



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
April 10, 2014, Part 1

BE IT REMEMBERED THAT on April 10, 2014, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Paul Lundeen (R), Chairman  
Marcia Neal (R), Vice Chairman  
Elaine Gantz Berman (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Debora Scheffel (R)  
Angelika Schroeder (D)



1 CHAIRMAN DURHAM: State Board will come  
2 back to order. Staff please call the roll.

3 MS. MARKEL: Elaine Gantz Berman?

4 MS. BERMAN: Here.

5 MS. MARKEL: Jane Goff?

6 MS. GOFF: Here.

7 MS. MARKEL: Paul Lundeen?

8 CHAIRMAN LUNDEEN: Good morning.

9 MS. MARKEL: Pam Mazanec?

10 MS. MAZANEC: Here.

11 MS. MARKEL: Marcia Neal?

12 MS. NEAL: Here.

13 MS. MARKEL: Dr. Scheffel?

14 MS. SCHEFFEL: Here.

15 MS. MARKEL: Dr. Schroeder?

16 CHAIRMAN LUNDEEN: And she is in traffic as  
17 notified, and she's be here shortly.

18 With that, I'll make a brief general  
19 introductory comment, and that is to acknowledge that we had  
20 tried to think of a way to reset the room to put us all down on  
21 the same level and there just isn't capacity to do that and  
22 still get the audience members into the room as well. And so I  
23 just want to signpost to the fact that the nature of this  
24 conversation is in fact a dialogue of conversation. It's not  
25 as formal as it appears based on the way we're set up. So we



1 welcome you to the room. And with that, I will turn it over to  
2 the commissioner.

3 MR. HAMMOND: Thank you very much and we have  
4 three districts coming before you today. And as we did at the  
5 last meeting, and just -- as we've talked with a  
6 superintendent, Mr. Sanchez, and I appreciate Robert being here  
7 as well.

8 MR. SANCHEZ: Thank you.

9 MR. HAMMOND: So we've met with him before in  
10 other settings and I appreciate all the work that you're doing.  
11 This really is your time to really talk to the board and  
12 (indiscernible) questions. We want to make this very informal  
13 even though it seems like it's a formal process, as the  
14 chairman alluded to. So thank you, Pat. Go ahead.

15 MR. SANCHEZ: Well, thank you for having us.  
16 We do have a PowerPoint, do we want to go through quickly just  
17 to be able to make sure we hit the points that we want to make  
18 sure to hit. We will try to move through that at a good pace  
19 so that there is time for conversation at the end. So I will  
20 go ahead and turn it over and (indiscernible).

21 CHAIRMAN LUNDEEN: I didn't caption this very  
22 well for -- for -- our listening audience. We're talking with  
23 the folks from Adams County School District 14.

24 MR. VACHO: Hello, I'm Robert Vacho (ph),  
25 President of the Board of Adams 14. And the mere mention of



1 Commerce City can bring on a slew of dismal stereotypes --  
2 dirty, industrial, poor, ghetto, and unfriendly. And the  
3 reality, Commerce City community should be thanked and  
4 celebrated for the sacrifices it has made to support the United  
5 States war efforts during World War II.

6 After the attack of 1941, on Pearl Harbor,  
7 U.S. entered into the war. The Rocky Mountain Arsenal in  
8 Commerce City was selected for a weapons production facility  
9 due to its relative distance from the coast and its surrounding  
10 mountain ranges, which made it less vulnerable to attacks. The  
11 weather and soil were conducive to the important work, and it  
12 was in close proximity to Stapleton Air Field, a relative  
13 transportation hub.

14 Commerce City residents sacrificed a lot back  
15 then and they have continued to make sacrifices since that  
16 time. Our families, children of Adams 14 are rich in culture,  
17 family, community, and faith. Next time you hear somebody say  
18 something derogatory about Adams 14, please remember it's  
19 incredible and most precious resource, it's children.

20 MR. SANCHEZ: Upon walking into Adams 14, we  
21 quickly realized that we had -- our most urgent responsibility  
22 was healing a broken community from the inside out. Anonymous  
23 staff surveys clearly -- clearly reveal the major issues  
24 causing disturbing internal rift. Immediately, deficit  
25 programs and initiatives were eliminated while we agreed upon



1 items -- that -- while we found items that we agreed upon, to  
2 give more attention to -- relative to having an asset view of  
3 our children and our students. We had an all-employee rally  
4 where we revealed the survey results of what we heard from  
5 community, what we heard from students, what we heard from  
6 staff, teachers, all employee groups, and found that there was  
7 a lot of agreement relative to what they wanted to see. And  
8 they wanted to see more for their children, more for their  
9 community. So this first phase of building trust was just a  
10 step in that direction.

11 We revamped the district accountability and  
12 advisory committee and we've from about 20 people that were  
13 attending monthly to more than 100 -- it ebbs and flows between  
14 100 to 150 depending on agenda topics. But we now have a  
15 pretty significant way that we sit down and break bread with  
16 our community, and there is still room for improvement of  
17 course, but we're well on our way to re-establish that trust.

18 Additionally, we've implemented a Spanish  
19 speaking advisory group that I meet with and facilitate in  
20 Spanish as superintendent, and really trying to reach out to  
21 our population that has been traditionally marginalized and  
22 underserved, and that's really important to my board, it's  
23 important to our community, and that's really starting to reap  
24 some benefits in parent participation. So we're glad to see  
25 that.



1                                   We're returning (indiscernible) back to  
2                                   schools, helping to bring community back to the decision making  
3                                   table at Adams 14, and that takes time. An open door policy  
4                                   that we have as the leadership team, including the board, is  
5                                   committed to transparency and we're making progress, so I would  
6                                   tell you, you know, as we were asked to come present, one of  
7                                   the things that I bear to mention is that one of the big things  
8                                   that I think really impacted our academics was really engaging  
9                                   this conversations with adults relative to equity, relative to  
10                                   what do we believe about our kids. So this whole idea about  
11                                   how we treat kids and what we believe about them, really does  
12                                   manifest in adult behavior. And those behaviors is what we  
13                                   believe sets expectations and helps us raise the bar for all  
14                                   children.

15                                   So because we believe this standards-based  
16                                   model of leadership, that people will support with the help  
17                                   (indiscernible), we insist on gauging a regular communication  
18                                   with district stakeholders in order to foster a climate of  
19                                   culture and mutual respect, with the belief that no one rises  
20                                   with no expectation, we strive to create a culture of high  
21                                   expectations combined with one that supports both academic and  
22                                   social growth. We have worked tirelessly to empower all  
23                                   families and community members to become engaged partners with  
24                                   our child's education, but specifically focusing on people who  
25                                   have children in our district currently. What we refuse to



1 accept is -- yeah, we could put -- we are able to put things in  
2 place for what's coming next year, but we have to change  
3 standards for kids we're serving today. So that is really at  
4 the core of our belief about community engagement.

5 We created a speaker series to create a  
6 platform for our community to begin to see other models of  
7 success that look and reflect the demographic of our community.  
8 People like Mr. Edward James Olmose (ph), Carlos (name?)  
9 Sanchez, Carlos -- I'm sorry, Jeff Duncan -- Dr. Jeff Duncan  
10 Andrade (ph). Many other notable Latino/Latina figures that we  
11 have brought in to demonstrate for our children: Here's an  
12 example of what you can do as well. So raising the bar and  
13 providing the additional supports has been a big piece of our  
14 focus. I can tell you that changing the narrative and changing  
15 the belief system and structure through not only what we say,  
16 but what we do, is having a notable impact upon our employees  
17 as well as our children that show up every day.

18 MS. STEELE: So I would like to take just a  
19 minute and talk about some of the things that we're doing  
20 academically. Our district goal is to improve from priority  
21 improvement to accredited with distinction. If you talk with  
22 people within our school system, you will hear -- and even in  
23 our community now. I was at a meeting last night and people  
24 talking about going from worst to first. People are determined  
25 to improve the conditions for the children in our school



1 district.

2 Under our leadership, it's important to talk  
3 about the fact that we've implemented a Driven by Data model  
4 using Paul Bamberg's (ph) model. We've worked closely with  
5 University of Virginia to implement this and what it does, it  
6 provides interim assessments that allow us to assess students  
7 as we go. It provides the bar for teachers, so everybody knows  
8 what grade level expectations are and it is aligned to Common  
9 Core. And we're seeing some great progress with that. We're  
10 hoping to provide our teachers with the information they need  
11 to provide precision instruction, leading to standard mastery.

12 In addition to implementing the Driven by Data  
13 instruction, we developed the district's first of a kind course  
14 guide. Six through twelve, kids in fifth grade can begin to  
15 see what they need to do to take college level course work as  
16 their junior and senior in high school. We also are spending  
17 much more time talking about college preparedness and we're  
18 beginning to do much more work with preschool. So not many of  
19 our students in our community are allowed to participate in  
20 preschool, and we need to put a preschool program in place and  
21 start them very early.

22 We're also committed to creating a paradigm  
23 shift with regards to higher expectations that really does lead  
24 to college outcomes.

25 MR. SANCHEZ: So in our deep dive into root





1 cause, we spent a lot of time really studying what's really  
2 going on here. And the paradox that we were looking at is  
3 being second from the bottom in the state of Colorado and at  
4 the bottom five, we were second from the bottom. And the  
5 district that were around us were all relatively small  
6 districts, probably under a thousand students each. And some  
7 even less than 500 students. We are a district of 7,500  
8 students so it begs the question, with the resources you have  
9 of that size, knowing that enrollment drives your economic  
10 engine, that raises a big question: Why is it where it is?  
11 Why are we performing at the 9<sup>th</sup> percentile in math in tenth  
12 grade?

13 So we've been embracing this conversation not  
14 only about high expectations with rigorous assessments, which  
15 is important, because I think that's one side of the equation  
16 that really speaks to -- the questions you ask kids really says  
17 a lot about what you believe about them. And if you continue  
18 to ask low level questions, you're going to continue to get  
19 those kind of results.

20 So raising the level of questioning cannot be  
21 taken away from the other side of the equation, which is about  
22 equity and how do we really have a conversation about race. So  
23 we've done a lot of work looking at how does equity come into  
24 play. We've been focusing in training all of our leaders with  
25 the concept of Courageous Conversations, the book by Glenn



1 Singleton. We've done a year of study before we even rolled  
2 anything out. So I feel much better about our principals and  
3 assistant principals and leaders in the district being able to  
4 have a conversation about -- guess what, I do see race, and  
5 race does matter. And we need to look at that when we  
6 disaggregate our data. And one of the initiatives and things  
7 that we discuss and things that we expect is that our goal is  
8 really to end the predictability of kids of color and kids of  
9 poverty performing at low levels. It shouldn't be that  
10 predictable. Our goal is to eliminate that predictability and  
11 close that achievement gap.

12 So this -- this work began last year with all  
13 of our leaders. We've been starting to roll that out at  
14 building levels and with parents and parent groups and it takes  
15 time. And it's difficult to talk about race. And that's one  
16 of the taboos where we need some skills and tools to be able to  
17 do that. Not that one race is better than another, but we need  
18 to have that conversation about, what are those differences and  
19 how do we come to provide equity and raise all voices together?

20 MS. STEELE: So ultimately our goal is to  
21 increase the performance of all kids, while eliminating the  
22 disparity between white and Asian students and our  
23 Hispanic/African-American students. And so when you look at  
24 that nationally, you see very consistently our kids of color  
25 underperforming. And we do believe that every system is



1 designed to get the results its getting. So what do we need to  
2 do to change the system to get different results? And it's not  
3 about the children. It really is about the adults and the  
4 system that's been put in place. So we're doing a lot of work  
5 with regards to taking that on.

6 Also, I think that when you think about, you  
7 know, our children coming in biliterate or bilingual. Speaking  
8 two languages. Some speaking three. I think sometimes in a  
9 community like ours where you're also -- you have the challenge  
10 of poverty, you can see that as a deficit instead of an asset.  
11 And truly, you know, most companies and organizations, they  
12 would give anything to have adults coming into their system  
13 biliterate. And so we need to look at that as a tremendous  
14 asset and then figure out what we need to do to put things in  
15 place so that children are prepared to enter third grade  
16 proficient in literacy and math. That they are prepared to  
17 take college level course work as juniors and seniors. And we  
18 believe that we're doing the things that are going to make that  
19 happen.

20 MR. SANCHEZ: And this is -- you'll see the  
21 results from the first slide -- this slide, after this  
22 initiative, and just to go back and (indiscernible) that. When  
23 we walked in and the board -- a strong change, and heeded the  
24 commissioner's advice to make some changes, this was the very  
25 next assessment. So that says a lot for our team and for our



1 teachers and you know, it's not where we want to be yet, but  
2 it's a good start. It's a good start.

3 We really are committed to changing the hearts  
4 and the minds of the adults, and that's -- as you know, the  
5 most difficult part of organization change. The kids are the  
6 least of our troubles. I think the kids will respond to where  
7 we set the bar. The kids will respond to how we treat them.  
8 And as Dr. Steele said, along the lines of what's in the future  
9 for us, we are actually researching now, how do we bring back  
10 aspects of bilingualism to our community? That was lost.  
11 Adams 14 used to be one of the pride of the state of bilingual  
12 ed. So we're also looking, in addition to that, to our career  
13 academy work. Also pursuing the possibility of a seal of  
14 biliteracy for our students as they exit a career academy, to  
15 have that embossed on their diplomas as well.

16 We are really addressing some pretty serious  
17 disparities. I know we are one of the few districts that's not  
18 been on the conversation about the negative factor. We've  
19 really been more in line with the Student Success Act and  
20 wherever that falls. I think at the end of the day, both of  
21 these things demonstrate that there needs to be a larger  
22 conversation statewide, just about equity and the funding  
23 formula. And that's not something I'm going to go into now,  
24 but I just think it's something that I underscore to illustrate  
25 that it's a state conversation that we have to have. And we're



1 beginning to have, which I'm glad to see.

2 We're committed to ensuring structural  
3 societal changes, that we educate -- in the way that we educate  
4 our students. We are also committed to this work to ensure  
5 that race is no longer a predictor of academic success. I want  
6 you to hear that again. It's really important to us. Through  
7 this incredibly challenging work, we are thrilled to share that  
8 the district experienced the largest single year increase in  
9 TCAP since 2007.

10 For me, this work is very personal. I grew up  
11 in San Luis, Colorado; the town of San Luis. Our family has  
12 been here more than 300 years. And it's really a place in the  
13 country we need to be proud of, and I think it's the same kind  
14 of pride that we want to bring back to Commerce City. It's a  
15 proud community, it's a proud city.

16 I do want to point out, we have some of our  
17 community members and board members in the audience. Mr. Larry  
18 Cantana (ph). Can you wave, Larry? Ms. (indiscernible). Our  
19 union president, Barb McDowell. Mr. (indiscernible). Who am I  
20 missing? Any other board members that I'm missing?

21 I just want to point that, I think there's a  
22 lot of real excitement around trying to bring the pride back,  
23 bring the expectations back and excitement about investing in  
24 something that's going in the right direction for the first  
25 time since 2007. So I will turn the last slide over to Mr.



1 Vacho.

2 MR. VACHO: We are going to take Adam 14 from  
3 worst to first. We will continue to define our work  
4 internally, challenge the status quo, understand race and its  
5 impact on student achievement, challenge any attitudes of how  
6 racism becomes institutionalized in policy and practice,  
7 question curricula and pedagogy and working to make them more  
8 engaging to students of different cultures. Create a healing  
9 community by implementing anti-racist efforts, while ensuring  
10 adults' highest priority is the care about students and their  
11 learning.

12 Please come and visit Adams 14 and meet our  
13 kids.

14 MR. SANCHEZ: So I will close with just a  
15 Gandhi quote that I think is really interesting, and then  
16 certainly glad to talk and answer any questions. As Gandhi  
17 said, "The true measure of any society can be found in how it  
18 treats its most vulnerable members." So that's really  
19 something that we're paying attention to in our community, is  
20 the historically underserved, and which is now largely our  
21 majority that we serve. So that concludes our PowerPoint and  
22 we're glad to field questions.

23 CHAIRMAN LUNDEEN: Thank you very much. And  
24 we've budgeted an hour for these meetings, so at this point I'm  
25 sure we'll have questions and interactions. Mr. Commissioner,



1 I will turn it back to you briefly.

2 MR. HAMMOND: Yes, thank you, Mr. Chair. Pat,  
3 Candy and Robert, again, thank you. What I wanted to ferret  
4 out before we open up for discussion just a little bit. You've  
5 -- you've done a lot of changes already. You are seeing some  
6 progress. That's notable. But can you kind of go through and  
7 give yourself a little credit for the things that have done?  
8 And what things you're going to -- and as you talk about your  
9 interim assessments, the predictability of that, and how you  
10 think your upcoming assessments are going to -- what will be  
11 the results from what you're kind of maybe seeing right now.

12 And then Robert, you've also -- we've worked  
13 together a lot, of trying to bring the board along and the  
14 community along with the changes. If you could kind of inform  
15 the board where you've come from and where you're going and how  
16 -- how aligned is your five member board, still with you.  
17 That's been very important, I think, in your case and your  
18 district and I'll be -- I think you have some things to really  
19 talk about that maybe didn't come out quite so much. I think  
20 you could be proud of some of those things. So if you would  
21 add to that discussion and then have the board ask questions.

22 MR. SANCHEZ: Well, certainly it's something  
23 that's always hard for me to do, but I will tell you, one of  
24 the big changes I think, and I would credit the board for it,  
25 is allowing myself and Dr. Candy Steele to become part of



1 leadership team in the district. And I think what I would tell  
2 you initially is that the board is very clear that we work for  
3 them. And I'm very clear that we work for the board. So  
4 that's kind of where I would start.

5 I would also tell you that for the first time  
6 in a while, a superintendent and deputy superintendent have a  
7 track history of turning around intercity schools. So that  
8 helps with our -- really being able to reach out and look at a  
9 school building and assess readiness and assess instruction and  
10 assess, is this school really ready to do what they need to?

11 But outside of that, I could tell you, with  
12 the board's guidance, I would spend a lot of time really  
13 surfacing the patterns and themes, or the organizational  
14 script, if you will. Both of what was being said about the  
15 organization from people outside, what was being said about the  
16 organization from people inside, and students and community.  
17 And it became very evident very quickly, probably after the  
18 100<sup>th</sup> home and more than 200 people that we talked with, that  
19 there was some areas of agreement that everyone saw as things  
20 we needed to change, things we needed to keep, and things we  
21 needed to create. So that was kind of the basis for this first  
22 initial rally, saying we were out -- we've been talking, we  
23 heard what you said. So that whole principle of people support  
24 what they helped create was really largely behind that. So we  
25 were able to not only listen and then take action based on what





1 was said by our community and by our students and staff, that  
2 really was a new launch pad for us to be able to begin to re-  
3 establish trust in what was prior a broken system.

4                   So those are some big pieces. I mean, there's  
5 been a lot of -- I mean, I'm not going to get into the details  
6 of assessment with you. I know that you probably hear that  
7 more than anything. But I can tell you just very simply, the  
8 Common Core really was originally designed to get at the 4Cs of  
9 what global companies want -- creativity, collaboration,  
10 (indiscernible) thinking and -- I always forget the last one.  
11 Please, help me.

12                   So I think what we're really looking at  
13 instructionally is how do kids blend those big areas of  
14 academics into an applied academic setting? Into a real world  
15 setting? So that's been a great conversation. I can tell you  
16 the other part that you would probably be surprised to hear is,  
17 we've also had great rapport with both of our unions -- both  
18 classified and teacher's union. We work hand-in-hand with  
19 them. You know, we do disagree at times, but overall we've  
20 been able to find a way to work with them in collaboration and  
21 really have some exciting things on the horizon. We're  
22 studying some work with the National Center for Time and  
23 Learning. We're going to be expanding -- doing some deeper  
24 projects with the University of Virginia -- bringing them out  
25 to do some deeper training with all of our leaders.



1                   So I think some of that work was really also a  
2                   tipping point. Had we not been part of some of University of  
3                   Virginia work, we probably wouldn't have been introduced to the  
4                   (indiscernible) and (indiscernible) work as early as we were,  
5                   and able to take that on. And the schools in our district -- I  
6                   don't know if you know, we have two middle schools that really  
7                   have tremendous double digit growth. Some of the best growth  
8                   in the state. And those middle schools were the ones that were  
9                   involved in that training last year. So they had more training  
10                  and more depth.

11                  So this year everyone is taking them to scale,  
12                  but I could tell you that we're seeing tremendous results  
13                  already in our interim assessments. Things that -- we're  
14                  seeing a lot of improvement, and those interim assessments  
15                  increase in rigor every time and are very challenging. We  
16                  showed some of those questions to our community, you know, kind  
17                  of then and now of standard TCAP style questions, versus what  
18                  we're doing on interim assessments. And it was a noodle  
19                  scratcher for a lot of people in the audience, because it's a  
20                  great degree -- or, not only of rigor, but application and how  
21                  do you really take it to that next level?

22                  So those have been -- those have been the  
23                  pieces. Just really re-establishing the sense of team, and I  
24                  think the -- the intent from the board and from the cabinet  
25                  level is to model kindness and model listening and try to model



1 a really healthy rapport. And I think -- I can't underscore  
2 enough how just the board working as a team with -- with the  
3 cabinet is really been tremendous for our success.

4 So I don't know what you have, Mr. Vacho?

5 MR. VACHO: One thing for sure, our five board  
6 members are all here for our 7,500 kids. I know personally I  
7 volunteer up to 500 hours a year working with the school  
8 district, with the kids. I have one 11<sup>th</sup> grader left in the  
9 school district. But when I joined the board six years ago, I  
10 said, I used to have two kids in the district, now I have  
11 7,500. And I am very passionate about supporting every kid in  
12 the school district.

13 Our school board has done tremendous training,  
14 we're will to go to any conference, hold study sessions,  
15 retreats, whatever we could do to become better leaders. Pat  
16 and Candy set us up with all kinds of books to read, just so we  
17 could become more educated, so we could support Pat and Candy  
18 in their work. Our board is very involved in the community.  
19 We -- like Pat said, our DAC meeting two years ago, we had ten  
20 people attending the DAC meeting and over half of that was  
21 staff. So we went from ten people to 100-150 people attending  
22 this monthly district accountability meeting. And it's  
23 fantastic to see the community coming out and talking to us,  
24 letting us know what they see in their classroom with their  
25 kid. Because their kid is the most important person to them.



1                   Our board is devised of two businessmen, a  
2                   retired teacher, retired 30 year classified employee and a  
3                   parent/grandparent of the district. So we have five different  
4                   people that see five different things, and we try really hard  
5                   to work together, but we have one common goal and that is to  
6                   support Pat and Candy and the mission to go from worse to  
7                   first. And we give Pat and Candy the ability to visit schools  
8                   that have went from worst to first in other states.

9                   Personally, I would love to see our kids  
10                  succeed to all be accepted to a four year college -- full ride  
11                  scholarships. I just -- I am so excited about the future of  
12                  our kids, but I'm also realistic that I know that last year was  
13                  our best year for our first graders. So if they can move  
14                  through the system in 12 years, they will become our best  
15                  graduating class. But we're graduating a class next month and  
16                  it breaks my heart to know that we failed some of those kids.  
17                  But we've done the best we could, but next year -- our next  
18                  graduating class, I want to be better. And the one after that,  
19                  even better and better. But I know that we're on a turnaround  
20                  clock and I know that that one kid that is failing doesn't have  
21                  12 years to become successful.

22                  We need to do everything we can right now to  
23                  support each and every child of our school district, and our  
24                  board is very passionate about that. And I can tell Pat and  
25                  Candy are very passionate about it too. And I'm -- I'm willing



1 to learn. I'm a great student. I -- if somebody can tell me  
2 something that would help, I will share it with them. And if  
3 they can see it, and run with, that -- that would be awesome to  
4 make that happen.

5 But I'm proud to be sitting here in front of  
6 you guys and I just -- I would invite you to come out and meet  
7 our kids. Drive past the oil refinery and visit the  
8 neighborhoods. Just come -- come to the school. You know,  
9 just -- just talk to the kids and say, hi, you know, how's it  
10 going? And it is so fun to see these kids. And they are  
11 smart. They are smart, they are smart, they are smart. But  
12 they've been stuck in a broken system. And we're -- we're here  
13 to save the day. You know, we're not here to save the kids,  
14 but we're here to help these kids become the most successful  
15 students they can possibly be. And we -- we do have a chance.  
16 We do have the power and the ability to turn around our school  
17 district and we're going to make it happen.

18 MR. HAMMOND: Thank you Pat and Robert.

19 CHAIRMAN LUNDEEN: Excellent. So one  
20 administrative question here -- a detail. Patrick and Candy,  
21 how long have you been with the district?

22 MR. SANCHEZ: Eighteen months.

23 CHAIRMAN LUNDEEN: And?

24 MS. STEELE: Eighteen months.

25 CHAIRMAN LUNDEEN: Eighteen months? You came



1 in together. Okay, with that --

2 MS. NEAL: And they -- they both mentioned --  
3 he mentioned that they had both had experience with turnaround  
4 schools. I would be curious to hear about that.

5 CHAIRMAN LUNDEEN: So go ahead. So we're  
6 opening up the conversation.

7 MS. STEELE: So interestingly enough, I  
8 actually came from Cherry Creek. I had been there for 21  
9 years, but I had been the prin -- prince -- teacher, and then a  
10 principal at Prairie Middle School. So I had kids from 72  
11 countries around the world who spoke 56 different languages.  
12 Eighty percent of our kids were on free and reduced and that  
13 grew over the years. So initially when I started, you know, 13  
14 years ago, it was 26 percent and it quickly grew to 80 percent.  
15 And so the work that we had to do to ensure that the system was  
16 adjusting based on the kids' needs was just an important factor  
17 in keeping ourselves, you know, progressing forward.

18 MR. SANCHEZ: And for myself, my first  
19 principalship -- I had worked actually in vocational education  
20 at Pickens Technical Center and I had worked with a blended  
21 group of students and adults with my teaching career, left  
22 Central America for a year, working in an American school  
23 system for a year in Guatemala City, and I kind of fell in love  
24 with general ed. Came back and got into general ed, worked  
25 over at Central as dean and bilingual director, became an



1 administrator and I was given my first principalship by George  
2 Tripos (ph) in District 50 at Scott Carpenter Middle School.  
3 And after three years at Scott Carpenter being the lowest  
4 performing in the district, that school and another sister  
5 school of ours, an elementary, went from really being the  
6 lowest to making AYP in all areas. From there, I was asked to  
7 come to West High School in Denver by Michael Bennett and  
8 Antonio -- I'm sorry, Jaime Achino (ph), and we were able to  
9 stop and reverse a seven year decline at West High School.  
10 From there, I was recruited to come back to District 50 and  
11 open the new Westminster High School and oversee the merger of  
12 Ranum Westie and again, we were able to kind of stabilize  
13 academics and bring order back to that community, which is also  
14 a prideful community.

15 So it's been very fortunate in my career to  
16 really have been on successful teams. I think that's what I  
17 would say it's all about.

18 MS. NEAL: Thank you, I have to say, when I  
19 was on the local board, George Tripos was our superintendent.  
20 So we share that.

21 MR. SANCHEZ: Yes. As always, he's kind of the  
22 Kevin Bacon of superintendents, right? Everybody knows George,  
23 has worked with George, somehow. He was quite a mentor and  
24 quite a developer of -- had trained a lot of great people.

25 MR. VACHO: And I would like to add to what



1 the board saw. We met Candy Steele, I think it was about five  
2 years ago. A couple board members went to Prairie. And when  
3 she said she took math students with a nine percent proficiency  
4 rate, up to a 64 percent, I -- a lightbulb went off in my  
5 head. It's like, our ninth grade math students have been  
6 scoring nine percent -- nine percent, ten percent, nine  
7 percent, twelve percent, forever. I said, we need that at  
8 Adam's 14.

9 And I just so happened to be a graduate of  
10 Denver West High School and I know West was a tough school when  
11 I went there in 1984. But I had watched it over the years, had  
12 it had declined and declined and declined. And for Pat to go  
13 in there and turn it around -- I was proud that he was trying  
14 to help the kids of Southwest Denver. So when I met these two,  
15 years ago, I was like, how do we bring this to Adams 14? How  
16 do we turn around Adams 14 School District? How do we turn  
17 around our school district even before it becomes a turnaround  
18 school district? So the board's been working on this for  
19 longer than we've been in turnaround and we're so proud to have  
20 Pat and Candy working for us.

21 CHAIRMAN LUNDEEN: Next? Questions?  
22 Angelika?

23 MS. SCHROEDER: Did you have your hand up  
24 first?

25 UNIDENTIFIED VOICE: Well, I was reacting to





1 the phone ringing.

2 (indiscernible -- talking over each other)

3 CHAIRMAN LUNDEEN: Let's let Jane go first.  
4 I'm always (indiscernible). Jane, go ahead.

5 MS. GOFF: Thanks. Well, thank you for  
6 coming. You know how encouraging I will always want to be for  
7 you and enjoy your success along with you and congratulate you.  
8 It's been -- it's been really enjoyable and fulfilling to watch  
9 the transformation and that's what I -- that's how I see it. I  
10 think it's incredible.

11 I just -- some general questions about the  
12 community support or maybe a renewed interest or enthusiasm,  
13 which you did talk about a lot. But what are -- are there  
14 particularly visible non-profits or community partner groups or  
15 organizations that have piqued -- had their interest piqued and  
16 their willingness in stepping up? I do know that one of -- a  
17 representative of one of them at least is in the room. And I  
18 guess, you know, we're all interested in hearing what kinds of  
19 stories or testimonials any of our districts can give for  
20 others who may be looking to do the same thing. So that would  
21 be one -- one question.

22 And then basically the other one is early  
23 childhood and your goals around making sure that preschool is  
24 instituted as widely as possible and where -- what kind of  
25 message also seems to rally the community a little bit around



1 that.

2 MR. VACHO: We have a non-profit in Commerce  
3 City called Commerce City Community Enterprise. And their  
4 mission is to help neighbors help themselves. And I was on  
5 their board years ago and one of their success stories is I  
6 became a community member to a board member to now a  
7 policymaker at the school district. And they hold this annual  
8 event called Derby Days. It's a big get together in the  
9 summertime, we have carnivals and games and -- but the Health  
10 Department comes out, the Fire Department, the Police  
11 Department, everybody in Commerce City, plus parts of Adams  
12 County. And the school district last year, Pat Sanchez made  
13 sure that every principal showed up at Derby Days. And it was  
14 so cool because a parent would come up and say, "Hey, I got a  
15 question about (indiscernible)." Oh, there is the principal.  
16 You know, and so we really made it kind of just an open  
17 invitation for the parents to come out and meet the school  
18 district before the school year started, before everything gets  
19 hectic. But for our parents to get information, be able talk  
20 to staff, talk to other parents. And I think it was the best  
21 Derby Days ever, because parents would come up and say, wow,  
22 you know, I -- I've never seen administration here before.

23 So that's a good way of -- a new way of  
24 getting -- getting the -- the community to talk to the school  
25 district. We do know that we broke the ties with the community



1 over the last ten, twenty years, and so we've got a lot of work  
2 to bring it back together. We have formed conversations with  
3 the City Council on how can City Council work with the district  
4 to make the city a better place? Because I've always told the  
5 mayor that in order to have a great city, you need to have a  
6 great school district. And Commerce City has two school  
7 districts, and I said, so you guys might as well have two great  
8 school districts in it. And so they are really trying to help  
9 us bring the community together.

10 We're going to talk about the citywide picnic  
11 this summer. They always put a stage and they hire  
12 entertainment. Well, why not have our kids up on stage  
13 entertaining the -- the citizens of the community? You know,  
14 just -- how can we all work together? It -- it -- at the state  
15 convention a couple years ago it was all about collaboration.  
16 So that's what sparked my interest, was how do we get the city  
17 to work with us? How do we get the county commissioners to  
18 work with us? And it always takes time, but we're -- I think  
19 we're -- we're moving forward full steam ahead of working with  
20 all the partners of the school district, the city, the county,  
21 to really help. The old saying, "It takes a village"? Well,  
22 we've got a pretty good village, we just need to get them all  
23 back on the same page.

24 MR. SANCHEZ: What I would -- if I -- I don't  
25 know if you're --



1 MR. VACHO: Yes, please, Pat.

2 MR. SANCHEZ: What I would add is, we're  
3 certainly not there yet. I will be very honest about that. I  
4 think that there was a lot of silos and there was a lot of  
5 fences that needed to be mended. I know that even within the  
6 community there's still division and there is still distrust in  
7 the school district. I mean, you don't just build it back in a  
8 year after, you know, nine years of decline and nine years of  
9 people feeling like they've been mistreated by the system. So  
10 it's going to take time.

11 I think what we're trying to do is -- that I  
12 think is different -- is we're not going to shy away from a  
13 hard conversation. We're going to lean into problems. And  
14 that's something that I'm expected to do by my bosses, and it's  
15 something that I try to model for principals is, you know what?  
16 People are going to be angry. And I think what we've  
17 discovered and we were actually just talking this morning about  
18 the emotional component of this level of change cannot be  
19 understated. The community still needs to be healed. We're  
20 not there yet. We're doing good things and I think it's  
21 getting better. And I think that it's going to be -- it's  
22 going to have to be earned piece by piece, step-by-step, and I  
23 think the only way that I know to build trust is working  
24 through those problems one by one. And as you know, you can't  
25 win all those battles, but you try to win more than you're



1       losing. So that's kind of a very honest answer that I can give  
2       you.

3                       I'm going to have Dr. Steele describe a little  
4       bit about our Kids University concept.

5                       MS. STEELE: So even last night, you know, our  
6       City Council, we had a room full of people coming together to  
7       begin this awareness campaign, because we want people to really  
8       understand where we are and then potentially where we'd like to  
9       go. Our buildings -- we're all built in 1950 and so they are  
10      all worn out. And they really all need to be replaced at the  
11      same time. And we're really limited on capacity, so when you  
12      think about preschool and the idea of adding preschool, it  
13      becomes very difficult because there's just not the space.

14                      So to try to come up with a plan that could be  
15      a long range goal towards, you know, improving our -- our  
16      infrastructure and then the programming within it. So our Kids  
17      University is one aspect of the awareness. We would love to  
18      begin all students starting at third grade -- or as three year  
19      old's. So we'd like three-year-old, four-year-old, five --  
20      which would be kindergarten, six and seven -- first and second,  
21      to go to our elementaries and begin a year-round opportunity --  
22      30 additional days each year. We would base it on science,  
23      literacy through science and math. It would be a very exciting  
24      time for the kids. But we'd begin very young with the intent  
25      of having kids come into third grade proficient both in



1 literacy and in math.

2 We'll probably add components of being  
3 bilingual into that -- into that process, so kids come up  
4 through our system biliterate. And then into fourth and fifth  
5 grade and then into a system that's a six through twelve model.  
6 So kids that would rather sprint than job can do that. They  
7 can get into the college level course work during their  
8 eleventh and twelfth grade year. But that would allow us to --  
9 to really put a wonderful preschool opportunity for all of our  
10 students. Right now that's just not -- that's something that  
11 we can offer.

12 CHAIRMAN LUNDEEN: Angelika?

13 MS. SCHROEDER: How are you going to fund  
14 that?

15 MS. STEELE: Well, we're hoping. We're hoping  
16 for enough awareness that potentially our community may go  
17 forward. You know, we're very limited in what we --

18 MS. SCHROEDER: With an -- are you talking  
19 about an overwrite?

20 MS. STEELE: We're very limited in what we  
21 can, you know, ask for given our community. But I think that  
22 we have people who are very concerned about the conditions of  
23 the buildings, the -- the -- their -- you know, very old. And  
24 we have to do something. So the meeting last night, people  
25 were very inspired about coming up with a vision that wouldn't



1 be just for the next, you know, year but potentially the next  
2 five, ten years. And how we can move forward.

3 MS. SCHROEDER: So my question -- and I'm very  
4 impressed and excited for you, but I sense that you've been on  
5 a -- probably a 18-month plan and you're already a couple of  
6 years behind. So I guess I'm asking you the hard question: Do  
7 you think you'll be off the clock in time?

8 MR. SANCHEZ: I think we have -- it's going to  
9 come right down to us getting in sideways, with the wheels  
10 squealing. I do believe that -- we may --

11 (Indiscernible -- talking over each other)

12 MR. SANCHEZ: -- or we may not. We do -- we  
13 may or we may not. I think the question also -- I think it's  
14 going to be very close. I can tell you the improvement we're  
15 seeing is at scale and it's system wide. So that's exciting.  
16 However, interim assessments we believe are good predictors of  
17 TCAP. So I guess the counter question is: Will you be able to  
18 measure growth -- change of one assessment to another into --  
19 for a district that goes through the clock year four, into year  
20 five, at the same time you're going from TCAP to PARCC.

21 MS. SCHROEDER: Right, well I think --

22 MR. SANCHEZ: So that's a question that we  
23 have for you, is how is that going to work?

24 (Indiscernible -- talking over each other)

25 MS. SCHROEDER: And I think -- shall I have



1 him answer that one before I continue?

2 MR. SANCHEZ: Sure, well, we can come back to  
3 it, but I think that -- let me just answer the other part of  
4 yours. But I think that for us we're going to work very  
5 diligently to beat the clock. And that's not going to stop,  
6 regardless of what we do. We're not looking to find an excuse  
7 why we can't, or to blame our kids why they couldn't. We are  
8 taking the responsibility as adults and we are going to try to  
9 do everything we can to change the system to serve our kids at  
10 a much greater level. My best hope is if we are able to do  
11 that or come very close and show that we have improvement,  
12 that's a better position to be in to be able to have a  
13 conversation.

14 But now what can we do? Is there any way to  
15 have a little bit of breathing room and is there a -- can we  
16 have some really agreed upon metrics to allow us to have enough  
17 time to turn it around? So I don't know, I think that's --  
18 this is the unchartered nature of where we are with the clock.  
19 But I -- I really -- I don't mean to be flip about it, but I do  
20 want to be really -- I could tell you our relationship with CDE  
21 has been great. I can tell you that Peter Sherman and Dr. Owen  
22 and the commissioner have been really great to have honest,  
23 real conversations about it. And I think that's been very  
24 helpful. And I think that it remains to be seen. I think  
25 we'll know a lot more once we see this year's data. Part of my





1 answer is: I'll tell you in July, you know? Because that's  
2 fair. Beyond that, I'm not sure how it's going to work in that  
3 transition.

4 MS. SCHROEDER: So here's part of the reason  
5 that I'm pushing a little bit.

6 MR. SANCHEZ: Right.

7 MS. SCHROEDER: Because after the five year  
8 time, there are opportunities to do things, to change things,  
9 and that's what we expect to see for districts or schools that  
10 don't get there. But some of the things have already been  
11 happening. Particularly the -- the personnel changes. So it  
12 seems like one of the -- one of the so-called solutions is to  
13 make some significant personnel changes, which are already  
14 happening in advance.

15 MR. SANCHEZ: Yeah, if I could respond to  
16 that, because I think that's --

17 MS. SCHROEDER: Please do. I mean, I just  
18 sort of see things happening that would happen if --

19 MR. SANCHEZ: Let me give you some data. Let  
20 me give you some data. Because I would make the argument, we  
21 already are innovation. We already are in turnaround. We've  
22 turned around -- unfortunately in many ways -- over the last  
23 couple of years probably three-quarters of our teaching staff.  
24 We've turned around in the last two years probably 80 percent  
25 of our administrative staff.



1 CHAIRMAN LUNDEEN: Turned around? Or turned  
2 over?

3 MR. SANCHEZ: People that have left the  
4 district.

5 UNIDENTIFIED VOICE: Turned over.

6 CHAIRMAN LUNDEEN: Turned over. Okay.

7 MR. SANCHEZ: Turned over, yes, thank you. So  
8 I think -- but speaking from the framework of a 50-50  
9 innovation turnaround kind of concept. One of the levers that  
10 we would use for turnaround, like for a school. Many of those  
11 things at a scale much greater than 50 percent has already  
12 occurred from when we walked in the door to date. Our goal is  
13 to stabilize those numbers now and keep the people we have that  
14 are really demonstrating this commitment to kids at a deep  
15 level. So those things have happened. So I can tell you it's  
16 a -- it really is a second order change at a level that's  
17 unprecedented. And I think that the challenge, I think when  
18 you're in that level of change, is to maintain --

19 UNIDENTIFIED VOICE: Sanity.

20 MR. SANCHEZ: -- the communication, the input,  
21 the order, and the culture. So that's what we're paying  
22 attention to, but we do worry a lot and we are really trying to  
23 ramp up communication, which we can't ever do enough of,  
24 especially with this magnitude of change. But I think that  
25 it's getting better. I think what we're hearing from the



1 community is getting better. And what we're hearing from kids  
2 is getting better. And what we're seeing with the data is  
3 getting better. But I don't -- it's not for the -- the weak at  
4 heart for sure. You know, we have to deal with some very  
5 difficult decisions.

6 MS. SCHROEDER: And I have one more question,  
7 if I may. And that's looking at the positives among your kids.  
8 At your high school level, do you now have, or will you have  
9 opportunities for concurrent enrollment, for -- I don't want to  
10 say necessarily a tech school, but you've been the principal, I  
11 believe, of a tech high school in Westminster.

12 MR. SANCHEZ: Yes.

13 MS. SCHROEDER: So --

14 MR. SANCHEZ: We do already. We do have a  
15 dual enrollment, we have concurrent enrollment, we have 50  
16 seniors. But we are developing a three career academies, just  
17 for a lack of the right description. For some reason I can't  
18 remember the right title. But a biomedical academy, arts and  
19 humanities, engineering and energy. So within those three  
20 academies we'll be looking at a high quality diploma sistered  
21 with a certificate associates, a four-year pathway of courses  
22 that they've already taken.

23 We're taking a shift from Avid and keeping  
24 some of the Avid components that are really valuable, you know,  
25 structures and the advisory class. We're expanding our AP



1 offerings. We had a great report at our board meeting this  
2 week; our Spanish -- one of our Spanish classes just blew  
3 Spanish AP out of the water. Out of the water. Out of the  
4 water nationally with their data and we do have a great  
5 untapped resource of bilingual kids that has just been  
6 untapped. So I think the percentage was almost 20 percent of  
7 the kids in that class scored 5's.

8 UNIDENTIFIED VOICE: Wow.

9 MR. SANCHEZ: And the distribution -- and I  
10 think the percentage of 1's was only 13 percent. So that was  
11 low because the 3's and 4's were also pretty high. So we are  
12 seeing that. I think part of -- the best way I would describe  
13 it is I really do feel all the ingredients are there. I think  
14 our job is to align those ingredients in a way that makes sense  
15 so that people understand it.

16 I know we mentioned a course guide. For the  
17 first time in I don't know how long, there is a big that they  
18 could look at and map their way through high school. And that  
19 is intended from grade six to grade twelve. And it's tangible  
20 and it's something where they can have a road map. So those  
21 are pieces that are certainly underway. And what I would say  
22 to be very clear, it's not about college or career prep, it's  
23 about both. And the difference is that kids get to decide.  
24 Not the adults, not the system. So that's the difference.

25 MS. SCHROEDER: Thank you.



1 CHAIRMAN LUNDEEN: Other board member  
2 questions? Deb?

3 MS. SCHEFFEL: Thanks for the presentation,  
4 it's great to just talk through some of this and hear what  
5 you're plans are. When we look at the root causes and then the  
6 vision for the future, can you speak to what you're doing  
7 instructionally within a -- understand one of the biggest  
8 factors in (indiscernible) achievement growth is the nature of  
9 the teaching quality, the instruction. What kind of  
10 professional development are you doing for teachers and when we  
11 look at -- is it right that you've had 22 million dollars in  
12 extra funds? Is that over a year? A five year period? In  
13 your summary, it says, 18 and then four.

14 MS. STEELE: I'm not certain about the  
15 funding. I can certainly speak to --

16 MS. SCHEFFEL: It's a lot of money per student  
17 that really (indiscernible) for professional development  
18 including instruction.

19 MS. STEELE: Oh, absolutely. Absolutely.

20 MS. SCHEFFEL: So I'm wondering just kind of  
21 what you're doing there.

22 MR. SANCHEZ: I can answer the financial piece  
23 or the instructional piece.

24 MS. STEELE: So what I would say is when  
25 you're in a community where you have additional, say,



1 challenges, kids that speak multiple languages. You're dealing  
2 some with socioeconomic. Kids are coming in with less  
3 vocabulary to begin with. I think that it's hard for teachers  
4 to maintain a level of rigor. Especially when it's not clear.  
5 So what I believe is that teachers teach, teach, teach, teach,  
6 and then we take our state assessment and they cross their  
7 fingers and they are so hopeful that the kids do well. Because  
8 teachers want to be great teachers.

9           The interim assessments that we've put in  
10 place, the teachers have them in their hands. They are aligned  
11 to Common Core and they are aligned to grade level or above,  
12 actually. So when a teacher looks at that assessment and  
13 knows, I've got -- I've got six weeks to get my kids to here --  
14 all of a sudden, the expectations of the kids becomes much  
15 higher. And then they get the next assessment and all right,  
16 so now we've got to go from here to here. What that  
17 automatically allows is -- all right, so here we are, now we  
18 know what kids know and what they don't know. Now we can put  
19 interventions in place, and let's monitor the interventions and  
20 see if we can't get them to a higher level and prep for the  
21 next round of assessments. I think that the kids are really  
22 loving that, because the kids also get to see that and they get  
23 to come up with a plan for the things that they need to  
24 practice. The parents are involved in that as well. And so I  
25 think just that alone, allowing people to see where the bar is,



1 has been really helpful. And I think that is a hard -- even in  
2 my last school, I just felt like that was the hardest thing for  
3 teachers to be able to keep that level of rigor day-to-day,  
4 when the challenges are great.

5           The professional development that goes with  
6 that, certainly the teachers have helped write the assessment,  
7 but also this idea of lab opportunities. So teachers can go in  
8 and watch other teachers teach. There is a lot of conversation  
9 among teachers and while that's been implemented, this really  
10 for the first year, it will get better and better. But  
11 teachers can help one another. I don't know, that kind of  
12 having someone come in and provide, you know, a day of  
13 professional development and then leave is the way to go. I  
14 think we build it within our system so that we are constantly  
15 helping one another improve our practice as educators.

16           And so for clear -- that we know kids -- what  
17 kids need to know and be able to do -- we are clear about that.  
18 And every grade level is aligned to do that. And then we have  
19 the potential of putting interventions in place when kids don't  
20 get it. And then we have the professional opportunities where  
21 teachers can really come together and study. I think we have,  
22 you know, a good thing going. And we've added some  
23 professional development days into our calendar. It's  
24 currently in draft form, but that would allow at the end of  
25 that interim, opportunity. Teachers come together for a full



1 day and really think about: What do kids know? How can I  
2 group my kids in small groups to provide instruction and  
3 support? And I think our teachers are going to be very, very  
4 happy about just having that additional time.

5 MS. SCHEFFEL: And you speak to the use of the  
6 additional funds and how you are using them?

7 MR. SANCHEZ: Sure. You know, I could tell  
8 you that upon entering and one of the first assessments that we  
9 looked at was the number of contractors we were using to do  
10 instructional support. And what we found was there was a great  
11 deal of money being spent prior on expert consultants to come  
12 in at a great deal of money. And probably largely out of  
13 general fund. The one that always stands out in my mind was  
14 like, the one that really blew me away, was \$800,000 to a  
15 couple of individuals to talk to principals about how to  
16 implement fresh learning communities. So really began to --  
17 from that point, we really began to scrutinize, you know, what  
18 I call now the delegation of Central Office core work to  
19 consultants. So that was one thing that we really minimized  
20 and shifted back into training our own people, building our own  
21 lab classrooms, pouring those dollars back into the system at  
22 the -- at the school level.

23 And for the board's perspective, and I'll let  
24 them speak for themselves, but my interpretation, and they can  
25 correct me if I'm wrong, is using reserves became such a





1 critical piece for them to really look at, okay, we know we are  
2 in turnaround, we know we're in year three, year four, we are  
3 going to take some of those serious reserves and put them in  
4 the classrooms.

5                   So one of the big things they did is they  
6 added 22 additional ELB teachers, or ESL teachers -- whichever  
7 model you think about -- and deployed them. We walked in and  
8 we added a recommendation that was supported by the board for  
9 another probably million and a half to add additional math  
10 teachers at middle level. Not a surprise we saw big movement  
11 in math by reducing that class size at middle level.

12                   We added administrators to every building  
13 including elementary, because of the additional need for  
14 evaluation and feedback through 191. So a lot of what was in  
15 reserves is probably not there now. And we're certainly tied  
16 again. But that had been built up over time, but I can tell  
17 you that the board is always very clear with me that if it's  
18 going to be in the classroom, in the building, they are willing  
19 to have that conversation. But they are not willing in  
20 building up -- they are not interested in really building up an  
21 empire Central Office, which is fine. But there was a need for  
22 some seasonal work also, to just try to sort all of these  
23 pieces out. So we have been very careful on we've taken --  
24 gotten probably an 18 million dollar reserve back now to  
25 probably 8 percent. So it's kind of come down through that.



1                   We do get some additional fund through impact  
2                   aid and that fluctuates every year; it's not predictable when  
3                   it comes out. Some of it got sequestered. And that's largely  
4                   due to the arsenal being in our backyard and the impact that  
5                   that has on our community. So I don't know what you would add  
6                   for budget perspective.

7                   MS. STEELE: Let me just add also though, we  
8                   also ask for instructional coaches to be placed in every  
9                   building.

10                  MR. SANCHEZ: That's right.

11                  MS. STEELE: And so initially we had to afford  
12                  that. And since then, we've put that into Title. So it's less  
13                  of schools just getting a chunk of money using it how they  
14                  want, it's much more systemic. So instructional coaches,  
15                  assistant principals, principals meet monthly and it's all  
16                  about professional development and what's expected in every  
17                  classroom, how we can support our teachers and our -- our  
18                  students. And so with instructional coaches we also have  
19                  interventionists in many of our schools. We have about 12 --  
20                  over 12 percent of our kids have IEPs, which is significant.  
21                  So a lot of our funding that, you know, typically would go to  
22                  just general education, is being pulled to support special ed  
23                  kids on IEPs. And so we're having to do some work with that as  
24                  well, with some of that money.

25                  MR. SANCHEZ: So I'm glad you said



1 "instructional coaches" because they -- instructional coaches  
2 and the support at the site level for teacher feedback, a lot  
3 of those components have prior -- in prior structures had been  
4 delivered by outside vendors. And for us now to have those be  
5 deployed internally and trained internally, the instructional  
6 coaches are meeting every Friday to be on the same page about  
7 the instructional model of driven by data, and they are  
8 centrally deployed. And part of their evaluation is how  
9 faithful are they to the -- to the model. So those are kind of  
10 the shifts in how the resources have been used and that's been  
11 our focus.

12 MR. VACHO: And I'd like to add, the first  
13 time I met Commissioner Hammond was our turnaround meeting and  
14 he said: You need to make some drastic changes and make them  
15 right now. And scared me to death. And I love that story.  
16 And I told him, I said, you know, well, the board has hired  
17 some consultants. And he -- well, you better watch out for  
18 consultants. You know, you spend a lot of money. And luckily  
19 we were able to hire them full time. And Candy and Pat have  
20 kind of rolled off that same effect is, they are hiring master  
21 teachers to work full time in our buildings instead of just  
22 being consultants. So -- and I've seen a huge impact on just  
23 hiring Pat and Candy, but their theory of just -- instead of  
24 paying all this money, outsourcing it to other people, just  
25 hire full time employees and save money and be able to put the



1 extra money back into the classroom where it belongs. So I  
2 mean, it's working great and for a master teacher to be at the  
3 high school and to help the other teachers to actually show  
4 them how you become a master teacher, I just -- I think it's  
5 done wonders for -- for the school community.

6 MS. SCHEFFEL: I just have one follow-up.

7 CHAIRMAN LUNDEEN: Follow-up?

8 MS. SCHEFFEL: Thanks for all the detail.  
9 Have you purchased a core curriculum that's aligned with the  
10 Common Core, since that's the way it was (indiscernible)?

11 MR. SANCHEZ: I can describe in even more  
12 depth. No, I think that Common Core -- I don't think you can  
13 pick it off the shelf, in my opinion. I think what we have  
14 done is map the Common Core by standard and sequence that.  
15 Beginning to really have -- be really clear about what we want  
16 to teach and allowing some teacher flexibility in how it's  
17 taught. So that's really kind of how I would describe it. And  
18 we have a standards -- we map that standard very much in detail  
19 and by the way, we can dipstick the progress on those standards  
20 through our interim assessments, through our principal  
21 dashboard. So -- I didn't have time to bring all of that.  
22 That's a whole other hour conversation. I know Peter Sherman  
23 has been very pleased with what we've done with that. So we  
24 can tell at any given moment, like, by grade level, how kids  
25 are doing on what standard as they relate to Common Core.



1 MS. SCHEFFEL: And the interim -- in the  
2 corresponding assessments, the teachers write that? Or --?

3 MR. SANCHEZ: Yeah, there are five per year.  
4 They were created by our own teachers and staff. They are  
5 anchored to the Common Core and they are very rigorous. So --  
6 and they increase in rigor every time. So that's really the  
7 structure and that takes time for teachers to adjust to,  
8 because there was this -- I call it kind of a curriculum,  
9 addiction where if I don't get to page 200 by December, I might  
10 be doing something wrong. So just getting teachers to accept  
11 that, no, we do want you to be really clear about what -- and  
12 you have some latitude on how -- and that's new. So that's  
13 going to take some time and adjustment. But that's really --  
14 the approach is more of a standard-based model. I don't know  
15 what you would add about the standards mapping, but I may have  
16 forgotten.

17 MS. STEELE: Yeah, I mean, I just would say  
18 that our teachers are, you know, amazing. And if they -- if  
19 they really are clear about what kids need to know and be able  
20 to do -- and if that work can be provided, then how they get  
21 there, there just -- there is just so much creativity that can  
22 really make teaching just so much fun for both the teacher and  
23 the kids. And so I -- I just think that we just need to sort  
24 of -- we -- we -- we have the assessments, teachers know where  
25 kids need to get, and we're hoping that we're -- we're going to



1 see some tremendous outcome from that.

2 MS. SCHEFFEL: I wish you well. Thanks for  
3 the (indiscernible).

4 MS. STEELE: Yeah, thank you.

5 MS. NEAL: Brief question, you mentioned it  
6 briefly, but the partnership with the University of Virginia,  
7 was that -- did you find that to be helpful?

8 MR. SANCHEZ: Really did. There was some  
9 components that were really kind of tipping points. Certainly  
10 the introduction of the concept of driven by data and the  
11 Bambrick-Santoyo model from Cincinnati that was a district that  
12 went from worst to first. That kind of created our mantra:  
13 Worst to first. That was really valuable.

14 I definitely also feel there was a scenario  
15 system that we did where they bring in a group of leaders and  
16 they put them through a computer simulation of a change model.  
17 That was super valuable. Actually, we're bringing that back  
18 out. You are all welcome to come see it when we do bring it  
19 out to observe. We are going to do that again at scale with  
20 all of our principals.

21 So I think that really was a seed for a lot of  
22 our own progress monitoring of expectations and how we meet  
23 with what schools and say, how are you doing? And not only how  
24 are you doing, but talk to me about third grade standard X,  
25 what are you doing about that? I see that they are a little



1 bit behind. Or how are you planning on re-teaching this group  
2 that's struggling? How are you reaching this group that is  
3 needing enrichment? So the conversation has changed quite a  
4 bit away from risk factors to opportunities, to intervene with  
5 kids. And opportunities to look at data and really build on  
6 what they already know. So I think that's been really  
7 valuable. So I think the EVA partnership is still continuing  
8 and they are willing to come work with us some more. Anytime  
9 you have time to get away and think and not be in your office,  
10 sometimes can be very valuable. Especially with your team of  
11 people. That was very valuable.

12 MS. NEAL: Thank you.

13 MS. STEELE: And I would just say they --  
14 initially I think they were wondering about whether this was  
15 going to work or not, but I want you to know that recently,  
16 just last week, they called -- they'd like to have schools  
17 start visiting Adams 14, who would like to have support. So  
18 we're proud of that.

19 CHAIRMAN LUNDEEN: Elaine?

20 MS. BERMAN: I think I just want to start by  
21 saying that this is hard work that you guys are doing and it's  
22 really easy for the seven of us to sit up here and shoot  
23 questions at you. But you're really doing the tough work that  
24 school districts need to do and I -- having -- I know you were  
25 in Denver before, and I was in Denver before, and Denver seems



1 to get all the attention and it's not fair.

2 MR. SANCHEZ: And a lot of the money.

3 MS. BERMAN: And a lot --

4 MR. SANCHEZ: It's all the same thing.

5 MS. BERMAN: Yeah, a lot of the money. I  
6 agree there. So we need to spread the wealth and so forth.  
7 I've had the privilege of visiting your school district and I  
8 would very much urge my colleagues to visit as well, because I  
9 think you could get a very different feel being in the schools  
10 and seeing the population and seeing the neighborhoods and so  
11 on and so forth. So first I want to just really thank you for  
12 the hard work you're doing, because it's not easy at all. And  
13 the fact that you've got this ticking -- ticking tock --  
14 ticking time clock -- makes it even harder.

15 A couple of things: One is if you could wave  
16 your magic wand and -- cause this is supposed to be an open,  
17 candid, no-holds barred conversation; what additional  
18 assistance would you like from the Department of Education and  
19 what would you love the State Board to do in order to make it  
20 easier for you to raise student achievement for your kids?

21 MR. SANCHEZ: I think what I would say --

22 MS. BERMAN: And don't say anything I disagree  
23 with.

24 (lots of laughing and talking over)

25 MR. SANCHEZ: I'll speak carefully.





1 MS. BERMAN: No, no, I'm only kidding.

2 MR. SANCHEZ: No, I would say --

3 CHAIRMAN LUNDEEN: That's okay, Elaine and I  
4 disagree all the time.

5 MR. SANCHEZ: Very honestly I would say,  
6 continue what's been going on so far. As we enter this kind of  
7 -- little bit of a dilemma into year four, year five and the  
8 concern about how do you compare TCAP to PARCC and how do you  
9 have valid data to compare from year one to year two? As we  
10 enter year five of our clock, I think what I would say is, the  
11 big thing we need is time. I know we can do it. I think we're  
12 on our way doing it. We can show you what data that we're  
13 doing it. So I think the conversations I've had with the  
14 leadership at CDE has been, if we're moving in the right  
15 direction and we can show with data we're moving in the right  
16 direction, is there room for a conversation to give us maybe  
17 another year at a time, with conditions, with clear benchmarks  
18 and metrics, with accountability. And if we meet those  
19 measures, you know, I think we'll dig our way out.

20 The dilemma we really walked into is walking  
21 into year three of a five year clock. We've done a lot in two  
22 years. I think you can see that, and we're happy to show you  
23 more robustly what that is. So I think that's really what I  
24 would ask, is some understanding and flexibility, with  
25 accountability and time, with the understanding that we have to



1 be moving in the right direction to even enter in that  
2 conversation.

3 So if we're going in the right direction,  
4 we're doing the right things, you can come in to verify it,  
5 validate it for yourselves. Will that give us room for some  
6 additional time? And if it's year by year or double-triple  
7 secret probation, whatever it has to be, as long as we're  
8 moving in the right direction in saving our district, I think  
9 that's the conversation we're interested in having. But we're  
10 not interested in saying -- what you won't hear coming out of  
11 our mouth and my mouth is any conversation about our kids  
12 can't. And you're not going to hear us blaming kids. When I  
13 signed my last contract extension, I was very clear, I will not  
14 blame kids going forward. I don't -- I don't buy the risk  
15 factor argument. I think it's all about the adults, it's all  
16 about kids will ride the expectations you set, but we have to  
17 provide a great deal of support. And our kids do need a lot of  
18 support.

19 So I think that's kind of the conversation, I  
20 think, to put it in a really simple answer. Is just time with  
21 accountability and understood, pre-agreed upon metrics.

22 MS. BERMAN: Do you want to add anything?  
23 This is your chance to -- what additional assistance do you  
24 want from the Department of Education?

25 MR. SANCHEZ: And money, lots of it.



1 MS. BERMAN: You want time, money and  
2 flexibility.

3 UNIDENTIFIED VOICE: She could just transfer  
4 (indiscernible) --

5 MS. BERMAN: Yeah, that's right, we'll take it  
6 from DPS.

7 MR. VACHO: Yeah, just lobby for more money  
8 for public education in the state of Colorado, but also look at  
9 districts like Adams 14, because we are different than other  
10 districts in the state. And I also want to add that when I  
11 first met the commissioner and the iron fist, I was scared to  
12 death. But now I see CDE as a partner helping us. It went  
13 from me being afraid of you guys, to wanting to work with you.  
14 And to see Peter Sherman at our DAC meeting and bringing his  
15 kids to our swimming pool to swim is just amazing. Just the  
16 feeling that -- that you guys are now a partner in trying to  
17 help us turnaround our district for our kids.

18 So I think if -- if you guys work with other  
19 districts in the future, lay down the iron fist, but really get  
20 the point across that you're here to help, you're here to help  
21 and you'll do anything under your power to help. And I know  
22 you're limited in what you can do, but you know, money doesn't  
23 always fix the problem and we understand that. But money could  
24 give us the opportunity to add another program.

25 In our paperwork, we've had -- this child is



1 at the high school, she's got a remote control in her hand to  
2 fly an airplane. Candy set up a robotics program at the two  
3 middle schools. The kids got excited. Our carpentry teacher  
4 at the high school said: Wow, what can we do? He bought  
5 airplanes for the kids for like \$150 each. They built the  
6 airplanes and they flew them at the school and they actually  
7 brought them to a school board meeting and flew them at the  
8 park at the school board meeting. And it was just amazing to  
9 see these kids do such great things, but with the limited  
10 resources, it's hard to do things like that. So you know, \$150  
11 for an airplane to get this one student, put a smile on her  
12 face, learn how to build an airplane, learn about engineering  
13 and -- and physics and everything. And a carpentry class --  
14 it's just amazing what that student is going to do after  
15 graduation.

16 So continue being a partner with us. If you  
17 can beg the State of Colorado to fund school districts some  
18 more, it would be an awesome help.

19 UNIDENTIFIED VOICE: (Indiscernible) to  
20 explain -- oh, go ahead.

21 MS. STEELE: Oh, I was just going to say, I  
22 would just add, you know, that idea that Adams 14 has been  
23 through innovation, that we really have done a lot of things.  
24 And even our teacher association, the idea that they're wanting  
25 to be very innovative about how they now provide services to



1 children. I just hope that that's taken into consideration  
2 because I think that, you know, the community has experienced  
3 significant change. And now, it's really time for healing.  
4 And it's time for really implementing in-depth the things that  
5 we've done so that we can see the results for the children as  
6 they come up through the system. A year in a half, you know,  
7 it's not much time to be able to see, really, fully the results  
8 of all the changes that have already occurred. So that's what  
9 I would add.

10 UNIDENTIFIED VOICE: Can you explain the  
11 growth measure? I think that was a really important question  
12 that maybe isn't --

13 UNIDENTIFIED VOICE: We've talked about --  
14 that was part of the legislation that was passed. The  
15 (indiscernible) basically was saying, and under appeal or we'll  
16 take an additional evidence that -- that (indiscernible) will  
17 provide (indiscernible).

18 MR. OWENS: Mr. Chair?

19 CHAIRMAN LUNDEEN: Mr. Owens?

20 MR. OWENS: Thank you. The descriptions of  
21 the iron fist are fascinating to me.

22 (Indiscernible -- talking over each other)

23 MR. OWENS: But we feel pretty confident  
24 between current TCAP and PARCC that we can run growth. Making  
25 sense of growth, making sure that the districts are able to



1 utilize it in a way that they traditionally have, those are  
2 things that we're going to have to work through after the data  
3 comes back. We will not have, in the first year, adequate  
4 growth, which is a key component of our frameworks, because you  
5 have to run the same assessment at least two years to be able  
6 to do adequate growth. So there is a piece of that that will  
7 be missing. That is -- like the commissioner said, the very  
8 specific reason why we ran the accountability transition bill  
9 this year. It really gives us sometime to use the prior year  
10 accreditation rating for each of the school districts, and then  
11 use supplemental information through the request  
12 reconsideration process, that they can bring to us and have a  
13 conversation and show those benchmarks, show that growth, and  
14 be able to take that into consideration and look at their  
15 rating and see if it does need to change.

16 And so we feel like with that transition bill,  
17 we will have the ability to sit down with districts, look at  
18 data that they have locally, try to make sense of the growth  
19 that takes place between the two assessments and then really  
20 make the best decision for the school district. And I think  
21 what the superintendent is saying as well is something that  
22 we've been encouraging all the districts on the clock to do.  
23 Is you know, when you come -- if you do run out the clock and  
24 do not finish and get off of the clock, demonstrate your  
25 progress. There is flexibility at the State Board level, and



1 as we've demonstrated through a couple of different  
2 presentations, for you to be able to have a conversation just  
3 as Superintendent Sanchez just described, that shows where they  
4 are progressing, give them some conditions and then continue  
5 accreditation if that's the Board's desire.

6 So I think there is the flexibility built into  
7 districts for you to be able to have that conversation. That  
8 is especially important during the transition between the  
9 current assessments and the new assessments.

10 UNIDENTIFIED VOICE: Does that help?

11 MR. SANCHEZ: Absolutely it helps. We are  
12 very well aware that since the first conversation -- and  
13 honestly, just as an educator, that only in best defense, the  
14 student growth. We know that. And that's what it's about.  
15 And I think when the other piece -- and I have to share a story  
16 about Keith, is --

17 (Indiscernible - talking over each other)

18 MR. SANCHEZ: No, this was really great that -  
19 - the best advice he gave us was when he saw the initial change  
20 that we saw in academics was continue to double down on  
21 instruction. And, outline your resources to that. And that's  
22 what we've been doing and in collaboration with our Teacher's  
23 Association. I think we are on our way, and I think that I'm  
24 very comfortable with those being the rules of engagement.  
25 Because I can tell you, when I studied the district prior to



1 coming over, I ran the transit dropouts and -- over the last  
2 several years and absolutely unacceptable. Unacceptable. And  
3 I think that's something that we have a moral obligation to.  
4 To -- to stop, as educators. And I think that's what -- it I  
5 social justice. I really believe that it's about social  
6 justice. I can tell you that doubling down on instruction -- I  
7 want you to hear we've heard that in deep voice.

8 CHAIRMAN LUNDEEN: Pam?

9 MS. MAZANEC: I'm wondering about the teacher  
10 piece. You had a big turnover? What was it like for you  
11 attracting the quality of teacher that you need to turn -- I'm  
12 sure it's a daunting task for most of these teachers. Did you  
13 have trouble recruiting? How did you go about that?

14 MR. SANCHEZ: Yes. Right. Well, I will tell  
15 you that having come from HR, the real honest answer to that is  
16 90 percent of people leave supervisors.

17 MS. MAZANEC: I'm sorry, 90 percent -- ?

18 MR. SANCHEZ: 90 percent of people, when you  
19 leave a job, you leave a supervisor. It's not usually because  
20 of the organization, it's usually because of who you work for.  
21 So with that in mind and knowing that's the data from just the  
22 demographics of Human Resources, our big target is trying to  
23 bring in really talented principals that people want to come  
24 work with and for. That's probably the most powerful thing I  
25 could tell you. And I could tell you, you know, the advice





1 from the commissioner was very well heeded as well, that you'll  
2 know you've made it when you look around and every principal  
3 you have in the district is excellent. That's when you know  
4 you've reached, you know, fully turning it around. So that's  
5 what we're striving for.

6 We're still working through some of that.  
7 It's gotten a lot better. I feel much better about a lot of  
8 our principals. You know, some do struggle and we're working  
9 through those pieces as well, but I think that that's probably  
10 the best answer I -- and most honest answer I can give you, is  
11 trying to get principals in leadership positions that have a  
12 deep commitment to kids, all kids, social justice, not afraid  
13 to talk about race and willing to work with teachers in a  
14 collaborative way. Truly collective leadership. As is defined,  
15 I think, very well in 191 -- the Teacher and Principal  
16 Evaluation Rubric is a really good example of when you ask,  
17 what do I mean by collective leadership, it's pretty well  
18 defined. And I think that, you know, sharing that leadership  
19 and distributive leadership is really going to be the answer.

20 The good news is, we're starting to see a  
21 greater degree of high-caliber folks wanting to come work for  
22 us and that's really exciting. So that's really changed. Now  
23 we have an AP posting, we'll get 60-70 applicants. So we're  
24 able to be a little more picky, which is a great place to be  
25 in. So it's tipping. And I think just also demonstrating that



1 we're not anti-union and we're not trying to kill people and  
2 torture people and -- you know what I mean? Because it's  
3 really difficult work. You know, to work with kids all day  
4 long that have the challenges our kids have, is very difficult.  
5 And I think that teachers usually stay with the program or stay  
6 with a district like ours because of their deep commitment to  
7 kids. Regardless of that -- or they stay because they love the  
8 principal. Ideally, they should stay for both. So we're  
9 trying to make that better.

10 MS. MAZANEC: Yeah, thank you.

11 CHAIRMAN LUNDEEN: So I will just give you one  
12 real broad question because we've been out of time for a while  
13 now. To give you an opportunity to leave us with maybe a word  
14 picture. In the context of root causes -- the root cause of  
15 the challenges you'd faced previously, and the root cause of  
16 the successes you're trying to build, what looks different in  
17 the classrooms today?

18 MR. SANCHEZ: I would say the root cause of  
19 what looks different is the expectation we have for adults is  
20 that they treat all students as having an opportunity for  
21 excellence, and treat them with -- as highly intelligent human  
22 beings. And I think what you're seeing from our teachers is --  
23 many of the great teachers always have done that. Every one of  
24 you that's up there is -- has one teacher you can point to in  
25 your life that really believed you were intelligent, treated



1 you accordingly.

2                   So I can tell you, in my personal opinion, the  
3 root cause of where we were was moving from the deficit model  
4 of kids of color and poverty, to an asset model and really --  
5 instead of seeing someone who is poor from our zip code who's  
6 got all these challenges, to now, someone who is bicultural,  
7 biliterate, bilingual, beautiful, intelligent kids, that is  
8 what I would say you would see different. I think you see a  
9 lot of our teachers being -- really trying to bring  
10 unconditional love that a parent would have for a child.

11                   And I think sometimes if we're not careful, we  
12 can have conditional love for kids. It becomes "this for that"  
13 -- if you do well on this test, I'll do that. You know what?  
14 At the end of the day, our kids and any kid will go through a  
15 wall for you if they know you care about them. So I think  
16 that's been really the hard conversation we're having with  
17 people, is why would you allow a system to get so bad, and why  
18 would you allow any kids to not be held to a high standard?  
19 And whatever those answer are, we've got to work through.

20                   But I think the root cause for me is really  
21 trying to get at the core of that conversation, and it's  
22 difficult. And people have quit, and people are mad, and  
23 people think that it's -- it's -- you know, we're trying to be  
24 racist, or we're trying to do this or that, but at the end of  
25 the day, it's not about the adults. It's about the kids and



1       how are we serving them? And are we okay with the outputs? I  
2       think we've got to focus on those outputs and really criticize  
3       ourselves about, is that good enough?

4                       I'm not convinced that we love all of our  
5       kids, while we have the dropout rate that we have currently.  
6       So I think ultimately, I hope to get to the place where we have  
7       75 percent or more of our teaching staff and employee group  
8       that really -- not only is not afraid to tell kids they love  
9       them, but to show them through actions, and support them to get  
10      to high levels of academic achievement. Because it's -- I  
11      don't think the data argument in my mind is as important as  
12      that one. And I tell you that because that's been part of my  
13      personal success. It's also been part of Dr. Steele's success  
14      in turning around schools.

15                      The day when we can get teachers to get back  
16      to that feeling they had of why they initially went into  
17      teaching, that's the key. That the key that we have to strive  
18      towards. And it's difficult. When you come into a system that  
19      has always done (indiscernible) a certain way. The only thing  
20      that we've had an advantage is that we've been able to say,  
21      how's that working for you? Is that acceptable?

22                      CHAIRMAN LUNDEEN: Excellent. So a  
23      (indiscernible) in every classroom.

24                      MR. SANCHEZ: Ideally.

25                      CHAIRMAN LUNDEEN: Excellent. Candy, Patrick,



1 Robert, thank you so much for coming.

2 MS. NEAL: Thank you very much.

3 MR. OWEN: Thank you. Before you leave,  
4 Patrick, I just want to -- I just --

5 CHAIRMAN LUNDEEN: The iron fist wants to  
6 speak.

7 MR. OWEN: I am pleased to hand those out.  
8 But I do want to say, thank you very much for your leadership  
9 and what you're doing. It's all in -- if you can keep the  
10 system together. Because all your board members are here, they  
11 are critical to stay together, as I've talked about before.  
12 Your leadership and your continued leadership is critical,  
13 because oftentimes that changes. And I appreciate the teachers  
14 and -- and quite frankly, the union. I compliment you on  
15 trying to work through this, because it takes everybody. And I  
16 appreciate what you've tried to do with your community and your  
17 parents, Robert. That's been incredible to turn that around.  
18 It's a whole system and I can't emphasize enough the importance  
19 of staying with that and keeping what you've got together. So  
20 thank you.

21 CHAIRMAN LUNDEEN: Thank you very much.

22 MR. SANCHEZ: Thank you.

23 CHAIRMAN LUNDEEN: All right, State Board will  
24 take a couple minute recess while we reset the room. Thanks.

25 (Meeting adjourned)



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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 5th day of May, 2019.

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

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