



Colorado State Board of Education

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

March 9, 2017 Meeting Transcript - Prt. 2

BE IT REMEMBERED THAT on March 9, 2017, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 MADAM CHAIR: Good afternoon. Call the
2 meeting back to order. Welcome, folks.

3 Colorado State Board of Education will now
4 conduct a hearing in Case Number 17-AR-02, the
5 accountability recommendations concerning both Julesburg
6 School District and Destinations Career Academy of Colorado,
7 a school within Julesburg.

8 Under the Education Accountability Act of
9 2009, if a school or district receives a priority
10 improvement or turnaround rating for more than five
11 consecutive years, the State Board of Education must direct
12 an action to the local Board of Education.

13 Julesburg School District RE-1, will enter
14 into its sixth year of being accredited with priority
15 improvement on July 1, 2017. Destinations Career Academy of
16 Colorado will enter its sixth year of priority improvement
17 or turnaround on July 1, 2017.

18 During this hearing, the board is acting in
19 its capacity to hear the recommendations of the Commissioner
20 and the State Review Panel pursuant to 22-11-209(3) and 22-
21 11-210(5)(b) CRS.

22 The Commissioner and her staff are here today
23 to present their recommendation. The District is also
24 present and will share their report.

25 The State Review Panel, an independent body



1 of education experts has issued a recommendation regarding
2 Julesburg and Destinations Career Academy of Colorado, that
3 is part of the hearing record and is included in the board
4 package.

5 In the case of Julesburg, the State Review
6 Panel conducted a site visit and document review in 2015 and
7 recommended continued management of the school district by a
8 public or private entity. The Panel also evaluated
9 Destinations Career Academy of Colorado in 2015 and issued
10 the same recommendation; management by a public or private
11 entity.

12 The State Board's consideration of the matter
13 shall be limited to material submitted by the parties and
14 maintained in the record of proceedings.

15 At the hearing each party shall have a
16 maximum of 30 minutes to present its report. Board members
17 may not interrupt with questions during this time. Board
18 members will have an opportunity to ask questions after both
19 parties have completed their presentation.

20 The hearing shall proceed as follows: The
21 Department shall present its 30-minute report, the District
22 shall present its 30-minute report for both the District and
23 Destination -- Destinations Career Academy. Ms. Cordial
24 will let you know when there are five minutes remaining in
25 your presentation.



1 Following the presentations of both the
2 Department and the District, the State Board shall have an
3 opportunity to ask questions of both parties for a time
4 period not to exceed two hours. The State Board may ask one
5 or both parties to submit proposed written final
6 determination, for the State Board's consideration. The
7 State Board will consider and adopt a final written
8 determination at a subsequent State Board meeting.

9 At this time, I would ask the Department's
10 representative to introduce themselves for the record and to
11 begin their presentation.

12 MS. ANTHES: Thank you, Madam Chair. This is
13 Katy Anthes, Commissioner of Education.

14 MS. BAUTSCH: Brenda Bautsch.

15 MS. PEARSON: Alyssa Pearson.

16 MR. SHERMAN: I'm Peter Sherman.

17 MADAM CHAIR: Thank you.

18 MS. ANTHES: Thank you, Madam Chair. I will
19 get started.

20 Again, thank you to Superintendent Inez for
21 coming, Terry Katie (ph) for coming all the way down, Board
22 Member Trenapol (ph) for coming down. We appreciate you
23 driving the long way.

24 We have been working in partnership with the
25 Superintendent and Terry Katie, the school leader, to



1 determine what is best for the District and the students
2 over the past several months. This is a small rural
3 district and this District is in a little bit of a unique
4 circumstance in the Third District where rating is largely
5 driven by one school, online middle, and high school.

6 As such, we have in partnership with the
7 District, come to agreement. After analyzing the data and
8 looking at instructional practices and a whole host of other
9 contextual issues, that it is in the best interest of the
10 students for a partial closure of Destinations Career
11 Academy of their middle grades, six through eight.

12 Given their closure plan and our discussions
13 with them, the District believes they can do this with
14 minimal disruption to students, and that those students can
15 find better and higher performing options.

16 While we have seen some improvement and
17 promising practices at the high school level at Destinations
18 Career Academy, we have not seen quite the same clarity of
19 mission and ability to serve middle school students, and
20 this is seen in the performance data of the middle school
21 students.

22 So as such, we believe that the best path
23 forward for student success is a partial closure of those
24 middle grades at Destinations Career Academy. Again, our
25 highest concern is for the students in the middle grades,



1 and we are confident that there are multiple other online
2 school options that are better performing for students at
3 this time.

4 We believe the District has a plan for
5 supporting those students and families in this transition,
6 and our team is also available to provide guidance on this
7 process. This constitutes a recommendation for both the
8 school and the District. At this point, I will turn it over
9 to Associate Commissioner Alyssa Pearson, to give you some
10 more details on rationale for our recommendation.

11 MS. PEARSON: Thank you. Good afternoon,
12 everyone. I'm going to talk to you just a little bit about
13 the school district and the district and the school status.
14 Julesburg School District RE-1 will enter its sixth year of
15 being accredited with a priority improvement plan on July 1,
16 2017. Likewise, Destinations Career Academy in Colorado,
17 which was formerly called Insight School of Colorado. So, I
18 know when you were reading your State Review Panel reports
19 you'd see Insight School there, the name changed to
20 Destinations Career Academy this year. That school will
21 also enter year six on July 1, 2017. As such,
22 the board is required to direct action to the District's
23 local school board prior to June 30th, and our
24 Commissioner's recommendation, as Dr. Anthes said, is really
25 focused on both the school and the District action since



1 the, the challenges with performance are aligned. The
2 District's challenges are tied directly to the school
3 challenges.

4 As Dr. Anthes said, the Commissioner
5 recommends a partial school closure for Destinations Career
6 Academy, specifically closing those sixth through eighth
7 grade, grades of the sixth through 12th grade school that
8 currently is open.

9 This will really address the root causes for
10 why the District has been identified as well as the school
11 and I'll show you that as we walk through the data a little
12 bit more.

13 This recommendation came from a
14 number of different data sources. It's a review of the
15 data, it's talking and looking at the leadership, culture,
16 academic systems, and the unified improvement plan of the
17 District and the school. It's based on conversations
18 between the Commissioner, CDE staff, District and school
19 leadership over the past several months, the State Review
20 Panel's final recommendation and most importantly the
21 District's own proposal to pursue closure for the middle
22 school portion of the online school.

23 So again, this is a summary of the
24 recommendations that we have so far. The State Review Panel
25 recommended management when they put out their
recommendation back in 2015 or closure if progress wasn't



1 made, and we'll talk about that more later on today. The
2 Commissioner's recommendation is for partial closure as is
3 the District's proposal.

4 So today, we will ask you again to give us
5 some direction to make a motion on which way you would like
6 the, the Department or the District or us together to
7 proceed in terms of the written determinations and the next
8 step for you to make your formal decision in a subsequent
9 meeting.

10 So we are traveling, I realized yesterday,
11 that we are, I don't know that we could get more
12 geographically distant than the two Districts we're talking
13 to today, because of Cortez' down in the far southwest
14 corner and now we are traveling to the far northeast corner.
15 And I, I really, the math, nerd in me wants to go pull out
16 the ruler and measure and I really think we're as far apart
17 as possible, geographically.

18 So, Julesburg is in the far northeast corner
19 of the State. They serve approximately 600 students, 347 in
20 the multi-district online school, about 133 in Julesburg
21 Elementary School which is a K6, and about 109 in Julesburg
22 High School which is grades seven through 12. The District
23 has authorized the online schools, had the school opened
24 since 2008. It's a District run the school. It's not a
25 charter school but they've had persistent challenges with



1 growth, achievement and post-secondary workforce readiness
2 at that online school over the years and that's really been
3 the driving force in the District's rating.

4 CDE has worked with the District. We've been
5 engaging with them over the, with the District and the
6 school regarding the accountability pathways these past
7 several months. CDE has had a turnaround support manager
8 assigned to the District who has checked in with both the
9 District and school over the past years.

10 The District has not applied for competitive
11 grants over the past five years or some money from Race to
12 the Top, early childhood readiness grant that the District
13 has -- has received.

14 So, this is a picture of the District and
15 school ratings over time. The first line is the District's
16 ratings and you can see they've had a priority improvement
17 reigning consistently since 2010. You can then see in
18 Julesburg Elementary School and Julesburg High School which
19 are the brick and mortar schools physically located in the
20 District.

21 They have consistently been in that
22 performance plan until this past year where there was
23 challenges with participation. There was not enough data as
24 a result of participation in the State Assessment to be able
25 to give a rating.



1 So, those schools received insufficient State
2 data ratings. Destinations Career Academy had a turnaround
3 rating for 2010 and 2011, and since then has been at the
4 priority improvement level.

5 So, the, the challenges with the District
6 really are centered around this online school and not around
7 the brick and mortar. I'm going to show you that a little
8 bit more and the impact of why.

9 So, this slide shows you the student
10 enrollment. The blue color is the number of students
11 enrolled in Destinations Career Academy, orange is the
12 Julesburg Elementary School, and the gray is Julesburg High
13 School. So, while the percentage of students and the number
14 at the online school has declined over time, it's still a
15 large percentage of the students in the District as a whole.

16 And as such, it really has an impact on the
17 District's overall accountability rating. When we look at
18 Destinations Career Academy by performance level, they're
19 sixth through 12th grade schools, so when we split out and
20 look at the levels by middle school and high school, you can
21 see something really happened this past year in 2016.

22 We saw improvement at the high school level.
23 The high school hadn't earned a priority improvement
24 consistently. This year, they moved up to improvement. At
25 the same time, that the middle school ratings showed a



1 decline down to turnaround. So, we're seeing it's not this
2 consistent level of performance at both levels of the
3 school.

4 We dug in and really looked at the calculated
5 impact of that middle school level on the district's rating
6 and both the school rating. So, if you were to remove the
7 middle school grades at Destinations Career Academy, we
8 wanted to see what would happen to both the school rating
9 and the district rating.

10 If we did that, the district would -- and --
11 would earn and accredited with an improvement plan rating.
12 And Destinations Career Academy itself, the school, just --
13 if it -- you looked at it as a high school, would also have
14 an improvement plan.

15 So, those are kind of the data reasons why
16 the student performance did or why we landed at the partial
17 closure decision. I'm going to turn it over to Peter
18 Sherman now to talk more about the conditions in the school
19 district.

20 MR. SHERMAN: Thanks Alyssa. So, I'll just
21 review some of the conditions and systems with Destinations
22 Career Academy.

23 As was described this morning, these are
24 conditions that we use as a framework for some of our work
25 and that we think about and then turn around world. Those -



1 - those conditions are around; leadership and staff; around
2 school culture; academic systems which really include
3 curriculum materials; instruction and assessments and
4 sources of data; district support and flexibility; and local
5 school board and community relationships.

6 We use these conditions as a framework to
7 both assess and to support schools and districts. K-12
8 Incorporated is the managing entity for Destinations Career
9 Academy, and it's been an involved partner with Julesburg
10 staff for a number of years. The State Review Panel
11 indicated that K-12 provides leadership around improvement
12 strategies, and regularly meets with school and district
13 staff, and that those relationships could also be
14 strengthened with some more definition, was noted in one of
15 the reports.

16 Destinations' teachers live and work from
17 various locations across the state as they do in -- in other
18 online schools. So, they're not nec -- they're not all, I'm
19 not sure if any of them, but they're not all housed in
20 Julesburg, Colorado. Forgive the -- the other acronym, the
21 CODCA, is Colorado Destinations Career Academy.

22 We tried to spell that out. Although
23 Destinations is an online school and students live in
24 geographically different locations, the culture and how
25 students feel connected to the school is still very



1 important. As with many fully online schools, students
2 choose to enroll for a variety of different reasons.

3 Destinations has a fairly significant
4 mobility rate, 50 to 70 percent of the students are new to
5 the school each year. Students do engage with each other
6 face-to -- face, however, through different events at
7 different locations across the state, including field trips,
8 school clubs, college visits, and other activities.

9 Destinations focuses on a culture of career
10 readiness which you'll hear more about today, offering
11 different career pathways, including business and management
12 and administration, health sciences, and information
13 technology. Students also engage with others through these
14 career-based student groups such as DECA and HOSA
15 organizations around business and around health professions.

16 So, there are a variety of ways that students
17 engage with each other face to face. Around academic
18 systems, K-12 provides Destinations with an online learning
19 platform which includes curriculum, benchmark assessments,
20 systems for student data, and professional development for
21 adults. K-12 programming at Destination is being aligned to
22 newly established career and technical education pathways,
23 CDE courses in business, health, and information technology.

24 And additional CDE pathways are scheduled for
25 next year which I know the district is going to talk about.



1 Students engage academically in Destinations through a --
2 both synchron -- synchronous courses where kids are logging
3 in and are online with sort of live courses where there are
4 teachers that are facilitating, and then with asynchronous
5 courses where students can engage in coursework on their own
6 schedule where -- courses that are -- that are loaded up
7 online.

8 I was able to observe one of the synchronous
9 courses and you could -- you need -- can sort of see and
10 hear teachers engaging with students and -- sharing work
11 online. Destinations students also take benchmark
12 assessments that are aligned with their coursework.

13 They also use the Star 360 as an assessment
14 tool. Destinations requires that every student have a
15 learning coach or an adult who can support and hold the
16 student accountable. This is often parents or other adults
17 in kids' lives that they know. The middle school students
18 tend to need more adult supervision as -- as tends to be the
19 case with middle school students, and sometimes that -- that
20 becomes more challe -- I think that's one of the challenges
21 that -- that they face with the middle school aspect of
22 Destinations.

23 Around district supports and flexibility,
24 again just a reminder that Destinations is a Julesburg
25 district school and it's run by the district. Thus the



1 district is quite involved in the operation and the
2 management of the school along with K-12.

3 Julesburg High School students can take
4 online courses from Destinations, also for acceleration and
5 for elective courses. So, that's an option, provides some
6 options for kids in the brick and mortar schools as well.
7 And then finally, under Borden community relations the
8 Julesburg school board is engaged and supportive of the
9 online school and receives regular updates about their
10 progress.

11 The online schools bring additional revenue
12 into the community which support some of the services within
13 Julesburg, including an extended school day, summer school,
14 arts and music, and other initiatives. And the board's been
15 involved in considering these accountability pathways and
16 decisions over the last number of months and years. I'll
17 now pass to Brenda Bautsch.

18 MS. BAUTSCH: Thank you, Peter.

19 Based on our comprehensive data analysis
20 which Alyssa provided some highlights from, and the review
21 of the current conditions and practices which Peter provided
22 some highlights from, it is clear to the Department that the
23 -- the district's most significant challenges are focused on
24 the operation and performance of their online school,
25 Destinations Career Academy.



1 CDE believes that there are certain
2 conditions that could be put into place for all students at
3 the high -- at the online high school, to see success.
4 Those include focusing on this high school mission of career
5 and technical education. CDE pathways can be a mechanism to
6 increase graduation rates, to decrease dropout rates, and
7 the -- the online high school has struggled with -- with
8 both of those indicators.

9 We also encourage the district to continue
10 focusing on data driven instruction at the online school, to
11 use interim and formative data to monitor the progress of
12 students and intervene and provide support for those that
13 need it throughout the school year.

14 And to also use their online progress
15 tracking regarding course logins and course progress to
16 ensure that students are remaining engaged throughout the
17 school year. And as Peter highlighted, the district is an
18 active partner in the operations and management of the
19 online school, and we would encourage the district to
20 continue to play that role in monitoring the implementation
21 of the CDE pathways and in the prog -- monitoring progress
22 of student data on a regular basis.

23 So, CDE finds that the best way to achieve
24 those conditions for success, that I just mentioned, is to
25 close the middle school grades and to focus on the high



1 school. We could come to this recommendation finding that
2 there have been incremental improvements in -- at the
3 Destinations High School level, but we haven't seen those
4 improvements at the middle school level.

5 As Alyssa mentioned, the high school has
6 received enough points on the framework where they would
7 have earned an improvement rating this past school year if
8 they had stood -- stood alone. And they've really refined
9 and focused on this mission of career and technical
10 education pathways which is focused at those upper high
11 school grades currently.

12 And I wanted to note that the district itself
13 has also identified this as a pathway that they -- our
14 online school can serve and support those school -- those
15 students in their high school grades, whereas they are less
16 -- are less well positioned to do so for the middle
17 schoolers.

18 The State Review Panel report which you have
19 in your packets also recommended -- wer -- they recommended
20 management continue with the current operator, but it was
21 contingent upon perform -- an improvement in performance
22 over the next two years. This report was conducted in 2015,
23 so we're coming up against that two-year mark, and the State
24 Review Panel didn't -- did recommend closure if progress was
25 not demonstrated. The middle school performance did decline



1 from prior improvement to turnaround.

2 But we also wanted to look at the data in
3 comparison to other online schools in Colorado. And so, we
4 ran -- our data analyst ran a -- a host of data which is
5 included in the Commissioner's report that looks at the
6 performance of online schools on every indicator,
7 achievement, growth, and post-secondary workforce readiness
8 for online schools that serve middle school grades and high
9 school grades.

10 Looking just at those schools that serve a
11 middle school grades, Destinations Career Academy comes last
12 in terms of the overall percentage of points earned on the
13 school performance framework. This does only include those
14 middle schools that had data available to run a framework.

15 There are several online schools that didn't
16 have enough data to -- to give a rating. But of those that
17 did, Destinations Career Academy middle school grades, we
18 just looking at those middle school grades, came in last in
19 terms of this overall rating.

20 I should also note too on this side that
21 there are eight online schools that are in performance and
22 so it was clear to us that there could be additional options
23 if students wanted to stay in the online environment. If
24 the school were to close, that there were other additional
25 options available to those students.



1 I'll give a brief overview of the State
2 Review Panel's report as well and our reaction to that. The
3 State Review Panel report because both the school and the
4 District are on the clock, the State Review Panel did do two
5 separate reports and evaluations, of one of the districts as
6 a whole and one of Destination's Career Academy, formerly
7 Insight School Colorado.

8 For both of those reports, the recommendation
9 is the same, which is that destinations continue with their
10 current management operator, K-12 Inc. Unless progress was
11 not shown for two years in which case, they recommended
12 closure. There -- how they came to that recommendation,
13 however, was a little bit different for the two reports.

14 So, in the school level report that looks
15 just at Destination's Career Academy, the State Review Panel
16 found the school to be not effective on three of their five
17 measures and developing on two. On the six criteria which
18 asks if there is a necessity that the school or district
19 remain in operation for the school, thus the review panel
20 said no, citing that there was not a strong lack of evidence
21 that -- strong evidence that there was a clear need for the
22 school to remain open, and they also cited a high level of
23 student turnover as part of their rationale as well.

24 In regards to the district as a whole, so
25 this would consider their brick and mortar schools as well,



1 the State Review Panel found that they were developing on
2 four measures and effective on one and they found that there
3 was a need for the district to remain open, particularly
4 given the performance level of their brick and mortar
5 schools and that the geographic location of -- of the
6 district.

7 In determining our recommendation, CDE also
8 considered the district's own proposal for school closure
9 plan. As the list mentioned earlier, we have been in
10 communication with -- en -- engagement with the district's
11 and school leadership and we were able to see a draft of
12 their closure plan which would outline how they communicate
13 with families regarding this -- the closure of these middle
14 grades.

15 We found the plan to be -- to meet their --
16 our statutory requirements for us. We found that it met
17 those requirements and it also conveyed a very clear and
18 transparent process for how they would communicate with
19 staff and with families, and it -- and it conveyed a sense
20 that the district was very committed to ensuring that all
21 those middle school students ended up in a school that was
22 best fit for them, whether that was their home district
23 school or another online school or a charter school or
24 another school of choice.

25 And lastly, both the State Review Panel and



1 CDE reviewed the other pathway options that are available.
2 And at this time we don't recommend a conversion to a
3 charter school for Destination's Career Academy, mostly
4 because the school already receives a great deal of
5 flexibility under the State Statute as a multi-district
6 online school.

7 So, converting the online school to an online
8 charter school would not in practicality fundamentally
9 change any -- any practices. Similarly, for innovation, it
10 would not result in any different operation of the school.

11 Currently, there are not State policies or
12 district policies that prevent the school from implementing
13 the -- the turnaround efforts because that is a multi-
14 district online school. Both the State Review Panel and CDE
15 do not recommend a change in management.

16 The State Review Panel's recommendation was
17 continuation with the current management operator. They
18 pointed to the fact that the school's under two different
19 management operators between 2008 and 2011 when it was
20 acquired by K-12, and so, changing the management operator
21 once again, it's not clear that that would result in any
22 benefit to the students at this point and might -- might
23 just disrupt the system further. Lastly,
24 district reorganization was a consideration that we also had
25 to look at, given that the district is on the clock.



1 However again, because of their brick and mortar schools
2 being at performance, we don't see this to be an option to
3 be considered at this time.

4 The closest districts are about 30 miles away
5 and their brick and mortal schools are also a performance.
6 So, there's not a differing level there. I will now turn it
7 over to Dr. Anthes for a summary and conclusion.

8 MS. ANTHERS: Thank you, Ms. Bautsch.

9 So, as you've seen, our recommendation is a
10 partial closure for Destination's Career Academy in the
11 middle grades. This will allow the district to focus on its
12 core school mission, which is the career technical education
13 pathways for the high school grades and we see some good
14 work with that.

15 The district has a clear closure plan to
16 ensure that students will have assistance in enrolling in
17 another higher performing school option. Switch the --
18 sorry, I don't know. We can outline the details for ongoing
19 monitoring if needed, for -- in a written determination.

20 However, if it is school closure, it's a
21 little bit more clean cut if that's the direction we go.
22 CDE will continue to support the district with the
23 turnaround support manager as needed and continue to work
24 with the district to ensure that its high school continues
25 to -- to perform well and indeed actually improves.



1 So, and if needed, and if the Board directs
2 partial closure, we will assist the district with processes
3 to ensure that all students are transitioned to a new school
4 successfully and the school and district can provide us
5 annual updates to the State Board as to how that process has
6 worked. So, with that, I believe we're done with
7 the CDE portion of our presentation.

8 MADAM CHAIR: Thank you. So, at this time I
9 would ask Julesburg School District representatives to
10 introduce themselves and then please begin your
11 presentation.

12 MR. MARVIN: Good afternoon, ladies and
13 gentlemen of the State Board. My name is Marvin Trenopol
14 (ph). I am president of the Julesburg School District Board
15 of Education. Thank you for inviting us today. We are
16 excited for you to learn more about this Julesburg School
17 District.

18 I have drafted my comments in the form of a
19 letter that I will read, so I can make sure that I don't
20 forget any of my thoughts and -- or comments that I would
21 like to share with each of you today.

22 I am a retired school administrator, teacher,
23 and coach. I have spent the last 50 years of my life de --
24 dedicated to working for and with parents, staff teachers,
25 students of the Julesburg School District. I spent 30 years



1 of my career teaching and coaching at Julesburg.

2 Towards the end of my career, I served as a
3 principal of our Junior Senior High School. Upon
4 retirement, I have served on the -- on the Julesburg School
5 Board for two eight-year terms, for the total of 16 years.

6 With this being my last year of serving the
7 Julesburg School District in some capacity, there is no
8 person more informed or better equipped than myself to stand
9 before you and reassu -- reassure you, that the state of our
10 school district is strong.

11 There is no one in this room today that is
12 more passionate and committed to ensuring that the students
13 attending any one of our three schools, that comprise the
14 Julesburg School District, are being served well and being
15 prepared to be productive citizens in our society after they
16 graduate from high school. Excuse me.

17 The Julesburg School District has more than,
18 and yet she fair share of academic performances, awards and
19 recognition at both State and lo -- National level, based
20 upon the academic performance of our students on
21 standardized assessments. The Julesburg School District
22 over the years has earned the coveted John J. Irwin, School
23 of Excellence Award four times.

24 We've earned the Governor's Distinguished
25 Improvement award three times and our high school has been



1 recognized by U.S. News and World Report as one of the best
2 -- America's best academic performing high school, seven out
3 of the last nine years.

4 We are here today because one of our schools,
5 according to the measuring stick, you have been required to
6 use by the Federal government to determine performance
7 levels of district, schools, teachers and/or students, is
8 not measured enough. We feel that measuring stick mu -- has
9 much to be desired and oftentimes does not reflect the true
10 performance levels and potential that is being realized by
11 our students, staff and school.

12 Many of our students enrolled in the online
13 schools struggled to be successful at many traditional brick
14 and mortar schools throughout the State long before they
15 entered the doors of our online school. Excuse me. We have
16 been working our tails off trying to constantly improve
17 outcomes for these at-risk struggling students.

18 We have not been able to show, by way of the
19 standardized test measuring stick, that we are meeting the
20 prescribed benchmark of success. But you only need to visit
21 the families and students who graduate from our online
22 school at our graduation ceremony at the end of each school
23 year, to know that we have had a tremendous impact on their
24 lives and offer them hope for their future.

25 With that in mind, we come before you today



1 with a proposal to move forward, that we hope you will agree
2 best served our mutual goal to provide students and family
3 across Colorado with unique options that allow them to be
4 better prepared to this college and career ready upon
5 graduation from high school.

6 At this time, it is my pleasure to introduce
7 Superintendent Shawn Ehnes to share the details of our
8 proposed along with the supporting data and rationale to
9 move forward with the pathway that makes sense for the
10 students, staff, and families of the Julesburg School
11 District. Thank you.

12 MR. EHNES: Thank you for inviting us out.
13 My name is Shawn Ehnes. I'm the Superintendent of the
14 Julesburg School District. I've been lucky enough to be
15 part of the Julesburg School District for 17 years. And
16 over that time, we've had some incredible success at our
17 school.

18 We're really excited about trying to be
19 innovative as a school district and continue to move forward
20 with that innovation as the realm of education changes. I
21 hate to admit that this is the second most important place I
22 wanted to be today but don't feel bad.

23 The only other place I'd rather be is
24 watching our boys basketball team right now on the Budweiser
25 event center in the first round of the state playoffs but



1 you're a close second so --

2 MADAM CHAIR: Thanks so much.

3 MR. EHNES: That's how scheduling works. You
4 never anticipate when the great things will be missed in
5 life. So -- so, today we come before you to talk through
6 about our Julesburg School District. And Ms. Katy and her
7 team have expressed is -- we're really here to celebrate the
8 success of our brick and mortar schools. I think they've
9 done a nice job of clearly establishing that we've got a
10 really high performing school district in the brick and
11 mortar world.

12 We've been working really hard to get better
13 at our online school. But part of leadership is recognizing
14 what you're doing really well and maybe some things that
15 you're not doing so well.

16 And so today is also being transparent in
17 understanding that our data tells us that we are really
18 struggling to see gains and improvements and progress in our
19 middle school. But we do have some clear signs of progress
20 in improvement in our online high school.

21 And more importantly, we're really excited
22 about the fact that for eight years, we've envisioned
23 creating for the state of Colorado, the one and only career
24 pathways model for families and kids throughout the state to
25 be able to actually get into high school courses that can



1 crea -- articulate from when they're freshmen in high
2 school, way till they -- they're senior in high school with
3 something they're really passionate about doing after they
4 leave high school and get connected to experiential learning
5 experiences through apprenticeships and things like that
6 that allow them to not just learn it in the books but
7 actually learn from people that are involved in those
8 things.

9 So, we hope to leave today with an
10 understanding of how we're moving forward with you and what
11 we hope to not only provide for the kids in Jules where we
12 have about 32 of our 75 high school kids that are taking one
13 or more online high schools. So, this doesn't exist out in
14 a nebulous place where we don't know intimately what goes on
15 with teachers and kids. We see it every day in our school
16 with the 30 some kids that we have taken these courses.

17 So, today, on as the agenda talks about,
18 we'll look at some of that data, give you a little bit more
19 of a picture inside of our district with regards to the
20 performance rating that you referred to. We'll also talk
21 about some internal data that we see with our online school.
22 And then, we'll talk about the proposal for the school
23 closure of the middle school and what that communication
24 will look like.

25 And then, we want to spend the majority of



1 our time giving you a real good look at what the CTE
2 pathways program is going to provide as a resource to
3 families and students throughout Colorado. So, the first
4 slide that we're going to talk about is our district
5 performance framework. And I think on the slides, that Katy
6 and her staff showed you just kind of -- showed it as a
7 performance.

8 So, on the -- from 2011 to 2016 on the left
9 side of that spreadsheet, you can see that our district's
10 performance with our online program shows that it's been
11 accredited with priority improvement plan. If we pull that
12 off, you can see that we would be accredited, and I think
13 the lowest we dip down as a brick and mortar elementary and
14 high school was down to 75.7. And as you're aware, 80
15 percent, I think, is the threshold for accreditation with
16 distinction. So, our brick and mortar elementary and high
17 school are performing just under the benchmark for being one
18 of the few school districts accredited with that
19 distinction.

20 So, I hope that you recognize that with that
21 ability and demonstration that we have a really solid Board
22 of Education and administrative leadership and a committed
23 group of teachers. And we carry that forward not just with
24 our brick and mortar, but we ca -- carry that sense of
25 excellence into what we want to do with our online school as



1 well. So, the next slide is related to specifically our
2 online performance.

3 So, if you look at the far-left hand column,
4 our online school currently, middle online school earned
5 38.3 percent of those accreditation points. And then you go
6 over to the next column where it looks at only the online
7 middle school performance and you can see that that 38.3
8 percent drops down to 32.5 percent. And then if we look at
9 just the online school -- high school and their performance,
10 you can see that that earned 44.7 points.

11 And so, what that clearly establishes is as a
12 total school, we are seeing those gains and progress in our
13 online performance at the high school level. And as we
14 talked about, we recognize that our middle school is where
15 we're struggling to see those types of gains. And so, with
16 that 44.7 that we earned on last year's state assessments,
17 we did that with -- we only fell a short of 8.3 percentage
18 points of being able to get to the performance accreditation
19 status. And some of those notes below are -- talk about the
20 fact that our online school as well as our brick and mortars
21 have seen some real opt out movements related to parents
22 choosing not to participate.

23 So, you can see that about a third of our
24 population in those different pockets a -- are not
25 represented in that and we'll go into some of the detail



1 about that because it's important to know what the students
2 are and what their background is.

3 So, I guess our proposal moving forward is,
4 as Cindy has talked about, is that we are acknowledging our
5 lack of performance in middle school, excited about our
6 performance in high school, thrilled with our ongoing
7 performance at a district level and feel that our best
8 course forward will be moving forward with that partial
9 closure of our online school.

10 So, to go more into some details related to
11 our middle school and our high school, at this time, I'd
12 like to introduce Terry Katie who's next to me and she is
13 our Head of School at Destination's Career Academy, talk to
14 you about some of those ideas.

15 MS. KATIE: Thank you, Shawn.

16 And thanks to all of you for your time today
17 and -- and for having us here to discuss our school and our
18 district with you, we appreciate that. As Shawn said, my
19 name is Terry and I've had the privilege of being the head
20 of school at Destinations Career Academy, formerly Insight
21 School of Colorado, for about a year and a half since
22 January of 2016. However, I've worked with the school since
23 the summer of 2013 in different various roles. So, it's
24 just been really exciting to be a part of the mission and
25 the vision as it's developed, especially in the CTE program



1 we'll tell you a bit about.

2 This slide here, as Shawn mentioned, we've
3 had some struggles the last couple of years with parents opt
4 out the online schools. As you may or may not know, we
5 assess students all over the state of Colorado, renting out
6 different sites because of course they live all over the
7 state of Colorado.

8 And we do experience a pretty heavy opt out.
9 Our -- our parents choose to opt out. Some of them come
10 from a home school type situation, where they -- where they
11 truly do believe they don't want their -- their students
12 assessing. And others, it's honestly a convenience factor
13 to not have to drive to one of our sites when you're so used
14 to schooling from home.

15 So, about a third of our students on PARCC
16 and about half of our students on CMAS did indeed opt out in
17 2016. And we just want to make note that these are some
18 pretty strong students.

19 About two thirds, sometimes a little bit more
20 of those students are -- are -- achieve highly on our
21 internal assessments. If you Scantron for the past several
22 years, beginning of the year, middle year and end of year.
23 We've shifted to Star 360 for this year. And we just -- we
24 always look at the data on those students and it is a
25 stronger set of students, the majority of them that aren't



1 assessing on the state assessments.

2 So, we do feel like that's taking a play into
3 the performance on the -- on the SPF. But more importantly,
4 I want to go to this slide and -- and talk about the actual
5 state performance data because we do realize that of course
6 we're -- we're held accountable to the measures on that
7 performance framework.

8 And this is really just bringing out more the
9 reason we're we feel like our high school is really growing.
10 I think ACT really tells a nice story. This is an
11 assessment that juniors have historically really cared
12 about. They have a lot to buy into it because it really
13 plays a role in their future. And you can see over the last
14 three years, how we've increased in that composite average
15 up to 19.4 in 2016 last spring, just under the state average
16 which I believe is right at 20.

17 So, really some significant gains there in a
18 -- in a test that these students are committed to taking.
19 We've done some measures at the school, of course, with
20 things like ACT prep and counseling with these students to
21 really support them through that exam. Also in the CMAS
22 science last year, our 11th graders that did assess, and it
23 was just about half, put us at the 63rd percentile rank of
24 all schools in Colorado. So, we did meet expectations, so
25 to speak, on the SPF as we were about the state average



1 score on that mean average. Another place that -- that CDE
2 has turned into and -- and we certainly are constantly
3 paying attention to and really intentional efforts as our
4 graduation rates. Online schools historically, as you
5 probably know, struggle with graduation rates.

6 One, we have a really, a -- as students come
7 and go, as you heard 50 to 70 percent students are brand new
8 each year, so if they come to us behind in credits, they of
9 course become part of our graduation rate. So, that's one
10 of the struggles. Not to mention that we do have a pretty
11 high-risk population that we're really trying to serve and
12 to do something different for those students to help them
13 graduate from high school.

14 So, while we have improved from 2014 to the
15 2016 measure by more than double, we know we have a long way
16 to go. And that's one of the strong reasons of putting in
17 the CTE program, that we'll tell you about, to really give
18 these students a meaningful opportunity, to have this
19 intentional focus where they can leave high school with
20 career goals, some experience and a vision of where they
21 want to be.

22 We do see -- we also track credit approval at
23 our school to sort of counter grad rates. And so, we do
24 track rates of -- of students accruing credits year over
25 year and to make sure they're staying on track within our



1 model. And we do see about 84 percent staying on track
2 versus credit accrual wise in our school while they're
3 there.

4 Let's see at this point, I'm going to hand it
5 back over to Shawn.

6 MR. EHNES: Okay. So, with that data, what
7 we're asking the board to understand is that we feel that
8 the best way to move forward is a restructuring with that
9 closure of our middle school and continue our high school,
10 which is going to allow us to do a couple of things and
11 provide an avenue for us. So, we just feel
12 like going to high school only program as we move into the
13 career pathways program, allows us to get a real singular
14 focus on making sure that's a really successful model by
15 eliminating the middle school, and the second thing that I
16 think it does is it provides the state board with an avenue
17 and a rationale to move forward with accreditation regime
18 change at the district and school level, and hopefully
19 resetting that accountability clock.

20 So, that is what we're hoping the state board
21 will recognize, make sense. And obviously any time you're
22 going to do a closure, we as you would be interested in
23 knowing is making sure that any closure there are going to
24 be the real parents and real kids that are impacted and
25 affected, and that we want to and you would want that to be



1 done in a purposeful way that has a definitive plan and a
2 very good communication, so that we can transition those
3 kids to a better situation for them.

4 So, we've spent a lot of time going through
5 how we're going to handle that closure and how we plan to
6 work with the families and kids. And to talk through those
7 details, I had asked Terry to kind of share the
8 communication with staff, parents and students when our plan
9 is moving forward with that closure.

10 UNIDENTIFIED VOICE: Sure. Thank you. And
11 I believe you guys have received a copy of the closure plan
12 but we'll, we'll talk briefly through some of those measures
13 and, and intent that we have around that.

14 So, first of all, our staff. It -- we have a
15 pretty small school, so our staff oftentimes share teaching
16 grades in the middle and in the high school. It should be a
17 pretty minimal impact on staff in terms of our school growth
18 in the FTE, we have allotted for that.

19 We do hope that with our CTE program really
20 growing, we actually grow our high school to, to be almost a
21 similar population size as our middle and high school this
22 year is together.

23 But you should know that our staff has been
24 greatly involved for many years through unified improvement
25 planning, through the request to reconsider a proposal this



1 fall, and in great communication through this whole plan as
2 well. So, the staff has been, that communication really has
3 been full and ongoing and with support from, from lead
4 teachers and, and all of our staff really.

5 For the students, the most important piece
6 and obviously the part that gets in all of our hearts, you
7 should know it affects about 50 students currently. So, we
8 have 19 sixth graders and 32 seventh graders, so 51
9 students. The rest of our middle school students are
10 actually eighth graders, so of course they would be more
11 than welcomed to join us next year as a high school student.

12 We do plan to, to have communication in
13 several ways. One of the most meaningful ways is to have a
14 one on one meeting with each family, with an administrator
15 and a counselor on hand to really discuss with the family
16 options for next year. If they prefer to stay in the online
17 world, we have a sister school with K-12, Colorado Prep
18 Academy, that's an option that gives them very similar
19 curriculum and a very similar model with an added in blended
20 piece.

21 And also as you saw on the -- on the list
22 from CDE talking through other online school options as well
23 depending on what the families, the families are really
24 looking for in terms of structure in similarity to what they
25 have currently. Of course, also discussing options, you



1 know, back in their brick and mortar to their district
2 location or other schools of choice, other charter schools,
3 things they might be looking for.

4 So, we'll be prepared to understand where the
5 family lives and their situation, how long they've been with
6 us. I mean, that's always, you know, if they just come here
7 this year, have they been with us for two years? Have they
8 been in online schools for six years to really help families
9 and guide them in, in a good direction for each child. For
10 our, it -- LASO have written communication of course around
11 this as well.

12 And then for our eight through 12 students,
13 it'll be much more simple, it's really just communication to
14 help them understand the rationale and the really -- the
15 focus of the CTE program. We're starting to work with
16 families already on re-registration for next school year and
17 really explaining to them what we're going to bring, and
18 highlight, and the new pathways, and the new opportunities
19 for students to really to keep them wit -- with us and keep
20 them involved.

21 One of the strongest data points we see as,
22 as student stay and remain in our program, they do better
23 and better. There's a huge learning curve to online
24 education. So, we really, you know, with our eight through
25 12 families really work with those, those families to stay



1 and, and commit to education.

2 So, that gives you an idea of our, our plan
3 with our current families. Of course, for new students
4 moving forward as our enrollment period opens up, we'll just
5 obviously enroll for grades nine through 12. And K-12 as a
6 company will assist families who are in those middle grades
7 to, to another K-12 school if they're interested in this K-
8 12 schools in Colorado.

9 MR. EHNES: Okay. I wanted to share with you
10 now the rest of our presentation is really focused on giving
11 you a clear picture of our career pathways online high
12 school program and how we intend to roll it out, and grow
13 it, and expand it, and try to as everyone sees make a
14 connection with kids to life after high school, and we're
15 really hoping that you can recognize through this type of a
16 program that we're bringing a resource that doesn't exist
17 for everyone and we, we create a platform in which even the
18 smallest rural districts will now have the opportunity to
19 our curriculum options that are clearly articulated to the
20 ICET process.

21 So, everything is embedded in the ICET
22 process and that ICET process is intended to walk every high
23 school student down the path of here's what I want to be, if
24 I want to be this, I need to take these kind of courses. If
25 I take these kind of courses, I'm more likely to be



1 successful in the world of work, college, or whatever they
2 choose to do after high school.

3 And so, for that to be true, all high
4 schools, regardless of geographical location, should be able
5 to provide their students with the kind of courses that
6 allow them to clearly get that kind of an opportunity to
7 move forward with that. So, CTE is about creating relevant
8 and meaningful career related learning experiences through
9 rigorous courses that lead to high demand career pathways.

10 The career pathways should be starting with a
11 exploration process to determine if that's a pathway that
12 continues to make sense and it should escalate to the end
13 being some sort of certification, so that at the end of that
14 pathway, they have some certified knowledge base or skill
15 level that sets them apart from other high school students
16 that don't have that experience.

17 Destinations Career Academy is the one and
18 only online school that is totally focused on career
19 pathways. And we are currently in the process of working
20 with CDE to make sure all of our pathways will be approved
21 and meet CTE qualifications. And the final
22 note that is an expansion is we look to hopefully expand to
23 provide particularly small rural districts with this career
24 pathways program or we're going to call that Destinations'
25 direct, so that we can partner with small rural school



1 districts that have limited curriculum options for their
2 kids, their students would remain full time students at
3 their local district but have the ability for a very cost
4 effective way to add all of these pathways. All of these
5 certifications, and all of these student organizations that
6 we're going to talk about as part of the offering of the
7 learning experience for their high school students and still
8 maintain them in their district full time.

9 So, we're excited to talk through all of
10 these details and we're going to walk through the pathways
11 in the clusters and the student organizations at this time
12 with Terry.

13 MS. KATIE: All right. So, this is what
14 we're really excited about with our school mission to -- to
15 offer a program like Shawn said to students that live
16 everywhere. There's no doubt that America, as a
17 whole, is in need of more CTE programs for students who
18 aren't necessarily ready for a four-year college but maybe
19 need something different, a two-year college. Some of them
20 a CTE program and some of them right into the workforce.
21 So, what we've got -- currently, I'll go through.

22 So, currently, in the health sciences, we
23 have pathway program -- a pathway program in CNA, Certified
24 Nurse Assistant, and certified medical assistant as well as
25 pharm tech, pharmacy -- pharmacy technician. We are going



1 to add a fourth pathway there next year in health
2 administration and this more billing and coding and
3 transcription.

4 One of the main reasons is being an online
5 and slightly blended school with our concurrent enrollment
6 and working experience. But we don't have a physical lab,
7 so to be state approved in CNA and CMA, you really need that
8 physical location for students to, five minutes, have a lab.
9 We use concurrent enrollment for that, but we're adding in
10 that more administrative pathway as well.

11 We also have two pathways as you can see in
12 business, admin and management as well as marketing and also
13 in IT, we have programming and web design or design and
14 visual communications. And then next year, we're really
15 excited, we're going to add agriculture, two different
16 pathways in Ag.

17 And like Shawn was saying especially with
18 serving the more rural districts in a part time sort of
19 fashion that was indicated desire by -- by many districts
20 and also stem. Adding stem as well next year. And I'll go
21 ahead and go on, put those for me.

22 The next two slides, I'll just briefly
23 mention. Those just show you that we have, for every
24 pathway, that first slide really just shows the all-
25 encompassing picture, showing the courses, possible careers,



1 different student organizations that can go along with that.

2 And then the following slide, just we have
3 the course descriptions of course for every pathway. And
4 that's just some of the, you know, resources that we have
5 for families and students within our -- our course catalog
6 as well. The career and technical student organizations,
7 this is where things really come alive for -- for children
8 outside of the coursework they may take.

9 Currently, we have skills. Skills USA is --
10 is a big CTE organization that really focuses not only on
11 IT, but actually encompasses leadership and professionalism
12 and really all of the CTE pathways. But as we are adding
13 things on for next year and we've been approved in different
14 pathways, we are adding FBLA and DECA.

15 We actually already have the chapters.
16 Students will start next year as well as HOSA, that's the
17 whole science CTSO and FFA, as we gather in agriculture
18 pathway. As important as the CTSOs and the coursework, to
19 complete the pathways is really the workforce experience,
20 and this is something we've really just did -- we're diving
21 into it now this school year.

22 We've had career tours and job shadowing
23 experiences at a variety of places. Some of those locations
24 you see on the slide and our students are actually starting
25 some interviewing this spring with some different companies



1 in hopes of having worked there over the summer.

2 So, we have a career coordinator who works at
3 our school, who's just done a fabulous job in making
4 connections around the state to support students in that
5 angle. We also have an active Advisory Committee. A CTE
6 advisory committee of five individuals from an concurrent
7 enrollment options, from Red Rocks and also from industry
8 especially in IT. I'm sorry, I'm speeding up.

9 I just saw my time limit. The last thing I
10 really want to highlight to you with the CTE is just that we
11 are seeking state approval to really be recognized as a
12 state approved program and not just a school having
13 pathways.

14 So, we've received approval in the business
15 and marketing. We've submitted IT, health sciences is
16 coming, and then of course next year, are new ones as well.
17 So, we're really excited to -- to actually be a recognized
18 program with the state.

19 MR. EHNES: Okay. So, our request moving
20 forward is we're asking the state board, upon closure of our
21 middle school, to assign a new accreditation accountability
22 rating of approval for both Julesburg School District and
23 our online school. And hopefully, you feel that is
24 rationale is supported by the data and rationale presented
25 today.



1 Approval of an accreditation rating chain
2 will reset the accountability clock for both the district in
3 our school and allow us to provide students and families
4 throughout Colorado the opportunity to enroll in a career
5 pathways secondary education program that is not offered
6 through any other existing online school.

7 So, with that, I want to thank you for your
8 time, your consideration and we'd be glad to answer any
9 questions you might have or providing any further
10 clarification.

11 MADAM CHAIR: Thank you very much. At this
12 time, the state board will be engaged in conversation with
13 you and among us. However, I've received permission from
14 legal counsel to allow us to take a quick five-minute break
15 because I darn near killed them this morning.

16 It doesn't mean that we're not allowed in or
17 out, back and forth at this particular time. You understand
18 we're kind of in the middle of this hearing. If you'd
19 respect that and allow my colleagues to get a cup of coffee
20 and please be back in five minutes. We would really
21 appreciate it. Thank you.

22 UNIDENTIFIED VOICE: She loves that, thanks.

23 (Break)

24 MADAM CHAIR: Thank you, folks for returning,
25 eventually. At this time, the state board will engage in



1 discussion and ask questions to both parties.

2 As a reminder, based on the board's 2016
3 procedures for state board accountability actions, this is
4 our only time for discussion and our opportunity to ask
5 clarifying questions of both the department and the district
6 in the next two hours.

7 We need to be sure we are clear with the
8 direction and conditions we request to include in the
9 proposed written final determination as public testimony
10 will not be heard at subsequent meetings. So, colleagues
11 who wants to go first with questions, comments, et cetera?
12 Board member McClellan.

13 MS. MCCLELLAN: Thank you, Madam Chair. And
14 thank you to all of you for making the long drive from
15 Julesburg. We do appreciate it and for your presentation.

16 I have a question and I -- I'm wondering if
17 staff can possibly bring up slide 19 from the PowerPoint
18 presentation, from CDE's PowerPoint presentation. It
19 includes a bullet point that touches on the additional
20 revenue that the online school brings into the district that
21 supports extended school day, summer school and at the
22 elementary level, Arts and Music Program, cramming, among
23 other initiatives.

24 What percentage or roughly what are the
25 numbers in terms of Julesburg students and out of Julesburg



1 district students. What percentage are in the online school
2 presently?

3 UNIDENTIFIED VOICE: I -- I think the number
4 was 604 and there's 350 in the online and 250 in the brick
5 and mortar. I think that was the number, right?

6 UNIDENTIFIED VOICE: It's 59 percent in the
7 2016/17 school year, are in the online school.

8 MS. MCCLELLAN: So 59 percent are Julesburg
9 students?

10 UNIDENTIFIED VOICE: No.

11 MS. MCCLELLAN: I guess, let me -- let me
12 restate my question. I'm trying to figure out what
13 percentage of the online students are not from Julesburg.

14 UNIDENTIFIED VOICE: Oh, (indiscernible) very
15 small where the district is.

16 UNIDENTIFIED VOICE: 250 out of the 600. So,
17 I don't know the math on that percentage wise but 300 would
18 be 50 percent. So, it's less than 50 percent of our
19 students in our total district are living geographically in
20 Julesburg.

21 MS. MCCLELLAN: Okay, so within the online
22 school, are the majority of the online students not from
23 Julesburg?

24 UNIDENTIFIED VOICE: Correct.

25 MS. MCCLELLAN: Okay.



1 UNIDENTIFIED VOICE: They're -- they're
2 located throughout the state: small schools, big schools.
3 I think we touch all four corners geographically where
4 families and students are choosing to be a part of our
5 online school.

6 MS. MCCLELLAN: I was a little bit confused
7 about how the revenue coming in through the online school.
8 Is that funding brick and mortar improvements for Julesburg
9 students?

10 UNIDENTIFIED VOICE: It's total funding to
11 the district. So, certainly through our authorization, our
12 oversight and the leadership that we're providing for our
13 online school. There's a certain portion of that that the
14 district for our brick and mortar schools is able to use to
15 our brick and mortar student -- students benefit.

16 MS. MCCLELLAN: I guess, as I was looking at
17 the low graduation rate for the online school, it -- and the
18 low participation rate in the -- in the accountability, it -
19 - it just concerned me because I wanted to make sure we had
20 full accountability of those dollars that are following,
21 particularly the out of Julesburg students into the online
22 program.

23 Those funds are, I would think intended to
24 benefit directly those online students and given their low
25 graduation rate it's looking to me like they need more help



1 than maybe they're getting and so it -- that was a concern
2 for me when I juxtapose that the financial impact with the
3 out of district online students with the graduation rate.
4 But thank you for answering that question, I appreciate it.

5 UNIDENTIFIED VOICE: Probably a clear answer
6 might be that I would say that 95 percent of the dollars we
7 receive for online students goes directly to the operation
8 of our online schools to have curriculum and those kind of
9 things. So, it's a very small percentage that the brick and
10 mortar students at Julesburg benefit from.

11 MADAM CHAIR: Thank you. Board member
12 Flores.

13 MS. FLORES: So, that -- that's great that
14 you've answered some questions. So, the -- the kids that
15 are -- that go to the online school, are they -- they live
16 at home, possibly most of them, and what percentage of those
17 kids are from Julesburg -- that live in Julesburg?

18 UNIDENTIFIED VOICE: I'll take the Julesburg
19 direct question then I think I'll have Terry talk about the
20 kids throughout the state. Like I said, we, every year have
21 30 to 40 of our kids that are in our brick and mortar as
22 full-time brick and mortar students taking one to two
23 classes each year. Okay.

24 MS. FLORES: Oh, I see.

25 UNIDENTIFIED VOICE: But we also have had



1 students in which the -- our brick and mortar school for
2 various reasons, was not a good fit. So, we've had students
3 in our online school -- we've also had students that
4 geographically live within our district, attend other online
5 schools.

6 MS. FLORES: I see.

7 UNIDENTIFIED VOICE: So, that's the Julesburg
8 question and Terry, I think you can take this.

9 MS. FLORES: May -- may I just ask a --
10 another question.

11 MADAM CHAIR: Sure.

12 MS. FLORES: -- and maybe you'll answer that
13 too. I'm -- I'm wondering, you have -- you say you have a
14 low percentage of minority kids, but you have over 36
15 percent of those kids are minority. Are the minority kids
16 the -- the kids that go -- that -- that attend or that do
17 the online school or, how does that work? Are they --

18 MS. TERRY: I don't have the exact minority
19 breakdown in front of me of the online schools specifically,
20 but I think it's around 20 -- 20 percent or pe -- perhaps a
21 little bit lower at the online school specifically, and
22 Shawn could address the district. But our students, like
23 Shawn said, they really do live all around the state --

24 MS. FLORES: Right.

25 MS. TERRY: -- and -- they do, to your prior



1 question, they do live at home with a parent or grandparent
2 or various situations.

3 MS. FLORES: But I guess the other question
4 that I'm -- that I'm asking too, is it that minority kids
5 take online -- online schools? Are most of -- are all of
6 your minority kids taking online schools or that live in
7 Julesburg?

8 UNIDENTIFIED VOICE: I don't have any more
9 answers.

10 MS. FLORES: And are those the ones that are
11 not graduating?

12 UNIDENTIFIED VOICE: She's got the specific
13 percentages.

14 (Pause).

15 UNIDENTIFIED VOICE: No. Our ELL population
16 is usually in the 20 to 30 percent. And then, our part time
17 kids that live in Julesburg that, you know -- one out of
18 every three is ELL and those kids take part time online
19 classes just like any other minority group represented. But
20 it isn't like the kids that live in Julesburg, I wouldn't
21 say predominantly are Hispanic or have any other minority.
22 It's more about life situations. We find that kids not only
23 in Julesburg but anywhere that are looking for online
24 programs, there's life situations that create the need for
25 flexibility and different things that online schools



1 provide.

2 MS. FLORES: Right. So, your brick and
3 mortar school is not all White?

4 UNIDENTIFIED VOICE: No.

5 MS. FLORES: So there's a combination.

6 UNIDENTIFIED VOICE: And our largest
7 demographic is -- you know we're -- we have a high poverty -
8 - a lot of our kids qualify for free and reduced lunches,
9 so, I don't know what that number is exactly, but I think
10 it's in the 60 to 70 percent range.

11 UNIDENTIFIED VOICE: It's 55.

12 MADAM CHAIR: Colleagues? Questions? Miss
13 Goff?

14 MS. GOFF: Okay, oh, thank you.

15 UNIDENTIFIED VOICE: Why did you bring -- go
16 ahead.

17 MS. GOFF: Okay. All right. Oh boy. I -- I
18 just need five seconds to organize, so this makes logical
19 lined up.

20 Well, I'll tie it in somehow. If we're
21 talking about the benefits of online, and I guess tied that,
22 tied in with the students, regardless of what percentage
23 they are of what category or anything like that.

24 What -- Have there been some benefits to
25 middle school kids that if you have some evidence or data



1 that shows which particular kids have talked about the
2 benefits of -- of this to them or you may have seen it in
3 black and white in your performance numbers, and how -- how
4 do you communicate about that?

5 How do you -- How do you bring those kids in
6 the families into this change where, you know, plan wise, it
7 doesn't really sound like there's -- there's a comparable
8 place for them at this time in their lives and that the only
9 online perhaps is at another place, it's another location.

10 Even though it may be virtual change, it's --
11 it's a new thing for them. I'm just -- I'm just still
12 thinking about what -- I understand completely and
13 appreciate the benefits of the CTE focus and the things that
14 are available for high school as our world changes and as we
15 get better about figuring that out. But it feels, at times,
16 like a bunch of middle school kids have sort of been left --
17 just left there.

18 So, I'm -- I'm wondering how you can have
19 communicated that. If you've begun yet, that's another par
20 -- big step in your development of all of these things. How
21 do you talk to the families about what that -- what that
22 means? And if you want to, at the end how -- what do we
23 have, what do we know showing?

24 And I'm thinking what if they choose to -- it
25 may not be the online high school they are waiting for it.



1 If they make a choice or there is a compelling reason to go
2 to the brick -- brick and mortar high school, what is --
3 what is there for them or what's being developed and
4 prepared for that will address what the benefits are they've
5 been enjoying as a middle school student doing online
6 learning?

7 UNIDENTIFIED VOICE: Again, as an ex --
8 teacher -- as an ex-teacher, we all know that that middle
9 school age is that transitional period of time to where they
10 are -- if you -- if you've got middle school children you
11 know that their mom and dad don't know anything. All right.

12 So, now they're pushing for something, and
13 some of those kids, brick and mortar just doesn't fit them.
14 And I think that what we're trying to address is how do --
15 and if that is your question, how do we address getting
16 those kids to realize that either you need the education,
17 and many of them don't recognize the need for education.

18 I've been in both situations of middle
19 school, trying to counsel them as an administrator as well
20 as a teacher. Sometimes yes, parents have such a vital
21 role! So, as -- as Terry has already indicated and -- and
22 Shawn has indicated, what we attempt or going to attempt to
23 do, we have to do. I'm not going to say attempt.

24 It's something that we nationally, not only
25 here in Colorado, is we have to focus somehow getting those



1 kids to understand that they don't get some form of
2 education beyond that middle school age, that we will lose
3 them into some other area of our -- our social status.

4 So possibly, we -- we still pointed out and
5 Terry has pointed out, is their staff is working very hard
6 to get those kids into some other form, if it's not the
7 middle school, maybe it's a charter school, maybe it's
8 another online school. Some of the online schools also have
9 places where those kids can go both online and into a brick
10 and mortar type situation. There's something out there.

11 We're sitting in the northeast corner of
12 Colorado, we don't have that option, whereas Colorado
13 Springs does have, they have some of those options for those
14 kids. But to -- to answer your question,

15 I don't know what the answer is for those 50,
16 but we have to work, and that's exactly what Terry and Shawn
17 have said. We have to find a way, because those kids we
18 don't want to lose, as an educator never wants to lose a
19 kid.

20 UNIDENTIFIED VOICE: Great. Let's -- yes.

21 UNIDENTIFIED VOICE: I would just add that, I
22 think that CDE provided a slide where there are several
23 online options that are doing that better than we currently
24 are at the middle school level. And so, I would think that,
25 you know, that would be where if I were a parent or a



1 student, I would want to use that data and to make those
2 informed decisions, and I think that they also showed you a
3 slide where our high school performance is much more
4 competitive in the online market, as far as stronger
5 performance among other online options.

6 UNIDENTIFIED VOICE: Yes. Maybe bringing it
7 down a little bit too.

8 You mentioned -- you've talked about ICAP and
9 the role in all of that. I'm thinking I'm not sure I heard
10 to my comprehension how has ICAP been utilized at the middle
11 school level, whether it be through the online or through
12 your brick and mortar school.

13 And if -- if that's -- you know, as we, I
14 think we all agree Middle School is a critical point. So,
15 when you start working with kids -- in fact, I -- I'm
16 beginning to think that elementary school is, at a certain
17 appropriate grade level.

18 But, middle school, if -- if we want them to
19 continue thinking about future planning, visioning,
20 imagining themselves and aiming for certain educational
21 goals, where is that kind of ability access to the planning?
22 Where is that happening?

23 And has -- if I missed it, I so apologize.
24 But where is that being incorporated into from now on? If
25 there's a closure to a pretty large segment of your middle



1 schools -- school at the online level? I just -- if you have
2 some more detail about that or thoughts around that?

3 UNIDENTIFIED VOICE: No, and I think that's a
4 good point. I think that certainly a potential downside of
5 closing the middle school, because your middle school, you
6 know, feeds the mission of a CTE program. However, ICAP is
7 supposed to be embedded in every school district, regardless
8 of where you are going.

9 And where we hope to be able to connect and
10 communicate with those families that are getting an ICAP
11 process somewhere is to jump into the market place with a
12 ready-made pathway that says if you want to be in the health
13 field and be a nurse, here's some articulated courses and
14 organizations you can be part of.

15 So, I don't think you have to have the middle
16 school in our -- our online school to make that happen. We
17 do have to go around and have conversations with families,
18 students, and even districts about this matches what you're
19 trying to accomplish with your individual career and acad --
20 academic plan in your school, which is supposed to be
21 starting in sixth grade. What we step in and say is, we
22 know that you might be struggling in providing realistic,
23 rigorous, articulated courses in various career pathways.
24 So, continue to do your ICAP process. Now look at this as a
25 real way for you to get kids to a meaningful learning



1 experience that's a part of that process. rather. Because a
2 lot of times that process is Here's what I want to be. and
3 then it stops short, because the reality is a lot of these
4 types of courses don't exist in most traditional brick and
5 mortar schools, or even in the online world. But we're
6 providing a seamless way for in ninth grade kids to say, I
7 want to be this. And here's a pathway in the courses and all
8 of the experiential learning things that can happen along
9 that way and end up with exploring in that freshman year and
10 credentialing, certifying in that arena by the time they end
11 high school.

12 UNIDENTIFIED VOICE: Thank you. Board
13 member, Mazanec?

14 MS. MAZANEC: So thank you for coming. And
15 first of all, you mentioned that you were -- I think you
16 said credentialed or in CTE? Which -- which -- How many
17 areas were you trying to get credentials in?

18 UNIDENTIFIED VOICE: Sure. Currently were
19 approved in business and marketing by CCCS. That the state
20 directors do that approving. And then we've submitted in
21 the programming and I.T., and then we hope to do health
22 sciences this spring with our billing and coding with the
23 administration pathway and then next year move to STEM and
24 Ag. And actually I didn't mention, and that's a good point.
25 On Friday, tomorrow, about three of the state directors who



1 do the approvals are coming to our office to visit with us,
2 because they also have questions. This is -- We're the
3 first online school that they are approving. So as you
4 might imagine, they have lots of questions about online
5 schooling, so they're coming to our office to meet with us
6 and just to learn more about our programs in school and --
7 and how we teach kids.

8 UNIDENTIFIED VOICE: Okay, and then, if I'm
9 hearing this right, tell me, it sounds like -- so the plan
10 is to close your online middle school now, and as I read it,
11 this is not going to affect a lot of students, or Julesburg
12 students anyway.

13 MADAM CHAIR: But it also looks like you're
14 trying to perhaps expand and refine your online school,
15 particularly in the CTE area, that may attract more students
16 around the state eventually anyway. Is it -- am I reading
17 that right? Am I hearing that right?

18 UNIDENTIFIED VOICE: That's, that's exactly -
19 - our hope is that as we expand and the word gets out that
20 this is an option for students who need something different,
21 that, that, that high school program will grow and, you
22 know, be able serve students who want something like this,
23 as well as potentially full-time students, who go to rural
24 districts, that just want to take some pathway courses with
25 us.



1 MADAM CHAIR: Okay.

2 UNIDENTIFIED VOICE: Much like Shawn's do.

3 UNIDENTIFIED VOICE: And I think the other
4 thing that I think is pretty important is, right now, most
5 traditional brick and mortar school districts view on --
6 online as kind of the enemy or not a friend or a partner,
7 and we really want to, through this effort, change that
8 paradigm and make them view what we're trying to accomplish
9 with this program as a real partner and provide them with an
10 avenue to really help their kids, really develop that
11 workforce readiness, and the things that you can't do in
12 most of those type of opportunities. So, I think that's
13 another important part of this is, we hope through this
14 effort to develop a real relationship with lots of districts
15 on a part-time basis, to view online as a real partner in
16 that process.

17 MADAM CHAIR: Thank you. You have a
18 question?

19 UNIDENTIFIED VOICE: Thank you, Madam Chair.
20 I didn't -- if I missed this, forgive me, but I didn't
21 notice federal grants as a part of your plan so far or going
22 forward. Are you applying for federal grants? I know you
23 mentioned that you have a, a community impacted by poverty,
24 so I'm guessing there must surely be something that you're -
25 - that you would align for. Is that part of the picture for



1 you?

2 UNIDENTIFIED VOICE: No. We've not taken
3 advantage of that opportunity. Most of the time, those
4 grants are usually -- I think, in my mind, they're to help
5 districts that feel that money is their reason why they
6 can't be successful, and we haven't really felt, like, lack
7 of financial resources were at the core or root of why we're
8 being unsuccessful.

9 UNIDENTIFIED VOICE: Thank you.

10 MADAM CHAIR: Well, I have some questions
11 until you all come up with some more. In terms of your
12 brick and mortar schools, tell me about the high level of
13 outputs, the fact that we really don't know what's going on
14 with your schools this year.

15 UNIDENTIFIED VOICE: Say that again?

16 MADAM CHAIR: The brick and mortar schools,
17 the high school and the elementary, you had, what, 13
18 percent participation?

19 UNIDENTIFIED VOICE: Yes.

20 MADAM CHAIR: How, how do you know how well
21 you're doing --

22 UNIDENTIFIED VOICE: So --

23 MADAM CHAIR: -- in that area?

24 UNIDENTIFIED VOICE: -- at our brick and
25 mortar, we have internal measures, as well we use DIBELS for



1 reading at the primary level, and then, we use AIMSweb, NWA,
2 and so, even though our parents have decided to not
3 participate in the state assessment, we ongoingly give them
4 feedback --

5 MADAM CHAIR: Is that -- this is going to be
6 the same thing this year?

7 UNIDENTIFIED VOICE: I don't know.

8 MADAM CHAIR: When are your assessments?

9 UNIDENTIFIED VOICE: The end of March.

10 MADAM CHAIR: Soon?

11 UNIDENTIFIED VOICE: Yeah.

12 MADAM CHAIR: So, taxpayers don't know how
13 your kids are doing though.

14 UNIDENTIFIED VOICE: Oh, yeah. We --

15 MADAM CHAIR: I don't. I'm, I'm -- we're
16 sending three and a half million dollars to your district,
17 right? At the state level. So, as a state taxpayer, I don't
18 know how your district's doing if your kids aren't
19 participating.

20 UNIDENTIFIED VOICE: Yeah. I guess --

21 MADAM CHAIR: Just want you to think about
22 that.

23 UNIDENTIFIED VOICE: I guess that would be a
24 -- an opinion that I hadn't thought of, but our local
25 taxpayers are well aware how their children are doing, and



1 we, in a small rural district, are real intimate with those
2 conversations. A lot of times, we don't need an assessment
3 to know that things are going all right because parents feel
4 real comfortable walking in and sharing those concerns with
5 us directly.

6 MADAM CHAIR: Yeah. That's a joy of a small
7 district.

8 UNIDENTIFIED VOICE: Yeah.

9 MADAM CHAIR: So, Mr. Trenopol, I just wanted
10 to let you know that this accountability hearing is not a
11 federal requirement. This comes from your state
12 legislators. Your bill passed, so I'm asking you to love
13 it, but I am going to suggest that you don't bla -- blame
14 the feds this time.

15 MR. DURHAM: There is a contrary point of
16 view to that, Mr. Trenopol.

17 MADAM CHAIR: Well, I --

18 MR. DURHAM: I think it is a federal
19 requirement, and we can get to the debate of that later on.

20 MADAM CHAIR: Sure. 163 is a state law. In
21 terms of moving your middle or addressing the needs of your
22 middle school kids and when you close that school, you
23 suggested that you're going to s -- perhaps send those kids
24 to your sister program, Colorado Prep Academy. But in
25 looking at the materials, that's another online school



1 that's on priority improvement. So, I want to make sure
2 that as you're counseling your families that want to stay on
3 the online model, that you look at perhaps recommending to
4 them this -- the school -- the online middle schools that
5 are on performance, rather than having those kids risk yet
6 another one. I mean, I don't know how you have sister
7 schools, but it doesn't -- that doesn't sound like the best
8 recommendation I can come up with.

9 UNIDENTIFIED VOICE: I think -- I think what
10 they said is that's it's a similar curriculum and if they
11 would feel more publicly involved.

12 UNIDENTIFIED VOICE: Right, it would --

13 MADAM CHAIR: Well, if it's a school that's
14 on --

15 UNIDENTIFIED VOICE: I don't think they were
16 recommending it because of it, but, but (indiscernible)
17 choice.

18 UNIDENTIFIED VOICE: In the communication, it
19 would be all options.

20 MADAM CHAIR: Right. But I would certainly
21 help counsel them to a school that's likely to be
22 successful, as opposed to generating the same risk that's
23 happening to these kids.

24 UNIDENTIFIED VOICE: Well, I would just say,
25 again, that, you know, we would argue that maybe that one



1 isolated test is being used to make all of these statements
2 about the quality of kids' schools, and teachers may be more
3 holistic in making that decision for a family that -- you
4 know, we'd certainly want our families to be aware of all
5 options.

6 MADAM CHAIR: Right.

7 UNIDENTIFIED VOICE: But I think we need to
8 also keep in mind that they're much more involved in a
9 quality school system than just how the test scores --

10 MADAM CHAIR: Yeah, and that's not the point
11 I'm trying to make. I'm -- the point I'm trying to make is
12 that school may also end up on the clock, and that's why
13 these kids might experience exactly the same --

14 UNIDENTIFIED VOICE: Sure.

15 MADAM CHAIR: -- event that's occurring.
16 That's --

17 UNIDENTIFIED VOICE: Right.

18 MADAM CHAIR: I'm not trying to judge them to
19 say that that's where they are. It's just --

20 UNIDENTIFIED VOICE: But our communication
21 would be provide all of those options --

22 MADAM CHAIR: Right.

23 UNIDENTIFIED VOICE: -- and if they came to
24 the sister school, it would be related to and interested in
25 having similar curriculum and those types of options.



1 MADAM CHAIR: Okay.

2 UNIDENTIFIED VOICE: But it won't be on
3 automatic. We'll just it take you from here and go into the
4 school.

5 MADAM CHAIR: Right. What graduation rates
6 are you expecting to have in your new online high school --
7 your career high school? What are you thinking? You doubled
8 -- you doubled in this past year, but what do you think is a
9 realistic graduation rate for a multi-district online school
10 such as what you're pr -- proposing? What can we be looking
11 forward to?

12 UNIDENTIFIED VOICE: Well, I think if we're
13 successful in creating meaningful, connected learning
14 experience for kids that they find valuable, your likelihood
15 of increasing kids re -- staying in your school and
16 continuing to move through graduation is better. This is
17 the first year that we've rolled out the CTE model, and we
18 anticipate, hopefully, to see the kind of gains that we saw
19 last year and continue to do that, because we're -- we're
20 hoping that we're getting more kids that don't look at it as
21 a salvation to, you know, getting the diploma that they
22 thought they couldn't get. Rather, we hope that we'll get
23 families and kids connected to something that they are
24 really passionate about with regard to their individualized
25 learning experience that career pathways can create for



1 those students and families.

2 MADAM CHAIR: But you don't have a particular
3 expectation?

4 UNIDENTIFIED VOICE: I would expect that we
5 would continue to see the kind of improvements that we have
6 or better.

7 MADAM CHAIR: Double? Again?

8 UNIDENTIFIED VOICE: Yeah.

9 MADAM CHAIR: Maybe?

10 UNIDENTIFIED VOICE: Yeah.

11 MADAM CHAIR: Okay.

12 UNIDENTIFIED VOICE: I mean, I'm really
13 excited about the high school program that you're building.
14 I'm assuming the credentialing that you're looking to is
15 similar to the credentials that are brick and mortar high
16 school kids get now when they go over to the junior college
17 or they have within school career programs. Is it the same
18 organization that's providing the certificate? I guess I'm
19 trying to figure out, are the certificates roughly the same?

20 UNIDENTIFIED VOICE: Right. It would be the
21 same.

22 UNIDENTIFIED VOICE: That'll be fantastic.
23 Have you incorporated this into your graduation
24 requirements, these certifications?

25 UNIDENTIFIED VOICE: So, we have incorporated



1 CTE into the graduation requirements so far, on a gradual
2 basis that students have to be in pathway courses. We do
3 not have a certification requirement currently in our grad
4 requirements, so they have to do a certification or
5 credential. But they are in the pathway courses and have a
6 chosen pathway, every single student. Minus I will -- our
7 new 12th graders or grandfather did, I mean, back to the
8 grad rates really, we do get new juniors and seniors that
9 come to us and that's, I think going to be a reality.

10 UNIDENTIFIED VOICE: That's part of who you
11 are?

12 UNIDENTIFIED VOICE: Exactly right. So
13 obviously, new seniors that came to us. If they're not
14 necessarily all in career pathways our new number one goal
15 was to help them to graduate. So that's the one exception
16 there.

17 UNIDENTIFIED VOICE: And I would say that
18 for, you know, Julesburg type school district that we
19 wouldn't have that opportunity but that is definitely an
20 opportunity that we'll be able to take advantage of, to add
21 as one of the menu items that kids can use to. And I think
22 it's also an important thing to mention that as we look to
23 do the part time program for other districts, it creates
24 that avenue for them to add that as a menu item within their
25 district. Because most small districts, even though that's



1 a menu item, there isn't a chance that they can fulfill it
2 because they aren't doing certifications, and this will
3 provide the school districts with that option.

4 UNIDENTIFIED VOICE: They don't have that
5 facility. Now, can any student take one or two classes in
6 your school or is it either a Julesburg's student, or a
7 student from a rural district with whom you have created a
8 partnership? I'm trying to understand whether this is open
9 to all kids in Colorado for just a course or two, or either
10 -- either you're a full-time student, a Julesburg student or
11 one of the partnership schools?

12 UNIDENTIFIED VOICE: So currently, our part
13 time option is only for Julesburg kids. Meaning that,
14 unless you're in our district, you can't participate in our
15 statewide multi-district online program. But what we're
16 talking about is going to particularly smaller rural
17 districts with the avenue to add this as a part time career
18 pathways program, that is cost effective and uses the
19 economy of scale that we have available through an online
20 program for them to be able to afford or participate in a
21 part time basis.

22 UNIDENTIFIED VOICE: Okay. So, you can
23 anticipate probably having some other online career multi-
24 district schools popping -- popping up, where kids can --
25 can also participate because it sounds like this is going to



1 be just for small rural districts or your district?

2 UNIDENTIFIED VOICE: Well, we'll open it up
3 to any district that sees value in a part time career
4 pathways curriculum option.

5 UNIDENTIFIED VOICE: Okay.

6 UNIDENTIFIED VOICE: What I'm saying is,
7 other larger districts have some of these options internally
8 already. And -- but we currently don't allow part time
9 participation, but we intend to make the career pathways
10 portion of this available to particularly small rural
11 districts that are struggling to create these kind of
12 options for their kids.

13 UNIDENTIFIED VOICE: Board member Rankin.

14 MS. RANKIN: I have a couple of questions.
15 Thank you for being here today and thank you for explaining
16 this -- your program. The way I see it is you've built a
17 platform for what you're doing, and you're going to add to
18 it in the next year or two or continue one because there'll
19 be other things you will be offering. But right now, you
20 have a platform. But if I look back in 2011, you had 1,527
21 students in the online school, and now you have 347. Why
22 the drop? Can you pinpoint why that happened?

23 UNIDENTIFIED VOICE: Yeah, we had -- we've
24 put in a lot of accountability, meaning that there are a lot
25 of measures within our school that students for them to



1 remain enrolled in our school have to be attending. They
2 have to be showing performance, they have to be doing a lot
3 of things to stay enrolled within our school system.
4 Otherwise, we look at early on in that experience
5 identifying these are students that are not going to be
6 successful and then we migrate them back to their local
7 district, or some other option there is a better fit when we
8 see early on. So, in the early phases of our experience
9 authorizing online schools, we weren't as attuned to that,
10 but we are now very attuned into making sure that through a
11 lot of accountability measures, students don't just hang out
12 and I think somebody referred to taxpayer dollars end up
13 getting funded and then those dollars not being realized
14 through continuation. So, that is probably the biggest
15 reason why we went from a larger online population to now is
16 getting very serious about making sure that students in our
17 schools are a good fit and monitoring that progress early on
18 and getting them to a better learning experience if it's not
19 being successful.

20 UNIDENTIFIED VOICE: Thank you. And another
21 thing, Chairman Schroeder mentioned that the increase in
22 graduation rates that you have. How many of your students
23 go to college?

24 UNIDENTIFIED VOICE: I don't have that data
25 unless, do you have some idea?



1 UNIDENTIFIED VOICE: We have -- I mean, we
2 have the matriculation data for the first time from the
3 state of Colorado. And then we just an internal tracking as
4 well through ICAP process. But it's small. The amount that
5 go to a four-year college is like 15 percent, and then
6 another 30 percent go on to some sort of two-year
7 associate's type program. And then we do have 40 percent or
8 so who do enter right into the workforce or take a gap year,
9 or go abroad, I mean, or they are athletes and they're
10 trying to get to the Olympics. I mean, we have some -- a
11 wide range of students that do some different things.

12 UNIDENTIFIED VOICE: So, thank you, I know
13 that. You gave me the rough estimate that I was looking
14 for. So if the student in Julesburg goes college, what's
15 the percentage of remediation they have to do, or do they
16 have to do remediation? There should be some instate numbers
17 on that?

18 UNIDENTIFIED VOICE: Yeah. There are. We
19 don't know.

20 UNIDENTIFIED VOICE: Okay. All right. I --
21 I just -- I was talking to a principal -- high school
22 principal that said his graduation rates are now at 100
23 percent. And I found that rather interesting, and he looked
24 and talked to someone that was in the know of that
25 particular district. And they said yes, and the remediation



1 rate was 50 percent. And I said, that doesn't sound good at
2 all and the answer I got was, but it was 60 percent last
3 year. You know, it just -- sometimes these graduation 100
4 percent sounds really good but when you look at the numbers,
5 it's not. So, that kind of is what I'm looking for is how
6 much remediation those students that are going on whether
7 it's two or four year have to take and if it's affected by
8 the online learning?

9 UNIDENTIFIED VOICE: And I don't have that
10 exact remediation rate, but I will say just from personal
11 conversations with online students for many years. The ones
12 that succeed in online school come out pretty well prepared.
13 They're motivated, they're critical thinkers, and they've
14 done a lot of learning on their own. So oftentimes, they
15 enter just really well achieving students and that's more
16 just personal, you know, conversations but it's interesting
17 to know.

18 UNIDENTIFIED VOICE: Thank you. Ms. Pearson,
19 do you have that? The report from the department hiring?

20 MS. PEARSON: We just pulled up the report
21 and the school and the number of students that are going on
22 to instate colleges is too small to have a recorded data.

23 UNIDENTIFIED VOICE: Too small in?

24 MS. PEARSON: Recorded data, Yeah. Well, if
25 we find something, we'll let you know but --



1 UNIDENTIFIED VOICE: Okay.

2 MS. PEARSON: Started out because of the size

3 --

4 UNIDENTIFIED VOICE: That does tell us
5 something. So, that does mean that there're many of them.
6 If it's too small a num, there aren't very many of them each
7 year. That your high school, your regular high school has
8 only 14 graduates, right?

9 UNIDENTIFIED VOICE: That's 15 to 25 out
10 there.

11 UNIDENTIFIED VOICE: Okay. Okay. Board
12 member Flores.

13 MS. FLORES: So, you've heard the school --
14 the middle school opened for several years, and it would
15 seem to me that unless you were doing just amazingly well,
16 wouldn't you have known and since -- and also you did say
17 that you get 50 to 70 percent of the students are new every
18 year? So, parents wouldn't necessarily know that you're not
19 doing well in middle school. And I just took it for granted
20 or I'm taking for granted. And if I am and it's not true,
21 then tell me so. So you -- I am thinking that you haven't
22 been doing well in middle school for a long time, and that -
23 - that the program was just continued on. And I'm thinking
24 why didn't the district, Mr. Trenopol, why -- why wouldn't
25 your district just say, we're going to have to close it



1 down, you know, before we have seven- or eight-years kind of
2 around the clock. Because, you know, you're given two more
3 years and I probably would have said it's not working for
4 middle class, I mean, for middle -- middle school kids so
5 we're going to have to close this earlier. So, you kind of
6 let it run for a long time and now you're just coming to the
7 realization, because the clock is up and -- and you're just
8 going to close it.

9 UNIDENTIFIED VOICE: I would say that --

10 MR. EHNES: A little bit of that story is
11 that originally, we were only a high school program. So, we
12 were a nine-three trial program, I think it was the first
13 three or four years of the seven-year lineage. And then we
14 expanded to the middle school model and as we dug into the
15 data related to the middle school and online, it was part of
16 the process of what are we doing? Well or better, and what
17 are we not doing so well? And so that was the impetus of
18 realizing that the middle school seemed to be the school
19 that we were struggling the most to see those gains and
20 improvement, as compared to what we showed you earlier with
21 regards to what we were able to show and demonstrate with
22 our online program.

23 UNIDENTIFIED VOICE: So then the middle
24 school has only been in existence for maybe four years?

25 MR. EHNES: I don't remember the exact day,



1 but it's less than the seven-year period that we added after
2 year three or four.

3 UNIDENTIFIED VOICE: In 2011-2012, there were
4 16 students enrolled in the middle school, that was the
5 first year there were students and 6th, 7th or 8th grade and
6 then it's grown since then.

7 UNIDENTIFIED VOICE: And were they doing just
8 amazingly well at the very beginning and then you -- you
9 just thought, you know, they're going to do -- we're going
10 to get more kids then they're going to do better?

11 MR. EHNES: No. They weren't doing amazingly
12 well. Both of our schools have struggled as referenced
13 throughout the accountability process. What we recognize at
14 this juncture is that our high school is showing the
15 improvements that we want and the gains that we want,
16 whereas we're not able to establish that with our middle
17 school.

18 UNIDENTIFIED VOICE: Thank you. Can I just
19 add real quick and maybe strengthening, you know, so you
20 could talk a little bit more? I know you all changed your
21 management partner, so it wasn't like you were not looking
22 at what was going on in the school but, you did have --
23 there was movement and intention to work on improvement for
24 the schools over time.

25 MR. EHNES: Yeah. We were originally



1 partnering with Apollo and then they were purchased and then
2 we partnered with the Kaplan. And we've been with K-12 now
3 for the last four years or so. So, there was intentionality
4 in trying to find a better, more productive partner.

5 UNIDENTIFIED VOICE: Thank you. Board member
6 Durham, do you have any questions?

7 MR. DURHAM: Yes, thank you Madam Chair. Let
8 me start by going back to where Mr. Ehnes ends.

9 MR. EHNES: Ehnes.

10 MR. DURHAM: Ehnes. I'm sorry. As I'm a
11 victim of the elementary school program that involves
12 phonics, is one of those -- one of those experimental
13 things. So, I've always found it's easier to be a victim,
14 you have an excuse for failure. But -- so all right. Your
15 -- your statement that -- and I think it's something that is
16 really going to be a problem in my evaluation of this
17 hearing is not your statement, but I think there's some
18 truth into it. That online education is perceived to be the
19 enemy of many bricks and mortar schools and many school
20 districts that are prisoners of the status quo. And I would
21 -- I would say I agree with that statement it's perceived to
22 be the enemy. And I believe there's also a significant
23 campaign on a national basis being waged against online
24 schools. And I don't -- don't want to say upfront, I don't
25 believe that our staffs are part of that, but I think as



1 I've come to look at these recommendations, I think we -- we
2 are -- we are taking the easy way out here an -- and it
3 certainly it's easy -- it's an easy recommendation for --
4 for the department to say we'll close this onli -- part of
5 the online school. It's an easy way for you to get the --
6 to get the department off your back, but the reality is you
7 have a pretty good school district. Your brick and mortar
8 program is very good to exceptional, is that a fair
9 statement?

10 MR. EHNES: True.

11 MR. DURHAM: And in this -- the -- the online
12 schools generally around the country don't perform at the
13 same levels as brick and mortar schools. And would you --
14 would you attribute -- how much of that would you attribute
15 to the fact that you have high risk students -- a lot of
16 students with high risk factors who, for whatever reason,
17 gravitate to those schools?

18 MR. EHNES: Can you ask that in a different
19 way? I didn't --

20 MR. DURHAM: Well, I mean, a lot of -- a lot
21 of my bias is that kids who enroll in online schools, as
22 opposed to brick and mortar school, if you were to -- and I
23 think there's plenty of research to show that these students
24 have more challenges. They're -- they're more likely to be
25 poor, they're more likely to be from broken homes, they're



1 more likely to be in -- go through the risk factors. Would
2 you say that is true, in your demographic, that when they
3 walk in the door, they are higher on average, have higher
4 risk factors than the brick and mortar students?

5 MR. EHNES: True, absolutely. I think that
6 could be established data wide or nationwide, yeah. There
7 are a lot of at risk kids that are choosing online schools,
8 but there are some high achieving students and, like I said,
9 usually life circumstances has a lot to do with the families
10 and kids that we see involved in our online program, and
11 Terry if you want to comment more on backgrounds or
12 demographics of students you typically see.

13 MS. TERRY: I mean I completely agree. We
14 have that high-risk contingency. Students coming from all
15 sorts of circumstances, broken homes, et cetera, that
16 greatly affects their not only education with us but that's
17 what they're coming from, their education prior to -- to
18 entering our building, so to speak.

19 MR. DURHAM: And then in addition to that, in
20 this particular circumstance, we have a high opt out and at
21 least the evidence that's been provided is those students
22 that are opting out tend to be based on other measures, the
23 better cohort of your students. Both and that's true both
24 online and bricks and mortar, is that a fair statement?

25 MR. EHNES: It wouldn't be accurate on brick



1 and mortar where, we're only seeing 15-20 percent
2 participation in the brick and mortar school so --

3 MR. DURHAM: Everybody's opting out.

4 MR. EHNES: Right.

5 MR. DURHAM: But at the online school, what
6 you do -- you believe you can make a case that it tends to
7 be -- there is a tendency at least for better performing
8 students to opt out.

9 MS. TERRY: And that's why we entered a
10 request to reconsider in the fall as well.

11 MR. DURHAM: Right. I think -- I think the
12 conclusion I've reached after, and it's not the conclusion
13 that had when they started by any stretch, but conclusion
14 that I reached as I have sat through this hearing is that,
15 not necessarily adv -- the steps not necessarily reached
16 this conclusion intentionally but I think what's occurred
17 here because of the failure to attempt to calculate what
18 would have been the impact had -- had we normalized the
19 demographic of participation that we might have in fact had
20 a performance or certainly a better level than we have now.
21 And that wouldn't matter -- that wouldn't violate board
22 policy if the school weren't on the clock. But we have a
23 very firm board policy against penalizing a district for
24 parental opt out. And I think that we are inadvertently
25 penalizing this district for parental opt out and only we



1 intended to do it, and I'm not saying staff did that
2 intentionally, but I think that's the result. And -- and
3 that's going to be one of the reasons I'm going to vote
4 against this recommendation and vigorously oppose it.
5 Secondly, could you comment on the -- there -- it's like
6 everybody takes is not really much downside to closing this
7 middle school, but could you run through the downside that
8 your district is going to face and that these students are
9 going to face if this closes -- this middle school program
10 closes? Tell us about the downside and the negative impacts
11 because I don't think there's been any real discussion of
12 that.

13 UNIDENTIFIED VOICE: I think that downside is
14 a displacement of any student or any family with their
15 existing situation is changing, and change is hard for
16 anyone in whatever circumstance, and I think the other
17 downside that I touched on was that -- And one of the board
18 members talked about middle school being a real important
19 place for kids to start having conversations about career.
20 So, I think that could be a downside of the closure of the
21 middle school is that we're not directly able to have
22 contact with students at the middle school grades that we
23 can nurture that career pathways model.

24 MR. DURHAM: So, I -- I mean, if I understood
25 -- going back to the documents, I think everyone agreed that



1 at least one third of your opt-outs are higher performing,
2 at least a third, correct?

3 UNIDENTIFIED VOICE: With our online student.

4 MR. DURHAM: With the online student. Yes, I
5 understand that -- the difference. So -- so, you -- you
6 think change may be hard for these families, it's not nearly
7 as hard as it is for the education establishment. And I
8 happen to believe that sooner or later, online education is
9 going to be the way of the future, and I couldn't
10 participated in -- in it personally due to my own failings
11 on a bet. But -- but, there's no there -- there's no
12 question what that cost curves out there, and the way people
13 are changing the way they do everything, the way they buy
14 things, to the way they deal with things. This is the way
15 of the future and in terms of national effort to Stymie
16 Online Education, to use the factors that make it valuable
17 against it. And some of the factors that make it valuable
18 or already selected in my judgment, and I spoke to the
19 super, to the board of -- president of the board of Cortez,
20 and before he left, I said tell me -- tell me about this
21 demographic in your alternative school, and his answer was
22 very plain and straightforward, These kids wouldn't be in
23 school at all if it wasn't for this. Nobody wants to take
24 that into account, it's just that it's not as good as it is
25 for -- it's not as good as it is for the brick and mortar



1 kids who have more stable home lives or whatever the set of
2 reasons is. And I don't believe that's a reason to close
3 it. And I think particularly, until you've accounted for
4 all of these different demographics that are embedded,
5 because you can -- I mean, you can go to plenty of
6 neighborhood schools that have tough demographics and see
7 not much better or any better results at all, but nobody is
8 suggesting those schools close. And I predict we will not
9 have a single recommendation that will go along that line.
10 In front of this board, I predict that board -- this board
11 wouldn't take that action if we did. So, here we have an
12 easy option in front of us. Well, let's just close it.
13 Julesburg will agree because it gets the board off their
14 back in the way we go, and -- and I don't think we have to
15 go down that road. I don't see any reason to close this
16 middle school. Yes, it certainly doesn't measure up, I
17 understand that, but until there's been a thorough review
18 and an allocation of all those demographics, I think it's a
19 mistake, I think it's a mistake to proceed. And -- and I do
20 think it could be wrong, but it is probably a very close
21 call, but I think the application of this data to this
22 result is a violation of our board policy of not penalizing
23 districts for parental opt-out. So, thank you very much for
24 your attendance. I think -- I mean, obviously, on the
25 bricks and mortar side you're doing a good job, you've taken



1 some risks with this online. And I am personally very
2 appreciative of the fact that somebody is willing to take
3 some risks to drive some change in the system that might
4 yield someday the right result that we're all looking for,
5 and if somebody doesn't try something new, we're going to be
6 mired in what we're doing forever. So, and just one more on
7 a more personal question, Mr. Trenopol, I -- I'm just
8 curious in the news reports. Did your -- did your -- were
9 you all suffering from the fires in Sedgwick County or was
10 strictly in Logan?

11 UNIDENTIFIED VOICE: No, we haven't been so
12 closer to the Sedgwick or Logan area, it was in the
13 Julesburg area. We got some of the smoke, but not really.

14 MR. DURHAM: Okay. Thank you. Thank you,
15 Madam Chair.

16 UNIDENTIFIED VOICE: So, staff, I thought
17 there was a review, because they did request a
18 reconsideration. Did you not go through those materials? I
19 mean, I'm -- I think what you're suggesting has been
20 considered, which is the opt-out was not a punishment
21 because they looked at the other data. Am I wrong? Let's
22 just make sure we -- we --

23 MR. DURHAM: Le -- le -- then let's make sure
24 we ask the question properly. Did you -- did you run a
25 hypothetical model that if you accepted either empirical



1 data or the assertion that these were above average kids who
2 opt-out, and you still reach the conclusion, did you still
3 reach that conclusion or did you -- did you actually run
4 that data, and give them the benefit of that debt?

5 UNIDENTIFIED VOICE: So, to your question,
6 Mr. Durham, about whether we run those analyses like
7 hypothetically what students sort of have earned on, and as
8 I said, we didn't take, we did not do that. The district
9 asked for a higher rating for both the district and the
10 school through the request to reconsider process. The
11 policy guidance that we came to with all of you around,
12 parent opt-out, and what to do when we went missing data,
13 was that if -- that three requests you consider like it's
14 always been that data can supplement the state data, and the
15 state data wasn't available because of opt-out. Local data
16 still couldn't supplement -- couldn't supplant state data
17 that we did not have. That's where we -- that's how we
18 looked at all the schools and districts. So, because the
19 district was requesting a higher rating on data that would
20 supplant state data, we didn't review that data in that way
21 per the -- the department's policy that we all developed.
22 Does that make sense?

23 MR. DURHAM: Sure. Thank you, Madam, --
24 Madam Chair.

25 UNIDENTIFIED VOICE: Go ahead.



1 MR. DURHAM: Well, then I think there is at
2 least -- at least superficial, at a minimum, superficial
3 validity to the question that I raised is -- is this
4 particular result in violation of our policy wouldn't be in
5 a district that was on the clock, cause there's no penalty.
6 Here, there is a penalty at work, and is this -- is this
7 opt-out, because it was not, nobody tried to do any
8 accounting for it, and I'm not saying you necessarily should
9 have by the way.

10 But we tried doing the counting for it, is it
11 -- is it -- are we inadvertently imposing a penalty on this
12 district that they should not be facing. And that's -- I
13 think there is at least reasonable doubt that that could be
14 the case. And if -- if there is reasonable doubt, then I
15 think this -- this -- this needs to be reworked. And
16 frankly, the way I would rework it is to leave it to the
17 district to decide whether or not the other closes. Let
18 them try and make that decision and work through it. I have
19 no idea what conclusion they'll reach, I wouldn't pretend
20 to, but I hate to see -- I hate to see the judgment against
21 online based on where we are at this point in time.

22 UNIDENTIFIED VOICE: Thank you.

23 UNIDENTIFIED VOICE: Let me just make one
24 comment about the whole notion of online and it being
25 sometimes the last resort for kids. I'm very comfortable



1 with that. But I expect, that as a last resort, that there
2 are heroic measures underway for those kids. The same thing
3 with an alternative education program. That there are
4 different things that we provide those students.

5 So, they have an opportunity for success. I
6 don't -- I'm not comfortable with just saying that because
7 they're poor, because they're a -- at risk, we can have
8 lower expectations. And I want to make sure, we don't
9 suggest that that's what an online program, or what an
10 alternative education program should be. To me, it means
11 that we do things differently, we do things better, and
12 these kids also have the same opportunity for success. It's
13 just doesn't work in a brick and mortar school. And I don't
14 know if he were saying that or not, but I thought that's
15 kind of, what I would -- where you were going.

16 UNIDENTIFIED VOICE: Madam Chair?

17 UNIDENTIFIED VOICE: Yeah.

18 UNIDENTIFIED VOICE: No. I don't think,
19 that's what I was saying. I know that -- that certainly was
20 not an unreasonable interpretation. The -- the reality is,
21 I think all of us believe poor kids can learn and can learn
22 at the same level as anyone else. The fact is, they don't.
23 And they don't, whether they're in this environment, and
24 they are disproportionately in online environments.

25 Not only poor kids, but kids that have other



1 kinds of challenges. And yet -- and so we know they don't
2 perform in any other environment, at a level equal to
3 majority of kids, at -- are equal to -- to wealthy kids. We
4 know that's a fact. But we don't seem to have the same
5 fervor for attacking the problem in a regular brick -- bricks
6 and mortar school, than we do when it's online. And I think
7 -- I think, I'd like to be technology neutral as we -- as we
8 move forward.

9 And -- and part being technology neutral, is
10 to take into account the different -- the different student
11 characteristics that show up at the front door. And I don't
12 think -- I don't think we've quite done that here, and I'm
13 not -- I'm not casting any blame, or suggesting staff didn't
14 do a good job, or any of that. I just have reached a
15 different conclusion.

16 UNIDENTIFIED VOICE: Commissioner. Do you
17 have any thoughts about this discussion?

18 UNIDENTIFIED VOICE: I think, I just wanted
19 to say from the Commissioner recommendation perspective, and
20 the staff perspective. We try very hard not to have a bias
21 against any type of school. And because we look at the
22 student opportunity, and we did see several other online --
23 multi-district online schools, that have higher performance,
24 and seem to be serving middle grade students at a higher
25 rate. I think that is why we believe, that this will not be



1 very disruptive, and that there are other online.

2 So, not biasing against brick and mortar, or
3 online, but there are other online opportunities for the
4 students. I do -- I just want to clarify that I -- I
5 believe in our demographics in the school performance
6 framework. The poverty levels, the EL levels, and the IEP
7 levels, are all lower at the online school than they are at
8 the brick and mortar school. So, I'm not saying that there
9 aren't other risk factors involved, but with these
10 particular demographics that we have, this particular data
11 set that we have, that's the numbers we're working off of.

12 UNIDENTIFIED VOICE: Board member McClellan?

13 MS. McClellan: I just wanted to state that,
14 although it would be good to have more complete data. I --
15 I do think that following the recommendation is not a matter
16 of -- of punishing the school for parental opt-outs. I
17 think, when we're looking at a system where you have a
18 doubling of your graduation rate, that's heading in the
19 right direction. But when that -- when even a doubling of
20 the graduation rate leaves us in a place where two-thirds of
21 the students are not -- about two-thirds of the students are
22 still not graduating, and we have a dropout rate of nearly
23 18 percent.

24 We still are looking at a situation where we
25 need to be taking a closer look to make sure that we're --



1 that would being -- that we're doing all we can to hold
2 online schools, just as accountable as we do brick and
3 mortar schools, and that we're showing the same level of
4 care and pride for our online students, that we are toward
5 the brick and mortar students. Particularly, when you have
6 out-of-district students, that there may be a geographic
7 separation with. I think it's -- it's critical that those
8 students -- that -- that we know that we're doing all that
9 we can to help them, particularly if they are at high risk.
10 So, I'm -- I'm comfortable with the recommendation.

11 UNIDENTIFIED VOICE: Board member Rankin?

12 MS. RANKIN: I think, we need to relook at
13 what the state review panel recommended. We can only
14 operate within the information that we're given, and within
15 the law. And I think, when we take that into consideration,
16 and we take the state review panel recommendation.

17 And I notice in the report, that
18 accreditation is something that is questioned here. They
19 would like improvement in the accreditation rating. So,
20 what I would like to do, I'd like to make a motion to put a
21 caveat on it. That in two years, we look again at this.
22 Unless, CDE says, within a year, and getting more test
23 results that they now are in -- in priority. That would be
24 my recommendation. I can worded, or does it have to be
25 reworded?



1 UNIDENTIFIED VOICE: It's not only this
2 priority, I think it's improvement.

3 MS. RANKIN: Is it?

4 UNIDENTIFIED VOICE: No. Just improve --
5 just improvement.

6 MS. RANKIN: Just improvement. I'm sorry.

7 UNIDENTIFIED VOICE: Yeah.

8 UNIDENTIFIED VOICE: Yes, I think that would
9 be a (indiscernible) issue.

10 MS. RANKIN: Okay. So, can I -- may I make a
11 motion?

12 UNIDENTIFIED VOICE: Please make a motion.

13 MS. RANKIN: Based on today's hearing and the
14 state review panel recommendation, I move that the
15 department and district work together to submit a proposal,
16 written final determination regarding partially school
17 closure for the state board's consideration at the April,
18 state board meeting.

19 Within two years of the acceptance of that,
20 with the voting, we will again review how the school
21 district is doing, and what they feel they are accomplishing
22 at that time and recommendations from CDE, and the
23 commissioner. And if they come into improvement before that
24 time, maybe within the next year, that -- we'll revisit that
25 early or CDE, takes them off the clock?



1 UNIDENTIFIED VOICE: I believe that's a
2 proper motion; do I have a second? Thank you.

3 UNIDENTIFIED VOICE: Ms. (Indiscernible)?

4 MR. DURHAM: Hold on, I'm -- I'm not quite
5 done. I thank you, Madam Chair.

6 UNIDENTIFIED VOICE: Sure.

7 MR. DURHAM: I -- tell me how this -- I don't
8 -- I've said I don't understand the motion first of all.
9 How does it differ from -- how does it differ from the
10 motion that was originally in the -- in -- in the -- the
11 printed material?

12 UNIDENTIFIED VOICE: The way I understand it
13 is the mo -- motion in the printed material is the
14 department and district work together to present in April.
15 I added that we don't wait five more years and we -- they
16 are still not accredited until they ge -- get into
17 improvement.

18 MR. DURHAM: So, this makes it worse for the
19 district than the original motion. Is that your
20 interpretation? It's my interpretation and I would
21 definitely oppose that.

22 UNIDENTIFIED VOICE: Commissioner.

23 UNIDENTIFIED VOICE: Thank you. I might need
24 my staff to help me on this, but I do -- I do think that
25 motion that we have right now would just be for partial



1 closure and actually, Superintendent Eunice have -- had also
2 asked. We -- there is some precedent in the past that if a
3 school is closed and that date I actually, you know, I mean
4 let's say they close it tomorrow, I mean, I'm just using
5 this as an example, that data is then removed and their --
6 their rating would already come up. So, do you see what I
7 mean? Like, the two years --

8 UNIDENTIFIED VOICE: We would be based upon
9 the data plans that exist would be just short of a district
10 accreditation with distinction.

11 UNIDENTIFIED VOICE: They would've already
12 come off the clock with closure. So, your -- your motion
13 would actually make them wait two more years. If they -- if
14 they closed, so this is a little tricky because closure is a
15 little more clear cut, right? If you close the school, then
16 tho -- that -- those students move on to other schools and
17 that -- that data is no longer in their performance
18 framework. So, what the data that the su -- that the
19 district has shown you is that they would be at -- it would
20 it be an improvement level --

21 UNIDENTIFIED VOICE: With the middle school.

22 UNIDENTIFIED VOICE: -- their district would
23 be an improvement with those closed six through eight
24 grades.

25 UNIDENTIFIED VOICE: As with our online



1 action.

2 UNIDENTIFIED VOICE: So, that action alone
3 would take time off the clock.

4 UNIDENTIFIED VOICE: Is the partial closure
5 transition? It is a transitional or is it --

6 UNIDENTIFIED VOICE: It -- it's a genuine
7 closure.

8 UNIDENTIFIED VOICE: What do you mean
9 transitional?

10 UNIDENTIFIED VOICE: Is it a slow closing of
11 it or -- or will this happen all of a sudden.

12 UNIDENTIFIED VOICE: Effective at the end of
13 this school year.

14 UNIDENTIFIED VOICE: And that will take them
15 off the clock anyway. So, I should just withdraw the
16 motion.

17 MR. DURHAM: You need to get to the second
18 withdrawn and then withdraw the motion.

19 UNIDENTIFIED VOICE: Can I -- let me clarify.
20 Yeah.

21 UNIDENTIFIED VOICE: And I also -- as the
22 commissioner referred in our conversation of a path forward,
23 precedent has evidently been set with a similar scenario
24 with Carval and Vilas in which their district upon closure
25 did receive a new district accreditation rating.



1 UNIDENTIFIED VOICE: So, I would just make
2 one comment about that and then I want to hear that. And
3 that is that the state review pla -- panel, their evaluation
4 was not just of the middle school, it was of the entire
5 online school and it was worrisome.

6 Now, that was two -- a year and a half ago.
7 It does worry me a little bit. I'm not saying that I'm
8 going to vote against it, but the fact that they were so
9 critical of the online program. You know, on the one hand
10 I'm excited about what you're doing, on the other hand I
11 want to know if these kids are going to make it.

12 MR. DURHAM: Here we go, but Madam Chair?

13 UNIDENTIFIED VOICE: Go for it.

14 MR. DURHAM: The -- I have serious questions
15 about the makeup of state review panels not of the -- any of
16 the individuals, but just when I read through a listing of
17 their employment histories, I'm not sure I want to be very
18 reliant on those. I think they could easily exert
19 significant bias.

20 UNIDENTIFIED VOICE: And we also
21 independently go through an internal accreditation process
22 with AdvancED, I'm not sure if you're familiar with that,
23 but --

24 UNIDENTIFIED VOICE: I am not. Do share with
25 us, please.



1 UNIDENTIFIED VOICE: Terry could probably
2 give more detail, but it -- they come in and basically look
3 over the entire, kind of, like a state review panel, only
4 it's an independent on unbiased opinion of your process,
5 culture, staff, on all of those things. So --

6 UNIDENTIFIED VOICE: Sure. AdvancED is a
7 private organization that -- that accredits schools.
8 Oftentimes private, charters, various schools that --

9 UNIDENTIFIED VOICE: Yeah. They might have
10 been something in here about that and I've for -- forgotten
11 but thank you for reminding me.

12 UNIDENTIFIED VOICE: We are accredited by
13 AdvancED.

14 UNIDENTIFIED VOICE: Okay. All right. Go
15 ahead with your motion, please.

16 UNIDENTIFIED VOICE: Based on today's
17 hearing, I move that the department and district worked
18 together to submit a proposed written final determination
19 regarding partial school closure for the state board's
20 consideration at the April state board meeting.

21 UNIDENTIFIED VOICE: Do I still have a
22 second?

23 MR. DURHAM: Discussion.

24 UNIDENTIFIED VOICE: Please.

25 MR. DURHAM: I noticed that on page 22 of the



1 commissioner's recommendations, the -- at first box, items
2 five through 13, and then again, page items four through
3 eight, and then item nine at the top of page 23, all involve
4 both -- all involved the -- the brick and mortar schools if
5 I understand that to be correct. The high school and or the
6 elementary school as denoted by ES and HS and those -- I
7 don't believe that there's ever been any assertion that
8 these brick and mortar schools are part of the problem.

9 And so, I would like to strike out and would
10 move that all those items in the Commissioner's
11 recommendation relative to the brick and mortar high school
12 and brick and mortar elementary school be stricken from any
13 -- any agreement then to which the commissioner might enter.
14 So, I would make that as a substitute motion and -- and
15 before we go forward with voting on or an amendment, I'll
16 make it an amendment to the original motion. If I'm wrong,
17 if -- am I wrong, about what these do?

18 UNIDENTIFIED VOICE: Ms. Pearson.

19 MS. PEARSON: Just to -- just to clarify --

20 UNIDENTIFIED VOICE: Ms. Bautsch.

21 MS. BAUTSCH: It is -- this -- that section
22 is a copy of their unified improvement plan for the whole
23 district which they -- they -- so they actually wrote the
24 section. We just took an excerpt of it. So, it includes
25 their other entire district plan. However, we could



1 absolutely remove that.

2 MR. DURHAM: So, it -- it is superfluous then
3 to -- to appoint. Someone like all those references removed
4 if that could be part of the motion.

5 UNIDENTIFIED VOICE: Sure. Madam chair.

6 UNIDENTIFIED VOICE: Yes.

7 UNIDENTIFIED VOICE: Just to be clear and our
8 attorneys can clarify this if necessary, but the
9 commissioner recommendation doesn't go into the final
10 determination in any way. So -- so we can be sure not to
11 put any of this in the final determination.

12 MR. DURHAM: Sure.

13 UNIDENTIFIED VOICE: But this is a separate -
14 -

15 MR. DURHAM: So, we don't need a motion
16 necessarily as long as there's an understand.

17 UNIDENTIFIED VOICE: I won't put it. We
18 won't put it.

19 MR. DURHAM: Okay. Fine. Thank you.

20 UNIDENTIFIED VOICE: Sure.

21 MR. DURHAM: All right.

22 UNIDENTIFIED VOICE: Ms. Cordial.

23 MR. DURHAM: I'm withdrawing my motion.

24 UNIDENTIFIED VOICE: Thank you.

25 MR. DURHAM: Which is easy since I didn't



1 have second.

2 UNIDENTIFIED VOICE: That made it very easy.

3 Thank you.

4 UNIDENTIFIED VOICE: Board member, Durham.

5 MR. DURHAM: I mean, we're voting?

6 UNIDENTIFIED VOICE: Oh, please.

7 MR. DURHAM: What? Can't wait another half
8 hour on this.

9 UNIDENTIFIED VOICE: I believe you have
10 another issue you want us to address, sir?

11 UNIDENTIFIED VOICE: Yeah. You better start
12 planning on this.

13 UNIDENTIFIED VOICE: You better start
14 planning on.

15 MR. DURHAM: Yeah. No I don't, it's --

16 UNIDENTIFIED VOICE: I'm sorry. It's been a
17 long couple of days.

18 MR. DURHAM: I vote no.

19 UNIDENTIFIED VOICE: Board member, Flores?

20 MS. FLORES: Yes.

21 UNIDENTIFIED VOICE: Board member, Goff?

22 MS. GOFF: Yes.

23 UNIDENTIFIED VOICE: Board member, Mazanec?

24 MS. MAZANEC: Yes.

25 UNIDENTIFIED VOICE: Board member, McClellan?



1 MS. MCLAUGHLIN: Yes.

2 UNIDENTIFIED VOICE: Board member, Rankin?

3 MS. RANKIN: Yes.

4 UNIDENTIFIED VOICE: Board member, Schroeder?

5 MADAM CHAIR: Yes.

6 UNIDENTIFIED VOICE: Thank you so very much
7 folks. Wish you the very best.

8 UNIDENTIFIED VOICE: We do have one other
9 request from the district that I think we need to address.
10 This is a slightly different situation. So, Ms. Pearson?

11 MS. PEARSON: The district also requested a
12 change to their 2016 meeting where they are at right now.
13 So, I just want to talk a little bit about those different
14 precedents. When we did the calculations on 2016, if you
15 remove the middle school of the online school which the
16 district is going to close, the school would receive an
17 improvement rating and the district would receive an
18 improvement rating. As we've discussed this process, the
19 board could in the written determinations say that after the
20 district closes that middle school portion of the district,
21 you could reinstate them at a rating of accredited with
22 improvement, if you wanted to do that.

23 UNIDENTIFIED VOICE: That was our
24 understanding we just voted on it.

25 MS. MAZANEC: That was my understanding.



1 MS. PEARSON: Yeah. That's what your
2 understanding, but you voted. Okay. It's helpful for me to
3 have that clarification because we can either --

4 MS. MAZANEC: Move the way.

5 UNIDENTIFIED VOICE: So, Madam Chair, I'm
6 just seeing some discussion over here from the attorneys, so
7 I need to let you guys weigh in if you think that's
8 incorrect.

9 UNIDENTIFIED VOICE: Well, we'll cover it in
10 the executive session, so I mean, if you will all write a
11 written determination including that line which -- before
12 we're done. Was there an incrimination appeal?

13 MADAM CHAIR: No. They appeal to this -- to
14 the department, their requests. I'm sorry.

15 UNIDENTIFIED VOICE: That the request is --

16 MADAM CHAIR: What's left of the --

17 UNIDENTIFIED VOICE: The request is at the
18 district level, as well as the remaining high school level.
19 And I would just, you know we've been in conversation with
20 CD on can we change the school grading or not. And at least
21 through our legal counsel, there's not a statute that says,
22 you have the authority but there's also not a statute that
23 says that you can't.

24 MADAM CHAIR: I thought there was precedent.
25 Help me.



1 UNIDENTIFIED VOICE: So, the precedent that
2 we have -- what we did a few years back with violence in
3 cable, was through the request to reconsider process. So in
4 the fall, after the school -- after the district closed,
5 their local forming online schools they came to us and said,
6 our district performance framework includes the school that
7 we closed at the end of last school year. Would you remove
8 that from our district rating in these calculations now that
9 the school is closed?

10 MADAM CHAIR: So, the issue is how late --

11 UNIDENTIFIED VOICE: So, it's just --

12 MADAM CHAIR: -- how late in the process can
13 we change the rating, I believe. Since you've already gone
14 through the request.

15 UNIDENTIFIED VOICE: Well, we --

16 MADAM CHAIR: We are now a little later day.

17 UNIDENTIFIED VOICE: If we enact the action
18 which is the partial closure, we're asking for the
19 accreditation didn't change.

20 MADAM CHAIR: I think it's just a legal --

21 UNIDENTIFIED VOICE: And the district level.

22 MADAM CHAIR: -- concern whether timing wise,
23 we can do that this year. Is that -- am I understanding?

24 UNIDENTIFIED VOICE: Yes, I do too.

25 MADAM CHAIR: Okay.



1 UNIDENTIFIED VOICE: Thank you.

2 MADAM CHAIR: You know we'll do the best we
3 can for you guys folks but --

4 MR. DURHAM: Well then. I would like to know
5 what -- what schedule we would consider that, because all my
6 commotion might -- it might fail but that will give us an
7 opportunity to have in front of us again, if it passes and
8 is determined to be illegal then we've done it. Turns out
9 to be a problem we can make the most.

10 MADAM CHAIR: I thought we don't expect stay
11 and get --

12 MR. DURHAM: Fine with me. I thought we
13 would get a lot of work to do. I got a few other things I
14 want to grind up.

15 MADAM CHAIR: Board member McClellan?

16 REBECCA MCCLELLAN: Well, he said things not
17 people. My -- my friendly suggestion would be, depending on
18 how long it might take our legal counsel to determine our
19 ability to comply with that request, it might make sense to
20 make a motion to instruct our legal counsel to investigate
21 whether we are able to meet that request, so that we can do
22 so at a date certain, perhaps at our next meeting. That's
23 just a friendly suggestion, depending on whether our legal
24 counsel thinks that that would take a little bit of time to
25 investigate, perhaps?



1 MR. DURHAM: I have a question.

2 MADAM CHAIR: Board member Durham.

3 MR. DURHAM: Thank you Madam chair. Miss
4 Pearson is, you obviously there have been some discussions
5 about this, in principle. The staff have a problem with
6 this presuming it's legal, is that been kind of part of your
7 discussions as an appropriate complete remedy to this issue?

8 MS. PEARSON: So, I think that's really up to
9 the board. What we can say is we've run the calculations
10 and absolutely it changes the way the -- what the rating
11 would be for the school in the district. The precedent we
12 have had set previously is a little bit different. It was a
13 little bit delayed. It was closer to the closure of the
14 school. So, the school had been closed and that's it was
15 the following year. It was to the request to reconsider
16 process. That said when we're doing something new, it's
17 time you know, It's on the table. So, I think it's really
18 something for you all to decide whether you want to set a
19 precedent and go forward this way. As we talk closure is
20 really a little different. Pathway to delay clean clear
21 pathway in some ways compared to, putting improvement
22 efforts in place and seeing what will happen next. So, it's
23 a little bit different in terms of setting a precedent of
24 changing a rating with closure than maybe with a different
25 pathway.



1 MR. DURHAM: Thank you. I will withdraw that
2 motion in the next executive session, if we will reconsider
3 that is that acceptable, superintendent.

4 UNIDENTIFIED VOICE: Yeah --

5 MADAM CHAIR: What is the effect sir? What's
6 the effect of whether we change it immediately or you go
7 through it next year?

8 MR. DURHAM: There is certainly an effect for
9 next year, I don't know if there is in fact waiting for a
10 month.

11 UNIDENTIFIED VOICE: Well, even if it turns
12 out that legally, we cannot do that. While you are off --

13 UNIDENTIFIED VOICE: Our understanding is
14 that clock is, it's ended and without a change in the rating
15 --

16 UNIDENTIFIED VOICE: It doesn't look that
17 way.

18 MADAM CHAIR: Oh we're not going to take away
19 your accreditation, is that what you are suggesting?

20 UNIDENTIFIED VOICE: No. What I'm saying is
21 the clock requires an action by the board to recommend to us
22 what are we going to do. We've offered a rationale.
23 They've supported that the data points change the
24 accreditation rating and therefore eliminating the clock
25 that has ended on both our school and our district. And



1 like I said is --

2 MADAM CHAIR: Well, your rating is based on
3 last year's data?

4 UNIDENTIFIED VOICE: Right.

5 MADAM CHAIR: And this year --

6 UNIDENTIFIED VOICE: And so, if you remove
7 the middle school data that we're closing with current data,
8 the only data that we have, the school is performing at an
9 improvement level and it also changes the district rating.
10 And so, we're saying that that closure eliminates the data
11 points that are creating the clock to consider.

12 MADAM CHAIR: Right. And -- and our legal
13 counsel has some concerns whether we can do it that way,
14 because it's last year's data. So, you wanting to eliminate
15 the data from the school from last year, that actually
16 continued until this April. So, there's a bit of a little
17 legal glitch here. And that we might --

18 UNIDENTIFIED VOICE: I think it's just
19 correct, is that, you know, certainly not a precedent but I
20 think that, what I hope you'll look at is the rationale.
21 What we're hoping to provide and continue to provide, and
22 more importantly, as Steve talked about that. I think that,
23 I always want to remind that what we're using as the basis
24 of these judgments with our big is a single moment in time.
25 And I'm not so sure that that's a great way to make



1 decisions about important things like this. I certainly
2 think it's important that we're all accountable to showing
3 progress.

4 MADAM CHAIR: And so, let me go back to my
5 question. Should this not work out, this particular piece
6 of this not work out for you what's the effect in your
7 district?

8 UNIDENTIFIED VOICE: Well it sounds to me
9 like, you're going to let us continue to operate as --

10 MADAM CHAIR: Absolutely. Absolutely.

11 UNIDENTIFIED VOICE: But I think it's a fair
12 request and I support it.

13 MADAM CHAIR: I don't think we said it's an
14 unfair request. But we're not sure it's a request that we
15 can think properly do, until we get some legal advice.

16 MR. DURHAM: Well, I'm sure on that bases.
17 You know first of all, if the board shifted by majority
18 vote, take that action. It's presumed to be legitimate when
19 somebody challenges it.

20 MADAM CHAIR: Let's just do it.

21 MR. DURHAM: I don't know. Somebody will
22 have to go to court and challenge. I don't think that's
23 likely. So, I think this is the precedent that was set to
24 do this was in a different legal venue, but the precedent is
25 clearly been established. I don't think it's inappropriate,



1 and I will -- I will make the motion to change the
2 accreditation and the Senate will vote on whether or not we
3 will just.

4 MADAM CHAIR: All right. Can we move
5 forward. Thank you very, very, much, we appreciate.

6 UNIDENTIFIED VOICE: Thank you. We
7 appreciate your time.

8 MADAM CHAIR: We will get back to you,
9 thanks.

10 UNIDENTIFIED VOICE: And just to update, we
11 did win the basketball game. So if you'd like to get to
12 know our community and parents and kids better, come out to
13 the Budweiser Event Center. We're playing at 8:30 tomorrow
14 night.

15 UNIDENTIFIED VOICE: You know what? We don't
16 get our CC chance of cards anymore. What happened to that?
17 They used to give us every fall, all board members got a
18 chance to watch. Is this your fault?

19 UNIDENTIFIED VOICE: I think I know the
20 answer to that.

21 UNIDENTIFIED VOICE: What's the answer to
22 that?

23 UNIDENTIFIED VOICE: There was a quote where
24 elected officials and their questions, whether it was --
25 whether they could give us something worth more than \$50.



1 UNIDENTIFIED VOICE: It's not worth \$50!

2 UNIDENTIFIED VOICE: It probably has a face
3 value of --

4 MADAM CHAIR: All right. We're having a
5 five-minute break folks.

6 COMMISSIONER: But turns it off again, didn't
7 they? Is it still on? Meanwhile, the Denver Zoo had --

8 MADAM CHAIR: Hi, Commissioner. Help me out.
9 We're going to talk about ESSA. Does anybody remember where
10 we were?

11 UNIDENTIFIED VOICE: Yesterday.

12 MADAM CHAIR: We were going through this.

13 COMMISSIONER: Right.

14 MADAM CHAIR: Mr. Chapman.

15 COMMISSIONER: Mr. Chapman told me he didn't
16 want me to come up to the table. However let me -- let me
17 try first. I -- I mean, he has, he can definitely come up
18 to the table.

19 MR. CHAPMAN: He's over his 2100 hours.

20 COMMISSIONER: He's over his 2100 hours, so
21 he would like to be done now. I do think we're -- at least
22 from a staff perspective, that we are willing, of course as
23 always, to take your direction. But from a staff
24 perspective, we might want to hone in on the areas where you
25 all have identified concerns or questions that you want to



1 ask. You know, for either additional language or striking
2 language, so that we can get that feedback from you here. I
3 don't know, depending on how long you want to stay. I don't
4 want to know if you want to sort of go through those
5 sections. What I heard yesterday, was that there were
6 questions on the accountability section. We were going to
7 raise the effective Educator Section, because that was a
8 section that had a different -- difference of opinion. So,
9 we were going to raise that section, we didn't even get to
10 that yesterday. So, you know, we heard parts of the
11 accountability which was raised by Mr. Durham around the 95
12 percent and were there changes we could make in that
13 language, so we could go through each of those, and get your
14 feedback, and then we could try to adjust by the April board
15 meeting. The other option we have is, we are happy, and Mr.
16 Chapman has agreed to have one-on-one meetings with each of
17 you between now and the next meeting. To go line-by-line as
18 you all, as one suggestion was made, to give us your edits
19 and your feedback that we could then have prepared, you
20 know, the line-by-line edits for your presentation in the
21 April meeting. That's where I think we are but --

22 MS. MAZANEC: Just to remind me --

23 MADAM CHAIR: Board Member Mazanec.

24 MS. MAZANEC: Always -- It seems like it was
25 a long time ago that this was said but --



1 MADAM CHAIR: Years ago.

2 MS. MAZANEC: -- but you have to submit to be
3 on time, April 3rd, and we're not meeting till the middle of
4 April. We can change it anytime. Right?

5 COMMISSIONER: Yes, so --

6 MS. MAZANEC: Sort of. I don't know that we
7 can --

8 COMMISSIONER: Sort of?

9 MS. MAZANEC: -- dramatically, I don't think
10 we can blow the thing up.

11 MADAM CHAIR: Let's get that -- let's get
12 that really started 'cause --

13 MR. CHAPMAN: Yeah, that -- I think this is
14 on -- to the first point, we would submit the plan and the
15 required assurances on -- on or -- or definitely by the
16 April 3rd, and we -- in doing so, we -- we reserve our place
17 in line. If at the meeting on the 13th, the decision is to
18 not submit or to submit an altered plan that we could either
19 pull the plan for consideration or modified and -- and the -
20 - and resubmit. We do have the ability to amend our plan
21 and that can be a time consuming, and -- and somewhat
22 cumbersome process. But we do, we would be able to amend
23 it. We can request an amendment to our plan once it has
24 been submitted and once it has been approved as well. And I
25 think just to the Commissioner's point, I think maybe the



1 third option was, to do some sort of like a special session
2 or attach -- attached it to another existing convening of
3 the board.

4 COMMISSIONER: Right. You do have a March
5 31st, Legislative Meeting and we could attach it to that.
6 But I believe that's later in the afternoon. So, we do know
7 how. We get tired.

8 MR. DURHAM: We do not. I'm just getting
9 energized.

10 COMMISSIONER: Steve jus -- just getting
11 ready to go.

12 MADAM CHAIR: Board member Durham, let --
13 let's have it.

14 MR. DURHAM: I'm rocking and rolling.

15 MADAM CHAIR: Let's rock and roll.

16 MR. CHAPMAN: I'm happy to do it, however.

17 MR. DURHAM: You want to be the first, so if
18 you have an issue, you want to raise first?

19 MADAM CHAIR: Well, here's a question that I
20 have to all of us. Do we want Mr. Chapman just -- just to
21 point out the astregis -- astregis -- astregis -- asterisks
22 because there aren't that many or am I wrong?

23 MR. CHAPMAN: There are not that many,
24 correct.

25 MADAM CHAIR: Okay. Does not going to get us



1 where we want to go?

2 COMMISSIONER: Sure. And then --

3 MADAM CHAIR: Does not, because where we want
4 to go to the asterisks. Mr. Chair -- Mr. Durham, I mean.

5 MR. DURHAM: Yes, I'm on it.

6 MS. MAZANEC: But that is confusing, and you
7 are tired too

8 MADAM CHAIR: It's okay and it's really sad,
9 then I'll say it properly.

10 MR. DURHAM: I don't know if we --

11 COMMISSIONER: I believe Mr. Durham has a few
12 other questions besides just the ones that were asterisks,
13 if I'm -- if I'm tracking your concerns as well.

14 MR. DURHAM: You know, we can go to the
15 asterisks first, then my main concern.

16 COMMISSIONER: That we're happy to do that.

17 MR. DURHAM: I don't remember all the -- and
18 I don't know where that piece of paper is.

19 COMMISSIONER: I know.

20 MR. DURHAM: Okay.

21 COMMISSIONER: So, if you look at the
22 PowerPoint, page 26 of the PowerPoint, I believe it's the
23 first asterisk. I don't know how to try to say that thing.

24 MADAM CHAIR: Let me see. I messed you up,
25 didn't I?



1 COMMISSIONER: And this was the -- how the
2 CDE allocate the required 7 percent of State Title One funds
3 to support identified schools for school improvement. Pat,
4 can you correct me if I'm wrong, but I believe one or two of
5 the hub members which we did not get are written.

6 MADAM CHAIR: A minority report for -- at
7 this stage --

8 COMMISSIONER: We did not.

9 MADAM CHAIR: Okay.

10 COMMISSIONER: But they may be working on it,
11 but we told them we were meeting with you today and
12 yesterday, and we haven't gotten it as of now.

13 MS. MAZANEC: I want to see what's at 17.

14 COMMISSIONER: You do. Did I skip one?

15 MS. MAZANEC: The first one I see is 17.

16 COMMISSIONER: I believe, we did note through
17 that one yesterday.

18 MR. CHAPMAN: I think that's -- I think,
19 you're correct. Commissioner, I think that's -- this is
20 where we left off, sort of it was -- was it 7 percent?

21 MS. MAZANEC: Yeah.

22 COMMISSIONER: We -- with -- you are correct,
23 Board Member Mazanec, that we did. And there is one on 17,
24 we did talk about that, but I think you settled on it
25 because there was questions about the ASCENT Program. And



1 we talked about how they were counted in the grade rate and
2 how we use a multi-year grade rate. And so, we believe you
3 all sort of we're --

4 MADAM CHAIR: The best.

5 COMMISSIONER: -- okay. So, now I'm moving
6 on to the next abstract which was 26 and if I remember the
7 hub conversation correctly, it was one or two members that
8 wanted to go more to a strictly competitive grant process,
9 rather than the hybrid approach that we are suggesting or
10 that -- the group came to.

11 MADAM CHAIR: And explain the hybrid phase.
12 Mr. Chapman.

13 MR. CHAPMAN: With the -- the hybrid
14 approach, basically we have the funds in place. There --
15 the schools are identified there. They are informed of the
16 supports that we have to offer and the funding available and
17 -- and -- and through that process we engage with them, and
18 we identify their needs, and then go through a matching
19 process to match them with the appropriate supports and
20 funding based on their identified needs.

21 MS. MAZANEC: And that's a hybrid because
22 otherwise, we could just send X number of dollars per
23 student without any consideration of how the district is
24 going to spend it. This way --

25 MR. CHAPMAN: Yeah. Because alternate being



1 competitive where we put out an RFP, we receive all the
2 proposals and then we go through a review process and award
3 the funds to the winners. And our as -- or formula where we
4 just allocate funds to those districts, and then they would
5 submit a plan to us as part of their application process.

6 MS. MAZANEC: As it is right now, Denver and
7 Aurora because I remember that's also the districts that
8 were brought up. So, if we did it on the formula basis, on
9 -- on -- excuse me -- on the basis where they would be
10 competitive then our -- I mean, because they're already
11 getting blessed, to begin with. Everybody's getting
12 blessed.

13 MADAM CHAIR: Right.

14 MS. MAZANEC: And so, Au -- Aurora and
15 Denver, these are the districts we have the most are older
16 kids. So, they will be out. You know, like \$2 million or
17 so. So, that would mean that they're expecting that. And
18 that would mean, that they would have to.

19 UNIDENTIFIED VOICE: It cut services. Cut
20 teachers, cut, you know, for -- for their students and such.

21 UNIDENTIFIED VOICE: But that's not the
22 process that has just been described?

23 UNIDENTIFIED VOICE: Well --

24 MR. CHAPMAN: I think you're -- you're
25 addressing the -- the concern that if we were to retain



1 additional funds, then tha -- that's a separate --

2 UNIDENTIFIED VOICE: That's a separate.

3 MR. CHAPMAN: -- and we'll come to that one
4 real soon.

5 UNIDENTIFIED VOICE: Okay.

6 MR. CHAPMAN: But for this one, there -- it's
7 in statute that we have to retain the -- the 7 percent of
8 funds. The idea is to identify the districts that have
9 schools, that have been identified for comprehensive or
10 targeted improvement. Let them know that -- of that status,
11 engage with them and let them know that there are the --
12 these resources and then go through a process of matching
13 those districts with the most appropriate resources for
14 their schools based on the needs of those schools.

15 UNIDENTIFIED VOICE: Okay. So is that 5
16 percent? The bottom 5 percent?

17 MR. CHAPMAN: That's the -- that -- yeah. So
18 that would be the -- the lowest performing 5 percent of
19 Title 1 schools and any high school with the graduation rate
20 less than 67 percent and target -- and the targeted schools
21 with a low performance growth.

22 UNIDENTIFIED VOICE: Board member, Durham.

23 MR. DURHAM: So -- so we have to withhold 7
24 percent for these particular schools. We could then
25 allocate those for -- those funds if we wanted to, strictly



1 on a formula basis. We wouldn't have to go through -- we
2 wouldn't have to go through a grant process. Is that
3 correct?

4 MR. CHAPMAN: Well, even if they were
5 allocated on a formula basis, the -- the school district
6 would have to submit some plan on behalf of those schools
7 that have been identified.

8 MR. DURHAM: That's under state laws as
9 opposed to federal, so --

10 MR. CHAPMAN: W -- well it's under both. So
11 under this -- under the federal law, the comprehensive
12 schools have to develop a comprehensive improvement plan
13 under -- for the targeted schools, they have to submit a --
14 a plan to improve --

15 MR. DURHAM: So what minimizes paperwork?

16 MR. CHAPMAN: Well, I -- I -- I think that
17 the -- the process that they've just described in the plan
18 that the -- the Spoke had landed on will likely reduce
19 paperwork.

20 MR. DURHAM: Could we reduce it beyond what
21 Spoke recommendation was?

22 MR. CHAPMAN: Well that is the Spoke
23 recommendation.

24 MR. DURHAM: Absolute minimum paperwork?

25 MR. CHAPMAN: Well they -- I don't know if



1 they addressed it from a paperwork standpoint, but I think
2 they've arrived at a process that they feel that strikes a
3 correct balance between competitive and formula and will
4 result in the most appropriate use of those funds.

5 UNIDENTIFIED VOICE: Equitable.

6 MR. DURHAM: But we could use formu -- when
7 you get back is, you're telling me we could use the formula
8 which would -- they might have to submit like we're going to
9 do good work and I mean we couldn't --

10 MR. CHAPMAN: That might be less paperwork.

11 MR. DURHAM: I move that.

12 UNIDENTIFIED VOICE: What do you mean? They -
13 - they -- they're identified?

14 MR. DURHAM: That is essentially a formula
15 based. I -- I move a formula basis. I -- I think -- I
16 think that the paperwork burden for competing for the amount
17 of money that is available in those grants, I think is a
18 mistake.

19 UNIDENTIFIED VOICE: It's a huge amount of
20 money in those grants.

21 MR. DURHAM: 7 percent or 150 million?

22 MR. CHAPMAN: Ten -- 10 million and five.

23 MR. DURHAM: Ten Million dollars, and there
24 are a whole bunch of districts that are theoretically
25 eligible in a view. I mean it's -- to me it's not enough



1 money to get very excited about and in the -- in the kind of
2 competition, I'll go through for grants. I think it's
3 excessive and I just soon do another formula basis and be
4 done with it. So that's my motion.

5 UNIDENTIFIED VOICE: I second it.

6 MR. DURHAM: Okay.

7 UNIDENTIFIED VOICE: We're not voting on this
8 today, folks.

9 UNIDENTIFIED VOICE: Oh!

10 MR. DURHAM: Why not?

11 UNIDENTIFIED VOICE: Just giving direction.

12 MR. DURHAM: When are we going on?

13 UNIDENTIFIED VOICE: Yeah. What if it has to
14 be sub minimum?

15 UNIDENTIFIED VOICE: Board member, McClellan.

16 MS. MCCLELLAN: Before we vote on such a
17 change, I would like to know from staff what the -- what
18 kind of challenges that might pose? What if we use a
19 formulaic method and then we get enough requests and
20 requests exceed the available funds. I -- I want to -- what
21 do we do then, a lottery?

22 UNIDENTIFIED VOICE: Formulaic means, you can
23 exceed it just on a per student basis.

24 MR. CHAPMAN: Yeah. If it were done on a
25 competitive basis, then we might get more applicants than we



1 have funding to make the award. On a formula basis, we
2 would only allocate the funds that are available, and we
3 distribute them based on a formula. I think that the
4 process that's been -- that's described in the plan really
5 is a -- a -- an effort to not -- not just, sort of, throw
6 money out as on a formula and not to have create winners and
7 losers by having a competition, but instead reserve the
8 funds for those school districts that have eligible schools
9 and then work with those schools and districts to identify
10 their needs and then match them with the most appropriate
11 resources and at the funding necessary to implement the
12 strategy.

13 UNIDENTIFIED VOICE: So is that the 5
14 percent, the ones we have created the greatest need?

15 MS. MCCLELLAN: Yes.

16 MR. CHAPMAN: That's those would be
17 comprehensive schools that have been identified for
18 comprehensive improvement would be among those that would be
19 eligible to receive these funds.

20 UNIDENTIFIED VOICE: Board member, Rankin.

21 MS. RANKIN: We're talking about the 7
22 percent of Title 1. Is that correct?

23 MR. CHAPMAN: Correct.

24 MS. RANKIN: District Chapman, I think we've
25 done a lot of things that have been based on formulas and we



1 haven't seen a lot of movement. I like the idea that you
2 had on your right hand, which was competitive. Make these
3 grants competitive, make the people work for the money. If
4 they do -- if they do, we may have not a silver bullet, but
5 a different avenue, a bowl -- bigger idea that might
6 encourage other people to be competitive. I mean, maybe a
7 small amount of money, but the superintendents in my
8 district -- money is money and they -- they will work to get
9 money if it's out there. Some of them will.

10 UNIDENTIFIED VOICE: Board member, McClellan,
11 did I cut you off before?

12 MS. MCCLELLAN: Thank you so much. I just
13 want to thank Mr. Chapman for clarifying that process and I
14 -- I think I'm inclined to take staff's recommendation or
15 suggestion that if we are able to -- to award these in a --
16 in a competitive process, it may allow staff to better
17 support the schools that are receiving the awards so that we
18 can see meaningful improvement there and not just a
19 sprinkling of dollars in -- in a less targeted and support -
20 - less well supported manner. So I -- I'm inclined to go
21 with -- with staff's recommendation on this.

22 UNIDENTIFIED VOICE: Is Hubs -- Hubs -- I
23 think it's Hubs --

24 MS. MCCLELLAN: The Hubs recommendation, I
25 beg your pardon. Thank you.



1 MR. CHAPMAN: So the minority opinion was for
2 it to be awarded competitively.

3 UNIDENTIFIED VOICE: Right. Board member,
4 Goff.

5 MS. GOFF: Sorry. She just -- she already
6 had her hand up.

7 UNIDENTIFIED VOICE: I had no hand up before
8 she did.

9 MS. MCCLELLAN: She's been down there with
10 Goff.

11 UNIDENTIFIED VOICE: She's been down there.

12 UNIDENTIFIED VOICE: I was going to ask -- I
13 wanted -- I wanted going to ask Pat about -- more about the
14 hub committee and spoke committee's conversation on this.
15 There was some concern throughout those dialogues about --
16 depending on the day sometimes, what's the guarantee that
17 kids that -- that the title one designated kids are getting
18 the resources because there is -- there is a possibility and
19 if -- if this isn't looked at in one way or -- or -- or
20 perhaps the other that -- that the money will be distributed
21 and whether that the hybrid -- I just think, it seems to me
22 I could be completely wrong but there were people arguing
23 against the formula side of this because are for it
24 depending on what their viewpoint is. Because of the
25 possibility that certain kids could be overlooked or that



1 there wouldn't have been, it would deter some districts from
2 doing a full diagnostic of their needs as it relates to
3 Title one needs. So I -- I just respect what came out of
4 both hub and spoke because literally, I know it was about
5 four months' worth of meetings that was on this particular
6 part of that plan. And -- and I -- I think they both had
7 completely valuable and -- and valid points to make. The --
8 what I would ask is in -- in this and I want to be clear, is
9 the 7 percent what's being referred to a lot of times with
10 the direct services?

11 UNIDENTIFIED VOICE: No.

12 UNIDENTIFIED VOICE: That's another title,
13 that's true, right.

14 UNIDENTIFIED VOICE: That's the three -- the
15 3 percent.

16 UNIDENTIFIED VOICE: Okay.

17 UNIDENTIFIED VOICE: So that we have the --
18 that's optional. The 7 percent we have to retain those
19 funds for schools that have been identified for improvement.
20 The 3 percent is optional, and -- and if we do retain that 3
21 percent, that's for direct student services grants and the
22 districts that have schools that have been identified for
23 comprehensive or targeted improvement would be eligible to
24 apply for those Direct Student Services grants. And that
25 was another issue where we did have some a little bit of a



1 difference of opinion and we'll -- we will cover that. I
2 think up right after we get through this.

3 UNIDENTIFIED VOICE: Madam Chair can I --

4 UNIDENTIFIED VOICE: Please.

5 UNIDENTIFIED VOICE: -- make a connection.

6 UNIDENTIFIED VOICE: So what we talked about
7 all -- all day the last today. Seems like -- seems like
8 many days. These are the funds that we use to support many
9 of our turnaround efforts. Many of the pathways grants that
10 you -- well you've only seen it on one or two. But if you
11 remember when I talked about you know the 24 districts
12 identified with priority improvement are a turnaround plan,
13 only five are coming before you in the next few months, 17
14 of them have earned their way off. That is becau -- it's
15 partially I can't claim it all but that is partially because
16 of these particular grant programs that support, that we
17 match up direct needs with their supports and we have a
18 little more discretion to match up what they're struggling
19 with, with how we can help support them and we have seen
20 some improvement by using those funds in a more effective
21 manner.

22 UNIDENTIFIED VOICE: And I think that that
23 recommendations sort of try to account for what we've
24 learned through that process and to build that into this
25 structure to -- to capitalize on what seems to have been



1 working and -- and the recommendation reflects that.

2 MS. MAZANEC: So let's then take you there.

3 Can I --

4 UNIDENTIFIED VOICE: Board member Mazanec
5 yes, I'm really sorry.

6 MS. MAZANEC: Well, he -- here's some concern
7 I have is we have -- we have plenty of evidence of SIGs not
8 working too, right? I'm also concerned about the competitive
9 process, the competitive application for smaller rural
10 districts that don't have grant writers.

11 UNIDENTIFIED VOICE: And so this does away
12 with tha -- that problem.

13 MS. MAZANEC: It does?

14 UNIDENTIFIED VOICE: Yeah.

15 MS. MAZANEC: Okay.

16 UNIDENTIFIED VOICE: So it's not the -- the
17 recommendation is to not award those on a competitive basis
18 where you are dependent on -- on the grant letters.

19 MS. MAZANEC: Okay. And what about our
20 online schools? I mean, this is timely, we have online
21 schools who could sure use some help obviously.

22 UNIDENTIFIED VOICE: And so the funds would
23 be sort of held in reserve and then we would work with that
24 school district to identify the -- the support that would be
25 most appropriate and most helpful to an online school. That



1 has been identified for a comprehensive or targeted
2 improvement.

3 MS. MAZANEC: Now how does it get identified?

4 UNIDENTIFIED VOICE: So, the -- the
5 comprehensive schools are those title one schools that are
6 the lowest performing title one schools. So, that's the
7 criteria that's written into the ESSA statute and -- and any
8 high school that's has a grad rate below 67 percent. So
9 those are the comprehensive schools that we have -- the
10 schools that we have to identify for comprehensive
11 improvement.

12 The targeted schools and it gets a little bit
13 more complicated but basically those are schools that are
14 doing pretty well for most kids but -- but has a -- they
15 have a subgroup of kids that -- so they have an achievement
16 gap that needs to be addressed, where one group of kids
17 isn't performing as well as the other. And so those are the
18 schools that were required to identify for improvement under
19 ESSA and those are the schools that would be a target of
20 this process and these funds.

21 MR. DURHAM: Madam chair.

22 UNIDENTIFIED VOICE: Board member Durham.

23 MR. DURHAM: Thank you. So, I think there's
24 -- there -- there can and will be schools that are in --
25 that would get money on a formula basis who would apply for



1 grants who won't get any. So it's not fair to say that
2 well, everybody is going to get money, correct?

3 UNIDENTIFIED VOICE: Correct. And through
4 the process that's been recommended in some cases it may
5 just be through support.

6 MR. DURHAM: Through -- through -- through
7 where we are right now. I think what I'm concerned about is
8 that is -- is if we were to -- to distribute it strictly on
9 a formula basis locals get to make decisions that benefit
10 they believe work for them. If we withhold the money and
11 distribute it on the strings attached basis, the judgment of
12 the department as to what works best is substituted or
13 districts are coerced into certain programs in order to get
14 this money.

15 And tha -- that's the -- that has to be the
16 result whether intended or otherwise because you're not
17 going to give a grant if it doesn't fit your idea of and I
18 don't mean you personally.

19 UNIDENTIFIED VOICE: Yeah, they -- they do
20 have -- so built in to the other processes is a recognition
21 that in some cases school district might not need the
22 support of the department but still would like the resources
23 or the -- the funding so they -- they can design their own
24 intervention and -- and receive funding to support that
25 intervention.



1 MR. DURHAM: So if I were to ask, how many of
2 those there were versus how many of prescriptive grants
3 there were you'd be able to give me that answer?

4 UNIDENTIFIED VOICE: I mean that -- this is
5 what we're proposing for the future. But currently there
6 are -- currently school districts are -- are developing
7 their own design and -- and applying for the funds on a
8 competitive basis. Does that make sense? So, currently
9 there're -- there are school districts that are able to
10 design their own intervention, apply for a grant and receive
11 funds to -- to a -- administer or implement their own
12 intervention. With what's been proposed in the -- the state
13 plan that would still be an option that they can design and
14 get funding for their own intervention.

15 UNIDENTIFIED VOICE: So what motion on the
16 table, do you guys want to vote on?

17 MR. DURHAM: What's the motion?

18 UNIDENTIFIED VOICE: Your motion.

19 MR. DURHAM: Well I'm trying to -- I mean I
20 just -- I just don't feel that we've -- I just I just I'm
21 having a hard time just beginning as day goes longer the IQ
22 go smaller I guess but what I -- where I'm trying to get is
23 to minimize departmental involvement in the distribution of
24 grants to locals because I believe it could be used to drive
25 behavior that I don't necessarily think we ought to drive.



1 Now, so the way to do it is turn it into a
2 formulaic basis. Money simply goes out; the local
3 governments do the best they can with it and -- and is local
4 control. And I also think Ms. Mazanec's observation that
5 schools that grant writers are at a disadvantage because
6 they are asking for any significant amount of money is
7 absolutely accurate. So I think, I appreciate the work
8 everybody did on this issue, but the issue is broader than
9 that and that is, is this a local control question, or is it
10 a state-controlled question?

11 I think what we're seeing proposes a state
12 control question, I'm opposed to that. So I move the money
13 be distributed on a formulaic basis to the 5 percent of
14 those schools that are eligible.

15 UNIDENTIFIED VOICE: So that's one way of
16 looking at it. The other way of looking at this we just had
17 an example of states working collaboratively with districts
18 and we got rid of what, 17 districts and schools that were
19 on the clock. So if you think so little of this
20 organization that they can't work collaboratively with our
21 school districts then sure just distribute the money. But
22 if we have learned anything in the last two years about how
23 to turn around schools, we should be thinking a little bit
24 broader and not just dismissing the kind of expertise and
25 help that we have in this organization because that's how



1 I'm -- that's how I'm reading your recommendation.

2 UNIDENTIFIED VOICE: But that's.

3 MR. DURHAM: I think we've seen two -- two
4 evidences of that. One in Cortez, and I don't know if any
5 of these funds were used for the purpose and Cortez, seemed
6 to be pretty effective in getting that done. The one in --
7 in Julesburg seem to be pretty effective at closing the
8 school.

9 UNIDENTIFIED VOICE: There wasn't any money
10 in Julesburg, they didn't apply for any money, that's
11 irrelevant. The 17 districts that we don't have coming up
12 in the next three months.

13 MR. DURHAM: So is it the position of the
14 department that all 17 districts got off the clock did so
15 because they got a grant from the CDE and we controlled it.

16 MS. MAZANEC: No.

17 MR. DURHAM: How many of those districts had
18 a grant from CDE?

19 MS. MAZANEC: We would have to look at that.

20 UNIDENTIFIED VOICE: I would say -- I would
21 say.

22 UNIDENTIFIED VOICE: Didn't we -- didn't we
23 get that I think we --

24 UNIDENTIFIED VOICE: Board member McClellan.

25 MR. DURHAM: I think that's -- that



1 information has been shared with the board.

2 UNIDENTIFIED VOICE: I just wanted to -- I
3 just wanted to make the case for not merely throwing money
4 at a problem.

5 UNIDENTIFIED VOICE: I think this
6 organization exists in part to help drive the behavior of
7 accountability and the behavior of improvement where needed.
8 I think that's one of our, our central missions is to make
9 sure that where we see improvement is needed that we help to
10 guide in that direction with support. And I think that's
11 what we're aiming to do by having a competitive grant
12 program.

13 UNIDENTIFIED VOICE: Were there some answers?

14 UNIDENTIFIED VOICE: I think in this instance
15 forward, what we are questioning is how we going to
16 substitute our judgment for the judgment of the locally
17 elected officials? I think, I think it's a much simpler
18 question than the -- and I think we all remember back to
19 Race to the Top. Race to the Top resulted in very little
20 money but a whole lot of behavior modification, none of
21 which has served us particularly well.

22 UNIDENTIFIED VOICE: We didn't get Race to
23 the Top. What are you talking about?

24 UNIDENTIFIED VOICE: Yes but look let's look
25 at all the bills that we've passed, including the one you



1 cited today, that we -- we voluntarily adopted this
2 accountability. We did so, so we could compete for Race to
3 the Top. And that's the kind of thing that's wrong with top
4 down solutions.

5 UNIDENTIFIED VOICE: Board Member, Goff?

6 Ms. GOFF: I was before you this time. But
7 you know what, you can go ahead Pam. Please go ahead.

8 MS. MAZANEC: Mine It's brief. I mean, I
9 think that -- that saying that local districts might be able
10 to, or school, be able to do better with that money does not
11 negate the fact or the work of the district or the
12 department. It's not an either or. But I think that Alisa
13 would agree that sometimes, you know, the local district
14 knows the area better. They may be able to do better.

15 UNIDENTIFIED VOICE: I think the model that's
16 being proposed tries to draw from the best of both worlds to
17 -- to bring the department and the school district and the
18 school together to identify wha -- what supports, what
19 resources might be most appropriate given the challenges
20 that they face. I think it's intended to be a collaborative
21 thing.

22 MS. MAZANEC: But is it competitive?

23 UNIDENTIFIED VOICE: Their money -- they may
24 not necessarily receive funding, they may receive support,
25 they may receive funding and support, they may receive just



1 to be able to access resources and things like that. So I
2 think that's -- really the idea is to -- to match that
3 school with the resources and supports that would be most
4 effective in -- in helping them exit improvements status.

5 UNIDENTIFIED VOICE: Board Member, Goff?

6 Ms. GOFF: I'm going to take us back to the -
7 - this was an asterisk category.

8 UNIDENTIFIED VOICE: Thank you. Thank you
9 very much.

10 Ms. GOFF: Where was the ulti -- where was
11 the ultimate division of preference on that? Was that one of
12 the real close ones or there was --

13 UNIDENTIFIED VOICE: There were at least two.
14 I think there were two folks who were supportive of the --
15 the purely competitive model. And wanted to go on the
16 record as being supportive of a competitive approach. We've
17 yet to receive their, their opinion in writing.

18 Ms. GOFF: Okay. So, and I don't want -- I'm
19 not going to go into the weeds about the math, but it's two
20 out of approximately out of the hub committee?

21 UNIDENTIFIED VOICE: There's -- there's at
22 least 20 folks, so it's a relatively small minority.

23 Ms. GOFF: Okay. So and that was over time
24 because they didn't have to necessarily make a choice at one
25 me. And then you never talked about it anymore because I



1 know it came up a lot. So, over time there is a relatively
2 small number of people who worked far enough on the opposite
3 side -- you had to note it, but it was overwhelming
4 objection.

5 UNIDENTIFIED VOICE: I don't remember if
6 there was necessarily a division at the spoke level within
7 the spoke committee. All I know is that once they came to
8 the hub, there were two hub members who wanted to have and
9 develop a minority recommendation and support of
10 competitive. I think they had a pretty good consensus coming
11 out of the spoke committee.

12 Ms. GOFF: So, if it's worth it to bring us
13 back to a base of some sort, because most people were in
14 favor of that formula.

15 UNIDENTIFIED VOICE: No, not the formula were
16 not --

17 Ms. GOFF: I mean the hybrid.

18 UNIDENTIFIED VOICE: Hybrid.

19 UNIDENTIFIED VOICE: It's a hybrid.

20 Ms. GOFF: So, basically our decision now
21 rests on that question.

22 UNIDENTIFIED VOICE: So, the recommendation
23 has been made by the Hub Committee to approach these the 7
24 percent with using a hybrid approach and that's what's
25 reflected in the plan.



1 Ms. GOFF: Which allows for District
2 flexibility and determination as well as collaboration.

3 UNIDENTIFIED VOICE: We're actually trying to
4 -- the hybrid approach also was trying to take from what we
5 learned, which was districts didn't necessarily like to
6 apply for all of these different grants but rather go to a
7 one stop shop with one plan, sort of, rather than multi --
8 grant plans and then have -- and then try to link them with
9 money and resources and grant supports that they need rather
10 than all of these different grants and all of these
11 different locations. So, it was trying to streamline the
12 process for a district.

13 UNIDENTIFIED VOICE: Yeah.

14 Ms. GOFF: Getting them the resources they
15 need. That are linked, I will say, that are linked to some
16 research-based practices that we have seen some improvement
17 using.

18 UNIDENTIFIED VOICE: So that's a that's a
19 very good point. So that really pretty dramatically reduces
20 the bureaucracy or paperwork associated with the process.
21 So instead of five or six or seven grant competitions,
22 there's a single application.

23 UNIDENTIFIED VOICE: Board member Flores?

24 MS. FLORES: And it is on need. And most of
25 those people that were in the Hub committee agreed. And



1 truly, I mean, sometimes there were 30 some odd people in
2 there. And so I would say that if you have two people that
3 disagreed with it and then they said they were going to
4 write a minority report, and here we are at that second day
5 and they haven't -- and they haven't put it forward, then we
6 should go. And I think it's a good idea, and it would
7 reduce this paperwork, and it would go to those districts
8 who are -- who have the need, and we have showed -- I mean I
9 think we're not going -- we don't have as many districts
10 that are coming before us. And so I think that is a very
11 positive thing that happened.

12 UNIDENTIFIED VOICE: Board member Mazanec?

13 MS. MAZANEC: I would like to know wha --
14 what role can the state board play here. This is usually a
15 decision made by department staff, right? Here's my concern,
16 that there may be district schools who aren't getting access
17 to the funds for the purposes they believe they can be best
18 used. And I want to make sure that they're getting a fair
19 hearing and fair access to that money. So, wha -- what do
20 we got to do to make sure that happens? Because that's the -
21 - that is what I'm hearing has happened in the past. Some
22 of these -- some of this schools -- some of these districts
23 are getting a lot of money and, and doing things the way
24 they agree with the department. But there are some that
25 might not want to -- might not agree, and they deserve the



1 money just the same.

2 UNIDENTIFIED VOICE: I think this really
3 increases the likelihood that they would be able to
4 successfully get resources and support, because they're not
5 having to compete against other districts. It's sort of --
6 it sets up a process where everybody can be a winner as
7 opposed to some receiving funds and support and others not
8 receiving the funds and support. So I think it levels the
9 playing field.

10 MS. MAZANEC: That's from the competitive
11 point of view. From the formula point of view, one of the
12 dilemmas is sometimes that amount of money is almost
13 nothing. And if that district really has a significant
14 need, if you're under a formula, that's what you get.
15 Whereas if it's identified as this is the need and this is
16 what it'll take, you can have a very small district that
17 gets some help. The formula has the risk, particularly in
18 Colorado and some of our very small districts, of really not
19 being able to provide all that much.

20 UNIDENTIFIED VOICE: One of the unsuccessful
21 School Improvement Grants was -- what was known as the SIG
22 Grant or the U.S.D.E's turnaround grants. That Grant
23 program was eliminated under ESSA, and one of the problems
24 with that Grant was it really compelled schools to do
25 certain things in order to access funds. It was pretty



1 rigid. You have to have to apply one of the models that
2 were written by the U.S. Department of Education and do all
3 the things in order to get the money. And so, that is gone
4 and that really wasn't as effective or successful as what
5 we've been doing under the turnaround leaders or the network
6 grant.

7 MS. MAZANEC: The question still remains on
8 what role can the state will play here.

9 UNIDENTIFIED VOICE: I believe, and I think
10 that's up to the state board.

11 MS. RANKIN: I mean, I mean let's say we go
12 with this recommendation.

13 UNIDENTIFIED VOICE: Board member, Rankin, I
14 just -- I'm sorry.

15 MS. RANKIN: And then I hear from someone
16 we're not getting those funds for what we want.

17 UNIDENTIFIED VOICE: We're trying to figure
18 out a way.

19 UNIDENTIFIED VOICE: Board member, Rankin, I
20 apologize. I think you asked to speak and spaced it out.

21 UNIDENTIFIED VOICE: Mr. Chairman, you've
22 been dealing with this for a long time. Where's the
23 flexibility in this part of ESSA?

24 UNIDENTIFIED VOICE: The, we, we have to
25 reserve the seven percent assuming we have seven percent or



1 and, and that's a whole lot of rabbit hole.

2 UNIDENTIFIED VOICE: Oh, really?

3 UNIDENTIFIED VOICE: We probably shouldn't go
4 down right now, but, but --

5 UNIDENTIFIED VOICE: Never say it.

6 UNIDENTIFIED VOICE: He just did.

7 UNIDENTIFIED VOICE: Never say it.

8 UNIDENTIFIED VOICE: I think the flexibility,
9 I do think that, that the flex -- what flexibility there is
10 being taken advantage of through this recommendation by this
11 folk where, where we have the, the flexibility to award
12 funds to schools and districts that are ready to receive
13 them and ready to, to make a change in their -- in their
14 school. And so, instead of just doing a -- doing a sort of
15 a, a strictly formulaic approach or a strictly competitive
16 pro -- process, it really does -- we're taking advantage of
17 the flexibility to mold those two procedures and maximize
18 the benefits of each.

19 UNIDENTIFIED VOICE: Does it allow for, for a
20 district, let's say, like board member Mazanec has a
21 district that needs the money and comes up with something
22 totally different than we've ever seen before, does it allow
23 them to have the same opportunity to get the grant money as
24 someone else?

25 UNIDENTIFIED VOICE: Yes, it does.



1 MR. DURHAM: No.

2 UNIDENTIFIED VOICE: I see those heading up.

3 MR. DURHAM: I'm not.

4 UNIDENTIFIED VOICE: I'm going to remember
5 this.

6 UNIDENTIFIED VOICE: We have our Spoke --
7 these are the Spoke leaves (indiscernible) if it would
8 helpful and I, I wasn't sure if it was but it was. So, so
9 if you have questions that I can't answer, certainly they
10 can answer that.

11 UNIDENTIFIED VOICE: You answered it. Thank
12 you.

13 UNIDENTIFIED VOICE: Mr. Durham, do you
14 really want us to vote on this?

15 MR. DURHAM: Actually, yes, I do.

16 UNIDENTIFIED VOICE: All right. So, you made
17 a motion. Who seconded it?

18 MR. DURHAM: Dr. Flores.

19 MS. FLORES: Did I -- did I second it?

20 MR. DURHAM: I think so.

21 UNIDENTIFIED VOICE: You did.

22 UNIDENTIFIED VOICE: Yup, I think you did.

23 Do you want to retract your second?

24 MS. FLORES: I retract it.

25 MR. DURHAM: Okay.



1 MS. FLORES: Make it again.

2 MR. DURHAM: Well, in order to benefit the
3 schools in Dr. Flores' district, I move -- I move that the
4 funds be distributed on a formula basis.

5 UNIDENTIFIED VOICE: It is a crime to deprive
6 some of the commissioners.

7 MR. DURHAM: Pardon me. We're using public
8 money. It's legal.

9 UNIDENTIFIED VOICE: Is there a second for
10 that motion? Sorry, sir.

11 MR. DURHAM: Okay. All right.

12 UNIDENTIFIED VOICE: This suggests that we
13 leave that as it is in the plan.

14 MR. DURHAM: Okay.

15 UNIDENTIFIED VOICE: Onward. Commissioner?
16 Well, we can keep going or we can stop and pretend like
17 we're finished. I don't think that's what we ought to be
18 doing.

19 UNIDENTIFIED VOICE: I'll -- I believe the
20 next one is on page 32.

21 UNIDENTIFIED VOICE: Well, I was just
22 wondering if maybe we might want to just do the three
23 percent one really quickly.

24 UNIDENTIFIED VOICE: Which one? Where is
25 that?



1 UNIDENTIFIED VOICE: So, there is --

2 UNIDENTIFIED VOICE: Go ahead.

3 UNIDENTIFIED VOICE: It relates to what we're
4 just talking about. So I think Ms. Goff mentioned the three
5 percent or --

6 MS. GOFF: I mentioned the three percent.

7 UNIDENTIFIED VOICE: And there, there was --
8 there's a couple of folks who would like us to reconsider
9 the, the decision to not retain the three percent. The dec
10 -- the decision was to, to not retain the three percent.

11 They, they would like to sort of go on record as, as
12 recommending that, that we should retain the three, three
13 percent, in that, it will provide more funding for schools
14 that have been identified for improvement, and that's that.

15 UNIDENTIFIED VOICE: So, this is formula
16 money?

17 MR. DURHAM: Yes, this is formula money.

18 UNIDENTIFIED VOICE: Mr. Durham, this is
19 formula money.

20 MR. DURHAM: I'm for that.

21 UNIDENTIFIED VOICE: I know.

22 UNIDENTIFIED VOICE: You are for CDE
23 retaining it?

24 UNIDENTIFIED VOICE: No.

25 UNIDENTIFIED VOICE: And we will include



1 their rationale in, in our plans just saying, hey, just we
2 want you to know that there are some who felt that we should
3 retain it, and we will continue to -- to consider it moving
4 forward and there might be other options, but just wanted to
5 make sure that you knew that there, there was some division
6 of opinion on that one, and then we can go back --

7 MR. DURHAM: The recommendation is we not
8 retain it.

9 UNIDENTIFIED VOICE: Correct.

10 UNIDENTIFIED VOICE: Okay?

11 UNIDENTIFIED VOICE: Okay.

12 MR. DURHAM: And then I believe this is the,
13 the big one.

14 UNIDENTIFIED VOICE: I'll try to take this
15 one. Thank you.

16 MR. DURHAM: Okay. Thanks.

17 UNIDENTIFIED VOICE: So, this is --

18 UNIDENTIFIED VOICE: Don't leave.

19 UNIDENTIFIED VOICE: -- this is the effective
20 instruction and leadership question around how we define
21 out-of-field teaching. To be clear, this is a definition of
22 out-of-field teaching, and it is a round data reporting.
23 So, this is not about any rules about who can hire which
24 teachers or anything like that. But as districts report,
25 who is an out-of-field teacher? The hub recommended what is



1 before you which is that it's more of a menu of options
2 around how a district could define, really this is a infield
3 'cause this is the -- they would be telling us that they
4 have infield teachers and they would use one of these for
5 yellow check marks here. There was a minority report on
6 this. The hub -- sorry, the Spoke recommended a different
7 way to define out-of-field teaching saying that, you had to
8 have -- to be infield, you had to have a license plus
9 endorsement in the area in which you taught. So, we did
10 just do for clarity's sake, a handout of the option one and
11 option two just so you have the other option and this, but
12 that was -- that should be it. I'm sorry, there's multiple
13 copies.

14 MR. DURHAM: Okay.

15 UNIDENTIFIED VOICE: So, so this, what you
16 have before you is the hub recommendation. As you see, they
17 were unable to arrive at full consensus. There were about
18 five members of the hub that did not recommend this
19 approach. They recommended option one on your handout.

20 UNIDENTIFIED VOICE: Six, the vote's on the
21 bottom there.

22 UNIDENTIFIED VOICE: I'm sorry. So that was
23 an asterisk.

24 MS. RANKIN: So this is one where Steve and I
25 have strongly disagreed. Actually, we don't disagree. It's



1 just that what we have written here doesn't really entirely
2 cover. So, his concerns and we've actually got letters from
3 folks, I have a PhD, and I want to teach in K-12, and I
4 don't want to go back to school to, to get a license. It
5 would seem that option two -- option one would mean that a
6 teacher who was teaching at risk kids, who are not learning
7 in the reporting process, would be suggested that that
8 individual is teaching out-of-field because they would not
9 have an endorsement, they would not have a license. Under
10 option two, they'd have a degree in the subject area, they
11 would have 24 hours in the subject area, they would probably
12 not have a content exam, and they would not have pedagogy.
13 I think those are the differences. I have wished that the
14 Spoke committee could com -- could go back and look at
15 something that's a little bit like a PhD teaching or a, a
16 specialist teaching where you've got at least two of these,
17 but not just one of th -- for option number two, having just
18 one of them I think is -- makes this pretty vulnerable for
19 kids. If you've just passed the content exam and you don't
20 have a degree.

21 UNIDENTIFIED VOICE: Yeah.

22 UNIDENTIFIED VOICE: We don't know what the
23 24 hours are. In other words, is there something in between
24 option one and option two? Option two would probably make
25 Colorado the state with the least requirements for teachers.



1 UNIDENTIFIED VOICE: But option two is in
2 line with what Colorado now does.

3 UNIDENTIFIED VOICE: And look at people with
4 a doctorate really.

5 UNIDENTIFIED VOICE: Yeah, it doesn't nece --
6 necessarily align with being a great teacher, does it?

7 UNIDENTIFIED VOICE: Colorado requires a
8 license for a teacher.

9 UNIDENTIFIED VOICE: Yeah, not in charter
10 schools.

11 UNIDENTIFIED VOICE: Well, and that was one
12 of the suggestions that Mr. Durham made. Should we make an
13 exception for charter schools? But I don't think we can do
14 that.

15 UNIDENTIFIED VOICE: No.

16 UNIDENTIFIED VOICE: Can we?

17 UNIDENTIFIED VOICE: No.

18 UNIDENTIFIED VOICE: Pursuant of federal -- I
19 mean the law kind of reverts it back to what Colorado has in
20 place with regard to licensure and certification. So I, I,
21 I don't know. I --

22 UNIDENTIFIED VOICE: I can -- may I just say
23 something?

24 UNIDENTIFIED VOICE: Well, let me -- yeah, in
25 a minute.



1 UNIDENTIFIED VOICE: Quite surprising.

2 UNIDENTIFIED VOICE: Can we -- can we provide
3 a plan that has an exemption for charter schools?

4 UNIDENTIFIED VOICE: I --

5 UNIDENTIFIED VOICE: For ins --

6 UNIDENTIFIED VOICE: I think --

7 UNIDENTIFIED VOICE: Yeah, we could.

8 UNIDENTIFIED VOICE: I think under -- yes, I
9 say we could. I'm not sure how it would be received at --
10 but I don't think there's anything in statute that precludes
11 that but I --

12 UNIDENTIFIED VOICE: Received by whom?

13 UNIDENTIFIED VOICE: How the, the votes would
14 be --

15 UNIDENTIFIED VOICE: The gods.

16 UNIDENTIFIED VOICE: The people who will be
17 reviewing and approving our plan. I'm not sure -- I'm not
18 certain that it's consistent with the ESSA statute but I
19 think it would be consistent. I don't think there's
20 anything in the ESSA that precludes us from submitting that
21 kind of --

22 UNIDENTIFIED VOICE: So, nothing in the
23 statute so any rule or ruling to the contrary would be
24 easily --

25 UNIDENTIFIED VOICE: They would have to deny



1 us based on what's on statute.

2 UNIDENTIFIED VOICE: Right.

3 UNIDENTIFIED VOICE: Board member Flores, I'm
4 sorry I cut you off --

5 UNIDENTIFIED VOICE: All right.

6 UNIDENTIFIED VOICE: -- but I wanted to
7 finish my thought.

8 UNIDENTIFIED VOICE: Well, I, I made -- I
9 made that statement because PhDs sometimes and I worked in
10 programs that are PhDs and they are very like this. People
11 want to study this particular area and sometimes, there's
12 just not the practicum, I mean, the, the practice for
13 teaching young children. They want to teach adults. They
14 don't want to teach little kids and little kids I think
15 deserve people that have taken a course or subject matter in
16 student and children development, child development.

17 UNIDENTIFIED VOICE: So, Dr. Flores, are you
18 suggesting perhaps, having, instead of having charter or
19 non-charter, having -- saying that at the elementary level
20 you want to req -- require endorsement although what, what
21 the endorsement --

22 UNIDENTIFIED VOICE: Well, actually --

23 UNIDENTIFIED VOICE: -- what would be the
24 endorsement be? Elementary education?

25 UNIDENTIFIED VOICE: Actually, I'm not -- I'm



1 not saying that. I'm -- I'm just --

2 UNIDENTIFIED VOICE: Okay, I'm trying to
3 figure out what you are --

4 UNIDENTIFIED VOICE: -- I'm just saying
5 through -- throughout. I'm saying K, pre-K through --

6 UNIDENTIFIED VOICE: Twelve?

7 UNIDENTIFIED VOICE: Through 12.

8 UNIDENTIFIED VOICE: Okay.

9 UNIDENTIFIED VOICE: I think you need a
10 certain person that is devoted, likes children, likes to be
11 in the company of children, and I think that be -- you have
12 to work at trying to, to get there. To know how to work
13 with children and how children would -- make children want
14 to learn.

15 UNIDENTIFIED VOICE: Does licensure assure
16 that?

17 UNIDENTIFIED VOICE: I think in some
18 respects, it does. It gives you enough time, I think. Good
19 programs give you time and the feel to make sure that you
20 are around children. You have practicums. You have well,
21 courses that, that place you in the school enough to
22 realize. I know that there are some master level programs
23 that don't do that or if I've worked in programs where there
24 are no practicums. Where, you know, they just don't start
25 kids early enough in the classroom and then you finish up



1 and you get kid -- people that have not been around kids or
2 in classrooms who come back and say, Well, I decided to, to
3 go into law school. You know I just found out that I just
4 don't like being around kids. So, you know, you but, but for
5 the -- for kids, for kids, I think we, we need to have
6 people that like to be around kids and I, I look, I've been
7 at universities where there are people, we have PhDs who
8 don't like to be around kids, don't like kids. That's not
9 to say everybody is, but on the whole -- I think the
10 importance of having training and knowing about children, I
11 think is so important.

12 UNIDENTIFIED VOICE: Okay. Thank you. Any
13 other comments? Ms. Goff.

14 UNIDENTIFIED VOICE: Yeah. I'm going to look
15 at -- I'm looking at the words on the page. Option one
16 versus option two and then the, the term being discussed is
17 out of field. So, as far as what the discussion was or is
18 the word endorsement and how it relates to in-field or out
19 of field, is that accurate?

20 UNIDENTIFIED VOICE: Okay.

21 UNIDENTIFIED VOICE: Yes, so, so it talks
22 about it, it defines endorsement, designation on a license
23 or an authorization whatever whatever. Which I think --

24 UNIDENTIFIED VOICE: Twenty-four isn't
25 enough.



1 UNIDENTIFIED VOICE: No, it's license and
2 endorsement.

3 UNIDENTIFIED VOICE: Hang on. Hang on. I'm
4 just looking at the option one column.

5 UNIDENTIFIED VOICE: You can't get license
6 without it.

7 UNIDENTIFIED VOICE: I'm sorry. Just
8 clarifying, you can't get a license without an endorsement
9 or something.

10 UNIDENTIFIED VOICE: And so, looking at the
11 column one under option one. If you go then over to option
12 -- to say other column with option two. The option is,
13 allow in-field to be demonstrated through one of the
14 following measures. I'm -- the only difference that there
15 is between these two, we've already got endorsement defined
16 and you've got it over here as being one necessary item. So
17 what -- what is --

18 UNIDENTIFIED VOICE: This one is only now.

19 UNIDENTIFIED VOICE: Yeah.

20 UNIDENTIFIED VOICE: And you just -- you just
21 need one of those.

22 UNIDENTIFIED VOICE: But it doesn't say there
23 has to be one of these other ones listed. It gives that as
24 -- it list all four of those things as choose or have one of
25 the following. Just one.



1 UNIDENTIFIED VOICE: Right. That's correct.

2 UNIDENTIFIED VOICE: That's all right. And

3 30 -- in 24 hours?

4 UNIDENTIFIED VOICE: Really?

5 UNIDENTIFIED VOICE: So what, what you all
6 and I'm not -- I'm not -- I'm not saying I'm arguing against
7 this one way or the other. I have thought about this a lot.
8 What I'm saying is, is that by -- and by defining
9 endorsement, you either agree with this or you don't.

10 That's the definition, right? And then on the option two
11 column, you're just making that an option.

12 UNIDENTIFIED VOICE: Right.

13 UNIDENTIFIED VOICE: So what is the problem
14 among the hub committee? It is the question that, that the
15 hub committee that whatever the majority was on this, wants
16 to have it not be one of, but they want at least one of.
17 Where was the disagreement on this?

18 UNIDENTIFIED VOICE: This offers more
19 options.

20 UNIDENTIFIED VOICE: Yes, Madam Chair, I
21 believe endorsement is a bit of a higher bar. There's more
22 hours it takes to achieve an endorsement and to especially
23 also have an endorsement in the subject matter that you
24 teach. Whereas if you were to pick one of the options from
25 the manual, it would be easier to, to say that you were,



1 were teaching in that subject area. So, that a lot of this
2 came down to the rural teacher shortage issue and that many,
3 many rural districts don't feel that they have all of the
4 options to define subject matter expertise and in-field
5 teaching. So, this menu gives them several different ways
6 to show and they only have to show one of those ways.

7 UNIDENTIFIED VOICE: Okay. Well, then is
8 there sense in saying that if, let's take the four of these
9 here, if someone has a degree in the subject area and most
10 likely, they have 24 semester hours in the subject area.

11 UNIDENTIFIED VOICE: That's in school.

12 UNIDENTIFIED VOICE: Yeah, that's --

13 UNIDENTIFIED VOICE: And I'm going to go out
14 on a limb and I'm going to say and most likely, they're able
15 to pass an approved content exam.

16 UNIDENTIFIED VOICE: Yes, that's one way they
17 could show it.

18 UNIDENTIFIED VOICE: So, so in essence --

19 UNIDENTIFIED VOICE: You mean the option two?

20 UNIDENTIFIED VOICE: I don't know.

21 UNIDENTIFIED VOICE: But, but if people could
22 argue --

23 UNIDENTIFIED VOICE: Well, tell me you want
24 to choose one.

25 UNIDENTIFIED VOICE: Yeah, but I'm saying



1 that people could argue that no matter which one you deem
2 for your qualification except for the endorsement possibly,
3 you've already got three. I just think most people will
4 have three of those.

5 UNIDENTIFIED VOICE: No, somebody can just
6 have passed the test or just have 24 hours of something.
7 That's why I've been wondering whether there's something --

8 UNIDENTIFIED VOICE: But that is really not
9 clear here.

10 UNIDENTIFIED VOICE: This says 24 hours in a
11 subject period.

12 UNIDENTIFIED VOICE: I'm reading this, I'm
13 seeing this and really different from everything I've seen
14 in my life.

15 UNIDENTIFIED VOICE: It depends on what
16 you're teaching.

17 UNIDENTIFIED VOICE: No.

18 UNIDENTIFIED VOICE: Whether the 24 hours are
19 adequate, right?

20 UNIDENTIFIED VOICE: Yeah, it says in the
21 subject area.

22 UNIDENTIFIED VOICE: This -- if this is all -
23 - if this is all somebody sees it is not very clear.

24 UNIDENTIFIED VOICE: Which part is not clear,
25 I'm sorry.



1 UNIDENTIFIED VOICE: This column.

2 UNIDENTIFIED VOICE: Yes.

3 UNIDENTIFIED VOICE: If that's all some
4 teacher or license your candidate would see that would --
5 that would not be going well, so.

6 UNIDENTIFIED VOICE: They get to choose one
7 of those options.

8 UNIDENTIFIED VOICE: Right this is the
9 current flexibility we already have in Colorado for charters
10 and the rural districts. We're one of the small districts
11 but are struggling to find to attract and retain licensed
12 teachers. They do have this option of having someone teach
13 that, can fit one of these other options.

14 UNIDENTIFIED VOICE: Initially --

15 UNIDENTIFIED VOICE: They -- they do have
16 these options. This is because and this is where it gets
17 confusing. Remember this is not about hiring, so hiring
18 they can actually, there's a lot of different ways. They
19 have flexibility to hire not just what's on this paper.
20 This is about how do we define; however, you want to say it
21 either an infield teacher or an out of field teacher and so
22 --

23 UNIDENTIFIED VOICE: And that is reported and
24 then what happens, when it's reported that there's -- there
25 are 34 out of field teachers or hundreds of out-of-field



1 teachers in charter schools across.

2 UNIDENTIFIED VOICE: That's only reported.

3 UNIDENTIFIED VOICE: So nothing has happened
4 as of yet. We have had to report this in our federal plan
5 and in wha -- a teacher equity plan that we have to report
6 to the Federal Government. We report are -- we have to
7 report several things, the out-of-field teaching rate, the,
8 you know, inexperienced and experienced teaching rate, and
9 then the effective versus ineffective rate. So far, we have
10 only reported that, and nothing has happened as a result.

11 UNIDENTIFIED VOICE: So what we've reported
12 is that we do have inequities in experience and in
13 effectiveness between out risk students who teaches at risk
14 students and who teaches all students. So we are not
15 equitable in those two categories.

16 MR. DURHAM: Has there been any demonstration
17 that that -- that the fact that there are inequitable
18 distributions has led to an inequitable result.

19 UNIDENTIFIED VOICE: Yeah, those kids are not
20 doing well.

21 MR. DURHAM: They weren't doing well before.
22 You -- you're laying the cause on that?

23 UNIDENTIFIED VOICE: We would have to --

24 MR. CHAPMAN: We may have -- I -- that's a
25 good question. I -- I'm not sure if we've -- we've looked



1 into that but if -- if we haven't, we will, we'll try and
2 get you an answer to that.

3 MR. DURHAM: It's cause -- it's cause and
4 effect question.

5 UNIDENTIFIED VOICE: So in other words, Katy
6 and Angelica right now could you -- you're more into the
7 probably the reporting the data reporting the issue. Right
8 now if -- if -- and we send this off every year as far as
9 the equity for the equity reporting around teachers. So as
10 long as we can satisfy one of these features of a person
11 that they -- that they are not -- we're okay on the equity
12 thing, no matter what district they're in, no matter how
13 much experience they have whatever, as long as they can fit
14 one of these, they -- they -- well, they do qualify to go
15 into the infield column

16 UNIDENTIFIED VOICE: Correct.

17 UNIDENTIFIED VOICE: But did you --

18 UNIDENTIFIED VOICE: And if we def -- if you
19 decide that is the way you want to define that, that the
20 federal government has devolved to that back to us, which is
21 why we are having that conversation about what does an
22 infield teacher mean. So if you were to choose option two,
23 if they met any one of those sub-bullets, they would be
24 defined as an infield teacher.

25 UNIDENTIFIED VOICE: Yeah.



1 UNIDENTIFIED VOICE: For all the reporting
2 purposes that we have and that's it.

3 UNIDENTIFIED VOICE: And this is current
4 status quo. This is how we've been doing it.

5 UNIDENTIFIED VOICE: No we didn't. We didn't
6 -- we didn't have a definition of infield.

7 UNIDENTIFIED VOICE: Well actually.

8 UNIDENTIFIED VOICE: Well, at least that we
9 reported, right?

10 UNIDENTIFIED VOICE: This is the same menu
11 that highly qualified for -- so -- so actually it's a --
12 it's a similar practice that has been occurring.

13 UNIDENTIFIED VOICE: It seems to me --

14 UNIDENTIFIED VOICE: But we didn't ever
15 report it.

16 UNIDENTIFIED VOICE: -- particularly when you
17 have such a --

18 UNIDENTIFIED VOICE: No, we reported it.

19 UNIDENTIFIED VOICE: -- teacher shortage.

20 UNIDENTIFIED VOICE: Then how come there
21 wasn't anything in here about that.

22 UNIDENTIFIED VOICE: And it would be silly
23 for us to change this.

24 UNIDENTIFIED VOICE: I believe in the
25 appendix it's there.



1 MR. CHAPMAN: About, I'm sorry.

2 UNIDENTIFIED VOICE: Well you reported the
3 inequities for inexperienced. You reported, or you got that
4 in the paper you got the inequities for ineffective, but you
5 haven't reported it at all about out of field whether we've
6 had any --

7 UNIDENTIFIED VOICE: How many ineffective
8 have we had?

9 UNIDENTIFIED VOICE: We're about 6 percent or
10 7 percent off.

11 MR. CHAPMAN: Because we're defining it now
12 so under --

13 UNIDENTIFIED VOICE: Exactly, we're defining
14 it now.

15 MR. CHAPMAN: Yeah, with under highly
16 qualified, there's a annual report that we have to produce,
17 and we would have to report the number of the percentage of,
18 you know, looking at the highest poverty schools versus the
19 lowest poverty schools. Was there an in -- inequity in
20 teacher assignment. Were poor and minority p -- students
21 being taught at a disproportionate rate by non-highly
22 qualified teachers and this sort of -- this is a little bit
23 different, but it is somewhat similar and, but it gives the
24 state the ability to define those things including out of
25 field.



1 UNIDENTIFIED VOICE: Board member Flores.

2 MS. FLORES: I worked in hard to serve
3 schools for Denver and I worked for -- I guess probably all
4 over the metro area which would be all the five, no, except
5 for one south -- southeast. I never worked in that area, I
6 was an ESL bilingual teacher. And as an ESL teacher, I had
7 some kind of troubled schools that I had to go to or a
8 kindergarten teacher. I had an assignment at two schools.
9 And what I saw was that a lot of these people in these hard
10 to serve schools, many of them didn't have, I mean you talk
11 about where is some of them? I mean, I remember when I first
12 started, when you did have people that had lots of years of
13 experience but then you got to the point where just anybody
14 was teaching at these schools and they brought people from
15 as I mentioned before from Latin America who you know spoke
16 Spanish but didn't have degrees or I mean and -- and it was
17 hard or these are really kids that were --

18 UNIDENTIFIED VOICE: This doesn't change --

19 MS. FLORES: Teach for America -- Teach for
20 America and --

21 UNIDENTIFIED VOICE: This doesn't change that
22 necessarily.

23 MS. FLORES: Well.

24 UNIDENTIFIED VOICE: Right, Mr. Chapman --

25 MS. FLORES: I mean, if you --



1 UNIDENTIFIED VOICE: This doesn't change who
2 gets higher.

3 MS. FLORES: Well it's -- I'm speaking.

4 MR. CHAPMAN: Correct. It's not -- this has
5 no impact on who is hired.

6 MS. FLORES: So just because you've had that
7 for some time, doesn't mean that, you know, if you, maybe
8 you had teachers who were certified in tho -- in those
9 schools that they could be doing different things. They
10 could really be getting those kids out of being at grade
11 level and that's the other thing. We need to start thinking
12 about grade level as opposed to, you know, getting --

13 UNIDENTIFIED VOICE: How do we define out of
14 (indiscernible) teacher? That --

15 UNIDENTIFIED VOICE: We totally understand
16 and respect your feeling about the right types of teachers
17 to put in front of kids but that's a different discussion
18 than what we need to get to now.

19 MS. FLORES: Well, but do you remember the
20 letter that we got from the spoke committee or somebody who
21 was representing the spoke committee? Do you remember that
22 letter that --

23 UNIDENTIFIED VOICE: Mr. Valentine.

24 MS. FLORES: Yes Mr. Valentine and I think
25 Mr. Valentine described very well, what you know, what --



1 and he was speaking I think for our profession.

2 UNIDENTIFIED VOICE: Well I see the spoke
3 committee agrees with the life insurance endo --
4 endorsement.

5 UNIDENTIFIED VOICE: They do.

6 UNIDENTIFIED VOICE: But I don't.

7 MR. DURHAM: Well okay, where are we?

8 UNIDENTIFIED VOICE: I advise to keep the
9 same flexibility like (indiscernible).

10 MS. FLORES: We're already upset though. I
11 know and that's why I want to keep it that way.

12 UNIDENTIFIED VOICE: Right, option two is
13 keeping it that way.

14 UNIDENTIFIED VOICE: At a time like this, it
15 -- it's not the right time to -- to ask -- ask for more
16 requirements.

17 UNIDENTIFIED VOICE: Well that -- that really
18 is the fundamental challenge that we have at a time when
19 there's a teacher shortage, we are being pressed --

20 UNIDENTIFIED VOICE: Absolutely.

21 UNIDENTIFIED VOICE: -- to lower the
22 standards for our teachers. That's a tough --

23 UNIDENTIFIED VOICE: But I don't think that's
24 necessarily a lowering of standards. I mean, because
25 someone doesn't have a teaching degree, does not make them a



1 bad teacher. Having a teacher that's -- teaching degree
2 also does not make one a good teacher. They don't -- they
3 don't necessarily align.

4 MR. DURHAM: Well in --

5 UNIDENTIFIED VOICE: In general, there is
6 some strong alignment between licensure and --

7 UNIDENTIFIED VOICE: I -- I am not sure that
8 I agree.

9 MR. DURHAM: Madam Chair.

10 MADAM CHAIR: Goes back to the old, anybody
11 can teach, that we used to say.

12 MS. FLORES: No, that is not what I said.

13 MADAM CHAIR: I know, but it goes back to
14 that.

15 UNIDENTIFIED VOICE: Just to clarify that,
16 the really the impact of this is in the reporting and so how
17 teachers that are in --

18 MADAM CHAIR: It's in the reporting.

19 UNIDENTIFIED VOICE: -- place are reported as
20 either infield or out of field.

21 MADAM CHAIR: But it does, it will affect --
22 it will affect --

23 UNIDENTIFIED VOICE: Right. Yeah.

24 MADAM CHAIR: -- hiring eventually.

25 MS. FLORES: Yeah.



1 MADAM CHAIR: Because we -- if you're not
2 licensed you don't have to do professional development. I
3 mean, there are just -- those are just very different pieces
4 to that. Board member Durham.

5 MR. DURHAM: Thank you, Madam Chair, I would
6 like to just correct one thing. I mean, you've said that,
7 you know, in the face of a shortage we are lowering
8 standards. That's simply not true. We're maintaining the
9 standard as it is.

10 MADAM CHAIR: But it isn't world standard.

11 MR. DURHAM: Your suggestion is -- your
12 suggestion is to raise the standard to see if we can make
13 the shortage worse. That's the -- that's the effect of your
14 motion.

15 MADAM CHAIR: It's to try to get an equitable
16 distribution of teachers to both our poor kids.

17 MS. FLORES: How do we do that?

18 MADAM CHAIR: Well one way is to --

19 MS. FLORES: By asking for more at a time
20 when we already have a shortage. We don't even have more --

21 MADAM CHAIR: We are for more, we are just
22 asking to have --

23 MS. FLORES: --enough students aren't joining
24 the profession.

25 MADAM CHAIR: -- an equitable distribution,



1 we don't report about an inequitable distribution, we are
2 not -- well, we are at greater risk of not having enough of
3 -- that's the whole -- that's the whole philosophy behind
4 ESSA, it is about equity, it is not about --

5 MS. FLORES: But --

6 MR. DURHAM: It is not about performance.

7 MS. FLORES: It is about performance.

8 MR. DURHAM: For sure.

9 MS. FLORES: Yes.

10 MR. DURHAM: Well, I have a question Madam
11 Chair, are you willing to accept item one was an exemption
12 for charter schools?

13 MADAM CHAIR: Sure.

14 MR. DURHAM: Okay.

15 MS. FLORES: What -- what about our rurals
16 and smalls?

17 MR. DURHAM: Well, we don't we have enough
18 votes for them. This is where I'm afraid we are.

19 MS. FLORES: What about all the rural and
20 small districts who -- who have to have -- are we -- are we
21 going to be reporting that they have a majority of out of
22 field teachers and that will be seen as inequitable to use
23 your term? Are we going to say, all those schools that can't
24 find licensed endorsed teachers --

25 MADAM CHAIR: You know what? They can hire



1 anybody, but over time the folks that they hire are unlikely
2 to become licensed.

3 MS. FLORES: What makes you think so when we
4 have a --

5 MS. GOFF: Well, they go online -- and there
6 is all kinds of programs.

7 MS. FLORES: For how long, I mean, we already
8 have a shortage of students in -- going into the education
9 schools don't we?

10 MS. GOFF: Yeah.

11 MS. FLORES: It's a big concern.

12 MS. GOFF: Yeah. But can I -- I just -- I
13 may be --

14 MADAM CHAIR: So hang --

15 MS. FLORES: I just don't think this is the
16 time to have that fight.

17 MADAM CHAIR: Hang on, board member Rankin
18 first and then board member Goff.

19 MS. RANKIN: Yeah. But one of the things, I-
20 I feel we're putting a lot of weight on and I think board
21 member Flores brought it up is people that have doctorates.
22 There are a lot of people that have doctorates that may not
23 be as good a teacher as someone that doesn't have a
24 doctorate and is teaching at the elementary school level or
25 at any level. Certain licensure doesn't guarantee that



1 you've got a good teacher and I -- and I know it's -- it's
2 difficult in rurals but I think there are even smaller if a
3 teacher is not good. They're going to be ousted in those
4 areas. So, I think we have to have a soft touch as a board
5 member Mazanec said and I-I mean, it would be wonderful if
6 we could say, Hey, there are good teachers and they all have
7 PhDs, but that's just not reality.

8 MADAM CHAIR: Board member Goff.

9 MS. GOFF: I don't know where to start. Two
10 parts -- two parts of different -- I would ask probably, Mr.
11 Chapman. You know, I mean, it's probably a reminder here,
12 but this -- this approval of ours of this plan to submit is
13 not in the end, and can we -- do you not see it possible
14 that we'll be having a lot of chances to have this kind of
15 conversation as we go down the road with our Colorado
16 implementation?

17 So, it -- it's during those times that I
18 don't think there's anything that prevents the state of
19 Colorado from talking about it if -- if at some point we're
20 going to need, I don't want to -- I don't want to get too
21 frisky here but, let's get in the future. You know, a
22 change to some legislature or something some other
23 qualifications or set of -- set of requirements --

24 MS. FLORES: It's a compromise.

25 MS. GOFF: -- for licensure. But -- but



1 along with that, I think -- and I talk to people, I have
2 talked to people, I have people in my own family that really
3 could be teaching who are not anywhere near licensed and you
4 know there's -- there's a certain experience attached to
5 their lives they'd be great contributors.

6 At the same time, I think that's completely
7 what we are now flexible enough to be able to do is hire
8 people who don't have the exact -- I mean, they are not
9 there yet but we provide humongous pile of options for them
10 to get the official professional kind of training and
11 certification as a professional.

12 I don't think we -- I don't think Colorado is
13 making a big mistake in keeping that kind of flexibility. I
14 think there are a lot of people who could be get -- go in
15 there to share your knowledge, that's the important thing
16 but don't stop short of getting an official training about
17 the under parts of this job. It's -- it's incredibly unique
18 work.

19 MS. FLORES: What if we put an asterisk down
20 there for the first one with -- I'm sorry.

21 MS. GOFF: No, I agree, (indiscernible) the
22 schools.

23 MS. FLORES: And -- and put an asterisk for
24 rural schools.

25 MS. GOFF: Keep it where it is right now, we



1 can think of it.

2 MADAM CHAIR: Yeah. That's -- that's 140
3 school districts.

4 MS. FLORES: Madam Chair.

5 MS. RANKIN: Well, but hard to serve --

6 MS. FLORES: One of the concerns, I -- I get
7 what you're saying, and I've heard this argument before.
8 But the problem is, is the expectation that someone who,
9 say, your family, who is knowledgeable and a good teacher --

10 MADAM CHAIR: Uh-huh.

11 MS. FLORES: -- but doesn't have a teaching
12 degree. What if they have no interest in getting a teaching
13 degree? They're expensive. There are lots of options. But
14 what if they have no interest?

15 That does not change the value or the quality
16 of their teaching. If they're good enough to teach that
17 subject at that time, why would we want to require them to
18 go and get a license to teach?

19 MS. GOFF: Well, I think we need -- I think
20 that -- I think that should be part of our conversation
21 about what exactly does it look like right now, like for
22 example --

23 MS. FLORES: That's why I like this.

24 MS. GOFF: For example, Lincoln is in the
25 room too, if someone is hired right now, you know, they're



1 needed, and they're hired and a lot of this I would think is
2 -- is ruled, sort of, by the locals' way of their hiring
3 practices and what steps they have set up.

4 But big -- really universal question, so a
5 teacher -- a person is hired to teach on Wednesday of a week
6 and they are not licensed but they do have some other
7 qualifications. They are not licensed so does that mean
8 that as a soon as an alternative program spot is available
9 that there is the obligation that that person is enrolled
10 and on their way in a program?

11 Is there a time limit? Is there a time
12 cushion? Is there a timeline cushion? I'm just thinking, you
13 know, why do we have to have these -- these expectations on
14 all sides? You go into these conversations, we all have our
15 -- our assumptions sort of, set.

16 I would like to, at some point, I'd like us
17 to talk about what does it really look like around the
18 state? And I want to know what people are experiencing with
19 trying to break in and there are probably more than we know
20 about trying to get in.

21 MS. RANKIN: Yeah, and I know plenty that are
22 doing the alternatives.

23 MS. GOFF: But -- but we also care about the
24 quality of those people as well and really how long -- how
25 long are they going to be of service -- of great beneficial



1 service to get.

2 MS. FLORES: Right. Because the training
3 costs so much it disturbs.

4 MS. GOFF: I know, I mean, it's a big
5 dilemma, there is no doubt about it.

6 MS. FLORES: I mean this -- if nothing else,
7 I-I think this is certainly not the time and we can change
8 this as they say any time but, this is not the time to raise
9 the bar for teachers. I think -- I -- option two is what
10 we've been using, and it makes no sense at this point to
11 make it more difficult.

12 MADAM CHAIR: Board member Rankin.

13 MS. RANKIN: I-I-I concur with that and I --
14 and I have to say. It's going to be an argument in our
15 state for a long time. We have such a unique state with
16 having like, I mean, we have two school district states
17 Julesburg and Cortez. I mean, these are very, very, rural
18 schools and -- and they have a hard time --

19 MS. FLORES: Settling. Just -- yeah.

20 MS. RANKIN: -- getting -- just getting
21 enough teachers and that's why online flourishes out there.
22 I mean, that sometimes, that's the only alternative but it
23 would be nice to have a body in that classroom.

24 MR. DURHAM: Ready for a motion, Madam Chair?

25 MADAM CHAIR: Sure.



1 MR. DURHAM: I'll move option two.

2 MS. FLORES: I second.

3 UNIDENTIFIED VOICE: Yes.

4 MADAM CHAIR: McClellan?

5 MS. RANKIN: Come on, Dr. Flores.

6 MS. MCCLELLAN: Sure.

7 MADAM CHAIR: Wow, that went quick.

8 MS. RANKIN: And you can -- you can be

9 flexible enough.

10 MR. DURHAM: You have to wake up

11 (Indiscernible).

12 MS. FLORES: That is 24 instead of -- let me

13 find a -- 24, can we make that 36?

14 MR. DURHAM: Sure. I will accept that as a

15 friendly amendment.

16 MS. RANKIN: Okay.

17 MS. GOFF: We're in this thank you.

18 MS. RANKIN: So currently the 24 is based on

19 what? Six, four years of regular --

20 MS. FLORES: Well, a 36 -- 36 is -- is -- is

21 a major, 24 is a minor.

22 MS. RANKIN: Is 36 a major?

23 MS. FLORES: Yeah.

24 MS. RANKIN: 24 is what?

25 MR. DURHAM: A minor.



1 MS. FLORES: Minor.

2 MS. RANKIN: Wow.

3 UNIDENTIFIED VOICE: Yeah. Okay.

4 UNIDENTIFIED VOICE: Okay. It's a friendly
5 amendment.

6 UNIDENTIFIED VOICE: May I hear the -- the
7 amendment to that motion one more time?

8 UNIDENTIFIED VOICE: Yeah. Please.

9 UNIDENTIFIED VOICE: Strike 24 and put in 36.

10 UNIDENTIFIED VOICE: Okay.

11 UNIDENTIFIED VOICE: Does that -- does that
12 change everything to, you know, Colorado?

13 UNIDENTIFIED VOICE: You know, if you're
14 teaching math, that makes a difference.

15 UNIDENTIFIED VOICE: The --

16 UNIDENTIFIED VOICE: Yeah?

17 UNIDENTIFIED VOICE: Somebody would've been
18 helpful to have.

19 UNIDENTIFIED VOICE: What happens to the ones
20 that have -- have qualified under -- what happens when
21 they've already qualified under 24 then what? All of a
22 sudden, they've got to go back and get --

23 UNIDENTIFIED VOICE: No, no, no.

24 UNIDENTIFIED VOICE: Or take a test.

25 UNIDENTIFIED VOICE: I mean, 36 is a major.



1 UNIDENTIFIED VOICE: I know.

2 UNIDENTIFIED VOICE: That's it --

3 UNIDENTIFIED VOICE: But I'm talking about
4 what happens for our current teachers.

5 UNIDENTIFIED VOICE: -- to the people who are
6 there now.

7 UNIDENTIFIED VOICE: Yeah, most teachers are.

8 UNIDENTIFIED VOICE: I think she's trying to
9 what -- it doesn't have anything to do with a higher range
10 of SO reporting.

11 UNIDENTIFIED VOICE: So this reporting --

12 UNIDENTIFIED VOICE: So this is just for SO
13 reporting?

14 UNIDENTIFIED VOICE: This is just for SO
15 reporting. As long as they meet --

16 UNIDENTIFIED VOICE: Identify what is in
17 service --

18 UNIDENTIFIED VOICE: So my point is --

19 UNIDENTIFIED VOICE: As long as they meet any
20 one of these, though, so there's a --

21 UNIDENTIFIED VOICE: Yeah. But my point is,
22 is that if we have teachers that are only meeting the 24
23 semester hours, then suddenly they're going to be out of
24 field --

25 UNIDENTIFIED VOICE: Correct.



1 UNIDENTIFIED VOICE: Because now it's 36.

2 UNIDENTIFIED VOICE: If that's the only one
3 of these they meet, that's correct.

4 UNIDENTIFIED VOICE: But it's such a low bar.

5 UNIDENTIFIED VOICE: It's from now on, right?
6 Or whenever -- it's not like today.

7 UNIDENTIFIED VOICE: From now on?

8 UNIDENTIFIED VOICE: Well, when -- when's the
9 effective start date --

10 UNIDENTIFIED VOICE: Can you guys answers
11 that question for me?

12 UNIDENTIFIED VOICE: This is going -- this is
13 going in and we're going to work on it. We'll just go in.

14 UNIDENTIFIED VOICE: Yeah. We'll have to
15 report for the 16-17 school year.

16 MADAM CHAIR: So we have a motion and we have
17 a friendly amendment and we have a second, is that what we
18 have?

19 UNIDENTIFIED VOICE: Well, we have a motion
20 and a second.

21 UNIDENTIFIED VOICE: Oh, did you accept the
22 friendly amendment? Oh, no Steve -- Steve's the one who made
23 the motion.

24 MR. DURHAM: Yeah. I would accept it as a
25 friendly amendment.



1 UNIDENTIFIED VOICE: Okay.

2 MR. DURHAM: Second needs to accept it too.

3 MADAM CHAIR: Is the second accepting?

4 UNIDENTIFIED VOICE: Is there a second to
5 this?

6 UNIDENTIFIED VOICE: Is this is the only way
7 you'll vote yes?

8 UNIDENTIFIED VOICE: Yes.

9 UNIDENTIFIED VOICE: Okay. I accept it as a
10 friendly amendment under duress.

11 MADAM CHAIR: Why's that --

12 UNIDENTIFIED VOICE: I do have to give one
13 piece of information. The only exception to this is that
14 those who were already licensed and do not have an
15 endorsement on the content area. It's no longer 24 hours,
16 which is our content area endorsement. We're now asking
17 them to demonstrate 36 hours.

18 So, my example, this is going to be my
19 example. Colleen O'Neill, the English teacher, has been
20 asked to teach math. I have an endorsement in English. The
21 actual endorsement for me to get a license is 24 credit
22 hours. Or for me to get an endorsement in math is 24 credit
23 hours by state statute. We would be adding on top of that
24 an additional --

25 UNIDENTIFIED VOICE: 12 more hours.



1 MADAM CHAIR: No. Because you'd still have
2 your license and your endorsements.

3 UNIDENTIFIED VOICE: So, I would be able to
4 get my endorsement, Pat has no license whatsoever, he would
5 have to demonstrate 36 hours.

6 MADAM CHAIR: Right.

7 UNIDENTIFIED VOICE: So, I just want to be
8 extraordinarily clear --

9 MADAM CHAIR: Right.

10 UNIDENTIFIED VOICE: Right.

11 UNIDENTIFIED VOICE: -- that there is a
12 double standard for that demonstration.

13 MADAM CHAIR: Right. But you already have
14 all sorts of other hours?

15 UNIDENTIFIED VOICE: Correct.

16 UNIDENTIFIED VOICE: Yeah. No. I -- I get
17 it.

18 UNIDENTIFIED VOICE: I don't --

19 MS. FLORES: So, maybe not a PhD but 36
20 hours.

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: No.
7 MS. CORDIAL: Board member Rankin?
8 MS. RANKIN: Yes.
9 MS. CORDIAL: Board member Schroeder?
10 MADAM CHAIR: No. It passes.
11 MS. CORDIAL: Okay.
12 MADAM CHAIR: Got any more asterisks?
13 UNIDENTIFIED VOICE: No. That would -- so
14 just to clarify. So, basically, we're keeping option two,
15 we're changing 24 to 36.
16 UNIDENTIFIED VOICE: I believe that's all of
17 the asterisks.
18 UNIDENTIFIED VOICE: That was the entirety of
19 the disagreement that we've had at the hub level.
20 MADAM CHAIR: Board members, where are we on
21 the SO plan? Are we ready to vote on it next time?
22 UNIDENTIFIED VOICE: Well, we're going to
23 need more asterisk.
24 UNIDENTIFIED VOICE: There's no more
25 asterisk.



1 UNIDENTIFIED VOICE: Let's vote on it.

2 UNIDENTIFIED VOICE: Okay.

3 UNIDENTIFIED VOICE: I've one final
4 amendment. Let me get that. The page 59 --

5 UNIDENTIFIED VOICE: In the plan?

6 UNIDENTIFIED VOICE: -- under participation
7 rate E, insert the following after CR -- 34 CRF at the end
8 of that first sentence. Okay. Ready Elizabeth?

9 UNIDENTIFIED VOICE: Wait, no.

10 UNIDENTIFIED VOICE: No.

11 UNIDENTIFIED VOICE: Not yet.

12 UNIDENTIFIED VOICE: Right after that prompts
13 from the feds that -- what it says E and then has --

14 UNIDENTIFIED VOICE: Right. Yeah.

15 UNIDENTIFIED VOICE: Yeah.

16 UNIDENTIFIED VOICE: The citations? Yeah.

17 UNIDENTIFIED VOICE: I don't have it written
18 down, but I'll -- I'll --

19 UNIDENTIFIED VOICE: Wait, wait. I'm almost
20 ready. Okay. Ready.

21 UNIDENTIFIED VOICE: Ready?

22 UNIDENTIFIED VOICE: Yes.

23 UNIDENTIFIED VOICE: Colorado law prohibits
24 local education agencies from coercing parents and students
25 to participate in standardized tests period. Compliance



1 with this provision makes it impossible for the State Board
2 of Education to comply -- to ensure compliance --

3 UNIDENTIFIED VOICE: Oh.

4 UNIDENTIFIED VOICE: Sorry, to ensure
5 compliance with the 95 percent requirement. So, it simply
6 makes it clear that -- that due to the Colorado state law,
7 we cannot ensure compliance with this provision.

8 UNIDENTIFIED VOICE: Well, that's not a
9 motion, but does everybody agree with that?

10 UNIDENTIFIED VOICE: I agree.

11 UNIDENTIFIED VOICE: Just a statement.

12 UNIDENTIFIED VOICE: We can't just thoroughly
13 assume noncompliance either.

14 MR. DURHAM: No, doesn't.

15 MADAM CHAIR: No, no. It's fine. I mean,
16 it's just getting sure. Once you added that word that was
17 fine.

18 UNIDENTIFIED VOICE: We then have both sides
19 of it.

20 MS. CORDIAL: I got it.

21 MR. DURHAM: Okay. I'm done.

22 UNIDENTIFIED VOICE: Do you want a motion to
23 adjourn?

24 MADAM CHAIR: I sure as heck to.

25 UNIDENTIFIED VOICE: I move that we adjourn.



1 UNIDENTIFIED VOICE: Yay.

2 UNIDENTIFIED VOICE: Second.

3 UNIDENTIFIED VOICE: Until next month.

4 MADAM CHAIR: That is proper motion, second

5 it.

6 UNIDENTIFIED VOICE: Unanimous.

7 MADAM CHAIR: Somebody want to hammer it?

8 UNIDENTIFIED VOICE: No, we're good.

9 UNIDENTIFIED VOICE: So excited.

10 UNIDENTIFIED VOICE: Lordy, we made it.

11 (Meeting adjourned)

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1 C E R T I F I C A T E

2 I, Kimberly C. McCright, Certified Electronic
3 Transcriber, for the State of Colorado, do hereby certify
4 that the above-mentioned matter occurred as hereinbefore set
5 out.

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

11 IN WITNESS WHEREOF, I have hereunto set my hand
12 and seal this 5th day of October, 2018.

13

14 /s/ Kimberly C. McCright

15 Kimberly C. McCright

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