

State Review Panel

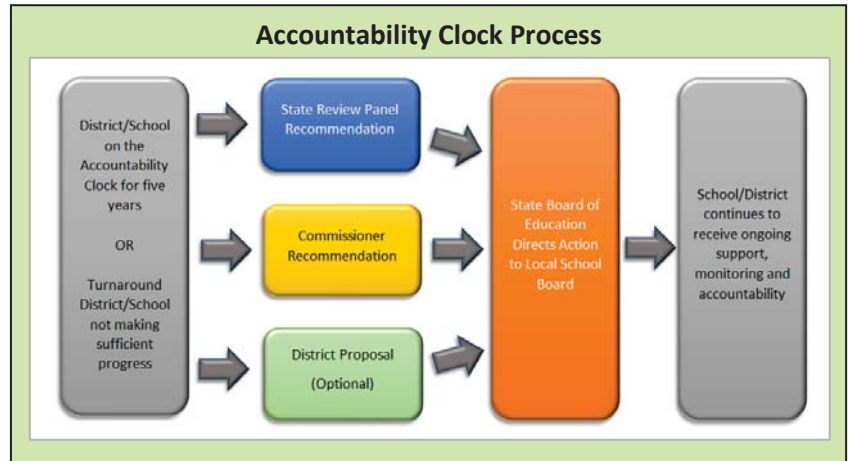
2020-21 School Year



COLORADO
Department of Education

Overview of the State Review Panel

With the passage of Colorado Educational Accountability Act (SB 09-163), the state has embarked upon a comprehensive process to ensure an aligned and balanced accountability system. The underpinning philosophy of the accountability system is that schools and districts that meet basic state expectations hold increased autonomy; whereas, schools and districts not meeting those expectations will be eligible for increased support, as well as increased monitoring. To support a system of checks and balances, SB 09-163 created the State Review Panel. In 2018, the Accountability Act was updated through HB 18-1355 and included some new provisions for the State Review Panel. This summary reflects those adjustments.



State Review Panel Responsibilities

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

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

Composition of the State Review Panel

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

Recommendation Process

Panelist recommendations are based on document review (a paper-based evaluation) and site visits (document review plus interviews and classroom observations). The Panel has three types of site visits: (1) an optional preliminary visit to schools/districts in year three of the clock, (2) an end-of-clock visit in year four and (3) progress monitoring visits once the State Board has directed action for a site. A report is shared with districts and the Commissioner after all three types of visits. The latter two – end-of-clock and progress monitoring visits – must include recommendations on next steps and are submitted to the State Board of Education, Commissioner and the school district before the State Board hearing. If a district is interested in pursuing early action, then the school/district must participate in a site visit in year 3, so that the Panel can make a recommendation on next steps to the Commissioner and State Board of Education prior to the hearing in year 4.

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

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



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

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

Type of Required Action	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation	n/a
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools	<p>With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district</p> <p>With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board</p>
Charter School Conversion	That one or more of the district public schools be converted to a charter school	With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104 or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104	With regard to a district public school, that the district public school be granted status as an innovation school pursuant to section 22-32.5-104
School Closure	That one or more of the district public schools be closed	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked



Name		Year on SRP	Title	Location	Areas of Expertise
Amber	Whetstine	8 th	Executive Director of Learning Services	District 49	Elementary / Secondary School / District Leadership Charter / Online Rural / Urban
Amy	Weed	6 th	Retired Assistant Superintendent	St Vrain Valley School District	Elementary / Secondary School / District Leadership Online / Rural / Urban / ELL Special Education
Andrew	Franko	5 th	iConnect Zone Superintendent	District 49	Elementary / Secondary School / District Leadership Charter / Online
Biaze	Houston	10 th	Director, Assessment Literacy and Instruction	Aurora Public Schools	Elementary / Secondary School / District Leadership Charter / Urban / ELL
Bree	Jones Lessar	1 st	Superintendent	La Veta School District RE-2	Elementary / Secondary School / District Leadership Rural
Cassie	Harrelson	1 st	MTSS/Math Specialist Grades 5-8	Aspen School District	Elementary / Secondary Teacher Leadership Rural / Urban / ELL Special Education
DelRae	Holt	1 st	Middle School ELA Teacher	Branson School Online	Elementary / Secondary Teacher Leadership Online / Rural
Elizabeth	Wall-Macht	3 rd	Consultant / University Lead Instructor	CU Denver	Elementary School / District Leadership Charter / Online / ELL



Name		Year on SRP	Title	Location	Areas of Expertise
Ellen	Muscato	3 rd	Improvement Planning and Data Specialist	Douglas County School District	Elementary / Secondary School / District Leadership Online / Urban / ELL
Jackie	Webb	3 rd	Education Consultant	JWebb Educational consulting, LLC	Elementary School / District Leadership Rural / Urban / ELL
Jessica	Radford	4 th	School Psychologist	Bromley East Charter School	Elementary / Secondary School / District Leadership Charter / Special Education
Jody	Mimmack	1 st	Faculty – Teaching and Learning	Colorado State University - Global	Secondary School / District Leadership Charter / Special Education Online / Rural / Urban / ELL
Johan	van Nieuwenhuizen	10 th	Superintendent of Schools	Weld County School District RE-1	Elementary / Secondary School / District Leadership Online / Rural
Laura Lyn	Bajaj	1 st	Education Consultant	JWebb Educational consulting, LLC	Elementary School / District Leadership Urban / ELL
Lisa	Voss	1 st	AP French Teacher	Broomfield High School	Secondary ELL
Lynn	Pinkston	1 st	Child Find Coordinator/ECSE	Clear Creek School District	Elementary / Secondary School / District Leadership Charter / Special Education Rural
Maya	Lagana	3 rd	Education Consultant	Self Employed	Elementary District Leadership Charter / Online / Urban / ELL



Name	Year on SRP	Title	Location	Areas of Expertise
Michelle Palmer	3rd	Unified Improvement Plan Specialist	Denver Public Schools	Secondary School / District Leadership ELL / Special Education
Michael DeGuire	7th	Executive Coach and Connect for Success Implementation Coach	Denver Public Schools	Elementary / Secondary School Leadership Urban / ELL
Nancy Sanger	11th	Education Consultant	Nancy Sanger LLC	Elementary / Secondary School / District Leadership Online / Rural
Naomi Jozovich	2nd	Education Consultant	Co-Create: Coaching & Consulting	Elementary / Secondary School / District Leadership Charter / Urban Special Education
Rebecca Grant	7th	Education Consultant	RGZ Education Consulting	Elementary / Secondary School / District Leadership Charter / Urban
Sandra Just	1st	Mentor of Teacher Candidates	University of Northern Colorado, Lowry Campus	Elementary / Secondary School Leadership Urban / ELL
Sara Doerflein	2nd	Education Consultant	Self-Employed	Elementary / Secondary School Leadership Charter / Urban
Starla Pearson	7th	Executive Director, Curriculum and Instruction	Aurora Public Schools	Elementary / Secondary School / District Leadership Urban / Online / ELL Alternative Education Special Education



Name		Year on SRP	Title	Location	Areas of Expertise
Tacy	Killingsworth	6th	Director for Curriculum and Instruction	Academy District 20	Elementary School / District Leadership Rural / Urban Special Education