



Colorado State Board of Education

**TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO**

May 11, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on May 11, 2017, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 MADAM CHAIR: Good morning ladies and
2 gentlemen. I'd like to call the meeting to order. Would you
3 call the roll please, Ms. Cordial?

4 MS. CORDIAL: Board member, Durham.

5 MR. DURHAM: Here.

6 MS. CORDIAL: Board member Flores.

7 MS. FLORES: Here.

8 MS. CORDIAL: Board member Goff.

9 MS. GOFF: Here.

10 MS. CORDIAL: Board member Mazanec.

11 MS. MAZANEC: Here.

12 MS. CORDIAL: Board member McClellan.

13 MS. MCCLELLAN: Here.

14 MS. CORDIAL: Board member Rankin.

15 MS. RANKIN: Here.

16 MS. CORDIAL: Board member Schroeder.

17 MADAM CHAIR: Here. Welcome to everyone. We
18 are about -- about to begin what I believe is our last
19 accountability hearing. We get someone to say if you were
20 listening in yesterday, we -- hi. We are doing something new
21 too. This is new to you, this -- so we had some legal
22 glitches yesterday where we were trying to figure out what
23 we should do within the law et cetera.

24 Our goal is to do what's very best for
25 Colorado's kids. I believe that's yours as well. Please be



1 patient with us as we figure out the best way to approach
2 that. And there will continue to be moments, but we'll get
3 this down in about three or four years when nobody will --
4 no one will come before us anyway because we will all be
5 accredited or credited with distinction and performance. So,
6 there's my hope.

7 Nevertheless, Colorado State Board of
8 Education will now conduct a hearing in Case Number 17-AR-
9 10, the accountability recommendations concerning both
10 Adam's 14 School District and Adams City High School. Under
11 the Education Accountability Act of 2009, if a school or
12 district receives a priority improvement or turnaround
13 rating for more than five consecutive years, the State Board
14 of Education must direct an action to the local Board of
15 Education.

16 Adams 14 School District in Adams High School
17 will enter sixth year priority improvement or turnaround on
18 July 1, 2017. During this hearing the board is acting in its
19 capacity to hear the recommendations of the commissioner and
20 the state review panel pursuant to 22-11-209(3) and 22-11-
21 210(5)(b).

22 The commissioner and her staff are here today
23 to present their recommendations. The district is also
24 present and will share their report the state review panel
25 an independent body of education experts has issued a



1 recommendation regarding Adams 14 School District, and Adams
2 City High School that is part of the hearing record and is
3 included in the board practice. In the case of Adams 14
4 School District, the state review panel conducted a site
5 visit and document review in 2015, and recommended
6 innovation sound status for the district.

7 In the case of Adams City High School, the
8 state review panel conducted a site visit and document
9 review in 2016 and recommended innovations for the school.
10 State board's consideration of the matter shall be limited
11 to materials submitted by the parties and maintained in the
12 record of proceedings. At the hearing, each party shall have
13 a maximum of 30 minutes to present its report. Board members
14 may not interrupt with questions during this time.

15 Board members will have an opportunity to ask
16 questions of both parties after both parties complete their
17 presentation. And the hearing will proceed as follows; The
18 Department shall present its 30-minute report, the district
19 shop has in its 30-minute report for both the district and
20 Adams City High School.

21 Ms. Cordial over here in the corner will let
22 you know when you have five minutes remaining your
23 presentation. Following the presentation of both the
24 department and the district, the state board shall have the
25 opportunity to ask questions of both parties for a time



1 period not to exceed two hours unless we really need to,
2 unless we really need to extend it, hopefully not.

3 The state board may ask one or both parties
4 to submit proposed written final determinations for the
5 state boards consideration. State board will consider and
6 adopt the final written determination at a subsequent state
7 board meeting. So this time I would ask the department's
8 representatives to introduce themselves for the record and
9 begin their presentation. Commissioner.

10 MS. ANTHES: Thank you Madam Chair. Katy
11 Anthes, Commissioner of Education.

12 MS. MEDLER: Lisa Medler, Executive director
13 of Department of Education.

14 MS. PEARSON: Alyssa Pearson, Associate
15 Commissioner Accountability and Support.

16 UNIDENTIFIED VOICE: Brenda Bautsch,
17 accountability specialist.

18 COMMISSIONER: All right thank you Madam
19 Chair. Members of the board. Thank you superintendent Abrego
20 for being here, Board President for being here, and other
21 members of your community and board and district leadership
22 I appreciate you being here today.

23 Today we are having a hearing on both the
24 Adams 14 School District and Adams City High School. Adams
25 14 is a district in Commerce City with both a lot of



1 academic and poverty challenges as well as a lot of
2 community passion and engagement.

3 Dr. Abrego is a new superintendent who
4 started very recently in 2016. He was most recently a
5 superintendent in Arizona. We know from research and
6 otherwise that leadership stability is a critical element in
7 turning around districts and schools, and this is a part of
8 the Adams 14 story. Adams 14 has a history and a pattern of
9 leadership transition.

10 They have had three superintendents in the
11 last several years with interims in between. We know that
12 that does impact staff and students. We know that leadership
13 consistency and the systems that can be put in place with
14 leadership consistency can have a positive impact on student
15 achievement.

16 We have learned that academic systems haven't
17 had time to get settled under any leader in Adams 14 and
18 thus the systems don't necessarily outlive the individuals.
19 We need to change that and ensure that we have consistent
20 systems in place. Academic and otherwise. Since Dr. Abrego
21 has come to the district, he has been welcoming of our team,
22 our CDE team and has opened the doors to us and been
23 learning about the Colorado system and ways in which he can
24 improve the conditions in academics for students in Adams
25 14.



1 We have worked with him and his leadership
2 team to impress the urgency of needing to improve and
3 understand the history and context of Colorado and the
4 district in which he serves. We do see some very early signs
5 of improvement with some upticks in ACT scores and
6 graduation rates. We hope that the new superintendent and
7 his leadership team can build on this and catalyze
8 additional academic improvements.

9 My recommendation on the work of my team to
10 create -- to work with the district to create stable systems
11 and develop leadership capacity throughout the whole team.
12 We think that that will create the stability and momentum
13 that this district and students deserve. Because of these
14 reasons and others, you'll hear that I'm recommending
15 external management for both the school and the District to
16 provide that extra support and coaching needed to ensure
17 those systems are stable moving forward.

18 With that I'll turn it over to my team to
19 give you more details on her recommendation.

20 UNIDENTIFIED VOICE: Thank you. Good morning
21 everybody. As Dr. Anthes and Adams 14 School District in
22 Adams City High School. Both enter year six of priority
23 improvement or turnaround on July 1, 2017. As such state
24 board is required to direct action to the local board prior
25 to June 30.



1 Today we're talking about both the district
2 and the City High School. As Dr. Anthes said, the
3 Commissioner's recommendation is for external management
4 partnership for both the district and the high school. This
5 recommendation is based on our review of the systems in the
6 district unified improvement plan history of grants and
7 supports.

8 The Commissioner's visit to the district as
9 well as staff visits and staff interaction with the district
10 over the last few years. When you consider the state review
11 panels final recommendations as well as the district's own
12 proposal for a management partnership. Under the district's
13 previous leadership, the state review panel had recommended
14 innovation for both the district and the school.

15 We'll talk about that a little bit more later
16 on in the presentation. But now after working with the new
17 district leadership, both CDE and the districts are
18 proposing an external management partnership. So that seems
19 to be the best pathway forward to meet the needs of the
20 district and the school.

21 Adam's 14 School District is located just
22 north of Denver. Serves approximately 7,500 students in 11
23 different schools. Eight of those 11 schools are on the
24 accountability clock and priority improvement or turnaround
25 status, I'll show you a little more about that in a minute.



1 The district serves a higher percentage of at-risk students
2 than the state especially in terms of English language
3 learners and students eligible for free or reduced lunch.

4 This slide shows the district's data over
5 time. In 2010 through 2012, the district earned a turnaround
6 status. They moved up to priority improvement in 2013 and
7 14, but in 2016, fell back onto turnarounds. In terms of
8 their specific performance and achievement and growth, the
9 elementary and high school for achievement consistently have
10 earned does not meet ratings, or some ha -- relatively
11 higher performance at times at middle schools especially in
12 math.

13 In terms of growth, the middle school growth
14 is consistently at approaching or meets ratings in both
15 reading and math, but the district has struggled more with
16 elementary and middle school growth especially in the area
17 of math.

18 This slide shows you an overview of all the
19 schools in the districts. You can get that kind of holistic
20 performance of all of them. Again, there's 11 schools in the
21 district; eight of them are on the clock, three are newly
22 reentered onto the clock this year, and four of the schools
23 in the district side declines in ratings this year.

24 There's three schools in the district that
25 are not on the clock. They're important to note: Hanson



1 Elementary School, Kearney Middle School, and Lester Arnold
2 High School. Lester -- Lester Arnold is an, dis --
3 district's alternative education campus high school. This
4 slide shows the 2016 achievement ratings for the district as
5 a whole. It's split up; elementary level, middle level, and
6 high school level.

7 At all levels, the district's per --
8 achievement is earning and does not meet level. And on
9 average, students are kind of in between level two and level
10 three on the state assessment between partially meets
11 expectations and approaching expectations.

12 You can see there's gaps for students with
13 disabilities, but all the other dis-aggregated groups are
14 very similar. This slide shows the growth percentile ranks
15 for the school district, elementary, middle, and high school
16 level. Again, English language arts and math. There's higher
17 levels of growth at the middle school level and high school
18 English language arts. Those levels are at approaching
19 ratings.

20 The lowest growth is at the elementary level
21 for math. For students with disabilities, there's gaps in
22 the elementary and middle level but at high school, to note,
23 the English language arts and math, students with
24 disabilities have the, the same level of growth or higher
25 actually in English language arts.



1 In terms of Adams City High School
2 specifically, this shows the performance ratings and trends
3 over time. So in 2010, the district was, the school, excuse
4 me, with that turnaround but has earned a priority
5 improvement ratings since then.

6 The achievement ratings have been does not
7 meet in read -- reading and math consistently for Adams City
8 High School. Growth has altered for reading between
9 approaching and does not meet. They've been consistently
10 does not meet for math. When you look at 2016 achievement
11 results for Adams City High School, this shows just the high
12 school's English language arts and math gro -- growth
13 overall and for dis-aggregated groups for 2016.

14 They are closer to the approaching ratings
15 and achievement especially in English language arts. On
16 average, students' rate at 722 mean skills score, the cap
17 point is 725 to level three. So they're almost at that level
18 for English language arts. Again, for growth, this is very
19 similar to the district level data.

20 So again, there is just one other alternative
21 high school for the district. The high school growth in
22 English language arts earned approaching, is getting close
23 to the me -- cap point at 50. For math, it was does not
24 mean, but they're really close to the approaching rating.
25 And again, noting that growth for students with



1 disabilities.

2 When we look at the graduation and the
3 dropout rate for the district, we see two, two slightly
4 different trends there. The dropout rate has been increasing
5 over time and it's pretty significant. Dropout rate at 8.2%.
6 For the district, it's 6.3% for the high school.

7 But when you look at the graduation rate,
8 you're seeing some really positive trends there over time.
9 Moving from a 68% graduation, four-year graduation rate up
10 to 79% in 2019 or 2017 -- 2016, excuse me. And also, when
11 you look at the best of graduation rates, when you look at
12 these extended rates outside of the seven-year graduation
13 rate, the most recent seven-year graduation rate was already
14 at 86.3%.

15 So they're seeing some good progress with
16 getting kids to meet graduation requirements even if it
17 takes longer to get them there. Cities engage with the
18 districts in a number of different ways. We have staff
19 members that do weekly check ins with, with the district.
20 The district is involved in a pathway early action grant to
21 help them explore the pathway for this hearing today. They
22 worked with an external facilitator and CDE on that.

23 All elementary teaching staff have
24 participated in the reading foundations academy, the
25 training series this year. CDE meets bi-monthly with staff



1 for additional consultation. Additionally, there's been a
2 two-year commitment of training and facilitated, in
3 discussions with CDE for district and school staff around
4 culture language responsive training.

5 Monaco Elementary School in the district has
6 been accepted into the turnaround network for next school
7 year and Dupont Elementary in the district is working on the
8 Connect for Success grant for next year or so.

9 These are additional grants and supports that
10 the district has received over time. There's more detail
11 about all of those in the commissioner's report as well. I'm
12 going to turn it over to Lisa Medler on how to talk about
13 the conditions and systems in their district and the school.

14 MS. MEDLER: Great, thanks. So, I am Lisa
15 Medler, I've worked with this district in various roles over
16 many years probably more than I would like to admit because
17 that would be more revealing about myself, but I have been
18 working rather intensively with them for about a year and a
19 half now.

20 So, this slide that is up now, you've
21 actually seen this a few times. So, I'm just going to remind
22 you that research on turnaround shows that schools on track
23 to improve student achievement are likely to show strong
24 evidence of effectiveness within these systems. We'll walk
25 through these conditions, both for the districts and for the



1 high school.

2 Okay. So as Commissioner Anthes already
3 mentioned, transition in Adams 14 leadership is a recurring
4 theme that you'll hear referenced throughout the rest of
5 this presentation. In August of this past year, the local
6 board hired Dr. Javier Abrego as the new superintendent.
7 This is the third administration over the six years that the
8 district has been on the accountability clock.

9 Dr. Abrego is an experienced superintendent
10 but new to Colorado. So he has had to learn Colorado's
11 educational experience and its unique policies at the same
12 time that he's been getting to know the Commerce City
13 community. With a fair amount of district staff turnover,
14 he's brought in a new district administrative leadership
15 team.

16 They've quickly identified the need to create
17 foundational systems such as induction, use of instructional
18 time, professional development, formative assessments,
19 curriculum frameworks across the district. It's not that
20 past administrations weren't focused on similar things, but
21 that these practices were not complete enough or cemented
22 enough in everyday practice to survive the departure of key
23 individuals.

24 The leadership team has identified priority,
25 priority areas within their unified improvement plan, so



1 standards and instructional planning, best first
2 instruction, and effective educators with many needs across
3 the district, snaring their focus to a few key areas and
4 trying to do them well is a good place to start.

5 For the high school, there have been even
6 more transition at the leadership level with four principals
7 since 2012. There is currently an interim principal in place
8 and the district has been searching for a new principal. In
9 reading through the district's proposal, you'll see that the
10 district is currently restructuring the high school
11 leadership team.

12 They, and the four assistant principal
13 positions were redefined to take on high priority areas such
14 as career pathways in English language learner supports. All
15 four of those positions were posted and the district is in
16 the midst of the hiring process now. The district is also
17 increasing the number of positions for coaching and systems
18 level supports.

19 As a part of the restructure, Dr. Abrego has
20 taken over supervision of the school for the time being. The
21 school has self-identified the following priorities within
22 its improvement plan: standards and instruction,
23 leadership, which I think is significant, staff have
24 identified this as an area of need as well, and culture and
25 climate.



1 Okay, moving on to teaching -- teaching staff
2 across the districts. In looking at staffing patterns in
3 schools across the district, you'll see that it's a
4 relatively young teaching force with 44% of teachers holding
5 less than three years of teaching experience. This is almost
6 double the state average.

7 That being said the turnover in schools is
8 just slightly above state averages, the exception was an
9 instructional support which is double the state average.
10 This is notable when you think about the experience of
11 teaching, of the teaching staff and ensuring that their
12 professional growth needs are being addressed. While the
13 district has rehired in these positions, it is yet another
14 transition that directly impacts staff.

15 Okay, moving on to district and school
16 culture. Over all the past year, the district's culture is,
17 is really characterized by the community and staff and the
18 new district administration getting to know each other. One
19 priority for the districts has been in responding to the OCR
20 investigation which the investigation occurred in 2010-14.
21 You may have heard something about it in the media.

22 Some evidence of discrimination by the
23 district with students, staff, and families because of
24 national origin was found. This has been a consideration for
25 the district and their systems development work. Currently,



1 the district administration has committed to working with
2 CDE on a series of cultural responsiveness, trainings as you
3 heard Alissa mentioned previously.

4 District leadership have also shared that one
5 of their guiding principles is to, to acknowledge their
6 student population and their community, and that speaking
7 more than one language should be seen and viewed as an
8 asset. Shifting to the high school now, it's worth sharing
9 that Commerce City is, is really tightening community and
10 the high school is viewed as, as the heart of that and is
11 often the gathering place for community events.

12 As noted earlier, culture is a priority area
13 as identified by the school. It's been the focus over the
14 last few years and the school has seen improvements in
15 orderliness, student behavior, students want to be at
16 school. The staff really went after improving graduation
17 results and matriculation results which shows in the numbers
18 that Alissa mentioned earlier.

19 I think significantly too that ACT scores
20 were also on the rise at the same time although still not
21 meeting state expectations. There's still work to be done in
22 school culture however as attendance is still low, and the
23 dropout rates have doubled over the last few years. The
24 transition of a new school leadership team will impact the
25 school hopefully for the positive, but it is still more



1 change nonetheless.

2 Okay, moving to academic systems, I now hope
3 it's okay that I'm shifting back and forth rapidly between
4 the district and the school so hopefully this is
5 distinguishing enough. For the district and the school
6 academic systems have been identified as an area of need
7 within their own UIPs and through external reviews. As
8 mentioned before, each leadership transition seems to result
9 in returning to the creation of basic foundational systems
10 such as realigning curricula, adjusting formative assessment
11 practices and developing new professional development for
12 staff.

13 The current leadership team have spent the
14 last year planning and beating to roll out some of those
15 foundational systems. One example is an initiative that was
16 already underway through the by literacy classrooms in the
17 elementary schools.

18 This has been done in partnership with the CU
19 Boulder BUENO center dual language approach that provides
20 instruction in English and Spanish, and where students are
21 expected to obtain mastery in more than one language,
22 obviously including English. Initial results have been
23 promising.

24 While the district leadership team has been
25 absorbed in developing those foundational systems, they are



1 simultaneously trying to accelerate action in their most
2 struggling schools. The district recently identified an
3 external partner, Beyond Textbooks, to play that accelerator
4 role in the, in three schools, Adams City High School,
5 Central Elementary and Rose Hill.

6 Beyond Textbooks is new to Colorado and more
7 information is available in your binders about them. But
8 essentially, they are providing a teaching and learning
9 cycle for staff that includes a highly structured curriculum
10 framework foc -- focused on standards, extensive
11 professional development, observations and coaching, and
12 access to a wide array of sample lessons and classroom-based
13 assessments.

14 The partner is training staff now in
15 preparation for full implementation next school year in
16 those selected schools. It's worth sharing I think that I
17 had the opportunity to sit with the schools at one of the
18 trainings, and for the staff that were there they were
19 excited and in fact I would say relieved.

20 I heard things like now I don't have to spend
21 time in curriculum development, now I can focus on lesson
22 planning, how, when can we access these resources, this
23 would help me right away. That was worth sharing. So, now
24 let's focus on the acadec -- academic systems in the high
25 school now.



1 Beyond Textbooks is working with the 9th and
2 10th grade staff on their academic systems. This addition
3 appears to be welcomed by staff as academic systems are
4 identified as a key area within their implement plan. And
5 then if you look to the district's plan and the appendices
6 staff took a vote in favor of adopting this partnership with
7 about 80% voting in favor.

8 The high school also offers an early college
9 and career pathways approach for students. Although, during
10 this school leadership transition, implementation on some of
11 the proposed pathways has lagged. The past leadership team
12 emphasized exposure to post-secondary options even getting
13 schools and their families on buses to nearby universities
14 to expand experienced, campus tours and to get a sense of
15 what daily life would be like on campus. Am I off? Really
16 off. There we go.

17 Okay. So, moving on to district support some
18 flexibility, as mentioned previously, the district has been
19 busy getting those foundational systems in place and
20 thinking about the Accountability Clock Pathways. The
21 district continued the work from the previous administration
22 on innovation planning, this is where, this work however did
23 not advance rapidly, and the team struggled to identify
24 district plan.

25 They could really take advantage of the



1 innovation process through the early action pathways grants.
2 The district was able to explore other pathways in more
3 depth and agree that external management made the most
4 sense. CDE also urged this exploration to find a pathway
5 that would provide greater rigor and pu -- put needed
6 structures in place as rapidly as possible.

7 The superintendent identified Beyond
8 Textbooks as a management par -- partner based o -- upon his
9 experience with them in a previous district. The focus on
10 shoring up academic systems aligns with the district's
11 identified priorities.

12 At the same time, the district has been
13 sketching out a system of differentiated supports for their
14 schools. They are sampling a variety of other programs and
15 partners such as their involvement in Connect for Success in
16 the turnaround network. With better understanding of these
17 programs, the hope is that the district will be able to
18 better match school needs with available supports.

19 As you've already heard from the extensive
20 list of grants that Alissa touched upon, the district is
21 involved in a considerable number of grants and programs.
22 These external supports can be a great asset, but they
23 require considerable co -- coordination and need to be
24 leveraged to meet the, the district's vision.

25 MADAM CHAIR: Will you take it on that?



1 MS. RANKIN: Yeah.

2 MADAM CHAIR: Thank you.

3 MS. RANKIN: Thank you.

4 MS. MEDLER: So, I'm going to talk about
5 board and community relations while Alyssa helps me find the
6 slide, the district and the local board have worked this
7 year to more clearly define the board's role, and have
8 identified prioritizing academic supports, this is supported
9 by their decision to earmark local funds for academic
10 systems like curricular materials, and partnerships
11 including Beyond Textbooks.

12 The community is tightly knit as I mentioned
13 before, and very invested in their schools. The
14 accountability committees or representative the -- of the
15 community and well attended, the superintendent also holds
16 parent forums to discuss a variety of topics. However, given
17 the district's rapid change in their pathway approach, you
18 know, moving from that innovation planning to the external
19 management, additional attention needs to be given to
20 bringing the staff and community up to speed, and gather
21 ongoing input during the implantation process.

22 Okay. So, in terms of -- in summary of those
23 conditions, the district's pathway plan must address and
24 implement the following conditions to demonstrate that the
25 district is on track to attaining and an improvement or



1 performance plan rating. For academic systems across the
2 district, we would need to see a coherent teaching and
3 learning cycle that includes consistent and rigo -- rigorous
4 curricular interim assessments and instructional strategies,
5 differentiation and instruction for the variety of student
6 needs, coupled with high expectations should also be
7 present.

8 We would also need to see a mature district
9 system of supports and accountability. In particular schools
10 on the accountability clock, need immediate an -- and
11 tailored assistance to meet their unique needs. The district
12 needs a clear system for supporting and supervising the
13 schools. Ongoing feedback loops are also important, next
14 steps to let the district know if things are on track.

15 And also, identify key areas that need
16 immediate attention. This includes forming open
17 communication systems with staff in the community. For the
18 high school, the pathway plan must address and im --
19 implement the following conditions, school leadership needs
20 to be hired.

21 While there needs to be urgency in filling
22 those positions, the candidates need to be of high quality,
23 and demonstrate leadership -- turnaround leadership
24 characteristics. The district will also need to remain
25 involved in the school's implementation plan to provide



1 ongoing assistance and accountability.

2 Academic systems will need to be addressed
3 across all grade levels. In particular attention needs to be
4 given to how the school can best take advantage of the
5 external management partnership, and then implementation
6 occurs with fidelity. I am now going to hand it over to
7 Brenda Bautsch, who's going to take it from there.

8 MS. BAUTSCH: Thank you. Based on these key
9 conditions for success that Alyssa just reviewed as well as
10 conversations with the districts in review of student data.
11 The Commissioner has recommended external management for
12 both Adams 14 School District, and Adams City High School.

13 The recommendation aligns with the district's
14 proposal, and CDE finds that the district and high school
15 would benefit from the support and additional structure of
16 an external partner, particularly as the new leadership
17 teams are becoming established. The state review panel came
18 to a different recommendation for the district, which was wa
19 -- innovation status, the review was conducted in 2015
20 before the change in leadership at the district level.

21 The panel did note that sustained leadership
22 and planning time would be important in making the
23 innovation planning effective, and that did not occur. And
24 so, CDE has reached a different conclusion and different
25 recommendation as has the district itself. Similar to the



1 dis -- the district's report, this review panel also
2 recommended innovation for the high school.

3 However, the plan will also refer to the
4 leadership that was in place of the high school at that
5 time, and the leadership of the high school level has also
6 turned over when the district leadership around the same
7 time. So, s -- since then, with new leadership at the
8 school, the CDE recommendation for the high school is
9 different as well.

10 Again, and the district has reached the same
11 conclusion. CDE consider the other pathway options available
12 under law, we do not recommend that the district or high
13 school pursue innovation status given the leadership
14 turnover at the district, and the fact that there is not a
15 leader identified at the high school right now.

16 It's difficult to put together and implement
17 an innovation plan that would have dramatic enough change on
18 -- in impact on students with new -- with this new
19 leadership team in place. Additionally, district and school
20 staff have not identified any state waivers that are needed
21 to implement their improvement efforts.

22 CDE is now recommending charter school
23 conversion for the high school, or the d -- or other
24 district schools at this time. With the new leadership plan,
25 team in place, they're beginning to implement system wide



1 improvements, and they need to keep their focus on those
2 systems and getting those up and running. In the near
3 future, adding charter schools could be an option.

4 We also wanted to know that there are three
5 charter schools that are authorized by CSI within the
6 district boundaries that serve a significant number of the
7 district students. School closure for the high school would
8 not be a viable option given that it's the district's sole
9 main high school, they have a small alternative education
10 campus.

11 Closing other schools at this time and
12 district reorganization are also not recommended, given that
13 the new leadership team has begun to implement some
14 improvement efforts that have the potential to change the
15 trajectory of the district. However, stated -- as stated in
16 the Commissioner's recommendation, if significant process --
17 oh, sorry, that have been progress in student performance is
18 not seen in the next two years, CDE would re-evaluate the
19 recommendations for either the district, or the high school,
20 or both if necessary, to determine if there is a better
21 option available to improve student outcomes.

22 In considering the management pathway as the
23 appropriate action for both the high school and the
24 district, CDE reviewed and evaluated the district's plan
25 against our rubric, multiple rounds of feedback were



1 provided to the districts, so that he could strengthen their
2 plan over the past few months. Adams 14 is proposing to
3 partner with Beyond Textbooks as Lisa mentioned, for three
4 of their schools which includes the high school.

5 It's a comprehensive program of curriculum
6 development, and structural improvements, student
7 assessment, and multi-level interventions. Given that it's
8 only been offered at the three schools initially, the
9 district has said it would scale it up to additional schools
10 if it's proven to be successful, and their plan outlines
11 strategies to address the other low performing schools
12 within the district, also focused around the structural
13 improvement, leadership training, and enhanced professional
14 development.

15 Additionally, the high school has proposed
16 restructuring their leadership team to include the new
17 principal, when that -- that individually identified, as
18 well as four new assistant principals. CDE has overall
19 determined that the plan partially meets our standards for -
20 - for expectations.

21 The -- proposal provides helpful details
22 about the strategies that district will engage in, however,
23 questions remain as to how this partnership will address the
24 needs for the district develop its systems of support for
25 all of its schools, and to implement robust processes for



1 internal accountability, while differentiating their
2 approach for the different schools, maybe a wise direction,
3 the plan is not adequately address the strategies or actions
4 the district needs to take to stabilize and perform at a
5 higher level.

6 This chart provides additional summary of the
7 strengths of the plan, and areas where CDE staff believed
8 there needed to be further developments. Regarding the
9 Beyond Textbook partnership, there is a clear direction on
10 the academic systems element.

11 However, the plan could be strengthened by
12 clarifying the specific roles and decision-making authority
13 that Beyond Textbooks will have. The plan also mentions how
14 it will provide support to the schools that are not
15 participating in Beyond Textbooks.

16 But overall, it's not evident how the
17 district will truly operate differently or hold itself
18 accountable in providing support to all of its schools. The
19 third major component of the plan is restructuring the
20 leadership team at the high school, and that's very
21 important, having strong and stable leadership is an urgent
22 need.

23 However, CDE would need greater assurance
24 that the high school -- that a high-quality school leader
25 will be hired with urgency, and we would like additional



1 clarification about what broader changes will occur at the
2 high school. Beyond Textbooks will only be implemented at --
3 in grades nine and 10 to start with, and schools at the end
4 of the clock and needs a significant intervention. Okay.
5 That it.

6 MS. GOFF: Oh, that's good.

7 MS. HERNANDEZ: Yeah.

8 MADAM CHAIR: That's good. Do you need a
9 couple of more minutes?

10 MS. RANKIN: We just have the summary.

11 MS. HERNANDEZ: Please, it's just that
12 Commissioner Anthes is wrap up.

13 MS. RANKIN: Okay.

14 MS. HERNANDEZ: Thank you.

15 MADAM CHAIR: Oh, yeah.

16 MS. RANKIN: Fantastic. Yeah. Thank you. So,
17 as you've heard, I recommend an external management partner.
18 We do believe, the district continues to face court
19 challenges around stability and leadership throughout the
20 whole district, so that's one of our core recommendations.

21 And as you've heard, we would like to see
22 some additional specificity around the authority of a
23 management partner, and how those roles and responsibilities
24 would be played out. We think the district needs to focus on
25 these -- getting these basic foundational systems district-



1 wide and focusing on a few of those schools at first is
2 okay, but we need to see that extension quite quickly.

3 So, if directed by the CDE, we -- we will
4 work with the district to continue to refine the management
5 plan that fully meets the expectations. We will remain
6 involved in monitoring of progress of this district, and CDE
7 will receive quarterly updates from the district regarding
8 the implementation of the agreed upon scope of work.

9 We will continue to support the district, and
10 the district is willing to provide annual updates to the
11 state board, until the school and the district comes off the
12 clock. As always, you may request additional progress
13 monitoring, or requirements as you feedback. With that,
14 we're done. Thank you for the extra minute.

15 MADAM CHAIR: Thank you. Before we go to the
16 school district, I would like to welcome Senator Moreno who
17 has joined us. Thank you for taking the time, and your deep
18 interest in your community -- our communities. So, at this
19 time, I'd like to ask Adams 14 school district
20 representatives to introduce themselves for the record, and
21 to begin your presentation.

22 MR. ARCHULETA: Timio Archuleta, Recording
23 Secretary of the Board of Education.

24 MS. HERNANDEZ: Teresa Hernandez, Director of
25 Assessment and Technology.



1 MR. ABREGO: Javier Abrego, Superintendent.

2 MS. BURGOS: Aracelia Burgos, Chief Academic
3 Officer.

4 MR. ROLLA: Dave Rolla, Board President.

5 MADAM CHAIR: Is that a part of your
6 presentation or?

7 MR. ABREGO: Yes.

8 MADAM CHAIR: Okay.

9 MR. ABREGO: Kevin Carney is the Executive
10 Director, Beyond Textbooks.

11 MADAM CHAIR: Thank you. Please proceed.

12 MR. ARCHULETA: Madam Chairman, and Madam
13 Vice Chairman, distinguished members of the board, and
14 Commissioner Anthes, my name is Timio Archuleta, Secretary
15 of the Adams 14 Board of Education. These are my colleague -
16 - my colleagues Dr. Abrego, President David Rolla, Chief
17 Academic Officer, Aracelia Burgos, and Director of
18 Technology and Assessment, Teresa Hernandez.

19 We are excited to present to you today about
20 the school district, and our plan to inspire, empower, and
21 educate our students -- the students of Adams 14 School
22 District. Since we cannot hold this presentation in Commerce
23 City, we would like to start by bringing a little bit of
24 Commerce City to the State Board of Education.

25 This short video should lay the foundation of



1 the school district and help us to tell the Adams 14's
2 story. If we could click on the video.

3 MR. ABREGO: Okay.

4 UNIDENTIFIED VOICE: Located just north of
5 downtown Denver lies the community of Commerce City, known
6 for its rich mix of cultures, history and traditions.
7 Thirty-three thousand residents live in the areas served by
8 the Adams 14 School District which educates students in two
9 preschools, seven elementary schools, two middle schools,
10 and two high schools. Of the 7500 students who attend our
11 schools, more than half come from households where English
12 is not the primary language. And in fact, our families
13 collectively speak 24 different languages.

14 Serving English learners is a strong focus of
15 the school district which has rolled out biliteracy program
16 to doing in the elementary schools and moving up to the
17 secondary schools. Biliterate families and multi-cultural
18 students are strong asset to the community, and the ability
19 to speak more than one language is a marketable skill for
20 today's graduates.

21 The community and district stand together to
22 provide support to our children need in order to learn and
23 thrive. About 85% of Adams 14 students qualify for free or
24 reduced priced lunch. All Adams 14 schools provide free
25 breakfast and free lunch for every student, every day.



1 Additionally, our school district has a 20% mobility rate
2 and serves almost 560 students who are homeless.

3 Our families want value, options, and control
4 when it comes to their child's education. That's why our
5 schools offer a full complement of music and arts programs,
6 before and after school enrichment options, advanced
7 academic courses that can help a student earn college credit
8 while in high school. Career and technical courses, which
9 can lead straight into a career after graduation, and many
10 hands-on discovery courses where students learn the Colorado
11 Academic Standards through personal experience, experiments,
12 and excitement.

13 Parents have an increasingly important role
14 in Adams 14 which is linking families in a more intentional
15 and dynamic fashion. A growing number of families
16 participate every other month in a new and very popular
17 parent's superintendent forum.

18 These highly interactive sessions put the
19 power of knowledge and decision making into parents' hands.
20 About 900 caring adults are focused on meeting the needs of
21 our students every day. Many of those who greet our children
22 every day are themselves, graduates of Adams 14. They've
23 chosen to return to their community and support the students
24 that follow them. Adams 14, where we inspire, educate, and
25 empower.



1 UNIDENTIFIED VOICE: Thank you. As you can
2 see, the community of Commerce City is proud and vibrant. We
3 would like to take another minute to lay the foundation,
4 using the Colorado Department of Education school view like
5 district tool.

6 We can compare Adams 14 School District to
7 other school districts around the state. The first line
8 shows the other school districts in Colorado that are
9 similar to Adams 14 with the free -- with the similar free
10 and reduced lunch percentage.

11 The second line shows, the other schools'
12 districts in Colorado that are similar to Adams 14, with the
13 minority percentage. At the bottom of this slide shows the
14 other school districts in Colorado that are similar to Adams
15 14 with our percentage of English language learners.

16 The last pack is something that we are proud
17 of in Adams 14, we embrace the richness of the two languages
18 -- of two languages bringing to the livelihood of our
19 students. As you can see, Adams 14 School District is a
20 unique -- is unique in Colorado and this is our strength. By
21 understanding our uniqueness, we'll help you understand the
22 choices we have made for the future of Adams 14 School
23 District.

24 Now that you have the context of the Adams 14
25 School District, we'd like to present to you our plan. This



1 past spring in Adams 14 School Board took advantage of the
2 shift in leadership to bring in a superintendent who has had
3 success -- has had a successful track record in turning
4 around struggling school districts.

5 The school board wanted a dynamic leader who
6 has had experience with school districts, who are similar to
7 Adams 14, with the particular focus on how to support a co -
8 - a comprehensive high school. After conducting a national
9 search, Dr. Javier Abrego was selected. Dr. Abrego came out
10 of retirement from Arizona. Whereas, a superintendent, he
11 distinguished himself as a turnaround specialist for
12 districts and schools. He spearheaded the turnaround of two
13 school districts that transformed from some of the lowest
14 performing to top performing school districts.

15 Dr. Abrego has over 40 years of experience
16 working in education as a teacher, coach, and school
17 district, and state leader. Let me introduce you to Doctor.

18 MR. ABREGO: Madam Chair, Commissioner
19 Anthes. (Spanish translated into English) Distinguished
20 members of the board, were pleased to be here today to
21 present a plan of success for Adams 14. I started the
22 presentation in Spanish because we are unique, we have the
23 most English language learners in all districts in Colorado.
24 But we embrace this as a slide said and we encourage our
25 students to master their native language and also master



1 English, so that in their senior year, they can strive for
2 the seal of biliteracy. And I'm happy to say that this year,
3 42 graduating seniors have earned this honor. Moving
4 forward.

5 UNIDENTIFIED VOICE: Excuse us just a moment.

6 UNIDENTIFIED VOICE: We have to.

7 MR. ABREGO: We are your last group, we're
8 okay.

9 UNIDENTIFIED VOICE: Go ahead.

10 MR. ABREGO: Just let me know when.

11 UNIDENTIFIED VOICE: No, go ahead.

12 MR. ABREGO: Okay. My first task was to build
13 a leadership team that was ready to take on the hard work to
14 turn around our district. I selected a powerful team of
15 leaders that includes expertise in data, technology, second
16 language learning and biliteracy, grants, teacher
17 effectiveness, professional development, and student
18 services.

19 To lead this work, I have two ladies with me
20 here today that have been instrumental. To my right, I have
21 Teresa Turna -- Hernandez, who was Director of Assessment
22 and Technology. I worked at various directors of technology,
23 but they come from the world of technology, and I really
24 appre -- appreciate Teresa because she comes from the world
25 of technology and also education, which is a blessing for



1 our district.

2 To my left, I have Aracelia Burgos who came
3 to us from Chicago area. She has been a bilingual teacher, a
4 Director, and more importantly she was a principal of an
5 elementary school that had a high percentage of English
6 language learners. She took that school from an F to an A
7 within a two-year period.

8 Ms. Burgos head up the first and second phase
9 addressing the concerns of Adam 14, which include the root
10 causes, any development -- any plan to address these
11 concerns. So, how was Adams 14 performing? As you can see,
12 Adams 14 has not been performing well for the past seven
13 years, in years of academic achievement and academic growth
14 of post and -- and post-secondary workforce readiness.

15 Our task is to analyze why, and then put best
16 practices in place to reverse these trends. So, what is the
17 root cause and the lack of academic achievement?
18 Essentially, the root causes and lies determine that the
19 district lacks consistent systems and structures that are
20 achievement driven.

21 In other words, the foundation is a framework
22 for teach and learning, where pro -- poorly designed and
23 built. As a result, Adams 14 has a high tur -- turnover rate
24 of central administration, school leaders, and our
25 instructional staff. Also, the current instruction resources



1 were not aligned to the Colorado Academic Standards, and
2 decisions were not based on relevant data. The school
3 calendar was not aligned -- was not aligned with uninter --
4 uninterrupted learning opportunities, and there was
5 inconsistency best first instruction throughout the lens of
6 a culturally, I mean, linguistically, diverse student
7 population.

8 And as you know, that is almost 50% of our
9 population. So, what does Adams 14 need to do? Adams 14 must
10 rebuild the foundation and put in place solid frameworks of
11 leadership, curriculum, assessment, instruction, and
12 interventions. These are the specific actions that we must
13 take.

14 There must be immediate improvement in
15 student growth and achievement across all of our schools.
16 This can be done with customized targets of support based on
17 student needs. Additionally, the district must recruit,
18 develop, retain, and sustain highly qualified school leaders
19 and teachers. Adams 14 must engage all stakeholders
20 including our families, our communities, and other partners.

21 Through these efforts, we can build strong
22 community, intensely focused on student learning. So, what
23 has our district done to address these root causes? This
24 year, Adams 14, we purchased a research base reading and
25 language development program for our students in



1 kindergarten through fifth grade. We also implemented a
2 research based biliteracy program in grades kindergarten
3 through second grade, and a Spanish language arts in grades
4 six through eight.

5 In addition, we created the opportunity for
6 students to earn in Adam's 14 Seal of Biliteracy upon
7 graduation. We provided a cultural -- cultural competency
8 training to all of our employees.

9 We developed a robust recruitment and hiring
10 process and created a very strong induction program. We
11 institute a parent forums and institutes to get stronger
12 feedback and develop parent leadership skills. We began the
13 planning process to use data to drive our decisions.

14 What is Adams 14 doing to move forward? After
15 an intensive reflection and -- and research, Adams 14
16 District and Adams City High School review the different
17 accountably pathways, and with the support of the Colorado
18 Department of Education, we have decided that the most
19 effective pathway that will support the district's goal and
20 address the root causes would be an external management
21 partner.

22 In looking for an external managing partner,
23 the number one criteria would be the partner to being
24 partner that can provide frameworks for teaching and
25 learning, that could be implemented immediately and



1 effectively. Given the experience that I'd have with Beyond
2 Textbooks and the tremendous record and the needs of Adams
3 14, Beyond Textbooks will be an effective fit for our
4 district.

5 Who is Beyond Textbooks? Beyond Textbooks
6 kind to start in Vail, Arizona which is near Tucson. This ye
7 -- the district finds itself feeling just like Adams 14.
8 After a deep study, they found that out that the lack
9 consistency and direction across the district. They had
10 stakeholders going in every direction and they set out to --
11 set the correct direction for all of their employees.

12 The district leadership followed the research
13 with states. When schools have clear standards-based
14 curriculum, solid first instruction, ongoing assessment to
15 progress manager success and scheduled interventions and
16 enrichment, schools will succeed. Vail school district
17 establish and implemented solid frameworks for curriculum,
18 instruction, assessment, intervention, climate, and culture.

19 And by holding everyone accountable to these
20 frameworks, they were able to transform their district for
21 one of the lowest performing districts in Arizona to the top
22 district. This garnered a lot attention mother School
23 District in Arizona, and he soon found himself, partnering
24 with multiple partners.

25 The school districts have partnered with



1 Beyond Textbooks found great success very quickly, and they
2 have seen dramatic transportation in a short period of time.
3 Currently, Beyond Textbook partners with 116 school
4 districts in Arizona, and a handful of districts in Idaho,
5 Kentucky, California, Illinois, Wyoming, and now, we will be
6 the first in Colorado. Beyond Textbooks is very selective on
7 who they choose to partner with.

8 We, Adams 14, underwent a rigorous process.
9 And after careful analysis, they decided to bring us on
10 board. Will Beyond Textbooks work in our school district?
11 You want to pay particular attention to a set of data as to
12 speaks to the power of Beyond Textbooks.

13 In working with the Arizona Department of
14 Education, Adams 14 did a review of all Beyond Textbooks
15 partners and non-partners. And we -- we compare them, we
16 found that the Beyond Textbook partners far outperform the
17 other districts in the areas of English, language arts, and
18 math.

19 The robust growth in math is very important
20 to Adams school district because that is one of our lowest
21 areas. How will Beyond Textbooks serve as an external
22 partner? Beyond Textbooks will fulfill the role of an
23 external managing partner by assuming contractual authority
24 and accountability, and accountability associate with the
25 following components of school turnaround.



1 Beyond Textbook will provide school and
2 district accountability to a dedicated Beyond Textbook
3 liaison who will report directly to the superintendent. This
4 individual would be responsible for the evaluation and
5 implementation of the programming. Beyond Textbooks, will
6 have the power to give orders, make decision, and force
7 implementation by providing direction to the superintendent.

8 They will also have the authority to guide,
9 support, develop, and give approval for all professional
10 development, planned prior to deployment. Beyond Textbook
11 will also have the to -- authority to guide and approve or
12 deny the use of other frameworks in conjunction with the
13 Beyond textbook framework.

14 Beyond Textbook, we have the au -- authority
15 to influence and approve the annual school calendar, prior
16 to the going to approve by our governing board. And Beyond
17 Textbook will provide extensive profession development,
18 customized curriculum encounters, common assessments, and
19 structures for intervention enrichment. In addition, Beyond
20 Textbook will include existing curriculum materials used at
21 Adams 14 as well as provide access to over 40,000 lessons
22 for our teachers.

23 All of the schools in Adams will -- will have
24 access to additional supports to Connect for Success, the
25 turnaround network, turnaround leadership, and diagnostic



1 review grants. So what about the other schools in Adams 14?
2 Over the next year, Beyond Textbooks will provide immediate
3 NSA frameworks and structures for our schools with the
4 greatest need.

5 However, systems and structures do specific
6 frameworks for curriculum instruction, assessment and
7 intervention will be addressed at all of our schools. Adams
8 14 will continue to partner with the BUENO Center at
9 Colorado University to oversee the literacy squared
10 framework for the specific students and families that use
11 the bio-literacy option for their students in
12 prekindergarten to 12th grade.

13 Finally, all schools will follow a data
14 cycles to determine students who need additional
15 instructional enrichment multi-tiered systems of support.
16 Specific profession development curriculum mapping for
17 reading foundations and math instructions will also be
18 implemented.

19 What is the plan for Adams City High School?
20 Adams City High School will also be supported by the Beyond
21 Textbook rolled out. In addition, the school leadership team
22 has been restructured. The new principal and assistant
23 principal's duties have been adjusted to provide more
24 efficient management of their school.

25 Additional support have been put in place to



1 enhance coaching, clear profession development, flexible
2 scheduling, expanding graduate's pathways with greater
3 emphasis on career and technical education and stronger
4 oversight of English language learners and exceptional
5 students.

6 What will Adams 14 achieve? We have outlined
7 the causes for the lack of achievement in Adams 14 and pro -
8 - and have proposed very specific strategies for turnaround.
9 So, what do we expect will happen?

10 As a result of this implementation and of
11 these actions, Adams 14, governing board, and superintendent
12 has set specific attainable goals. Which include, for our
13 district, by 2018, all schools will attain an improvement
14 status. By 2019, all schools will attain a performance
15 status, and this will lead the district to attain an
16 accreditation with distinction, with distinction by the year
17 2020. In the year of student achievement, there will be an
18 increase of students meeting or exceeding expectations on
19 departures by 20% each year.

20 By the year 2020, 75% of Adams 14 students
21 will meet or exceed expectations on the PARCC test. Also,
22 there will be a reduction of students on read plans by 20%
23 each year with the ultimate goal of no students being on the
24 read plan by 2022. We also will increase the number of first
25 new teachers each year, and we will strive to hire no more



1 than 50 teachers per year, and that's quite a reduction.
2 Because, in the past, we were hiring 150.

3 Okay. No doubt, these are high standards, and
4 it will be responsibility of all of us at Adams 14 to ho --
5 hold ourselves accountable, especially the leadership team.
6 Before we close, we'd like to present a video to you that
7 will give you more information on our students and our
8 staff.

9 MR. ASSAD: My name is Assad, and I am Adams
10 14.

11 (Spanish not transcribed)

12 MS. RAJA: I'm Raja, and I am Adams 14.

13 MS. ALICIA: I am Alicia, and I am Adams 14.

14 UNIDENTIFIED VOICE: I'm a student.

15 UNIDENTIFIED VOICE: Who needs.

16 UNIDENTIFIED VOICE: A teacher, who cares.

17 UNIDENTIFIED VOICE: Not only a teacher who
18 cares but a teacher that knows how I learn the best.

19 UNIDENTIFIED VOICE: I need a teacher who
20 know how to teach me.

21 UNIDENTIFIED VOICE: Reading I met.

22 UNIDENTIFIED VOICE: (Spanish not
23 transcribed)

24 UNIDENTIFIED VOICE: So, she described it as
25 a milk jug.



1 UNIDENTIFIED VOICE: There's a strong
2 commitment from Adams 14 staff to ensure every child is
3 inspired and every child is energized to excel. The
4 expectations have ignited a new goal for achievement among
5 Commerce City students. They are discovering new doors of
6 opportunity and they are dreaming of a future they never
7 before thought possible. In fact, that's the first thing
8 they learn in Adams 14, If you can dream it, you can achieve
9 it.

10 UNIDENTIFIED VOICE: Help me realize.

11 UNIDENTIFIED VOICE: My dreams.

12 UNIDENTIFIED VOICE: Help me become the best
13 I can be.

14 UNIDENTIFIED VOICE: Help me become a
15 teacher.

16 UNIDENTIFIED VOICE: A lawyer.

17 UNIDENTIFIED VOICE: A leader.

18 UNIDENTIFIED VOICE: Help me become a judge.

19 (Spanish not transcribed)

20 UNIDENTIFIED VOICE: Thank you. We're not
21 done yet. You've seen the video, but now we want to show you
22 in person some students that will be graduating this year as
23 far a -- and also some former graduates of Adams 14. At this
24 time, you allow them to come to the podium.

25 MR. MARQUEZ: Oh, in English, right? Good



1 morning distinguished Board Members. My name is Antonio
2 Marquez. I am a recipient of the Daniels Fund Scholarship,
3 and I'll be taking that to Colorado School of Mines where
4 I'll be studying engineering and, so electrical and
5 mechanical engineering. I'd like to serve my community in
6 the best way that I can.

7 I am also like Dr. Abrego said, one of the
8 many students with the opportunity to earn the seal by
9 literacy, which was the greatest accomplishments because
10 English was not my first language. I am -- I've been in
11 Adams City, Adams 14 School District all my life, and I'm
12 proud to say that I will be graduating from Adams City High
13 School. Thank you.

14 MR. VELASQUEZ: Good morning students and
15 Board Members. My name is Christian Velasquez, and I have
16 decided to serve my nation in the United States Navy as a
17 corpsman to take care of Marines. I had decided to take the
18 other path which was offered, and I am excited to serve the
19 nation. Thank you.

20 MS. BURKE: Hello distinguished members of
21 the board. My name is Sheela Burke, and I am a proud
22 graduate of Adams City High School, Class of 1997. I
23 attended Adams City -- Adams 14 Schools, and my two sons
24 currently attend our school district and have since
25 preschool. I am now the director of federal programs from



1 Adams 14, and I'm honored to serve my community and my
2 district to ensure its success.

3 MR. RAND: Good morning Madam Chairwoman,
4 Commissioner Dr. Anthes, dingo -- distinguished members of
5 the board. My name is Krista Rand, and I'm a graduate of
6 Adams City High School, Class of 2006. Currently, I oversee
7 the adult education program in Adams 14 School Districts.
8 And I am a resident of Adams 14 community as well.

9 I'm a product of Adams 14 and super thrilled
10 that I have the privilege to be part of the community where
11 I proud -- where I'm proudly serving students and families
12 that afforded me the opportunity to attend higher education
13 and develop the educational capital that will serve me well
14 as m -- in my career as an educator. Thank you.

15 MR. MORENO: Good morning Chairwoman
16 Schroeder and members of the State Board of Education,
17 Dominick Moreno. I also spent my entire K through 12
18 educational career in Adams 14 Central Elementary, Kearney
19 Middle School and graduated from Adams City High School.
20 This is a very tight knit community.

21 And the reason -- the only reason I stand
22 before you today as the state senator representing this
23 community, is because of the teachers and the folks that I
24 have and supported me in my time in school. And now, as
25 their elected representative. The Board President, Mr.



1 Rolla, was my student council adviser all throughout high
2 school.

3 So it is a very tight knit and a very close
4 community. And I want to say that thank you to the State
5 Board. Because you know, as well as I do that, state laws
6 are largely silent on what comes next after you run out of
7 time on the accountability clock. And so, I appreciate the
8 thoughtfulness that you're approaching this process and the
9 partnership that you are forming with local districts to
10 help them improve.

11 You know, I think we really struggle as a
12 state because there are deep inequities in how we fund our
13 public schools, and you know that as well as I do. And it's
14 what led me this year to pass legislation to review our
15 School Finance Act and to try to come up with a better way,
16 try to come up with a better formula that creates more
17 equity.

18 And I really look forward to the board's
19 participation in that process and how we can support
20 districts like Adams 14 that deal with very challenging
21 student demographics and need that additional support, need
22 that extra commitment from the state of Colorado to make
23 sure that all students succeed. So, thank you.

24 MS. QUINTANA: Thank you.

25 UNIDENTIFIED VOICE: Before we close, I would



1 like to acknowledge. I think we have another board member
2 here that was not mentioned, Mr. Harvest Thomas. He is here.
3 Okay, thank you.

4 Madam Chair and members of the State Board.
5 Once again, I would like to thank you for giving us the
6 opportunity to present our proposal for you today with the
7 last strike. So, you saved the best for last, thank you. And
8 please know that we are more than ready and capable to lead
9 our district out of turnaround. So, thank you for ha --
10 having us here today, we appreciate the time.

11 UNIDENTIFIED VOICE: Thank you. So, at this
12 time, the State Board will engage in discussion and ask
13 questions of both parties. This reminder based on our
14 procedures 20 -- 2016 procedures for State Board
15 accountability actions. This is our only time for discussion
16 and our opportunity to ask clarifying questions of both the
17 department and district in the next two hours.

18 We need to be sure we're clear with the
19 direction the conditions. We request to include in the
20 proposed written final determination as public testimony
21 will not be heard at a subsequent need. So colleagues, can I
22 start at the Adams County, end of the table. Question? Are
23 you ready? I knew you would be.

24 MS. QUINTANA: Thank you I -- I welcomed my
25 friends from Adams County and thank them for coming to talk



1 with us. This is a -- this is a very important and
2 significant and opportunity for all of us to -- to discuss
3 some things of importance. I'm just going to kind of go a
4 couple of questions at random. They're -- they may be
5 related, you may find they are -- I try and make them
6 related, if I can.

7 In regard to the high school, especially,
8 there are an awful lot of really forward -- forward-moving,
9 forward-thinking activities going on right now for the
10 benefit of the high school students. I'm interested in a
11 little bit more detail perhaps or examples of successes that
12 you've seen recently with career in TechEd or indoor-related
13 concepts such as internships, apprenticeships, job
14 shadowing.

15 And then kind of related to that, have you
16 been able to s -- settle into or, or get some, some traction
17 going in this pretty recent past with some of the Adams
18 County groups or initiatives that are focused on youth
19 development, the Adams County Youth Initiative for one. The
20 Adams County Education Consortium which has been -- for
21 quite a number of years, we've seen my tenure on the State
22 Board bringing together a lot of businesses and other
23 community groups.

24 Primarily, its business focus to promote and
25 build on communication and opportunities and openings and



1 just promote primarily for schools in regard to the, the
2 community connections. And so, I'll will stop there, I don't
3 want to get more complicated than it, than it should be. But
4 some examples of what's, what is happening, where do you see
5 the potential for further good things coming? How is the
6 staff are -- are the current staff in the district are? If
7 so, how are they involved? Aware of these kind -- types of
8 opportunities and so forth?

9 UNIDENTIFIED VOICE: I believe there's three
10 questions in there.

11 MS. QUINTANA: Yes, there are.

12 UNIDENTIFIED VOICE: So, we're going to try -
13 - we're going to try to address them.

14 MS. QUINTANA: You're good nominees.

15 UNIDENTIFIED VOICE: I'm going to have to at
16 least take one of your questions on the Adams view.

17 MS. QUINTANA: So, Adams 14 is an active
18 member of the Adams County Youth Initiative, the ACYI. We
19 participate in the annual survey and we are expanding the
20 opportunity to participate in that survey across into our
21 elementary grade levels as well.

22 We find that data exceptionally useful in
23 helping us understand how our students are feeling from a
24 culture and climate perspective, as well as the comparisons
25 between our data and how our students are feeling to that of



1 other Adams County School Districts. We do attend the
2 regular meetings.

3 We participate and we engage with Becky
4 Hoffman frequently, we find that a valuable resource as
5 well. And while I have the microphone, I can also address
6 your question about internships while we wait for Mr.
7 Thompson who is the previous principal at Adams City High
8 School to talk more detail about that.

9 I can share with you that our Board of
10 Education at Adams 14 has graciously given us over 1.5
11 million dollars to implement additional technology in the
12 classroom just in the last 18 months. And what we've done
13 with some of those funds is we look for opportunities to
14 engage our own high school students in our own Geek Squad,
15 so to speak.

16 We will be rolling out a One-to-One
17 Chromebook Initiative for our external management partner
18 schools, and we are looking to engage our high school
19 students in becoming the first-tier technology support for
20 those schools. So, we have dual purposes of what we're doing
21 that support the career and technical education components
22 of the work at Adams City High School. Mr. Thompson, here
23 you go.

24 MR. THOMPSON: Good morning distinguished
25 members of the board. Prior to my arrival, there was very



1 little interaction with any colleges or MoU's in terms of
2 CTE and their relationships with building capacity within
3 our students and earning those certificates that they need
4 to get into their post-secondary fields.

5 Since my arrival, we've increased the
6 relationships with Ames Community College, Metropolitan
7 State College, Community College of Denver. And with those
8 institutions, we were able to get construction engineering
9 through Ames, accounting and business management. Also
10 through Ames, our culinary arts program currently runs
11 through Metropolitan State University and a concurrent
12 enrollment for those students, runs through Community
13 College of Denver.

14 We've also started our relationship, building
15 a pathway through Anschutz for our -- our -- our health and
16 healthcare providers. We also do tax help. I'm sure many of
17 you are aware of the free tax help that we do every single
18 year and serve thousands of individuals within the community
19 and the metropolitan Denver area.

20 And as Ms. Hernandez said, we are currently
21 as we increase our technology in the district, creating the
22 -- the geek squad where, that will actually be a -- a -- as
23 I said, a technology component within the school where kids
24 are actually re-imaging computers and putting those things
25 together and using all the technology that comes in and



1 using that as, as an asset for learning components for our
2 students.

3 And so, as you know as well as I do, those
4 students know more about technology than most of us every
5 day and they just sit there and allow them to expand their
6 knowledge and to engage in the inquiry-based learning that
7 does take place within that technology component. This is
8 something we're looking forward to. Thank you.

9 UNIDENTIFIED VOICE: Thank you. One more,
10 please go ahead.

11 UNIDENTIFIED VOICE: Thank you. You mentioned
12 then, the very important part of this is the parent
13 community involvement, awareness, knowledge, building and so
14 forth. In that light particularly, I also see that it
15 tangents out toward the staff, classroom teacher, community
16 and so forth.

17 But right now, I'm just -- I'm thinking about
18 parents because the community awareness is key to a lot of
19 this happening for you. Is there a -- a community
20 communication plan in place? Is -- are there plans for
21 expanding that, for refining that? And is there an in --
22 internal district communication plan that's really
23 customized to staff?

24 And I'll give you a couple of reasons why
25 that came to mind. Any -- any input or mention of first



1 instruction, a need to develop first instruction it -- it's
2 sort of, I'm going backwards in my head about this. How,
3 what's -- what's your read on the awareness, comfort level,
4 so forth, with teaching standards? Is that a widespread
5 comfort level?

6 Is -- is that something that a communications
7 plan could address or at least set the scene for making sure
8 people are aware of professional development and such
9 development? But, but pa -- parents today is my -- my foc-,
10 my head is really on the parent community today.

11 UNIDENTIFIED VOICE: Thank you.

12 UNIDENTIFIED VOICE: I'm sorry, excuse me,
13 this is my problem. But what is the plan, what is the
14 further, the look of the further plan, what are the polished
15 versions looking like down the next two to three years, so
16 forth?

17 MR. THOMPSON: I'll try to start and -- and
18 I've got other individuals that will help me. But as a new
19 superintendent, my main focus was it include, the input of
20 the community. So, we held superintendent forums every other
21 month and I would, I would always ask them, "What do you
22 want to see your students look like when they graduate?".

23 What do they need? So they, in these forums,
24 they were not shy. They said they wanted a lot of
25 technology, they wanted their children to graduate with



1 hopefully knowing two languages, being competent in two
2 languages, they gave us input on their district calendar,
3 and also wanted to start an end of school day. So, some of
4 those things we did implement this year.

5 But we have other individuals here that are
6 going to help me because we're also trying to empower our
7 parents, and we have classes for our parents, that will help
8 as -- as far as improving our academics. So, I'm going to
9 turn it over to definite individuals that can give you your
10 answers. But first one I'd like to come up is Mr. Jesse,
11 there you are J, Martinez who spearheads our parents.

12 MR. MARTINEZ: Hello our distinguished board
13 members. My name is Jesse Martinez. I'm the manager of
14 Family and Community Engagement in Adams 14. We had a great
15 opportunity this year to really engage our community around
16 the turnaround process and getting the parent input.

17 My first forum was, we actually held six this
18 year. Therefore ideas that the forums are really to talk
19 about key district initiatives, engage our families around
20 kind of partners in education and really build -- rebuild
21 their trust with high turnover from staff at the admin --
22 admin level and also, you know, within the district, we
23 wanted to make sure we were rebuilding that trust with the
24 community and engaging them in conversations about what the
25 school District is wanting to do and inputting their ideas.



1 One of the ways we wanted to do, was really
2 to empower families to really own this full district and be
3 that partner. We held the families and parents Institute in
4 March. That event we talked about key district initiatives
5 such as bi-literacy, social emotional learning, we talked
6 about family engagement, we talked about on a path to
7 college and career.

8 This was allowed parents a half day workshop,
9 where they can come and workshop various sessions and really
10 look at how they can be those academi-, academic partners
11 for their own children at home. And you know, we made a
12 concerted effort with our family liaisons that are in our
13 schools to really help foster and bridge that connection
14 between home and school.

15 And we hope to really empower our family
16 liaisons to, with training over the summer, to actually get
17 training in communications to help bridge that. So using
18 these school Facebook page, the Website and also like auto
19 dialers and really looking at streamlining communications
20 there.

21 For us to really kind of evaluate what
22 parents are interested in in engaging our community, we
23 administered our first parent satisfaction engagement survey
24 here in April. We actually received feedback from parents
25 and we'll be running that data. Each school have their own



1 individual reports that gives them these input on their
2 school's family engagement based on the National Family and
3 Community Engagement Standards.

4 So we hope to use that information to
5 actually drive more engagement based on what parents are
6 saying individually at each school, and really think about
7 next year and how we're further involving our parents.

8 UNIDENTIFIED VOICE: Now, is there -- is
9 there a specific parent contact for that purpose in every
10 building, is -- are you keeping track of how much, well, how
11 many new memberships are or how much the new involvement is
12 going up or down, or if eyeball figures if nothing else-.

13 MR. MARTINEZ: Yes. I mean, I think it's.

14 UNIDENTIFIED VOICE: -but how -- how much of
15 the, how, what percentage of the overall Adams 14 community
16 is coming in to become not only aware but knowledgeable
17 enough to train or spread the word through -- through other
18 parts of the community?

19 MR. MARTINEZ: Okay. And then I just want to
20 reiterate like, because of the high turnover with the
21 district and there's a disconnect, I think a lot of the,
22 over the years a lot of our families and communities have
23 been disconnected with the district because, I first held a
24 meeting at the beginning of August where I kind of brought
25 in those folks that were like anti Adams 14, more like you



1 know, they were just a little upset and I asked them kind
2 of, what were you, what -- what -- what do we do?

3 And a lot of their concerns were like, "The
4 district promises to you know, they have big ideas, don't
5 deliver, they you know, promise a lot, they don't deliver,
6 and they don't listen to u-, they listen to us, but they
7 don't put anything into action". So, what we did this year
8 is we actually surveyed our parents also at the first
9 Superintendent Parent Forum in, on September 29th and we
10 actually gauged their own interest.

11 The top three things that parents were
12 interested in was, supporting their child's learning at
13 home, parent volunteering and also parent leadership. So,
14 what we did is, we kind of at each forum, we kind of
15 surveyed the topic and what parents were interested in, and
16 actually presented that at the next forum saying, "These are
17 our actions based on what you've said" to really reengage
18 our community.

19 I would say that we've done a good job, I
20 would say, you know, myself for that -- that I fee, from my
21 own perspective, we've done a great job of actually engaging
22 them. You know, we're really rebuilding that trust. I mean
23 it's a small community, it's tight knit, but when you break
24 trust, it's something harder for you to really reengage
25 with.



1 But I feel like the steps that we've taken of
2 like getting feedback, taking their recommendations into
3 consideration. The technology piece. They wanted to
4 volunteer. I -- we piloted actually a parent
5 paraprofessional program. We had 17 parents, committed
6 parents, they're here and probably here are STOMP moms from
7 DuPont Elementary. STOMP stands for supportive team of
8 motivated parents that actually supported classroom
9 instruction.

10 We train them in reading, interventions in
11 small group during flooding time and saw significant -- not
12 significant but small growth just based on that short time.
13 But we're really, that re-engagement piece that we need to
14 continue to go back and forth with. But it's like, you know,
15 when we're talking about community engagement, it's a
16 process and it has to be authentic.

17 We can't rush it. We need to be very organic
18 about it and I feel like we've done a good job. I think it's
19 really around the messaging that we want to share about.
20 Next steps, the bigger vision that they want to see, how do
21 they align with that and how do they become partners based
22 on kind of key district initiatives, and so that they're
23 being informed and they can be members of their BAC, the DAC
24 or any other committee that's making decisions on behalf of
25 their schools or the district. I hope that answered your



1 question so much.

2 MS. ANTHES: Thank you so much.

3 MR. MARTINEZ: And I think we'll refer to
4 communications plans with communications.

5 MS. ANTHES: Thank you.

6 MR. DURHAM: I got something.

7 MS. ANTHES: I'm finished for now.

8 MR. ROLLA: Going back to what Mr. Martinez
9 says, if -- if the community was trying to get back the
10 trust, and I am a product of Adams City High School, I am a
11 product of Commerce City community, I was in the class of
12 1966, but one of the things that was always lost in the
13 community of Commerce City, it's a -- it's a suburb of
14 Denver but it's just small town mentality.

15 And so, what happens there is you get a
16 handful of people that run the community. As a kid growing
17 up, they would say, "This is what the community wants." So
18 I'd go to my mom and dad and says, "Mom, dad, you know, this
19 is what's happened in school district or this what's
20 happened to community." They say, "No." Back on their
21 saying, "This is what the community wants." But this is
22 where we lost a lot of the trust.

23 And so, it says Dr. Abrego and the former
24 admin team coming out, one thing I mentioned was that we
25 have to win back the community. We have to get back the



1 trust. So, many things that we did before to getting in to
2 the school so we could do the -- the things that Mr.
3 Martinez said is that when Commerce City started holding
4 what they call, I don't know what they called it, Picnic
5 days I guess, school district set up tables and we have --
6 our admin were there.

7 Teachers were there, and we tried to win the
8 community to come back and say, "We want you in our
9 schools." We worked on what they called Derby days. We set
10 up tables there. Once again, we walk with the community and
11 the various different things and we sold ourselves that,
12 "Hey, we're here for you. We're here for your child. We're
13 not here for us."

14 So, you have to come in and let us know what
15 you want. We enforce that our principals have a day and
16 said, "Breakfast with the principal." Once a month, every
17 other week, parents would come in and the principal would
18 have coffee, donuts, whatever they are going to have
19 breakfast, and they would give their ideas and the principal
20 would ask, "What do you want at the school?" And they would
21 give their ideas.

22 So, these are many of the things that we had
23 as we said this, and I think for us to do what we're doing
24 and we're doing as Mr. Martinez mentioned DAC. There is a
25 time when you went to DAC and there were people that were



1 there with the school board members and administrators.

2 Where is the parents?

3 There have been some DAC meetings that we
4 have had as many as 200 parents there, who have come finally
5 to get our trust. We tended it back earlier at one of our
6 elementaries, and I don't know, we had 100 parents there,
7 Sudar? She is still there?

8 MS. ANTHES: Yes.

9 MR. ROLLA: I think we have 100 parents there
10 and we asked them, "We can't run the school district without
11 you." And so, they have been attending, and as Dr. Abrego
12 said in his superintendent, I went to the first one he had
13 la -- last year, over 200 people.

14 So, we're reaching out to our community by
15 being out there publicly, not just sending letters home.
16 Letters home because it's going to happen. And like this
17 mentioned earlier, it's a small community, and lot of times
18 you can't go to King Soopers without somebody stopping you
19 and say, "Hey, what's going on?" Can't go to Walmart, they
20 have stuff and I'm sure in the stores you have had the same
21 problem.

22 Everywhere we go, they're going to said stop
23 and say and -- and they're enthused. And so, I think the big
24 thing that we have to do is get the trust back, and we do
25 have that. We're starting to get that trust where the



1 community is now being part of what we and let us know what
2 they want.

3 UNIDENTIFIED VOICE: Okay. Thank you, Mr.
4 Rolla. I know you have-

5 MR. MARTINEZ: I just want to make one last
6 statement. So, I -- I came from Denver Public School, so we
7 helped the superintendent her forums there. As someone
8 therefore needed the forums, the turnout for 90,000 kids to
9 these forums so is I think the most we had was 600 out of
10 90,000 kids being served in Denver Public Schools.

11 So for us to get 200 parents at a forum
12 within Adams 14 is pretty -- pretty dang good. So, we should
13 be proud about that and know that this community is invested
14 in and really want to see the best for their kids.

15 MS. ANTHERS: Thank you. Okay. So, we're going
16 to going to -- I'm going to go to my next colleague, Board
17 Member Mazanec, in a minute. No, in five minutes. So, a
18 quick five-minute break for everyone. Please do hurry back.
19 Thank you. Welcome back, folks. We're all refueled and
20 otherwise. Board Member Mazanec, do you have some questions?

21 UNIDENTIFIED VOICE: Yeah.

22 MS. ANTHERS: I did gavel.

23 UNIDENTIFIED VOICE: There you go.

24 UNIDENTIFIED VOICE: Is that better?

25 MS. MAZANEC: Not very well.



1 MS. ANTHES: Yes. Yeah. I was not in
2 classroom more as you-

3 MS. MAZANEC: Good morning.

4 MS. ANTHES: -therefore, I don't know how to
5 do this.

6 MS. MAZANEC: I know how to do it.

7 MS. ANTHES: Go ahead.

8 MS. MAZANEC: Good morning. My -- my question
9 is around the Beyond Textbooks. First of all, you said that
10 you went through an extensive process in order to be
11 accepted, to be a partner with Beyond Textbooks.

12 I would like to know about that and that may
13 be for you to answer or for -- but I don't think we've been
14 introduced him, Kevin Carney. Mr. Carney, I'd like -- I'd
15 like to hear about that.

16 MR. CARNEY: Okay. I'm going to turn this
17 over to Teresa. She's been helping me with the partnership.

18 MS. HERNANDEZ: On page 21 in our plan, we've
19 included a snapshot of the Beyond Textbooks in school
20 district initial readiness framework. As Dr. Abrego
21 mentioned earlier, Beyond Textbooks reserves the right to
22 select partner. So, while we were excited about the
23 potential leadership support and the frameworks that their
24 organization would bring to support Adams 14, it wasn't
25 entirely our decision to become a partner.



1 So, they did an evaluation with initial
2 session that they called Gaining the Vision. They paid to
3 have their assistant director come and lead a session with
4 our staff with our executive leaders in the district, as
5 well as our school leaders that we had anticipated involving
6 in the partnership. And essentially, while they were leading
7 a session, they were also evaluating our readiness to bring
8 on change, as well as to get to know our backgrounds a bit
9 to find out what our strengths were.

10 And as a team, did we bring a necessary
11 skills and leadership to the table that would be needed to
12 implement the change and support bringing on an
13 instructional framework, as well as to engage in open and
14 honest conversations about where our leadership needed to
15 improve.

16 We looked at the existing administrative and
17 leadership staff and their content knowledge. Their exper --
18 experience and skills are necessary to initiate rigorous
19 academic change and improvement, and Beyond Textbooks uses
20 the word rigorous quite frequently because their
21 expectations for their partners are high.

22 Beyond Textbooks is a piece that the Vail
23 School District created themselves, so there is some
24 integrity to the selection of their partners because they
25 want everyone to be successful so the conditions for success



1 need to exist. In addition to taking on initiative for
2 bringing about positive change, they evaluated us and now
3 we've included the -- our initial readiness evaluation
4 scores on a rubric, as well in our plan as evidence of that.

5 They wanted -- they inquired about the
6 research that we had done. What had we done to find out
7 about Beyond Textbooks? What had we done to ensure that they
8 were a good match? What had we done on our side of the table
9 to be prepared? And throughout that Gaining the Vision
10 session, they analyzed our participation. They noted when
11 folks looked at their phones.

12 They noted when folks were using their
13 computers. And then we had a debrief session after that
14 first Gaining the Vision session with the superintendent,
15 the chief academic officer, and myself, and the assistant
16 director from Beyond Textbooks, and they pointed out those
17 areas where we needed to improve in order to become a
18 partner. So, it was a very much back and forth across a span
19 of about three to four months of them offering us the
20 opportunity to partner with them.

21 MS. MAZANEC: So, you said they -- they
22 pointed out areas that you needed to improve in order to
23 become a partner, so then there was another evaluation
24 based-

25 MS. HERNANDEZ: Within -- sorry.



1 MS. MAZANEC: -going forward from that first
2 time?

3 MS. HERNANDEZ: Yes.

4 MS. MAZANEC: Yeah. I'm trying to get a sense
5 of how this -- what you did, what you were required to do,
6 and -- and how they evaluated you?

7 MS. HERNANDEZ: So, we held two different
8 Gaining the Vision sessions, and the first session was
9 focused on the district leadership and key school leaders.
10 In our second session, when Beyond Textbooks came back to
11 Adams 14, we brought in key teacher leaders and individual
12 staff from the key schools that we wanted to bring onto the
13 actual management partnership.

14 So, those were areas both where they needed
15 to see the commitment, the interest, and the willingness to
16 become a partner with them, which meant the challenging
17 piece of external management is what authorities are we
18 willing as a district to transition to an external partner.
19 So, from their perspective, they needed to see evidence that
20 we were -- would willingly allow them to develop our
21 professional development because Beyond Textbooks is largely
22 about supporting teachers, supporting building leaders, and
23 supporting district leaders, so they needed to see evidence
24 of that.

25 They need to see evidence that we were



1 willing to have them review our school calendar to make sure
2 that we set up a system of success to accomplish the PD that
3 needed to be done, the opportunities for them to be in and
4 out of our classrooms six times across the school year, and
5 those are the things that they were looking for from us to
6 be able to offer us a partnership.

7 MADAM CHAIR: And, and concerning this
8 partnership, we, we call it a partnership, or we call it
9 management, who's in control? If, if there is a decision to
10 be made about hiring, firing, who's going to make that
11 decision? Who wins? Is it Beyond Textbooks? Or-

12 UNIDENTIFIED VOICE: I, I would say, the
13 ultimate decision would lie with the superintendent because
14 they highly recommend -- I worked with them in the past.
15 They will tell me exactly what needs to be done in the
16 District, and then, it's -- it would be my authority on
17 making sure that I implement the program with fidelity, and
18 as I said, I've worked with various districts.

19 You know, as a superintendent, we have to
20 make some very important decisions, especially when you have
21 individuals that do not implement the program with
22 authority, with, with fidelity, and those are decisions that
23 the superintendent makes.

24 MADAM CHAIR: But what if -- are you assum --
25 it seems that you're assuming you will agree with Beyond



1 Textbooks. What I -- what I'm trying to get is, what if you
2 don't agree with Beyond Textbooks? What if Beyond Textbooks
3 says -- for instance, you need to get rid of Teresa Haran --
4 Hernandez.

5 She's not implementing with fidelity, she's
6 not -- she's not on the team, she's not -- she's not taking
7 you in the direction you need to go. You need to get rid of
8 Teresa. Are you going to-

9 UNIDENTIFIED VOICE: Well, I get rid of
10 Teresa? No.

11 MADAM CHAIR: That's just an example. I'm
12 sure Teresa is wonderful.

13 UNIDENTIFIED VOICE: No. I, I, I know that
14 that's an example, but the key thing is, you know, we have
15 to respect our teachers, we have to respect the -- our, our
16 contracts. So, as I said, we, we -- we've got to do
17 everything correctly and follow a process.

18 So, as I said, they strongly recommend, but I
19 want you to know that, again, we, we have certain policies
20 and procedures we have to follow as a District, and even my
21 superiors are the governing boards. So, again, they-

22 MADAM CHAIR: But it doesn't have to be just
23 -- if you understand my, my point. I, I think you do, but
24 it's not just about hiring and firing. But if you have a
25 partner, somebody has to have the ultimate responsibility.



1 It sounds to me like you're saying that it's, it's still the
2 District, that you'll make the final decision.

3 UNIDENTIFIED VOICE: I, I would say, yes.

4 MADAM CHAIR: And, and what about Beyond
5 Textbooks, Mr. Carney?

6 MR. CARNEY: Yeah. Madam Chair and, and
7 members of the board, this is Kevin Carney, the Chief
8 Executive Officer of Beyond Textbooks, and thank you for
9 allowing me today to be a part of the, the proceedings. I'd
10 just like to echo what Dr. Abrego shared there. We, we do
11 not want to be in any sort of governing c -- capacity with
12 regard to the staff.

13 Our role is one of, of a, a recom -- a
14 recommendation role. Certainly, we have to use the, the word
15 power. We have the power to abstain from the or withdraw
16 from the partnership at, at any point, but I would also
17 share with you that in the 300-plus schools they worked
18 with, the eight years that we, we've been doing it, it's
19 been very rare that we, we pull out of a partnership because
20 they -- one or two specific recommendations were, were not
21 followed.

22 We understand that school change is a
23 difficult and ongoing process and there's many layers and
24 variables involved, and so, we, we, we mer -- merely look to
25 recommend and ultimately cede authority, of course, to -- to



1 the District in terms of how they would take those
2 recommendations and -- and implement them or not.

3 MADAM CHAIR: One more question I have. Well,
4 for now, anyways. Tell me about your -- you've three
5 charters run by CSI, and I believe that you said that they
6 serve a significant number of students. So, you have 7,500
7 students in the District. Tell me about these charter
8 schools and how much -- how many students they serve.

9 UNIDENTIFIED VOICE: So, based on the 2016
10 October Count Data, there are approximately 1,000 students
11 served by CSI that have a parental address in the ASGS 14
12 boundaries between CLA and VPA. Those are the two buildings,
13 they house three schools. The VPA is a middle school and a
14 high school, and then, CLA serves the elementary capacity,
15 and at this time, there is no wait list for any of those
16 schools in our -- in our boundaries from a charter capacity.

17 MADAM CHAIR: No wait list?

18 UNIDENTIFIED VOICE: That is correct.

19 MADAM CHAIR: I would say, that's, that's
20 surprising. Can I ask one more? Or do you want to move?

21 UNIDENTIFIED VOICE: Yeah, go ahead.

22 MADAM CHAIR: I can ask?

23 UNIDENTIFIED VOICE: Go ahead.

24 MADAM CHAIR: I would like to know a little
25 bit about the cultural competency training. It's for all



1 employees, right? Was that based on the Civil Rights? What
2 does that look -- what, what does that training look like,
3 and what are the results?

4 UNIDENTIFIED VOICE: If I could call up one
5 of my colleagues. Dr. Patterson, would you mind coming to
6 the podium?

7 DR. PATTERSON: Good morning, distinguished
8 board. We have a partnership as well with CEE. We've been
9 working closely with getting instruction for all of the
10 employees at the district level and then also with our
11 building administrators, which then will also go to our
12 teachers as well for cultural proficiency training, culture
13 responsive teaching.

14 So, this has been something that has been
15 very important to us, that we have implemented this year,
16 and has worked very well with partnering with the Colorado
17 Department of Education.

18 MS. PATTERSON: Good morning. My name is
19 Jeanette Patterson. I'm the Director of Human Resources, and
20 I will be addressing the Civil Rights Agreements to Resolve,
21 and one of the ag -- agreement number seven does talk about
22 what, what trainings that we do with staff. And so, we have
23 conducted various trainings within the district with the
24 civil rights officer who came in and conducted trainings in
25 April of 2016, and then, we also had previous training in



1 November of 2016, where we worked with our new ESS staff,
2 and so, all staff in ESS and in the District have been
3 served or trained.

4 We also did a January training with all
5 teachers and administrators, just this January of 2017, to
6 make sure that they knew what occurred in 2010 and what we
7 were doing as a school district.

8 MS. FLORES: Thank you.

9 MS. ANTHERS: Board Member McClellan.

10 MS. MCCLELLAN: Thank you, Madam Chair. I
11 just wanted to take a moment to recognize the service of
12 Board President Rolla, Mr. Archuleta, Mr. Thomas, and also
13 the service of Senator Marino, including his past service on
14 the education committee. Thank you for being here today. And
15 last but absolutely not least -- not least, I wanted to
16 recognize the leadership of the stomp moms, thank you for
17 being here. I'm really excited to hear about your community
18 engagement and the rebuilding of trust.

19 This may not be a question, I might just look
20 at nodding heads to confirm my understanding but one of the
21 things that jumped out when I looked at public buy-in was
22 that we had a little bit of pushback somewhere between 5%
23 and 10% for your management partner. I'm guessing maybe that
24 was some of that trust rebuilding that we're seeing still in
25 progress, but you can speak to that if you would like.



1 And I do have a question for Mr. Carney. I
2 know that you gave a great example, or the district gave a
3 great example of Vail, Arizona. I just wanted to check in
4 and ask, when you're dealing with schools and districts, can
5 you help us understand what's different about managing
6 schools versus managing districts. And specifically, when
7 our staff touched on the issue of some of the schools being
8 under -- being included in your program but this may be an
9 evolving process, there may be more schools that are
10 included as we go forward, can you give us a feel for how
11 that fits in with the management of the district?

12 MR. CARNEY: Was that Member McClellan, by
13 the way, speaking? I'm sorry.

14 MS. MCCLELLAN: Yes. Yes, sir. Thank you.

15 MR. CARNEY: Thank -- thank you, Member
16 McClellan and the members of the board. Yes. We -- we -- in
17 terms of working with the district versus the -- a few
18 schools, certainly we would like to see, at some point, all
19 schools involved. As I have had the pleasure of being in
20 over 300 schools in the past eight years, we've come to
21 believe that the four following characteristics separate the
22 great schools from the rest of the schools, the good, the
23 average, the mediocre, and the poor-performing schools.

24 And those four things are leadership, quality
25 staff, a systematic approach to teaching and learning, and



1 an attitude that says, we don't care who our students are,
2 we expect to have great results. And so, with regards to
3 this systematic approach, certainly it is a -- it's -- it's
4 a concern if over a long-term period, you don't have the
5 entire team on the same page.

6 That being said, it's been our experience,
7 both my experience as a former classroom teacher, building
8 principal, and now is the -- the -- the head of Beyond
9 Textbooks over the course of the past eight years that prior
10 ser -- service is very effective means to see what does
11 indeed work and what is not working so that before you ring
12 -- you bring the rest of the team in -- into the fold so to
13 speak, somebody's been there, a guide through the force and
14 can help them navigate that force more effectively.

15 So when we first in fact started speaking to
16 -- to -- to Adam when this was -- was thrown out, we were in
17 agreement that it was better to bite off a smaller piece of
18 the apple than try to -- to eat the apple in -- in one bite.
19 We actually applaud the (indiscernible) to pilot, but we
20 hope that over the course of time, as I said, that we would
21 have the entire district moving in the same direction so
22 that -- so you didn't have arrows going in different
23 directions.

24 And again, then you're doing -- listing out
25 on that systematic approach, which again, we feel is one of



1 the keys to overall success of an organization.

2 MS. MCCLELLAN: Thank you. And then I had a -
3 - a fairly different question, and this might be one for
4 Jeanette Patterson or anyone from the district that wants to
5 field this one. But the 44% of student -- or teachers who
6 are in their third year or less than third year, we know
7 there's an upward trajectory where teachers are really
8 benefiting from their experience.

9 Can you give us a picture of -- I know
10 sometimes resources play a role because in the real world,
11 people care about how much they're paid. So sometimes when
12 resources are a challenge and that the budget is tight, that
13 that can make it harder to attract and retain the most
14 experienced teachers that -- that you want to.

15 How much of the challenge of -- and you
16 always want to have that mix of new teachers and veterans to
17 mentor, how much of that is a cultural, a need for a shift
18 in the -- in the school or district culture to help overcome
19 that higher rate of newer teachers and how much of this is
20 maybe resource-based? Can you give us kind of a picture of
21 where you see that going in the future?

22 UNIDENTIFIED VOICE: If -- if you don't mind,
23 I'm going to have two individuals answer. I'll have Teresa
24 start and maybe Dr. Patterson can -- can finish it.

25 MS. MCCLELLAN: Thank you so much.



1 UNIDENTIFIED VOICE: And Cynthia. I'm sorry.

2 MS. MCCLELLAN: Thank you.

3 MS. FLORES: So make sure that she can.

4 UNIDENTIFIED VOICE: From a historical
5 perspective, we've utilized the previously administered TELL
6 assessment and really use that data because we've always had
7 a high percentage of participating teachers to guide and
8 help us understand why are we experiencing this type of turn
9 -- turno -- turnover, and -- and you identified two of our -
10 - our biggest priorities.

11 The resources component, where when you have
12 new teachers, they really do need more scripted, hands-on,
13 guided materials because this is their first time around the
14 block with teaching. And so, they've identified for us those
15 resources and we've responded to that with the K5 benchmark
16 purchase, which is an all-inclusive reading literacy
17 language development curriculum. And secondly, the
18 leadership stability component that we've heard repeatedly
19 this morning is a concern for our educators.

20 And if they are confident in their mentorship
21 that they're receiving from the leaders in their building,
22 which principal, assistant principal, instructional coach,
23 if there is instability there, they have that instability in
24 seeable feeling as well. And so, they've been tran -- our
25 folks have been transparent with us.



1 We've documented exit interviews as well from
2 our human resources department historically, we've used that
3 information to guide the drafting of our UIP at the district
4 level to be able to speak to those things, to be able to
5 respond to them. But I do think that you actually identified
6 the two that are on our radar, as well for why our one to
7 three of teachers are leaving us.

8 UNIDENTIFIED VOICE: And Cynthia?

9 MS. TRINIDAD-SHEAHAN: Yes. My name is
10 Cynthia Trinidad-Sheahan, and what we have done to support -
11 - you spoke about new teachers and mentoring and we have
12 restructured the induction program for our new teachers as
13 well as for our administrators. We have also restructured
14 the mentorship program for both teachers and for
15 administrators.

16 Starting next year in the fall of 2017, we
17 will actually be having and hosting the mentorship meetings
18 at the ESS building so that there is more accountability,
19 and also to so that we know that the topics of conversation
20 and discussion and support follow the Colorado state
21 standards.

22 For the induction program, we are partnering
23 with uni -- our universities, surrounding universities for
24 administrators because we know that even as administrators,
25 you still need something partners, you also still need some



1 support and some mentorship. For our new teachers, we are
2 matching them and -- and partnering them with like content
3 areas and like support, even if it's not within the same
4 building, but building upon the capacity and expertise of
5 our teachers that are already in our district.

6 We have also implemented a new cycle of
7 instruction, and that being with our coaches or teachers and
8 our administrators set so that all stakeholders are learning
9 the same professional development to support our new
10 teachers. And we also know that because of our linguistic
11 diversity needs in our district, not all teachers coming out
12 of college, which research shows, that they do not come all
13 graduated and ready to teach linguistically diverse
14 students.

15 However, we are implementing those supports
16 so that they can better support our students and know that
17 they have those resources available to them.

18 MS. MCCLELLAN: Thank you so much.

19 MS. ANTHES: Board Member Rankin.

20 MS. RANKIN: Thank you. Thank you for being
21 here today. I have some questions that have already been
22 answered. My main one was Miss Goff, and it was, how are we
23 going to get the stakeholders, the parents, the teachers,
24 the staff, the administrators all on the same track to move
25 forward?



1 And I know Dr. Abrego, that's very difficult.
2 You're new but you do bring forth something that has been
3 positive change in the past for you. It's worked
4 successfully, you seem like a very capable leader, and you
5 have some great challenges ahead of you, but my bottom line
6 are the students, the students that have been in failing
7 schools for five years. That's who comes first.

8 We can say all the right things, but when it
9 gets right down to the improvement of the students and how
10 they're going to be evaluated, key, math, reading, that's
11 where our whole focus has to be. And I know I'm not telling
12 you anything new. As a board member, I have to do what the
13 legislature has laid out for us to do, and it's in the
14 Colorado Revised Statutes 2016 and this is the way it reads,
15 the management must be performed by an entity other than the
16 school or district.

17 I take this very seriously and I believe the
18 legislature meant it to be taken very seriously because
19 these students have been in a failure situation for five
20 years. If you look at the dictionary definition of manage,
21 it means to exercise executive, administrative, and, this is
22 important, supervisory direction of.

23 You couple that with the law, the management
24 must be performed by an entity outside of the school
25 district, and I see that as Mr. Carney. And I really haven't



1 heard a management program put forth by Mr. Carney. I have
2 heard about curriculum. I've heard about changing teacher. I
3 know this is all a part of it.

4 So, this is a concern of mine; however, we
5 have another step in this process. And you can talk, I know
6 you can't get all your parents together, and teachers, and
7 get all this straightened out in the next couple of weeks.
8 But I believe there has to be a pathway change to make me
9 believe that we're abiding by the law when we make this
10 final decision, final determination.

11 So, that's where my concern is, and my
12 interest is. And if Mr. Carney, you would like to address
13 this, or if Dr. Abrego would like to address this concern of
14 mine, I would appreciate it.

15 MR. CARNEY: This is Mr. Carney. So I'd have
16 some thoughts on that, but again, as desk representative,
17 I'd like to defer to Dr. Abrego first to see if any -- have
18 any thoughts before I share mine.

19 DR. ABREGO: Well, the only thing I could say
20 is I've worked with Beyond Textbooks in the past. I mean,
21 we've been very successful partners. I really strongly
22 believe in the program. Even during the interview process, I
23 think when I interviewed for this position, I told the board
24 I will try to bring a systemic framework to our district
25 that would elevate our students.



1 So, as I said, I've worked with Beyond
2 Textbooks. We've been very successful in the past. The last
3 school district I was in, we were able to elevate using
4 Beyond Textbooks we took our high school from a D, to a B,
5 to an A. In two years, the entire district moved from a C to
6 an A. I know we're talking about the verbiage in the law,
7 but this is just a good partnership.

8 And as a superintendent, being a person who
9 has to make very important decisions, this is one that we
10 feel, or I feel is the need for our district. As far as
11 making all of those very important decisions about
12 management, I can tell you I am a turnaround superintendent.
13 When I come in, I told the board at the very beginning, I'm
14 going to upset some people. They're going to come to you.

15 They're going to complain about me because
16 the decisions I make are going to be in the best interest of
17 our students. We've done that. I think in a last board
18 meeting, they got an earful about me but, I will tell you as
19 the superintendent, I will continue to do that. Make
20 decisions in the best interest -- interest of our students.
21 Whether it be a management partner or not, we're going to
22 move forward, and I'm going to do everything I can to
23 improve our district.

24 MR. CARNEY: Thank you Dr. Abrego. This --
25 this is Mr. Carney speaking, and I -- I certainly



1 understand, and that's where the need for accountability in
2 -- in management. I -- I referenced earlier four
3 characteristics that we believe, again separate the grade
4 schools from the rest of the school leadership qualities
5 that systematic approach and attitude.

6 One of the things that we believe in with
7 Beyond Textbooks is that we always want to be careful to
8 share with our folks what are we and -- and what aren't we.
9 And our -- our -- our main, our main, we fought the bad if
10 you would as we take a swing at school improvement is that
11 we like to work with folks from a systematic approach. We
12 don't delve into the attitude piece.

13 We do -- do some things the leadership team,
14 and equality of staff after that systematic approach with
15 regard to reconstruction assessment has been put into place.
16 So, well, that's not necessarily our foray that's something
17 we can do, but I would also like to respectfully add that
18 based on our experience in the past, when we were a
19 struggling school district, we had an external company work
20 with that Westgate Education.

21 They're -- they worked throughout the United
22 States; perhaps you heard of them. And they, in essence, did
23 what -- what we do, work with other school districts to put
24 a systematic approach in place that I speak of. Yet, the
25 same time in terms of where does the buck stop with. The



1 buck stop, I believe, with the governing board of a school
2 district who oversees not only, of course, the school
3 district itself, but the superintendent reports too.

4 So, I believe that while we won't be working
5 in a management role, more of a recommend -- recommendation
6 role, it will be -- be up to the -- the -the school board
7 there in Adams County to hold Dr. Abrego and the district
8 accountable for what they say they're going to do.

9 MS. RANKIN: So, then Beyond Textbooks would
10 accept the management position in conjunction with the
11 responsibility being with the superintendent in the
12 district. Is that correct? This is Joyce Rankin.

13 MR. CARNEY: We would be open for the --
14 sorry this is Kevin Carney. We are, we are, we are, we'd be
15 open to those discussions. That's not something that we have
16 aspired to be for folks, but we would certainly be open to
17 those discussions. I think that in my experience, I would
18 also throw out though that as we work with school district
19 backward trust, it's going out several times they trapped
20 between app and it's based in trust between the school
21 district in the community.

22 And if trust out plays a role in what we do
23 as well. When you are coming in from the outside, and you
24 don't know folks well, and they don't know you, it takes
25 time to develop that trust. And trust is difficult to



1 change, if someone feels like you are potentially the one
2 making a -- a -- a call on their job so to speak. Certainly,
3 it can create motivation, but the trust can be difficult to
4 tame.

5 So, as a result of that, that's nothing that
6 we've pursued in the past. But again, we'd be open to those
7 possible discussions. But I also want to make sure we also
8 stay in our lane as well. We -- we -- we do a few things. I
9 believe we do them extremely well. And this would be a new
10 for -- for us if we chose to go that direction.

11 MS. RANKIN: Thank you, Mr. Carney. I
12 appreciate your honesty in your answer, and I also
13 appreciate the fact that Dr. Abrego has worked with your
14 company before, and you have a little leg up on that one.
15 So, thank you very much.

16 MR. CARNEY: You're welcome. Thank you.

17 MS. RANKIN: Board member Flores, do you have
18 questions?

19 MS. FLORES: Yes, and comments too.

20 MS. RANKIN: Okay.

21 MS. FLORES: Thank you. I -- I just can't
22 imagine that Adam's 14 has become the Job. The Job in the
23 Bible. And that was where you had Job. And all that befell
24 you. I mean, you -- you had the Office of Civil Rights come
25 upon you. You had your leadership leave.



1 You had 50% of your teacher's leave. I just
2 can't imagine, you know, anything like that befalling a
3 district. But yet, you're -- you're getting yourselves up,
4 you're and -- and, and I think you're starting at the right
5 place.

6 I think you're starting with the community.
7 The community is so important. And I know I read part of the
8 -- the issues in -- in the newspapers, I don't know exactly,
9 you know, what happened, but I think you -- you started at
10 the right place because you've got to have those
11 stakeholders. The community and other stakeholders tha --
12 that you have to bring with you.

13 And you have to establish trust, and you're
14 doing that. I commend you for a -- a -- agreeing to become a
15 partner in bringing a management consortium to your district
16 to help you in this. And I -- I would like to kind of know
17 what, well, I would have loved to have looked at your
18 curricula. I -- I -- I -- really would have. I know they're
19 kind of -- of snippets and that it's going to be a more
20 systematic curriculum, which is what you need.

21 I'm also sorry that, in a sense, this state
22 did not think about creating a scope and sequence for the
23 standards that we have and left so many school districts who
24 are so small and do not have the capability to have outlined
25 this for the entire state of Colorado. I know it takes time



1 and I know it takes resources to do this, and I feel that
2 that should have been done. And that left too many people,
3 too many districts out to fend for themselves, and that's
4 kind of a sad thing.

5 And I say this because I've been with a
6 department where we did textbooks. Yes. We did the -- the
7 standards for textbooks, and I know that it's a state that
8 probably everybody hates, but one thing that you could
9 depend on is that school districts could choose from seven
10 or eight different textbook companies. And you know, if you
11 like that -- that curriculum, you could choose that
12 curriculum. So, there was choice in -- in being able to do
13 that.

14 But to hopefully just give you standards and
15 not give you a scope and sequence, I -- I think is -- is --
16 is -- it's not the right thing to go about this. And then, I
17 think you should have been given time, time because of the
18 changes that we have had. The changes in tests, the changes
19 in -- the changes now from having gone to growth to now
20 going to -- to grade level, and I think that takes time. It
21 takes time to develop curricula, it takes time too for
22 textbook companies.

23 I don't exactly know of this company,
24 textbooks, be -- beyond textbooks, I don't-- I -- I didn't
25 get kind of a flavor. I know that they probably have a scope



1 and sequence for you, and I think that that's going to be
2 very healthy. So, I -- I just wanted to say that to -- to
3 you and to other school districts that are listening out
4 there. Thank you.

5 MADAM CHAIR: Thank you, Dr. Flores.

6 MS. FLORES: Thank you.

7 MADAM CHAIR: Board Member Durham?

8 MR. DURHAM: Thank you, Madam Chair. I'd like
9 to start if I could with Dr. Anthes. Did -- did I understand
10 from the department's presentation that there is some
11 disagreement between the department and the district over
12 the scope of the management, either the authority or the
13 breadth or lack of breadth, in fact there's only three of
14 the district schools when the entire district is on the
15 clock. So is there -- is there, at the present time, some
16 level of, shall we say no consensus on that?

17 MS. ANTHES: We have been pushing, and this
18 is why we said that their plan partially meets. We do need
19 some more clarification about what specific authority the
20 management partner has over the schools and the district. So
21 that is something Board Member Rankin's comments that we
22 know is in the law, and so we have asked for that
23 specificity.

24 MR. DURHAM: Thank you. Someone in the
25 district, whoever is best suited, you do have three CSA



1 charters, how well do they perform? What's their current
2 rating do you know at the top of your head?

3 MS. ANTHERS: I don't know their ratings off
4 the top of my head, but I do believe they perform higher.
5 They're all at performance.

6 MR. DURHAM: They're all -- all at
7 performance and -- and there's -- there's no waiting list
8 for our performance of schools in the district. The -- I'd
9 like to ask the board chairman in this. You have five-- you
10 have six years essentially of -- of a failure to perform in
11 the district.

12 What did you do in years one, and two, and
13 three, or did you try and take any actions that might have
14 improved the results so that you wouldn't have -- wouldn't
15 have gotten to this point? What -- and then what, other than
16 the fact that -- that we have this process, what spurred you
17 to -- to find this particular solution?

18 UNIDENTIFIED VOICE: Is that to me?

19 MR. DURHAM: Yes, please.

20 UNIDENTIFIED VOICE: Okay. For the board
21 members there, I'm the oldest there. Now I'm not talking
22 about the age, I'm talking about term. When we first heard
23 about this, I was just elected to office in 2012. Before, I
24 did not know that we were in turnaround. The previous
25 superintendent, the previous school board, did not make the



1 community aware that we were in turnaround.

2 As soon as the board found that -- that we
3 were in turnaround, the first thing we did, of course, first
4 we had to ousts the previous board, then we came in and the
5 first thing we did is we started saying we need a new
6 superintendent. So, we were able to bring in a new
7 superintendent and he gets to come in with all these
8 different ideas that we said fine, and so we started to do
9 that.

10 And then when we realized that they weren't
11 getting us to where we were, you know, we made some gradual
12 steps and then we went-- started going down. And then at
13 that time, we went and we researched by this time of trying
14 to see who was in here or no. Yeah.

15 I think we're all here, then we reached out
16 and we brought in Dr. Abrego to come in with his ideas to
17 how to get us out of turnaround. So, the thing is that we've
18 been looking for the right management to get in this, and I
19 know we talk about six year for the reality, the district
20 has not known that we were in turnaround for three years.

21 So, they kept it at a hush, hush, and it put
22 us in a big bind because now we had to really scrap --
23 scrape up and we were lucky that we got the one free year.
24 And this gave us chance to think about it, then we started
25 to look and say, "Do you know what, we're not getting what



1 we're after.".

2 The board made a commitment to find somebody
3 else that has dealt with turnaround and lead us to that. And
4 that this time, the board, all we say is -- is never what,
5 but we give the power to Dr. Abrego, and say, "You know,
6 this is what you got to do. One of the problems that we had
7 was nobody was held accountable.".

8 People's in the appeal or people were doing
9 whatever they want. And when it came time to say, "Well,
10 give us an answer." Well, nobody knew, and this is one of
11 the directives that we gave Dr. Abrego, was we want people
12 to be held accountable for what decisions they are making.

13 MS. ANTHES: Mr. President, well, may I add
14 to that?

15 UNIDENTIFIED VOICE: Yes, you can.

16 MS. ANTHES: In 2012, the district partnered
17 with the University of Virginia's turnaround program. All
18 four of our secondary schools were a part of that
19 partnership. And during that time-- so those schools would
20 be Adams City High School, Kearney Middle School, Adams City
21 High School, and Lester Arnold High School.

22 And during that time, we saw significant
23 improvement in those particular schools. Adam City Middle
24 School and Kearney Middle School moved to performance
25 ratings, and Lester Arnold High School moved to an



1 improvement rating. The partnership that we had with the
2 University of Virginia and the work that the district did
3 with them put systems in place that supported leadership,
4 supported instructional infrastructure, as well as held us
5 accountable to creation of 90-day plans and whatnot that
6 guaranteed there would be that accountability component when
7 the University of Virginia staff would return to the
8 district.

9 The district's partnership ended in 2014 with
10 that particular partnership. And at that time, as you're all
11 aware, the district did begin a transition in leadership,
12 which led us to some of our -- our -- our own work, and then
13 we brought out an -- new -- another new superintendent in
14 2016. So, we've seen the value add of an external partner
15 evidenced through UVA, and we've seen that the structures
16 that have been in place with that level of accounting --
17 accountability.

18 And because I was a part of that work, I've
19 also been supporting onboarding of Beyond Textbooks and have
20 that background, and I know what success looks like through
21 that lens. And we've been able to work through similar
22 frameworks to ensure that the partnership is similar, but
23 yet speaks to different components that UVA did not
24 necessarily speak to in having a partnership, where they
25 will be in our schools basically every month of the school



1 year, either meeting and providing professional development,
2 or doing classroom walk-through and providing feedback on
3 what they're seeing about the implementation and the level
4 of quality versus best instruction that our students are
5 receiving.

6 MR. DURHAM: May I ask what's -- how much --
7 what's the contract amount you're obligated for, for Beyond
8 Textbooks for the coming year?

9 MS. ANTHERS: So, currently, we are under a
10 contract for the '16-'17 school year, which allowed us to
11 jumpstart our implementation before our teachers head out
12 for summer break. We are currently negotiating a two-year
13 contract for '17-'18 and '18-'19 that binds the District and
14 Beyond Textbooks to see the partnership to fruition.

15 So, we have some quality data doing our -- to
16 do an evaluation of the success of the program. This year,
17 for our professional development, we've been approximately
18 \$13,000 and spent on just those components. I anticipate for
19 the '17-'18 contract right now and, again, we're currently
20 negotiating, that it will be approximately \$60,000, which
21 will include a \$9 per student fee for each student at the
22 three schools that we are supporting through Beyond
23 Textbooks, as well as the cost of the professional
24 development that Beyond Textbooks will be providing. We
25 anticipate that they will be in our buildings this summer



1 during our induction programming, onboarding our new folks
2 who are -- who're not on staff during our spring
3 implementation, as well as providing the next level of
4 support.

5 They offer BT 101, BT 102, Enrich and Retreat
6 -- teach professional development, and other professional
7 development opportunities that the District has selected
8 from their menu of offerings. Toward the end of the '17-'18
9 school year, we'll do a shar -- a jar -- a shared and joint
10 evaluation to determine what professional development next
11 steps would be appropriate for the '18-'19 school year, and
12 at that time, we would have an estimate of what that
13 contract cost would be.

14 MR. DURHAM: And, and that's -- we're talking
15 about for the three schools, correct?

16 MS. ANTHES: That is correct.

17 MR. DURHAM: So, if you're -- you have 11 --
18 10 schools -- 11? Did I get that right?

19 MS. ANTHES: We have 11.

20 MR. DURHAM: Eleven. So, to scale it would be
21 roughly 180,000 as opposed to, to 60. So, what's your total
22 budget? All in?

23 MS. ANTHES: For the district overall?

24 MR. DURHAM: Yes.

25 UNIDENTIFIED VOICE: From the top of my head,



1 I want to say about 60 million or -- can I have -- would you
2 mind if I had my business or finance manager come here and-

3 MR. DURHAM: Sure.

4 UNIDENTIFIED VOICE: -answer that question?

5 MR. DURHAM: That's fine.

6 UNIDENTIFIED VOICE: Ms. Rotella, if you
7 could help me with that?

8 MS. ROTELLA: Good morning. I'm Sandra
9 Rotella. I'm the Chief Financial Operation Officer for the
10 school districts, and our annual budget for all funds is
11 roughly \$80 million.

12 MR. DURHAM: And that's per pupil, how much?

13 UNIDENTIFIED VOICE: For all funds, that's
14 about \$12,250. If we remove our debt fund, the bonded,
15 bonded debts and fund and food service, it drops to around
16 \$11,200.

17 MR. DURHAM: Thank you.

18 UNIDENTIFIED VOICE: You're welcome.

19 MR. DURHAM: So, in terms of level of effort,
20 180,000 out of \$80 million budget is not an overwhelming
21 amount of money to direct to management improvement.

22 UNIDENTIFIED VOICE: So, the cost to -- if I
23 may clarify, sir. The cost for professional development
24 would also scale. So, three schools at 60,000, they would be
25 sending additional trainers. So, if we were onboarding more



1 schools, that would anticipate the first-year cost being
2 more expensive-

3 MR. DURHAM: Right.

4 UNIDENTIFIED VOICE: -as well as, you know,
5 aggregating those three school.

6 MR. DURHAM: Okay. All right. Thank you, and
7 then, for -- Mr. Carney, I do have a couple of questions for
8 you. One is, you -- you've been at this long enough now. I
9 presume you've exited some districts. How, how well do they
10 continue to perform after they've -- after you're no longer
11 providing services?

12 MR. CARNEY: Thank you. Is this Mr. Durham?
13 Is that what it says, sir?

14 MR. DURHAM: Yes, yeah.

15 MR. CARNEY: Yes. Mr. Durham, thank, thank
16 you for your question. It really depends, and it depends
17 upon a variety of factors, and I, I know that's not an
18 answer perhaps that, that folks want to hear, but one of the
19 things we firmly believe in is a, a good idea poorly
20 implemented becomes a bad idea versus a good idea well
21 implemented becomes a great idea, and then, of course,
22 sustainability is, is always what's hoped for.

23 Unfortunately, what we see in Arizona is
24 something that you, you -- that folks have spoken about this
25 morning at length with regard to Adams City, Adams history



1 with regard to changeover and leadership. So, as you know,
2 many -- whatever the vocation may be or the business may be,
3 new leadership often come in with, with new ideas, and so,
4 we certainly see sustainability.

5 For example, we just ended a eight-year
6 partnership with the Wickenburg School District, one of our
7 first initial partners, and while at first it, it was
8 certainly hurtful to lose them in a -- in one sense, on the
9 other hand, we felt proud that they felt that they were in a
10 position to, to fly on their own.

11 So, results of long-term success after
12 leaving Beyond Textbooks are -- in -- information are, are
13 mixed. It, it just depends upon leadership, leadership,
14 leadership and their ability to not only implement, but
15 sustain as well.

16 MR. DURHAM: Thank you, and then, the, the
17 four principles that you enumerated would, I mean, there was
18 nothing magic about any of those, that you see those in a
19 lot of documents or similar kinds of things.

20 MR. CARNEY: Yeah.

21 MR. DURHAM: So, you couldn't characterize
22 that as being the secret sauce of success. Is it -- is it in
23 implementation that you believe you excel in, in driving
24 those or maximizing the gains from those principles?

25 MR. CARNEY: Ab-absolutely, I would -- I, I



1 firmly agree with, with what you said there. There is no
2 secret sauce, rocket science, whatever you, you might call
3 it. The key to success are knowing how to take in a
4 different direction for a moment, but I -- but I think it
5 has parallels to what we're speaking of. I, I know that a
6 key to success for, for good health is to eat correctly and,
7 and exercise regularly, and yet, even though I know that,
8 well, I exercise regularly, I don't eat always correctly,
9 and as a result, I don't get the results I want. I have poor
10 implementation.

11 So -- I -- I think to -- to answer your
12 question, it absolutely comes down to the ability to -- to -
13 - to implement. We are not a silver bullet by any stretch of
14 imagination. I don't believe there is any silver bullet out
15 there, but we have seen not only in our own district, but
16 with many other partners as well, those who implement well,
17 they get terrific results, and those that don't do,
18 struggle, and it can be -- it can be, in some cases, two
19 steps forward, one step backwards.

20 Again, I'll use my own personal health
21 example I used a moment ago. I might go great for, for three
22 months, and then -- and all of a sudden, I have a pizza
23 three nights a week for, for three, three weeks, and, and,
24 and be back off track. But it's imp -- but, again, once I
25 get back on track, I see that I get much greater results.



1 MR. DURHAM: And for me, three days is a
2 string of success. So, if you do it for three months,
3 that's, that's good.

4 MR. CARNEY: Me too, me, me too.

5 MR. DURHAM: Yeah. Okay. What -- would you
6 also -- perhaps one -- one last question. When you talk
7 about the importance of -- of leadership and management in
8 sustaining the successful results, or for that matter, may
9 perhaps creating them in the first place, would you say that
10 -- that -- that is a combination of school board and school
11 management? Is it primarily superintendent in management?
12 And how -- how attentive and how much leadership does a
13 board have to provide?

14 MR. CARNEY: Yeah. And thanks for your
15 question, and I -- I would say it is actually a combination
16 of factor. The -- the governing board leadership, it is a
17 superintendent leadership, it is the leadership potentially
18 as we talked about due to achievement, the curriculum
19 department, it is certainly the leadership of the site
20 building principal, which I believe to be one of the
21 greatest factors in overall success.

22 First of leadership. The -- the -- the
23 leadership of the teaching staff, and also the leadership of
24 the parents. I -- I certainly respect and applaud the many
25 comments today about outreach to the community. However, I



1 also believe that schools are a reflection of what that
2 community expects of those schools.

3 And I think that one other variable in all
4 this is that, we need parents in all communities, not just
5 in Adams or in Vail for that matter, where people say, "Hey,
6 this is what we expect from our schools, we're going to hold
7 you accountable to that.".

8 Now, those things can be a little bit harder
9 to control, the things that are within your control. The --
10 the principal, the -- the superintendent, the curriculum
11 department, never saving the governing board a little bit
12 out of control because on elected po -- position, I was
13 assumed there in Colorado as well. Because those things are
14 under your control. Those things aren't in place and aren't
15 followed, then you won't see good results.

16 And again, I'll -- I'll give it a different
17 example, non-education example. From the world of football.
18 Several years ago, a favorite player of mine named Mike
19 Singletary was the head coach of the San Francisco 49ers,
20 and unfortunately, he did not farewell as the coach, as he
21 did at the hall of fame player.

22 They got a new coach named Jim Harbaugh, who
23 immediately turned things around, and took them to the Super
24 Bowl within a several year period. And to me, he had, in
25 essence, as you looked at the numbers of that roster, the



1 same type of roster that Singletary had, the difference was
2 again in leadership.

3 Again, doing things that aren't rocket
4 science, setting a clear vision, bringing together o-others
5 together to build consensus for a common goal, clearly
6 identifying and reiterating over and over with folks with
7 those common goals, that are checking for understanding.
8 Reinforcing desired behavior and then setting new goals.

9 All the things that we know that are
10 affected. So, I apologize for my long-windedness. But
11 certainly leadership, when I mention those four things that
12 play a role in the preschool, between the grade schools and
13 the rest, there is indeed a reason that leadership is listed
14 as first, because I believe it -- it's start and stops with
15 -- with leadership.

16 UNIDENTIFIED VOICE: Thank you, Madam Chair.
17 I've no further questions.

18 MADAM CHAIR: Thank you.

19 UNIDENTIFIED VOICE: Madam Chair, can I
20 clarify one thing?

21 MADAM CHAIR: Sure. But I get to talk to
22 them.

23 UNIDENTIFIED VOICE: Okay. Or do you want to
24 talk?

25 MADAM CHAIR: No.



1 UNIDENTIFIED VOICE: It's not good to
2 interrupt your board. But I -- I will suggest on the
3 authority peace, and -- and our attorney can feel free to
4 weigh in as well, but we have talked about, and we've
5 learned as a board sort of that -- that the statute
6 anticipates more authority at the school level, if a school
7 is on the clock.

8 And that districts, there's a little more
9 wiggle room at the district level. So, because this is an
10 instance where both the district and the school is coming to
11 you. You know, we -- we for sure would want more detail on
12 the authority at the school level, because that's what the
13 statute anticipates, while still having more clarity on the
14 role at both the district and the school level, and how that
15 interacts.

16 MADAM CHAIR: Good. Thank you. So, one thing
17 I've learned is that, if there been a question, there's
18 another question thereafter. Therefore, I will -- we will go
19 back down the line. Ask questions from colleagues. But
20 first, I just have a couple that I would like to throw out
21 in. One of them relates to what we saw in the press, I can't
22 remember when, but your high school students came on a
23 March, and I believe they came to see you.

24 That is -- that is high school student
25 engagement beyond what I normally see. Students coming to



1 you saying, "Help us fix this high school, we want a better-
2 quality school." I believe that's what they were saying, "We
3 want a principal", etcetera. Could you address that event,
4 but at the same time talk to me about how you're going to
5 get your attendance up from, I think it was 87% to something
6 like 95%, which is what we would expect of your school,
7 please.

8 UNIDENTIFIED VOICE: Okay. First, we really
9 welcome that our students stood up for their rights, came to
10 visit us, and took on that leadership role, and are
11 outspoken as far as the need for the district, and -- and we
12 totally agree with them.

13 I'm going to pass this on to Mr. Archuleta,
14 because he was there with me, but the students invited us
15 the following day, "Come to our school, talk to us." And
16 they wanted to give us some of their concerns. So, Tino can
17 you tell them a little bit about our meeting with the
18 students?

19 MR. TINO: Yes. First of all, there was some
20 decisions made that the -- that the students weren't
21 necessarily in agreement with. And so, we had a forum with
22 them at the high school to figure out, you know, what was
23 going on? Wasn't actually -- it wasn't supposed to be with
24 them, it was supposed to be with the teachers. And under
25 state law, there are certain things that I can't talk about



1 when it comes to personnel and stuff like that, with the
2 general public.

3 MADAM CHAIR: Understood.

4 MR. TINO: So, they weren't really happy with
5 those answers. And so, they decided amongst themselves with
6 their critical thinking that they all have, and you've seen
7 a lot of that demonstrated. They think on their own, and
8 they're -- they're very intelligent, and they know exactly
9 what it is they need, not necessarily, or they want, not
10 necessarily what they need. And it's -- it's decision making
11 that has to happen.

12 They came to us, we went out and talked with
13 them, encouraged them that, you know, I'm -- I'm a little
14 bit befuddled that you're here, and I'm not -- not in the
15 classroom getting an education, but I understand where
16 you're at. You weren't able to be listened to in the forum
17 that we had in place. We're offering you a forum not
18 necessarily today, we'll answer all your questions and
19 everything, but I want to re-talk to you and offer you a
20 forum where we can reach, me -- me with you, and figure out
21 exactly what it is you need. So, which we did that.

22 We went back and we met with their student
23 council which is their student body elected officials in
24 their school, which I respect. And we had conversation with
25 them, and they were able to express their questions of the



1 reasoning why these decisions were made. Not being able to
2 give them the decisions as to why these decisions were being
3 made. I explained to them the process and how that all
4 happens.

5 They were somewhat satisfied with it, agreed
6 to along with Dr. Abrego and most of the board members, to
7 continue that outreach with the students, and because as a
8 board member, I do represent them also. You know, people say
9 the parents are the voice for the students, I disagree.

10 I believe the students are their own voice.
11 The parents happen to have their own voice also. And one of
12 my rules and obligations to the public is to sit down with
13 those students, and listen to what they have to say, 'cause
14 they do have something to say. So, I think in doing that, it
15 created a sense of stabilization within the board, because
16 we hadn't done that in the past.

17 I mean, they haven't -- they have an
18 opportunity come to the Board of Education and speak at the
19 Board of Education. The problem with that is being on the
20 dais, you can't really answer those questions at that point
21 in time, you have to give them back a written response, and
22 sometimes it takes weeks, days, to get those responses back,
23 I don't think that's sufficient for them.

24 So I think, you know, in building
25 conversations with the students from -- from the grade



1 schools to the high school, is going to benefit the
2 district. We're going to continue those conversations, and
3 that's pretty much what happened with that.

4 MADAM CHAIR: Thank you.

5 MR. TINO: Hopefully, that answers your
6 question.

7 MADAM CHAIR: Well, partially. How you can
8 get to 95% chance?

9 UNIDENTIFIED VOICE: How are we going to can
10 get there, huh? Fortunately, I do have a little experience
11 in this area, in the school city of East Chicago, very
12 difficult situation. We have a school of 2,000 students. The
13 attendance rate there was 70%. So, we're 85, that's not too
14 bad. So, I was able to go into that district and -- and just
15 try to analyze, how do you do this?

16 The thing I found there is they didn't have
17 an attendance policy. So, once I helped them create that,
18 and we had a specific number of days that you could not
19 miss, I mean, in the past students were missing 50, 60 days
20 and still passing. Well, they knew, if you can do it missing
21 that many days, it's acceptable. Once we implemented a
22 policy that stated students cannot miss more than 10 days or
23 they would lose their credit, I would ask students, what's
24 the big changes here?

25 And they would just say, I can't miss that



1 class because I -- I won't get credit. So, it's really
2 setting the high expectation for our students, and very
3 important when we were looking for assistant principals, one
4 of my questions to them was, we are at 85%, next year, I'm
5 not asking you to put us at 95 -- 90%, I need you to put us
6 over 90%. No questions asked, no excuses. Can you do it? The
7 individual said, I can do it. I said, give me your plan.
8 What do you need?

9 They stated to me with the support that they
10 would need and the plan involved being proactive. For
11 example, talking to our incoming 93 students to set the
12 expectations with the students and the parents early in the
13 year, so everyone knows.

14 Also, if a student misses, we have to take
15 immediate action right away, so they needed a staff, and we
16 have the staff at our high school to address any missed
17 class or day immediately. And then also having the staff
18 necessary, we -- we have that, we have I think of a -- a lot
19 of support in attendance department, and again, it all comes
20 down to accountability, having that plan, and when a student
21 misses, what are we going to do?

22 How are we going to involve the parent? And
23 then having that plan from the beginning, and again you have
24 to implement it with consistency and again, that
25 accountability, if our attendance is not good, I'm going to



1 go to assistance principal and just say, what happened? But
2 the last question I asked all the principals I said, you
3 know we're in turnaround.

4 We're going to go in front of the state
5 board, so we're going to have to see immediate improvement
6 right away. And I said, if you don't fulfill your promises,
7 do you understand that you may not be here, found here? And
8 they said, all I need is a chance. So, that's the kind of
9 people that we're trying to bring into our district that, we
10 don't want to make excuses.

11 You know, that is our charge. We are involved
12 with providing each and every student with the best
13 education possible, and I think everyone in our district is
14 committed to do that. But quick answer is, accountability.

15 UNIDENTIFIED VOICE: Thank you. So, I asked
16 that particular question in light of my concern overall, and
17 that is that I'm assuming that you've seen the rubric that
18 the board approved for the department evaluation of
19 management plan, and it's fairly specific in asking certain
20 questions. And as I read the responses from the department,
21 there was not enough specificity in certain things.

22 For example, student engagement, et cetera.
23 Who's going to do what? And I think that's really important,
24 particularly when we're talking about the -- a management,
25 outside management, because outside management, just



1 listening to you tells me that outside management is not
2 going to do everything. There are some things that you're
3 going to take care of, that's not going to be the
4 responsible -- responsibility of beyond textbook.

5 So my, I think my fundamental question is,
6 can you guys addre -- you all, address the weaknesses that
7 were identified in this rubric PDQ? Because I think as a
8 board, we adopted this wanting an assurance of how we're
9 going to move forward. And with -- with the weak -- with the
10 weaknesses, I don't -- that's not a good word, but with the
11 omissions in this plan up to now, it's hard for us to take
12 that vote.

13 I -- I know there are some problems with
14 staffing too, and I don't -- we have to speak among
15 ourselves, how we're -- how are we going to address this?
16 But to not have this complete causes me personally, I don't
17 know about my colleagues, but it causes me some concerns. I
18 want to make sure that the rubrics that we picked for these
19 various, we have this one for innovation, there's one for
20 management, that we want -- what, I'm going to put my
21 glasses back on. What we have at the very top is that
22 management plan meets expectations, partly meets
23 expectations and does not meet. And the plan that's being
24 proposed to us generally speaking, just partly meets, and
25 that's a deep worry for them.



1 UNIDENTIFIED VOICE: Then, the answer to your
2 question is, yes, we can and I'm going to have some of my
3 colleagues answer that. So, Miss Burgess, if you would help
4 us with that please.

5 MS. BERGER: Madam Chair. Sure, and respected
6 Board of Members. I think that what we need to look at is
7 that, everything that as a leadership team because I don't
8 work alone, I think you've seen that today. We understand
9 the severity of where we're at, and we're trying to put
10 systems in place that will help every school be successful.
11 And so, I answer of course to the superintendent, and the
12 building administrators answer to me, and the teachers
13 answer to the building administrators.

14 So, we work collectively. I think we didn't
15 mention teachers enough. So, what we're trying to do as a
16 leadership team, is beginning this incoming school year 17,
17 18, we're going to speak to our entire district, talk
18 regarding where we're headed, our vision. Every student at
19 Adam's sport team will be successful. That is our
20 expectation. No excuses.

21 I think that we're also going to empower the
22 teachers. They will have clear directions on where we're
23 needing to be. Systems and structures that have not been in
24 place or have begun to be in place. So, I think it's
25 transparency.



1 At the beginning of the year, we hold each
2 other accountable. We're also empowering our building
3 administrators through the partnerships with CDE. Every
4 building administrator also needs to have a different lens
5 on how they look at things. What are they going to do at the
6 building level? How will they empower their teachers? I
7 think, I will always be an educator even though I am in a
8 leadership posi -- position at this time.

9 Teachers have a very difficult job. So, I
10 think that being transparent with our teachers which I'll
11 admit, it hasn't been that great this school year. But I
12 want to empower every teacher with the skills they -- they
13 need to be successful classroom teachers so that our
14 children will be successful.

15 So, I think it's a complete circle. We're
16 constantly in a cycle. Leaderships are in power, leadership
17 then in turn empowers their teachers, teachers empower their
18 students. The whole time the board is holding us all up. But
19 once again, we're going to work collectively, we're going to
20 work, and we're going all be headed towards the same, in the
21 same direction. I can't do it alone.

22 So, I have to acknowledge some of my team
23 members. We have Dr. Konno who's ELD. We talked about, what
24 are you doing to address the needs of our students? I think
25 bringing in bi-literacy in addition to English, bringing



1 strategies to our teachers, constructing meaning systematic
2 ELD so that we take away all the excuses. Understand also
3 that this is a work in progress. We are going to do
4 quarterly -- when we use our teacher effectiveness tool to
5 help teachers in areas that they need to be strengthened,
6 we're going to do all of this as a team. I think that we are
7 committed.

8 I'm coming from the outside looking in, I see
9 that there's a lot of work to be done, but we've rolled up
10 our sleeves. We've begun that work, we have to continue that
11 work, and we expect and hope that you will trust us to move
12 this district forward.

13 UNIDENTIFIED VOICE: I would like to trust
14 you, but I'd also like to see it on paper.

15 MS. BERGER: Yes.

16 UNIDENTIFIED VOICE: I'm sorry, I don't mean
17 to be disrespectful. I mean we should everything you just
18 said.

19 MS. BERGER: Yes.

20 UNIDENTIFIED VOICE: But I don't think you
21 said it in here. And, I think my question is, can you do
22 that, and can you do that by June?

23 MS. BERGER: Can we do this by June? We're
24 going to continue to work with CDE, our partnership Lisa
25 Medler, we've talked about this consistently. She has pushed



1 on this. We have, we began this plan in January, we've moved
2 from innovation to -- to external management. So, this is
3 not me. So, understand that we are going to have to tweak.
4 We're going to work closely with Lisa to continue the work,
5 and yes it will on paper by June.

6 UNIDENTIFIED VOICE: Do you understand the
7 position we're in?

8 MS. BERGER: Yes, I absolutely do.

9 UNIDENTIFIED VOICE: I -- I appreciate you --
10 your words. But it's really important, and it's important
11 for your teachers and everybody else for you to have
12 actually put those little letters down, and put those
13 sentences down so that you truly have a plan not to stop
14 here, and that everybody and I think ultimately, I don't
15 think you ought to write it like this for your community,
16 but there's a way to write this for your community as well
17 so that they have a good sense for -- they can expect to
18 hear from their kids. Because there's some -- in some cases,
19 the kids are going to come home yammering about something
20 and the parent will understand there's a purpose behind
21 this. So, I'm going to go back, I'll show -- no, I'll go
22 back around some more questions? Board member Goff, do
23 anyone have more questions?

24 UNIDENTIFIED VOICE: Couple of comments.

25 Everything has been said today kind of highlighting the last



1 five minutes. Where my head has been about to be able
2 (indiscernible) several years. I know -- I know the
3 potential has been there, you know, it has been.

4 The advantages -- I'm so sorry. I'm sorry.
5 The advantages that -- that a diverse district carries with
6 it from the get-go. I think are something that maybe as a
7 state we are -- I'm going to be optimistic, and I think
8 we're beginning to learn more about what the advantages, a
9 real diverse district has. And yet, on the four with it, on
10 the cutting edge of some potential that is, is what we all
11 will need. Just a comment, I will say, and I know a lot of
12 you understand that I'm a little bit biased about this.

13 Very pleased about the seal of biliteracy
14 implementation, and from a teacher's head, from the
15 viewpoint of how literacy in general is the building block
16 for everything. And that there is an awful lot of strong
17 connection between literacy, language, lingually,
18 linguistically, literate, and the ability to read well, to
19 comprehend read -- reading well, to understand the written
20 word, to recognize the beauty in the -- in the written word,
21 and to produce and be creative throughout life.

22 So, I'm -- I'm hopeful for that. I've -- know
23 -- I remember if I'm correct, 42 graduates will be eligible
24 for the -- in the endorsement this graduation class, and
25 hopefully that percentage will keep growing. And I hope that



1 those students who have that benefit, and the impetus behind
2 them for that how the study literally builds their lives,
3 and their own potential can be shared with other students
4 and their families.

5 And that the word about what is working? And
6 what is contributing to success? And what is building trust?
7 Is something that is, it's a daily habit that somebody is
8 sharing that. And that there is a, there is a kind of a new
9 kind of commitment on the part of everyone connected with
10 Adams 14, I'd like to see it Colorado, otherwise. But, for
11 now, that there will be a -- a real commitment to committee,
12 and their people are committed to taking a little bit of
13 that risk and saying "I will, I'm promising this is where I
14 am going to put my energy and my effort, and I'm going to
15 stick with it, and I'm going to get company involved in it
16 as well."

17 But I-I very much appreciate, I am concerned
18 that clarity not only for us in making this decision but
19 also especially for your community. That they've got
20 something very concrete to go buy and to -- and to buy into
21 and -- and keep it as own, own and take forward on the path.
22 So that would be, that's all I have to say. I am -- I am
23 very grateful that you have been able to come see us today,
24 and then appreciate all of the hard work and the optimistic
25 minds with trust that there is there's -- there's some steps



1 ahead, but it will be well worth the journey. Thank you all
2 very much.

3 MS. CORDIAL: Board member Mazanec.

4 MS. MAZANEC: Clarifying quest, did you say
5 that you will be charging the students in these schools that
6 are participating in this fee on textbooks \$9 per student or
7 did -- was that just the cost?

8 UNIDENTIFIED VOICE: That's the cost for the
9 district.

10 MS. MAZANEC: Okay.

11 UNIDENTIFIED VOICE: Thank you for that
12 question.

13 MS. MAZANEC: And I would just like to say
14 that I think we all appreciate the fact that leadership and
15 turnover problems put you in a difficult position at this
16 time on the clock. I think -- I think that we all appreciate
17 that -- that difficult position you're in. So, thank you.
18 Wish you all the best.

19 UNIDENTIFIED VOICE: Speaking of clock, I'm
20 going to exercise chairperson's privilege and we may end up
21 going beyond two hours. And frankly, I don't remember when
22 we started. So, I'm just -- I'm just saying.

23 MS. MAZANEC: I think we have busy notes.

24 UNIDENTIFIED VOICE: We have 35 minutes left.

25 UNIDENTIFIED VOICE: Never mind. Let's not.



1 Board member McClellan.

2 MS. MCCLELLAN: In that case, I'm going to
3 give a super long speech. No, just kidding.

4 UNIDENTIFIED VOICE: Just as you wanted.

5 MS. MCCLELLAN: I just wanted to commend you
6 on the efforts for public outreach, as you're working to
7 rebuild trust for your students, and also for your students'
8 families and for the whole community. I wanted to touch on
9 something that Board President Rolla brought up, and I want
10 to make sure that I understood correctly.

11 Did I understand correctly that there was a
12 period of time when your board had trouble getting the
13 information that you needed to lead effectively with respect
14 to accountability results?

15 UNIDENTIFIED VOICE: Yes, there was.

16 MS. MCCLELLAN: I just wanted to acknowledge
17 as a former local elected official, I can only imagine how
18 stressful that must have been. And I am -- I really commend
19 you for doing that passport that was in that period of
20 making that terrible discovery that you weren't getting the
21 information that you needed. I want to commend you on the
22 leadership that it must have taken to get over that hill,
23 because that must've been a really difficult discovery to
24 make and a difficult process to go through to turn the
25 corner away from that circumstance. So, thank you for



1 showing that leadership and again for your service. And that
2 helped me to better understand where the community is, with
3 respect to that evolving trust and evolving changing
4 culture. So, thank you for sharing that.

5 UNIDENTIFIED VOICE: Board member Rankin.

6 MS. RANKIN: I -- I concur with what everyone
7 has said and thank you board member McClellan. I would like
8 to just ask one more question of CDE, and I don't know if
9 this is Ms. Bautsch or Ms. Pearson. But I would like to know
10 from the time this district and school came on the clock,
11 how much outreach have you done or how much outreach has
12 come to you? And if you have any more to add on that -- on
13 that issue as to how much CDE has provided some support, and
14 how well it's received.

15 UNIDENTIFIED VOICE: Ms. Medler too.

16 MS. RANKIN: I'm sorry. Ms. Medler, too.
17 Excuse me.

18 MS. MEDLER: Thank you, Board Member Rankin
19 for your question. It's varied over the time of the clock
20 given the different administrations, there's been different
21 levels of engagement. So, it's my understanding that earlier
22 on the clock because we were not as engaged due to for a
23 variety of reasons.

24 And I will now turn in to Alyssa for our
25 engagement. This past year has been a bit -- we have had



1 high amount of engagement and Alyssa has been every week,
2 I'll let her talk a little bit more about that.

3 And I would actually -- I would add, CDE,
4 honestly, has been involved with the district in various
5 ways from the very beginning of the clock. And as Teresa
6 Hernandez had mentioned before, that engagement actually
7 with CDE ramped up quite a bit, but several years ago with
8 that UVA program.

9 And so, it's -- it's -- it's taken different
10 turns as leadership is -- has turned over and we've tried to
11 adjust the kind of supports that they've requested. So,
12 you'll notice that I am in this -- this role down and have
13 had a pretty significant role to play over the last year and
14 a half.

15 And again, that was upon the district's
16 request, and it's been based upon what they've needed at the
17 time. And the -- the vast majority or the -- the vast number
18 of grants and services that were listed, we could have
19 actually gone on -- we kinda had to limit ourselves. They've
20 actually had a -- access to quite a bit of -- of services
21 and -- and -- and funds to carry out some of this.

22 So, I'd say it's actually been pretty high,
23 and we've really tried to turn it into a relationship that
24 is mutually respectful and they've -- they've opened up the
25 doors especially in this last year to CDE coming in and



1 providing that support.

2 MS. RANKIN: And you feel very comfortable
3 that's going to go forward?

4 MS. MEDLER: Yes, I do.

5 MADAM CHAIR: Thank you. Thank you for all
6 that you do. I know this is really difficult.

7 MR. CARNEY: May I make a comment?

8 MADAM CHAIR: Yeah. Please.

9 MR. CARNEY: When I first got the job here as
10 superintendent, I think one of my very first visits was to
11 see the Commissioner. And I said to the commissioner, I need
12 your help. I'm going to need your support because I came
13 from Arizona, I've worked with the Arizona Department of
14 Education. I said, in order to elevate this school, I'm
15 going to need support and partner -- to part -- and to
16 partnership with the Colorado Department of Education. And
17 they have been instrumental in helping us and -- and I'm
18 going to continue to say, in order for us to get to the next
19 level, we're going to have to continue our rapport and work
20 together. And if we can continue that, I think that we will
21 see good things for our district.

22 MS. RANKIN: I just have one more quick
23 question, and I'll ask you as a superintendent. You're
24 having meetings with your community? What language are they
25 in? You have over 20 languages spoken.



1 MR. CARNEY: Well, p -- primarily i -- i --
2 it's Spanish-

3 MADAM CHAIR: Okay.

4 MR. CARNEY: -but we have interpreters and --
5 and when I speak, I can speak both languages, but I speak in
6 English and I have an interpreter in the back, who is
7 interpreting everything for our parents. But -- and then,
8 all the other information will go out i -- in the various
9 languages but that's in a different manner.

10 MS. RANKIN: Okay. Thank you very much. I
11 know that's a question a lot of people are wondering. So,
12 I'm going to take this moment to thank the district for
13 bringing your interpreter. We regret that we cannot provide
14 that. But we are very appreciative that you did. I wanted to
15 take that opportunity and sneak in. Board Member Flores.

16 MS. FLORES: I knew I was -- I just wanted to
17 say -- to thank you and also to thank the Department, I know
18 I was critical earlier. But I -- I have been so happy, since
19 being on the board that the Department has taken such a
20 strong commitment to helping districts. And I -- I know you
21 are and I -- I -- I really want to commend you and thank you
22 for doing that.

23 Because I think that's what we should be
24 doing. That partnership between the -- the department and
25 the school district. And thank you for letting us know Dr.



1 Abrego, because it is very important that we -- that -- this
2 is what we do. This is what we need to do, since we do have
3 also very limited resources, and I know we have a -- a very
4 powerful board member here who has a relationship with
5 someone across the street. And-

6 UNIDENTIFIED VOICE: He then -- he
7 (indiscernible) there.

8 MS. FLORES: He has been working. They --
9 they have been working. And I know the department needs --
10 needs more help so that they can do more. And thank you.
11 Also, I wanted to say that if in two years, the -- the
12 American Educational Research Association, I think will have
13 its meeting in Denver, and I'm hoping to get a group of
14 school districts to show what they have done and how -- what
15 they have done to -- to bring students up to grade level.
16 And I hope to invite you for -- for that.

17 MR. CARNEY: We volunteer.

18 MS. FLORES: Thank you.

19 MADAM CHAIR: So, Dr. Flores speaks for all
20 of us, that we do appreciate our s -- staff, so very much
21 for all the work that you do. In this afternoon, we have a
22 conversation about budget. You can tell as how extremely
23 difficult it is to pull off the kind of work that you all
24 do. I am familiar with the hours that you all put it. Board
25 Member Durham. Have you any more questions or comments?



1 MR. DURHAM: Thank you, just a quick question
2 -- just a quick question. How -- how many students are at
3 the high school? That at the Adams City High School?

4 MR. CARNEY: 1,700.

5 MR. DURHAM: And you -- so if I understand
6 the district, you have one -- one high school, one
7 alternative high school, is that right?

8 MR. CARNEY: Yes.

9 MR. DURHAM: And two middle schools? So, your
10 middle schools are what grades?

11 MR. CARNEY: Six, seven, eight.

12 MR. DURHAM: And how many students do you
13 have in each of your middle schools, roughly?

14 MR. CARNEY: I'd say approximately 800 at
15 each of the schools.

16 MR. DURHAM: Thank you.

17 MADAM CHAIR: Any further questions or
18 comments folks? We -- we would like to take a five minute --
19 no, we don't know how long it'll take us. We would like to
20 take a -- an Executive Session break to discuss our motion.
21 I know this is not terribly convenient because we're going
22 to ask you all to please leave. But don't leave the
23 building, come back. Thank you.

24 UNIDENTIFIED VOICE: Can we get the motion?

25 MADAM CHAIR: Pardon me?



1 UNIDENTIFIED VOICE: Can we get the motion
2 please?

3 MADAM CHAIR: Would somebody please move?

4 MR. DURHAM: I'll move for an executive
5 session, Madam Chair.

6 MADAM CHAIR: Thank you, is there a second?

7 MS. FLORES: I second.

8 MADAM CHAIR: All in favor?

9 MR. DURHAM: Aye.

10 MS. FLORES: Aye.

11 MS. CORDIAL: Okay. An Executive Session has
12 been noticed for today's State Board meeting in conformance
13 with 24-6-402(3)(a) CRS, to receive legal advice on specific
14 legal questions pursuant to 24-6-402(3)(a)(II) CRS in
15 matters required to be kept confidential by Federal law,
16 rules, or State Statutes 24-6-402(3)(a)(III) CRS.

17 MADAM CHAIR: Thank you. Sorry that we needed
18 to do that but if you listened yesterday, we were scrambling
19 ourselves around and thought might be better to pretend like
20 we can get it right the first time. Board member Rankin

21 MS. RANKIN: Based on today's hearing, I move
22 that the Department District and external management entity
23 work together to define the role and responsibilities of the
24 external entity, in the District's management pathway that
25 meets the Department's rubric and the law, and to submit



1 proposed written final determination regarding external
2 management for Adams 14 School District, for the State
3 Board's consideration at the June State Board meeting.

4 MADAM CHAIR: Do I have a second?

5 MS. RANKIN: Second.

6 MADAM CHAIR: Thank you.

7 MS. FLORES: I Second.

8 MADAM CHAIR: Two seconds. That should work.

9 Mrs. Cordial, would you be good enough to call the vote?

10 MS. CORDIAL: Of course. Board member Durham?

11 MR. DURHAM: Yes.

12 MS. CORDIAL: Board member Flores?

13 MS. FLORES: Yes.

14 MS. CORDIAL: Board member Goff?

15 MS. GOFF: Yes.

16 MS. CORDIAL: Board member Mazanec?

17 MS. MAZANEC: Yes.

18 MS. CORDIAL: Board member McClellan?

19 MS. McCLELLAN: Yes.

20 MS. CORDIAL: Board member Rankin?

21 MS. RANKIN: Yes.

22 MS. CORDIAL: Board number Schroeder?

23 MADAM CHAIR: Yes. Thank you. So this

24 concludes today's hearing. Oh-

25 UNIDENTIFIED VOICE: No, no. one more motion.



1 MADAM CHAIR: I beg your pardon, please.
2 Board member Rankin.

3 MS. RANKIN: Based on today's hearing, I move
4 that the Department District and external management entity
5 work together to define the role and responsibilities of the
6 external entity, in the district's management pathway that
7 meets the Department's rubric and the law and to submit a
8 proposed written final determination regarding external
9 management for Adams City High School for the State Board's
10 consideration at the June State Board meeting.

11 MADAM CHAIR: It's a proper motion, do I have
12 a second?

13 MS. GOFF: I second.

14 MADAM CHAIR: Thank you. Mrs. Cordial.

15 MS. CORDIAL: Board Member Durham?

16 MR. DURHAM: Yes.

17 MS. CORDIAL: Board member Flores?

18 MS. FLORES: Yes.

19 MS. CORDIAL: Board member Goff?

20 MS. GOFF: Yes.

21 MS. CORDIAL: Board Member Mazanec?

22 MS. MAZANEC: Yes.

23 MS. CORDIAL: Board member McClellan?

24 MS. MCCLELLAN: Yes.

25 MS. CORDIAL: Board member Rankin?



1 MS. RANKIN: Yes.

2 MS. CORDIAL: Board member Schroeder?

3 MADAM CHAIR: Yes. So, I believe that this
4 concludes today's hearing. The board will vote on this
5 matter in our June meeting. I want to remind all of us, that
6 we are still acting in a quasi-judicial manner and may not
7 engage in conversations with the Department or District with
8 regard to the final determination. Thank you so much folks
9 and thank you for your patience.

10 MS. McCLELLAN: Do we have an Executive
11 Session next?

12 MADAM CHAIR: Yes. An Executive Session has
13 been noticed. Do I have a motio -- oh, wait a minute. What?

14 MR. DURHAM: Are we going to have an
15 Executive Session?

16 MADAM CHAIR: It's on the agenda. Do we need
17 to? Do we need an -- do we need an Executive Session?

18 UNIDENTIFIED VOICE: No, maybe we should see
19 what's --

20 UNIDENTIFIED VOICE: What is our lunch
21 schedule?

22 MS. RANKIN: Well, let's just call it. I
23 think. Yeah, I think my colleagues would like to ask the
24 questions about Westminster.

25 MS. MCCLELLAN: Okay.



1 MADAM CHAIR: Bizy?

2 UNIDENTIFIED VOICE: We could have a 10-
3 minute break before we do that -- before we do that?

4 MS. MCCLELLAN: Yeah.

5 MS. CORDIAL: Yeah. I can read into it now
6 and then we can break and come in.

7 MADAM CHAIR: We can read into it and then--

8 UNIDENTIFIED VOICE: Okay.

9 MS. CORDIAL: Okay. So an Executive Session
10 has been noticed for today's State Board meeting in
11 conformance with 24-6-402(3)(a) CRS, to receive legal advice
12 on specific legal questions pursuant to 24-6-402(3)(a)(II)
13 CRS. Matters required to be kept confidential by Federal law
14 or rules or State Statutes pursuant to 24-6-402(3)(a)(III)
15 CRS.

16 Do I have a motion?

17 UNIDENTIFIED VOICE: Yeah.

18 MR. DURHAM: I move in an Executive Session.

19 MADAM CHAIR: Do I have a second? Second?

20 MS. MAZANEC: Second.

21 MADAM CHAIR: All in favor? Great.

22 MR. DURHAM: Thank you.

23 (Executive Session)

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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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