

# State Review Panel Fact Sheet:

## 2024-25 School Year

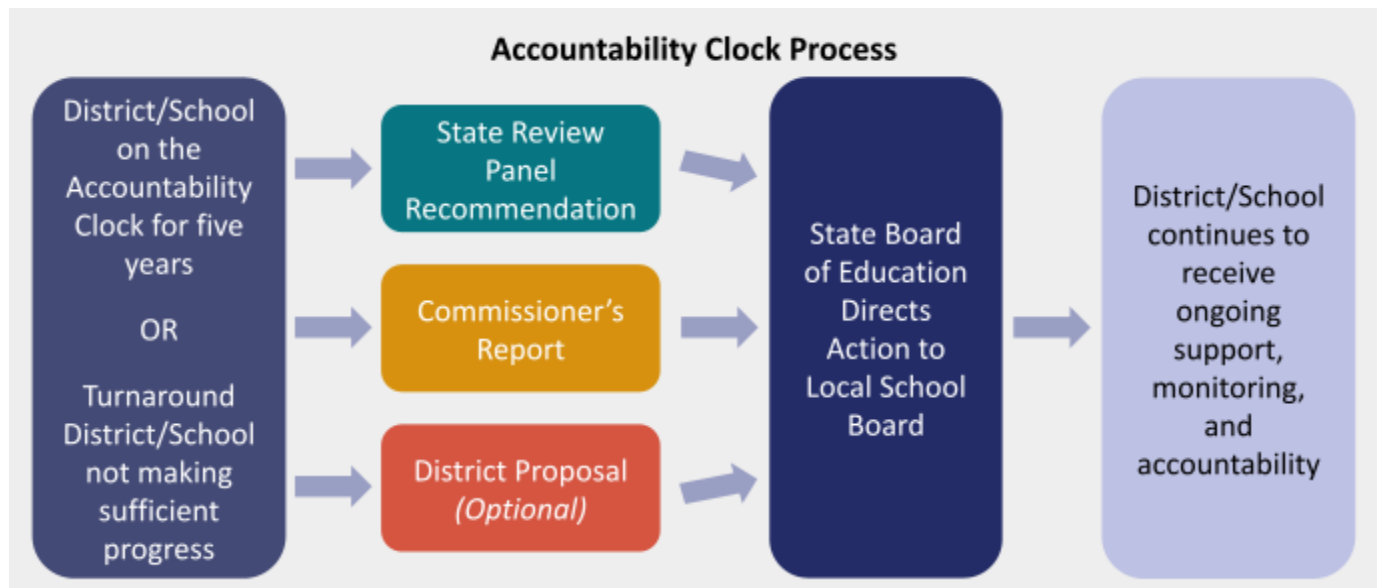
### Overview

This resource describes the State Review Panel process. This resource assumes knowledge about [state accountability](#) processes, including [performance frameworks](#), [performance watch](#), and [state board accountability actions](#). See the links for additional information.

### State Review Panel Context and Background

#### What is the State Review Panel?

The underpinning philosophy of the state accountability system is that schools and districts that meet basic state expectations hold increased autonomy; whereas, schools and districts not meeting those expectations will be eligible for increased support, as well as increased monitoring. To support a system of checks and balances, SB 09-163 created the State Review Panel (SRP), with some updates in 2018 and 2022.



#### What are the primary responsibilities of the SRP?

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

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



### What is the composition of the SRP?

The Commissioner is expected to appoint Panelists representing broad educational expertise with approval by the State Board of Education. To date, the Panelists have provided expertise in school and district leadership, school and district turnaround, alternative education, curriculum, assessment, instructional data management, program evaluation, teacher leadership, and school and district governance. Special attention has been paid to geographic representation and recruiting representatives with specialized knowledge (e.g., work in turnaround settings, alternative education campuses, multilingual education, online programs, and charter schools) as well as Spanish bilingual panelists. An outside partner, SchoolWorks, has been hired through a competitive process to coordinate the SRP’s work.

### Recommendation Process

#### How, when, and to whom does the SRP make recommendations?

Panelist recommendations are based on document reviews (a paper-based evaluation) and site visits (document review plus interviews and classroom observations). The SRP engages in multiple types of site visits, including: (1) an optional preliminary visit to districts/schools in year three of the accountability clock, (2) early action visits upon the request of the district for districts/schools in year three or four, (3) an end-of-clock visit in year four, and (4) progress monitoring visits once the State Board of Education has directed action for districts/schools. A report is shared with districts and the Commissioner after all types of visits. End-of-Clock and Early Action visits must include recommendations on next steps and are submitted to the State Board of Education, Commissioner, and the school district before the state board hearing.

#### What criteria does the SRP use to make recommendations?

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

1	Whether the public school’s/school district’s or institute’s leadership is adequate to implement change to improve results;
2	Whether the public school’s/school district’s or institute’s infrastructure is adequate to support school improvement;
3	The readiness and apparent capacity of public school and school district or institute personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance within the district public schools or the institute charter schools;
4	The readiness and apparent capacity of public school and school district or institute personnel to engage productively with and benefit from the assistance provided by an external partner;
5	The likelihood of positive returns on state investments of assistance and support to improve the public school’s/school district’s or institute’s performance within the current management structure and staffing;
6	The necessity that the public school/school district or institute remain in operation to serve students.



## Types of Required Actions

### What are the types of interventions the SRP can recommend?

In making their recommendations to the Commissioner and the State Board of Education, the SRP must select one of the interventions detailed in Table 1.

**Table 1. Type of Required Action for Districts and Schools**

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)	
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation	n/a	A committee develops a plan to consolidate the district with a neighboring district(s) and/or alter its boundaries. This involves comprehensive negotiation and requires either approval from voters in affected school districts, or approval from affected local boards of education (depending on which reorganization process is chosen by the state board) that voters in all involved districts support the plan.
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools	With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district	An external organization is brought into the district or school to manage the entire school/district <i>or</i> to manage targeted operations (e.g., fiscal management, HR operations, or instructional approach). The external partner must have contractual authority and accountability.
		With regard to a district or Institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board	
Charter School Conversion	That one or more of the district public schools be converted to a charter school	With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school	A school(s) is converted to a public charter school. This means that the school has its own governing board. A management organization could be brought in to operate the school(s). There are automatic waivers available to charter schools.
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104 or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104	With regard to a district public school, that the district public school be granted status as an innovation school pursuant to section 22-32.5-104	Innovation Status provides a way for a school, a group of schools or the district to develop innovative practices to better meet the needs of students. It allows more autonomy to make decisions at the school-level and includes getting approval on waivers from local and state policies that may be barriers to that innovative vision.

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)	
School Closure	That one or more of the district public schools be closed	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked	School closure can be done in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system).
Community School Conversion	That one or more district public schools be converted to a community school as defined in section 22-32.5-103(1.5)	With regard to a district public schools, that the district public school be converted to a community school as defined in section 22-32.5.103(1.5)	The district converts a school to a community school, which is a public school that implements (1) an annual asset and needs assessment that engages at least seventy-five percent of families, students, and educators in the community, (2) a strategic plan, (3) a process to engage partners who bring assets and expertise to implement the school's goals, and (4) a community school coordinator.
Removal of Accreditation	That the school district's accreditation be removed	N/A	The district is considered Unaccredited.
Options for Charter Schools			
Charter Revocation	N/A	(V) That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked. (C.R.S. 22-11-210)	Charter school closure can be done in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system). In addition, the charter school may have their charter revoked.
Replace the operator	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board. (C.R.S. 22-11-210)	The public or private entity operating the charter school could be replaced.
Replace the governing board	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board. (C.R.S. 22-11-210)	The governing board of the charter school could be replaced.

Guidance documents for each pathway provide an overview of implementation details, implications for governance and funding, and the conditions necessary for success.



**Pathway Guidance Documents**

- [Pathways Overview](#)
- [Community School Conversion](#)
- [Conversion to a Charter School](#)
- [Innovation School or Innovation Zone](#)
- [Management by a Public or Private Entity](#)
- [School Closure](#)
- [District Reorganization](#)

CDE has also developed rubrics for school districts submitting pathway plans on behalf of a school, set of schools, or the district. The rubrics are aligned to each specific pathway option and are intended to guide planning for schools and districts pursuing the pathways as a turnaround strategy. At the request of the District or Institute, department staff can provide feedback on draft pathway plans based on the associated rubric. Department staff use the rubrics to inform the Commissioner’s report and assess whether the plan, if implemented, has a likelihood of significant, rapid and positive impact on student learning.

**Pathway Rubrics**

- [Community School Conversion Rubric](#)
- [Conversion to a Charter Rubric](#)
- [Innovation School or Innovation Zone Plan Rubric](#)
- [Management Plan Rubric](#)
- [School Closure Rubric](#)

**2024-25 State Review Panelists**

The list of current State Review Panelists is detailed in Table 2.

**Table 2. State Review Panelists** (Approved by the State Board of Education on August 28, 2024)

Name	Year on SRP	Title	Affiliation	Areas of Expertise
Amy Valentine	1 <sup>st</sup>	CEO/Education Evangelist	Future of School	District, School & Teacher Leadership / Program Eval / Budgeting & Finance / Elementary & Secondary / Online / Urban / Bilingual in Spanish
Andrew Franko	9 <sup>th</sup>	Chief Executive Officer	Minga Education Group	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Eval/ Program Management / Budgeting & Finance / Elementary & Secondary / Charter / Online / Career Tech Ed / Alternative Ed
Biaze Houston	14 <sup>th</sup>	District Support Chief	University of Virginia - Partnership for Leaders in Education	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Charter / Online / Urban / Multilingual Learner /Turnaround



Name	Year on SRP	Title	Affiliation	Areas of Expertise
Brian Kosena	2 <sup>nd</sup>	Chief Learning Officer	Westminster Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Elementary & Secondary / Urban / Turnaround
Cheri Wrench	1 <sup>st</sup>	Education Consultant	Wrench Consulting, LLC	District, School & Teacher Leadership / Budgeting & Finance / Elementary / Urban / Bilingual in Spanish
Chris DeRemer	3 <sup>rd</sup>	Assistant Principal	Manual High School, Denver Public Schools	School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Secondary / Urban / Multilingual Learner / Alternative Ed / Turnaround
Chris Jenkins	2 <sup>nd</sup>	Field Supervisor	Colorado Mountain BOCES	District, School & Teacher Leadership / Budgeting & Finance / Secondary / Online / Urban / Rural / Career Tech Ed / Alternative Ed
Cori Canty Woessner	3 <sup>rd</sup>	Improvement Planning and Attendance Manager	Denver Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Budgeting & Finance / Elementary & Secondary / Multilingual Learner / Alternative Ed / Turnaround
Cynthia Trinidad-Sheahan	2 <sup>nd</sup>	WEB Transition Coordinator/ Board Director	Quist Middle School, School District 27J / Colorado Association for Bilingual Education	School & Teacher Leadership / Budgeting & Finance / Program Eval / Elementary & Secondary / Charter / Multilingual Learner / Bilingual in Spanish
Elizabeth Wall-Macht	7 <sup>th</sup>	Consultant / University Instructor	CU Denver	School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Charter / Online / Urban / Multilingual Learner / Alternative Ed
Emily Yates	2 <sup>nd</sup>	Director of School Improvement	Denver Public Schools	District, School & Teacher Leadership / Governance / Charter / Urban / Multilingual Learner / Bilingual in Dutch / Turnaround
Erin Trapanese	1 <sup>st</sup>	Leadership Coach	TNTP	School & Teacher Leadership / Elementary & Secondary / Turnaround
Gisellys Zarzuela	2 <sup>nd</sup>	Manager of Intensive School Support	Denver Public Schools	School & Teacher Leadership / Curriculum, Instruction & Assessment / Elementary & Secondary / Urban / Multilingual Learner / Bilingual in Spanish / Turnaround
Jennifer Wray	4 <sup>th</sup>	K-8 Science Instructor	Vision Charter Academy	Curriculum, Instruction & Assessment / Elementary / Charter / Online / Urban / Rural / Multilingual Learner / Alternative Ed



Name	Year on SRP	Title	Affiliation	Areas of Expertise
Jody Mimmack	5th	Adjunct Faculty – Teaching and Learning	Colorado State University – Global	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Online / Rural / Urban / Special Ed / Alternative Ed / Turnaround
Johan van Nieuwenhuizen	14 <sup>th</sup>	Interim Assistant Superintendent	Weld Re-8 School District	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Online / Rural / Urban / Special Ed / Turnaround
Karen LeFever	1 <sup>st</sup>	Managing Partner	KFL Global Strategies	District, School & Teacher Leadership / Elementary & Secondary / Urban / Special Ed
Keri Melmed	3 <sup>rd</sup>	Educational Consultant & Leadership Coach	Self-employed	School & Teacher Leadership / Elementary & Secondary / Charter / Multilingual Learner / Special Ed / Alternative Ed / Turnaround
Lyn Bajaj	5 <sup>th</sup>	Site Professor / Consultant	CU Denver	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Urban / Multilingual Learner / Turnaround
Mathew Neal	4 <sup>th</sup>	Superintendent	Moffat County Schools	District & School Leadership / Superintendent / Elementary & Secondary / Charter / Online / Rural / Urban / Alternative Ed / Turnaround
Michelle Palmer	7 <sup>th</sup>	Senior Director of Customer Success	New Classrooms	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Budgeting & Finance / Elementary & Secondary / Urban / Multilingual Learner / Turnaround
Mike Andrews	2 <sup>nd</sup>	Retired Principal	Weld County School District RE-1	District, School & Teacher Leadership / Elementary & Secondary / Turnaround
Monica Nurrenbern	1 <sup>st</sup>	Education Consultant & Leadership Coach	Independent	District, School & Teacher Leadership / Superintendent / Data Analysis / Program Eval / Elementary / Urban / Multilingual Learner / Bilingual in Spanish / Turnaround
Nancy Carre	2 <sup>nd</sup>	Grants Consultant	Self-employed	Teacher Leadership / Education Program Management / Multilingual Learner / Bilingual in French / Alternative Ed
Nick Bucy	7 <sup>th</sup>	Manager of Tiered School Supports	Denver Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data



Name	Year on SRP	Title	Affiliation	Areas of Expertise
				Analysis / Program Eval / Program Management / Budgeting & Finance / Secondary / Charter / Rural / Urban / Alternative Ed / Turnaround
Peggy Downs	3 <sup>rd</sup>	Grants Specialist for Charter Schools	Granting Your Vision	School Leadership / Curriculum, Instruction & Assessment / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Charter
Sabrina Hodges	1 <sup>st</sup>	Education Consultant	Specially Designed, LLC	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary / Charter / Urban / Special Ed
Sandra Just	5 <sup>th</sup>	Interim Human Resources Director	Sheridan School District 2	District & School Leadership / Data Analysis / Program Eval / Secondary / Urban / Multilingual Learner / Biliteracy in Spanish / Special Ed / Alternative Ed / Turnaround
Sara Myers	3 <sup>rd</sup>	Dean of Instruction	Aurora West College Preparatory Academy, Aurora Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Secondary / Online / Urban / Multilingual Learner / Special Ed / Career Tech Ed
Sherry Kalbach	3 <sup>rd</sup>	Deputy Superintendent	Colorado Springs, School District 11	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Elementary & Secondary / Turnaround
Stacey Park	2 <sup>nd</sup>	Assistant Superintendent & Chief Academic Officer	Roaring Fork School District	District, School & Teacher Leadership / Governance / Program Management / Elementary / Urban / Rural / Charter / Biliteracy in Spanish
Starla Pearson	11 <sup>th</sup>	Clinical Assistant Professor	University of Denver	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Online / Urban / Multilingual Learner / Special Ed / Career Tech Ed / Turnaround
Susana Wittrock	3 <sup>rd</sup>	Assistant Principal	St. Vrain Valley School District	District, School & Teacher Leadership / Budgeting & Finance / Program Management / Elementary & Secondary / Multilingual Learner / Biliteracy in Spanish / Special Ed / Alternative Ed
Tacy Killingsworth	9 <sup>th</sup>	Executive Director for Learning Services	Academy District 20	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Program Eval / Elementary / Rural / Urban / Special Ed





Name	Year on SRP	Title	Affiliation	Areas of Expertise
Ted Johnson	3 <sup>rd</sup>	Assistant Superintendent of Teaching and Learning Services	Pueblo District 60	District & School Leadership /Elementary & Secondary / Urban / Multilingual Learner / Turnaround
Virginia Thompson	1 <sup>st</sup>	Instructional Coach	D51 Mesa County Valley	School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Management / Elementary / Rural
Wendy Birhanzel	3 <sup>rd</sup>	Superintendent	Harrison School District 2	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Management / Budgeting & Finance / Elementary & Secondary / Urban / Multilingual Learner / Special Ed / Turnaround
Wendy Wyman	2 <sup>nd</sup>	Professional Learning Director	Mountain BOCES	District, School & Teacher Leadership / Elementary / Rural / Alternative Ed / Turnaround
Zachary Rahn	4 <sup>th</sup>	Executive Director Curriculum and Instruction	Aurora Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Charter / Online / Urban / Multilingual Learner / Bilingual in Spanish / Special Ed / Turnaround

For additional questions, contact [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us).