



Colorado State Board of Education

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

May 4, 2017 Meeting Transcript - PART 1

BE IT REMEMBERED THAT on May 4, 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: Sorry. Folks in the audience,
2 I'm really sorry but we're going to have a very short exec
3 session. So I'm going to ask you to please wait until we
4 finish. Thank you so much. Wish we had coffee and donuts
5 out there for you. But I don't think we do. I wish we had
6 it for me. How come we don't get donuts? And I never have
7 them. Okay. Bizy would you be good enough to do a quick
8 roll call.

9 MR. DURHAM: I move for an executive session.

10 MADAM CHAIR: Okay. Can I do the roll call
11 and then you can move?

12 MR. DURHAM: Make (indiscernible) roll call?
13 Oh, sorry.

14 MADAM CHAIR: I think so.

15 MR. DURHAM: You're right.

16 MS. CORDIAL: Yes.

17 MR. DURHAM: No, you're absolutely correct.

18 MS. CORDIAL: Board Member Durham.

19 MR. DURHAM: Here.

20 MS. CORDIAL: Board Member Flores.

21 UNIDENTIFIED VOICE: Not yet.

22 MS. CORDIAL: Board Member Goff. Excused.

23 MS. CORDIAL: Board Member Mazanec.

24 MS. MAZANEC: Here.

25 MS. CORDIAL: Board Member McClellan.



1 Excused.

2 MS. CORDIAL: Board Member Rankin.

3 MADAM CHAIR: Here.

4 MS. CORDIAL: And Board Member Schroeder.

5 MADAM CHAIR: Here.

6 MS. CORDIAL: We have a quorum.

7 MR. DURHAM: Quorum is present.

8 MS. CORDIAL: Okay.

9 MADAM CHAIR: Quorum?

10 MR. DURHAM: Quorum is present. We have
11 quorum.

12 UNIDENTIFIED VOICE: Four of seven.

13 MADAM CHAIR: Oh, I'm not counting myself.

14 MR. DURHAM: I try and ignore you, too, but
15 I'm never successful.

16 UNIDENTIFIED VOICE: No.

17 MADAM CHAIR: It's the mouth.

18 UNIDENTIFIED VOICE: At least you didn't have
19 a vote too, right?

20 MADAM CHAIR: It's the mouth. I know you do.
21 I know you do. Ms. Cordial -- or do you want to make that
22 motion, sir?

23 MR. DURHAM: I move for -- for an executive
24 session, Madam Chair.

25 UNIDENTIFIED VOICE: Second.



1 MADAM CHAIR: Thank you. Ms. Cordial.

2 MS. CORDIAL: An executive session has been
3 noticed for today's state board meeting in conformance with
4 24-6-402(3)(a) CRS to receive legal advice on specific legal
5 questions pursuant to 24-6-402(3)(a)(II) CRS in matters
6 required to be kept confidential by Federal Law or rules or
7 state statutes pursuant to 24-6-402(3)(a)(III) CRS.

8 MADAM CHAIR: Thank you.

9 (Executive Session).

10 MADAM CHAIR: Good morning, ladies and
11 gentlemen. I'd like to call the public part of this meeting
12 to order. I'd like to recognize although I've already taken
13 attendance that Board Member Flores is now here, Board
14 Member McClellan is now here and Board Member Goff is here.
15 So we are all in attendance. Welcome everybody.

16 Colorado State Board of Education will now
17 conduct a hearing in Case Number 17-AR-07. The accountab-
18 the accountability recommendations concerning both Ag-
19 Aguilar RE-6 School District and Aguilar Junior Senior High
20 School, a school within Aguilar.

21 Under the Education Accountability Act of
22 2009, if a school district receives a priority improvement
23 or turnaround rating for more than five consecutive years,
24 the State Board of Education must direct an action to the
25 local Board of Education. Aguilar RE-6 School District and



1 Aguilar Junior Senior High School will enter their sixth
2 year of priority improvement or turnaround on July 1, 2017.

3 During this hearing the board is acting in
4 its capacity to hear the recommendations of the commissioner
5 and the state review panel pursuant to 22-11-209(3) and 22-
6 11-210(5)(b) CRS. The commissioner and her staff are here
7 today to present the recommendation. The district is also
8 present and will share their report.

9 The state review panel, an independent body
10 of educational experts, has issued a recommendation
11 regarding Aguilar RE-6 School District and Aguilar Junior
12 Senior High School that is a part of the hearing record and
13 is included in the board packets.

14 In the case of Aguilar, School District state
15 review panel conducted a site visit and document review in
16 2015 and in 2016. After the 2015 site visit, the state
17 review panel recommended internal district reorganization,
18 school closure, and management of a public or private entity
19 other than the district. After the 2016 site visit, the
20 state review panel recommended management by private or
21 public entity other than the district.

22 In the case of Aguilar Junior Senior High
23 School, the state review panel conducted a site visit and
24 document review in 2015 and 2016. And after both visits,
25 recommended management by a private or public entity other



1 than the district.

2 The state board's consideration of the matter
3 shall be limited to materials submitted by the parties and
4 maintained in the record of proceedings. At the hearing,
5 each party shall have a maximum of 30 minutes to present its
6 report. Board members may not interrupt with questions
7 during this time.

8 Board members will have an opportunity to ask
9 questions of both parties after both parties complete their
10 presentation. The hearing shall proceed as follows: The
11 Department shall present its 30 minute report. The District
12 shall then repor -- present us a 30 minute report for both
13 the District and Aguilar Junior Senior High School.

14 Ms. Cordial over there will let you know
15 when five minutes are remaining for your presentation.
16 Following the presentation of both the Department and the
17 District, the State Board shall have the opportunity to ask
18 questions of both parties for a time period not to exceed
19 two hours. State Board may ask one or both parties to
20 submit proposed written final determinations for the State
21 Board consideration.

22 The State Board will consider and adopt a
23 written final determination at a subsequent State Board
24 meeting. At this time, I would ask that the Department's
25 representatives introduced themselves for the record and



1 begin their presentation. Commissioner.

2 MS. ANTHES: Thank you Madam Chair.

3 Commissioner of Education, Katy Anthes.

4 MS. BAUTSCH: Brenda Bautsch, Accountability
5 Specialist.

6 MR. SWANSON: Andy Swanson, Turnaround
7 Support Manager.

8 MS. ANTHES: Thank you. So we will begin our
9 presentation from the Department of Education side. I want
10 to thank Superintendent Hauser, members of his district and
11 his board. As well as the management partner for being here
12 today. I appreciate the drive up.

13 Aguilar is here for both the District and the
14 Junior Senior High School, which is really one and the same.
15 It's all in one school building in Aguilar. Aguilar is a
16 rural southern Colorado district with about 120 students and
17 we've been working with them for many years.

18 When I visited, it was clear that this school
19 is the lifeblood of the very small community there. Early
20 actions by the district in 2015 to close and restart the
21 Junior Senior High School and add in new leadership has
22 really been a very positive and bold step that this district
23 has already taken in their path from the turnaround plan.

24 They have now been able to, through doing
25 that reorganization, retain and restart the talent that they



1 need that can catalyze the changes that need to take place.
2 And they have already taken some of these bold moves.

3 The board and the district leadership, we
4 noted, is really working quite closely together for their --
5 these big changes. Their four year graduation rate has
6 increased, SAT scores are moving up and growth scores are
7 moving up as well. And as I witnessed there in their
8 school, their school culture is improving and they're seeing
9 some increase enrollment in their building and in their
10 district.

11 They're bringing in new extracurricular
12 activities and bringing in new career and technical
13 education work to engage their students. Now, they are
14 starting to build even more robust academic systems.
15 They're just getting their literacy blocks off the ground
16 and working much harder on their talent management and
17 talent retention efforts.

18 This is -- we believe this is a robust
19 management plan that meets the statutory requirements as we
20 read the statute and meets the key conditions for success
21 with authority to support -- the management partner has
22 authority to support the district for school curriculum
23 alignment and professional development. This recommendation
24 is in alignment with the latest state review panel
25 recommendation as well as the district's plan.



1 Also, just to note, the record before you has
2 been amended with approval from the district. And so you
3 saw that, that our -- our attorneys and us submitted a
4 management memo to you all that, that clarifies our
5 interpretation of the management pathway.

6 So our -- our staff can -- can answer any
7 questions you have about that, and we will highlight some of
8 that as we go through our presentation. So at this time, I
9 will turn it over to the team to talk about the rationale
10 for our recommendation.

11 MS. BAUTSCH: Good morning. Aguilar School
12 District and Aguilar Junior Senior High School enter their
13 sixth consecutive year of priority improvement and
14 turnaround status and as such we are here today to discuss
15 the direction that you all may make in this case.

16 The Commissioner has recommended external
17 management for both the district in the high school. This
18 recommendation is based upon a review of the school's data,
19 leadership culture, academic systems. And we've also take
20 into consideration staff visits including the commissioner's
21 visits down to Aguilar and the state review panel's
22 recommendation.

23 And the district's own proposal for
24 management partnership was considered as well in our
25 development of the recommendation. All three



1 recommendations are in alignment with the city review panel
2 recommendation and the commissioner recommended management
3 and the District setting forth a management plan.

4 So, we are here today to seek your direction
5 for ready determination. As commissioner Anthes mentioned,
6 Aguilar is a small school district serving about 120
7 students and operates two schools formerly that Aguilar
8 Elementary has a separate school code then Aguilar junior
9 senior high school but both are operated in the same
10 building which is a very nice building that we were able to
11 visit.

12 It's a high poverty population 80 over 80
13 percent of students qualifying for free or reduced price
14 lunch, about 60 percent of their students are Hispanic. The
15 district and the high school have been inspired improvement
16 or turnaround status since 2010.

17 The elementary school has fluctuated from
18 performance to improvement to turnaround status. At all
19 levels, elementary middle and high, students have
20 consistently struggled with academic achievement in reading
21 English language, arts and math.

22 The latest frameworks which roll up the
23 elementary middle and high grades due to small numbers had a
24 does not meet rating. However, the growth ratings on this
25 last framework in 2016 are appropriate change.



1 There's bright spots in their growth data,
2 the high school students were at a meets in 2014 for growth
3 when it fluctuated generally between meets and approaching
4 and does not meet. Wanted to highlight a few postsecondary
5 and workforce readiness trend since the high school is also
6 at the end of the clock.

7 The dropout rates have been on a steep
8 decline which is positive, we want to see the dropout rates
9 declining and they have been over the past several years.
10 The four year graduation rates have been improving.

11 There were -- there was a 50 percent four
12 year graduation rate in 2013 and now that's up to 85.7
13 percent 2016, which 2016 was not reflected in the last
14 frameworks since the last year. So, we would expect that to
15 be the next framework but that would be out it meets
16 reading.

17 CDE has engaged with this district for many
18 years through improvement planning support, through
19 turnaround support managers and through different grants.
20 They've received several grants targeted to support their
21 improvement efforts over the years.

22 In particular, I'll highlight one grant that
23 they received this past year which is a school turnaround
24 leadership grant. And that's really started their work with
25 generation schools which you'll hear more about today but



1 they were really able to get that kicked off and started
2 this past school year with the support of this grant. I
3 will now turn it over to Andy.

4 MR. SWANSON: Thank you. Good morning,
5 everyone. As with all the schools and districts in these
6 accountability hearings, CDE has looked at the different
7 systems and structures that research turnaround points
8 towards key success.

9 This next section, we will detail out CDE's
10 evaluation of the strengths and needs of the specific areas
11 of leadership and staff, school culture academic systems,
12 district support and flexibility, and board of community
13 relationships within Aguilar.

14 Dr. Stacy Hauser has been the superintendent
15 within Aguilar for five years. Prior to 2015 however, he
16 was the sole leader within the district. In 2015, as Dr.
17 Anthes said due to progressive challenges within the
18 district, Dr. Hauser along with the board and the
19 community, made the decision to close and reopen the junior
20 senior high school.

21 Only a third of teachers were rehired and the
22 restart and in order to give needed leadership and focus to
23 each school in the district, Elizabeth Jamison was hired as
24 the new half-time principal for the junior senior high
25 school with Dr. Hauser overseeing the elementary at that



1 point.

2 Preschool culture student enrollment has
3 increased since 2011 from 94 students to 124 students this
4 year. The district has made a concerted effort to focus on
5 improving school culture making it a place where students
6 want to come and providing a large number of extracurricular
7 activities for such a small district.

8 The partnership with generations schools this
9 year has already laid the foundation for some high quality
10 academic systems work and start inserting a system of
11 looking at interim data to drive their instruction, a new
12 elementary is scheduled to provide enough time for math and
13 ULA and working to expand the career in tech and offerings.

14 This foundation needs to continue to be
15 refined in built. The district didn't make a bold move in
16 2015 as we said in response to the challenges they were
17 facing by providing specific leadership for each school.
18 They also had partnership with, partnered with Generation
19 schools in coaching school leadership in key areas of
20 academic systems.

21 They've also developed routines to convene
22 their school leadership team to meet monthly to look at a
23 student and to look at student and plan data to ensure the
24 district is on track at every point in time. And they are
25 also continuing to develop an instructional model to serve



1 the needs of all of their students.

2 The local board and district have a great
3 working relationship and are committed to change. The board
4 has even participated in a pilot training from the Center on
5 School Turnaround to grow in their understanding of how they
6 as a local school board, can best serve the needs of their
7 students and support necessary changes within the district.

8 CDE believes Aguilar's plan must address both
9 academic systems and count management in order to be
10 successful and get off the clock within two years. While
11 the work over the last two years have laid a foundation for
12 strong instruction across class -- across classrooms, there
13 is still much work to be done to ensure all students are
14 receiving a rigorous education every day.

15 A large part of increasing that level of
16 instruction in all classrooms will be bolstering the
17 retention and effectiveness of the teaching staff in
18 Aguilar. Growing and maintaining a high quality teaching
19 staff is a challenge everywhere, but those challenges are
20 much greater in small rural communities.

21 Therefore, Aguilar's pathway should address
22 how the district plans to proactively work to grow and keep
23 their teachers in order to ensure success for these ones.
24 In order to best meet these conditions for success, the
25 commissioner recommends an external management partnership



1 for Aguilar.

2 The district has already shown its commitment
3 to reform by the drastic actions taken in 2015 and the
4 initial partnership with Generation schools has already
5 shown positive results in necessarily reworking academic
6 systems within the district.

7 The state review panel and 2016 report also
8 noted these realities and recommended a manager pathway as
9 well. Within this management partnership, CDE believes the
10 district should articulate how an external managing partner
11 will manage the different areas of economic systems, build
12 and supports for teacher growth and pension and set the
13 district, district up for sustainable success at the
14 termination of that partnership. I'll now pass over to
15 Brenda for the rest.

16 MS. BAUTSCH: CDEs sector says the district's
17 management plan using our management rubric and found that
18 it doesn't meet expectations of rigorous standards. The
19 management plan delegate specific authority to Generation
20 schools to manage academic systems and professional
21 development, it directly addresses the key conditions that
22 Andy just reviewed. It sets forth the two year commitment
23 which the department staff find is an appropriate amount of
24 time. And it contains detailed rigorous implementation
25 benchmarks to allow for ongoing progress monitoring and to



1 ensure that the strategy is included in the plan are
2 effectively implemented.

3 We don't find at this time that anything is
4 missing in their plan that was submitted. Then we do find
5 that it complies with our view of the statute that was
6 outlined in the memo that was submitted.

7 We have provided feedback to them on early
8 drafts of the plan which they quickly and readily
9 incorporated which we feel that at that point then met or we
10 break that expectations that we support. We also took a
11 look at the partner that they were proposing to use, which
12 is Generation Schools Network, which is just with it --
13 which is here with us today.

14 Generation Schools has been an approved
15 turnaround leader development or provider -- Turnaround
16 Leader Development providers since 2015. So, we were
17 familiar with them through that grant.

18 However, we did ask them to fill out a
19 questionnaire as we did for every management partner that's
20 involved in this process, that we could -- we could obtain
21 additional information that's concluded in Appendix D of
22 your report. But through that, we were allowed to assess
23 their experience in other districts.

24 They have a track record of success,
25 particularly in small -- small rural districts both in



1 Colorado and outside of Colorado. They really have a
2 mission to drive change within low performing schools that
3 is sustainable, so that they can turn- key it back over to
4 the school leadership, and the leadership and the staff can
5 continue those practices, and have those effects be lasting
6 throughout the school.

7 We took into consideration the alternate
8 pathways that are available under the law. We do not
9 recommend conversion to a charter school, it's just simply
10 not logistically viable in this case, and it's not supported
11 by the Community. Innovation status, there's also not a lot
12 of community support for that, and not in- and not in a
13 necessity, really.

14 There's a one school building district here,
15 so it's not any -- there's any flexibilities that are
16 preventing these strategies from being implemented. School
17 Closure District Reorganization are also not recommended at
18 this time.

19 As Dr. Ray mentioned in her remarks, this is
20 the school that really is the lifeblood of the community,
21 and it would be quite devastating if there was a closure,
22 and it would result in increased travel times for students
23 to other surrounding districts, which many of which are
24 actually not higher performing.

25 The state review panel issued two reports.



1 One for the district, and one for the high school. For the
2 district, they recommended management by a private or public
3 entity. They did a report in both 2015 and 2016, and I just
4 wanted to know that there was an increase in the indicator
5 ratings on their report.

6 So, there were four out of the five criteria
7 were not effective in 2015. Whereas in 2016, only two were
8 found to be not effective in three developing ratings on the
9 criteria. There was an improvement seen in that school
10 year. A lot of that was due to the re-start and the re-
11 opening of the Junior-Senior High School that in the
12 mention.

13 So some positive effects were immediately
14 seen from those actions. Similarly, the CRB panel
15 recommended management for the high school, and again found
16 higher ratings in 20- in 2016 as opposed to 2015. I will
17 now turnover to Commissioner Anthes.

18 MS. ANTHERS: Thank you. So in conclusion, I
19 recommend an external management partnership for Aguilar
20 School District, and Aguilar Junior-Senior High School. We
21 find that the collaboration between Aguilar and Generation
22 Schools directly addresses the key conditions for success,
23 and has the appropriate level of decision making and
24 authority.

25 The state review panel also recommended the



1 management pathway, and you know suggesting that bad pathway
2 could bring the needed assistance to the district, in the
3 areas they are still seeking support. We have determined
4 after review of the proposed management plan, that it does
5 meet our expectations of rigorous standards, and it meets
6 all of the elements of the rubric that we've outlined prior.

7 We believe that if implemented and executed
8 with high fidelity, the plan will have significant and
9 positive impact on student learning. Progress monitoring,
10 CDE will remain involved in the monitoring of the progress
11 of the school and the district. We'll receive annual
12 reports from the district regarding the implementation of
13 the agreed upon scope of work, and will continue to support
14 the district through their recent turnaround grants, and the
15 turnaround support manager, and the implementation of their
16 various grants.

17 The district has agreed the annual updates to
18 the state board until the district comes off the clock. And
19 as always, you may request additional progress monitoring
20 through the written determination if you direct us to do so.
21 So, at that, fully, we conclude our presentation.

22 MADAM CHAIR: Thank you. So at this time, I
23 would ask the we get RE-6 School District representatives
24 introduce themselves for the record, and begin your
25 presentation.



1 MR. HAUSER: Stacy Hauser, Superintendent.

2 MS. JAMIESON: Elizabeth Jamieson, Principal.

3 MR. PAGNOTTA: David Pagnotta, Board
4 President.

5 MS. LARSON: Christina Larson, Management
6 Partner.

7 MR. HAUSER: Thank you. We've been actually
8 looking forward to coming to- at this district with you for
9 quite some time. Dave Pagnotta and I came to the board back
10 in 2014, and did a little presentation of what we were doing
11 at that time. And then we're scheduled to come in May of
12 2015, but I think that was about the time that Dr. Hammond
13 left as commissioner and Dr. Anthes came in, and it was
14 such a -- an uncertain time that we decided to put this off,
15 and then the clock stayed for a while. And so here we are,
16 and we're -- we're glad to be with you to tell you what we
17 want to do, what we have been doing, and where we're going.

18 When -- when I was hired by the Board of
19 Aguilar back in 2012, I was the sixth superintendent in five
20 years. And I remember clearly waking up from a nap, and the
21 outgoing superintendent in Aguilar, who's a friend of mine,
22 called me up and said, "Stacy, you know that you're coming
23 to bury Aguilar, right?" And I said, "No. What- what do you
24 mean?" I think as I broadly said, I made -- said something
25 else exactly, but "What do you mean?"



1 And he said, "Well, you'll be lucky if you
2 have 50 students next year at school." Because at the end of
3 2012- the 2011 school year, there were 77 kids enrolled in
4 Aguilar.

5 So opening day, I was really sweating. I
6 mean I was nervous. I thought who's going to come? And kids
7 kept coming, they kept coming. We finished about 90
8 headcount that -- that -- that August. And -- and -- and
9 suddenly, in talking to the board, closing this district,
10 and closing the school, and burying it, didn't seem to be
11 much of a possibility.

12 They weren't interested in that, at all. And
13 so we began a process of how do you rebuild a dying school.
14 You know, research to tell you that three to five years is
15 what's taking for a cultural change in the school, whether
16 it's elementary or secondary, but how do you rebuild the
17 school district where your traditions have died because of
18 lack of students involvement, your athletics have all been
19 killed, your parent involvement is basically non-existent,
20 your community support is negligible, your teacher
21 expectation of students is on the floor, your students
22 expectations of them- and of themselves is zero.

23 And you're dealing more with disciplinary
24 issues than you are with academic issues. And- and from
25 that point, we started trying to rebuild the culture of



1 Aguilar School District, and trying to get students to even
2 take joy and pride in themselves and in school. And that's
3 been a journey of success-failure-success-failure.

4 And I commented to Elizabeth yesterday, that
5 this the first graduating class that we've had since I've
6 been there, of six students, that I haven't had to go to and
7 say, "Look you're half of credit short, you've got to get
8 online to take a credit recovery class, to be able to
9 graduate on time." Or -- or go to their parents and say,
10 "Your student has been missing too many days of school, and
11 if he wants to graduate we've got to have him in school."

12 This is the first class that we've had the
13 students have taken care of their other responsibilities.
14 They've been in school, they met their credit requirements,
15 and they're all going to school after they- after they
16 graduate, which is fantastic. So we -- we -- we -- we've
17 rebuilt it. I mean, we've got now 125 students, we -- from
18 -- from 77.

19 I think that's a pretty good growth for a
20 rural school district. You know, that's what, 75 percent
21 basically? We started athletics again. We had high school
22 football. We had high school basketball, high school
23 volleyball, junior high volleyball, junior high football.

24 And it's the community support. We have --
25 we have businesses who -- who fund tailgating response --



1 tailgating activities at the game, bonfire. The city comes
2 together and brings all the brush. In fact, last year we
3 actually received the warning because it was too big of a
4 fire and -- and the fire truck had to spray around the back
5 people off 50 yards because it was just a monumental
6 bonfire.

7 But the town has come together in a -- in a
8 strong way with town council support and -- and -- and
9 supporting their school again. And it's gone from being a
10 dying school to being a school that the community is
11 actively involved in. And parent nights, with our
12 secondary, we have over 80 percent of our parents show up
13 for parent night.

14 And I can tell you from other school
15 districts, that's -- that's pretty amazing to have secondary
16 parents at that large of a rate. But we still have issues
17 with our instruction. We still -- we still have issues with
18 student learning.

19 And so, in 2015, I talked to the board and-
20 and they were in complete agreement to -- to doing something
21 drastic. And we had the list of various actions that we
22 could do, charter, closing school for a -- what are we doing
23 right now? A management. Thank you.

24 The -- the management option. And -- and --
25 and we thought that at that time to address some of our



1 staffing issues, we ought to close the junior high and
2 senior high school and reopen it. So we did. And we had
3 every teacher, it was required to reapply. We only accepted
4 less than 30 -- 30 percent of our teachers who came back and
5 we brought a new math and new social studies teacher.

6 Now, you're talking about six teachers, so
7 it's not a large number of teachers. But nevertheless, it's
8 still -- it's still whenever you only take that many back --
9 it -- it sends a pretty clear signal.

10 I volunteered to go three-quarter time. So,
11 I went three-quarter time so we could hire a halftime
12 principal for the junior high and senior high. And we saw
13 big changes in -- in just in those movements alone, in the
14 culture of the school, the expectations of the students and
15 of the teachers.

16 And going into the fall of 2015, I was
17 approached by Peter Sherman's department about the UIPDR dis
18 -- diagnostic grant that was available. And we contracted
19 with generation schools at that time to come and -- and do a
20 diagnostic review for us.

21 We were so impressed with the work that they
22 did that we contracted with them with local funds in January
23 and Read Act funds in January to provide intervention for
24 reading for our students to work with our daily schedule and
25 to start setting up literacy instructional rigor for our



1 teachers going forward and the elementary level
2 specifically.

3 I had known Christina Larson since she has
4 been working with Lisa Medlar at -- at -- at CDE. She
5 worked for several years for CDE and was Ms. UIP throughout
6 Colorado and I -- she just -- she saved my life as a
7 superintendent oftentimes in dealing with Chad
8 (Indiscernible) who was Andy's predecessor. And so we had a
9 good relationship and I tremendously respect her abilities
10 as an educator and as an innovator and as somebody who could
11 -- who could get down to systems thinking and provide us
12 what we needed to be provided with.

13 I went to boarding school in East Africa and
14 I remember on one specific instant standing before the
15 principal and being told you had your choice, you can be
16 suspended, you can be grounded, I wasn't a model student,
17 you could be suspended or you could be grounded or you can
18 take the paddle. And I think a lot of people have looked at
19 these different actions that we have in legislation as being
20 punitive or being sanctions that are being imposed on the
21 district. But are -- they are clearly pathways that -- that
22 are intended to improve student achievement.

23 And the research proven to be able to provide
24 results. So, for us, the idea of closing the school and
25 management restructuring were options that were in our best



1 interest. We chose to go with management prior to right
2 now.

3 We went to -- with management back in
4 September and contracted with Generation schools out of
5 local funds because we believe that that's the best option
6 for turning our kids around. So, that's where we're going
7 with -- with management.

8 We believe that it is the best option for us
9 to impact our students with achievement and the generation
10 schools with whom we've had experience and because they work
11 so much with rural schools, the best option for us, we've
12 chosen for them to work for those primarily in instruction
13 and professional development matters. And in those two
14 fields, they will have decision making authority with our
15 district.

16 I told our teachers that whatever Christina
17 says, if it relates to schedule, if it relates to PD, if it
18 relates to curriculum alignment, instructional rigor,
19 instructional strategies, her decision goes. There's nos,
20 ifs, ands, or, buts about it. That's where we're going with
21 it. I don't where we are on the slide. I think I'm lost.

22 UNIDENTIFIED VOICE: You didn't have a slide
23 for that. So, (indiscernible).

24 MR. HAUSER: Okay. I will be able to do
25 that. And at this time, David Pagnotta, our board



1 president, has a statement that he would like to -- to give
2 to the board.

3 MR. PAGNOTTA: Good morning. My name is
4 David Pagnotta. I'm currently the President of Aguilar
5 school board RE-6 of education and have been for the last
6 five and a half years.

7 In 1974, I was asked to sit on the board and
8 continued to serve for 25 years, 22 of those years, I was
9 the president of the board. After serving so many years, I
10 thought it was time for me to step down and have somebody
11 else serve.

12 Because a lot of the community members were
13 not satisfied with the setting board and administration, I
14 was once again asked to serve in 2011. I, along with three
15 other current board members, were elected to serve the
16 school. And as of today, I'm happy to say that we hired the
17 right person to lead our school, staff and school in the
18 right direction, Dr. Stacy Houser.

19 With the leadership of Dr. Houser and
20 Principal Elizabeth Jameson, our student enrolment has
21 increased every year and our test scores have also begun to
22 rise. They, as well as our staff, continue to work toward
23 ensuring that the students are where they need to be. Both
24 Dr. Houser and Ms. Jameson have full support of the board.

25 Our staff have also made great strides in



1 implementing strategies to better serve our children. We
2 have also noticed that the attitude of our students has
3 changed for the better, as they want to learn and are asking
4 for extra help. They are even willing, along with our
5 teachers, to come in on non-instructional days to receive
6 the help that they need.

7 The community has also become more involved
8 in school activities and offer their support where needed.
9 I know with all these positive changes, the Aguilar's school
10 district will continue to succeed. Thank you.

11 MS. JAMIESON: When I came to the district in
12 2012, I noticed that the culture was that of apathetic.
13 They were very lackadaisical. They didn't care about their
14 learning and that culture has changed. You now see students
15 that are looking at colleges and you can see by our ACT
16 score data that has improved, our dropout rate has improved,
17 our student performance is getting better.

18 There's more pride in the halls of the school
19 now as they walk through. Something that might not be a big
20 deal to others but we now have Letterman's jackets walking
21 through the school. So the sports is back and that's a --
22 that's a huge thing. Okay.

23 These are challenges where -- that student
24 performance was well below expectations. They -- and it was
25 across all content areas. It wasn't a particular area.



1 Students that are behind were not catching up.

2 So, the growth was also bad. Students are
3 not fully prepared to suc -- successfully either join the
4 workforce or go to college. And those things are changing
5 and it's changing in our -- in our schools. Our barriers,
6 we had lack of multiple and consistent use of data to guide
7 our instruction.

8 We had a lack of consistent support for our
9 instructional practices. We had inconsistent instructional
10 alignment, standards, rigor and planning. All of those were
11 areas of need.

12 We also had inconsistent tiered academic and
13 behavior support integration. So, those were our barriers.
14 In order to overcome those, these are our four strategies
15 that we've chosen. We have a culture of rigor and high
16 expectations.

17 Our data driven and instructional model is
18 based on our formative instructional practices. We have a
19 multi-tiered system of support model in our leadership and
20 accountability. Those are our strategies.

21 MS. LARSON: The district has asked me to
22 speak about the management plan in detail, so I'll jump into
23 that with you. We like to bring you to light so that way
24 you can see -- oh sorry, I forgot. Bring you to light for
25 you so you can really see what it looks like on the ground.



1 I'm going to try to manage both of these buttons but it's a
2 little awkward.

3 So, what management is meant to help us
4 accomplish is really around the two areas that we discussed
5 earlier around curriculum and instruction and then
6 professional development.

7 In a small rural district, it's important
8 that our teachers feel valued and that doesn't always have
9 to be monetarily given to them. And so, what we've decided
10 is part of what we believe is a key part of our retention
11 strategy is providing really high quality job embedded
12 professional development opportunities for our teachers.

13 We started that this year with me as an
14 instructional coach, working with teachers during their
15 planning, and it is really driven this idea of buy-in with
16 the plan that we've developed together, but also the idea
17 that they're getting the individualized support that they
18 need based on what their classroom looks like.

19 I -- we didn't mention to you, the elementary
20 school, just to give you a sense, we have a kindergarten
21 classroom that has eight students, then we have a combined
22 first and second grade classroom with one teacher who has
23 about 16 students. We have a third teacher teaching third
24 and fourth grade with about 18 students, and then we have a
25 fourth teacher teaching fifth and sixth grade with around



1 the same.

2 So, when you think about the size of the
3 elementary, we're dealing truly with five core teachers and
4 then one instructional aide. And so, when you think about
5 common planning time, and PLCs, and all the things that we
6 try to put in place, it's very hard because they are all --
7 they're all kind of splintered and fractured. So, this job
8 embedded professional development and this idea of having a
9 foundational piece for the curriculum gives everybody a
10 place to start from instead of everybody starting from their
11 own place.

12 So, we kind of jumped into what generation
13 schools network does. Again, we believe strongly in the
14 power of building the capacity of our local rural schools.
15 I like to say we work ourselves out of a job. And so, when
16 you see our management plan, you can see that it's over two
17 years because we believe that's what it will take to be able
18 to, like we said, hand the keys back to the district to say,
19 "You have what you need, keep going."

20 So we, again, had an existing relationship
21 with Dr. Hauser and his staff. I had a relationship with
22 Dr. Hauser prior to working with Generation Schools when I
23 worked with CDE and improvement planning, and then we
24 continued to build capacity with the DRUIP Grant where we
25 came in, we gave them some feedback in a formalized report



1 in terms of the eight continuous standards for continuous
2 improvement based on the Colorado standards, and then we
3 created improvement plan as a staff together.

4 So, if you see their improvement plan, you
5 will know that every single staff has been part of that
6 entire process. Nothing has been delivered to them. They
7 have been part of it and we have been a team. They're my
8 family, so I treat them like that. And so, one of the
9 things that our goals as moving forward is to really dig in
10 at a deeper level.

11 So, digging into the turnaround leadership
12 program grant that we have with them is a key crucial piece
13 to building local capacity for their teacher leaders, so
14 that way there's not this concern about who can be the
15 principal, who can be the superintendent. We're building
16 that capacity locally within the teachers.

17 We give virtual and onsite coaching. So even
18 if I'm not onsite, they have constant access to me via
19 email, phone, and we have a Google Classroom, so I kind of
20 manage them like students, and then we also have
21 collaborative sessions with other districts.

22 So, they're able to get out of Aguilar and
23 talk to other districts who have similar and not so similar
24 needs to be able to really get that thought process and
25 problem solving going. And then again, we have, not just



1 myself, but there's a team of us who are coaches for the
2 district and we share the responsibilities in terms of our
3 expertise to deliver what the district needs.

4 So, it's interesting when -- when we first
5 started with Generation Schools. We've got kind of this
6 little chart here. There were limited shared leadership
7 opportunities, limited confusion -- or limited
8 communication, tons of confusion around what was going on.
9 And with this turnaround leadership, we now have- it's --
10 it's -- again, it's really powerful here because when you
11 think about it, we have about nine core teachers, K12, six
12 of them are in the turnaround leadership program.

13 So, we have six devoted committed teacher
14 leaders who are building their capacity and supporting each
15 other in terms of what should communication systems look
16 like, what do effective structures for MTSS and RTI look
17 like, and they're having those collaborative opportunities
18 through those leadership teams that we talked about before,
19 which was never really built into the schedule, nor did they
20 really have time to be able to figure out how to manage
21 building that into the schedule.

22 So now, we have monthly leadership team
23 meetings that involve six out of the nine staff. Right now,
24 we have -- we used to just write our -- when I worked for
25 CDE, it was kind of we filled in some boxes for the



1 improvement plan and submitted it for the state for
2 feedback, now we have the entire staff involved throughout
3 the year, at least four times the year, working on the
4 improvement plan, including coming up with the action steps
5 and evaluating the performance of the action steps through
6 the implementation benchmarks.

7 We call them random acts of professional
8 development where we had PD days, but they were whatever
9 they turned out to be or it maybe not, maybe just canceled
10 because we weren't really sure what we were going to do.
11 And so now, we have a professional development calendar that
12 aligns with the improvement plan to be able to support
13 throughout the year exactly what's going to be managed to
14 those professional development days, and then the coaching
15 in-between supports the ongoing embeddedness of that
16 professional development.

17 We also had -- the -- the district was again
18 very fragmented. Everybody was trying to take on all these
19 different hats, so nobody really knew where they needed to
20 be at what time. And so right now, we're really looking at
21 more visibility.

22 The kids, Dr. Hauser knows, every single
23 child and every single teacher, all the families, same thing
24 with Ms. Jamison, everybody knows she's the principal, she
25 knows all of the kids, all the families. When you go to do



1 a classroom observation, it's not -- the kids aren't like,
2 "Oh, there's somebody in our room." They welcome adults
3 being in there. It's -- the leadership is there to help
4 them, the kids see that, the teachers see it, and that's a
5 really big shift.

6 There was a real lack of standards-based
7 instruction, which was a big piece of when you look at our
8 assessment data, why there were gaps. We were teaching from
9 a resource and teaching chapter after chapter after chapter
10 and hoping that that was what was going to get our kids
11 where they needed to be instead of looking at the standards,
12 evaluating where our kids are, using data to determine what
13 they showed, and then adjusting our teaching based on that.

14 So, we're really moving towards that this
15 year. Another big piece in the culture shift that you've
16 heard is around student feedback. And so, what I've really
17 been teaching the teachers is around these student goals
18 setting meetings.

19 We set goals with teachers all the time. We
20 put this bar up here and tell them you must meet this. When
21 do we do that transparently with our kids and give them a
22 sense of here's where you are, here's what you need, here's
23 where we're going to go together. So now, every single
24 student in the district has three goal setting meetings with
25 their teacher.



1 Every single -- after every single benchmark,
2 they meet before the NWEA assessment to talk about where
3 they are and where they want to be. They meet after the
4 benchmark to discuss what their results were and to set a
5 new goal, and then they also pick a standard or an
6 indicator, where on the assessment, it showed that they had
7 an area of need, and that is what their progress monitored
8 on throughout the year until the next benchmark is- is
9 included.

10 And then again, there was very little
11 instructional model because teachers again are very
12 isolated. Even though you're tiny, you're doing your own
13 thing in your own classroom. And so now, we have
14 instructional practices through the turnaround leadership
15 program that have provided formative what we call FIP or
16 formative instructional practices.

17 We're embedding technology and blended
18 learning opportunities in for the teachers so that we would
19 have this beautiful computer lab. How do we use it to
20 really dig students deeper into differentiated instruction?
21 Even if I don't have the time at the moment, the computer
22 can help me do that.

23 So, there's a lot of learning happening right
24 now around this curriculum and support. Around -- once I
25 know what I'm going to teach the what, the curriculum, how



1 am I going to teach it and how do we do it in a way that
2 helps students learn the best that they can? How do we use
3 data to drive instruction and then how do we put together a
4 multi-tiered system of support?

5 Because while we are working with outside
6 counselor grants and things like that, we really want
7 teachers to feel empowered to have the tool box that they
8 need to respond to, not only academic challenges based on
9 NWEA, but also social, emotional support that's truly
10 critical in our community.

11 So, when you think of the scope of work, we-
12 we copied this from the management plan that we submitted to
13 you formally. But again, I want it to be really clear that
14 Generation Schools, as Dr. Hauser had said, has management
15 authority over curriculum instruction, data systems, and
16 multi-tiered systems of support.

17 So, like he said, and I was there when he
18 said it, very uncomfortable but needed to happen, what
19 Christina says goes and we're family. So, it can be
20 intimidating, but they trust me. We've had a relationship
21 for three years, and so that they were like, "Good. Thank
22 you for getting us help." And we work together.

23 And so, while it is a little bit overwhelming
24 when you think of the language of the management plan, when
25 you see the results, I think you'll see that, again, these



1 are the things that need to happen and you've got the buy-in
2 from the staff. And- and that's the key piece, that the
3 staff are onboard, that nothing's going to happen in our
4 classrooms. Final thoughts, Dr. Hauser.

5 MR. HAUSER: Final thoughts. There's a
6 picture of our -- like Christina said, it looks like --

7 MS. LARSON: You want the first one, only the
8 beginning?

9 MR. HAUSER: Just go straight to the picture.

10 MS. LARSON: Which picture?

11 UNIDENTIFIED VOICE: We want the final
12 thoughts.

13 MR. HAUSER: That's the last time.

14 MS. LARSON: Sorry.

15 MR. HAUSER: It's okay. If you can draw a
16 line straight through, that's how many students were there
17 back in 2012. And I could go through that, that -- Aguilar
18 is based on relationships. It's interesting to note that,
19 Elizabeth Jamieson back in 1984, 1985, Dave Pagnotta who was
20 work -- superintended at the mine outside of Trinidad, had a
21 mining accident and Elizabeth was the EMT who responded to
22 the accident.

23 Elizabeth's grandfather was from Aguilar.

24 You can't see him, but there's a student right there in the
25 middle who's just very stone faced. He had a seizure in the



1 middle of the commons area and I gave him C -- his heart
2 stop, he turned blue, cold, CPR 15 minutes; me and one of
3 the para-professionals. The EMT team that came was his
4 mother and father.

5 So, Aguilar is built on relationships and the
6 way that we improve the school is relationships of teachers
7 to students, of students with each other, and then the
8 teachers with each other. So, we've made huge gains. We
9 know we have a hell of a lot more to go. We know that. We
10 know we've got a lot of hard work in front of us and we're
11 committed to it. And that's our presentation.

12 MS. LARSON: Thank you very much.

13 MR. HAUSER: Sure.

14 MADAM CHAIR: So this time the state board
15 will engage in discussion and ask questions of both parties.
16 As a reminder, based on the board's 2016 procedures for
17 state board accountability actions, this is our only time
18 for discussion and our opportunity to ask clarifying
19 questions both, the department and district, in the next two
20 hours. We need to be sure we are clear with the direction
21 and conditions we request to include in the proposed,
22 written final determination as public testimony will not be
23 heard subsequent meetings. Colleagues. Board member
24 McClellan.

25 Rebecca McClellan: Thank you for your



1 presentation and to Dr. Hauser, especially for kind of
2 giving us a feel for what it's like to be in a really, small
3 rural district like this. I did a double take when I saw
4 the total number of students for the district. I kept
5 looking back and forth and thinking no, tha -- that's not
6 right. I don't know if it's the smallest in the state, but
7 it must be one of them.

8 So, when I'm looking at the turnaround that
9 work, I was curious I always want to know what the success
10 rate is for the turnaround network with schools or districts
11 that are like the one that you're working with now. And I
12 noticed, a wide variety of experiences that Generations has
13 had including schools in New York City.

14 I know there aren't -- this isn't necessarily
15 the most typical kind of district that you see, but can you,
16 does -- can you kind of talk about the success stories that
17 Generations Schools network has had with districts like
18 Aguilar? And then also, I was hoping you might touch on the
19 relationship with Batel for kids and CSU global.

20 MS. LARSON: Absolutely.

21 Rebecca McClellan: Thanks.

22 MS. LARSON: So, I just want to be clear with
23 the language a turnaround network is out of CDE. And so, we
24 are not involved in the turnaround network. So, I just want
25 to be really careful, I always try to be careful about that.



1 Turnaround network is led by CDE, but turnaround Leadership
2 Program is a grant funded opportunity through CDE providers
3 like ourselves applied for and were approved as of last
4 year.

5 So, in our experience right now, we're
6 working with Aguilar Ignacio school district. And --.

7 UNIDENTIFIED VOICE: Huerfano.

8 MS. LARSON: Thank you. Huerfano. And
9 we're also, in the future going to be working with Monte
10 Vista and Bennett Elementary. So, we haven't quite finished
11 the first round in what we call the TLP yet with our local
12 districts that we have seen -- we worked with Ignacio school
13 district the year prior to engaging in the TLP. And again,
14 with Bennett Elementary in the year prior to engaging with
15 Connect for Success with them, and both of them are now off
16 of the accountability clock and that was within that one
17 year.

18 So, but that one year can sometimes be that
19 like everybody's there, right, so, we don't, we -- we've got
20 to keep that traction, we've got to keep that momentum. So,
21 this year has really been around what systems and structures
22 are in place to be able to make sure that things are moving
23 forward and we continue that traction because it's easy to
24 get comfortable and celebrate and then move back. So, our
25 local data in terms of Aguilar right now shows, in terms of



1 that id -- that middle if you saw that middle square where
2 we said, you know student achievement isn't really about
3 just science or math or reading, but it really is about kids
4 that are behind catching up and their gaps were getting
5 bigger.

6 And what we're seeing in our local data now
7 is those gaps are getting smaller which will then translate
8 into that achievement group really, really being able to
9 increase over the next what we're hoping year to two years.
10 Generations Schools network has a relationship with Batel
11 for Kids, a non-profit out of Ohio. They have there -- just
12 to give you a sense Generation Schools is about 12 of us
13 nationwide, Batel for kids is hundreds, and they have there
14 -- they are the ones that help us do our research based
15 strategies and help us put together they're kind of like our
16 -- they help us do our, they help us, excuse me, they help
17 us with some of the content is what I'm trying to say.

18 So, when I referred to FIP, Formative
19 Instructional Practices, that's one of the content that
20 we're in partnership with Batel for Kids for, which are
21 online learning modules. Generation Schools has then used
22 some of the foundational pieces that we use in collaboration
23 with Batel for Kids to develop our own what we call
24 turnaround leadership program, which is, and then,
25 collaboration and approved by CSU Global. So, anyone that



1 is in our turnaround leadership program also gets concurrent
2 credit through CSU global either towards their principal
3 license or towards a master's degree.

4 And so, we have worked very closely with CSU
5 Global to become approved -- an approved provider almost
6 like their -- an adjunct professor for them in terms of what
7 content we deliver aligns with CSU Global's expectation and
8 then earns our participants credit to be able to further
9 their education.

10 MADAM CHAIR: Questions? Board member Flores?

11 MS. FLORES: Yes, thank you. I just wanted
12 to ask --

13 MADAM CHAIR: Microphone.

14 MS. FLORES: Thank you. Why did you combine
15 the first grade and second grade? I personally think that
16 those are, well first, second. I like kinder. Kinder sec -
17 - first second and third are so important to, to reading. I
18 mean to really getting, you know, the basics and really
19 getting good at reading. And I just wonder, why you did
20 that?

21 MR. HAUSER: We did that primarily because
22 that was our best teacher. And we came down to a human
23 resource, where we didn't have enough teachers to put one
24 teacher per grade level, and we put our best teacher with
25 the first second grade.



1 MS. FLORES: Okay. And enough supports like
2 a -- for instance --

3 MR. HAUSER: Like a what? A pa -- a parent --

4 MS. FLORES: Well, yes.

5 MR. HAUSER: Yes. We have a parent who works
6 with her and third fourth, so she's split between their --
7 their corps discipline times.

8 MS. FLORES: And this person can really teach
9 reading and reading remediation? I mean, do you have --

10 MR. HAUSER: Yes, ma'am.

11 MS. FLORES: Because I thought that, you
12 know, that, that is such a support for all the other grades.
13 That I kind of wondered whether you could have made some
14 other changes to -- to really kind of support those grades.
15 But you don't have I guess the ability to just go out and
16 pick this other --

17 MR. HAUSER: I wish we did. I wish we had
18 the funding to have a teacher for every grade, especially
19 for first, second, third but -- but we don't.

20 MS. FLORES: Okay. And you se -- you know,
21 because of some of the comments, some of the teachers made
22 that they -- it was just too much work and they didn't think
23 that teach -- kids could -- were able to catch up. I was
24 very concerned about some of the comments that teachers made
25 and maybe that was in the upper grades. But that doesn't



1 seem to be -- when teachers don't think they can do the work
2 that's critical.

3 MADAM CHAIR: Board member Rankin?

4 MADAM CHAIR: Mr. Pagnotta, thank you so
5 much for your service; 22 years at that job is pretty big
6 and somebody has to step up. Congratulations to you. And
7 Dr. Hauser, I have to say I've written a lot of questions
8 down and you answered them when you spoke. And what I read
9 was your initial coming to this district as a
10 superintendent, I looked and said, look, five years, you're
11 on a turnaround. I mean, but I see what your challenges
12 are. You're very clear about that.

13 Do you feel that you have a leadership
14 problem or you did in your district when you first came? Not
15 you personally, okay.

16 MR. HAUSER: No, I understand. Yes. When I
17 came, yes, we did.

18 There was a leadership vacuum in -- in the
19 sense of teachers. There weren't any teachers who were
20 really stepping up to take the role of volunteering to do
21 something or finding out something or using their data or --
22 but it changed tremendously. And once Elizabeth came she
23 was -- she was Teacher of the Year in Trinidad for several
24 years. She has a stellar resume.

25 And after she came to Aguilar, I had people



1 throughout the county say, how in the world did you get her
2 to move from Trinidad to Aguilar? Well, it was really pretty
3 easy. She came and she had -- she loved Aguilar and she
4 came. But what she brought was the high level of
5 expectations both for staff and -- and students.

6 And so, we've had with -- with her leadership
7 at that Junior High, Senior High, we've had teachers who now
8 are stepping out to -- well, of course part of the
9 turnaround leadership grant, they're- they're involved in
10 that to build capacity. But we've had teachers, one teacher
11 volunteered to take the MTSS role for the rest of this year,
12 and she'll do it next year. Whatever it --

13 MADAM CHAIR: What's that? What's that,
14 what's that?

15 MR. HAUSER: Multi-Tiered Support System.

16 MADAM CHAIR: Thank you.

17 MR. HAUSER: It used to be RTI. I'm sorry.

18 MADAM CHAIR: It's okay.

19 MR. HAUSER: And I was just glad I was able
20 to say it. I've always said RTI and I saw -- heard
21 Christina say it a while ago, and I thought MTSS. But we've
22 had one teacher who stepped up to do that, and we've had
23 several others who have begun stepping up to the plate.

24 MADAM CHAIR: It seems to me with -- with
25 that kind of springboard it -- it's going to make these



1 programs have more of an opportunity for success.

2 MR. HAUSER: I think so.

3 MADAM CHAIR: And I -- I have to say I
4 appreciate that. Ms. Larson I wanted to ask you a couple
5 of things about Generation Schools. I -- I have to admit I
6 didn't know anything about it till I read about it and then
7 I called Generation Schools and asked about it.

8 This is a two-year commitment from Generation
9 Schools?

10 MS. LARSON: Yes.

11 MADAM CHAIR: Okay.

12 MS. LARSON: Yes.

13 MADAM CHAIR: And so when did this start? In
14 2015?

15 MS. LARSON: No, we're starting two years,
16 starting next school year.

17 MADAM CHAIR: Okay.

18 MS. LARSON: So, this year -- so if we
19 rewind, a year ago we were able to get a diagnostic review
20 and improvement planning grant that started the engagement
21 piece. That lasted through the summer, and then Dr. Hauser
22 re -- just kind of used local funds essentially we just
23 tried to pull from wherever we could, to prioritize getting
24 this plan -- basically to get this plan in place. Talking
25 to the teachers, creating these leadership teams, getting



1 the turnaround leadership program involved, and so now it's
2 more about implementation of the plan that you see in front
3 of you for the next two years. So, we're looking through
4 2019.

5 MADAM CHAIR: Yes, I did read that.

6 MS. LARSON: Okay.

7 MADAM CHAIR: I just wanted, you know I -- I
8 wonder what happens if we do have a great success; what
9 happens after 2019? But we'll have to just wait and see.

10 MS. LARSON: I can't wait to celebrate that
11 with you.

12 MADAM CHAIR: Yes.

13 UNIDENTIFIED VOICE: Thank you. Thank you

14 MS. LARSON: Absolutely.

15 MADAM CHAIR: I had another question.

16 Teachers struggle. I read this. Teaching two grades
17 together and you -- you have no choice. I mean it's the
18 numbers game.

19 But also sometimes that's a very good way of
20 teaching. I taught combo classes and I found just like the
21 district leadership can cause a chain reaction down the
22 line, you can have students doing the same thing. Is this
23 something that Generation Schools is going to look at in a -
24 - differently because this isn't something you all always
25 have come along.



1 MS. LARSON: No, I think what's interesting
2 is the way that we look, again we- we diagnose and then we
3 problem solve, right? And so in Aguilar's case we just don't
4 have enough humans to teach every -- we don't have enough
5 money or humans to -- to make that happen. So, what we did
6 was we redesigned the schedule to give them blocks of time,
7 and instead of teachers teaching first grade, and second
8 grade, and the first graders are doing something at second
9 grader- we look at differentiated groups throughout blocks
10 of time.

11 So, now I'm pulling small groups and teaching
12 first grade math or second grade math or whatever needs to
13 happen in those smaller chunks while the students are also
14 like we said, either with a para or with -- we use the
15 literacy cafe if you're familiar with that model, and sort
16 of in literacy we have an hour and a half block and then we
17 do the same thing in math where it's no more of that direct
18 instruction for an hour for first graders. It's really 15
19 to 20 minutes of guided instruction or a 15-minute mini
20 lesson for everyone and then differentiated instruction
21 based on the standards for small groups after that.

22 It doesn't work everywhere though, right?
23 Like if you, I mean in this case you gave 18 kids it's ideal
24 to have small group instruction and those 15-minute mini
25 lessons. But if you have 32 sixth graders that looks very,



1 very, different. So we -- we're very just responsive to
2 whatever the needs are, where we are.

3 MADAM CHAIR: Thank you. And I -- I have one
4 more question.

5 MADAM CHAIR: Go ahead.

6 MADAM CHAIR: How long has Generation Schools
7 been in operation in the US? How long has it been in
8 operation in Colorado?

9 MS. LARSON: 2012, our office came here and I
10 want to say, 2007, six?

11 UNIDENTIFIED VOICE: 2006.

12 MS. LARSON: 2006.

13 MADAM CHAIR: Six, U.S. And then-

14 MS. LARSON: She's my phone, phone a friend.

15 MADAM CHAIR: Twelve.

16 MS. LARSON: Yeah, I wasn't ready for that
17 one.

18 MADAM CHAIR: For the Western District,
19 correct?

20 MS. LARSON: Yes. So we started in New York
21 and Brooklyn and then spread to Cincinnati, Ohio and then
22 here.

23 MADAM CHAIR: So you -- you are their basic I
24 -- I know you're the core person --

25 MS. LARSON: I am.



1 MADAM CHAIR: For Aguilar. You- you have
2 three other people working with you in other parts of the
3 state? How do they work into Aguilar?

4 MS. LARSON: Well, that's interesting.
5 Actually one of my co-workers Kate, this is Kate Lister.
6 She has the same role that I do -- that I do with- with
7 Ignacio school district with the turnaround leadership
8 program, and I'm -- I just keep thinking the ladies of
9 Aguilar --

10 MADAM CHAIR: Wendy?

11 MS. LARSON: -- which is not really
12 appropriate to be bringing up at the state board. But it --
13 I mean they see us as a team. They call us the ladies, the
14 ladies are coming. You know and I'm so like Kate's
15 expertise is literacy. And so like I said before, when we
16 came in for litera -- it was like literacy instruction must
17 be changed now. We must restructure the schedule, they must
18 learn literacy cafe, we must get them doing differentiated
19 instruction. It was like ahh, that's Kate.

20 So, Kate came in and really evaluated what
21 was going on, put the intervention in place. So, now we use
22 a tier-two intervention called SIPs. That's all thanks to
23 Kate going through, literally going through closets and
24 trying to find resources that had been, you know, just put
25 away because we didn't know that they were there. I think



1 Kate and I spent about two months going through closets and
2 then aligning what was already there into what we just
3 needed to be able to do consistently.

4 So, like Kate's expertise is literacy, mine's
5 around improvement planning and instruction. Danielle
6 Platt, is another -- is another one of our senior directors
7 who's working with Ignacio's. She's a former superintendent
8 of a small district who literally turned the district around
9 herself and so she has a wealth of knowledge in terms of
10 leadership coaching and capacity.

11 MADAM CHAIR: And so, you can call on each
12 other, but you're the cor -- you're the ones going to be
13 responsible for the bottom line?

14 MS. LARSON: Correct. Yeah, but it's
15 beautiful to have people behind you. Like I said in terms
16 of literacy. I'm like I never taught first or second grade,
17 I was never an elementary principal, to be able to call up
18 Kate and -- and to be able to talk to her and then the other
19 beautiful thing is because that were a team, that whole idea
20 of getting the district in collaboration with other
21 districts.

22 So, now Stacy can call up other districts and
23 we were talking about a climate and culture thing we want to
24 do in -- with La Veta and we were like, 'Oh let's call La
25 Veta up and let's ask them if we could join them?' So that



1 way we that would save us some money and the PD but we'd get
2 the PD.

3 And so being able to create that network of
4 improvement with Generation Schools and then using our
5 connections to be able to connect to other districts and our
6 experiences is truly, it's -- it's exciting.

7 UNIDENTIFIED VOICE: Go.

8 MADAM CHAIR: I have just one more. I -- I
9 actually have a lot but I- I know it's time for me to be
10 quiet. But you went from 77 to 125. Why? What, what happ -
11 - I mean, these are very small, this is a small district?

12 UNIDENTIFIED VOICE: Just take all the
13 questions.

14 MADAM CHAIR: Where did they come from?

15 UNIDENTIFIED VOICE: Yeah.

16 MR. HAUSER: I don't know. I don't know. We
17 kept opening.

18 MADAM CHAIR: Had they gone? Had they gone
19 away and --

20 MR. HAUSER: You know what -- what with what
21 had started happening is that we -- we have an excellent
22 preschool program, and we would lose kids somewhere between
23 preschool and first grade who would go to another district.
24 And it seemed like for whatever reason that stopped. And we
25 stopped losing kids early on. So now that we've grown our -



1 - our -- our elementary school numbers considerably up. I
2 think we have like 75 elementary kids this year. First year
3 I was here we had 24, seventh through 12th graders. Now,
4 we've got 48?

5 UNIDENTIFIED VOICE: Forty-eight.

6 MR. HAUSER: So, it's just progressively
7 we've kept more students instead of losing some.

8 MS. RANKIN: Okay. Thank you.

9 MR. HAUSER: Sure.

10 MADAM CHAIR: Board member Mazanec.

11 MS. MAZANEC: Do you want to hold hands?

12 MADAM CHAIR: Did you have your hand up Ms.
13 Goff? I cannot see your hand.

14 MS. MAZANEC: She's just trying to hold hands
15 with me.

16 MS. GOFF: We're just trying to team it.

17 MS. MAZANEC: Thank you very much for your
18 presentation. Board member Rankin asked most of the
19 questions I think, but one of the questions I have the same
20 question about how you went from 77 to 125 students. Where
21 were those what, 50 students going before? Were they going
22 to neighboring districts? They had left Aguilar for --

23 MR. HAUSER: Some went in Trinidad some went
24 to -- were in Walsenburg.

25 UNIDENTIFIED VOICE: Some were in Aguilar and



1 would go somewhere else.

2 MR. HAUSER: Some were in Aguilar --

3 MADAM CHAIR: Is that still the case with
4 high school?

5 MR. HAUSER: I'm sorry. what's the question?

6 MADAM CHAIR: Is that still the case with
7 high school? Wouldn't your think a K-6 and 7-12 numbers be
8 similar?

9 MR. HAUSER: Well, I think what happens we
10 started -- the numbers from elementary that came into
11 seventh grade were larger and so over the last four or five
12 years we've -- it's just accumulated more. I don't know
13 where they've come from.

14 I do know that we've got some students
15 Walsenburg, some from Trinidad and we're keeping most of our
16 students from Aguilar. Whereas they -- some of them were
17 going to other districts.

18 MADAM CHAIR: So, you've got kind of a
19 regional system?

20 MR. HAUSER: Yes.

21 MADAM CHAIR: Ms. Mazanec, go ahead. I'm
22 sorry.

23 MS. MAZANEC: Also, I'm curious about your
24 graduation rate. That's quite a leap. How do you explain
25 that?



1 MR. HAUSER: I have an answer --

2 MS. MAZANEC: He's -- he's passing the buck
3 to you.

4 MS. JAMIESON: This one might.

5 MS. LARSON: They didn't believe in
6 themselves in 2012, the -- they had the attitude that it's
7 just regular and there's nothing beyond here, they had no
8 dreams or future. With my staff now, we've come in and we
9 have higher expectations and we have shown them what is out
10 there.

11 We have students that are now going into the
12 armed forces, we have students that are going to four year
13 colleges, we have students that are in the nursing programs,
14 we have students with dreams, they didn't have that before.
15 And a lot of our retention rate is because before, they felt
16 hopeless and they would just drop out. They didn't know
17 what was out there. Well, now, they see the future.

18 MR. HAUSER: And I would -- excuse me. I
19 would say relationship and expectation is that -- the
20 teachers have really fostered relationships with the
21 teachers -- with the students, and -- and also the
22 expectation is you will graduate, you -- you're not going to
23 take the easy way out and quit.

24 MS. JAMIESON: I always tell my staff if you
25 can capture their heart, they'll give you their mind. And



1 they do.

2 MS. MAZANEC: Another question about the
3 teachers. You closed the school, you required everyone to
4 reapply, and did you say that you rehired or how -- how --
5 many teachers were rehired, was it six of nine or only two?

6 MR. HAUSER: Two of six.

7 MS. MAZANEC: Okay. And so my question is,
8 where did you find the remainder of your staff? Because we
9 know that, you know, attracting and retaining teachers is a
10 problem.

11 MS. LARSON: Other districts.

12 MR. HAUSER: It is. And luckily, I had a
13 math teacher that we already were in the process -- we used
14 her during the year and then we brought her in full time and
15 -- and did not hire back the math teacher.

16 Social Studies, I contacted other
17 superintendents and got some applications. Special
18 education was a referral from BOCES of someone who was in
19 another -- a neighboring district. So, we -- it was done
20 that way.

21 We've done a lot through referrals from other
22 superintendents, we have TalentEd which is an online
23 recruitment source. And then we've used BOCES as an
24 alternate licensure program through UC Denver. And for
25 example, our -- our Ag program which we started -- La Veta



1 back in -- last- year before last, we decided to go ahead
2 and have a -- I- am I past time?

3 MADAM CHAIR: No, please.

4 MR. HAUSER: I'm sorry. We decided to go
5 ahead and hire a full -- a half time Ag teacher because we
6 couldn't -- we wanted the program going. FA- FFA is just
7 hugely important for kids going to college especially rural
8 America and rural Colorado. And so we -- we had a teacher
9 hired, she quit the day before school, and -- and went to
10 another district that was going to be more accommodating to
11 her schedule. And I went to a parent of -- of preschool
12 twins who are on the front row in the pink. I went to their
13 mother who was a Ag major in Oklahoma, dynamic young lady,
14 who she and her husband ranch just outside of Aguilar and
15 she said "Yeah, I will do it." So, she came in half time.
16 She loves it so much, she's getting her alternative
17 licensure through UC Denver and we're going to hire her full
18 time next year.

19 UNIDENTIFIED VOICE: That's wonderful.

20 MS. MAZANEC: So, you -- you've made use of
21 alternative licensure for --

22 MR. HAUSER: Yes, ma'am.

23 MS. MAZANEC: Okay. One other question,
24 Generation Schools, which I had not heard about either, do
25 you specialize in rural schools or you start she -- you said



1 you started in Brooklyn, so --

2 MS. LARSON: Right.

3 MS. MAZANEC: I thought I heard you say early
4 on that you kind of specialized in rural schools, do you?

5 MS. LARSON: You know, that might not have
6 been the most accurate. I would say, we respond to what's
7 needed and if the school has the readiness factors that
8 match with what we offer, that works.

9 We found though in Colorado the need is truly
10 -- it's, I mean, and I don't want to speak for you, but what
11 we've found and you can ditto that, is, it's hard to get
12 providers that want to drive four hours from Denver to do
13 work in a meaningful way that don't charge an exorbitant
14 amount and, you know, don't just come in once a year.

15 And so, what we found were districts were
16 like we want help, we just we don't have a lot of money and
17 nobody wants to drive and stay with us, so --

18 MS. MAZANEC: So, you're based in Denver and
19 you drive.

20 MS. LARSON: I live in Denver, Kate lives in
21 Pagosa, Daneel lives in Trinidad. Outside of Trinidad.

22 We try to put people all around so that way
23 we decrease our travel times, but sometimes when there's a
24 sweet spot like for me it might be easier for Daneel to go
25 to -- to Aguilar, but that's where, right? No -- no, it's



1 mine. Aguilar is mine. So, I go there and again it's --
2 it's tricky because it's easy when you work with DPF that
3 has a big budget and a lot of money, as a provider to be
4 like ooh that's -- that's easy. But when you're working
5 with \$18,000 and you need to do school turnaround, and you
6 need to travel and travel expenses are involved, that's
7 really, really hard.

8 And so we've, I mean, we're a nonprofit
9 that's dedicated to every student succeeding. And so
10 whether that's in Brooklyn in a high urban setting with --
11 with a high school or whether it's in Aguilar with 120 kids,
12 you know, with -- with no grocery store or gas station,
13 that's what we do.

14 MS. MAZANEC: One final. So -- so, you have
15 -- you have professional development and curriculum are your
16 charge, right? And for you the charge is culture and high
17 expectations.

18 MR. HAUSER: I hadn't divided it out that
19 way, but that's -- yeah.

20 MS. MAZANEC: Good. Thank you.

21 MADAM CHAIR: So folks, I'm going to make a
22 risky move here and suggest that we take about a believe
23 eight minute break, and ask you to please come back. We've
24 been here since 8:30 and I think it will be healthy for us
25 to get a chance to move. Thank you very much and I hope



1 you'll come back.

2 (Recess)

3 UNIDENTIFIED VOICE: I know.

4 MADAM CHAIR: Wow. That was really good,
5 really good guys. Within a minute. Somebody bring out the
6 gold stars for all of us. Thank you, folks, for coming
7 back. Ms. Goff I believe you were next. Questions.

8 MS. GOFF: Thank you. I will try -- if I
9 suddenly stop talking, it's that the physical strains of
10 whatever happens to voices has taken over. I -- so I'm -- I
11 hope it won't happen. I'd like to talk a little bit about
12 specifically the secondary since you're middle and high
13 school is a focus point right now.

14 I'll start with course content I guess. You
15 know, when we're talking a lot in general around literacy
16 and math and science, and things like that, is just an idea
17 with a school that's the size of your of I -- I'm thinking
18 in high school right now, but middle school does get real
19 close to it. What -- what kinds of electives are available
20 for kids? How -- how's the participation in that? Is there a
21 recruitment promotion activity for kids at -- either at
22 elementary end or middle school to get interested and learn
23 about what high school offers? And I'm -- I'm just going to
24 be real general here but you mentioned CTE, you have
25 reinvigorated or reinstated some ideas in that.



1 And also, if you could talk a little bit
2 about, what -- what does concurrent enrollment? Are there
3 opportunities for that? How are things developing
4 particularly for high school motivation and culture' and-
5 and the incentives that are involved in that?

6 And do you see yet whether or not that
7 particular type of activity has had the impact on fewer
8 dropouts and more graduates and just a general picture of
9 that? What's the prognosis coming down the next few years?

10 Ms. Danielle Platt: We have a -- for a small
11 school, I believe we have a large selection of electives.
12 We have the FFA, the ag courses. The first of the year we
13 had a programming course. They were able to come in and
14 actually make math games for the elementary school with
15 their computers.

16 We have an accounting class, we have Ag --
17 home ec class, it's called ACE. It's adult consumer
18 education, where they do a lot of cooking and they do a lot
19 of teaching them how to be out on their own.

20 We have a community leadership class and in
21 addition to that we have the credits from the college that
22 they're able to do.

23 We've had a huge increase in students
24 interested in college courses simply because they now see
25 that they can be successful. Some of them were afraid that



1 they wouldn't be successful and so they were afraid to try.

2 We've had nursing -- nursing students, they
3 get their prerequisites and then they go and join the
4 nursing program. I have one that was a graduate of ours two
5 years ago is now in the RN program ready to graduate this
6 year. We have those that are taking psychology online,
7 anatomy online. The -- there's several courses that they're
8 doing online.

9 MS. GOFF: Is it Trinidad?

10 Ms. Danielle Platt: Trinidad State Junior
11 College.

12 MS. GOFF: State Junior, that's the closest
13 one, but you've also got some review on-

14 Ms. Danielle Platt: We're kind of in the
15 middle between there and public community college. We've --
16 we've also done some pigtail classes, we've worked on some
17 pigtail classes with La Veta. We've done the Spanish class.

18 UNIDENTIFIED VOICE: What is a pigtail class?

19 Ms. Danielle Platt: The teacher is actually
20 either in La Veta or with us. She came down with us a
21 couple times, too. And the camera -- she could actually see
22 the classroom of the other. So, if she was in La Veta, she
23 could see our kids and if she was with us she could see La
24 Veta's kids.

25 MR. HAUSER: We also have an auto shop



1 teacher and he's -- he's auto shop, industrial arts. And I
2 appreciate the question 'cause I think that really gets into
3 the wheelhouse of the graduation rate/dropout rate.

4 When it came time looking budget we insisted
5 on -- I -- I strongly recommended to the board that we keep
6 the auto shop teacher because so many of our kids were
7 interested in their cars and interested in going on to -- we
8 have a student studying now in Washington State in auto tech
9 programs.

10 So, it's -- it's been for -- for a school
11 with 48 -- 44 high school 7th to 12th graders, we do have an
12 awful lot that they can participate in either online or
13 through the teachers we have or -- or by going to TSJC and
14 taking courses.

15 MS. MAZANEC: Are you finished?

16 UNIDENTIFIED VOICE: No.

17 MS. MAZANEC: Keep going. Please.

18 UNIDENTIFIED VOICE: I'll try to be -- I'll
19 try to get them into one spot if I can.

20 That, connected to the ICAP idea, is there --
21 is there access to that for kids starting actually in middle
22 school? Do you have -- do you go down as far as seventh
23 maybe even sixth grade, but starting as early as possible
24 and what seems to be the -- what's the reception of the
25 community of the parents and the kids for that opportunity?



1 The other -- another related idea is do you
2 all -- have you all had experience with the Counselor Core
3 Grant? Have you had counselors onsite?

4 MR. HAUSER: We applied for the Counselor
5 Core Grant last year, year before, and -- and didn't get it.

6 UNIDENTIFIED VOICE: Okay. Any plans for
7 thinking about that again or?

8 MR. HAUSER: We'll --

9 UNIDENTIFIED VOICE: Perhaps. If you -- if
10 you need to.

11 I mean, you know, the numbers do make a
12 difference in what situation districts want to -- actually,
13 what your situation is. Makes a lot of difference in what
14 you decide to do. Another related to that screening, I'm
15 thinking about not only secondary school now, but the
16 elementary as well. Gifted and talented screening
17 opportunities, do you have -- have you had presence and
18 access to CDEs and -- and the Office of Special Services for
19 taking care of screening of young kids for GT? Is it -- is
20 there -- is there an easy way? Is it possible? Is it easy
21 for you to get access to those either through BOCES or other
22 regional operations?

23 And also, Special Ed, I know you mentioned
24 you do have special ed staff, and is that -- is that a
25 pretty much single or a couple of positions available to



1 cover both levels or how does your special ed work?

2 Ms. Danielle Platt: Actually, we do test our
3 students for GT, and we have several identified, and we have
4 a list of students that are on a watch list and we're
5 gathering information about them. They're screened once a
6 year, and I do the screening, and worked with the -- I've
7 been working with Cindy Hunt and we've been -- this year is
8 the -- is the second year that -- these -- the two that are
9 identified are in the elementary. And so, they -- they --
10 they have their ALPs in place and --

11 MR. HAUSER: In special ed the numbers that
12 we have. I'm sorry, Christina. I need to tell you the
13 numbers were wrong on the slide.

14 The numbers that are on the slide were --
15 were I think they show have 5 percent special ed. Our
16 number is about 20 percent special ed. So, we have a high
17 special ed population in our -- in our district.

18 We've got -- I think we -- our special ed
19 teacher came in to talk to us about scheduling for next
20 year, Tuesday and we've got about 26 students right now who
21 were in special ed, primarily in two different grades. And
22 when I say that, I mean like there's maybe five or six
23 students each in those grades. So, that -- that is a
24 concern for us in staffing. We do -- we have a
25 paraprofessional who works with special ed teacher to



1 service the needs and works with the seventh through twelfth
2 graders in their classes primarily.

3 UNIDENTIFIED VOICE: Okay. Okay. That's the
4 only thing -- just one quick comment more than anything, the
5 Teacher Leadership Program, the development of teacher
6 leaders. I'm just -- I'm just commenting.

7 I'm imagining that to be incredibly fun
8 situation if you're a teacher. Among six to nine staff
9 members and all of you are getting together and here I go,
10 sorry. Getting -- learning how to become a leader of
11 teachers. I just -- I'd like to see that. I'd love to
12 experience that and I hope those teachers realize what a
13 great opportunity that is and if they're willing to share
14 that around our state --

15 MR. HAUSER: It's -- it's actually spurred
16 two of them to go on to start looking for masters and -- and
17 work toward principal certification or just another master's
18 and study.

19 UNIDENTIFIED VOICE: Thank you.

20 MADAM CHAIR: Board member Durham.

21 MR. DURHAM: Thank you, Madam Chair.

22 UNIDENTIFIED VOICE: Keep your shirt on.

23 MR. DURHAM: What's the total budget at
24 Aguilar?

25 MR. HAUSER: It's right around four million.



1 MR. DURHAM: So, your per pupil would be?

2 MR. HAUSER: Per pupil is 14,000.

3 MR. DURHAM: So 14. And what -- how big is
4 the district in terms of how long has the bus ride on
5 average to the school?

6 MR. HAUSER: We have three bus routes. One
7 goes up the canyon and that's usually in a -- in a suburban.
8 One goes east to the ranches and that's in a small bus.
9 That's about a -- both of those are about 20 minute rides.
10 And then one goes south toward Trinidad, and that's a large
11 bus that has our largest number on it. And that's again,
12 about 15 to 20 minutes. So, we've got three 20 minute bus
13 rides.

14 MR. DURHAM: So geographically it's not an
15 absolutely a huge district.

16 MR. HAUSER: No.

17 MR. DURHAM: So, 14,000 is -- must qualify
18 for the small district sizes.

19 MR. HAUSER: Yes, sir.

20 MR. DURHAM: And it would appear that you're
21 -- with your matriculation rate that if it continues to
22 improve to a level it has, you might have a top end of 150,
23 175 students maybe. If you continue to retain more and
24 more.

25 MR. HAUSER: I -- I -- I -- my own personal



1 goal is somewhere around 150. If we got to 150, we'd be
2 doing outstanding. Years ago, there were between two or
3 three hundred students, but that was way back.

4 MR. DURHAM: Before the consolidation of
5 farms and ranches probably.

6 MR. HAUSER: Right.

7 MR. DURHAM: And then, I'd just like to --
8 one comment. I think it's very impressive that you all
9 recognized that you had a problem and have done some very
10 significant things to try and solve it. And I think for
11 education in general in the state, you know, we're not going
12 to make significant strides unless people recognize their
13 problems and actually do take action, and it appears that
14 you've taken action really above and beyond what is
15 ordinarily recommended by the CDE staff and I commend you
16 for doing that. Thank you.

17 MR. HAUSER: Thank you.

18 MADAM CHAIR: Okay. Round two. Board
19 member Flores.

20 MS. FLORES: Yes. I wan -- wanted to ask
21 about music and art. And a few other questions. So, you
22 found that an AG person and I don't mean Attorney General,
23 like an ag person. So, you -- you found that person out in
24 the community. Would it be possible to find somebody with
25 music, with a music background?



1 MR. HAUSER: We did.

2 MS. FLORES: You did?

3 MR. HAUSER: We did.

4 UNIDENTIFIED VOICE: We have Music.

5 MR. HAUSER: We have a halftime band teacher.

6 MS. FLORES: Oh, that's wonderful.

7 MR. HAUSER: For band three -- third grade
8 through sixth grade, and then ninth grade in high school.
9 And then we also had two members of the community who
10 volunteered to come in and work with elementary kids in
11 ceramics and art.

12 MS. FLORES: People volunteer. I know Mr.
13 Pagnotta probably -- Pagnotta volunteers. We volunteer.
14 There's a lot of volunteers out there. Art too. Do you
15 have art?

16 MR. HAUSER: We don't have art right now. We
17 did last year and we're going to try to have art again next
18 year.

19 MS. FLORES: Maybe if you advertise, you --
20 you'll find somebody in the community who, you know, who's
21 doing something special.

22 The other concern I have is what about girls?
23 I know you have football, basketball. Does this also
24 include girls?

25 UNIDENTIFIED VOICE: We have volleyball,



1 basketball, and track.

2 MS. FLORES: That's -- that's great.

3 MR. HAUSER: And we have a girl on our junior
4 high football team.

5 UNIDENTIFIED VOICE: And we have
6 cheerleaders. We haven't had those (indiscernible).

7 MS. FLORES: Well, yeah, cheerleaders. But
8 basketball, maybe.

9 UNIDENTIFIED VOICE: You're not cheerleader
10 bashing, are you?

11 MS. FLORES: No.

12 UNIDENTIFIED VOICE: It is a sport.

13 MS. FLORES: Listen, I couldn't even stand up
14 straight, so no. I think that balancing and all that is
15 great.

16 So the other question I had is, you know, I
17 think it would be wonderful and I know you mentioned it, Dr.
18 Hauser, in your report that cultural diversity and classes
19 in this area is kind of missing, but you do as much as you
20 can to take kids out when those activities happen.

21 Would it be possible maybe again in the
22 community that you might have someone that could bring in
23 that -- a course in -- in diversity for -- and I'm not just
24 talking about Hispanics, but whites. You could have ethnic
25 whites that, you know, just teaching about diversity, and



1 the different Hispanics, and Mexican Americans that you
2 might have in your community. Because I think this does a
3 lot for the -- self concept.

4 And that's what you're trying to build up.
5 Is you're trying to build up kids, you know, who may not
6 have the greatest self concept. They're isolated. And you
7 want to kind of bring them up, and to feel good, and I think
8 when you feel good, you, as students you know, you see the
9 world maybe a little bigger than -- than it is and you want
10 to go out, and experience and -- and do things. And I think
11 it's very important. I just came back from a --

12 MADAM CHAIR: Question. Do you have a
13 question?

14 MS. FLORES: Yes, I do.

15 MADAM CHAIR: Would you ask it, please?

16 MS. FLORES: I -- I'm getting there. It
17 takes me a little while.

18 So, maybe you could do this. At this
19 conference that I went to, there was a lot of research that
20 these researchers found that cultural diversity in teaching
21 classes in this area did a lot for kids, and a lot for their
22 self concept, and that showed that it raised academic
23 improvement. It did academic improvement for these kids who
24 were minority. I know that the majority is the minority or
25 the minority is the majority.



1 MADAM CHAIR: Dr. Flores, could you ask a
2 question? There are other board members who also have
3 questions.

4 MS. FLORES: Yes. Have you thought about
5 this?

6 MR. HAUSER: Yes, we have. And I -- I may
7 teach a Swahili class next year, so we're -- we're looking
8 at various options for different languages and culture.

9 MS. FLORES: Which part of Africa were you?

10 MR. HAUSER: Kenya.

11 MS. FLORES: Kenya.

12 MADAM CHAIR: Yes. Thank you.

13 MS. FLORES: That's great. Thank you.

14 MADAM CHAIR: Board member Rankin.

15 MADAM CHAIR: So you have -- you've
16 contracted and then for two years is 98,000 is that correct
17 the amount, 54 the first year and 52 and 46?

18 MR. HAUSER: I think that's the total. That
19 includes teacher stipends and -- and all of that. That's
20 not specifically for Generation Schools.

21 MADAM CHAIR: Okay. The whole package. And
22 does that -- do you have other grants that come or does this
23 come still out of your budget? I'm a little confused on
24 that.

25 MR. HAUSER: That was -- as we talked about



1 that, some of that's related to the grant that were foreseen
2 coming down the pike with the management grant and some of
3 it's what we're using right now through Title money and
4 local funds. And then also, we're incorporating the
5 turnaround leadership grant which has already been issued
6 that we're -- we're just trying to maneuver, manipulate and
7 use the -- the various funding sources as well as we can.

8 MADAM CHAIR: That's a sign of a good leader.

9 MR. HAUSER: Desperate.

10 MADAM CHAIR: And I have another question.

11 Mr. Swanson, how often have you either visited or contacted
12 with this district to work together, I mean it sounds to me
13 like there's been more connection with CDE, is that correct?

14 MR. SWANSON: There has been some, I've only
15 been working with Aguilar for the last school year. And
16 I've probably worked with them probably four times over the
17 course of last year. To be honest with you, their plans
18 have been -- this ball has been in motion, and their work
19 with Generation Schools has been in motion. And so it's
20 really been just helping them prepare with coming here, with
21 adding some things, helping push their plan a little bit
22 further and all that, but a lot of the thinking -- it's
23 really been a thought partnership more than having to push
24 them in ways that we may have had to with other districts.

25 MADAM CHAIR: Okay. Thank -- thank you very



1 much. MADAM CHAIR: So, I have a technical question that I'm
2 pretty sure is for staff that I would like to understand
3 better. Because of the size and the N-factor. How do we
4 know in a given year what's been the change when in fact
5 we're aggregating and correct me if I'm wrong, that we're
6 aggregating sometimes three years in order to have an N-size
7 large enough to be able to publish it? Doesn't that diffuse
8 what's happened in a single period and how do we -- how do
9 we analyze that? How do we here at the table, analyze the
10 data in an understandable way that shows trend, for example?
11 When we've got to mush numbers together.

12 UNIDENTIFIED VOICE: Thank you for your
13 question. We were just having a similar discussion earlier
14 and it is -- it is tricky because we have to roll up some of
15 the data. But there are -- there's some one year data that
16 we can look at, and we tried to do our best in write -- in
17 compiling the data analysis of this report. We had -- we
18 thought through that exact question what we showed will be a
19 meaningful trend and what do we have to display there. And
20 most of it was the district level data was really hard to
21 look specifically at high school level.

22 Although we were able to look at the
23 graduation rates in the one year/four year rate, which is
24 where we were able to show that trend of increasing from in
25 the '50s to the 87.5 percent in just the past 2016. So



1 we're able to see some one year trends which is helpful.

2 And then we were --

3 MADAM CHAIR: So you can use the small number
4 -- a small N in that, am I right? Because it's only six
5 graduates. I'm just trying to get a better understanding so
6 I know where to put my faith in the numbers and where to
7 think. It's not clear.

8 MS. PEARSON: I think those are really,
9 really good questions. You're right, there are small
10 numbers in this community and so, you will see some
11 fluctuations because it's such few kids that you're talking
12 about.

13 I think when we look at it and we've seen
14 that data over time of the challenges there, when you see
15 that for multiple years, we've seen for five or six years
16 that it's been a challenge, that tells us you know, this is
17 probably not dependent just on the individual kids that were
18 there but the system level pieces. I think going forward
19 we're going to want to look really carefully like next year
20 when the data comes out to look and see where things are.

21 The graduation and dropout rate has improved
22 tremendously and, and that's a really good sign for the
23 district. And it sounds like the '16 grad rates are going
24 to be very similar to what com -- is coming forward in '17
25 just from the conversations we've had out in the hall of,



1 you know all -- all your students are graduating and
2 matriculating as well.

3 So, I think we're pretty confident in that,
4 but I think it's always something we want to take into
5 consideration the size of what we're looking at. Does that
6 help at all?

7 MADAM CHAIR: Is there a way to -- when you
8 have to aggregate three years worth?

9 MS. PEARSON: Yeah.

10 MADAM CHAIR: You lose the specificity of the
11 most recent year.

12 MS. PEARSON: Yes.

13 MADAM CHAIR: Is it still legally okay to say
14 the trend is in this direction? Do you have that right?

15 MS. PEARSON: I think what we try to make
16 sure we do when we look at trend with the data is that when
17 we compare three year to three year. So, if we're
18 aggregating over three years, we look at the three year
19 average and '16 and the three average in '15 and a three
20 year average in '14, which still has some overlap definitely
21 but you could do it that way.

22 MADAM CHAIR: So, there you can tease out.

23 UNIDENTIFIED VOICE: There you can tease out
24 that trend.

25 MADAM CHAIR: Overall there's a growth that



1 you can surmise that it's the latest.

2 MS. PEARSON: Yeah. One thing that's really
3 nice about our new state assessment actually is that the
4 scale is the same all throughout. Right? Seven -- that
5 scale score of 750 means that benchmark for every single
6 grade three through nine. And so what we did when you saw
7 the data earlier you saw the district wide achievement data
8 and growth. So this year, because we didn't do a three year
9 framework this past year, with achievement and growth we
10 didn't have that data there, we were able to look district
11 wide three through nine, at what the scale -- the mean scale
12 score was. So that's something we'll be able to look at,
13 look at one year data from '16 to '17 and going forward.
14 Does that make sense?

15 MADAM CHAIR: At the high school level you
16 will have three years of SAT/PSAT, whatever.

17 MS. PEARSON: Yeah, it'll take some time to
18 get there.

19 MADAM CHAIR: You may or may not have enough
20 to make an appropriate N-size.

21 MS. PEARSON: Yeah.

22 MADAM CHAIR: I'm just trying to make sure
23 that we don't put too much confidence in a number that isn't
24 measuring or that's so aggregated that it's not really
25 telling us what we want to know.



1 MS. PEARSON: Absolutely. And I think that's
2 -- you know, the district's focused very closely on their
3 local data as well and really that's built into the -- their
4 UIP and the performance framework. So, this is what we're
5 looking at with our local data to keep looking at the trends
6 and see --

7 MADAM CHAIR: Well, locally, they can -- you
8 can look at any numbers you want to.

9 MS. PEARSON: Exactly.

10 MADAM CHAIR: You're free -- it's in terms of
11 what comes to the public that we need to be thoughtful
12 about.

13 MS. PEARSON: Yeah.

14 MADAM CHAIR: We don't want to mislead the
15 pub -- ourselves in --

16 MS. PEARSON: Yeah.

17 MADAM CHAIR: -- how we do that.

18 MS. PEARSON: Absolutely.

19 MADAM CHAIR: I guess I'd make a quick
20 comment which is that despite the challenges that we see for
21 small districts or small rural districts, I'm so impressed
22 with the nimbleness that is available to you. That if you
23 get on the right track, and you get -- if you feel you need
24 help you can get help, you can make a huge difference and
25 turn around a ship so much quicker and maybe kinder than you



1 can in a large organization.

2 So, I kind of want to talk about the
3 advantages of the small district despite the fact that we
4 recognize that you have significantly more challenges as
5 well. But that nimbleness Ms. Rankin and I have seen in the
6 Western Slope and what some of the school districts have
7 done and they've just turned things around extremely
8 quickly. And It's just a characteristic.

9 I mean, leadership is leadership and it
10 matters, et cetera. But it's also the capacity to do things
11 so much -- so much faster than in a large district where
12 there are tons of folks. Board member Flores.

13 MS. FLORES: Dr. Hauser, how do you think
14 Swahili will help your students?

15 MR. HAUSER: It's one of the strategic
16 languages by the state department. So, maybe it'll give
17 them a broader global vision.

18 MS. FLORES: Will you teach culture in the
19 process?

20 MR. HAUSER: Oh yes, absolutely.

21 MS. RANKIN: One last thing. We've talked a
22 lot and as Madam Chair says, you've certainly shown a lot of
23 nimbleness and, and finding the answers to your needs.
24 What's been hard? What's been really hard? It's a small
25 community, how many teachers were not hired back. What's



1 been hard? Both culturally and academically?

2 MR. HAUSER: I think because of the smallness
3 of the school, it's been hard to see the student failures
4 we've had. It -- it's -- you know, one student dropping out
5 is -- is significant for us and it's hard for me to see that
6 student just give up and quit. And -- because I personally
7 know. Elizabeth and I personally know them very well.

8 And -- and we've got students -- we were just
9 talking about some the other day who one of them -- one of
10 them lives with the grandmother and the grandmother can't
11 control her and her grandmother sleeps with her door locked
12 because she's afraid of her at night. And -- and that
13 student is -- I know she's not going to do well. And
14 there's nothing I can do to stop it.

15 I -- I called the -- we've called the law,
16 we've called the courts, and -- and we just see her going
17 for a train wreck. And for me that's the hard thing, is
18 seeing the individual students I know aren't going to --
19 don't have it inside to tough it out.

20 MS. JAMIESON: It is hard. It is hard to
21 watch a student that you know has everything ahead of them
22 and they just want to give up; maybe their home life isn't
23 the best. We have students at the high school right now
24 that are ready to graduate that have overcome huge obstacles
25 that we could only imagine. Our salutatorian couldn't read



1 when she appeared as a sophomore in our school system. She
2 could not read at all. And she finally opened up and told
3 us that her father had told her that education wasn't for
4 girls and he had kept her home until that time.

5 And so to -- to see them -- and when she came
6 to us she had no -- no self-esteem whatsoever and now to be
7 able to watch her walk across the stage and -- and be the
8 salutatorian of the class.

9 But what's hard is to -- is to realize that
10 there are kids out there that are living on their own. They
11 are trying to work jobs at fast food restaurants to make
12 enough money to -- to get by because they are not -- they
13 have no support system. And you can't be -- you can't be
14 mom and dad to them and support system for them. You can
15 only help them at school.

16 I can stay till 6:00 if they want me to or
17 7:00 if they want help or they need a place to stay and I
18 can be there on Friday. But then they do have -- they have
19 the weekends and I have to let them go and then Monday they
20 come back. That's hard, because you don't know where they
21 are or what they're doing.

22 UNIDENTIFIED VOICE: And what about
23 academically though? You -- you talked about growth, gaps,
24 catching up. I'd like to hear a little more about what has
25 that involved, for the improvement for these students?



1 UNIDENTIFIED VOICE: I think the big piece
2 that we've seen is the belief in self is -- is what was
3 missing. And we as teachers as leaders there, like you said
4 there's some dramatic cultural challenges that we face
5 everyday regardless of what systems we put in place, there's
6 life that goes on around us. And to be able to as a teacher
7 to be resilient through those things, for your students and
8 then for yourself is exhausting.

9 And so getting our teachers to a place where
10 they feel you know five years of red DPFs. They've failed.
11 Five years of looking at local data that says the kids
12 aren't where they need to be, yet I'm working as hard as I
13 can to make sure this kid shows up every day, let alone is
14 fed every day, let alone is clothed and feels safe to come
15 to school. But I got a red DPF. How do I ever catch up
16 with that?

17 And so getting the teachers to a place where
18 they feel empowered, like they have a choice, like they can
19 make a difference, has been a big piece of that cultural
20 shift because then the kids see that in them, and they pass
21 that on to their kids.

22 And so as -- from the teacher perspective,
23 which is where I come from and, and in working with them,
24 it's that shift in belief that I can. Because for many,
25 many years those teachers have been running circles around



1 themselves, just trying to make their head stay above water
2 and yet we still have a red DPF and the state and the people
3 around us say we're not doing good enough. And now finally
4 we're to a place we're like our -- we can.

5 And we're not working -- we always say, "Work
6 smarter not harder", we're like, wish it was that easy.
7 It's -- it's not that easy when you have the kind of
8 dynamics that we face day in and day out. But at the same
9 time, those teachers drive that culture and with the school
10 closing and restarting and having committed teachers there
11 who are now working together so they don't feel so isolated,
12 who are working with other staff who have similar
13 challenges, we're removing that barrier of isolation and
14 showing how it is possible.

15 And then, the best part in my opinion as a
16 nerd is the data, as they look at the data and they go, "Oh
17 my gosh, this kid moved from here to here," which before we
18 just give an assessment and there's too much in the way.
19 And now we're looking at it and going, okay the DP -- DPF
20 might be red, but this kid has grown and that the 40th
21 percentile after three years of showing nothing. And all of
22 a sudden you tell that to the kid and the kid's like, "Oh I
23 ca -- I can," and the teacher's like "Yes, you can".

24 MADAM CHAIR: Go ahead, Ms. Mazanec.

25 MS. MAZANEC: Tha -- that was very inspiring.



1 Actually, though, what I'm really interested in is, you
2 know, we have heard about districts and schools that have
3 improved the academic outcomes for their kids and we often
4 hear that it was as a result of a lot of hard work.

5 And I -- I think what I'm really interested
6 in is what is that hard work? What is working for these
7 kids? I mean, obviously inspiring them and the teachers
8 being inspired. I get that, but I'm really talking about
9 academically.

10 How are you moving the needle for those kids?
11 Are you focusing on literacy? Are you fo -- you know are
12 you, are you going back to some -- some basics to get them?
13 That's what I'm kind of looking for.

14 MR. HAUSER: It -- it's all of it.

15 MS. MAZANEC: All of it.

16 MR. HAUSER: It's all of it. I mean, we're
17 loo -- in in our situation we're looking at everything
18 relating to instruction. That's hard work. I mean, for a
19 teacher to -- to realize that she can't -- he can't sit at
20 their desk the whole time, but have to get up and be with
21 students and, and monitor that student's assessment both in
22 the classroom and on NWEA and, and then provide for the
23 intervention that that student's getting, and then to really
24 look critically at what that teacher has been teaching and
25 say, you know, that's not going to cut it. I've got to



1 bring in some more resources and improve my training. It's
2 -- it's all of it in our situation both the reading, the
3 math, the writing, it's -- it's -- it's the whole school
4 thing, is hard. It is -- it is hard.

5 MS. MAZANEC: Thank you.

6 MADAM CHAIR: Board member Rankin.

7 MADAM CHAIR: Thank you, Madam Chair. Based
8 on today's hearing, I move that the department and district
9 work together to submit a proposed written final
10 determination regarding external management for both the
11 district and Junior Senior High School, for the state
12 board's consideration at the June state board meeting.

13 MADAM CHAIR: It's a proper motion. Is there
14 a second?

15 UNIDENTIFIED VOICE: Second.

16 MADAM CHAIR: Thank you. Any more comments
17 before call the vote?

18 MADAM CHAIR: I'd just like to say thank you.
19 Excellent report.

20 MR. HAUSER: Thank you.

21 MADAM CHAIR: Ms. Cordial.

22 MS. CORDIAL: Board member Durham.

23 MR. DURHAM: Yes.

24 MS. CORDIAL: Board member Flores.

25 MS. FLORES: Yes.



1 MS. CORDIAL: Board member Goff.
2 MS. GOFF: Yes.
3 MS. CORDIAL: Board member Mazanec.
4 MS. MAZANEC: Yes.
5 MS. CORDIAL: Board member McClellan.
6 MS. MCCLELLAN: Yes.
7 MS. CORDIAL: Board member Rankin.
8 MADAM CHAIR: Yes.
9 MS. CORDIAL: Board member Schroeder.
10 MADAM CHAIR: Yes. Thank you very much.
11 MR. HAUSER: Thank you.
12 MADAM CHAIR: Great presentation.
13 MR. HAUSER: And I'd like to thank the
14 department. They've just been -- under Dr. Anthes'
15 leadership, and Peter Sherman's leadership, and Andy and
16 Brenda, they've just all have been so helpful.
17 MADAM CHAIR: Thanks for saying that. We
18 agree.
19 MR. SHERMAN: Thank you.
20 MADAM CHAIR: And safe travels.
21 (Off record)
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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
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Certified Vendor and Notary Public

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