

# State Review Panel

2022-23 School Year



**COLORADO**  
Department of Education

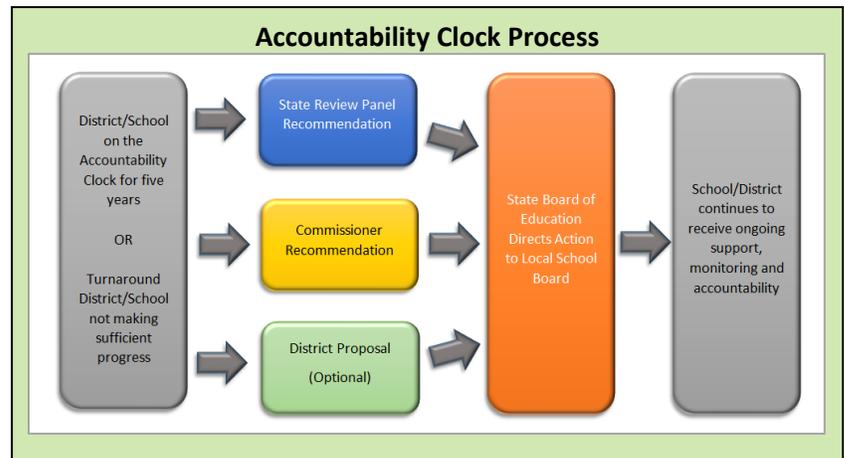
## Overview of the State Review Panel

The underpinning philosophy of the state accountability system is that schools and districts that meet basic state expectations hold increased autonomy; whereas, schools and districts not meeting those expectations will be eligible for increased support, as well as increased monitoring. To support a system of checks and balances, SB 09-163 created the State Review Panel. In 2018 and 2022, the Accountability Act was updated through HB 18-1355 (e.g., site visits in Panel process) and SB 22-054 (e.g., expanded options to include Community Schools) included some new provisions for the Panel.

## State Review Panel Responsibilities

When considering schools and districts with Priority Improvement and Turnaround plan types, the State Review Panel is tasked with:

- Providing a critical evaluation of the adopted Turnaround/Priority Improvement plan, including capacity of school/district to engage in dramatic change. The Panel “shall” review Turnaround plans and “may” review Priority Improvement plans.
- Providing recommendations to the Commissioner and State Board of Education on potential actions when a school or district remains on the accountability clock for more than five years or earlier upon request.



## Composition of the State Review Panel

The Commissioner is expected to appoint a Panel representing broad educational expertise with approval by the State Board of Education. To date, the Panelists have provided expertise in school and district leadership, school and district turnaround, alternative education, curriculum, assessment, instructional data management, program evaluation, teacher leadership, and school and district governance. Special attention has been paid to geographic representation and recruiting representatives with specialized knowledge (e.g., work in turnaround settings, alternative education campuses, bilingual education, online programs charter schools). An outside partner, SchoolWorks, has been hired through a competitive process to coordinate the Panel’s work.

## Recommendation Process

Panelist recommendations are based on document review (a paper-based evaluation) and site visits (document review plus interviews and classroom observations). The Panel engages in three types of site visits: (1) an optional preliminary visit to districts/schools in year three of the clock, (2) an end-of-clock visit in year four, and (3) progress monitoring visits once the State Board has directed action for a site. A report is shared with districts and the Commissioner after all three types of visits. The end-of-clock visit must include recommendations on next steps and are submitted to the State Board of Education, Commissioner and the school district before the State Board hearing.

Through the document review and the site visits, the State Review Panel is expected to consider the following criteria about the school or district’s leadership and capacity to implement the needed change for rapid improvement (C.R.S. 22-11-208 through 210).

- Whether the public school’s/school district's or institute's leadership is adequate to implement change to improve results;



- Whether the public school’s/school district's or institute's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of public school and school district or institute personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance within the district public schools or the institute charter schools;
- The readiness and apparent capacity of public school and school district or institute personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the public school’s/school district's or institute's performance within the current management structure and staffing; and
- The necessity that the public school/school district or institute remain in operation to serve students.

In making their recommendations to the Commissioner and the State Board of Education, the Panel must select one of the following interventions:

**Table 1. Type of Required Action for Districts and Schools**

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)	
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation	n/a	A committee develops a plan to consolidate the district with a neighboring district(s) and/or alter its boundaries. This involves comprehensive negotiation and requires either approval from voters in affected school districts, or approval from affected local boards of education (depending on which reorganization process is chosen by the state board) that voters in all involved districts support the plan.
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools	With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district	An external organization is brought into the district or school to manage the entire school/district or to manage targeted operations (e.g., fiscal management, HR operations, or instructional approach). The external partner must have contractual authority and accountability.
		With regard to a district or Institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board	



<p><b>Charter School Conversion</b></p>	<p>That one or more of the district public schools be converted to a charter school</p>	<p>With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school</p>	<p>A school(s) is converted to a public charter school. This means that the school has its own governing board. A management organization could be brought in to operate the school(s). There are automatic waivers available to charter schools.</p>
<p><b>Innovation Status</b></p>	<p>That one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104 or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104</p>	<p>With regard to a district public school, that the district public school be granted status as an innovation school pursuant to section 22-32.5-104</p>	<p>Innovation Status provides a way for a school, a group of schools or the district to develop innovative practices to better meet the needs of students. It allows more autonomy to make decisions at the school-level and includes getting approval on waivers from local and state policies that may be barriers to that innovative vision.</p>
<p><b>School Closure</b></p>	<p>That one or more of the district public schools be closed</p>	<p>That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked</p>	<p>School closure can be done in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system).</p>
<p><b>Community School Conversion</b></p>	<p>That one or more district public schools be converted to a community school as defined in section 22-32.5-103(1.5)</p>	<p>With regard to a district public schools, that the district public school be converted to a community school as defined in section 22-32.5.103(1.5)</p>	<p>The district converts a school to a community school, which is a public school that implements (1) an annual asset and needs assessment that engages at least seventy-five percent of families, students, and educators in the community, (2) a strategic plan, (3) a process to engage partners who bring assets and expertise to implement the school's goals, and (4) a community school coordinator.</p>



Options for Charter Schools			
Charter Revocation	N/A	(V) That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked. (C.R.S. 22-11-210)	Charter school closure can be done in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system). In addition, the charter school may have their charter revoked.
Replace the operator	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board. (C.R.S. 22-11-210)	The public or private entity operating the charter school could be replaced.
Replace the governing board	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board. (C.R.S. 22-11-210)	The governing board of the charter school could be replaced.



**2022 State Review Panelists** (Approved by the State Board of Education on September 15, 2022)

Name		Year on SRP	Title	Location	Areas of Expertise
Amy	Weed	8th	Retired Assistant Superintendent	St Vrain Valley School District	Elementary / Secondary School / District Leadership Online / Rural / Urban / ELL / Career Technical / Special Education School / District Turnaround
Andrew	Franko	7th	iConnect Zone Superintendent	District 49	Elementary / Secondary School / District Leadership Charter / Online / Career Technical / Alternative Education
Biaze	Houston	12 <sup>th</sup>	District Support Chief	University of Virginia - Partnership for Leaders in Education	Elementary / Secondary School / District / Teacher Leadership Charter / Urban / ELL School / District Turnaround
Chris	DeRemer	1st	Assistant Principal	Manual High School, Denver Public Schools	Secondary School / Teacher Leadership Urban / ELL / Alternative Education School / District Turnaround
Clark	Callahan	1 <sup>st</sup>	Executive Director	Colorado Charter High School	Elementary / Secondary District / School / Teacher Leadership Charter / Urban / Online / ELL / Career Technical / Alternative Education School / District Turnaround
Cori	Canty Woessner	1 <sup>st</sup>	Bilingual Resource Coordinator	Developmental Disabilities Resource Center	Elementary / Secondary District / School / Teacher Leadership ELL / Alternative Education School / District Turnaround
Elizabeth	Wall-Macht	5 <sup>th</sup>	Consultant / University Instructor	CU Denver	Elementary School / Teacher Leadership Charter / Online / ELL / Urban / Alternative Education
Jean	Martinez	1 <sup>st</sup>	Consultant Former Elementary School principal		Elementary School / District / Teacher Leadership Urban / ELL / Special Education
Jennifer	Wray	2 <sup>nd</sup>	K-8 Science instructor	Vision Charter Academy	Elementary Charter / Online / Urban / Rural / ELL / Alternative Education



Name		Year on SRP	Title	Location	Areas of Expertise
Jody	Mimmack	3 <sup>rd</sup>	Adjunct Faculty – Teaching and Learning	Colorado State University – Global	Elementary / Secondary School / Teacher / District Leadership Former Superintendent Online / Rural / Urban / Special Education / Alternative Education School / District Turnaround
Johan	van Nieuwenhuizen	12 <sup>th</sup>	Superintendent of Schools	Weld County School District RE-1	Elementary / Secondary School / District / Teacher Leadership Online / Rural / Urban / Special Education School / District Turnaround
Keri	Melmed	1 <sup>st</sup>	Educational Consultant & Leadership Coach	Self-employed	Elementary / Secondary School / Teacher Leadership Charter / ELL / Special Education / Alternative Education School / District Turnaround
Lisa	Voss	3 <sup>rd</sup>	French Teacher / District World Language Teacher	Broomfield High School	Secondary School / Teacher / District Leadership Online
Lyn	Bajaj	3 <sup>rd</sup>	Site Professor Consultant	CU Denver	Elementary / Secondary School / District / Teacher Leadership Urban / ELL School / District Turnaround
Mathew	Neal	2 <sup>nd</sup>	Superintendent of Schools	Woodland Park School District	Elementary / Secondary School / District Leadership Charter, Online / Rural / Urban / Alternative Education School / District Turnaround
Michelle	Palmer	5 <sup>th</sup>	Deputy Director of School Engagement	New Classrooms	Elementary / Secondary School / District / Teacher Leadership Urban / ELL School / District Turnaround
Molly	Hamm-Rodríguez	1 <sup>st</sup>	Ph.D. Candidate & Instructor	UC Boulder	Elementary / Secondary Urban / ELL / Career Technical / Biliterate in Spanish
Nancy	Sanger	13 <sup>th</sup>	Education Consultant	Nancy Sanger LLC	Elementary / Secondary School / District Leadership Online / Rural / Career Technical
Nick	Bucy	5 <sup>th</sup>	Education Consultant	Independent	Secondary School / District / Teacher Leadership Charter / Rural / Urban / Alternative Education School / District Turnaround
Peggy	Downs	1 <sup>st</sup>	Grants Specialist for Charter Schools	Granting Your Vision	Elementary / Secondary School Leadership Charter



Name		Year on SRP	Title	Location	Areas of Expertise
Sandra	Just	3 <sup>rd</sup>	Interim Human Resources Director	Sheridan School District 2	Secondary School / District Leadership Urban / ELL / Special Education / Alternative Education / Biliterate in Spanish School / District Turnaround
Sara	Myers	1 <sup>st</sup>	Capstone Coordinator	Rangeview High School, Aurora Public Schools	Secondary School / District / Teacher Leadership Online / Urban / ELL / Special Education / Career Technical
Sherry	Kalbach	1 <sup>st</sup>	Deputy Superintendent	Colorado Springs, School District 11	Elementary / Secondary School / District / Teacher Leadership School / District Turnaround
Starla	Pearson	9 <sup>th</sup>	Clinical Assistant Professor	University of Denver	Elementary / Secondary School / District / Teacher Leadership Urban / Online / ELL / Special Education / Career Technical School / District Turnaround
Susana	Wittrock	1 <sup>st</sup>	Assistant Principal	Saint Vrain Valley School District	Elementary / Secondary School / District / Teacher Leadership ELL / Special Education / Alternative Education / Biliterate in Spanish
Tacy	Killingsworth	7 <sup>th</sup>	Director for Curriculum and Instruction	Academy District 20	Elementary School / District Leadership Rural / Urban / Special Education
Ted	Johnson	1 <sup>st</sup>	Executive Director of Continuous Improvement & Innovation	Pueblo District 60	Elementary / Secondary School / District / Leadership Urban / ELL School / District Turnaround
Wendy	Birhanzel	1 <sup>st</sup>	Superintendent	Harrison School District 2	Elementary / Secondary School / District / Teacher Leadership Urban / ELL / Special Education School / District Turnaround
Zachary	Rahn	2 <sup>nd</sup>	Executive Director Curriculum and Instruction	Aurora Public Schools	Elementary / Secondary School / District / Teacher Leadership Charter / Urban / Online / ELL / Special Education / Biliterate in Spanish School / District Turnaround