



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
April 9, 2015, Part 1

BE IT REMEMBERED THAT on April 9, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Marcia Neal (R), Chairman
Angelika Schroeder (D), Vice Chairman
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Steve Durham (R)
Debora Scheffel (R)



1 MADAM CHAIR: State Board will come to
2 order. Staff, please call the roll.

3 MS. BURDSALL: Steve Durham?

4 MR. DURHAM: Here.

5 MS. BURDSALL: Dr. Flores?

6 MS. FLORES: Here.

7 MS. BURDSALL: Jane Goff?

8 MS. GOFF: Here.

9 MS. BURDSALL: Pam Mazanec?

10 MS. MAZANEC: Here.

11 MS. BURDSALL: Marcia Neal?

12 MS. NEAL: Here.

13 MS. BURDSALL: Dr. Scheffel?

14 MS. SCHEFFEL: Here.

15 MS. BURDSALL: Dr. Schroeder?

16 MS. SCHROEDER: Here.

17 MADAM CHAIR: We are scheduled to start this
18 school presentation in just a moment, but before we do,
19 Steve Durham had a request he wanted to make, and we
20 thought we'd take a couple minutes to just take care of
21 that. Steve?

22 MR. DURHAM: Thank you. Thank you, Madam
23 Chair. Yesterday I asked to just add this agenda item
24 relative to Colorado revised statutes 22-7-106 (1.5) which
25 states in part: On or before January 14th, and on or before



1 each January 1st thereafter, if Colorado is a governing
2 board member of the consortium of states, the State Board
3 is strongly encouraged to conduct a fiscal and student
4 achievement benefit analysis with Colorado remaining a
5 governing board member in the consortium.

6 So I thought that it might be appropriate,
7 since the legislature is strongly encouraging us, as
8 opposed to just requesting that we do this, that we set up
9 a framework in which to do it. And I think it was
10 correctly observed yesterday that we don't know the
11 results, so it's a little difficult to assess benefit. But
12 it shouldn't be too hard for us to start to collect costs,
13 and that would be costs not only to the state, but costs to
14 local districts in terms of time and administration.

15 I think my original suggestion was to try
16 and put together a sub-committee of the Board of which many
17 of those of us who'd like to serve to work to collect this
18 information from districts, as to how much time they
19 actually spent. Perhaps do some random samples; try to put
20 a cost on the time value money on that -- on that cost.

21 And in -- in addition to it, we know what
22 we're paying -- we know what we pay PARCC, and see if we
23 can -- by the time the results are available, as they start
24 to become available this summer, then start to make an
25 assessment of benefits, if any, and -- and we'll -- we



1 should have the cost piece down pat by the time we get
2 there.

3 So if a motion is required, I will make one.
4 If -- if it's preferable to let the commissioner come up
5 with a framework in which we can analyze the costs, and
6 then work to analyze the benefits later on, I don't think
7 -- since there is no appropriation for this, it has to be
8 done on kind of on the cheap, and so that's -- I'll leave
9 it up to the -- the Board whether we should ask -- ask the
10 commissioner to put together a framework we could work with
11 and approve, or create a sub-committee, or -- or some
12 approach to at least starting the cost analysis.

13 MADAM CHAIR: Commissioner?

14 MR. HAMMOND: Madam Chair? No, that -- I --
15 I love the legislature and their wisdom, and they strongly
16 encourage us to do something, they lack any appropriation.

17 MADAM CHAIR: Because they can't pay for it.

18 MR. HAMMOND: And that's been the case this
19 particular survey. What would be helpful for me, because
20 Mr. Durham has talked about this whole thing with me
21 earlier, if -- not, I mean, eliminating down, but if I
22 could get a couple of volunteers at least to the Board, I
23 certainly would be more -- just as the help in the design
24 of that -- that, you know, what are some of the thoughts?



1 Because 12.02 had a cost study, and what can we take from
2 that, and what more could we add to it?

3 That would be a good starting point.

4 Because it will take a while, you're right, because we
5 don't handle them, and then we won't get the results until,
6 I would suspect, August or September. And then we -- what
7 you -- I think really, we -- we try to blend those
8 together, and we can talk further about that. So if -- if
9 we could have a couple of -- at least Members of the Board
10 I could sit down with over the next month or so, and we
11 could work something out, that would be great (inaudible).

12 MADAM CHAIR: Mr. Durham, if you would --
13 would to -- to ask for a couple of -- of volunteers --

14 MR. DURHAM: Yeah, I think that --

15 MADAM CHAIR: -- who would like to serve on
16 this?

17 MR. DURHAM: -- that's a fine approach, and
18 I -- how many, or everybody, or --

19 MADAM CHAIR: Val and Deb --

20 MR. DURHAM: I'll do it.

21 MADAM CHAIR: Angelika and --

22 MS. SCHROEDER: Absolutely.

23 (Overlapping)



1 MADAM CHAIR: But I don't usually volunteer
2 with things that I'm 250 miles away from. Angelika, Steve,
3 Deb, and Val.

4 MR. DURHAM: Well, this group won't make any
5 decisions, so it doesn't -- for anybody that has some time
6 to show up would be good.

7 MADAM CHAIR: Yes, does that take care of --

8 MR. DURHAM: It does.

9 MADAM CHAIR: -- of things? Okay. We did
10 something in five minutes, that's pretty unusual for us.
11 And with that, we'll move into our main purpose of our
12 Board meeting today, and that is to address the turnaround
13 schools and the priority improvement districts, and our
14 first presentation is from Aurora Public Schools, so if you
15 people from Aurora would come forward and sit at the table.

16 (Pause)

17 MR. HAMMOND: Lisa? Am I right, your
18 superintendent will be coming?

19 MS. ESCARCEGA: Yeah, he should be here any
20 moment. Do you want to give us a moment, or should we just
21 --

22 MADAM CHAIR: Okay, while we are getting
23 ready, the commissioner can lead this off, if you'd like
24 to.



1 UNIDENTIFIED VOICE: Well, we could do the
2 Pledge of Allegiance, which we didn't do.

3 MADAM CHAIR: Okay, we've got four minutes.
4 I'm just kidding, of course. We'll wait.

5 (Overlapping)

6 (Pause)

7 MADAM CHAIR: If we could come back to
8 order, Dr. Munn, could we -- thank you. Greetings.

9 (Overlapping)

10 MADAM CHAIR: All right, commissioner?

11 MR. HAMMOND: Thank you, Madam Chair. This
12 is the first, as we talked to you about yesterday, of four
13 school districts that we've asked, and they've kindly
14 considered coming and talking to you about telling their
15 story, if you will, because we went through the process
16 yesterday. So with that, I'd like to turn it over to their
17 superintendent, Dr. Rico Munn, who used to sit on this
18 Board for many years.

19 UNIDENTIFIED VOICE: We were trying to
20 figure out where -- where did you sit?

21 MR. MUNN: Well, we, you know, we planted
22 different surprises under different seats, so you always
23 moved around so nobody could catch you.

24 (Overlapping)



1 MR. MUNN: So thank you very much,
2 Commissioner Hammond and Board Members. I am Rico Munn,
3 superintendent of the Aurora Public Schools. I have been
4 fighting a bout of laryngitis, and this is really the first
5 time I've spoken since Sunday. So we will -- we will hope
6 my voice will hold up, but for that, another reason, the
7 lot of this presentation will be handled by the group of
8 people sitting with you.

9 So let me turn this over to my Board
10 President, Dr. JulieMarie Shepherd, who will lead us off
11 through this presentation.

12 MS. SHEPHERD: Good morning. Thank you,
13 Chairwoman Neal, and we really appreciate the invite,
14 Commissioner Hammond, and State Board of Education members.
15 As Superintendent Munn said, my name is JulieMarie
16 Shepherd. I am currently the President of the Board of
17 Education. I would like to acknowledge, I believe, a
18 couple of my -- one of my Board of Education colleagues is
19 here, Director Barbara Yamrick. And I -- I suspect we
20 might have some of our other Board Members listening in.
21 And we have a number of our staff members from the District
22 joining us today.

23 We really do appreciate this opportunity to
24 come and -- and visit with you today and share some of the



1 great work, the changes, and the progress that is going on
2 in Aurora Public Schools.

3 I'd also like to introduce the team, the
4 four of us who will be presenting to you today. From your
5 left to right, we have our Chief Academic Officer, Mr. John
6 Youngquist; Superintendent Rico Munn, myself, and our
7 Chief Research and Accountability Officer, Dr. Lisa
8 Escarcega.

9 Really, three goals for our time with you
10 this morning. First, really to give you some context and
11 information about the Aurora Public Schools District, to
12 explain and provide more context about our work and -- and
13 the progress we're making, and the gains we're seeing as it
14 relates to accelerating achievement for our students. And
15 finally, we wish to -- to begin a conversation and propose
16 a plan for implementing a restructuring at Aurora Central
17 High School.

18 So as you can see on this slide, we've
19 provided a brief overview of some context about what our
20 district looks like, a district of over 40,000 students.
21 We are very proud of our racial and ethnic and linguistic
22 diversity in the school district. We have over 5,000
23 employees and serve 59 schools. I myself am proud to be a
24 graduate of Aurora Public Schools, and I know that APS
25 continues its dedication to serving students and providing



1 opportunities for students to flourish and to be
2 successful.

3 Some recent examples I would just quickly
4 like to highlight of student success that we've seen: We
5 just found out a few weeks ago that we have a 2015 Betra
6 (ph) Scholar from Rangeview High School, and we -- our
7 students received -- nine students received Daniel's
8 Scholarship awards this year from over five of our high
9 schools this year. So we're very proud of some of those
10 accomplishments. Certainly, this -- these examples of
11 student success would not be possible without the
12 dedication and the tremendous work of the staff that we
13 have in Aurora Public Schools.

14 And I'd just briefly like to highlight a
15 couple of examples of some of the excellence that we see in
16 our staff. Just recently, we had the National
17 Distinguished Principal of the Year for Colorado, and a
18 designation from CACE, and that was Jenny Passchier from
19 Crawford Elementary School. We've also -- we're proud to -
20 - to be home to the Colorado School Nutrition Association
21 2015 Director of the Year: Nutrition Services Director
22 Mona Martinez-Brosh. And we've also been awarded with the
23 Governor's Distinguished Improvement Award at Montview
24 Elementary School. These are just a sampling of some of
25 the -- the highlights, and the -- and the great work and



1 the recognition that we're receiving in Aurora Public
2 Schools.

3 This next slide is a highlight of how we
4 began to engage in our most recent community engagement for
5 our strategic planning process. This process, frankly,
6 really started when we -- when the district -- when the
7 Board sought to hire a new superintendent. We went out to
8 our community, and -- and then this work continued when we
9 completed the last district's strategic plan, Vista 2015.
10 We -- the Board of Education charged Superintendent Munn
11 and his leadership team to develop the next strategic plan
12 to continue to provide a vision and mission for our
13 district.

14 This work really was truly a grassroots
15 example. We held, I think, over 100 or close to 100
16 sessions to gather feedback from parents, family members,
17 students, staff, community partners throughout the city.

18 From -- from those sessions and from that
19 work, you'll see on -- on your slide our new vision
20 statement, which I'm particularly excited about. Every
21 student shapes a successful future. That's really what we
22 see happening, and what we want for every student in Aurora
23 Public Schools. And then you can see our Mission Statement
24 there as well.



1 On this next slide, these are the three key
2 goals in that new strategic plan: APS 2020, Shaping the
3 Future. Those three goals include the fact that every
4 student will have a plan for his or her future, every
5 student will have a set of skills to implement that plan,
6 and finally, every student will have a set of credentials
7 that open doors when they leave our school district. The
8 Board is working closely with Superintendent Munn and his
9 leadership team as we develop the various implementation
10 strategies to bring this plan to life and make it a reality
11 for each and every one of our students.

12 I would now like to turn the presentation
13 back to Superintendent Munn.

14 MADAM CHAIR: Thank you. Superintendent?

15 MR. MUNN: Thank you, Chairman Neal and Dr.
16 Shepherd. By any measure, the Aurora Public Schools has
17 undergone significant restructure and reorganization since
18 the Board directed my hire in July of 2013. We have given
19 you several examples of that, that really speak to the
20 changes that we have put in place since that time, starting
21 obviously with a new superintendent, a new chief academic
22 officer, and really an entirely new structure and personnel
23 for how we oversee our schools and how we direct the
24 instructional work within the schools.



1 That is broken (ph) down in particular to a
2 new administrative team at Aurora Central as -- as of then,
3 and we are now engaging in new recruitment and retention
4 processes for our principals, and also for some of our
5 schools as to how we recruit, retain, and even incentivize
6 those at various schools.

7 We've implemented a new decision-making
8 process throughout the district. We've also created a new
9 differentiated support structure to address organizational
10 risks at schools. We identify for each of our schools a
11 set of specific organizational risks. What are the things
12 that are in the way between the success of the billeting
13 and the ultimate goal? But we are trying to do of
14 accelerating achievement for those students. We try to
15 target resources, try to target our work to those set of
16 organizational risks. And it's a matrix that's available
17 to -- on our website, available to our community to really
18 see, what are those areas we are trying to target and
19 trying to address?

20 As we go into the next year, we'll be
21 introducing a new system of interim assessments throughout
22 a variety of our schools, and we have comprehensively
23 across the entire district introduced a new series of
24 equity work, trying to understand how we relate and better
25 engage our students, and engage that level of work. As



1 research tells us, that is one of the key levers to really
2 engaging students and -- and moving our academic
3 achievement.

4 We are getting very serious about the
5 process of implementing our UIP, our -- taking our SIG
6 Grants, and creating new processes to monitor those, and
7 we've reorganized the entire Division of Instruction, which
8 is now the Division of Equity and Learning, into teams and
9 learning communities, in ways to bring the resources closer
10 to the schools.

11 We have entered into new partnerships around
12 leadership development and also around turnaround work with
13 the University of Virginia, and we've renewed partnerships
14 and restructured some of our partnerships with other folks
15 who are helping us along the way. We've implemented TAC
16 Grants at both Aurora Central and Crawford Elementary, and
17 we've dedicated significant resources to this work and
18 reallocated resources out of the central office, down to
19 the school level to make sure it's as close to those
20 students as possible.

21 And the question, of course, is what's been
22 the impact of that work so far. Let me turn it over to Dr.
23 Escarcega to talk a little bit about that impact.

24 MS. ESCARCEGA: Yes, Dr. Thank you, Madam
25 Chair. This slide talks about a couple of our highlights,



1 a couple of our successes that we've had with our
2 turnaround work. We have two schools, Arkansas and
3 Crawford, that recently came off of the accountability
4 clock. Arkansas is a school that was one of our lowest-
5 performing schools five years ago. In the southern part of
6 our district, all of our schools highly impacted. We did a
7 change of leadership in there and provided different
8 supports, coaching supports, some extra administrative
9 supports, and saw some -- across the five years -- they --
10 they came off the clock in July of 2014, and they have a 44
11 percent increase in their school performance framework
12 points. But it took them five years to do that.

13 The other school, Crawford Elementary, is
14 the school in which you just heard, that has the -- that
15 Colorado National Principal of the Year. That school had
16 been up and down across the past several years, with a
17 change of leadership, and simply putting in some pretty
18 standard structures we found were missing. They actually
19 increased 44 percent in their school performance framework
20 in one year. Now, these are two examples, and then the
21 data I'm not going to actually go through, just to give you
22 a sense though.

23 The next slide talks about the district --
24 some of the district data. An area challenge for Aurora
25 Public Schools within their district performance framework,



1 is the Postsecondary Workforce Readiness indicators. It's
2 graduation rates and drop-out rates. So what this data
3 shows you here is our increase in our graduation rates 2010
4 to 2014, and we have a significant number of concurrent
5 enrollment in ASCENT students, but when you include our
6 ASCENT students, and we are within ten percentage points
7 now of the state's graduation rate, our drop-out rate, it
8 shows this from 2010, if you actually go back to 2006, I
9 believe, you'll see it was actually almost ten percent, and
10 we have cut our drop-out rate in half since that time.

11 And that -- I'm gonna to turn this over to
12 Mr. Youngquist, our Chief Academic Officer, to talk about
13 Central High School specifically.

14 MADAM CHAIR: Thank you, Lisa. Dr.
15 Youngquist?

16 MR. YOUNGQUIST: Thank you, Madam Chair.
17 Thank you for that. I would like to talk a little bit more
18 locally about Aurora Central High School and the experience
19 that Aurora Central has engaged over the last couple of
20 years with its students, with its community. This slide
21 represents the -- the -- the strong diversity of the
22 student community, and the community that Aurora Central
23 serves. It's a level of diversity that exemplifies that of
24 our school district with a large number of immigrant
25 students and families and refugee families that are served.



1 Aurora Central, over the course of the last
2 two years, which has been noted, has had a DIG grant, and
3 the DIG grant has had some impact, as we've talked about.
4 Aurora Central has experienced a leadership change in --
5 over the course of the last couple of years as well. And
6 so there has been a meaningful interest, and there have
7 been meaningful action to both disrupt the pattern that we
8 have seen of lower performance at Aurora Central, and --
9 and to support next steps in levels of growth for the
10 students of Aurora Central.

11 On the next slide, you'll see, however, that
12 increases in the proficiency for students at Aurora Central
13 have been incremental. They have not been as significant
14 as those that were noted obviously at Crawford, or at
15 Arkansas. The increases in and toward proficiency that
16 were noted, and in -- in -- in the -- the scale scores that
17 were noted for Crawford and Arkansas, we haven't even met
18 half of that level of growth. And we've been watching and
19 observing that and noting that we need to be able to shift
20 more significantly to significantly affect the student
21 growth of -- of our young people that we're serving at
22 Aurora Central. So you can see that there has been growth,
23 there has been that level of incremental growth, that may
24 be healthy at a higher performing school but is not where



1 we need it to be in reading, writing, and math, and other
2 categories for Aurora Central.

3 The next slide represents a couple of other
4 data points in graduation rate and drop-out rate. You see
5 again there that we have rates across the district that are
6 improving at a higher degree than they are at Central,
7 while there has been some improvement at Aurora Central.
8 And so many efforts over the course of the last couple of
9 years, the results have not yet been what we need for them
10 to be for our community, but we continue to move forward.

11 The next slide just represents the -- the
12 idea that we are focusing on our children. We're focusing
13 on the individual young people that we serve in the Aurora
14 Public Schools. Our Central District restructuring has
15 been intended to be focused on the individual student,
16 walking back and providing the supports for staff members,
17 for teachers, for principals, that are aligned with the
18 needs of the students in the particular school. And as we
19 progress with this focus on Aurora Central High School,
20 that is the greatest interest, and we are responding with
21 an even higher level of urgency at this point.

22 MR. MUNN: And Chairman Neal, if I may --

23 MADAM CHAIR: Yes.

24 MR. MUNN: At this point, we want to
25 transition to talking about the next steps, and the steps



1 forward, and particularly as it relates to Aurora Central
2 High School. You've heard about the significant work we've
3 done at the district level to reorganize and -- and really
4 bring systemic change to the district. But we understand
5 that we are now in a place where we need to begin a
6 restructuring process of Aurora Central High School under
7 both recognition by our Board that they need to do so, and
8 also recognition by State law that we are at that place in
9 the accountability clock.

10 On this slide, this represents information
11 from you, from the Department, as to the process for
12 implementing restructuring at the schools that are on the
13 accountability clock. As we have evaluated this slide and
14 taken a look at this, we are concerned that the current
15 process does not provide adequate time and kind of
16 definition to allow an appropriate transition for what
17 should be a significant structural change at a school.

18 As you will note, as -- as we understand,
19 your timeline and your guidance, this has you making a
20 decision in February or March of 2016 for dramatic
21 restructuring of a school, starting essentially July of
22 2016. That is not adequate time for us to do the work that
23 we would need to do. And so we would like to propose a
24 process and a timeline that we think would be a little bit



1 more doable, and a little more rational for that. And how
2 do I get this to you? Should I throw it at you, or what?

3 UNIDENTIFIED VOICE: Can you get it into an
4 airplane?

5 MR. MUNN: You are being handed a short -- a
6 very short memo, which outlines a process that we would
7 propose for moving forward with the process for Aurora
8 Central High School and represented in a timeline by these
9 next two slides that you have in the PowerPoint in front of
10 you. Effectively, what we would like to do is to get to a
11 place where we can have an agreement with you, preferably
12 at your June 10th meeting, which is kind of what we've
13 targeted. It doesn't have to be that one, but it makes
14 sense to us. That we enter into some kind of an MOU or
15 agreement at that point in time around the process we would
16 engage in, and roughly the -- the procedure we would be
17 implementing, which of the options, the statutorily
18 mandated options we would start to pursue, so that we could
19 begin a year-long planning process, starting this summer,
20 to plan that transition, whether it be for implementing a
21 charter school, or for an innovation school, or whatever
22 else, but you need some design and planning time. And it
23 needs some assurances on the front end, but actually,
24 that's what you're going to do. Otherwise, you end up in
25 the spring of 2016 with -- with a bit of chaos.



1 And so this proposal lays out the three
2 points: One, that we will present to you at the June 10th
3 meeting with a plan for implementing one of the statutorily
4 allowed options for the restructure of Aurora Central.
5 Two, at that meeting, that you and the APS Board of
6 Education would enter into some kind of MOU, which would
7 include an expectation that that plan would be finalized
8 and approved by both boards in the spring of 2016. And
9 then finally, that the respective governing boards, you and
10 my board, would direct your staffs to implement the
11 appropriate timeline and processes, so we have the
12 appropriate check-ins along the way, so that nobody is
13 surprised by that final plan and that we are comfortable
14 with the direction of that plan at the end of the day, so
15 that when we do get to that point in the spring of 2016,
16 we're on the same page, and we can move forward in an
17 orderly fashion.

18 That timeline is roughly laid out for you
19 with a series of our meetings and your meetings, and some
20 ideas around what some of those check-in points might be.
21 We believe that kind of process would provide both you and
22 our community with some sense of stability, some sense of
23 understanding, and a rational way of moving forward with
24 implementing what is not yet been done in this state, this
25 kind of restructuring.



1 With that, we are open to your questions and
2 comments about this proposal in particular, but about any
3 of the items that we've talked about.

4 MADAM CHAIR: Doctor. Commissioner?

5 MR. HAMMOND: Yeah, Madam Chair, Members of
6 the Board. Just -- as Dr. Munn has stated, they have
7 talked to us about their ideas about this, and I think
8 we're very receptive and open to that. I think they've
9 provided a framework for bringing -- if you are comfortable
10 with that -- bringing that back to us as we work together
11 on something like this, but more to come. But I just want
12 to say that they've been in discussions with us about this
13 proposal, and it makes sense, so -- from our standpoint.

14 MADAM CHAIR: I could sort of add to that,
15 to -- to the commissioner. You said you were employed in -
16 - in 2013, was that in the fall?

17 MR. MUNN: I started July 1, 2013.

18 MADAM CHAIR: So you -- you're looking at a
19 fairly short time span, and if -- with -- they've been
20 under your control. You think in another year you could
21 perhaps do, you know, make those kind of improvements? You
22 think this is a -- a doable project?

23 MR. MUNN: Well, yes, I'm in my second
24 school year, and we've implemented, you know, obviously
25 large change at the district level. Now, we believe that -



1 - that -- those changes will bring to fruition changes at
2 the school level as well, but regardless, we recognize that
3 Central is in a place where we need to do some large
4 systemic change, one way or another.

5 MADAM CHAIR: And to sort of add to that,
6 Mr. Youngquist, when you -- with the results in the high
7 school, did you have that same feeling that -- that you
8 were just getting started, and that -- that with another
9 year you could perhaps get a better handle on it and make
10 further improvements?

11 MR. YOUNGQUIST: You know, so I -- I believe
12 that this school will continue to progress in an
13 incremental manner in the -- you're -- manner in the --
14 with the -- the data that we've identified. But that
15 incremental growth is no longer what we're looking for. We
16 need to significantly affect the way in which we're
17 supporting our students, and the way in which they're
18 performing over the course of the next couple of years.

19 MADAM CHAIR: Okay, thank you, Board. I
20 took -- took advantage of my position for once. I usually
21 am very patient and wait. Questions from the Board?
22 Angelika?

23 MS. SCHROEDER: I'll start this off.
24 Without necessarily commenting only on this one school, if
25 I may, I'd like to think about the district as a whole,



1 because in looking at the list, there are some more schools
2 that are in need of attention. And so if -- if I may just
3 sort of talk about some of the general things. When -- in
4 looking through the data, there were a couple of things
5 that jumped out at me, and I just wanna ask to see what
6 your strategies are in order to not have this list go
7 popping up.

8 And one of them was absenteeism overall in
9 your district? I wondered what strategies -- first of all,
10 if you're looking at the issue of chronic absenteeism, and
11 what are the strategies -- you know, by high school, you're
12 already way too late. What are the strategies that you
13 have implemented in order to address that and bring that
14 average up to State?

15 MR. YOUNGQUIST: We have chipped at our
16 strategy pretty significantly from a structure that focused
17 on students that were truant at the district level, and
18 found that especially at the high schools, we did not have
19 consistent responses until -- until students had
20 experienced enough non-attendance that were -- they were
21 identified by truant, and then we're trying to respond. We
22 took what we had had as a -- a team of truancy advocates
23 that over the years had served that purpose of identifying
24 the students and drawing them into court and supporting
25 them through that process.



1 We have, as a part of our reorganization,
2 taken that team and restructured to create a team of
3 student engagement advocates that don't just work as a
4 team, but work on a cross functional team, serving a small
5 learning community of schools. So they have the
6 responsibility with an MTSS partner, and other cross-
7 functional partners, to be responsive to students and
8 teachers, and principals at a whole new level. They're
9 undergoing training, as are our school administrators and
10 our deans, that relate to the engagement of restorative
11 practices, alternatives to suspension, and especially
12 attendance systems that are responsive to students much
13 more early in their experience of non-attendance. We're
14 entering into a series of trainings in the -- in the next
15 month with a national non-profit called Attendance Works,
16 to help us reframe to look at how we use data and identify
17 more successful strategies to respond to non-attendance.

18 MS. SCHROEDER: Okay. That's -- that's
19 really great. The other thing that jumped out at me a
20 little bit, and maybe the data wasn't correct, but the
21 profile of the principals in your district is that they
22 have one year experience in education, or in teaching -- or
23 one or two years? Am I incorrect on that? It looked like
24 a -- it's -- it's the only district that I looked at that
25 had such a non-education profile of your principals, and I



1 wondered whether you are in fact hiring untraditional --
2 non -- non-traditional. Sorry, I --

3 MR. YOUNGQUIST: We -- we are not yet hiring
4 non-traditional principals. The principals that we're
5 hiring are licensed. We have just shifted our hiring
6 processes this spring to be a competency and behavior-based
7 identification process, and screening process for
8 principals.

9 MS. SCHROEDER: Okay.

10 MR. YOUNGQUIST: So that -- that -- that
11 data I would need to take another look at.

12 MS. SCHROEDER: Yeah --

13 MR. YOUNGQUIST: I apologize or lack of clarity
14 there.

15 MS. SCHROEDER: -- it just said one year
16 experience as a teacher, and two years -- on average -
17 - that you principals have only one year experience in
18 teaching, and two years in education? And I just --
19 it just --

20 (Pause)

21 MADAM CHAIR: If I'm -- if I might, the --
22 when we're looking there, it's -- it's talking about --
23 maybe Peter can help us here, this number -- statement or -
24 - this -- this 19 (inaudible) administrators?

25 UNIDENTIFIED VOICE: (Inaudible).



1 MADAM CHAIR: Yes.

2 UNIDENTIFIED VOICE: Yeah.

3 MADAM CHAIR: Yeah.

4 MS. SCHROEDER: Really?

5 MADAM CHAIR: So -- yeah, and when we're --
6 the way we're looking at this, it looks like it says there
7 are 19 administrators, and we actually have 55 schools, so
8 there is something about the data --

9 MS. SCHROEDER: Data that might --

10 MADAM CHAIR: Yeah, that might --

11 MS. SCHROEDER: It threw me off a little
12 bit, because it -- it --

13 MADAM CHAIR: The way it's run here, because
14 I know that just -- I've been in the district 13 years.
15 We do have several new administrators, but most of them, at
16 this point, 3, 4, 5 years, some of them 20 years. And so
17 there's something odd about it.

18 MS. SCHROEDER: Okay. You just might wanna
19 look at that sometime. I think that was misleading. And
20 then one other thing, in the -- in -- in the general data,
21 noticing that what's coming up next is a K-8, and then some
22 elementary schools in terms of your --

23 MADAM CHAIR: Yes.

24 MS. SCHROEDER: -- progression. In the
25 middle schools, there is some suggestion of scores dropping



1 down? I mean, for the most part, scores are flat, but it
2 looked like middle school -- and I don't remember now
3 whether it was just math or whether it was all three
4 subjects. Could you comment on --

5 MS. ESCARCEGA: Thank you. That is the --
6 the -- or you're talking about the school -- school
7 performance framework points in middle school, and
8 typically middle school has been actually our strongest
9 area in -- in growth. Last year was the first year they
10 actually had a declining growth that impacted their school
11 performance frameworks ratings. And so we've -- we've
12 talked about that. Various reasons for that, but it's not
13 been the trend for those schools, and we expect that data
14 based upon what we're talking about, to come right back up.

15 Several of those schools, those one-years,
16 will probably come up. There are a few in that list that
17 are in a -- in a geographical area that Mr. Superintendent
18 Munn may wish to address, but we -- we -- we are talking
19 about those -- those schools that are up in our Northwest
20 quadrant, that are in a zone of an area, that are -- are
21 high impacted, and they are that K-8, Boston K-8, and they
22 are Paris Elementary. Those -- those are the two schools
23 you are talking about.



1 MS. SCHROEDER: Okay. Okay. Is there a
2 dramatic -- or is there a continuing shift in your
3 demographics?

4 MR. MUNN: Our demographics have roughly
5 stabilized as far as the -- our ethnic demographics. We
6 continue to have a significant number of students in need
7 of free and reduced lunch and a significant homeless
8 population, and that's a very shifting demographic, as you
9 might imagine. We also have a very high mobility rate, but
10 that mobility rate tends to happen within our district to a
11 large degree.

12 MS. SCHROEDER: So they just move within the
13 -- okay, so they -- they stay in the district, but they
14 move school to school, as the families move?

15 MR. MUNN: Roughly, yes.

16 MS. SCHROEDER: Okay. And then one more
17 question: What's the level of choice opportunities, and to
18 -- to what extent are those exercised in your district?

19 MR. MUNN: As far as choosing between
20 different schools, or choosing between --

21 MS. SCHROEDER: Mm-hmm.

22 MR. MUNN: We have -- roughly ten percent of
23 our population are in charter schools, and we have, I
24 believe, eight charter schools at this point, and -- and
25 another that's authorized to come online in two years. And



1 so we have -- we have some choice opportunities. We have,
2 I think, not as much as you might see in a larger metro
3 area, such as DPS, where there are more building
4 opportunities, but that's something our Board is interested
5 in and continues to explore.

6 MS. SCHROEDER: Okay. So when I ask about
7 choice, I actually -- I -- I -- I include focus -- what --
8 sometimes what's called focus schools or just basically
9 offering different curriculum, different options for --

10 MR. MUNN: Yeah, we have a variety of
11 different structures. We have district level innovation
12 schools, district pilot schools --

13 MS. SCHROEDER: Okay.

14 MR. MUNN: And we also entered into a
15 memorandum of understanding in cooperation with our union
16 in the past year, so last year we, for the first time,
17 implemented it at several schools, some expanded time
18 opportunities and some curriculum opportunities at that --
19 at those schools. So we had some different frameworks for
20 that as well, and we know -- we continue to build and
21 explore upon that, and the framework that we are talking
22 about as it relates to looking at Central and perhaps some
23 other schools also might explore and expand upon that
24 framework as well. But the Board is currently in a process
25 of engaging with the community to see, you know, how the



1 community feels about those options, how the community sees
2 that and what those options might be.

3 MS. SCHROEDER: Thank you.

4 MADAM CHAIR: Pam?

5 MS. MAZANEC: Thank you. Describe the
6 support and the assistance you've gotten from CDE since you
7 were first rated as priority or turnaround and how helpful
8 that's been, or not.

9 MR MUNN: Lisa, why don't you start it off.

10 MS. ESCARCEGA: I can start off, thank you,
11 Madam Chair?

12 MADAM CHAIR: Yes, go ahead.

13 MS. ESCARCEGA: So we -- we've been working
14 closely with the Department of Ed since the frameworks even
15 began to come out. We have met with them, received
16 guidance around grants, supports, the turnaround grants,
17 the reviews, the school reviews we have partnered with.
18 And then within the last two years -- I think I'm going to
19 turn it over to Mr. Youngquist who has been here, who can
20 talk about our most recent efforts or work with the -- the
21 Department.

22 MR. YOUNGQUIST: Certainly. You know, I've
23 been with the district about a year and a half, and as soon
24 as I -- I came in the door, I think we had a meeting with
25 CDE. The interest was, how can we support the effort,



1 which was -- which was much appreciated. Since then, along
2 with partnering with CDE to monitor and hold schools
3 accountable for the implementation of DIG grants, CDE has
4 also offered, and we're beginning to gain advantage from
5 opportunities like these school leadership turnaround
6 network. We're entering into a partnership with CDE, and
7 the University of Virginia School of Leadership Turnaround
8 Program, and we're continuing to develop other ideas.

9 We have applied for the School Leadership
10 Turnaround grant, which has been a much appreciated
11 offering. We should be finding out soon what further
12 opportunities may lie in there. You know, one of the keys
13 there is that we are beginning to develop a talent pipeline
14 for teachers and for principals. We are needing to gain
15 resource as a district to be able to apply to that
16 interest, so that we're more ably even to attract and --
17 and hire and retain the teachers and principals that our
18 students deserve.

19 MADAM CHAIR: Pam, is that it?

20 MS. MAZANEC: Is there anything else you
21 feel like you need from CDE?

22 MR. MUNN: Well, I think the proposal we put
23 in front of you is something that we believe we need in
24 order to, you know, in, in a rational way, move forward
25 with this process. We -- we appreciate the receptiveness



1 from Commissioner Hammond and Deputy Commissioner Owe, and
2 the work that their offices have done. And so that open
3 door to continue to work through some flexible ways of
4 implementing what are some new processes and new
5 structures, are -- are welcome.

6 MS. MAZANEC: Thank you.

7 MADAM CHAIR: Val?

8 MS. FLORES: I just wanted to ask -- follow-
9 up on what Pam asked about schools.

10 MADAM CHAIR: Mic.

11 MS. FLORES: Oh, the mic, thank you. About
12 life skills, programs within maybe magnet schools? Have
13 you considered magnet schools as opposed to charter
14 schools?

15 MR. MUNN: We have one magnet school in-
16 district, which is the Aurora Quest Gifted and Talented
17 Magnet School. We also have a very vibrant program of CTE
18 across the district. We are the home of Pickens Technical
19 College, and a lot of our students take advantage of that.

20 We are beginning to implement -- we are at
21 the strategic plan. We are, I believe we were told we are
22 the first district in the country to implement district-
23 wide a program of digital badging, which is a way of
24 building upon Postsecondary Workforce Skills and
25 recognizing, identifying those skills, and giving kids



1 credentials for those skills. We believe that we are
2 actually the number one district in the state for awarding
3 students Postsecondary Workforce credentials. And we are -
4 - and some of those aren't recognized by the SPF
5 frameworks, but we believe when you look at the combination
6 of our -- of graduation, of CTE, of ASCENT, of concurring
7 enrollment, and of now our badging work coming online, that
8 we can recognize, identify, and credential students for the
9 skills that they actually have, and can acquire in a way
10 that is second to none.

11 MS. FLORES: Thank you. But I meant about
12 your school. The Aurora High School that we -- Central
13 High School. Any thoughts that you can give us now about
14 what you -- you're thinking about -- just big ideas?

15 MR. MUNN: So we, you know, as you know,
16 there are four statutory to find options, and one undefined
17 other option. We are exploring all of those options in --
18 to -- to varying degrees. We have -- we are excited that
19 the Bill and Melinda Gates Foundation have offered to host
20 kind of a think tank session for us to bring in some
21 private management organizations and charter organizations
22 to talk with us about what some of those options might be.
23 I've actually put a proposal on the table to our board to
24 convert a number of our schools in this geographic area
25 into one innovation zone, so that we might encompass not



1 just Central, but also perhaps Boston, Crawford, and some
2 of the other schools that we've identified in that area,
3 into a kind of combined body of work, and really develop a
4 plan that addresses particularly the significant refugee
5 and immigrant population that we have there, to try and
6 address some of their unique needs that are impact --
7 impact our schools, and take advantage of some of those
8 unique strengths. The Board is considering all of those
9 options, and the idea is that by the time of your June 10th
10 meeting, we will kind of have a path that we would like to
11 pursue, and get your agreement on that path.

12 MS. FLORES: Thank you, Dr. Munn.

13 MADAM CHAIR: Thank you. Jane?

14 MS. GOFF: Thank you. I actually have kind
15 of a follow-up to all of that conversation. I -- I can't
16 remember right now where Aurora Central specifically in
17 relate -- geographically in relation to the P-20 campus,
18 the Vista Peak area? But I guess my -- my question would
19 be, in the years since, in the last couple of years,
20 there's been a -- that's been a chance to roll that out,
21 work it. Has -- has there been some impact on the whole
22 concept behind the campus?

23 And that's where a lot of Aurora's CTE
24 opportunities and the concurrent enrollment opportunities,
25 and just -- just the more -- literally a campus atmosphere,



1 has had the -- the most chance of getting enacted, and --
2 and seeing activity around that. But has that -- I -- I --
3 have you looked at what's happening on -- on the P-20
4 campus, and the benefits of it, as they are, and applied
5 those -- this is kind of an elementary question, I'm sure
6 you have -- applied that thinking to -- to what does Aurora
7 Central need, and how could -- how could that be -- become
8 more of a community effort, literally?

9 The other -- the other kind of attached to
10 that is with the increasing graduation rates and the
11 lessening of drop-out rates, have you had time yet to
12 notice whether or not those kids who have been involved in
13 the internships and the -- the work with Perkins and -- and
14 the whole community involvement in a whole different level
15 has had an impact on that? Is that partially, obviously --
16 not so obvious yet, one of the reasons why your graduation
17 rates have increased?

18 MR. MUNN: That's a lot of questions.

19 MS. GOFF: Yeah, I know, sorry.

20 MR. MUNN: Just to start from a geographic
21 standpoint, Aurora Central and Vista Peak, which is a P-20
22 campus, are kind of the east and west extremes of the
23 district. The Aurora Central area is really around the
24 Anschutz campus area, you know, Colfax and 225 kind of
25 neighborhood. And we have, several years ago -- six, seven



1 years ago, the district made a dramatic move to really
2 think about itself more along these P-20 pathways.
3 Aligning is a lot of the work and building a P-20 campus at
4 Vista Peak around some of that work. But that also
5 impacted all of our schools in that we implemented certain
6 pathway structures in all of our schools. I would say one
7 of the more vibrant ones is actually located in Central,
8 which is the Aurora Lights Pathway, which is a health
9 sciences pathway connected to the Anschutz campus. And
10 we've had some tremendous success with students engaged in
11 that program, and some tremendous opportunities, and some
12 life-changing opportunities with students progressing
13 through that, going on to opportunities for medical school,
14 and medical -- and Allied Health professions.

15 We want to build upon that and continue to
16 grow that. We are excited about the partnerships that we
17 have at the Anschutz campus, and Anschutz's recent efforts
18 to create their Office of Community Partnerships -- I'm
19 getting the name wrong -- but their idea to try and do more
20 to bridge their existence in the community to being a real
21 community presence.

22 I actually went on a trip to Cleveland with
23 a number of the heads of the different facilities at
24 Anschutz to see how that work is done at the Cleveland



1 Clinic, to talk about how we can create better
2 opportunities in that neighborhood.

3 We are very much looking at our -- our
4 schools in the context of the communities they exist in.
5 We started that with the learning community structure that
6 we developed, and looking at the community that surrounds
7 Central was key to me. We have recently -- in fact, we had
8 a ribbon cutting ceremony Tuesday, opened the Aurora
9 Welcome Center. We worked with -- in -- in cooperation
10 with the City of Aurora, and a number, I believe eight to
11 ten non-profit groups, to locate inside one of our
12 administrative buildings, the Aurora Welcome Center, which
13 they placed to transition -- welcome and transition
14 immigrant and refugee families into our community, because
15 that's where we have our centralized admissions. And we
16 can recognize what those family's need are. And in the
17 very same building, try to identify what some of their
18 other needs might be for citizenship, language classes for
19 connecting to health opportunities, for connecting them to
20 job opportunities. That is located literally across the
21 parking lot from Central High School.

22 And so that's an example of how we're trying
23 to recognize that broader community need and wraparound
24 those services, and we want to make sure that this
25 transition at Central is aligned with that. That it's not



1 something done in the ether, but that it's aligned with
2 that work to recognize those community strengths and
3 partnerships.

4 So yes, we are learning from those
5 experiences and learning from that work. If you look at --
6 referring back to the digital badging we had talked about,
7 that's built upon that platform of pathways. Built upon
8 recognizing those industry opportunities; those industry
9 connections. And by developing this platform of digital
10 badging, it allows us to, in a more micro way, to identify
11 skills instead of, you know, just broader-based industry
12 opportunities so that we can identify where our student has
13 a -- has developed and has competency in the skills that
14 CDE recognizes as 21st Century workforce skills. And we can
15 recognize that across our entire P-20 spectrum.

16 MS. GOFF: Has -- has ICAP been an integral
17 part of -- especially at the high school, but now all
18 middle -- middle and high school as well -- I just wondered
19 if you had -- I know you -- I know the person who has been
20 heavily involved in your ICAP program, and just curious,
21 from your perspective, is that a help? How is the
22 disbursement of information about it to family, parents,
23 and so forth? Is that working out?

24 MR. MUNN: Sure. I will refer you -- you
25 back to the three strategic goals, which are identified in



1 our strategic plan. One of those is that every student
2 will have a plan. We know that we need to be better at
3 building out, and really bringing more life to that ICAP
4 process. We have had some success with that in the middle
5 school and high school level, but not enough, and we need
6 to bring that down to the -- to the P level. We are a
7 district that has students as early as three weeks of age
8 at our Early Learning Center, all the way through college
9 at Pickens Technical College. We want every one of those
10 students to have a plan along the way that recognizes what
11 they need to do, where they are, and how to develop that.

12 We actually had a demo with a -- with a
13 vendor last week, with a product to roll out that kind of
14 level of ICAP down to our kindergarteners, and we are, I
15 believe, going to be one of the pilot districts across the
16 nation, rolling that out into -- into our next school year,
17 as to how we might do that at the K-5 level, and connect
18 that with our 6-12 work.

19 MS. GOFF: Just a final wrap-up comment, and
20 then I -- I will stop. One of the best experiences I've
21 had in my adult professional life was the opportunity to be
22 on the P-20 -- the original P-20 Advisory Council for
23 Aurora Public Schools. So the -- the -- the way -- the --
24 the work was incredibly well-done, well-planned,
25 considerate.



1 Mr. MUNN: Thank you.

2 MS. GOFF: Communities had such a big part
3 in that, and it was -- it's gratifying to follow the
4 progress and -- and hear all the good news about the -- the
5 district in general of course, but in particular how the
6 concepts from the whole P-20 idea. And I believe Aurora
7 was, as Governor -- former Governor Ritter stated, an alum,
8 by the way, of Aurora Public Schools, that the district was
9 the first in the country to really carry through, follow-
10 through and actually implement that comprehensive look at
11 schools. So thanks. Thank you.

12 MR. MUNN: Thank you.

13 MADAM CHAIR: Deb, did you have any
14 questions?

15 MS. SCHEFFEL: Thanks for your presentation.
16 I just had a question about refugees in your district. I
17 mean, when you look at ethnicity, that's one issue, but
18 refugee kids often have really great needs. Has that --
19 has there been a significant increase in that population in
20 the last couple of years? Or how does that look?

21 UNIDENTIFIED VOICE: Thank you.

22 MS. ESCARCEGA: Yes, we've had a kind of a
23 system with -- and partnerships with some of the agencies,
24 and we've always had refugees, but within the past decade,
25 they have increased the number coming through, and they've



1 also decreased in diversity of where they are coming from.
2 And some of the countries, I can't even say the names of,
3 but they are -- they are increasing.

4 Aurora Central themselves, yes, has had a
5 significant increase, and it is over ten percent of the
6 student population are refugees, and -- and if you -- to
7 get a sense of the refugees that are coming in from war
8 torn countries and things, these aren't students that are
9 just coming in that don't have English. These are students
10 that have often either not been in school their entire
11 lives, or have missed extensive pieces of school at some
12 point. So even the types of refugees have changed. Then
13 you've got about another 20 percent of the students at
14 Central that are immigrants, but maybe not refugees. And -
15 - and those two have increased.

16 MS. SCHEFFEL: Thank you, that's significant
17 information.

18 MR. MUNN: We actually have -- I believe
19 we've identified at least five of our schools that we have
20 greater than ten percent refugee population in. And part
21 of the work that we're talking about is how might we really
22 recognize what is both an opportunity and a challenge in
23 that -- in that demographic, and try to really recognize
24 and target resources to that area.

25 MS. SCHEFFEL: Right, thank you.



1 MADAM CHAIR: Thank you for asking that
2 question, Deb, because I -- I know that's something that
3 our schools have, and we tend to forget that you, you know,
4 ten -- your population not only do not speak English.
5 They've have not been in school, and -- and that is a huge
6 problem. Steve, did you have any comments?

7 MR. DURHAM: No.

8 MADAM CHAIR: No? Pam?

9 MS. MAZANEC: I have a quick question based
10 on that. Do -- do we have the information about how the --
11 your refugee population in your individual schools?

12 MS. GOFF: Yeah, we should.

13 MADAM CHAIR: You go ahead.

14 MS. GOFF: It -- it is not about --

15 MS. MAZANEC: You were talking -- you were
16 talking about Aurora Central for sure, right?

17 MS. ESCARCEGA: Yes, and we don't have it as
18 part of this presentation --

19 MS. MAZANEC: Right.

20 MS. ESCARCEGA: -- but we will be happy to
21 send you that, because --

22 MS. MAZANEC: Yeah, yeah. I think it would
23 be good for us to know that.

24 MS. ESCARCEGA: -- the State -- the State
25 could also provide you a report, but we could give it to



1 you by country of origin, and -- and that's perhaps the
2 most interesting, is where they're coming from.

3 MS. MAZANEC: Yeah, very good information
4 for us.

5 MADAM CHAIR: All right, wrap up here, and
6 for the commissioner here, but I -- I wanted to make,
7 again, one final comment that I'm particularly impressed
8 with in addition to the refugees, was your -- you seem to
9 be building a community partnership with the workforce that
10 is available, and so the workforce -- I'm -- I'm a great
11 fan of workforce development and -- and its place in
12 education, which can lead to much higher skills and -- and
13 jobs, but not -- not while they're there, you know? So
14 you're looking down the road. And I -- I really appreciate
15 that -- that focus that you have.

16 So I'm assuming, commissioner, that we will
17 be talking about their plan and what -- what
18 recommendations the staff has for that?

19 MR. HAMMOND: Right.

20 MADAM CHAIR: Would you like to lead that?

21 MR. HAMMOND: No, we'll bring that back to
22 you, if all goes well, probably in June.

23 MADAM CHAIR: Okay. Any other questions?
24 Are we all finished? Any comments? Would you like to
25 finish up here?



1 MR. MUNN: I just want to get clarification:
2 Does that mean that we are to move forward with this
3 proposal and with an understanding that perhaps it will be
4 on the June agenda for that and do the work to implement
5 and draft and MOU?

6 MR. HAMMOND: Madam Chair?

7 MADAM CHAIR: Yes, go ahead.

8 MR. HAMMOND: Yeah, I'd certainly recommend
9 that, and if it doesn't work out in June, we have a meeting
10 in August, but I -- I think everything that you presented
11 to staff, we can make that work in June. I would encourage
12 you to proceed ahead, because that's in line with some of
13 the discussions we've already had.

14 MR. MUNN: Thank you.

15 MADAM CHAIR: So we're not setting --

16 MR. HAMMOND: No.

17 MADAM CHAIR: I don't know. Whatever.

18 Okay.

19 MR. DURHAM: It -- it -- it makes sense for
20 kids.

21 MADAM CHAIR: Okay. Thank you.

22 UNIDENTIFIED VOICE: Thank you.

23 MADAM CHAIR: Thank you so much for coming.

24 I really appreciated it, and we learned -- we always learn



1 so much from -- from our presentations from actual schools
2 on the road. So thank you.

3 MR. MUNN: Thank you.

4 UNIDENTIFIED VOICE: You're doing a good
5 job. Thank you.

6 (Meeting adjourned)



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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 12th day of January, 2019.

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

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