1014 on preschool individualized readiness plans and how
11 those are incorporated into -- into kindergarten that some
12 of the objectives were also to make sure that there's a
13 systematic system of measurement, which is something that
14 our staff can do with the tools that they have developed
15 much more seamlessly within their classroom, that it was
16 used to accentuate to enhance the teachers' preparation not
17 to detract from the teachers' preparation and also to be
18 sure that we are all, as local education providers, certain
19 that we are progressing toward school readiness. And I
20 think, as you listen to our principal and our kindergarten
21 teachers, I think we can demonstrate to you that we're --
22 that we are upholding that intent.

23 MS. SCHROEDER: Okay. And so has everybody
24 else whose come before us.

25 MR. HILLMAN: I understand.



1 MS. SCHROEDER: Which leads me to believe
2 that for small districts, our legislature really should
3 have a discussion about whether preschool TS. GOLD, you
4 know, what's -- what's a more -- what's a more efficient
5 movement from the preschool assessment that's already given
6 to kindergarten. Most of the larger districts are I think
7 I actually doing just fine with it. About licensure, does
8 your hair dress -- do you have -- I mean, I'm assuming you
9 have a hairdresser in your town and they're licensed, and
10 people who do manicures are licensed, and your attorneys
11 are licensed, and your doctors are licensed, and everybody
12 but your teachers ought to be licensed. Talk to me about
13 that.

14 MR. HILLMAN: Sure, I'd be happy to. It's
15 interesting that you -- that you start with the hairdresser
16 or barber because I was one of the outliers when
17 cosmetology review came back up in front of the legislature
18 and I said, "We don't need to license those people." If
19 they want to license voluntarily, great, but I know the
20 person who cuts my hair. And as long as she does a good
21 job and keeps a clean shop, I'll continue to go there. I
22 think it was important that superintendent Satterley
23 mentioned that we're not looking at this as the -- as the
24 response might indicate to simply go out and impose the



1 'help wanted' sign and see who shows up. We're looking at
2 those to be --

3 MS. SCHROEDER: How do I know that?

4 MR. HILLMAN: Excuse me?

5 MS. SCHROEDER: How do I know that? I have
6 a responsibility to your children. I don't know what
7 percentage of the state population your kids are.

8 MR. HILLMAN: Sure.

9 MS. SCHROEDER: But I still care about them.

10 MR. HILLMAN: I appreciate that. Let me
11 respectfully say you don't care about my son any more than
12 I do, and I'm gonna make sure that my school district just
13 as --

14 MS. SCHROEDER: Exactly. So we're on the
15 same page on that.

16 MR. HILLMAN: Exactly. That we have -- we
17 have not only qualified teachers in the classroom, but also
18 safe teachers in the classroom.

19 MS. SCHROEDER: Right. Okay. Are you
20 willing to make a commitment in writing? I mean, I -- I'm
21 not very impressed with what you submitted as opposed to
22 the presentation today. I'm not sure why some of the items
23 weren't answered, but that's okay, that you will not hire
24 folks in core subject areas who are not licensed. Well,
25 let's talk about this. You can get an emergency license,



1 you can do work online. I can't imagine that there's
2 someone who's qualified to teach math and science who
3 wouldn't be willing to demonstrate his or her credentials
4 in an online manner. I get the part about driving all over
5 the place, the lack of flexibility when you have to attend
6 courses at a certain time, but you have two years worth
7 emergency licenses to demonstrate that you meet the
8 standards of the State of Colorado. Why wouldn't you want
9 that for your kids?

10 MR. HILLMAN: Since you're looking at me,
11 I'm going to assume you're asking me. So I will -- I will
12 answer, and if I need to be corrected, I'll be happy to
13 have the people in my right correct me. My thought is that
14 the only way that I would see us hiring somebody in math,
15 for example, that did -- that wasn't certified was if we
16 haven't had somebody that -- that -- that retired to
17 Burlington perhaps. Often, we have people who'd go make
18 their fortune and then come back home and -- and after
19 their fortunes exhausted and -- and retire. If we had
20 somebody like that, like a graduate who was a couple of
21 years ahead of me in school who went to MIT who came --
22 came home and decided that he was going to retire in
23 Burlington and was available to teach math and was actually
24 up for teaching high school math, now that was something
25 that fit into -- fit into his recipe for -- for retirement.



1 In that case, if he was interested in doing
2 it but only interested in doing it for say four or five
3 years, given again we know him, we're not gonna skip
4 running anybody, even people we know through a background
5 check. In that case, I personally, as a Board Member,
6 would not have any trouble hiring that person for -- for a
7 math position. But otherwise, I think that -- that the
8 position we're talking about do tend to be a little more
9 specialized based upon someone's background and expertise.
10 I mean, for example, 20 years from now when I'm 69 years
11 old, if I decide I wanna teach social studies and there
12 happens to be a vacancy, I will tell you that will
13 certainly be a barrier to me to go into teaching, although
14 it's something that I would certainly enjoy doing because
15 I've been a substitute teacher in the past.

16 MS. SCHROEDER: But you wouldn't bother an
17 online -- take some online assessments?

18 MR. HILLMAN: No. Here's what -- here's the
19 thing. I mean, take a lot of the people in our community.
20 It's not as though they are idle. When -- using myself as
21 an example since I'm the only -- I can speak for myself and
22 not necessarily for anybody else. When the time comes that
23 I retire, I'm still going to have a farm, I'm still going
24 to have horses, I'm probably still gonna have some
25 responsibilities in Denver. Weaving teaching into those



1 responsibilities is one thing. Weaving additional
2 accreditation credits into it is -- is another thing
3 entirely.

4 MS. SCHROEDER: I appreciate your
5 perspective, but I -- I can't go there. I personally can't
6 go there. I think we have a responsibility to State of
7 Colorado to license our teachers. What that's gonna be?
8 We don't know. Mr. Dill, aren't we still under our waiver
9 until next year or not? Is our waiver gone?

10 MR. ASP: Our NCLB waiver?

11 MS. SCHROEDER: Mm-hmm.

12 MR. ASP: I believe, technically, we're
13 still -- we're still under it, yes. But --

14 MS. SCHROEDER: So highly qualified,
15 actually, is gonna last until we reconsider or not?

16 MR. ASP: I -- I don't -- I don't believe
17 that's correct. I think it is more like an operational
18 document at this a point in time. But the requirement of
19 highly qualified did go away when the statute did.

20 UNIDENTIFIED VOICE: Yes, that's true.

21 MR. ASP: Because I -- I think it would be
22 more --

23 MS. SCHROEDER: So a waiver doesn't include
24 or highly qualified?



1 MR. ASP: I think it would be more accurate
2 to say that we're in sort of a transitional period, where
3 we're operating under that until the new -- the new rules
4 come into place.

5 CHAIRMAN DURHAM: Ms. Mazanec, then Ms.
6 Goff.

7 MS. MAZANEC: Thank you for your
8 presentation. Thanks for coming all the way from
9 Burlington, which is only about what? 75 miles from my
10 hometown in Northwest Kansas. So I -- I'm gonna vote yes
11 for this because I -- I think that Burlington represents a
12 lot of communities that are similar struggling to attract
13 and retain teachers. And I mean, that's just one aspect.
14 The teacher licensure is one aspect of some of the
15 challenges small dis -- small and rural districts phase.
16 And I happen to think Mark Hillman would probably be a
17 really good social studies teacher and I don't think that
18 it's necessary for him to get a license to be an effective
19 teacher. I -- I understand licensure, it's a good thing,
20 particularly for people who want to make up their career
21 path. I think there are plenty of smart people out there
22 who could -- who could teach classes in local schools and -
23 - and fill a need, so I'm -- I'm going to be voting yes for
24 this innovation plan. I wish you all the best. I hope it



1 provides the kind of relief and flexibility that helps you
2 continue towards success.

3 CHAIRMAN DURHAM: Ms. Goff.

4 MS. GOFF: Thank you. Back to the purely
5 technical spur a moment. The highly qualified is on a
6 transitional or limbo state right now. But the fact that
7 the ESSA policy still takes us back to state law, is the
8 overriding priority language being used here. So if we
9 have a state law that requires licensure or some sort of
10 move toward licensure, that to me says we've got to have a
11 license. Until, state law changes or some other -- some
12 other alternative is developed on that. I don't recall
13 exactly what (inaudible) areas or regions of the state were
14 included in the bill. I think it was House Bill 14-62 or
15 something like that or 16. It was this past session that
16 created some job fairs or expositions that were geared
17 specifically toward rural areas.

18 And perhaps I would think that Burlington
19 would fall into one of the areas that was accommodated in
20 that consideration. I wouldn't know what the outcome of
21 that is, kind of early to consider that maybe all those
22 regions haven't had one that's held yet. But those kinds
23 of possibilities and alternatives and outreach, the
24 initiatives that both specially are rurals, this was rural-
25 focused. To take the initiative on and find out about and



1 do whatever we can to accommodate people who would truly be
2 interested in becoming licensed as a teacher and maybe you
3 need some push, encouragement, acknowledgment about the
4 things that do exist. Albeit takes some time to get going
5 for those kinds of people. I too I'm thinking there's not
6 a person in this room or at least in our realm of interest
7 that does not know someone who could be fabulous in a
8 classroom with kids who has not yet licensed or certified
9 or any of the official stuff.

10 But I still think they are interested and
11 they are aware of the importance of having some cognitive
12 enrichment about what that job means. I'm distressed to
13 hear you say that people are responding with, "Well, I
14 don't wanna go to school and learn that. I'm finding that
15 a real disconnect between a teacher who should be
16 promoting, learning all the way through. No matter if it's
17 one year, two years or five years. I find that distressing
18 just feelings coming out here. Because I would wonder,
19 where is the commitment level? When you're going to be a
20 teacher, how can you rely and depend on that level of
21 commitment to see things through, bottle things in?

22 And model language, that model what you
23 believe yourself. I am not in favor of this now. I do
24 think that statewide we have some opportunity for some real
25 innovative conversation at some point about how do we beef



1 up the opportunities for people to become teachers that we
2 and they themselves can really trust and rely on their
3 readiness. Their readiness, I'm sorry, to go into that.
4 So I'm gonna have to not be a backer of this right now but
5 I do like all the many issues I look forward to future
6 conversations how we can really start bringing some of this
7 into the possible.

8 CHAIRMAN DURHAM: Ms. Rankin and then Dr.
9 Flores.

10 MS. RANKIN: Mr. Dill, I have a question.
11 Oh, I'm sorry.

12 CHAIRMAN DURHAM: (Inaudible) , you'll be
13 next.

14 MS. RANKIN: Okay.

15 CHAIRMAN DURHAM: Thank you.

16 MS. RANKIN: If they are granted these
17 waivers and their local school Board oversees that, so that
18 if something hasn't, let's say progress or something goes
19 wrong, that local school Board can take the initiative to
20 change, or does it come back to us, or how does that work?
21 Can you tell me, or is it forever?

22 MR. DILL: It's the local school Board.
23 What -- what the statute says is that the -- the waivers
24 will continue so long as the innovation school or
25 innovation school zone designation continues. Every three



1 years, the local district school Board reviews the level of
2 performance and the plan. And at that point in time, can
3 make changes to the plan or determine the plan is no longer
4 necessary.

5 MS. RANKIN: Thank you. How long do you
6 intend to remain on the Board?

7 MR. ASP: We're term-limited, so if I run
8 again, I could be on for five more years. I would also add
9 that we have some new Board Members who have come on, who
10 are doing a fantastic job, who have a longer horizon than
11 that.

12 MS. RANKIN: And as long as you have
13 students in the school, that's very helpful for this.

14 MR. ASP: Yes.

15 MS. RANKIN: But having been a kindergarten
16 teacher and looked at the evaluations and looked at what
17 our standards are, I may be a little more flexible than
18 what your school does. But when I see standards and I see
19 what tests your teachers use to talk to the parents at
20 kindergarten, I think they're very important between Pre-K
21 and third because of the importance of reading and math.
22 So I'm pretty confident that your Board is astute enough
23 and the teacher since there's not that many in the
24 community, would be astute enough that if things go right
25 it would be immediately taken care of, unlike in some other



1 districts. Being rural and small districts, I feel your
2 pain with finding teachers.

3 CHAIRMAN DURHAM: Dr. Flores.

4 MS. FLORES: My question is that I can't
5 imagine -- I can't imagine, this is personal. A person who
6 is educated who does not read books, who is not interested
7 in their area, who the community would know that they do
8 this activity, whom the Board might ask to read a couple of
9 books, you know, on social studies. For one, I just don't
10 understand why Colorado asks me who has a doctorate in the
11 area to be licensed, you know, every two years or so. When
12 probably, you know, I read probably more than most people
13 and keep up in my area because it is such an interesting
14 area. And why wouldn't people continue this education? I
15 just can't imagine why they wouldn't. So you know, I'm
16 going to be a person who's going to vote for this.

17 CHAIRMAN DURHAM: Further discussion from
18 Members of the Board. Senator Hillman, I -- I voted to
19 deregulate cosmetologists about 20 years before you did.

20 MR. HILLMAN: Good for you.

21 CHAIRMAN DURHAM: And the rule of thumb is
22 don't anger people to get that close to your sharp objects.
23 I could have advised you on that. So right. Is there a
24 motion, Ms. Mazanec, would you like to make a motion on
25 this?



1 MS. MAZANEC: I move that we approve the
2 Remington's Innovation plan. As a licensed cosmetologist,
3 I second it.

4 CHAIRMAN DURHAM: Am still suffering from
5 that vote just for the record. I suspect Senator Hillman
6 is as well. For the motion seconded in the discussion.
7 Seeing none, would you please call a roll, Ms. Burdsall?

8 MS. BURDSALL: Board Member Flores?

9 MS. FLORES: Aye.

10 MS. BURDSALL: Board Member Goff?

11 MS. GOFF: No.

12 MS. BURDSALL: Board Member Mazanec?

13 MS. MAZANEC: Aye.

14 MS. BURDSALL: Board Member Rankin?

15 MS. RANKIN: Aye.

16 MS. BURDSALL: Board Member Scheffel?

17 MS. SCHEFFEL: Yes.

18 MS. BURDSALL: Board Member Schroeder?

19 MS. SCHROEDER: No.

20 MS. BURDSALL: Chairman Durham?

21 CHAIRMAN DURHAM: Yes. The motion is
22 adopted on a vote five to two. Thank you.

23 UNIDENTIFIED VOICE: Thank you. Thank you.
24 Thank you.



1 CHAIRMAN DURHAM: We will come back to
2 order. Ms. Flores, do we have the motion some place from
3 yesterday on Ray's School District?

4 MS. FLORES: Yes, we do.

5 CHAIRMAN DURHAM: We passed that along
6 somewhere (inaudible). Do you want to make some motion
7 (inaudible).

8 MS. FLORES: Sure. Hurry up, hurry. Yes,
9 we are okay. I move to approve the waiver request from
10 Ray's School District for CRS. 22-71-041(2)(a) School
11 Readiness Assessment.

12 CHAIRMAN DURHAM: A second that motion. Dr.
13 Scheffel. It's been moved and seconded discussion on the
14 motion. Seeing none, Ms. Burdsall would you call roll --
15 Ms. Burdsall, would call the roll please?

16 MS. BURDSALL: Board Member Flores?

17 MS. FLORES: Aye.

18 MS. BURDSALL: Board Member, Goff?

19 MS. GOFF: No.

20 MS. BURDSALL: Board Member Mazanec?

21 MS. MAZANEC: Aye.

22 MS. BURDSALL: Board Member Rankin?

23 MS. RANKIN: Aye.

24 MS. CORDIAL: Board Member Scheffel?

25 MS. SCHEFFEL: Yes.



1 MS. BURDSALL: Board Member Schroeder?

2 MS. SCHROEDER: No.

3 MS. BURDSALL: Chairman Durham?

4 CHAIRMAN DURHAM: No. That motion is
5 adopted by a vote of four to three. So the next course of
6 business will be probably in that same page. Right. Next,
7 it would be, let's see. Lewis Palmer. Here we go. Okay.
8 All right, a motion on Lewis Palmer. Anyone would like to
9 make a motion?

10 UNIDENTIFIED VOICE: I don't have a
11 (inaudible) or is it -- where is it? So sorry. All right.
12 I don't know which one to do. I move to deny the waiver
13 request from Lewis Palmer School District Number 38 for
14 CRS. 22-7-121(2)(a) school readiness assessments.

15 CHAIRMAN DURHAM: For promotions or second?

16 UNIDENTIFIED VOICE: I second.

17 CHAIRMAN DURHAM: Second? It has been
18 seconded. Ms. Burdsall, would you call a roll on the
19 motion, please?

20 MS. BURDSALL: Board Member Flores?

21 MS. FLORES: No.

22 MS. BURDSALL: Board Member Goff?

23 MS. GOFF: Aye.

24 MS. BURDSALL: Board Member Mazanec?

25 MS. MAZANEC: No.



1 MS. BURDSALL: Board Member Rankin?
2 MS. RANKIN: Yes.
3 MS. BURDSALL: Board Member Scheffel?
4 MS. SCHEFFEL: No.
5 MS. BURDSALL: Board Member Schroeder?
6 MS. SCHROEDER: Yes.
7 MS. BURDSALL: Yes? Chairman Durham?
8 CHAIRMAN DURHAM: Yes. Count is -- I lost
9 track.
10 MS. BURDSALL: I did, too. It is --
11 UNIDENTIFIED VOICE: Four, three.
12 UNIDENTIFIED VOICE: -- it is four to three.
13 CHAIRMAN DURHAM: The motion fails by a vote
14 of four to three. Is there another motion?
15 UNIDENTIFIED VOICE: Passes.
16 UNIDENTIFIED VOICE: It fails.
17 UNIDENTIFIED VOICE: It passes.
18 CHAIRMAN DURHAM: It passed by a vote of
19 four to three.
20 UNIDENTIFIED VOICE: Deny passed by four to
21 three.
22 MS. BURDSALL: The move was to deny, the
23 motion was to deny.
24 CHAIRMAN DURHAM: Would you review the vote
25 call for me, please?



1 MS. BURDSALL: So to deny, Board Member
2 Flores says no. To deny, Board Member Goff says yes.
3 Sorry, I'm folding this thing. To deny, Board Member
4 Mazanec says no. To deny, Board Member --

5 CHAIRMAN DURHAM: Do you want to change your
6 vote, Ms. Rankin?

7 MS. RANKIN: I hope it's not too late.

8 CHAIRMAN DURHAM: No, it's not. No. Not
9 until it's announced. Ms. Rankin?

10 MS. RANKIN: I missed the word deny, sorry,
11 I'm sorry.

12 CHAIRMAN DURHAM: It's all right. So Ms.
13 Rankin changed her vote from yes to no.

14 MS. BURDSALL: Yes to no. Yeah, that's
15 fine. Okay.

16 CHAIRMAN DURHAM: Okay.

17 MS. BURDSALL: All right. And then, Board
18 Member Scheffel is a no, to deny.

19 MS. SCHEFFEL: I'm sorry.

20 UNIDENTIFIED VOICE: No, it's to deny.

21 MS. BURDSALL: Yeah. Right. Okay. Yeah, I
22 know, it's confusing. And then, Board Member Schroeder and
23 Chairman Durham are yes.

24 CHAIRMAN DURHAM: Okay. That motion is
25 defeated by a vote of four to three.



1 UNIDENTIFIED VOICE: This is a new motion.

2 CHAIRMAN DURHAM: New motion. Is there
3 another motion?

4 MS. FLORES: Yeah.

5 UNIDENTIFIED VOICE: You guys, I'm telling
6 you.

7 UNIDENTIFIED VOICE: Oh, she has it.

8 UNIDENTIFIED VOICE: Right here. New
9 motion.

10 UNIDENTIFIED VOICE: New motion.

11 UNIDENTIFIED VOICE: I move to approve the
12 waiver request from Lewis Palmer School District Number 38-
13 4 CRS-22-7-104(2)(a) school readiness assessments.

14 CHAIRMAN DURHAM: Who is seconding that
15 motion?

16 MS. FLORES: I second it.

17 CHAIRMAN DURHAM: It's been seconded by Dr.
18 Flores. So objection to the reversal of the previous roll
19 call on that motion.

20 UNIDENTIFIED VOICE: Four-three.

21 UNIDENTIFIED VOICE: Four-three.

22 CHAIRMAN DURHAM: Four-three, yes.

23 MS. BURDSALL: And it passes.



1 CHAIRMAN DURHAM: If no objection to the
2 reversal of the previous roll call, that motion is adopted
3 by vote of four to three.

4 UNIDENTIFIED VOICE: Let's -- let's be
5 clear, the wording here was I moved to approve.

6 CHAIRMAN DURHAM: Right.

7 UNIDENTIFIED VOICE: So you need to say
8 four-three to approve.

9 CHAIRMAN DURHAM: Yes. Those who voted no
10 are now yes, and those who voted yes are now no.

11 UNIDENTIFIED VOICE: I said I move to
12 approve. So you're saying four people moved to approve the
13 motion.

14 CHAIRMAN DURHAM: Right.

15 UNIDENTIFIED VOICE: Okay. Thank you.

16 CHAIRMAN DURHAM: Just read this reverse
17 (inaudible)

18 UNIDENTIFIED VOICE: No, I just can't hear
19 it.

20 MS. BURDSALL: Thank you.

21 UNIDENTIFIED VOICE: Okay.

22 CHAIRMAN DURHAM: Okay. Further discussion.
23 All right. Any other items to come before the Board, Ms
24 Burdsall, that you have on your list?



1 MS. BURDSALL: No. That concludes our
2 meeting unless you have anything else.

3 CHAIRMAN DURHAM: Good. Okay. We will
4 stand adjourned until October --

5 MS. BURDSALL: 12th.

6 CHAIRMAN DURHAM: -- 12th at 9:00 a.m.
7 Thank you.

8 (Meeting adjourned)



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C E R T I F I C A T E

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

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

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

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

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